

Basic Recruit Training Program
for Florida Correctional Officers
ATMS #3016

Instructor Guide

Version 2025.07

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Criminal Justice Standards and Training Commission
Florida Department of Law Enforcement

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BASIC RECRUIT TRAINING PROGRAM FOR FLORIDA CORRECTIONAL OFFICERS
VERSION 2025.07
ATMS #3016

VOLUME 1—BASIC RECRUIT TRAINING PROGRAM FOR FLORIDA CORRECTIONAL OFFICERS

Chapter	Course Title	Hours	Course Number
Chapter 1	Introduction to Corrections	32	CJK_0301
Chapter 2	Legal for Correctional Officers	22	CJK_0355
Chapter 3	Communication for Correctional Officers	32	CJK_0306
Chapter 4	Interviewing and Report Writing in Corrections	16	CJK_0111
Chapter 5	Shift Management and Safety	20	CJK_0327
Chapter 6	Intake and Release	16	CJK_0321
Chapter 7	Supervision in a Correctional Facility	32	CJK_0324
Chapter 8	Supervising Correctional Populations	25	CJK_0326
Chapter 9	Incidents and Emergencies in Correctional Facilities	20	CJK_0336
	Subtotal	215	

VOLUME 2—FLORIDA BASIC RECRUIT TRAINING PROGRAM: HIGH LIABILITY

Chapter	Course Title	Hours	Course Number
Chapter 2	First Aid for Criminal Justice Officers	40	CJK_0031
Chapter 3	Criminal Justice Firearms	80	CJK_0040
Chapter 4	Criminal Justice Defensive Tactics	80	CJK_0051
Chapter 6	Criminal Justice Officer Physical Fitness Training	30	CJK_0340
	Subtotal	230	

PROGRAM TOTAL: 445

INSTRUCTIONS FOR USING THE INSTRUCTOR GUIDE (IG)

Instructor guides are designed to make teaching and lesson planning easier for the instructor. They clarify what components of the curriculum are mandatory and what lessons they correspond to. Required components of the curriculum appear in the shaded boxes in the instructor guide.

The required components of an instructor guide include:

- vocabulary
- objectives
- communication exercises
- role-plays
- writing assignments

Instructor guides also contain suggested activities. Suggested activities are not required and are only meant to supplement your lesson plan. You are encouraged to alter and adjust the suggested activities to fit the needs of your students. Suggested activities appear in dotted-lined boxes.

These suggested activities often include:

- group work
- scenarios
- case studies
- writing exercises
- discussion questions

REVIEW OF INSTRUCTIONAL STRATEGIES

Each student has a different learning style. Therefore, it is imperative that you develop sound strategies for introducing students to new information. Below are some ways you can make your instruction more engaging, effective, and efficient.

1) Review content and create a lesson plan before teaching.

As an instructor, you will be the most effective if you have thoroughly reviewed the content and instructor guide before teaching. While previewing the content, you can brainstorm relevant examples to share, determine which discussion questions are most helpful, find appropriate video resources, and ensure you have the necessary materials for a lesson. Also, it can be helpful to make sure in advance that you have a mix of lecture, discussion, group work, and hands-on learning. See the attachment on instructional strategies (Attachment: Instructional Strategies) for additional ideas on how to create a more dynamic lesson.

2) Tailor instructional strategies to the needs of students.

As an instructor, it is important to understand the needs of your students to make your instruction more effective. For example, if many of your students are right out of high school, then they may have less life experience to draw on for activities and may need additional writing support. Providing more opportunities for writing, discussion, and instructional activities that develop communication skills would be most effective for that particular audience. Students transitioning from other careers may benefit from discussions about how skills from their previous careers are applicable to their new role as a correctional officer.

3) Choose the most appropriate instructional strategy for the type of objective.

In education, knowledge refers to understanding information; skill refers to practical application of knowledge. For example, passing a written test to obtain a driver license demonstrates knowledge. By contrast, passing a road test to obtain an unrestricted driver license demonstrates skill. Instructors can tailor their instructional techniques in a way that best supports student mastery of objectives by evaluating whether an objective is more knowledge-based or skill-based.

If teaching a skill-based objective, such as how to conduct an effective cell search, a demonstration or simulation would be most appropriate. If teaching a knowledge-based objective that focuses on the memorization of facts, lecture- or discussion-based instructional strategies may be more appropriate. For example, lecture- or discussion-based strategies are useful when teaching legal concepts. Sharing relevant examples and stories from experience is valuable, but it is important to make sure lessons provide a mix of instructional strategies to help maintain student engagement.

4) Use visuals to enhance teaching.

Visuals are a useful tool for both skill-based and knowledge-based objectives. Videos can be used in a variety of ways to demonstrate skills, prompt discussions, or allow students opportunities to analyze scenarios. Creating visuals such as charts and diagrams is also another helpful way to aid students in processing information.

5) Use instructional activities that allow students to practice multiple skills at once.

Using group work and having students present their findings allows students to simultaneously practice soft skills such as communication, presentation, and leadership, in addition to reinforcing knowledge of content. Many suggested activities in this instructional guide include group work, but as an instructor you can also design group activities on your own. For example, instead of whole class discussions on a Think About This, you can have groups discuss them and present their findings to the class. The previous example gives students the opportunity to master both communication and presentation skills.

6) Incorporate writing activities throughout.

Including writing activities throughout a course, even in short bursts, can help students build their writing proficiency and practice the necessary grammar skills for report writing. For example, students can write their Think About This responses, write answers to discussion questions, or write short summaries of lessons. Also, instructors can have students write sample reports based on role-plays, communication exercises, or scenarios.

7) Remember the unique characteristics of adult learners.

Many instructional methods and techniques work for learners of any age. However, it is important to remember there are characteristics unique to adult learners when designing lessons for this audience. Take into consideration the approach to learning, principals of learning, and the motivation to learn when addressing adult learners.

Ways in which adults approach learning:

- They are self-directed.
- They usually have experience.
- They have a readiness to learn.
- They are more task-focused than subject-focused.
- They have a motivation to learn based on internal factors (career advancement, personal growth).

Principals of adult learning:

- Involve adults in the learning process.
- Use adult learners' experience as a resource.
- Show the immediate relevance of the training.
- Focus on solving problems rather than rote memorization.

ARCS Model to address learner motivation:

- attention—gain student attention.
- relevance—explain to the student “why” they are learning what you are teaching.
- confidence—support the student to feel confident that they can achieve the learning objectives of a course.
- satisfaction—students will be motivated if they gain satisfaction from their learning experience.

ATTACHMENT: INSTRUCTIONAL STRATEGIES

Although the difference between a method and a technique is not always clear, methods are how the instructor structures and delivers the information, while techniques are the specific ways that students interact with information to learn. Only a few of the many methods and techniques used by instructors are mentioned in this list. Add your own methods and techniques to increase your reference list in the future.

This is a partial list adapted from PlasmaLink Web Services that provides the Glossary of Instructional Strategies as a resource for all educators. ©1996-2002 PlasmaLink Web Services. Used with permission.

Instructional Methods

audiovisuals—an alternative to instructor content delivery that includes posters, photos, slides, videos, films, and audio tapes.

demonstrations—the instructor shows how to perform a procedure, process, technique, or application.

discussion—the instructor describes the goal or purpose of the discussion, or poses an open-ended question. Instructors use several techniques to encourage students to participate in discussions, including calling on specific people or assigning students to be an "expert" or leader for various parts of the discussion. Many cooperative activities include a small group discussion as teams work together.

facilitation—the instructor encourages the examination of ideas, stimulates communication and discussion, promotes student involvement in a focused goal-oriented manner, and builds upon student experiences. The facilitator provides structure while keeping the students at the center of the learning process. The facilitator directs and controls the learning process, not the students' learning, and provides information for the students to interact, apply, and learn with. The facilitator also listens more than they speak, adjusts the pace as needed, and understands that students participate in different ways.

field observations—students leave the classroom to observe events and objects in their natural surroundings. Field observation usually includes collecting and recording data in a field journal. The instructor discusses these observations later in the classroom. Field observations could involve observation of safety issues, law violations, or booking and search procedures.

field trips—any activity that occurs outside the classroom that provides hands-on experience with objects or people that occur in certain places. Target locations for field trips include courts, jails, correctional facilities, and community resource agencies.

guest speakers—guest speakers share specialized knowledge about their profession, agency, or topic of interest. They help the students form connections between knowledge acquired in the classroom and real-world applications.

laboratory—classroom activities performed in an environment that fosters inquiry through experimentation and exploration. Laboratories typically have specialized equipment that permit students to perform in a life-like environment. Examples include mock jails used to practice placing or removing an inmate from a cell, or mock apartments to practice conducting a search or making an arrest.

lecture—the instructor creates student interest and stimulation, develops opinion, provides or exchanges information, or encourages the student to use critical-thinking processes. The instructor verbally transmits information to the student and may include visual aids or notes. Lecture can be a

valuable part of an instructor's repertoire; however, it should not be overused or used when other instructional methods would be more effective for learning.

research—students complete projects through study in the library and searching on the internet to supplement classroom information.

observation—instructors or peers watch students during performance assessments and gather informal information about a student's needs and achievements.

problem-based learning—the instructor gives the student a problem or challenge and asks them to find a solution. There are four basic steps: 1) student receives the problem, 2) student gathers data, 3) student organizes data and tries to solve the problem, and 4) student analyzes the strategies used to solve the problem.

Socratic teaching method (questioning) —rather than directly telling the students, the instructor leads students to learning through a series of sequential questions. Questions include students applying the who, what, when, where, why, and how to a situation or students generating questions about a topic not yet learned, allowing them to participate in the instruction.

reciprocal teaching—students take turns being the instructor for a small group. The instructor's role is to clarify, ask questions, and ask for predictions.

simulations (scenario-based application)—students are in a training environment that is an abstract representation of real-life events, situations, or conditions. Simulation is one of the most effective learning methods. The instructor presents an artificial problem, situation, or event that represents some aspect of the real job they are training for. Because the experience is a simulation, any serious risk or complication associated with the real-life event does not occur. The levels of abstraction or complexity is purposefully reduced so that students become directly involved with underlying concepts. The simulation method involves using models, game formats, structured role-playing, or an interactive computer or video program.

INSTRUCTIONAL TECHNIQUES

analogies—a thinking skill where a student gives examples like, but not identical to, a target example. For example, the internet is analogous to the post office, because both deliver multimedia information to specific addresses.

brainstorming—students generate ideas without forming judgment on their value as a group process. Ideas are recorded for later discussion.

case studies—these are real-life problems related to the workplace that students solve by applying learned skills.

comparison matrix—this is a graphic organizer that helps students gather information and compare objects or concepts.

competitions—this can be useful in motivating some students to learn. Team competitions can be especially effective in the classroom if linked to a collaborative practice or review activity.

critical instances—students use rational, unbiased thinking to consider a variety of possibilities in response to a typical situation that requires immediate action, and then they choose from those possibilities.

debate, informal—this helps students work together to understand common issues under a set of rules. The rules are more flexible than those of formal debates and vary from one situation to another.

debriefing—this is done right after an activity, and students participate in this discussion about their actions and thought processes to encourage them to reflect and improve in the future.

field guides—these provide information from outside the classroom to study topics such as drugs, hazmat, vehicle or hull identification number locations, or criminal justice practices. Field guides include common names, formal names, definitions, graphic illustrations, explanations of where users can expect to find things, relevant dates, key facts, warnings, and notes.

fishbowl—the instructor selects students to sit on a panel and discuss a topic while other students observe or open the discussion to the whole class.

flow charts—these are graphical depictions using icons and arrows to show paths, movements, or actions as part of a larger complex system.

forecasting—students predict future events by analyzing current trends and events based on the assumption that those trends will continue.

grab bag—ask a student to remove an object or a concept on a slip of paper from a bag. The student must explain the concept, demonstrate using the object, or illustrate how the topic is related to what they are learning.

group investigation—separate students into equal teams. Each team selects a topic to investigate and gathers information, prepares a report, and presents their findings on that topic to the class.

jigsaw—the basic steps of jigsaw include group assignments of specific parts of instruction, group meetings with the instructor or expert resources, group completion of a report, and group instruction to the class. Once all groups present their topics, the students will have taught the whole concept or process.

line-up—the instructor provides student teams with concepts that they organize in logical order.

listing—students make lists of words, objects, or ideas. Use this activity to organize thoughts before a writing activity or as an assessment to demonstrate the ability to recall.

luck of the draw—the instructor places students' names into a container. At the end of class, someone draws a student's name from the container. At the beginning of the next class, that student should be prepared to present a three- to five-minute review of the previous day's lesson.

matching—students match words with their definitions or with their solutions.

outlines—these help students follow the concepts of the lesson, facilitate note taking, or organize studying.

paraphrasing—the instructor asks a student to restate in their own words the most recent content. Use this strategy to check for student understanding and open discussion with other students who are still unsure about the new information.

peer evaluation—students evaluate presentations or work of fellow students.

peer questioning—students ask questions of each other. This often occurs during student presentations.

presentations—students share prepared information in a structured manner.

problem-solving groups—the instructor assigns students to groups to interact with and solve problems. They ask students to create or construct problems, to set up how to solve the problems (without completing the actions necessary to solve them), and to solve the problems.

self-assessments—students reflect on their performance and assess themselves.

skill inventory—individuals either generate their own list of skills or individuals "check off" skills they possess from a pre-determined list. This is used as a self-assessment in many fields but most often used as part of professional development.

student expectations—often used as a first-day activity, instructors directly ask students what their expectations are for the class.

study aids—the instructor provides students with carefully constructed tools to assist students in learning specific information.

worksheets—these are prepared sheets structuring an activity for students that teaches or applies the objectives for a lesson.

INTRODUCTION TO CORRECTIONS

Course Number: CJK_0301

Course Hours: 32 hours

Course Structure: 3 units, 9 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ obtain a Florida correctional officer certification and understand how to avoid losing it
- ✓ make ethical decisions in all personal and professional situations
- ✓ behave professionally and effectively within a chain of command
- ✓ work within the larger criminal justice system by understanding their role
- ✓ make decisions and act appropriately based on the guidance of the U.S. Constitution
- ✓ respect and protect inmates through their actions
- ✓ recognize contraband and react to it appropriately
- ✓ analyze how procedural justice functions in corrections
- ✓ recognize and identify different crimes that may be committed in a correctional facility and the proper way to handle any evidence
- ✓ decide when and how to use force appropriately and avoid using excessive force
- ✓ make decisions and act carefully to avoid liability and its consequences

Required Activities

Suggested Activities

Notes to the Instructor

LESSON VOCABULARY

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UNIT 1 THE CORRECTIONAL OFFICER PROFESSION

LESSON 1 THE ROLES OF A CORRECTIONAL OFFICER

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 1)

Communication Exercises: Icebreakers

Distribute copies of the Core Communication Competencies Handout to students.

Conduct Communication Exercise: Icebreaker Exercise #1

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

Describe what a day in the life of an officer might look like. Draw from personal professional experience.

Have students summarize s. 943.10(2), F.S., and identify the key responsibilities of a correctional officer in Florida.

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

Discuss with students: what characteristics do you think a supervisor would look for when hiring a correctional officer?

Record student responses on a whiteboard or flip chart. Add any characteristics that students may have missed.

The following activity is designed to allow students to see the resources that are available for career enhancement in the corrections profession:

1. Divide students into groups of three or four.
2. Assign each group a professional correctional association to research.

Have each group present a 5-minute presentation about the correctional association, including the history, mission, values, goals, and programs or resources offered.

Conduct Communication Exercise: Icebreaker Exercise #2**☑ CO111.3. Explain the main roles of a correctional officer**

The following activity is designed to encourage students to think critically about the role of a correctional officer:

1. Divide students into groups of three or four.
2. Tell them that they will be working together to discuss the role of correctional officers. Each group must create a list of 10 words that they believe are important when defining the role. One example would be to think of another profession and the words associated with it. Words like heal, listen, and intelligence are often associated with doctors or nurses.
3. Give the groups 5–10 minutes to select their 10 words.
4. Once time is up, inform the groups that, of the 10 words, they must choose the one word that they deem to be the most important when discussing the role of a correctional officer. Give the groups a few minutes to choose their word.
5. Once every group has selected their word, go around and discuss the one word each group thought was the most important.

Discussion questions:

- Why is this word the one you think is most important? Why is it necessary for a correctional officer? Or is it? (Ask other groups if they agree with the word choice and have them explain why or why not)
- Would these words be used by everyone to describe a correctional officer? For example, the community? Your supervisor?

At the end of this activity, have the students put all the words they thought of (not just the one word) on the board (or a poster or sticky notes). The idea is to keep those words at the front of the classroom and revisit them throughout training. At the end of the course, ask if they still think those words define the role of a correctional officer.

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

Show a video of a confrontation between a correctional officer and an inmate. After viewing the video, discuss the appropriate ways to react to the inmate and how emotional intelligence plays into those actions.

Emphasize the fact that managing emotions and reactions is just as important as physical abilities.

LESSON VOCABULARY

emotional intelligence

COMMUNICATION EXERCISES: ICEBREAKERS

Objective (DO NOT READ ALOUD): The desired outcome of these exercises is to have students introduce themselves and practice speaking in front of a group.

Facilitator Instructions (DO NOT READ ALOUD): Ice breaker exercises should be conducted throughout the course. Each student should have the opportunity to speak.

Participants: Entire class.

Icebreaker #1 (perhaps morning, Day 1 of the academy)

Break the class into pairs, and have the students ask their partner three questions:

- What is your name?
- Why did you choose this profession?
- What is one interesting fact about you?

This is a one-on-one exercise conducted simultaneously in pairs. At the end, you may ask some of the students to tell the class about their partner.

Icebreaker #2 (perhaps after Day 2 of the academy)

Instruct the individual students to stand up in front of the entire class and talk about themselves for no more than 2 minutes. Allow other students to ask questions. You have the option of conducting this exercise throughout teaching Chapter 1.

If possible, every student should have an opportunity to speak about themselves.

UNIT 1 THE CORRECTIONAL OFFICER PROFESSION

LESSON 2 BECOMING A CERTIFIED OFFICER

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 1)

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

Compare the rules and mandates that govern the Florida Department of Corrections officers with those that govern county agency facilities. Discuss how the [Florida Administrative Code \(F.A.C.\)](#) and the [Florida Model Jail Standards \(FMJS\)](#) oversee the role of correctional officers. Show chapter 944, F.S., State Correctional System, and rule 33-208.002, F.A.C., Rules of Conduct.

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

The following activity is designed to help students work on skills such as public speaking, research, and communication while learning about the Criminal Justice Standards and Training Commission (CJSTC):

1. Divide the class into three groups and have each group research and answer one of the following questions pertaining to the statutory role of the CJSTC.
 - > What is the role of the CJSTC?
 - > What are the primary responsibilities of the CJSTC?
 - > How does the CJSTC affect the role or job of a correctional officer?
2. Once groups have answered their questions, have them share their answers with the rest of the class.
3. After groups have finished researching, go over the answers as a class and correct any errors the students made.

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

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

Show Professional Compliance (Disciplinary) Process on the FDLE's website. Review the section on Standards for Certification.

Read the examples below to the class and have students answer the following questions:

Johnny New Recruit is trying to become a correctional officer in Florida and is not sure of the requirements. He is 18, a permanent resident, and has graduated from high school. Johnny was a member of the U.S. Army; however, he received a dishonorable discharge.

Can Johnny be a correctional officer candidate in Florida? Justify your answer.

Sarah New Recruit is 26, a U.S. citizen, and did not graduate from high school but completed her GED. However, when Sarah was a teenager, she knowingly gave false information to a law enforcement officer; this was a misdemeanor.

Can Sarah be a correctional officer candidate in Florida? Justify your answer.

During the discussion of the certification requirements, emphasize that per s. 943.13, F.S., officers may not have received a dishonorable discharge from any of the U.S. Armed Forces.

Describe procedures for taking the State Officer Certification Exam (SOCE). More information about the exam can be found on the FDLE's website.

Remind students that to successfully complete the basic recruit training program, they must get a passing score on each of the end-of-course examinations, and demonstrate proficiency in the high liability courses (First Aid, Firearms, and Defensive Tactics).

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

Show Professional Compliance (Disciplinary) Process on the FDLE's website. Describe the officer discipline process, including reasons officers may be disciplined. Review the Violations and Penalties section list of Moral Character Violations.

Discuss the following CJSTC officer discipline case and determine which type of penalty should be imposed:

A law enforcement officer initiated a traffic stop on a correctional officer's vehicle after he observed him going 85 mph in a 60-mph zone. The CO submitted to two breath tests, which registered .138 and .143. He pleaded nolo contendere to the DUI charge and was adjudicated guilty. He was placed on probation for one year and ordered to enter a drug and alcohol

evaluation program. His driver's license was also suspended for six months, and he was ordered to pay \$500 in court costs. Since he was issued a Letter of Guidance several years ago for a previous DUI, a recommendation was provided that the officer receive a greater penalty than was provided earlier by the Commission. Using the four types of penalties, discuss which penalties should not be imposed and which one is more suitable.

Display s. 943.1395(6)(c), F.S., "When an officer's certification is revoked in any discipline, his or her certification in any other discipline shall simultaneously be revoked."

Discuss with students: how can disciplinary actions affect future career choices?

LESSON VOCABULARY

Florida Administrative Code (F.A.C.)

Florida Model Jail Standards (FMJS)

nolo contendere

UNIT 1 THE CORRECTIONAL OFFICER PROFESSION

LESSON 3 THE CRIMINAL JUSTICE SYSTEM

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 1)

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

Discuss with students: as correctional officers, how will you interact with the other components of the criminal justice system (court officials, law enforcement)?

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

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

Discussion questions:

- > As a correctional officer, why is it important to understand the structure and duties of the U.S. court system?
- > How does the court system impact the inmates you supervise?

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

Show a video of an inmate escaping from the courthouse. Discuss security concerns and what could have prevented the escape.

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

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

Explain to the students the various components of the corrections system.

Discussion questions:

- > What is the goal of corrections?
- > How much cooperation and communication do you think corrections needs to have with law enforcement? Why?

LESSON VOCABULARY

community control

corrections

court system

jurisdiction

law enforcement

parole

probation

UNIT 1 THE CORRECTIONAL OFFICER PROFESSION

LESSON 4 THE CHAIN OF COMMAND

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 1)

Communication Exercise: Trainee Insubordination

☒ CO114.1. Define the chain of command

Demonstrate an agency's rank structure by:

- > drawing a simple chain of command structure on a whiteboard or flip chart
- > using an official agency's organizational chart

The following activity is designed to help students practice communication skills and understand the importance of the chain of command and the delegation of authority to the foundation of an effective organization:

1. Divide the class into groups of three.
2. Each student will have a role of A, B, or C. The students should position themselves side-by-side in that order (A, B, C). Tell students that they are to simply follow the instructions in the task they are given.
3. A, B, and C each must follow their style of communication assigned below.
4. A reads the task statement (see examples below) they are given and draws a picture (no words or talking allowed) and passes the picture to B.
5. After looking over the picture, B writes a statement (only using words, still no talking) and passes it to C.
6. C acts on the statement.
7. Each unit must follow the chain of command. A communicates with B; B communicates with A or C; C only communicates with B. Each person should carefully adhere to their communication style.

Give students about 5 minutes to complete each task statement. Once they have completed the activity, you can use these questions to debrief:

- > Did you accomplish the task? Describe your experience. Was it frustrating or rewarding?
- > What was it like to be an A, B, or C?

- How does this remind you of communicating on the job?

Examples of task statements:

- Turn all the chairs away from the table.
- Recite the Pledge of Allegiance.
- Shake hands with five people who are not at this table.
- Make a paper airplane.
- Do 10 jumping jacks.
- Line up all the pens and pencils on the table from end to end.

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

Provide the following scenario to the class and have them decide whether the officer acted correctly. Determine if the officer used the organizational structure or the chain of command properly in this situation.

It's third shift, and there is a standard skeleton crew for the night. An emergency code is called. With limited staff, Sgt. John Michael leads the response team to the area of disturbance, a dorm, and then has the team wait so he can evaluate the situation. The situation is brutal. One inmate is on the floor, while 10 other inmates are assaulting him. For safety reasons, the sergeant decides that he needs a secondary response team. He calls for three additional unit officers to suit up and come to assist. Two of the unit officers quickly arrive on scene, but the third officer never shows. Eventually, the sergeant makes the call to enter the dorm with the response team, and they are able to control the situation.

After the code has been cleared, the sergeant finds his way to the unit where the officer who did not respond is stationed. The sergeant tells the officer that he ignored a direct order to respond, and the sergeant now wants the officer to write a statement. However, the officer felt that the order violated policy because it required him to leave his post unstaffed. Instead of writing the report and understanding that the sergeant does not see the situation the same way, the officer decides to contact the warden and explain his side of the story.

Conduct Communication Exercise: Trainee Insubordination

☒ **CO114.3. Differentiate between vertical and lateral communication**

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

Discussion questions:

- Why is it important for the lines of communication to remain open?
- What is the organizational impact of bypassing the chain of command?

☒ **CO114.5. Describe effective delegation of authority**

Make sure students understand that task can be delegated, but responsibility cannot.

LESSON VOCABULARY

chain of command

delegation of authority

insubordination

lateral communication

vertical communication

COMMUNICATION EXERCISE: TRAINEE INSUBORDINATION

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students demonstrate effective communication skills when faced with correcting inappropriate behavior of a coworker.

Facilitator Instructions (DO NOT READ ALOUD): The officer is a senior officer in a housing unit. The officer instructs a trainee to conduct a mandatory security round. The trainee refuses to conduct the security round stating that it is not needed, that the senior officer cannot tell the trainee what to do, and that the officer should do it themselves. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Participants: One senior officer and one trainee.

Provide instructions to participants separately.

Trainee Instructions (DO NOT READ ALOUD): You are a trainee in a housing unit. The senior officer will instruct you to conduct a mandatory security round. You will refuse to conduct the security round, state that it is not needed, argue that the senior officer cannot tell you what to do, and tell the senior officer to do it themselves.

Senior Officer Instructions (READ TO CLASS): You are a senior officer in a housing unit and you instruct a trainee that it is time to perform a mandatory security round.

Stop the exercise when the officer:

- ✓ communicates their role as a supervisor to ensure security rounds occur
- ✗ unprofessionally orders the trainee to conduct the security round

Post-Exercise Discussion

Ask the officer:

- ✓ What went well for you?
- ✓ What could you have done better?
- ✓ Were there any alternative actions you could have taken?

Ask the class:

- ✓ How did the officer explain the reason for contact?
- ✓ How did the officer show active listening and check for understanding?
- ✓ How did the officer pause and reset their response?
- ✓ What non-verbal communication did the participants display?
- ✓ Give an example of how the officer did or did not allow adequate time for the trainee to respond.
- ✓ How did the officer demonstrate that they acknowledged the trainee's responses?

UNIT 2 OFFICER ETHICS AND CONDUCT

LESSON 1 CRIMINAL JUSTICE ETHICAL CONCEPTS

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 1)

Handouts: CJSTC Officer Discipline Cases #26803 and #47526

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

Review case study; see Handout: CJSTC Officer Discipline Case #26803. Discuss the concepts of values, ethics, and ethical behavior.

Ask students to present personal stories of unethical behavior from someone they knew or news stories that they have seen of unethical behavior and discuss the consequences of that behavior.

Discussion question: how did the person's unethical behavior effect their certification, employment, family, or reputation?

Provide the following scenario, or describe one of your own, to the class to discuss:

Officer Jackson is the newest of 10 employees of the sheriff's office in his town. An hour after finishing his shift he posts a picture of himself still in uniform holding up a red solo cup. A pint of vodka can be seen on the table next to him. The caption reads, "ALL PLAY NO WORK 4 NEXT 2 DAYS!!!"

Discussion question: how might this reflect poorly on him, his agency, and the corrections profession in general?

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

The following activity is designed to have students think critically about ethical behavior in corrections. Divide the class into small groups and have each group answer all the following questions:

- > What types of ethical or moral dilemmas do correctional officers most often deal with?
- > What influences people to act according to a code of ethics?

- > What influences people to act against this code?
- > Does everyone agree about what is ethical and what is not? Why might people disagree?

After the groups are given some time to form their answers, have a larger class discussion about their answers.

Provide the following scenario to the class to discuss:

Mike has completed all of the requirements to become a correctional officer in Florida and is excited that he has just passed the state exam. After applying for a job at several local facilities, Mike will be hired at a county facility. Mike's parents were supportive with everything that he did. He was a good high school student who stayed out of trouble. However, there was an incident in school in which Mike was beaten up and his belongings taken from him by members of a local gang. This incident led Mike to withdraw from friends at school.

Discussion questions:

- > How might this experience affect Mike as a new correctional officer?
- > What safety concerns may arise?

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

With the entire class, or the class divided into groups, discuss the following behaviors:

- > intimidation (threats and bullying)
- > sarcasm, excessive criticism
- > complaining
- > falsifying records
- > introducing contraband
- > not securing your computer when leaving your desk
- > excessive use of force
- > sabotaging other employees or departments
- > open hostility toward management
- > calling a coworker by a nickname when they are not around
- > officer and offender romantic relationships
- > sexual harassment
- > cursing and swearing
- > gossiping
- > humor that demeans individuals or groups

Use a whiteboard or flip chart to sort the behaviors into the following categories: unethical, unprofessional, or criminal behaviors. Note which behaviors may belong in more than one category.

Review Handout: CJSTC Officer Discipline Case #47526. You may also find similar cases to detail several common reasons for disciplinary action against officers by the CJSTC such as: giving false statements, DUI, unprofessional relationships, perjury, larceny, official misconduct, sexual offenses, domestic violence, assault, and battery.

The FDLE Professional Compliance Bulletin is available from the [FDLE website](#). These bulletins are published quarterly and summarize the cases brought against criminal justice officers before the CJSTC. For each case, the report gives the charges, a summary of the circumstances, and any disciplinary action by the CJSTC. These cases are excellent training resources for instructors and provide real-life learning opportunities for students about ethical conduct.

☒ **CO121.4. Explain inappropriate disclosure of confidential information**

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

Provide the following scenario to the class to discuss:

Officer Jefferson is working his third double shift this week and it has been particularly hot in the afternoon. Inmate Styles buys two sodas from the canteen. He approaches Officer Jefferson and says, "Hey man, they are really working you hard this week," and hands him the cold soda.

Discussion questions:

- > Is Officer Jefferson allowed to take the soda?
- > How could this situation be seen as a conflict of interest?
- > What would be the appropriate follow-up?

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

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

Show your class a copy of your agency's policy and procedures concerning sexual harassment. Highlight the possible disciplinary actions related to violations of the policy.

Discuss with students: how do these behaviors (hostile work environment, quid pro quo, sexual harassment, and sexual misconduct) negatively impact a correctional facility or agency?

☒ **CO121.8. Identify appropriate responses to sexual harassment**

Use the following scenarios to help students identify instances of sexual harassment and make decisions for dealing with the inappropriate behavior. Summarize the key issues of each scenario. What action should be taken for each?

Scenario One

Ms. Burnett is a receptionist at a sheriff's office. She often laughs and jokes with the officers when they come by her desk. However, Officer Willis seems to linger. On Friday afternoon, he approaches Ms. Burnett from behind and rests his hand on her shoulders. She jerks away. He says, "You look tense. I can give you a quick massage." Ms. Burnett declines the offer and turns to leave the reception desk. Officer Willis blocks the exit.

Scenario Two

Officer Smith has been working at a facility for three weeks. Sergeant Green has asked her several times for a date to which she has politely declined. When she returns to the control room after making a count, he leans in and whispers, "My wife is out of town this weekend." Officer Smith is still on probation and wants to keep her job.

Scenario Three

Joyce's screen saver on her work computer is of a Sports Illustrated swimsuit model in a very revealing pose. None of the male officers have complained but the new officer, Carrie Baker, has asked that she change the image. Joyce changes the image to a plus-size model in a two-piece swimsuit. When Officer Baker comes by, Joyce winks and nods toward the screen.

☒ **CO121.9. Describe the consequences of engaging in sexual harassment**

Describe the consequences of engaging in sexual harassment. Show section on Professional Compliance Violations and Penalties on the FDLE website.

☒ **CO121.10. Describe how PREA relates to a correctional officer's duties****LESSON VOCABULARY**

bribery

conflict of interest

ethics

gratuity

perjury

quid pro quo

sexual harassment

HANDOUT: CJSTC OFFICER DISCIPLINE CASE #26803

Below is an example of an officer disciplinary case that was brought before the CJSTC.

Unprofessional Relationship with an Inmate; Introduction of Contraband at a County Detention Facility

The respondent resigned from the sheriff's office during an internal investigation, which ultimately sustained charges of Failure to Follow General Orders, Contraband Control, Staff Sexual Misconduct, Association with Criminals, and various other violations. On October 10, 2007, an internal investigation was opened based on a supervisor receiving information that a correctional officer was possibly providing an inmate with cigarettes. Supervisors conducted a search of the involved inmates' bunks and discovered cigarettes and lighters. During questioning, one of the inmates stated that the cigarettes were brought into the facility by the respondent. At that time, the respondent denied any involvement in introducing contraband. No further investigation was conducted at that time.

On April 28, 2008, another internal investigation was opened based on an anonymous report that the respondent was having an unprofessional relationship with an inmate. The investigation uncovered numerous monetary deposits to the same inmate who was previously found with contraband cigarettes. These deposits were made by a woman named "Lisa Jones," later discovered to be an alias used by the respondent. An audit of the inmate's phone conversations revealed conversations in which the respondent states that she would deposit money in the inmate's account. A further audit of phone conversations discovered numerous phone conversations between the respondent and another inmate. During one of those conversations, the respondent and the inmate discussed a sexual encounter that had recently occurred between them. During another of their conversations, the respondent indicated that the other inmate was put in disciplinary confinement since he would not admit that the respondent had brought the inmate cigarettes.

The investigation revealed that she had had an unprofessional relationship with inmates from about August 2007 until April 2008. The respondent appeared for an interview with internal investigators on April 14, 2008, with legal counsel. However, after being presented with the evidence, she resigned in lieu of participating in an internal interview. No criminal charges were filed in this case.

Penalty Guideline: Revocation; Suspension to revocation.

The respondent agreed to voluntarily relinquish her criminal justice certification.

Disciplinary Action by the Commission: The Commission accepted the voluntary relinquishment.

HANDOUT: CJSTC OFFICER DISCIPLINE CASE #47526

Below is an example of an officer disciplinary case that was brought before the CJSTC. You may also use case studies from local correctional facilities.

Sexual Harassment

The respondent resigned from the Orange County Corrections Department prior to the conclusion of an internal investigation which sustained improper conduct on or off duty and violations of promoting a healthy workplace free from discrimination, failure to maintain the highest level of morale, and sexual harassment. On November 2, 2020, an internal affairs investigation was conducted following allegations of sexual harassment against the respondent. The victim gave sworn testimony that on October 26, 2020, she and the respondent were in the control room when he told her that her face mask was sexy and turned him on. He told her to look at what she was doing to him and then grabbed her hand and placed it on his crotch. The victim said that she could tell that the respondent's penis was erect and immediately pulled away from him. She said that as he left the control room, the respondent told her that he would not mention the incident if she did not. The victim reported the incident to her lieutenant as well as several others. The respondent contacted another officer telling him that he had told the victim a bad joke and did not think she liked it. He told the officer that he was telling him about the incident because he wanted him to hear his side of the story. The respondent was offered three opportunities to give a sworn statement, but he declined. No criminal charges were filed.

Penalty Guideline: Probation with training to suspension with training.

Staff Recommended: 180-day prospective suspension; 1-year probation to begin at the conclusion of the suspension period; provide staff with proof of successful completion of Commission-approved sexual harassment training prior to the end of the probationary period.

Disciplinary Action by the Commission: The Commission rejected the requested penalty and revoked the respondent's certification.

UNIT 2 OFFICER ETHICS AND CONDUCT

LESSON 2 FAIR AND UNBIASED WORK ETHIC

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 1)

☒ CO122.1. Describe the impact of biased behavior

Have students brainstorm possible consequences of bias-based supervision in a correctional setting.

Conduct the Five Circles activity. The following activity is designed to engage students in a discussion on the diversity of their social circles:

1. Begin by discussing the role of groups. In our lives, we all belong to many different groups. Some examples include, a church, a gender, a race, a sports team, a nationality, or even the military.
2. Ask students to draw five circles. Once they are done, have them think of at least five different groups they belong to and have them write one in each circle.
3. Once every student has written down their five groups, ask them to think of two friends who they are closest to. These people cannot be their relatives. After they have each picked those people, have students write the initials of the person in the circle if they share the same group.
4. Do these people share many of the same groups? Are they in different groups from you?

Have a discussion with students about how we often surround ourselves with people who share the same groups as us. While this is not necessarily a bad thing, it does not allow us to meet a diverse group of people.

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

Conduct a class discussion on explicit and implicit bias with the following questions:

- > Have you ever had someone make an automatic judgment about you (or someone you know) that turned out to be wrong? How did it feel?
- > Did you (or that person) attempt to correct their thinking? Why or why not?

It is not necessary for the individuals in the discussion to tell how they were judged. That information may be too personal or traumatic. The objective is to discuss how it feels to be wrongly judged and for students to think about how they themselves think of others.

The following activity is designed to help students understand bias and how it can affect them as a correctional officer:

1. Ask students the following question: if I told you to go to Jacksonville, what county would you end up in?
 - > Morgan
 - > Duval
 - > Onslow
 - > Pulaski
 - > all of the above
2. Once students have reviewed the question, have a few share their answers.
3. Explain that different people with different frames of references and experiences will pick different counties. This is because our brain makes shortcuts for us based on our experiences. It can make it difficult for us to see the full picture. Implicit bias works in the same way.

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

Discussion questions:

- > What is the relationship between stereotyping, prejudice, and discrimination?
- > Why would instances of stereotyping, prejudice, or discrimination hurt a correctional facility's reputation?

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

Provide the following scenario to the class to discuss:

Inmate Booker is in the cafeteria when a fight breaks out two tables over from him. The fighting inmates are removed from the cafeteria for disciplinary follow-up. The sergeant tells Inmate Booker to get a mop and to clean up the spilled food and liquid. Inmate Booker becomes extremely angry because he did not participate in the fight or make the mess.

1. Divide the class into four groups.
2. For approximately 5–10 minutes, have the groups discuss how the sergeant could use procedural justice and the four pillars to gain Inmate Booker's compliance? Have the groups create possible dialogue that the sergeant may use with Inmate Booker and some of Booker's possible responses.

3. Reconvene the class. Have each group share their ideas on how procedural justice effected the outcome of the exchange.

LESSON VOCABULARY

bias

discrimination

explicit bias

implicit bias

prejudice

stereotyping

UNIT 3 OFFICER WELL-BEING

LESSON 1 ADJUSTING TO SHIFTWORK

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 1)

☒ **CO131.1. Describe the challenges of shiftwork**

Ask students if they ever worked shiftwork or had occasion to stay up all night.

Discussion questions:

- > How did you feel the next day(s) when deprived of nighttime sleep?
- > How did you stay focused the following day?

☒ **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**

Provide the following scenario to the class to discuss:

Officer James and her husband are both correctional officers. They have six-year-old twins. She has opted to work night shift so she can be at home with the children during the day; her husband cares for them at night.

Discuss with students: what can Officer James do to get proper rest in the daytime while performing shiftwork?

Have students create a shiftwork schedule or show an example of a shiftwork schedule.

UNIT 3 OFFICER WELL-BEING

LESSON 2 STRESS AND OFFICER WELLNESS

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 1)

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

Discussion questions:

- > What does the term stress mean to you?
- > What do you find stressful?
- > How does stress motivate you, slow you down, or get in your way?

Have students share a time when they experienced a fight-flight-freeze situation.

Discuss with students: how did you feel after the situation was resolved?

Discuss with students: what do you think might be the most stressful aspect of your job as a correctional officer and why?

☒ CO132.2. Describe the three categories of stress

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

Ask students what they think of when they hear the term post-traumatic stress disorder (PTSD). Discuss how hypervigilance presents itself as a symptom of PTSD and give examples of other symptoms.

☒ CO132.4. Explain how trauma impacts the brain

Using the internet, find an image of a PET brain scan of post-traumatic stress disorder. Show the class the physiological differences that occur with PTSD.

☑ CO132.5. Describe indicators of stress

The following activity is designed to help students with their research and public speaking skills while also having them become more familiar with how trauma impacts the brain:

1. Divide students into groups.
2. Have each group research one of the following: stress and correctional officers; PTSD in correctional officers; hypervigilance in correctional officers; how trauma impacts the brain.
3. Give groups 10–20 minutes to research these topics. Give groups 3–5 minutes to present their given topic.
4. After each presentation, discuss what the group's research found and correct any errors.

Have students make a list of warning signs of stress that they recognize in themselves and list at least three things they can do to de-stress. Inform students that their list is private for self-reflection. They can build on it as they recognize more warning signs and develop different ways of coping with stress.

Discuss with students: what should you do when concerned for the stress and well-being of another officer?

LESSON VOCABULARY

acute stress

fight-flight-freeze response

hypervigilance

post-traumatic stress disorder (PTSD)

routine stress

traumatic stress

UNIT 3 OFFICER WELL-BEING

LESSON 3 BEHAVIORAL HEALTH

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 1)

Handout: CJSTC Officer Discipline Case #25540

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

The following activity is designed to help students practice deep breathing:

1. Sit comfortably in your chair. Uncross your legs and arms. Relax.
2. Notice when you breathe how your chest rises and falls.
3. Now, place one hand on your abdomen and one hand on your chest.
4. As you breathe in deeply through your nose, you will notice that your hand on your abdomen rises slightly.
5. Exhale through the mouth.
6. Practice this breathing until you feel comfortable.
7. Repeat by inhaling deeply and exhaling through the mouth, making a quiet, relaxing whooshing sound like the wind as you blow gently out. The mouth, tongue, and jaw should be relaxed. Take long, slow, deep breaths that raise and lower your abdomen.
8. Focus on the sound of your breathing as you become more and more relaxed.

An alternative to this activity is to show a short video demonstrating box breathing.

The following activity is designed to help students practice building resilience and understand the importance of making resilience a priority:

- Give students at least 5 minutes to brainstorm ways they can build their resilience. Have each student make their own list of ways they can do this. Stress that their list is private and will not be shared with the class.
- When each student has made their list, do not ask them to share it with the class. Instead, stress that it will be critical for them to work on building their resilience before they become sworn officers.

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

Review Handout: CJSTC Officer Discipline Case #25540.

Discuss the concepts of mental health, substance abuse, self-care, and what resources are available.

Visit the Florida Department of Health website for mental health resources. Have students discuss the resources that are available and how to reach them.

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

Refer to Handout: CJSTC Officer Discipline Case #25540.

Discuss with students: what are some strategies for identifying when a coworker is not coping well with stress?

☒ **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**

Discussing suicide is a serious and sensitive topic. It may be a trigger for some students. Be mindful of how it is discussed for both the teacher and students' perspective. Remind students that it is okay to not be okay and that help is available.

Do an internet search on "correctional officer suicide rate, National Institute of Justice" for articles. Review at least one article.

Discussion questions:

- > What are some ways you can help a coworker dealing with suicidal ideation?
- > How would you respond if a coworker mentioned feeling like taking their own life?
- > Who would you go to for help dealing with a suicidal coworker?
- > Why is it important to take care of your mental health while working as a correctional officer?

An alternative to this activity could be to show a video on suicide prevention in the workplace and then, ask the discussion questions.

Visit the International Association for Suicide Prevention “Resources” web page and have students view an example of a safety plan. Have students create their own safety plan.

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

LESSON VOCABULARY

compassion fatigue

resilience

secondary trauma

stigma

suicidal ideation

HANDOUT: CJSTC OFFICER DISCIPLINE CASE #25540

Below is an example of an officer disciplinary case that was brought before the CJSTC. You may also use case studies from local corrections facilities.

Positive Drug Test for Cocaine

The respondent was referred to the Employee Assistance Program for drug treatment by the Department of Corrections pursuant to a positive drug test for cocaine. On August 14, 2007, the respondent submitted a urine sample during random drug testing at his facility. The test results showed positive results for cocaine metabolites. On August 14, 2007, the respondent submitted an incident report to DOC in which he admitted that he had a substance abuse problem. He stated that he had an alcohol problem that had recently escalated into cocaine use. He stated that he had used cocaine on two recent occasions before the drug testing. He indicated that he had already enrolled in an outpatient substance abuse program at a local hospital on August 9, 2007.

Penalty Guideline: Prospective suspension to revocation

Staff recommended revocation of the correctional officer's certification.

Disciplinary Action by the Commission: The Commission accepted staff's recommendation.

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the inmates. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises give students a chance to practice verbally de-escalating incidents. They give the facilitator prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You could build the lesson around the exercise. You could also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the Core Communication Competencies Handout from Chapter 3 before conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force, and how they would explain their use of force in court.
- You can instruct a participant—but not the officer role—to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the given questions with the communication exercises to facilitate a class discussion. You may also refer to the Core Communication Competencies Handout from Chapter 3 to form your own questions.
- Allow students time to respond to questions when gaining feedback from the class and encourage all students to participate in the discussion.

WRITING ASSIGNMENT INSTRUCTIONS

Each student is required to complete one mandatory writing assignment for each chapter.

This writing requirement aims to enhance students' understanding of the material and improve their written communication skills. The required assignment can be done with any lesson from the chapter. It is up to the instructor to determine the type, format, and length of the writing assignment students must complete. The instructor may provide additional guidelines for each writing assignment to ensure that students effectively engage with the course material. Examples of writing assignments include:

- Writing a summary of the chapter or a lesson
- Writing a report based on a role-play exercise, communication exercise, or scenario
- Writing daily journal entries reflecting on daily lesson content
- Writing about recent news events relating to the current chapter or lesson

LEGAL FOR CORRECTIONAL OFFICERS

Course Number: CJK_0355

Course Hours: 22 hours

Course Structure: 3 units, 9 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ understand the different types of laws as well as the importance of staying current with case law and their agency's policies and procedures
- ✓ understand how specific constitutional amendments apply to them in their role as a correctional officer
- ✓ identify different crimes that may be committed in a correctional facility and the proper way to handle any evidence
- ✓ understand how to respect and protect inmates' rights through their actions
- ✓ understand the importance of the Prison Rape Elimination Act and their role in keeping inmates safe from sexual abuse
- ✓ recognize what is considered contraband and know how to react to it appropriately
- ✓ recognize the legal basis behind when and how to use force appropriately
- ✓ understand the various acts that can lead to liability as a correctional officer
- ✓ understand how correctional officers and agencies are protected against liability

Required Activities

Suggested Activities

Notes to the Instructor

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UNIT 1 INTRODUCTION TO LAW

LESSON 1 LAW SYSTEMS

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 2)

☒ CO211.1. Explain the role of constitutional law

Discussion questions:

- > What is a "law"?
- > Why do we have laws?
- > How do laws impact your life now?
- > How do you think laws will impact you as a correctional officer?

The following activity is designed to help students become familiar with the three branches of government and think critically about where corrections is placed within these three branches:

1. Before the activity, create note cards for the students to sort. The note cards should be labeled separately as the following:
 - > Legislative Branch
 - > Executive Branch
 - > Judicial Branch
 - > Congress
 - > Legislator
 - > House of Representatives
 - > Senate
 - > President
 - > Vice President
 - > Cabinet
 - > Supreme Court
 - > Law Enforcement
 - > Correctional Officer

- Justice
 - Enforce Penalty
 - Makes Laws
 - Interprets Laws
 - Signs Bills into Law
 - Declares War
2. Put students into pairs or small groups. Tell them to sort through the cards. Match each branch of government with the correct cards.
 3. Once each pair or group has matched the cards to a branch of government, review the correct answers.

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

☒ **CO211.3. Describe the role of civil law**

Discussion questions:

- What are some examples of civil law?
- How does civil law differ from administrative law? Give an example.

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

Demonstrate how to stay current in the law by showing the following websites: Florida Department of Law Enforcement (FDLE), the Florida Attorney General, the Florida Supreme Court, American Jail Association (AJA), Florida Administrative Code (FAC), Florida Model Jail Standards (FMJS), and the National Institute of Corrections (NIC).

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

The following activity is designed to help students learn how to navigate Florida Statutes:

1. Give students a handout of a Florida Statute.
2. Divide students into groups or into pairs. Have them work together to determine the following about the statute they were given:
 - Determine what the statute means.
 - Identify the various subsections within the statute and what they mean.
 - Identify the penalties associated with the crime (if applicable).
 - Have students report their findings to the rest of the class.

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

The following activity is designed to require students to research and recognize the various policies and procedures that differ from agency to agency:

1. Assign students two correctional agencies (for example, Leon County Jail, Orange County Corrections, Florida Department of Corrections, etc.).
2. Have them research their policies and procedures. You could pick a specific policy (for example, policies on use of force) and have students compare and contrast the policies of the two correctional agencies.
3. Then, have students either present their findings to the class or write them in a few short paragraphs.
4. Hold a class discussion about how policies may vary depending on the agency and why it's important to become familiar with the policies and procedures of their agency.

LESSON VOCABULARY

case law

civil law

criminal law

statutory law

UNIT 1 INTRODUCTION TO LAW

LESSON 2 CONSTITUTIONAL LAW

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 2)

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

Discussion questions:

- > Why should correctional officers be familiar with the Constitution?
- > What are examples of what might happen if an officer is not familiar with the Constitution?

Explain why being familiar with the Constitution is beneficial for correctional officers.

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

The following activity is designed to familiarize students with amendments of the Constitution and how they impact correctional officers' duties:

1. Divide the class into groups or pairs. Assign each group one of the following amendments:
 - > 1st—Speech/Religion
 - > 4th—Search/Seizure
 - > 5th—Self-Incrimination
 - > 6th—Speedy Trial with Rights to Counsel
 - > 8th—Unusual Punishment
 - > 14th—Equal Protection
2. Have each group work together for around 5-10 minutes to discuss how their amendment might relate to a correctional officer's duties.
3. Have a spokesperson from each group explain to the rest of the class what their group concluded.
4. Discuss the findings and provide feedback.

The following activity is designed to help students understand the role of the amendments and how it relates to corrections:

1. Write the following on separate note cards:
 - First Amendment: protects freedoms of speech, press, and religion, and peaceful assemble
 - Corrections: limited access to religious practice and the press
 - Fourth Amendment: prohibits unreasonable search and seizure
 - Corrections: reduced privacy and no requirement for a search warrant
 - Fifth Amendment: guarantees due process, which protects your legal rights
 - Corrections: due process under certain circumstances applies to disciplinary report (DR) hearings and grievances
 - Sixth Amendment: guarantees a speedy and public trial, counsel, impartial jury, and the right to be informed of charges
 - Corrections: right to file papers, meet with lawyers and access legal materials
 - Eighth Amendment: prohibits excessive bails and fines, and cruel and unusual punishment
 - Corrections: protection from physical brutality and right to decent conditions and medical care
 - Fourteenth Amendment: expands the application of the Bill of Rights to state and local governments
 - Corrections: rights for pretrial detainees
2. Have students match up the basic concepts of the U.S. Constitution and how they relate to corrections. If necessary, make multiple sets of notecards and divide the class into small groups.
3. Review answers once the class finishes.

LESSON VOCABULARY

due process

procedural due process

substantive due process

UNIT 1 INTRODUCTION TO LAW

LESSON 3 CLASSIFICATION OF OFFENSES

Lesson Goal

At the end of this lesson, students 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.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 2)

Role-Play Exercise: Chain of Custody

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

Explain to students that inmates may commit new crimes in a facility and that, as officers, they may be involved in these investigations (securing crime scene, initial questioning, etc.). Emphasize that generally law enforcement officers, not correctional officers, will head criminal investigations.

The following activity is designed to familiarize students with the types of crimes in a correctional facility and how to categorize them:

1. Divide the class into two groups. Assign one group felony and one group misdemeanor.
2. Have the students come up with examples of felony and misdemeanor offenses that can occur inside a correctional facility.

The following activity is designed to help students understand the different types of penalties and punishments for offenses:

1. Divide the class into groups or pairs.
2. With a blank piece of paper, have students write down as many different types of criminal and non-criminal offenses and ordinance violations as they can. Tell them to include the punishments for each one.
3. After students have listed as many offenses, violations, and punishments as possible, have students share their answers. Make any corrections to the students' answers as needed.

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

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

☒ **CO213.4. Explain the elements of crimes**

Read the following elements of crime for the two forms of assault. Have students compare and contrast the elements of crime for each assault.

s. 784.011, F.S., Assault— Misdemeanor

The state of Florida must prove the following elements to convict a suspect of assault:

1. The defendant intentionally and unlawfully threatened, either by word or act, to do violence to the victim.
2. At the time, the defendant appeared to have the ability to carry out the threat.
3. The act of the defendant created in the mind of the victim a well-founded fear that the violence was about to take place.

s. 784.021, F.S., Aggravated Assault— Felony

The state of Florida must prove the following elements to convict a suspect of aggravated assault:

1. The defendant intentionally and unlawfully threatened, either by word or act, to do violence to the victim.
2. At the time, the defendant appeared to have the ability to carry out the threat.
3. The act of the defendant created in the mind of the victim a well-founded fear that the violence was about to take place.
4. The assault was made with a deadly weapon, or the assault was made with a fully formed, conscious intent to commit the crime charged upon the victim.

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

Provide students with the following examples of types of evidence and place them in their appropriate category (physical, documentary, and testimonial):

- > DNA samples
- > cell phone
- > weapons/drugs
- > money
- > statement from a witness
- > evidence from a victim
- > evidence from a suspect
- > call-out log
- > written property receipt
- > letter
- > recording

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

Have students explain what could happen if the chain of custody is broken within a correctional facility.

Emphasize the importance of proper evidence handling, documentation, and chain of custody.

Conduct Role-Play Exercise: Chain of Custody

Note: below is an additional lesson activity.

The following activity is designed to familiarize students with common crimes that may be committed by inmates, staff, visitors, or others within a correctional facility:

1. Divide the class into groups. Assign each group one of the following categories: inmates, staff, volunteers or vendors, and visitors.
2. Have each group brainstorm a list of common crimes committed by their assigned category.
3. Have the groups compare lists.
4. Provide feedback on answers.
5. Give examples of the types of offenses you or your co-workers have witnessed in a correctional facility.

LESSON VOCABULARY

chain of custody

evidence

felony

fruits of a crime

instrumentalities of a crime

misdemeanor

offense

ROLE-PLAY EXERCISE: CHAIN OF CUSTODY

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students recognize the need to maintain the chain of custody.

Facilitator Instructions: The students in this scenario have completed the Classification of Offenses lesson. The fundamental issue is that an officer does not maintain evidence and ignores the chain of custody. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

DO NOT READ ALOUD: The first officer discovers a handmade weapon during a search of an inmate's cell. They remove the weapon to show the second officer. The second officer should address the wrongful action of the first officer.

READ TO CLASS: Two officers are conducting a search of a cell.

Logistics

- **Scene Set-Up:** cell
- **Officer Equipment:** standard equipment
- **Props:** handmade weapon, PPE (gloves), an evidence bag, pen, and paper
- **Participants:** two officers

Role-Play Instructions (DO NOT READ ALOUD)

Provide Instructions to role players separately.

Officer 1: You walk into a cell, find a homemade weapon, and take it out of the cell to show officer 2.

Officer 2: You are conducting a cell search with a fellow officer.

Expected Officer Behaviors

For facilitator's eyes only.

- ✓ Address the first officer's wrongful action.
- ✓ Demonstrate proper chain of custody procedure.
- ✓ Recognize the need for securing the scene.
- ✓ Demonstrate interpersonal communication.
- ✓ Show effective listening skills.
- ✓ Demonstrate professionalism.
- ✓ Resolve the situation.

UNIT 2 LEGAL CONCEPTS

LESSON 1 RIGHTS OF INMATES

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 2)

Communication Exercise: Housing Concern

☒ **CO221.1. Identify the rights inmates retain while inside a correctional facility**

Discussion questions:

- > Do inmates have rights?
- > What role should correctional officers play in these rights?

The following activity is designed to help students understand the rights that inmates retain:

1. Divide the class into groups.
2. Have each group develop a list of rights that inmates have even though they are incarcerated.
3. For each right listed, have students discuss the best way that a correctional officer might protect those rights while still maintaining facility control and safety.
4. Have students present their lists to the class for a class discussion.

☒ **CO221.2. Explain what a search is and how it relates to corrections**

☒ **CO221.3. Explain what probable cause is and how it relates to corrections**

☒ **CO221.4. Explain what a seizure is and how it relates to corrections**

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

The following activity is designed to help students identify the types of searches that can be used to search visitors at a correctional facility:

1. Divide the class into groups.
2. Assign each group one of the following sections in the textbook to review:

- > search
 - > probable cause
 - > seizure
 - > visitor searches
3. Have a spokesperson from each group explain to the rest of the class the concept and how it relates to corrections.
 4. Provide feedback and correction if needed.

Discussion questions:

- > What are the types of searches?
- > When should a correctional officer use each type of search?

Write the following scenarios on a board and have students identify which type of search may be used to find contraband:

- > If an inmate has drugs on them and in their possession, a correctional officer may use what type of search?
- > If an inmate has a weapon in their possession and is walking throughout the facility, what type of search would find the contraband?
- > If a visitor comes to the facility in their personal vehicle and consents to a search, what type of search would find contraband in the vehicle?

Ensure that the class understands the rights of visitors who enter and exit a correctional facility.

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

Provide students with an understanding of the importance of *Miranda* and how it protects an inmate's Fifth Amendment right in custody.

Discussion questions:

- > Can a correctional officer issue a *Miranda* warning?
- > If a crime occurs in a correctional facility, who can issue *Miranda* warnings?

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

Provide the following scenario to the class to discuss:

A registered nurse (RN) who works at a jail calls a hospital for discharge information for an inmate who will be transported back to the infirmary. The inmate's jaw was wired shut after a fight in the rec yard. The emergency room nurse refused to provide any information, stating it would be a violation of HIPAA and instructs the RN at the jail to obtain any information they need from the patient.

Discussion questions:

- Did the emergency room nurse provide the correct advice to the jail RN?
- Does the jail RN have the right to obtain the discharge information? Why or why not?
- What if the inmate had chicken pox and the transport officer asked if the inmate had any known issues that would require them to wear personal protective equipment (PPE)? At this time, would it have been appropriate for the hospital nurse to disclose it to the transport officer and not be concerned with HIPAA privacy laws? Why or why not?

Discussion questions:

- Should a nurse be reprimanded for telling a housing officer that one of the inmates has diabetes and needs their evening snack on time each day? Explain your response.
- Should a nurse be reprimanded for telling a housing officer that they need to wear PPE when interacting with an inmate because they have an infectious disease? Explain your response.

Conduct Communication Exercise: Housing Concern

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

Discuss with students: do inmates have a right to privacy in a facility?

Indicate that most communication for inmates is recorded and regulated, with the exception of communication between inmates and their attorneys.

LESSON VOCABULARY

contraband

Miranda warning

privileged communication

probable cause

search
seizure

COMMUNICATION EXERCISE: HOUSING CONCERN

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students demonstrate effective communication skills when interacting with an inmate with a housing concern.

Facilitator Instructions (DO NOT READ ALOUD): An inmate previously overheard a nurse and a sergeant openly discussing another inmate's medical information and now approaches the officer in the housing unit insisting that they will not be housed with the inmate. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Participants: One officer and one inmate.

Provide instructions to participants separately.

Inmate Instructions (DO NOT READ ALOUD): You are an inmate who previously overheard a nurse and a sergeant discussing another inmate's medical information. When you return to the housing unit, you are alarmed and insist that you want to be transferred to another cell.

Officer Instructions (READ TO CLASS): You are an officer in the housing unit and an inmate approaches you regarding a housing concern.

Stop the exercise when the officer:

- ✓ calms the inmate and resolves the situation
- ✗ unprofessionally discounts the inmate's concerns

Post-Exercise Discussion

Ask the officer:

- ✓ What went well for you?
- ✓ What could you have done better?
- ✓ Were there any alternative actions you could have taken?

Ask the class:

- ✓ How did the officer respond to the initial inmate contact?
- ✓ What questions could the officer have asked that might be more clear, concise, and open-ended?
- ✓ How did the officer show active listening and check for understanding?
- ✓ What non-verbal communication did the participants display?
- ✓ How could the officer have concluded the communication more appropriately?

UNIT 2 LEGAL CONCEPTS

LESSON 2 PRISON RAPE ELIMINATION ACT

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 2)

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

Invite a PREA Compliance Manager from a local state corrections facility or a PREA Coordinator from a local county corrections facility to assist in teaching this block.

Discuss with students: why is the Prison Rape Elimination Act important to a correctional facility?

Have students state in their own words what PREA is and the role it plays for correctional officers.

Show students how to access the National PREA Resource Center online and explore resources available.

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

Provide examples of sexual abuse in the context of a correctional setting to the class.

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

Read aloud the following examples to the students and have them determine whether the example is an act of voyeurism or not:

- > A correctional officer makes security checks (glances) at inmates who are showering.
- > A correctional officer stops in front of an inmate's cell to watch them change clothes.
- > A correctional officer is conducting a count. As they walk by one inmate's cell, they see that the inmate is changing. The CO looks away and continues to conduct their count.
- > A correctional officer targets surveillance camera to watch inmates while they are showering.

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

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

Show students a video featuring survivors of sexual assault in a correctional facility. Some resources to access videos include: The National PREA Resource Center and Just Detention International. Explain why correctional officers should follow PREA protocols.

Provide the following scenario to the class to discuss:

Major Farrell is the PREA coordinator for her prison. She has done an excellent job in implementing the PREA protocol when deemed necessary, but last night an issue occurred that left her perplexed. Two male inmates were caught in a sexual act. Instantly, Farrell implemented PREA protocol: the two inmates were separated, the crime scene was preserved for evidence, and medical and mental health evaluations were conducted on the two inmates.

When she goes to work the next day, Farrell and the head investigator of the incident get into a heated argument. The head investigator states that the PREA protocol never should have been implemented, because both inmates said that the sexual act was consensual.

Farrell argues that there can never be consent between two inmates. Therefore, PREA protocol was needed. Also, since corrections staff cannot interview the would-be aggressor, how could she have known that both parties agreed to the sexual act?

The investigator then restates that PREA protocol does not apply if both inmates consent to sex.

Discussion questions:

- > Who is right and who is wrong in this scenario?
- > What should have been done differently?

Note: below is an additional lesson activity.

Provide the following scenario to the class to discuss:

Inmate Miller reports that she was a witness to officer misconduct. Inmate Miller advises that, while working with Inmate Wilson, an officer entered the room and began to flirt with Inmate Wilson. While Inmate Miller continued with her duties, the officer and Inmate Wilson began to engage in what she described as consensual sex. During the investigation, surveillance cameras show the officer speaking with both Inmate Miller and Inmate Wilson for several minutes; however, both the officer and Inmate enter a known "blind spot" and cannot be seen for several minutes. When the officer is questioned by investigators, he denies ever speaking to Inmate Wilson on that day, let alone having intercourse with her. When Inmate Wilson is questioned, she denies the accusation and refuses to answer any further questions. At the conclusion of the investigation, the officer is terminated from the agency.

Discussion questions:

- > Does PREA apply in this situation?
- > How do power dynamics affect the outcome of this case?
- > Can an inmate consent in this situation?

LESSON VOCABULARY

Prison Rape Elimination Act (PREA)

retaliation

sexual abuse

voyeurism

UNIT 2 LEGAL CONCEPTS

LESSON 3 LEGAL ISSUES WITH CONTRABAND

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 2)

Handout: CJSTC Officer Discipline Case #49619

- ☒ **CO223.1. Explain why contraband is a problem**
- ☒ **CO223.2. Identify what items are regarded as contraband**

The following activity is designed to help students identify items that could be contraband inside a facility and why it would be a risk to the safety of the facility:

1. Divide the class into four groups as equally as possible. Present each group with one of the following:
 - > hand sanitizer
 - > cough drops
 - > coffee creamer
 - > picante sauce
2. Have each group discuss among themselves to determine if the item they have is considered contraband. If the group decides that the item is contraband, have them explain why it would be dangerous to have in a facility. If they decide it is not contraband, have them explain why they believe it would not be dangerous.
3. Have a spokesperson from each group present the group's findings to the rest of the class. Use this time to provide feedback on the groups' responses and to list other items you or your co-workers have discovered while on the job.

Ask the class to explain what would happen if an inmate possessed any of the following as contraband:

- > handmade weapon
- > gum
- > tobacco
- > narcotics
- > cell phones

Discuss with students: why does contraband in a correctional setting pose a risk to safety and security?

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

Have students read chapter 14 (Contraband) from the FMJS (14.1 and 14.2) and summarize what they read in their own words.

The following activity is designed to have students understand how the F.A.C. addresses managing contraband:

1. Place students into groups.
2. Have students review Rule 33-602.203, F.A.C., Control of Contraband and write down their key takeaways from the rule in a short paragraph.
3. Then, have a spokesperson from each group present the key takeaways to the class.

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

Review case study; see Handout: CJSTC Officer Discipline Case #49619. Discuss how the introduction of contraband was detected and how contraband can affect the security of the facility.

Provide examples to students of tools that can be used to discover contraband in a facility including the use of new technology.

HANDOUT: CJSTC OFFICER DISCIPLINE CASE #49619

Below is an example of an officer disciplinary case that was brought before the CJSTC.

The respondent was resigned from their employment with a correctional facility prior to the conclusion of an internal investigation which sustained conduct which violates state statute. On April 25, 2021, during a canine interdiction operation at a state correctional institution, a canine alerted to the presence of a narcotic odor emanating from a vehicle. The vehicle was registered to the respondent. The respondent consented to a search of the vehicle. A digital scale caked with a white powdery substance was discovered underneath the driver's seat. Two flakes of a hard, white, powdery substance was also discovered. The substance field tested positive for cocaine. A green leafy substance was observed scattered across the floor of the rear passenger seat. The substance field tested positive for marijuana. One magazine containing 23 rounds was discovered inside the center console. No criminal charges were filed.

Penalty Guideline: Prospective suspension to revocation.

Staff Recommended: FDLE Prosecution requested that the Commission revoke the respondent's certification.

Disciplinary Action by the Commission: The Commission accepted the requested penalty.

UNIT 2 LEGAL CONCEPTS

LESSON 4 USE OF FORCE

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 2)

Handout: CJSTC Officer Discipline Case #50170

This lesson focuses on the legal aspects of the use of force. The application of proper use of force will be taught in Defensive Tactics and in Firearms.

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

Have students define reasonable force in their own words.

Discuss with students: what are examples of when a correctional officer is justified in using force?

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

Provide the following scenario to the class to discuss:

There is an apparent dislike between an inmate and a new officer. It is believed that the officer has mistreated and disrespected the inmate on numerous occasions in front of other inmates, and the inmate did not like it. While in the cafeteria and unannounced, the officer is rapidly approached by the inmate, who is armed with a shank. Now, holding the shank in a threatening manner and looking intently at the officer, the inmate begins moving toward the officer, making stabbing and slicing motions as he moves. The officer draws his pepper spray and begins spraying the inmate.

Discussion questions:

- > Was the action reasonable and necessary?
- > Was the amount of force applied reasonable and necessary?

The following activity is designed to help students understand objective reasonableness:

1. Divide the class into two groups and assign each group one of the following cases:
 - *Graham v. Connor*, 490 U.S. 386 (1989)
 - *Kingsley v. Hendrickson*, 576 U.S. 389 (2015)
2. Have the students review the cases and write a paragraph summarizing the case.
3. Have a spokesperson from each group present the case they were assigned.

For *Graham v. Connor*, even though this case applies to the Fourth and Eighth Amendment, objective reasonableness came out of it.

Provide the following court cases to the class to discuss:

- *Whitley v. Albers*, 475 U.S. 312 (1986)
- *Hudson v. McMillan*, 503 U.S. 1 (1992)

Discussion questions:

- What stands out to you about these cases?
- Was the action taken reasonable and necessary?
- Was the amount of force applied reasonable and necessary?

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

Discussion questions:

- When is an officer justified to use deadly force?
- How would you define deadly force?
- What does Florida case law say about using deadly force?

The following activity is designed to foster students' writing skills while critically examining use of force:

1. Have students research news stories of officers using force in the state of Florida. Students should identify one case that they wish to discuss in class.
2. Have students print out a news article on the case and write two short paragraphs describing what happened in this case and if, based off of what they have learned, this was a case of proper use of force.
3. You can have all of the students or a few volunteers present the findings of their cases to the class.

Discuss ss. 776.07(2) and 944.105(4), F.S., and the circumstances under which force may be used. Make sure to clarify the situations in which correctional officers are authorized to use force to prevent escape from a facility or any other place where the inmate is under supervision.

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

Discuss with students: can correctional officers be personally sued or face criminal charges for excessive use of force, as opposed to just their agencies?

Review the case study; see Handout: CJSTC Officer Discipline Case #50170. Discuss the questions to consider in any use of force situation. Then, discuss what is considered reasonable force.

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

Discussion questions:

- > What are the penalties for not reporting a use of force?
- > How should you report a use of force?
- > Why should you report use of force incidents?
- > When should you report a use of force?
- > Where can you find the procedures for reporting a use of force within a correctional facility?

Provide students with a sample use of force incident report to review.

LESSON VOCABULARY

deadly force

reasonable force

HANDOUT: CJSTC OFFICER DISCIPLINE CASE #50170

Below is an example of an officer disciplinary case that was brought before the CJSTC.

The respondent was terminated from their employment with corrections after an internal investigation which sustained violation of agency policies, battery, and excessive use of force. On June 26, 2019, the respondent observed an inmate in the processing area who seemed agitated. The respondent observed the inmate drop a piece of paper and kick it near where the respondent was standing. The inmate, who was handcuffed with his hands behind his back, said something to the respondent. Other officers present moved the inmate away from the respondent. Moments later, the respondent approached the inmate, pushed him, then began to punch him multiple times until the inmate was on the ground. The incident was captured on video. The respondent was arrested for battery but was found not guilty by a jury.

Penalty Guideline: Suspension to revocation

Staff Recommended: FDLE Prosecution requested a 1-year retroactive suspension and a 30-day prospective suspension; 1-year probation to begin at the conclusion of the suspension period; provide staff with proof of successful completion of Commission-approved anger management counseling prior to the end of the probationary period.

Disciplinary Action by the Commission: The Commission accepted the requested penalty.

UNIT 3 LIABILITY

LESSON 1 CRIMINAL AND CIVIL LIABILITY

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 2)

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

Invite a local attorney to assist with teaching this block.

Discussion questions:

- > What are some examples of the consequences of civil or criminal liability?
- > Could an officer be tried for both civil and criminal liability? If so, give an example.

The following activity is designed to help students learn about liability and how to avoid it. Divide the class into two groups. Provide one of the following scenarios to each group:

Scenario 1

An inmate mops the floor and places a “wet floor” caution notice in the hallway based on an officer’s instruction. Fifteen minutes later, another inmate walks down the hallway and slips on a wet spot on the floor and injures themselves.

Scenario 2

While supervising lunch, an officer begins a discussion with a volunteer in the kitchen. During the discussion, a fight breaks out between two inmates. The officer does not see this fight until one inmate is badly injured.

Instruct students to answer the following questions for each scenario:

- > Has someone done something wrong?
- > What was the wrongdoing?
- > Has someone or something been harmed?
- > If there is a victim, should the victim be compensated?
- > Who will provide compensation?
- > What types of compensation could be provided?

- What is the totality of the circumstances?

Have a spokesperson from each group present their answers to the entire class or record their answers on a whiteboard or flip chart. Provide feedback to each group's responses.

Discuss the difference between a tort and negligence as it relates to a correctional officer.

Have students brainstorm different ways that correctional officers can reduce liability.

☒ **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**

Have the students brainstorm examples of each category of damages.

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

Discuss with students: what are the most common types of acts that lead to civil liability for a correctional officer?

Remind students that the opportunity for liability can be eliminated by removing someone who is escalating a situation and having another officer/supervisor step in.

☒ **CO231.5. Discuss civil liability under federal laws**

Discussion questions:

- What are some possible consequences of a correctional officer violating civil federal rights?
- What are some possible consequences of not acting under color of law?
- What is the double jeopardy clause and how does it relate to civil rights violations?

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

Discussion questions:

- Can you be suspended from work?
- Could you lose your job as a correctional officer or lose your state officer certification?
- Could you be incarcerated?

- > Can you face paying large amounts in damages?

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

The following activity is designed to help students with their research and writing skills, while also familiarizing them with liability:

1. Instruct students to research past cases of Florida correctional officers and liability. Students need to find a case regarding one of the following:
 - > a civil rights violation
 - > direct liability
 - > vicarious liability
2. Have each student write up a two-paragraph summary of the case including the details and what type of liability the officer was charged with.
3. After the students have concluded their research and writing, facilitate a class discussion on their findings.

LESSON VOCABULARY

civil liability

civil rights violation

color of law

criminal liability

negligence

omission

tort

UNIT 3 LIABILITY

LESSON 2 PROTECTING OFFICERS AGAINST LIABILITY

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 2)

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

Invite a local attorney to assist with teaching this block.

Have the students research the *Hall v. Knipp*, 982 So. 2d 1196 (Fla. 1st DCA 2008) case and discuss how it relates to sovereign immunity.

☒ CO232.2. Discuss the concept of qualified immunity

Provide the following scenario based on the case *Ondrey v. Patterson*, 884 So. 2d 50 (Fla. 2nd DCA 2004) to discuss:

An individual turned himself into the county jail after learning he had a warrant for his arrest. He notified the staff that he had bipolar disorder, had been suicidal in the past, and required specific medications. A week after turning himself in, the inmate died by suicide while at the jail. Jail staff had seen the inmate weaving something with a shoelace and they took the shoelace away. Later that night, a neighboring cellmate saw the inmate using a rosary to try to die by suicide and reported it to jail staff. Staff went to the inmate's cell and he admitted he wanted to die. They took the rosary then left the cell. The next morning, they found the inmate dead after hanging himself with a shoelace tied to the towel rack. The inmate's mother sues the jail and the staff member that was on duty for wrongful death. They also allege the staff member violated Section 1983 by being "reckless and deliberately indifferent" by ignoring the suicidal ideations exhibited by the inmate. The staff member claimed he had qualified immunity under Section 1983. He moved to dismiss the cause of action because of this defense.

Discussion questions:

- > Will the staff member be able to dismiss the suit, or will it go to trial?
- > Would this qualify as an exception to qualified immunity?

The following activity is designed to help students understand qualified immunity:

1. Split the class into two groups and assign each group one of the following cases:
 - *Byrd v. Harrell*, 48 F.4th 343 (5th Cir. 2022)
 - *Harlow v. Fitzgerald*, 457 U.S. 800 (1982)
2. Have the students review the cases and write a paragraph summarizing the case.
3. Have a spokesperson from each group present the case they were assigned.

☒ **CO232.3. Explain acting within the scope of employment**

Discussion questions:

- What is the responsibility of your agency if you are found civilly or criminally liable?
- What does it mean that an officer may be protected under federal and state laws?
- Can you name the ways that a correctional officer may be protected?

Emphasize the importance of officers performing their job duties within the scope of employment.

Provide the following scenario based on *Allen v. Frazier*, 132 So. 3d 361 (Fla. 1st DCA 2014) to discuss:

The toilets overflowed in an inmate's wing and correctional officers blamed the inmates for intentionally flooding the cells. This resulted in a search of the cells by correctional officers. During the search of one inmate's cell, correctional officers damaged legal transcripts, the value exceeding \$1000, ripped up books and threw the pages in the flood water, and threw the inmate's kufi caps in the toilet, while each of the officers urinated on them. Officers also destroyed other personal property.

Discussion questions:

- Were the officers acting within the scope of their employment?
- Would this qualify as an exception to sovereign immunity?
- Did the officers act in bad faith or with malicious purpose?

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

The following activity is designed to help students understand the differences between the legal defenses:

1. Split the class into groups. Assign each group one of the following topics:
 - acts done in good faith

- acts done in a reasonable manner
 - acts justified under the law
 - emergency doctrine
2. Have each group research their legal defense and prepare a short presentation to present to the rest of the class.
 3. Provide feedback and correction if needed.

LESSON VOCABULARY

acting within the scope of employment

qualified immunity

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all Communication Exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the inmates. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises give students a chance to practice verbally de-escalating incidents. They give the facilitator prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You could build the lesson around the exercise. You could also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the Core Communication Competencies Handout from Chapter 3 before conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force, and how they would explain their use of force in court.
- You can instruct a participant—but not the officer role—to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the given questions with the communication exercises to facilitate a class discussion. You may also refer to the Core Communication Competencies Handout from Chapter 3 to form your own questions.
- Allow students time to respond to questions when gaining feedback from the class and encourage all students to participate in the discussion.

ROLE-PLAY INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. Corrections requires on-the-job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired through communication exercises. Furthermore, role-playing scenarios teach students about new equipment and special skills that will help keep officers and inmates safe. Conduct each role-play exercise at least three times, using a different set of students each time. Over the course of the basic recruit training program, require all students to participate several times as officers in role-play exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You can build the lesson around the exercise. You can also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify an exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each participant on their role.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the exercise until the students demonstrate the expected officer behaviors or the facilitator deems appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize officer safety, communication, and de-escalation.
- Ask the officers to provide feedback on their performance in the exercise.
- Repeat the role-play exercise at least two more times.

WRITING ASSIGNMENT INSTRUCTIONS

Each student is required to complete one mandatory writing assignment for each chapter.

This writing requirement aims to enhance students' understanding of the material and improve their written communication skills. The required assignment can be done with any lesson from the chapter. It is up to the instructor to determine the type, format, and length of the writing assignment students must complete. The instructor may provide additional guidelines for each writing assignment to ensure that students effectively engage with the course material. Examples of writing assignments include:

- Writing a summary of the chapter or a lesson
- Writing a report based on a role-play exercise, communication exercise, or scenario
- Writing daily journal entries reflecting on daily lesson content
- Writing about recent news events relating to the current chapter or lesson

COMMUNICATION FOR CORRECTIONAL OFFICERS

Course Number: CJK_0306

Course Hours: 32 hours

Course Structure: 2 units, 5 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ interact professionally with inmates, visitors, and staff in a correctional setting
- ✓ evaluate the barriers to communication and how to use conflict resolution and de-escalation skills to resolve situations
- ✓ identify the root causes of miscommunication
- ✓ identify the elements of effective verbal and non-verbal communication
- ✓ summarize the Core Communication Competencies
- ✓ recognize the potential danger of being manipulated and deceived

Required Activities

Suggested Activities

Notes to the Instructor

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UNIT 1 FUNDAMENTALS OF COMMUNICATION

LESSON 1 COMMUNICATION BASICS

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 3)

Communication Exercise: Internal Escort

Conduct Communication Exercise: Internal Escort

☒ CO311.1. Describe the elements of effective communication

Provide the following scenario to the class to discuss:

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.

Discussion question: what communication techniques could you use to respond to the situation?

Allow students to complete a personality test to help them understand how they communicate. This activity can be used as an icebreaker. You can find many personality tests online. Example: google "Ice Cream Personality Test, Central Connecticut State University."

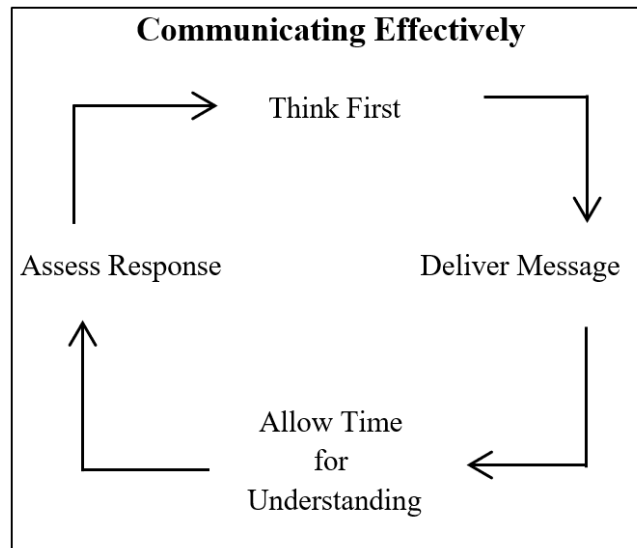
Provide the following scenario to the class to discuss:

Two inmates are involved in an intense argument, and you begin yelling and waving your arms as you walk over to them.

Discussion questions:

- > How do you think they will respond to your approach?
- > What is an appropriate response to this situation?

Draw or discuss the diagram below and ask students how it can be useful in their career. Start at “Think First” and go clockwise.



☒ **CO311.2. Describe how to demonstrate professionalism**

Discussion questions:

- > What does professionalism mean to you?
- > What does someone who is professional look like? Act like?
- > How does a professional interact with others?

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

Ask students to define courtesy in their own words.

Have students describe two people that they have encountered: one who showed courtesy and one who did not. What behaviors set them apart?

Have students brainstorm behaviors that they do not find disrespectful or discourteous, but could be perceived that way to others. Discuss why it is important to be aware of different standards of courtesy.

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

Ask for two volunteers to demonstrate the following scenario:

1. Instruct volunteer A to write down five hobbies or interests and why they enjoy each one. Or you could ask them to share two exciting and memorable stories from their childhood. Volunteer A will need to be very specific as they communicate with volunteer B.
2. Privately instruct volunteer B to stop listening to volunteer A after 20 seconds. If volunteer A tries to regain volunteer B's attention, they will pay attention for five seconds and look at their nails, untie and tie their shoe, and anything else that will prevent them from paying attention.
3. Monitor volunteer A's reaction and at the end of the scenario, provide feedback on how you would respond if you were in that situation. Allow time for the class to provide feedback.
4. Inform the class that volunteer B's behavior was planned. Discuss the purpose and importance of active listening as a correctional officer (for example, giving full attention, not interrupting, and identifying key words). Students should focus on listening actively to practice good listening skills for effective communication.

Have a student demonstrate active listening while also trying to be mindful of what is going on around them. Direct the student to talk to another student while positioning them at a 45-degree angle to watch what is going on around them.

Emphasize to students that inmates watch everything, and that as correctional officers, their behavior may be used against them or to manipulate them. When actively listening, it is still important to maintain situational awareness. Remind students not to assume the "CO stance" (hands in pockets).

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

Discussion questions:

- > Why is it important to actively listen when communicating?
- > What are the consequences of not active listening?

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

The following activity is designed to help students think about what empathy is, how they can use it as correctional officers, and why it is important:

1. Pass out notecards to the students.
2. Have each student write out something that causes them anxiety or stress—something they don't necessarily feel they can share with many people.

3. Make sure students do not write their names on their cards. When each student has filled out their card, collect the cards and shuffle them thoroughly.
4. Give each student a random card and have them read the card out loud. Ideally, students will each receive someone else's cards.
5. As each card is read aloud, ask students if anyone can relate to the fear or worry that was on the card. The students will find that many people share the same worries and fears.

At the end of the activity, discuss why learning about other people's fears and concerns will help make them more empathetic officers. Ask students why they think having empathy helps in corrections work.

☒ **CO311.7. Explain how trauma can affect communication**

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

Ask students to define cultural diversity in their own words. Have students brainstorm about how understanding the diversity of inmates and coworkers can help keep them safe and impact the job.

Show a photo or printed picture of an optical illusion. Give students a few minutes to look at the picture, then ask them what they are seeing. Discuss how everybody might have different ideas because we often all have our own perceptions and interpretations of things. For an example of an optical illusion, Google search "bunny duck optical illusion."

Have students explain why they have enrolled in the training academy or Department to become a correctional officer. Discuss the diversity of the answers with the class.

Invite a guest speaker to visit the class, possibly another trainer, a warden, or diversity coordinator. Have them talk about how the way a person was raised and their beliefs can alter their view on certain topics and possibly their behaviors, specifically in a correction's setting.

Encourage students to expand their levels of cultural competency by accessing appropriate resources on diversity such as the University of South Florida's free online diversity program.

Have students share about the different types of foods they eat with their families. Discuss how, as correctional officers, they will work with diverse populations from various cultures and food is often tied to culture.

Provide examples of different cultural styles of communication or messaging. For example, in the United States direct eye contact can mean honesty and openness, but in other cultures, that same behavior may signify arrogance or disrespect.

Read or provide the following scenario to the class to discuss:

An older female officer is preparing to question a young male inmate. As the officer asks questions, the inmate lowers his head and avoids eye contact. The officer becomes upset and yells "You are being disrespectful!" in the inmate's face. He looks down and refuses to answer any questions. As the officer is talking to him, he ignores her and looks at the ceiling.

Discussion questions:

- What were the barriers to the officer and inmate communicating effectively?
- Explain whether you think miscommunication existed.
- Did the officer consider other factors before responding?

Provide suggestions on how the officer should have responded.

☒ **CO311.9. Identify cultural influences that can affect interpersonal communications**

LESSON VOCABULARY

communication

courtesy

culturally responsive

empathy

intercultural communication

trauma

COMMUNICATION EXERCISE: INTERNAL ESCORT

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students demonstrate effective communication skills when escorting an argumentative inmate.

Facilitator Instructions (DO NOT READ ALOUD): The officer is escorting an argumentative inmate who is clearly in a bad mood. The inmate is in hand and leg restraints. During the escort, the inmate attempts to draw the officer into an argument. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Participants: One officer and one inmate.

Provide instructions to participants separately.

Inmate Instructions (DO NOT READ ALOUD): You are an inmate who is being escorted. You are in hand and leg restraints. You attempt to draw the officer into an argument by asking the officer why they wrote a disciplinary report (DR) on you. If the officer responds with a calm justification for the DR, redirects the conversation, and maintains a professional demeanor, stop arguing. If the officer is unprofessional or escalates the situation, continue with the argument.

Officer Instructions (READ TO CLASS): You are escorting an inmate who is argumentative.

Stop the exercise when the officer:

- ✓ verbally de-escalates the situation and maintains a calm demeanor
- ✗ allows the inmate to draw the officer into the argument and escalates the situation

Post-Exercise Discussion

Ask the officer:

- ✓ What went well for you?
- ✓ What could you have done better?
- ✓ Were there any alternative actions you could have taken?

Ask the class:

- ✓ How did the officer explain the reason for contact, rule infraction, or instructions?
- ✓ How did the officer show active listening and check for understanding?
- ✓ How did the officer pause and reset their response?
- ✓ What non-verbal communication did the participants display?
- ✓ Give an example of how the officer did or did not allow adequate time for the inmate to respond.
- ✓ How did the officer demonstrate that they acknowledged the inmate's responses?

UNIT 1 FUNDAMENTALS OF COMMUNICATION

LESSON 2 VERBAL AND NON-VERBAL COMMUNICATION

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 3)

Communication Exercise: Inmate Worker Refusing to Work

Role-Play Exercise: Conflict Resolution

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

Have students share if they have ever experienced a non-verbal cue that said more than words. For example, a coworker giving them a dirty look or someone slamming a door out of anger. Ask them to explain what it was and why it was so impactful.

Have students explain how they resolved the situation, or have the class brainstorm for alternative solutions if it were to happen to them while as officers.

The following activity is designed to help students become aware of the impact of verbal and non-verbal cues when communicating:

1. Find a student sitting at the front of the class and ask them about their hobbies and where they went to school. Keep your arms crossed and eyes to the floor while asking these questions.
2. Find another student and ask the same questions. This time, appear relaxed, make eye contact, and smile. Employ a variety of mock interviews to see how students respond.
3. Discuss which interview style they liked better and why.
4. Discuss why it is important for correctional officers to be aware of the verbal and non-verbal cues they are presenting to others.

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

Demonstrate examples of command presence to the class, both good and bad. Discuss with the class what makes one more effective than the other?

Discuss with students: what are ways to enhance officer positioning, posture, listening, verbal command, and command presence?

Emphasize that there are situations when direct commands are necessary and preferred (deadlines, emergencies, etc.).

Have students demonstrate positioning, posture, listening, non-verbal communication, verbal command, command presence, and courtesy skills. Assist students in applying these skills correctly. Critique, review, and provide feedback of the demonstrations.

Conduct Communication Exercise: Inmate Worker Refusing to Work

Conduct Role-Play Exercise: Conflict Resolution

LESSON VOCABULARY

command presence

non-verbal communication

verbal communication

COMMUNICATION EXERCISE: INMATE WORKER REFUSING TO WORK

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students discover the reason why the inmate worker refuses to work.

Facilitator Instructions (DO NOT READ ALOUD): An inmate has experienced a death in the family and has been denied permission to attend the funeral service and now is refusing to work. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Participants: One officer and one inmate.

Provide instructions to participants separately.

Inmate Instructions (DO NOT READ ALOUD): You have experienced a death in the family and refuse to work after being denied permission to attend the funeral service. You should not attempt to conceal the fact that you are emotional and upset.

Officer Instructions (READ TO CLASS): An inmate who is normally a reliable worker and cooperative with officers is refusing to report to work.

Stop the exercise when the officer:

- ✓ acknowledges the inmate's situation and communicates the expectations professionally
- ✗ dismisses the inmate's situation, uses an unprofessional tone, or escalates the situation

Post-Exercise Discussion

Ask the officer:

- ✓ What went well for you?
- ✓ What could you have done better?
- ✓ Were there any alternative actions you could have taken?

Ask the class:

- ✓ How did the officer respond to the initial inmate contact?
- ✓ How did the officer show empathy for the situation?
- ✓ What were the most effective questions that the officer asked?
- ✓ How did the officer show active listening?
- ✓ What non-verbal communication did the participants display?
- ✓ How could the officer have concluded the communication more appropriately?

COMMUNICATION EXERCISE: CONFLICT RESOLUTION

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students use conflict resolution skills to settle a dispute between two inmates.

Facilitator Instructions (DO NOT READ ALOUD): An inmate worker is mopping the shower area and a second inmate worker wants to take a shower before work. However, no showers are permitted when the showers are closed for cleaning. The officer must communicate with the inmates to resolve the situation. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Participants: One officer and two inmates.

Provide instructions to participants separately.

Inmate 1 Instructions (DO NOT READ ALOUD): You are mopping the shower area and another inmate insists on taking a shower. You begin to argue with the inmate and tell them that the showers are closed for cleaning.

Inmate 2 Instructions (DO NOT READ ALOUD): You want to take a shower before your shift and argue with the inmate who is mopping the shower area.

Officer Instructions (READ TO CLASS): You are supervising in a housing unit, and two inmates begin to argue.

Stop the exercise when the officer:

- ✓ de-escalates and resolves the situation
- ✗ argues with the inmates, fails to intervene, or is unable to de-escalate the situation

Post-Exercise Discussion

Ask the officer:

- ✓ What went well for you?
- ✓ What could you have done better?
- ✓ Were there any alternative actions you could have taken?

Ask the class:

- ✓ How did the officer respond to the initial inmates' interaction?
- ✓ What questions could the officer have asked that might be more clear, concise, and open-ended?
- ✓ How did the officer show active listening and check for understanding?
- ✓ What non-verbal communication did the participants display?
- ✓ How did the officer pause and reset their response?

UNIT 1 FUNDAMENTALS OF COMMUNICATION

LESSON 3 CONFLICT RESOLUTION AND DE-ESCALATION

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 3)

☒ **CO313.1. Identify potential barriers to effective communication**

Working with a partner, have students describe a time when they had trouble getting someone to understand them. This could be a teacher, a spouse, a friend, a coworker, etc. Have students describe what caused the communication barrier and brainstorm ways they could have more effectively communicated with that person.

Have students work in groups, independently, or as a class. Give students 3-5 minutes to make a list of potential communication barriers. When the students are finished, go over their list of barriers and brainstorm for possible solutions as a class.

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

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

The following activity is designed to help students be aware of how emotional intelligence can help de-escalate situations:

1. Ask students how they manage their anger when they get upset and write responses on the board.
2. Next, ask them what strategies they use to de-escalate situations involving anger and write responses on the board.
3. Review the answers and examples on the board and discuss if those would be appropriate if used by correctional officers. Discuss how students might need to handle de-escalation differently in their personal and work life.

The NEAR model is one of the most helpful techniques to evaluate and respond to a person's verbal and non-verbal communication and to de-escalate a situation. Review the components of the NEAR model and have students think of situations where it may be useful to a correctional officer.

- N—Neutralize the situation and do not take the bait if the person is looking for a fight.
- E—Empathize, acknowledge, and validate the person's feelings.
- A—Actively listen, use open-ended questions, and identify the person's issue(s).
- R—Resolve the situation, explore alternatives, and empower the person to make good choices.

UNIT 2 ADVANCED COMMUNICATION TECHNIQUES

LESSON 1 MANIPULATION AND DECEPTION

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 3)

Communication Exercise: Inmate Manipulation

Role-Play Exercise: Manipulation and Deception

Conduct Communication Exercise: Inmate Manipulation

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

Provide examples of staff, inmate, and visitor use of manipulation and deception.

Discussion questions:

- > Have you, or anyone they know, ever had any experience with phone call scammers?
- > How are phone scammers like inmates who manipulate and deceive?
- > Why is it important to understand the difference between manipulation and deception?

Emphasize that inmates continuously watch officers to look for ways to manipulate and deceive them.

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

Provide the following scenario to the class to discuss:

An inmate asks an officer, "How is your son feeling today? I know he was sick yesterday."

Discussion question:

Is interacting with inmates like this acceptable? Why or why not?

Provide each student with an index card. Have each student write five things about themselves on the index card. Collect all of the cards from the students. Throughout the day, randomly choose and read one of the index cards to the class. Ask the class to identify a plan for how they could manipulate the student (without identifying the student).

Write the following questions on a whiteboard or a flip chart:

- > 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?

Discuss with students: how can these questions be used to manipulate or deceive an officer?

The following activity is designed to familiarize students with methods of manipulation:

1. Ask for a volunteer. Ask the volunteer some of the following questions:
 - > What did you do last weekend?
 - > What was your last vacation?
 - > What do you like to do in your free time?
2. Now, ask the remainder of the class, based on the conversation you had with the volunteer, what information could be used by an inmate to attempt to manipulate or deceive the volunteer. It is also important to have students understand that inmates have time to watch officers and even the slightest change in routine may be noticed by inmates.

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

Discuss social media policies for correctional agencies and why this information can be used to manipulate correctional officers.

Describe behaviors officers should avoid to prevent inmate manipulation and deception.

Emphasize how an officer's self-esteem can play into manipulation.

☒ **CO321.4. Discuss the methods visitors and volunteers use to manipulate and deceive****Conduct Role-Play Exercise: Manipulation and Deception**

Provide students with the following statements and ask if they are considered examples of manipulation and deception:

- > Can I have something extra from the canteen?
- > Can I clean for an extra tray of food?
- > You look nice today.
- > Good morning.
- > You're my favorite officer.
- > How are your wife and kids?
- > What's your first name, captain?
- > Thank you.

☒ **CO321.5. Describe how officers can respond to potential boundary violations from inmates**☒ **CO321.6. Describe how officers can respond to potential boundary violations by their peers****LESSON VOCABULARY**

deception

manipulation

professional boundaries

COMMUNICATION EXERCISE: INMATE MANIPULATION

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students demonstrate effective communication skills when faced with an inmate's attempt to manipulate an officer into doing something inappropriate.

Facilitator Instructions (DO NOT READ ALOUD): An inmate is trying to manipulate an officer into mailing a letter. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Participants: One officer and one inmate.

Provide instructions to participants separately.

Inmate Instructions (DO NOT READ ALOUD): You are an inmate trying to manipulate an officer. You need a letter mailed. Tell the officer that you do not have money to pay for a stamp. Use different manipulation tactics, such as compliments or playing on the officer's sympathy, to try to get the officer to mail your letter. Be sure to use more manipulation tactics while you tell the officer how important it is that the letter goes out today.

Officer Instructions (READ TO CLASS): You are making rounds in a housing unit and conducting a security check.

Stop the exercise when the officer:

- ✓ acknowledges the inmate, redirects them, and makes the appropriate referral
- ✗ agrees to take the letter, agrees to mail it, or argues with the inmate

Post-Exercise Discussion

Ask the officer:

- ✓ What went well for you?
- ✓ What could you have done better?
- ✓ Were there any alternative actions you could have taken?

Ask the class:

- ✓ How did the officer respond to the inmate contact?
- ✓ How was the inmate successful in manipulating the officer?
- ✓ How did the officer pause and reset their response?
- ✓ What non-verbal communication did the participants display?
- ✓ How did the officer demonstrate that they acknowledged the inmate's responses?

ROLE-PLAY EXERCISE: MANIPULATION AND DECEPTION

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students recognize when fellow officers are being manipulated and properly report it.

Facilitator Instructions: This scenario introduces the importance of safety, security, and recognizing manipulation and deception. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

DO NOT READ ALOUD: One officer will be manipulated by an inmate and the other officer will witness the act.

READ TO CLASS: Two officers are supervising in a housing unit and an inmate strikes up a conversation with one of them.

Logistics

- Scene Set-Up: housing unit
- Officer Equipment: standard equipment
- Props: N/A
- Participants: one inmate and two officers

Role-Play Instructions (DO NOT READ ALOUD)

Provide instructions to role players separately.

Inmate: You are overly friendly and make small talk with an officer, such as asking about their favorite sport. In the beginning, do not ask for anything. After establishing rapport, continue the conversation as long as the officer goes along with it. Eventually, ask the officer to bring you items.

Officer 1: Allow time for the conversation and scenario to develop. Do not abruptly stop it. The witnessing officer needs to get enough information from the conversation to understand what is happening.

Officer 2: You are supervising in a housing unit and an inmate strikes up a conversation with a fellow officer.

Expected Officer Behaviors

For facilitator's eyes only.

- ✓ Demonstrate effective communication skills and situational awareness.
- ✓ Demonstrate officer safety.
- ✓ Demonstrate interpersonal communication skills.
- ✓ Demonstrate proper positioning and posture.
- ✓ Recognize and understand non-verbal communication.
- ✓ Show effective listening skills.
- ✓ Demonstrate proper use of verbal commands.
- ✓ Demonstrate professionalism.
- ✓ Plan to contact a supervisor about the incident.

UNIT 2 ADVANCED COMMUNICATION TECHNIQUES

LESSON 2 CORE COMMUNICATION COMPETENCIES

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 3)

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

Discussion questions:

- > What are some things you think about when you are anticipating a big event such as a big sports game, an exam, first day of the academy, etc.?
- > Did having those thoughts calm you down or stress you out more?
- > How could self-talk and self-awareness techniques help you during your career in corrections?

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

LESSON VOCABULARY

self-talk

CORE COMMUNICATION COMPETENCIES HANDOUT

Communication: The exchange of ideas, messages, or information between two or more people through speaking, writing, or behavior to bring about some kind of action.

Active Listening

- maintain eye contact
- face the speaker
- keep an open mind
- avoid bias
- identify key words
- identify speech intensity
- paraphrase
- ask questions

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the inmate to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-verbal Communication: What non-verbal communication did the officer and inmate display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit bias: How did bias influence the interaction? How could implicit bias have impacted this interaction?

Response time: When did the officer allow adequate, or inadequate, time for the inmate to respond?

Self-awareness: How did the inmate control the officer's behavior?

Procedural justice: In what ways did the officer display procedural justice during the interaction?

Appropriate conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the inmates. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises give students a chance to practice verbally de-escalating incidents. They give the facilitator prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You could build the lesson around the exercise. You could also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the Core Communication Competencies Handout before conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force, and how they would explain their use of force in court.
- You can instruct a participant—but not the officer role—to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the given questions with the communication exercises to facilitate a class discussion. You may also refer to the Core Communication Competencies Handout to form your own questions.
- Allow students time to respond to questions when gaining feedback from the class and encourage all students to participate in the discussion.

ROLE-PLAY INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. Corrections requires on-the-job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired through communication exercises. Furthermore, role-playing scenarios teach students about new equipment and special skills that will help keep officers and inmates safe. Conduct each role-play exercise at least three times, using a different set of students each time. Over the course of the basic recruit training program, require all students to participate several times as officers in role-play exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You can build the lesson around the exercise. You can also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify an exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each participant on their role.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the exercise until the students demonstrate the expected officer behaviors or the facilitator deems appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize officer safety, communication, and de-escalation.
- Ask the officers to provide feedback on their performance in the exercise.
- Repeat the role-play exercise at least two more times.

WRITING ASSIGNMENT INSTRUCTIONS

Each student is required to complete one mandatory writing assignment for each chapter.

This writing requirement aims to enhance students' understanding of the material and improve their written communication skills. The required assignment can be done with any lesson from the chapter. It is up to the instructor to determine the type, format, and length of the writing assignment students must complete. The instructor may provide additional guidelines for each writing assignment to ensure that students effectively engage with the course material. Examples of writing assignments include:

- Writing a summary of the chapter or a lesson
- Writing a report based on a role-play exercise, communication exercise, or scenario
- Writing daily journal entries reflecting on daily lesson content
- Writing about recent news events relating to the current chapter or lesson

INTERVIEWING AND REPORT WRITING IN CORRECTIONS

Course Number: CJK_0111

Course Hours: 16 hours

Course Structure: 2 units, 6 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ understand the importance of asking questions, interviewing, and obtaining statements
- ✓ take notes and know strategies for taking good notes
- ✓ understand the importance of a well-written report, its potential uses, and the types of incidents that require one
- ✓ apply grammar and mechanics correctly when writing reports
- ✓ evaluate reports for clarity, correctness, and completeness before submitting them

Required Activities

Suggested Activities

Notes to the Instructor

LESSON VOCABULARY

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UNIT 1 INTERVIEWING

LESSON 1 QUESTIONS AND INTERVIEWS

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 4)

Role-Play Exercise: Altercation in the Dayroom

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

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

Discussion questions:

- > How can you build rapport with inmates?
- > How can you build rapport with fellow officers?
- > How can you build rapport with non-sworn staff?

☒ **CO411.3. Explain the purpose of an interview**

The following activity is designed to help students practice asking questions to obtain information. Each student should try to find out what is unique about the other student. Clarify that the interviewer is not allowed to directly ask the interviewee what's unique about them.

1. Divide the class into pairs.
2. Have students write interview questions for each other.
3. Have students interview each other: the interviewer has to ask five key questions to determine what's unique about the interviewee.
4. Students can follow up with more questions as necessary (limit to 10).
5. Have students explain whether it was difficult or easy to discover something unique about the interviewee.
6. Ask students to predict what could have happened if they had asked different questions.

Keep in mind that whatever information (verbal or non-verbal) an officer gathers from inmates can be considered part of the officer's formal or informal interview.

- ☒ **CO411.4. Explain when formal interviewing may be required**
- ☒ **CO411.5. Identify when and how to obtain a written statement**

Ask students to define a statement in their own words.

Have students list the important points to remember when obtaining a statement.

Provide the following scenarios to the class to discuss:

Scenario 1

Officer Pudlo is interviewing an inmate. She asks the inmate to provide a statement. As the inmate begins to write, she tells him to include certain details. Also, she instructs him to use certain words in his statement to make it sound better.

Scenario 2

Officer Nimo asks a visitor for a written statement during an interview. After waiting for 30 minutes, the officer sees the visitor has only written one sentence. He takes the visitor's statement and finishes writing it because it is almost time for him to leave.

Scenario 3

Officer Bales asks an inmate to provide a statement after an interview. As she is reviewing the statement, she notices that the inmate has left out key details he had mentioned during the interview. She asks the inmate to add all of the missing information. The officer checks it again and asks the inmate to sign it.

Discussion questions:

- > Is there something wrong with these scenarios?
- > What would you have done differently?

Provide feedback and correction if needed.

Conduct Role-Play Exercise: Altercation in the Dayroom

LESSON VOCABULARY

interview

statement

ROLE-PLAY EXERCISE: ALTERCATION IN THE DAYROOM

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students conduct an effective interview with both inmates of an incident.

Facilitator Instructions: The students in this exercise have completed the Questions and Interviews lesson. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

DO NOT READ ALOUD: An officer arrives at the B-Dormitory dayroom. They see one inmate sitting on the floor and another inmate yelling at him about staying on the phone too long. No weapons were used, and no injuries were sustained. No physical force will be used in this exercise.

READ TO CLASS: An officer arrives to the dayroom to find two inmates in an argument over phone time.

Logistics

- **Scene Set-Up:** dayroom
- **Officer Equipment:** standard equipment
- **Props:** simulated telephone
- **Participants:** one officer, one inmate victim, and one inmate aggressor

Role-Play Instructions (DO NOT READ ALOUD)

Provide instructions to role players separately.

Inmate Victim: You are being yelled at by another inmate for staying on the phone for too long. You feel upset and nervous about the situation. You agree to separate and participate in an interview.

Inmate Aggressor: You are upset about the other inmate spending too much time on the phone and cutting into your own phone time. You become increasingly agitated and angry until the officer separates you.

Officer: You arrive to the dayroom to find one inmate yelling at another about phone time.

Expected Officer Behaviors

For facilitator's eyes only.

- ✓ Demonstrate proper interview skills, such as questioning the two parties separately and asking open-ended questions.
- ✓ Demonstrate officer safety.
- ✓ Show empathy.
- ✓ Demonstrate de-escalation techniques.
- ✓ Demonstrate interpersonal communication.
- ✓ Demonstrate proper positioning and posturing.
- ✓ Recognize and understand non-verbal communication.
- ✓ Show effective listening skills.
- ✓ Demonstrate proper use of verbal commands.
- ✓ Demonstrate professionalism.

UNIT 1 INTERVIEWING

LESSON 2 TAKING GOOD NOTES

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 4)

Communication Exercise: Interviewing the Instructor

- ☒ **CO412.1. Explain the purpose of note-taking**
- ☒ **CO412.2. Identify the details of an incident and the basic questions that notes should address**

The following activity is designed to allow students to practice both observation and note-taking skills:

1. Show a video of a fight or another incident. Ask students to identify who is taking what action. Students may take notes, but do not instruct them to do so.
2. Have students share what they observed and then compare different student responses.
3. Show the video again, and emphasize that students should observe more details and take notes.
4. Have students share their notes and compare how these observations were different from the first one.

- ☒ **CO412.3. List the types of critical information to record during note-taking**
- ☒ **CO412.4. Describe strategies for taking effective notes**

Conduct Communication Exercise: Interviewing the Instructor

Discussion questions:

- > What is the proper time to start taking notes?
- > Why do you need to take strategic pauses in note-taking during an interview?

Have students observe activities around the training academy, follow the rules of note-taking, and record all relevant information. Collect and provide feedback.

LESSON VOCABULARY

note-taking

COMMUNICATION EXERCISE: INTERVIEWING THE INSTRUCTOR

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students demonstrate effective communication skills when conducting an interview.

Facilitator Instructions (DO NOT READ ALOUD): Select one student to interview you in front of the class. The student will have 5 minutes to find out as much as they can about you. After the interview, select another student to present the information gathered from the interview. During the interview, allow students to take notes, but do not suggest it. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Note: You may wish to prepare a list of topics that you are comfortable discussing in an interview. Avoid repeating interview topics. This exercise can be done throughout the course with multiple students.

Participants: Two students.

Student 1 Instructions (READ TO CLASS): You will interview the instructor. You have 5 minutes to gather as much information as possible.

Student 2 Instructions (READ TO CLASS): You will summarize the main points of the interview.

Post-Exercise Discussion

Ask the student:

- ✓ What went well for you?
- ✓ What could you have done better?
- ✓ Were there any alternative actions you could have taken?

Ask the class:

- ✓ What questions could the student have asked that might be more clear, concise, and open-ended?
- ✓ What were the most effective questions that the student asked?
- ✓ How did the student show active listening and check for understanding?
- ✓ What non-verbal communication did the participants display?
- ✓ How could the student have concluded the communication more appropriately?
- ✓ Give an example of how the student did or did not allow adequate time for the interviewee to respond.

UNIT 2 REPORT WRITING AND DOCUMENTATION

LESSON 1 REPORTS

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 4)

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

Discussion questions:

- > How would you define a report in your own words?
- > What is the importance of preparing well-written and professional reports?
- > Why is it important to be truthful when writing reports?
- > What do you think could happen if you are not truthful when writing a report?

Bring examples of well- and poorly-written reports (with names redacted) to review with the class. Compare and contrast the reports.

☒ **CO421.2. Identify potential readers of correctional reports**

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

Bring a sample of the types of reports discussed in the lesson.

The following activity is designed to help students practice writing a report:

1. Give students general notes about an incident.
2. Have them complete a report.
3. Discuss the reports with the class.
4. Provide feedback as necessary.

The following activity is designed to help students learn about the different types of report forms and logs used in a correctional facility:

1. Write the name of the report and its description on separate note cards:
 - incident report—used in many correctional facilities to detail any incidents involving inmates.
 - corrective consultation (CC) form—used to detail the 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 any type of 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.
2. Have students match the name of a correctional report form or log with its description.
3. Review the answers once the students finish the task.

The following activity is designed to further familiarize students with different types of correctional reports:

1. Divide the class into pairs.
2. Have students write a scenario for each type of report.
3. One student from each group will share the scenario with the class.
4. Provide feedback.

☒ **CO421.4. List common incidents and activities that may require a report**

Have students recall the types of activities that an officer may need to document. See how many activities the students can recall. Have students give examples of information needed to include in reports.

☒ **CO421.5. Identify what to include in a report**

Invite a correctional officer to discuss the following with students:

- the importance of reports
- types of reports (rule, activity, or law violation)

- > how to prepare a report
- > information included in reports
- > follow-up actions they may be required to perform

Discuss with students: what are the follow-up or continuation actions that an officer may be required to perform after completing a report?

Provide some examples to the students.

LESSON VOCABULARY

report

UNIT 2 REPORT WRITING AND DOCUMENTATION

LESSON 2 PREPARING AND WRITING AN EFFECTIVE REPORT

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 4)

Role-Play Exercise: Possession of Contraband

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

Discuss with students: How can an officer use the notes they took as well as other relevant information, such as available video recordings, to assist them in writing factual and accurate reports?

☒ **CO422.2. Describe how to organize report information**

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

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

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

Provide examples of plain language (e.g., “use” instead of “utilize”) and discuss how using plain language makes reports easier to understand. Note: you can find more examples of plain language and its use on the plainlanguage.gov site.

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

The following activity is designed to help students understand the importance of legible handwriting:

1. Divide the class into pairs.
2. Give students 20 seconds to write down what city, county, and state they were born in, and the year and date.
3. Have students hand it to the other student in their group.
4. Have students read their partner’s sentences and see if they encounter any issues with not understanding their fellow student’s handwriting.

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

The following activity is designed to help students understand the importance of writing a report in a timely manner:

1. Show students a video of an incident.
2. Have students immediately write a summary.
3. After they finish their summary, show a different video.
4. Wait until the last 15 minutes of class to have them write the summary.
5. Discuss which summary was more detailed.

Explain that reports not turned in on time may hinder other operations.

☒ **CO422.8. Discuss the importance of avoiding unprofessional writing**

Have students compare jargon, slang, and textspeak.

Give examples of jargon, slang, and textspeak, and have students provide alternatives.

☒ **CO422.9. Distinguish between professional and casual language**

The following activity is designed to familiarize students with how to use professional language in reports:

1. Have students search for sentences written in casual language or use the examples provided in the appendix.
2. Ask students:
 - How professional does this seem to you?
 - Would you trust this person's knowledge of a subject based on their communication skills?
 - Is this the type of communication you want to represent you or the organization you work for?
3. Have students demonstrate how to rewrite these sentences using professional language.

You could print and distribute copies of sentences written in casual language and allow students to construct new sentences using professional language.

☒ **CO422.10. Identify strategies for improving vocabulary**

Conduct Role-Play Exercise: Possession of Contraband

Note: the following is an additional lesson activity.

Give students examples of methods that helped you write your first reports.

LESSON VOCABULARY

content

format

jargon

narrative

slang

textspeak

ROLE-PLAY EXERCISE: POSSESSION OF CONTRABAND

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students write a report to demonstrate the elements of report writing.

Facilitator Instructions: The students in this exercise will have completed the lesson on Preparing and Writing an Effective Report and should be familiar with the essential components of writing reports. No physical force will be used in this exercise. At the end of the exercise, have the students, including the participants, write a report to demonstrate the elements of report writing they have learned in this lesson. Facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

DO NOT READ ALOUD: As food service inmate workers leave, one tries to sneak out the side door to avoid receiving a pat search. After being questioned by the officer, the inmate pulls bread and fruit out of their pocket. The officer confiscates the items and calls for a backup officer.

READ TO CLASS: An officer is supervising food service inmate workers.

Logistics

- **Scene Set-Up:** food service area
- **Officer Equipment:** standard equipment
- **Props:** simulated bread and fruit
- **Participants:** one officer and one inmate

Role-Play Instructions (DO NOT READ ALOUD)

Provide instructions to role players separately.

Inmate: You are attempting to avoid a pat-down after sneaking out of the kitchen. There is bread and fruit in your pocket. You act nervous, but do not resist the officer. You deny concealing anything and doing anything wrong. If the officer handles the situation professionally, pull out the bread and fruit from your pocket.

Officer: You will stop an inmate worker who is trying to sneak out of the food service area without being searched.

Expected Officer Behaviors

For facilitator's eyes only.

- ✓ Demonstrate professionalism.
- ✓ Demonstrate interpersonal communication.
- ✓ Demonstrate proper positioning and posture.
- ✓ Recognize and understand non-verbal communication.
- ✓ Show effective listening skills.
- ✓ Demonstrate proper use of verbal commands.
- ✓ Demonstrate report writing skills.

UNIT 2 REPORT WRITING AND DOCUMENTATION

LESSON 3 GRAMMAR AND MECHANICS

Lesson Goal

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

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 4)

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

The following activity is designed to familiarize students with sentence structure and parts of speech:

1. Have students write sentences.
2. Have students identify the parts of speech used.

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

Write a sentence on the board with no punctuation and have the class correct it. You can start with a simple example to show the importance of punctuation. For example: "Let's eat Grandma!"

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

Have students define a sentence and contrast it with a sentence fragment.

Have students give an example of a sentence with proper sentence structure.

Discuss with students: Explain why you should avoid using sentence fragments when writing reports.

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

The following activity is designed to teach students how to use the correct verb tense:

1. Divide students into pairs or groups.
2. Give students sentences with the verb used in the wrong tense.
3. Have students correct these examples.

☑ CO423.5. Explain how to use proper spelling and capitalization rules when writing a report

Have students give an example of a sentence with proper spelling and capitalization rules.

Choose words from the list of commonly misspelled words and quiz students each day throughout the next lesson. At the end of the week, give a spelling test. Provide feedback as necessary.

The following activity is designed to familiarize students with capitalization rules:

1. Have students review examples of the capitalization rules on their own.
2. Choose two or three students and ask them to teach the rules to the classroom and give examples.
3. They can invite other students to give examples, too.
4. Provide feedback as necessary.

Note: the following are additional lesson activities.

Explain what homophones are and ask students to give examples.

Have students explain how they would know which homophone to use when writing reports. For example, accept vs. except.

Review and discuss Student Handout: Mechanics and Tips for Effective Writing. This handout provides additional examples of grammar and punctuation and tables for reference.

Review one of the scenarios discussed earlier in the lesson or watch a video of an incident. Have students write a report. Students will need to include the following:

- > proper content
- > correct grammar
- > proper sentence structure
- > correct spelling and capitalization
- > correct punctuation

Give students a timeframe for completing the reports. Once students are finished with the reports, allow them to switch with a classmate to critique their report. Allow time for students to discuss the comments with their classmates. Provide feedback as necessary.

LESSON VOCABULARY

sentence

sentence fragment

UNIT 2 REPORT WRITING AND DOCUMENTATION

LESSON 4 REVIEWING A REPORT BEFORE SUBMISSION

Lesson Goal

At the end of this lesson, students will be able to evaluate their reports for factuality, clarity, correctness, and completeness before submitting them.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 4)

☒ **CO424.1. Explain how to edit and proofread a report for completeness and grammatical errors**

Discuss editing and proofreading and why it can be difficult. Provide examples of how to edit and proofread.

Along with the built-in spell-checking programs, you can read documents aloud or ask someone else to read them to help catch mistakes. Use the “Speak” or “Command” feature on your computer to proofread your document. For handwritten notes, you could use dictionaries and the handouts in the textbook.

The following activity is designed to teach students how to proofread a report:

1. Give students the Student Handout: Editing and Proofreading Activity. It can also be found in Chapter 4, Unit 2, Lesson 4 in the textbook.
2. Have students read the first report to check for and correct any errors using the methods described in the chapter.
3. Once students are finished, have them check their work using the corrected report provided in the textbook appendix.
4. Have an open discussion on the errors that students did not catch until they checked their work.
5. Discuss why they did not catch the errors and what they can do differently to find errors in the future.

Search for other poorly written reports and allow students to practice evaluating them.

☒ **CO424.2. Describe how to finalize and submit a report for a supervisor's approval**

Have students review their written report on the Role-Play Exercise: Possession of Contraband from Unit 2, Lesson 2, and rewrite a more complete, accurate, and error-free report based on the scenario.

Discuss with students: Why is it important to evaluate your report before submitting?

STUDENT HANDOUT: MECHANICS AND TIPS FOR EFFECTIVE WRITING

Parts of Speech

Refer to the following table for the different parts of speech and examples of them used in a sentence.

Part of Speech	Description	Example
noun	name of a person, place, or thing	Officer Andrew responded to the inmates' disturbance in the dormitory .
verb	describes 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 disrespectful inmate.
adverb	describes, identifies, or quantifies a verb, adjective, or another adverb	Backup officers arrived quickly to assist with the situation.
preposition	shows how something is related to another word or phrase and shows spatial (space), temporal (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 facility, so the officer wrote a report.

Sentence Structure

A sentence is a group of words that contains a subject, a verb, and, usually, an object that expresses a complete thought. Refer to the following table for examples of subject, verb, and objects used in a sentence.

Sentence	Explanation
I saw the inmates arguing.	subject—I performs the action. verb— saw is the action. object— inmates receives the action.
Six inmates were playing basketball.	subject— inmates performs the action. verb— were playing indicates action and time. object— basketball receives the action.
The officers are well-trained.	subject— officers performs the action. verb— are expresses a state of being or existence. modifier— well is an adverb that modifies trained; trained is an adjective that modifies officers.

Grammar and Mechanics Examples

The following are additional examples of tense, voice, word choice, and sentence fragments.

TENSE

Tense refers to the time or duration of an action or state of being. When writing a report, write in the past tense because the events have already occurred.

- | | |
|-----------|--|
| ✗ Present | I see Inmate Jones punching Inmate Adams in the face. |
| ✓ Past | I saw Inmate Jones punch Inmate Adams in the face. |

VOICE

In active voice, the subject appears in the first part of the sentence and performs the action. In passive voice, the subject appears in the last part of the sentence, and the action is done to the subject. Generally speaking, passive voice is considered wordy while active voice is more direct.

- | | |
|-----------|---|
| ✗ Passive | A new fingerprint scanner was installed by Lieutenant Phillips. |
| ✓ Active | Lieutenant Phillips installed a new fingerprint scanner. |

WORD CHOICE

It is important to use the right words to convey your meaning in the simplest, clearest way possible. Below are some rules to keep in mind when choosing words.

Avoid the use of too many words; instead, state what happened with the fewest words.

- | | |
|-----------|--|
| ✗ Wordy | We conducted an investigation of the incident. |
| ✓ Concise | We investigated the incident. |

Be clear and precise when writing.

- | | |
|-----------|--|
| ✗ Unclear | There were a bunch of inmates in the recreation yard. |
| ✓ Clear | There were six inmates in the recreation yard. |

SENTENCE FRAGMENT

A sentence fragment is a group of words that lacks a subject or verb or fails to express a complete thought. Sentence fragments are among the most common errors found in reports, but they can be corrected by adding the element(s) that is missing.

- | | |
|-------------|--|
| ✗ Incorrect | Walked into the cell. |
| ✓ Correct | The officer walked into the cell. |
| ✗ Incorrect | The loud inmate. |
| ✓ Correct | The loud inmate was arguing with his cellmate . |

Rules of Capitalization

When writing a report, follow these 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 the captain to explain the situation. (unnamed person) I spoke to Captain Smith to explain the situation. (named person) The sergeant went to speak to Lieutenant Suarez about the inmate's behavior.
brand names	The responding officer administered Narcan to an inmate who was experiencing an opioid overdose.

Common Punctuation Marks

Improper punctuation can result in confusing or misleading reports. Refer to the following table for the function of common punctuation marks. Punctuation can either be placed throughout a sentence or at the end of a sentence.

Symbol	Punctuation	Function
'	apostrophe	show possession; create contraction
,	comma	separate elements in a sentence: clauses and series of items
.	period	end mark; used at the end of a statement; used to abbreviate a word
?	question mark	end mark; used at the end of a question
" "	quotation marks	directly quote someone or something

Comma Rules

The following table provides the rules for commas as well as examples for how to use them.

Comma Rules	Examples
join two complete sentences using a comma and conjunction	The public seems eager for correctional reform legislation, but Congress has not enacted any effective measures.
add introductory clause—a group of words that cannot stand alone; begins a sentence	While conducting a security count , I found two inmates in the wrong cell. If the report is accurate , it is ready for submission.
add dependent clause—a group of words that cannot stand alone	Sergeant Tipton, the assigned booking supervisor , ordered all inmates to be placed in the holding cells. Jane Phillips, the on-duty supervisor , took charge of the incident.
list items in a series of three or more	The inmate's donuts, potato chips, and shampoo had been stolen from his cell.
separate two or more words in a row that are used to describe something	The inmate used a small, metal object to cut into his mattress. An ethical, compassionate, steadfast attitude is necessary for law enforcement officers.
identify quoted or exact language	The inmate said, "When the fight started, I ducked into my cell." "Stop, drop, and roll" is an important fire safety tip.
set off cities and states, titles, and dates.	Professor Juliet Fields, Ph.D. , will conduct the training at the Correctional Academy in Ocala, Florida . The date for the correctional officers' awards ceremony is Friday, May 18, 2025 .

STUDENT HANDOUT: EDITING AND PROOFREADING ACTIVITY

Edit and proofread the following report using proper grammar, capitalization, punctuation, and spelling.

On May 16 2012 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.

ATTACHMENT: EDITING AND PROOFREADING ACTIVITY ANSWER KEY

On May 16, 2012, 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.

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the inmates. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises give students a chance to practice verbally de-escalating incidents. They give the facilitator prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You could build the lesson around the exercise. You could also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the Core Communication Competencies Handout from Chapter 3 before conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force, and how they would explain their use of force in court.
- You can instruct a participant—but not the officer role—to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the given questions with the communication exercises to facilitate a class discussion. You may also refer to the Core Communication Competencies Handout from Chapter 3 to form your own questions.
- Allow students time to respond to questions when gaining feedback from the class and encourage all students to participate in the discussion.

ROLE-PLAY INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. Corrections requires on-the-job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired through communication Exercises. Furthermore, role-playing scenarios teach students about new equipment and special skills that will help keep officers and inmates safe. Conduct each role-play exercise at least three times, using a different set of students each time. Over the course of the basic recruit training program, require all students to participate several times as officers in role-play exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You can build the lesson around the exercise. You can also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify an exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each participant on their role.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the exercise until the students demonstrate the expected officer behaviors or the facilitator deems appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize officer safety, communication, and de-escalation.
- Ask the officers to provide feedback on their performance in the exercise.
- Repeat the role-play exercise at least two more times.

WRITING ASSIGNMENT INSTRUCTIONS

Each student is required to complete one mandatory writing assignment for each chapter.

This writing requirement aims to enhance students' understanding of the material and improve their written communication skills. The required assignment can be done with any lesson from the chapter. It is up to the instructor to determine the type, format, and length of the writing assignment students must complete. The instructor may provide additional guidelines for each writing assignment to ensure that students effectively engage with the course material. Examples of writing assignments include:

- Writing a summary of the chapter or a lesson
- Writing a report based on a role-play exercise, communication exercise, or scenario
- Writing daily journal entries reflecting on daily lesson content
- Writing about recent news events relating to the current chapter or lesson

SHIFT MANAGEMENT AND SAFETY

Course Number: CJK_0327

Course Hours: 20 hours

Course Structure: 4 units, 13 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ identify safety hazards and security concerns with increased situational awareness
- ✓ manage the equipment necessary to keep a correctional facility operating smoothly and safely
- ✓ issue and receive weapons, lethal and nonlethal, when faced with an emergency situation in a correctional facility
- ✓ effectively communicate via radio
- ✓ apply various search techniques
- ✓ locate and control contraband
- ✓ process and control standard and digital mail
- ✓ operate security and use entry and exit equipment to keep a facility safe and secure
- ✓ follow the proper procedures for inspecting the equipment and structure of a correctional facility
- ✓ conduct facility security checks and inspections to maintain the correctional facility's security standards
- ✓ maintain security standards for the correctional facility perimeter
- ✓ correct facility safety deficiencies based on organizational safety standards for emergency preparedness and response
- ✓ maintain an awareness of common health hazards found in a correctional facility based on the guidelines of a sanitation plan and environmental health program

Required Activities

Suggested Activities

Notes to the Instructor

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UNIT 1 SHIFT SAFETY

LESSON 1 SITUATIONAL AWARENESS

Lesson Goal

At the end of this lesson, students will understand situational awareness and its importance to the safety of everyone in their facility.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 5)
Core Communication Competencies Handout

- ☒ **CO511.1. Define situational awareness**
- ☒ **CO511.2. Describe situational awareness in the corrections setting**

Have save students examine Figure B-2 using the three steps of situational awareness.

Discussion questions:

- > What observations have you made about the officers?
- > What observations have you made about the inmates?
- > Are there any rules being broken or possible violations?
- > Are there actions that need to be taken?



Figure B-2 Situational awareness

☒ **CO511.3. Identify the skills that can enhance officer safety**

Show a “situational awareness test video” that can be retrieved online. Challenge students to see if they can pass the test.

☒ **CO511.4. Explain when situational awareness is appropriate and how to disengage**

Refer to Chapter 3 for the Core Communication Competencies Handout.

LESSON VOCABULARY

positioning

posture

situational awareness

UNIT 1 SHIFT SAFETY

LESSON 2 SHIFT EQUIPMENT

Lesson Goal

At the end of this lesson, students will be able to manage the equipment necessary to keep a correctional facility operating safely.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 5)

☒ CO512.1. Identify common equipment assigned to specific areas and activities in a facility

Pre-test students with the following prompt:

Ask students what they think are the types of common equipment that they will manage and inspect within their facilities.

Use the same question from the pre-test for the post-test.

☒ CO512.2. Describe the process of inspecting common equipment

Explain that the three most common pieces of equipment that they will use for their protection are handcuffs, radios, and OC spray.

Demonstrate how to inspect these items for functionality and expiration date.

Have students explain why equipment inspection is vitally important.

Create two mini-scenarios or use the following:

- Tell a student there was an incident in which they must quickly handcuff an inmate. As soon as the student tries to cuff the inmate, the student realizes that their handcuffs are double-locked.
- Tell a student to key up the radio. When the student tries to key up the radio, they realize the battery is dead.

Discussion questions:

- What should you do to fix the problem?
- How can you prevent it from reoccurring?

In either situation, the goal is to emphasize that students must check their equipment. Make sure to help students problem-solve on what they could do to remedy either situation and to prevent it from reoccurring.

☒ **CO512.3. Describe the process of issuing and receiving equipment**

☒ **CO512.4. Discuss common equipment inventory processes**

Provide pictures of the following equipment:

- > building equipment—hammer, screwdriver, wrench, rake, air filters, light bulbs, and batteries
- > sanitation equipment—brooms, mops, cleaning carts, plunger, and cleaning supplies
- > healthcare equipment—wheelchair, first aid kit, Narcan spray, AED, and dental mirror and bib
- > food service equipment—utensils, trays, dishes, and cookware

Have students match the equipment picture to its proper category.

You have performed the daily food service equipment inventory. Six knives are missing.

Discussion questions:

- > What is your next course of action?
- > How will this affect the safety of your facility?
- > How can a situation like this be avoided in the future?

☒ **CO512.5. Explain how to store common equipment used in a facility**

Discuss the different techniques used to control a variety of equipment during the inventory process. Give students pointers on how to do the following:

- > etch the inventory control number on the tool
- > compare the tool markings with recorded facility markings
- > color-code items by classification, for example, restricted or non-restricted
- > use inventory lists with descriptions and numbers together
- > use prepared spaces on a shadow board for storage

Provide examples of common methods of storing equipment (including shadow boxes) within a secure area. For example: an armory, a mini arsenal, a caustic chemicals locker, a master tool room, a tool cage, and an exterior building.

☒ **CO512.6. Identify the types of hazardous equipment used in a facility**

Explain types of hazardous equipment used in a facility. Include any chemicals that can become hazardous when combined with other chemicals.

Show a fact sheet on hazardous materials from the Occupational Safety and Health Administration (OSHA).

Discuss with students: how would you use the fact sheets to manage hazardous materials or equipment?

☒ **CO512.7. Describe how firearms and ammunition are issued in a facility**

Bring mock-ups of weapons, such as blue guns and ammunition used within a correctional facility. Demonstrate how to issue and receive weapons and ammunition commonly used within a facility.

Show class a copy of a common security/weapons checkout form from your agency. Discuss the type of information that must be documented.

UNIT 1 SHIFT SAFETY

LESSON 3 RADIOS

Lesson Goal

At the end of this lesson, students will understand how to properly and professionally use radios while on duty.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 5)

Role-Play Exercise: Proper Radio Usage

☒ **CO513.1. Describe the role of radios for correctional officers**

Discussion questions:

- > Why is a radio so important to a correctional officer?
- > Why is it important to check your radio function regularly?

☒ **CO513.2. Explain how to properly transmit a message on a radio**

Demonstrate the proper way to use a radio.

Allow students to practice using a radio. Conduct this activity multiple times. Assist students in using the portable radio unit correctly. Critique, review, and provide feedback of communication equipment demonstrations.

Conduct Role-Play Exercise: Proper Radio Usage

☒ **CO513.3. Identify the types of radios used in correctional facilities**

☒ **CO513.4. Discuss the purpose and types of radio codes**

Why might an agency decide to use radio codes instead of plain language?

Have students learn to spell their full names using phonetic alphabet. You can allow them to quiz each other.

Demonstrate transmitting radio messages using radio codes. You can provide a copy of a local agency's ten codes.

☒ **CO513.5. Explain the purpose of a radio base station**

Discuss the importance of a radio base station.

Arrange for students to visit a local jail or correctional facility control room or emergency command center to see a base station and radios in use.

ROLE-PLAY EXERCISE: PROPER RADIO USAGE

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students use proper radio procedures, including proper radio handling and transmission.

Facilitator Instructions: The students in this exercise have completed the Radios lesson and should be familiar with proper radio handling and transmissions. No physical force will be used in this exercise. At the end of the scenario, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

DO NOT READ ALOUD: Two officers are assigned to a housing unit; however, one officer has just left on a break. The remaining officer hears raised voices and looks to see two inmates arguing. That officer uses the radio to get the second officer to return to assist him. By the time the second officer returns, one inmate has an injury. The first officer calls for medical and a backup officer to escort the injured inmate to medical. The second officer calls for backup to come and escort the other combative inmate to administrative confinement.

READ TO CLASS: Two inmates are arguing verbally and simulating physical fighting.

Logistics

- **Scene Set-Up:** housing unit
- **Officer Equipment:** standard equipment
- **Props:** N/A
- **Participants:** two officers and two inmates

Role-Play Instructions (DO NOT READ ALOUD)

Provide instructions to role players separately.

Inmate 1: You are arguing with another inmate about their hygiene. You grow increasingly angry and frustrated. When the officer leaves, you pretend that the other inmate has hit you, causing injury. When the officer returns, you yell that you've been injured.

Inmate 2: You have been insulted by another inmate regarding your hygiene. You are enraged and deny having any hygiene issues. When the officer leaves the room, you pretend to hit the other inmate, causing injury.

Officer 1: You are in the housing unit and witness an altercation between two inmates while Officer 2 is on their break.

Officer 2: You are on your break when you receive a call to return to the housing unit.

Expected Officer Behaviors

- ✓ Demonstrate proper radio usage in calling back the officer on break, requesting backup, and notifying medical and administrative confinement.
- ✓ Demonstrate how to correctly handle and speak into the radio.
- ✓ Demonstrate interpersonal communication.
- ✓ Demonstrate proper positioning and posturing.
- ✓ Recognize and understand non-verbal communication.
- ✓ Show effective listening skills.
- ✓ Demonstrate professionalism.

UNIT 2 SEARCHES

LESSON 1 SEARCH EQUIPMENT

Lesson Goal

At the end of this lesson, students will be able to use search equipment found in their facility.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 5)

☒ **CO521.1. List the common equipment used in searches**

An inmate must be transported to the courthouse.

Discuss with students: what kind of search equipment would you need to have a safe transport?

☒ **CO521.2. Describe how to document details of an area search**

Show a picture of a prison cell. Have students state how they would perform a contraband search and document the search and results.

UNIT 2 SEARCHES

LESSON 2 PERSON SEARCHES

Lesson Goal

At the end of this lesson, students will be able to conduct a thorough and proper search of a person.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 5)

☒ CO522.1. Explain techniques for examining the property of any person entering a facility

Show a picture of a person carrying a baby and diaper bag to the class. Tell class that this person has come to the facility for visitation with an inmate.

Discussion questions:

- > What is the best way to search their (adult and child) property before visitation?
- > Identify anything that would need to be removed or changed to allow them entry into the facility.

☒ CO522.2. Explain when to conduct a pat search of inmates

Provide the following scenario to the class to discuss:

It is mid-August and Inmate Johnson is wearing long sleeves over a t-shirt. He is standing near a storage area that is not a part of his work detail. When you approach, he looks down and eases his left hand behind himself slightly blocking your sight.

Discussion questions:

- > Would a pat search be appropriate? Why?
- > What should you do in this instance?

Remind students to maintain personal safety by using appropriate positioning, command presence, verbal commands, and questions to accomplish a safe pat search.

UNIT 2 SEARCHES

LESSON 3 FACILITY SEARCHES

Lesson Goal

At the end of this lesson, students will be able to conduct a thorough and proper search of their facility.

Materials:

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 5)

☒ CO523.1. Identify types of areas to be searched in a facility

Divide the class into small groups. For 5 minutes, have the groups list places where inmates can hide contraband. The group with the most answers wins bragging rights.

☒ CO523.2. Describe how to conduct a systematic search of an area

Divide the class into small groups. Take the class outside. Inform them that they are tasked with thoroughly searching a large area (parking lot, picnic area, a field.) Have them brainstorm how they would conduct their search. Reconvene and have each group explain what techniques and equipment they would use for their search.

Divide the class into groups. Find an empty classroom and hide contraband for the students to find, such as a cell phone, a dollar, a plastic fork, or a lighter. Designate a specific area for each group to search. Have students search for contraband using the different search patterns. After they find the contraband, go over the discussion questions provided.

Discussion questions:

- > What search method did you use?
- > What information would you include in the documentation for the contraband?
- > How would you dispose of the contraband?

☒ CO523.3. Explain how to conduct a vehicle search

Show a picture of a prison transport van. Point to students randomly. Have that student list steps of what should be searched or how they would conduct the search. Write each step on a white board. All equipment needed for the search must be identified. Fill in any items or processes missed.

LESSON VOCABULARY

grid search pattern

spiral search pattern

strip/line search pattern

zone/quadrant search pattern

UNIT 2 SEARCHES

LESSON 4 CONTRABAND

Lesson Goal

At the end of this lesson, students will be able to detect contraband and follow the appropriate processing and disposal procedures.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 5)

Officer Discipline Cases #47775, #38615, and #39334

Role-Play Exercise: Search for Contraband

☒ **CO524.1. Explain the correctional officer's duty to control contraband**

Provide some search situation stories where contraband was found that you or your co-workers have experienced to give students a real-world perspective.

☒ **CO524.2. List the categories of contraband**

☒ **CO524.3. Give examples of common inmate weapons**

Show examples of inmate weapons either from your facility or images from the internet.

Discussion questions:

- > Why do inmates fashion weapons?
- > What dangers do these homemade weapons pose to self and others?

☒ **CO524.4. Describe common methods of introducing contraband into correctional facilities**

Search "Florida Department of Corrections Visitor Contraband Interdiction" on a computer. This link shows weekly attempts to introduce contraband into Florida prisons.

Search "Florida Department of Law Enforcement Criminal Justice Professionalism Division publications" on a computer. Click on Quarterly Update Newsletter for the most recent edition. The end of the publications lists misconduct and penalties. Most contain incidents of smuggling contraband.

Review Officer Discipline Cases #47775, #38615, and #39334. Discuss how the contraband entered the facilities and any issues it may have caused or threats it may have posed.

Remind students how important it is to **never** entertain the idea of introducing contraband into their facility because they will be caught and face consequences.

☒ **CO524.5. Identify methods of detecting contraband**

☒ **CO524.6. Describe the process of collecting, processing, and disposing of contraband**

Conduct Role-Play Exercise: Search for Contraband

An inmate has 10 bed sheets when they are technically only allowed two.

Discussion questions:

- > How would you collect, process, and dispose of this nuisance contraband?
- > Why is nuisance contraband a problem?

☒ **CO524.7. Describe the process of documenting contraband**

☒ **CO524.8. Discuss the final disposition of contraband**

☒ **CO524.9. Identify appropriate receptacles for contraband disposal**

Provide photos of different receptacles and pictures of different kinds of contraband. Have students match what contraband goes into what receptacle. Some examples of receptacles include standard trash cans, recycling bins, metal trash cans, biohazards sharps containers, biohazard linen bags, laundry carts, book carts, paper bags, plastic bags, and airtight plastic containers.

☒ **CO524.10. Identify contraband disposal methods**

At 5 p.m. today, you and a partner performed an emergency cell search and found the following items: 15 packs of Raman noodles (two are open), a fork from the cafeteria, ten disposable cups, an unidentified white powdery substance, a bloody shank, a used condom, and a cell phone. How would you dispose of these items?

You may instruct students to work as partners and write a report about the search incident including all details such as the disposition of the items, and outcome for the inmate. The inmate's name is Jane Smith.

☒ **CO524.11. List contraband items that need special disposal**

LESSON VOCABULARY

hard contraband

nuisance contraband

HANDOUT: CJSTC OFFICER DISCIPLINE CASE #47775

Below is an example of an officer disciplinary case that was brought before the CJSTC. You may also use case studies from local corrections facilities.

Introduction of Contraband

The respondent was terminated from the South Bay Correctional Facility subsequent to her agency sustaining allegations of introduction of contraband. On April 28, 2021, a correctional officer reported that earlier that day, the respondent entered the facility and told the officer that she was going to the hospital. The respondent placed her boots on the metal detector belt to be scanned. After they were scanned, the officer proceeded to physically search them. The respondent told the officer to avoid shaking her boots. The officer found a cellphone charger inside of the boots and told the respondent she could not enter the facility with the charger. The respondent left the area without responding. When she returned from the hospital, she requested her charger and left the facility. No criminal charges were filed.

Penalty Guideline: Suspension to revocation

Staff Recommended: FDLE Prosecution requested a 30-day prospective suspension; 1-year probation to begin at the conclusion of the suspension period; provide proof of successful completion of Commission-approved ethics course prior to the end of the probationary period.

Disciplinary Action by the Commission: The Commission accepted the settlement agreement.

HANDOUT: CJSTC OFFICER DISCIPLINE CASE #38615

Below is an example of an officer disciplinary case that was brought before the CJSTC. You may also use case studies from local corrections facilities.

Introduction of Contraband at a County Detention Facility

The respondent was terminated from the Broward County Sheriff's Office (BCSO) subsequent to an internal investigation which sustained conduct unbecoming, falsification of records, introduction of contraband, and several agency policy violations. On December 30, 2013, BCSO management received a complaint alleging that the respondent introduced unauthorized items for inmates. It was alleged that between December 23, 2013, and December 25, 2013, the respondent introduced food, coffee, and DVDs, which were shared with inmates. On April 19, 2018, in a sworn interview with investigators, the respondent admitted to introducing DVDs during the holidays for the inmates to view. The respondent stated that she brought coffee and pastry items in for staff and allowed the inmates to consume the leftovers. No criminal charges were filed.

Penalty Guideline: Prospective suspension to revocation

Staff recommended: 10-month retroactive suspension; 1-year probation to begin at the conclusion of the suspension period; provide staff with proof of successful completion of Commission-approved ethics training prior to the end of the probationary period.

Disciplinary Action by the Commission: The Commission approved the settlement agreement.

HANDOUT: CJSTC OFFICER DISCIPLINE CASE #39334

Below is an example of an officer disciplinary case that was brought before the CJSTC. You may also use case studies from local corrections facilities.

Misuse of Official Position

The respondent resigned from the Department of Corrections prior to the conclusion of an internal investigation which sustained the charges of conduct which violates statute and conduct unbecoming. On June 8, 2015, the respondent entered the secure perimeter of a correctional facility and placed three large drink cans in front of a sergeant to be searched. When the sergeant twisted the top of the can, she discovered that the tops were false and contained tobacco wrapped in duct tape. A criminal investigation was initiated. During a sworn, post Miranda interview, the respondent admitted that he received over \$1000 from inmates as payment to introduce and deliver tobacco into the correctional facility. The respondent stated that the payments were received via money transfers or electronic bank transfers. He further stated that when he received the money, he would conceal the tobacco, introduce it into the correctional facility, and then deliver it to the inmates. A warrant was issued for the charges of unlawful compensation and introduction of contraband. No action was taken on the charge of 3 introduction of contraband as tobacco is not considered contraband for state correctional facilities. On August 1, 2017, the State Attorney's Office filed a nolle prosequi in the case due to lack of evidence to corroborate the respondent's confession.

Penalty Guideline: Suspension to revocation

Staff recommended: Revocation.

Disciplinary Action by the Commission: The Commission accepted the requested penalty

ROLE-PLAY EXERCISE: SEARCH FOR CONTRABAND

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students properly conduct a cell search.

Facilitator Instructions: No physical force will be used in this exercise. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

DO NOT READ ALOUD: Two officers will be required to conduct a search of a cell and an inmate housed in the cell. Before the search, ask the officer participants to leave the area then have the inmate participant hide contraband in the cell.

READ TO CLASS: Two officers are conducting a cell search.

Logistics

- **Scene Set-Up:** mock cell
- **Officer Equipment:** standard equipment
- **Props:** contraband items and identification card
- **Participants:** one inmate and two officers

Role-Play Instructions (DO NOT READ ALOUD)

Provide instructions to role players separately.

Inmate: You have hidden contraband in your cell. You are cooperative with officers, but you have a bad attitude. Provide unhelpful, one-word responses to questions, and do not volunteer information. You will eventually comply with officers.

Officers: Announce and conduct a cell search.

Expected Officer Behaviors

For facilitator's eyes only.

- ✓ Demonstrate professionalism.
- ✓ Control inmates with verbal commands and use of command presence.
- ✓ Demonstrate proper positioning and posturing.
- ✓ Show effective listening skills.
- ✓ Remove inmate from cell and perform the pat and cell search.
- ✓ Remove and dispose of contraband found.
- ✓ Document the search and any item(s) found.

UNIT 2 SEARCHES

LESSON 5 MAIL

Lesson Goal

At the end of this lesson, students will be able to process mail in a correctional facility.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 5)

☒ **CO525.1. List the types of mail an inmate may receive in a correctional facility**

Discussion questions:

- > Why is it important for safety and security to monitor all types of mail coming into and out of the facility?
- > What are the differences between routine mail, legal mail, and privileged mail?

☒ **CO525.2. Explain how inmates receive digital mail**

☒ **CO525.3. Discuss ways to monitor digital mail**

Bring a copy of your facilities policy on digital mail. Discuss the prohibitions identified in the policy.

☒ **CO525.4. Explain how inmate mail is processed**

Show a video of drug smuggling through the mail into jails or prisons and discuss the clip.

☒ **CO525.5. Describe how to process legal and privileged mail**

☒ **CO525.6. Explain how to process outgoing mail**

Discussion questions:

- > Why is it important to process outgoing mail?
- > What is the role of the United States Postal Service (USPS) when processing outgoing mail?

☒ **CO525.7. Describe how to confiscate incoming and outgoing mail in a correctional facility**

LESSON VOCABULARY

kickback

legal mail

privileged mail

routine mail

UNIT 3 SECURITY

LESSON 1 SECURITY EQUIPMENT

Lesson Goal

At the end of this lesson, students will be able to operate security equipment and use entry and exit equipment to keep a facility safe.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 5)

☒ **CO531.1. Discuss how correctional officers keep the facility safe using security equipment**

Have students share any experiences regarding using security equipment to keep their vehicles, homes, personal items, or other buildings safe.

Discussion questions:

- > What personal security equipment do you use?
- > How is this equipment like security equipment in a correctional facility?

☒ **CO531.2. Identify the different types of facility security equipment**

Show a video of an actual prison, jail or courthouse escape.

Discuss with students: what equipment or employee failures led to the escape?

☒ **CO531.3. Describe the procedures for operating entry and exit equipment in a facility**

Display a sally port. Discuss the important safety features it provides.

Discussion questions:

- > Why do correctional facilities use sally ports?
- > Why is a sally port safer than traditional entrances and exits?

LESSON VOCABULARY

perimeter

sally port

security equipment

UNIT 3 SECURITY

LESSON 2 SECURITY STANDARDS

Lesson Goal

At the end of this lesson, students will be able to conduct inspections and security checks to maintain a facility's security standards.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 5)

☒ **CO532.1. Explain the importance of security standards for the safety of inmates, officers, and visitors in a facility**

Give students a case study of a security breach at a facility. Have students pretend that they are performing a facility security check and inspection. Identify holes or gaps within the facility's security.

Discussion questions:

- > What holes or gaps did you find in the facility's security?
- > Why is your role in safeguarding security standards so important?
- > What are additional ways to maintain security standards?

☒ **CO532.2. Describe the guidelines for completing a basic inspection and inspecting for property damage**

Take students to a nearby facility to demonstrate using a checklist for facility equipment and structural inspections. If also conducting a structural inspection, have students present information on basic steps for conducting structural inspections before conducting the inspection demonstration. Have students practice while you provide feedback.

If visiting a nearby facility isn't possible, set up a portion of the classroom to simulate a facility. Demonstrate to students how to conduct a facility equipment inspection. Then, have students practice using a checklist. Provide feedback as appropriate.

☒ **CO532.3. Describe how to conduct facility security inspections**

☒ **CO532.4. Explain how to look for structural deficiencies**

☒ **CO532.5. Describe how to conduct facility security checks**

UNIT 3 SECURITY

LESSON 3 PERIMETER SECURITY

Lesson Goal

At the end of this lesson, students will be able to maintain the security of the facility's perimeter.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 5)

☒ CO533.1. Explain how to maintain a secure facility perimeter

Show a video demonstrating a drone dropping contraband into a jail or prison. Discuss challenges of perimeter security.

Discuss the news story with students and build some scenarios out of the video. You can also use one video or article and discuss it throughout the lesson as an example.

Note: below is an additional lesson activity.

Discussion questions:

- > What is an officer's role when securing a facility's perimeter?
- > Why is perimeter security important?

UNIT 4 SANITATION AND HEALTH HAZARDS

LESSON 1 IDENTIFYING AND RESOLVING SAFETY CONCERNS

Lesson Goal

At the end of this lesson, students will be able to correct facility safety concerns and comply with organizational safety standards.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 5)

☒ **CO541.1. Identify the organizations that may govern a facility's safety standards**

Divide the students into groups. Assign each group one of the following agencies or organizations that govern a facility's safety standards and research who they are, what they do, why they do it, how they do it, and why they are important:

- > Occupational Safety and Health Administration (OSHA)
- > Florida Correctional Accreditation Commission (FCAC)
- > American Correctional Association (ACA)
- > Florida Model Jail Standards (FMJS) Working Group
- > National Detention Standards (NDS)

Each group should share their findings with the class in a 3–5 minute presentation.

☒ **CO541.2. Explain the facility safety standards for emergency preparedness and response**

☒ **CO541.3. Identify the possible hazards that can cause facility safety deficiencies**

☒ **CO541.4. Describe the responsibilities for correcting facility safety deficiencies**

Discuss what could happen if facility deficiencies are not corrected.

UNIT 4 SANITATION AND HEALTH HAZARDS

LESSON 2 SANITATION STANDARDS AND ENVIRONMENTAL HEALTH

Lesson Goal

At the end of this lesson, students will be able to identify common health hazards in a facility based on the guidelines of a sanitation plan and environmental health program.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 5)

- ☒ **CO542.1. List the elements of a facility sanitation plan**
- ☒ **CO542.2. List the elements of a facility's environmental health program**

Divide students into teams to brainstorm as many environmental health issues associated with correctional facilities as possible and how they can cause health problems. Here are some examples:

- > inmates not flushing the toilets
- > not using PPE
- > inmates not keeping their living areas clean
- > not making inmates shower regularly

How could these issues cause health problems for you at home?

- > For example, never take your shoes into your house, because there can be dirt and feces on your shoes.
- > If you must take your shoes in the house, spray the bottom of your shoes with germicide.
- > Also, since crab lice can occur in correctional facilities, don't wear your uniform at home.
- > Reinforce the importance of maintaining cleanliness (e.g., checking for bed bugs, which can also be taken home.)

Remind students how important it is to make sure inmates maintain their hygiene, because officers can take communicable diseases home if they do not take the necessary safety precautions.

☒ **CO542.3. Identify the common health hazards found in a facility**

Present pictures of common health hazards, such as MRSA, scabies, lice, bedbug bites and spider bites, so that students can recognize them as conditions that require immediate medical attention.

Remind students that they are not to diagnose conditions but should refer inmates with these conditions to medical.

ROLE-PLAY INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. Corrections requires on-the-job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired through communication exercises. Furthermore, role-playing scenarios teach students about new equipment and special skills that will help keep officers and inmates safe. Conduct each role-play exercise at least three times, using a different set of students each time. Over the course of the basic recruit training program, require all students to participate several times as officers in role-play exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You can build the lesson around the exercise. You can also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify an exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each participant on their role.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the exercise until the students demonstrate the expected officer behaviors or the facilitator deems appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize officer safety, communication, and de-escalation.
- Ask the officers to provide feedback on their performance in the exercise.
- Repeat the role-play exercise at least two more times.

WRITING ASSIGNMENT INSTRUCTIONS

Each student is required to complete one mandatory writing assignment for each chapter.

This writing requirement aims to enhance students' understanding of the material and improve their written communication skills. The required assignment can be done with any lesson from the chapter. It is up to the instructor to determine the type, format, and length of the writing assignment students must complete. The instructor may provide additional guidelines for each writing assignment to ensure that students effectively engage with the course material. Examples of writing assignments include:

- Writing a summary of the chapter or a lesson
- Writing a report based on a role-play exercise, communication exercise, or scenario
- Writing daily journal entries reflecting on daily lesson content
- Writing about recent news events relating to the current chapter or lesson

INTAKE AND RELEASE

Course Number: CJK_0321

Course Hours: 16 hours

Course Structure: 5 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ understand the intake and reception process in a correctional facility
- ✓ conduct an initial search of a person as well as search and document their personal property
- ✓ take quality finger and palm prints as well as photograph a person for identification and criminal history
- ✓ understand the role of classification in inmate housing assignments
- ✓ understand the process for releasing an inmate from a county or state correctional facility

Required Activities

Suggested Activities

Notes to the Instructor

LESSON VOCABULARY

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LESSON 1 INTAKE/RECEPTION PROCEDURES AND DOCUMENTATION

Lesson Goal

At the end of this lesson, students will understand the intake and reception process in a correctional facility.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 6)

Communication Exercise: Non-sworn Interaction

Conduct Communication Exercise: Non-sworn Interaction

☒ **CO601.1. Describe the medical tasks that are completed during admission at county and state correctional facilities**

Arrange for students to visit an intake and reception center to see the intake and reception process.

☒ **CO601.2. List ways to verify a person's identity during intake and reception**

Provide the following scenario to the class:

While starting the intake process on a new arrestee, you notice that certain descriptive elements (hair color, weight, race), do not match the arrestee's identification information from their license.

Discussion questions:

- > What else could be used to verify the inmate's identity?
- > What steps would you need to take?

☒ **CO601.3. Identify the common features included in arrest papers**

Show and review a blank arrest paper and point out the common features.

☒ **CO601.4. Identify the common features included in commitment papers**

Show and review a blank commitment paper and point out the common features.

☒ **CO601.5. List the terminology used in court paperwork**

☒ **CO601.6. Identify when arrest or commitment papers are complete**

Discussion questions:

- > Why is it important to confirm when arrest or commitment papers are complete?
- > What are the consequences if the arrest or commitment papers are incomplete?
- > Share some ways that you can confirm that arrest or commitment papers are complete.

☒ **CO601.7. List which documents inmates are allowed to access while in custody**

Note: below is an additional lesson activity.

Read the following common features to the class and ask them to determine which are included in commitment papers and which are included in arrest papers:

- > probable cause affidavit
- > court orders
- > name of offenses
- > judgment and sentence pages
- > court paperwork with sentencing information and any court recommendation
- > current criminal history printout from FCIC/NCIC
- > copies of issued citations for traffic offenses
- > synopsis of inmate's behavior and adjustment to a correctional setting
- > medical transfer summary

LESSON VOCABULARY

arrest papers

commitment papers

COMMUNICATION EXERCISE: NON-SWORN INTERACTION

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students demonstrate effective communication skills when interacting with non-sworn staff and an inmate.

Facilitator Instructions (DO NOT READ ALOUD): Medical staff is assessing a new inmate. The inmate is getting increasingly argumentative, and the medical staff is responding unprofessionally. The officer is providing security for the inmate and medical staff. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Participants: One inmate, one officer, and one non-sworn personnel.

Provide instructions to participants separately.

Inmate Instructions (DO NOT READ ALOUD): You are an inmate participating in a medical assessment in the receiving area. You are not being cooperative with the medical staff as they ask you questions. You either ignore the questions, take offense and become agitated, or give fake answers.

Non-sworn Personnel Instructions (DO NOT READ ALOUD): You are medical staff conducting an assessment on an inmate in the receiving area. The inmate is not being cooperative, so you become agitated. You complain to the officer that the inmate is ignoring questions and giving false answers when they do respond. You explain that you cannot work in these conditions.

Officer Instructions (READ TO CLASS): You are an officer providing security in the receiving area of your facility, where medical staff is conducting an assessment on a new inmate.

Stop the exercise when the officer:

- ✓ professionally communicates with the medical staff and inmate, and de-escalates the situation
- ✗ becomes argumentative or dismisses the medical staff's concerns and the inmate

Post-Exercise Discussion

Ask the officer:

- ✓ What went well for you?
- ✓ What could you have done better?
- ✓ Were there any alternative actions you could have taken?

Ask the class:

- ✓ How did the officer respond to the reason for contact, rule infraction, or instructions?
- ✓ How did the officer show active listening and check for understanding?
- ✓ How did the officer pause and reset their response?
- ✓ What non-verbal communication did the officer, inmate, and medical staff display?
- ✓ How did the officer change their communication style based on who they were communicating with?
- ✓ Give an example of how the officer did or did not allow adequate time for the participants to respond.
- ✓ How did the officer demonstrate that they acknowledged the medical staff's and inmate's responses?

LESSON 2 INITIAL INTAKE/RECEPTION SEARCH AND INVENTORY OF PROPERTY

Lesson Goal

At the end of this lesson, students will know how to conduct an initial search of a person as well as search and document their personal property.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 6)

Communication Exercise: Inmate Property Inventory

Conduct Communication Exercise: Inmate Property Inventory

☒ **CO602.1. Describe how an inmate and their property should be searched during intake and reception**

Visit a facility to see the process for searching, inventorying, and documenting inmate property.

Discussion questions:

- > Why should a correctional officer confirm an inmate's identity while searching their property?
- > What does it mean to conduct gender-specific searches?
- > Under what exigent circumstances are gender-specific searches not necessary?

Give students examples of what an exigent circumstance would be.

Show and discuss a video on jail or prison pat searches conducted during intake and reception.

Using s. 901.211, F.S. and rule 33-602.204, F.A.C., discuss the differences between conducting strip searches in county and in state facilities.

☒ **CO602.2. Describe the methods for handling inmate property**

Describe how correctional officers should handle property that is believed to be someone else's (medications, ID cards, bank cards).

The following activity is designed to have students practice taking inventory of personal property during intake and reception:

1. Show and discuss a blank inventory form with students.
2. Bring in items for the class to inventory, like a watch, backpack, wallet, bag of chips, etc.
3. Have students independently inventory the items on the inventory form.
4. Check the students' answers and correct if needed. Discuss how agency policy on inventorying property may vary.

☒ **CO602.3. Give examples of the types of property inmates are allowed to keep while in custody**

Discuss the differences between jails and prisons in relation to the level of property inmates can retain.

☒ **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**

Explain why hygiene items must be searched before they are issued.

Share stories relevant to finding contraband in facility-issued items.

COMMUNICATION EXERCISE: INMATE PROPERTY INVENTORY

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students demonstrate effective communication skills with an inmate while conducting a property search and inventory.

Facilitator Instructions (DO NOT READ ALOUD): An inmate is coming from the courthouse to begin their prison sentence. The officer has to explain to the inmate why the officer must conduct a property search and inventory. The inmate expresses concerns about the property search and inventory. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Participants: One inmate and one officer.

Provide instructions to participants separately.

Inmate Instructions (DO NOT READ ALOUD): You are beginning your prison sentence. The officer will attempt to conduct a property search and inventory. You will verbally resist and question why the officer is conducting a property search.

Officer Instructions (READ TO CLASS): You are an officer receiving an inmate from the courthouse and you are required to search and inventory their property.

Stop the exercise when the officer:

- ✓ professionally communicates with the inmate the reason for the property inventory
- ✗ unprofessionally communicates with the inmate by dismissing the inmate's questions and concerns

Post-Exercise Discussion

Ask the officer:

- ✓ What went well for you?
- ✓ What could you have done better?
- ✓ Were there any alternative actions you could have taken?

Ask the class:

- ✓ How did the officer explain the reason for contact or instructions?
- ✓ How did the officer show active listening and check for understanding?
- ✓ How did the officer pause and reset their response?
- ✓ What non-verbal communication did the officer and inmate display?
- ✓ Give an example of how the officer did or did not allow adequate time for the inmate to respond.
- ✓ How did the officer demonstrate that they acknowledged the inmate's responses?

LESSON 3 BIOMETRIC AND PHOTOGRAPHIC IDENTIFICATION

Lesson Goal

At the end of this lesson, students will know how to take quality finger and palm prints as well as photograph a person for identification and criminal history.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 6)

Handout: Capturing Legible Fingerprints

☒ **CO603.1. Identify what information is available in the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC)**

Discuss the relationship between the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC).

☒ **CO603.2. List the legal requirements for using FCIC and NCIC information**

Inform students that, in accordance with the following statutes, there are grounds for disciplinary action or termination when misusing FCIC/NCIC.

Section 839.26, F.S., provides a punishment up to a first-degree misdemeanor for financially benefitting from information derived in an official capacity.

Section 815.06, F.S., provides punishment up to a first-degree felony for “willfully, knowingly and without authorization” taking or disclosing data, or unlawfully accessing computer systems or networks.

Inform students that FCIC/NCIC is to be used only for the “administration of criminal justice” while working. Discuss s. 943.045(2), F.S. and title 28 C.F.R. § 20.3 for students to get an understanding of the term “administration of criminal justice.”

Discuss the following examples of using FCIC/NCIC illegally:

- A friend owns a rental property and asks you to query a potential tenant’s criminal history.
- An officer queries his ex-wife’s boyfriend to see if he has a criminal history.
- A correctional officer is watching TV and queries the tag in a presidential motorcade.
- An elected public official asks you to query the wife of his opponent to get her criminal background to use against him.

☒ **CO603.3. Describe how to obtain quality finger and palm prints**

Show a video of someone obtaining finger and palm prints.

Have students practice capturing and submitting finger and palm prints while demonstrating officer safety.

Emphasize the importance of officer safety while taking prints.

Have students brainstorm different challenges that could hinder their ability to take good prints.

Discuss with students: what should an officer do when they cannot take quality finger or palm prints?

☒ **CO603.4. Explain the importance of the Biometric Identification Solution, LiveScan, and Rapid ID technologies**

Explain how the quality of inked finger and palm prints affect Biometric Identification Solution (BIS) and LiveScan results.

☒ **CO603.5. Identify where signatures are required on a fingerprint or palm print card**

Discuss with students: why it is important for the officer and inmate to sign the fingerprint card?

☒ **CO603.6. List the DNA requirements for convicted or charged felons according to the Florida Statutes**

Discuss with students: what offenses require that an inmate provide a DNA sample?

☒ **CO603.7. Identify the requirements for photographing a person**

Have students practice capturing photos during intake and reception.

Discussion questions:

- > What are the requirements for the eyes and hair?
- > Photos should be taken from the _____ and from the _____.
- > Why do you think bruises, injuries, bandages, and other medical conditions should be photographed?
- > What other photos can be helpful for identifying an individual?
- > Why is it helpful to take photos of scars, marks, or tattoos?

☒ **CO603.8. Describe what information to include when generating an inmate identification wristband or card**

Note: below are additional lesson activities.

Provide students with the Handout: Capturing Legible Fingerprints and go over it with the class.

Show students old fingerprint cards and demonstrate how to roll ink prints on the fingerprint card.

LESSON VOCABULARY

friction ridge

U.S. Department of Justice
Federal Bureau of Investigation
Criminal Justice Information Services Division



CAPTURING LEGIBLE FINGERPRINTS

Proper Capture of Image within Fingerprint Block

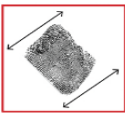


INCORRECT
Image printed too low in block.
Image protrudes into neighboring fingerprint block.

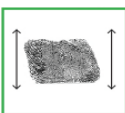


CORRECT
Entire image printed in the center of the block.

Proper Orientation of Rolled Fingerprint Impressions



INCORRECT
Image captured at an angle.



CORRECT
Capture image in a vertical upright position.

Non-Discernable Images/Smudges



1. Do not apply excessive ink to the fingertip.
2. Do not apply excessive pressure to the fingertip.
3. During capture, turn subject's wrist and simply guide the finger being printed.



Quick Tips

All subjects' hands should be cleaned prior to printing:

- Soap and water are preferred.
- If soap and water are not available, rubbing alcohol may be substituted.

Moist hands:

- Wipe each finger with rubbing alcohol.

Hands with dry or flaky skin:

- Use a small amount of hand lotion and wipe off any residue.

Fine ridge detail:

- Apply a softening agent
- Use "Ridge Builder" – a commercial product often used instead of lotion
- Apply less ink or use less pressure

Instruct the subject to:

- Stand parallel to the work station
- Look away from the inking plate
- Try not to assist you
- Relax and let you do the work

Special Circumstances

Deformed or missing fingers:

If the finger is deformed, every attempt should be made to record the fingerprint in both the rolled and plain impression blocks. A post-mortem kit, which is more commonly known as a spoon, can be utilized to assist in recording these images. If unable to record the image, simply place a notation in the fingerprint block (e.g., deformed, webbed) or electronically apply the Unable to Print (UP) code in data field 2.084.

Missing fingers are fingers physically present but cannot be recorded at the time of capture due to injury. Each missing finger should be designated via a notation in the fingerprint block (e.g., bandaged, injured, crippled, paralyzed) or electronically apply the UP code in data field 2.084.

Fully amputated fingers:

An amputated finger occurs when the finger's first joint is no longer physically present. Amputated fingers should be designated via a notation in the fingerprint block (e.g., amp, missing at birth, severed) or electronically apply the Amputated (XX) code in data field 2.084.

Tip-amputated fingers:

If a portion of the first joint is present, record the available fingerprint pattern area in both the rolled and plain impression blocks.

Extra fingers:

When fingerprinting an individual with an extra finger, record only the thumb and the next four fingers. Do not record the extra finger as either a rolled or plain impression.

Scarred fingers:

Record scarred fingers in both the rolled and plain impressions without a notation.

Worn fingerprints:

An individual, by the nature of their work or age, may have very thin or worn ridges in the pattern area. Apply light pressure and use very little ink to record these types of fingerprint impressions. A technique known as "milking the finger" can be used to raise the fingerprint ridges prior to printing. This technique involves applying pressure or rubbing the fingers in a downward motion from palm to fingertip.

White Lines/Cracks/Worn Ridges within Fingerprint Pattern Area



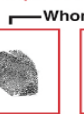
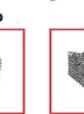
INCORRECT
Indicates dry, rough skin.
Fingerprint ridge detail not visible.



CORRECT
Worn ridge detail may be improved with the following:

1. Ridge Builder
2. Corn Huskers Lotion
3. Lotion with Aloe Vera
4. Massage finger to force blood to fingertips

Roll Fingerprints Nail to Nail* (*These instructions are not applicable if submitting flat impressions only.)



INCORRECT
Deltas need to be present in both the Loop and Whorl patterns.

Delta: the point on a ridge at or nearest the point of divergence of two type lines, and located at or directly in front of the divergence.



CORRECT

1. Roll finger in a smooth continuous motion from nail to nail.
2. Roll thumbs towards subject. Roll fingers away from the subject.
3. Ensure entire first joint of the finger is in constant contact with the card.

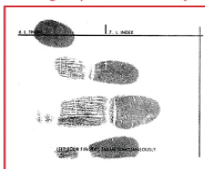
Complete Pattern Area Not Present in Rolled Impressions



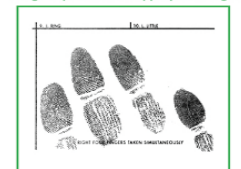
INCORRECT **CORRECT**

Proper Capture of Plain Fingerprint Impressions

INCORRECT
Image captured horizontally.



CORRECT
Image captured at an appropriate angle.



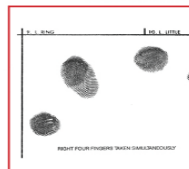
Multiple Images



Do not record multiple fingerprint images in a single fingerprint block.

Complete Pattern Area Not Present in Plain Impressions

INCORRECT



CORRECT



LESSON 4 CLASSIFICATION AND HOUSING

Lesson Goal

At the end of this lesson, students will understand the role of classification in inmate housing assignments.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 6)

☒ CO604.1. Explain the importance of classification when determining housing assignments

Invite a classification officer to talk to the class about the importance of their role in corrections.

Provide examples of classification documents and discuss the criteria for determining the types of classification assignments.

The following activity is designed to help students classify an inmate based on the criteria provided to them:

1. Show the class examples of classification guidelines for an agency or a completed classification diagram.
2. Provide the class with criteria of an inmate including, current charges, criminal history, age, sex, current and past behavior, etc.
3. Have the class fill out a classification diagram on the board for the inmate.
4. Guide the class to the right classification of that inmate and discuss the results.

Remind students that inmates may need to be reclassified during their time at a facility based on their behavior or new criminal charges.

☒ CO604.2. Distinguish the differences between the three security levels used in county correctional facilities

Allow students to determine which description goes with which county security level:

- > those who have adjusted to being incarcerated in the past and have limited violence in their criminal history
- > those who have serious and violent felony charges pending or pose a threat to the safety of staff and security of a facility
- > those who have adjusted well to being incarcerated, have a minimal criminal history with no violent charges, or are currently charged with a non-violent crime

☒ **CO604.3. Distinguish the differences between the five custody grades used in state correctional facilities**

Allow students to determine which description goes with which state custody grade:

- > inmates who are eligible for placement at a community residential facility
- > inmates who are sentenced to death
- > 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
- > inmates who must be maintained within an armed perimeter or under direct, armed supervision when outside a secure perimeter
- > inmates who are eligible for outside work assignments but not for placement in a community residential center

☒ **CO604.4. Describe the categories of initial segregation and how housing is assigned**

Provide the following scenario to the class to discuss:

An arrestee is admitted to the county jail on drug-related charges. The inmate is classified to be housed in general population, but after a few weeks they begin to make comments about killing themselves.

Discussion questions:

- > How should the inmate be reclassified?
- > What are the safety concerns that need to be addressed?

Remind students that there is a higher risk of inmate deaths in the first seven days of admission to jail.

Note: below is an additional lesson activity.

Discuss differences and similarities between county security levels and state custody grades.

LESSON 5 RELEASE

Lesson Goal

At the end of this lesson, students will understand the process for releasing an inmate from a county or state correctional facility.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 6)

☒ **CO605.1. Describe how the release process works**

☒ **CO605.2. Explain gain-time and when it is awarded**

Discuss the ways inmates can receive additional time off their sentence and how they can potentially lose it.

☒ **CO605.3. List the different types of releases**

The following activity is designed to help students understand the different types of releases:

1. Divide the class into groups and assign them a type of release.
2. Have each group do research on their type of release and present their findings to the class.
3. Provide feedback to the students after they present.

☒ **CO605.4. Describe the proper procedures before releasing an inmate**

Discuss the various ways releases are granted.

The following activity is designed to have students research and write about re-entry programs available to inmates when they are released:

1. Instruct the students to pick a re-entry program to research.
2. Have students write two-paragraphs explaining what their re-entry program is and how it can help reduce recidivism.
3. Then, have the students present their research to the class.
4. Follow up with a class discussion.

☒ **CO605.5. Identify what information is needed when transporting or arranging transport for an inmate's release**

☒ **CO605.6. Describe the process for returning personal and stored property**

Discussion questions:

- > What must be signed before an inmate can get their money, personal property, release papers, and birth certificate?
- > Why is this important?

Provide examples to the students of county and state release or detainer authorizations, especially any documents that an inmate would need to sign.

☒ **CO605.7. Explain how gratuity applies to an inmate's release**

To allow students to understand the circumstances in which inmates receive a gratuity, read and discuss portions of rule 33-601.502, F.A.C.

Remind students that discharge gratuity only applies to state facilities.

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the inmates. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises give students a chance to practice verbally de-escalating incidents. They give the facilitator prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You could build the lesson around the exercise. You could also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the Core Communication Competencies Handout from Chapter 3 before conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force, and how they would explain their use of force in court.
- You can instruct a participant—but not the officer role—to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the given questions with the communication exercises to facilitate a class discussion. You may also refer to the Core Communication Competencies Handout from Chapter 3 to form your own questions.
- Allow students time to respond to questions when gaining feedback from the class and encourage all students to participate in the discussion.

WRITING ASSIGNMENT INSTRUCTIONS

Each student is required to complete one mandatory writing assignment for each chapter.

This writing requirement aims to enhance students' understanding of the material and improve their written communication skills. The required assignment can be done with any lesson from the chapter. It is up to the instructor to determine the type, format, and length of the writing assignment students must complete. The instructor may provide additional guidelines for each writing assignment to ensure that students effectively engage with the course material. Examples of writing assignments include:

- Writing a summary of the chapter or a lesson
- Writing a report based on a role-play exercise, communication exercise, or scenario
- Writing daily journal entries reflecting on daily lesson content
- Writing about recent news events relating to the current chapter or lesson

SUPERVISION IN A CORRECTIONAL FACILITY

Course Number: CJK_0324

Course Hours: 32 hours

Course Structure: 4 Units, 14 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ monitor inmates by using observational skills and surveillance equipment
- ✓ recognize unusual occurrences in a facility
- ✓ safely and accurately conduct different types of inmate counts
- ✓ monitor inmates in a housing area
- ✓ monitor inmates in the common areas of the facility
- ✓ maintain security during inmate dining
- ✓ monitor inmates in the infirmary or medical unit while maintaining safety and security
- ✓ supervise inmate visitation while maintaining safety and security
- ✓ monitor inmates during a work detail
- ✓ monitor and maintain custody of an inmate during a hospital assignment
- ✓ safely escort an inmate
- ✓ transport inmates of all classifications while maintaining safety and security
- ✓ make a referral for an inmate showing signs of distress or need
- ✓ describe the inmate discipline process

Required Activities

Suggested Activities

Notes to the Instructor

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UNIT 1 INMATE MONITORING

LESSON 1 OBSERVATION SKILLS

Lesson Goal

At the end of this lesson, students will be able to monitor inmates by using their observational skills and surveillance equipment.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 7)

☒ **CO711.1. Discuss the importance of observing inmate activity**

Ask a member of the office staff to come into the classroom during class, sit down in the back without saying anything, and after a few minutes, leave. Twenty minutes later, ask the class to provide a description of the individual. You can repeat this activity at the end of the lesson and compare results.

The following activity is designed to help students work on listening skills:

1. Ask two students to talk to one student at the same time for 30 seconds about different topics.
2. Ask the receiver of the conversations to repeat as much of the conversations as possible.
3. Discuss the results.

Emphasize to the students the importance of listening without getting tunnel vision/hearing, or being distracted from a potential emergency or occurrence.

☒ **CO711.2. Describe how to use the senses to ensure facility, inmate, and staff safety**

Show students a picture of your choice for a few seconds, take it down, and ask them what they remember seeing.

☒ **CO711.3. Describe how to monitor inmate behavior**

☒ **CO711.4. Explain how surveillance equipment can help monitor inmates**

Discussion questions:

- > Why would a facility need a particular type of surveillance equipment? What purpose would it serve?
- > Why is it important to understand that you might be recorded during your shift?

UNIT 1 INMATE MONITORING

LESSON 2 INMATE COUNTS

Lesson Goal

At the end of this lesson, students will be able to safely and accurately conduct different types of inmate counts.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 7)

Role-Play Exercise: Inmate Count

☒ **CO712.1. Explain the importance of an inmate count for safety and security**

Discuss with students: what issues may occur if a correctional officer fails to conduct their counts on a regular basis?

☒ **CO712.2. List the main types of inmate counts**

The following activity is designed to familiarize students with different types of inmate counts:

1. On the board, create five columns. Write the name of each type of inmate count at the top of each column.
2. Students will describe situations that would prompt them to conduct each type of count.
3. Students will describe the differences between each type of count.

☒ **CO712.3. Describe how to conduct an inmate count**

The following activity is designed to familiarize students with conducting inmate counts:

1. Choose two students.
2. Provide each student with a count slip and instruct them to complete and verify the count. When complete, initiate a discussion regarding what the students conducting the count did correctly and incorrectly.

Discuss with students: what is the role of inmate cooperation and officer professionalism during an inmate count?

☒ **CO712.4. Describe how to document an inmate count using a count slip**

Conduct Role-Play Exercise: Inmate Count

ROLE-PLAY EXERCISE: INMATE COUNT

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students conduct an inmate count while emphasizing the importance of accuracy and attention to detail.

Facilitator Instructions: Inform the class that a count will be conducted. Use the options provided or create your own options for how inmates may disrupt an inmate count. Evaluate how the officers handle the count, identify discrepancies, and communicate with the inmates. Emphasize the importance of maintaining precise inmate records for security and operational purposes. No physical force will be used in this exercise. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

DO NOT READ ALOUD: Two students will play correctional officers, and part of the class will play inmates. The correctional officers will exit the room, and instructions will be given to the inmates to disrupt the count process.

READ TO CLASS: Two officers will conduct a systematic and accurate count.

Logistics

- **Scene Set-Up:** N/A
- **Officer Equipment:** standard equipment
- **Props:** roster, pen and paper, badges, employee IDs or nametags, or post-it notes
- **Participants:** two officers and multiple inmates

Role-Play Instructions (DO NOT READ ALOUD)

Provide instructions to role players separately.

Inmates: Most inmates will be calmly waiting for the completion of the inmate count. A few inmates will disrupt the count following the instructions in the options provided.

- Instruct two students to switch nametags (Option 1)
- Instruct a student to refuse to show their identification (Option 2)
- Instruct two students to have a conversation during the count (Option 3)
- Instruct a student to hide or walk toward the door (Option 4)

Officers: You are conducting an inmate count.

Expected Officer Behaviors

For facilitator's eyes only.

- ✓ Demonstrate officer safety.
- ✓ Demonstrate situational awareness.
- ✓ Control inmates with verbal commands and use command presence.
- ✓ Accurately conduct a count, possibly including a second count for verification.
- ✓ Report or record count totals.
- ✓ Demonstrate professionalism.

UNIT 1 INMATE MONITORING

LESSON 3 SIGNS OF POTENTIAL DISTURBANCES

Lesson Goal

At the end of this lesson, students will be able to recognize unusual occurrences in a facility.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 7)

☒ CO713.1. List the unusual occurrences that can disrupt the normal operations of a facility

Have students define unusual occurrence in their own words.

Show a relevant video or provide an article about an inmate escape case.

Discussion questions:

- Did the officers do anything wrong? Did the officers miss anything?
- How can an unusual occurrence precede a life-threatening event?

☒ CO713.2. Identify the indicators of a potential disturbance

Provide the following scenario to the class to discuss:

Two officers walk out of a housing area and round the corner of a building while having a heated conversation. The officers then notice a large group of inmates across the compound. Two inmates lying in wait jump from behind the corner and stab them from behind.

Discussion Questions:

- How did these officers fail to use effective observation skills?
- What should they have done to prevent these incidents from occurring?

☒ CO713.3. Identify when to document usual and unusual occurrences

The following activity is designed to help students identify when to document usual and unusual occurrences and practice documentation:

1. Show students a video of a cell search that involves finding contraband or a video of a contraband case in a correctional facility.
2. Ask students to identify the indicators of a potential disturbance they observed in the video and any unknown factors.

3. Ask students how they would document what they observed.
4. Ask students to document what they observed in the video.

LESSON VOCABULARY

unusual occurrence

UNIT 2 AREAS OF SUPERVISION

LESSON 1 HOUSING AREA

Lesson Goal

At the end of this lesson, students will be able to monitor inmates in the housing area.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 7)

☒ **CO721.1. Distinguish between the different types of housing units**

Show videos or pictures of the interior of a correctional facility (such as recruitment videos) and ask students to identify the type of housing unit.

☒ **CO721.2. Describe how to monitor inmate behavior in the housing area**

Discussion questions:

- > What are the different aspects of monitoring inmate behavior?
- > What are the difficulties of monitoring inmates in a housing area?
- > What may cause an officer to become complacent in monitoring a housing area?

☒ **CO721.3. Describe how to monitor and log inmates entering or exiting the housing area**

☒ **CO721.4. Discuss how to ensure the inmates keep themselves and the housing unit clean and orderly**

Discuss your agency's rules regarding inmate hygiene.

Clarify with students that even though inmates are allotted time for showering and cleaning themselves, some facilities are not allowed to make inmates take a shower if they refuse.

UNIT 2 AREAS OF SUPERVISION

LESSON 2 COMMON AREAS

Lesson Goal

At the end of this lesson, students will know how to monitor inmates in the common areas of the facility.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 7)

Role-Play Exercise: Contraband During Visit

☒ **CO722.1. Identify the different types of common areas in a facility**

Show videos or pictures of the interior of a correctional facility (such as recruitment videos), and ask students to identify the different types of common areas.

☒ **CO722.2. Explain how to conduct regular security checks of the common areas**

Conduct one or both of the following activities:

- Hide different items in the classroom before the class begins. You can either ask all students or a few students to search the classroom and find the hidden “contraband.”
- During a break, hand some items to a few students and ask them to hide them in the classroom. Encourage them to think of creative ways to hide these items. When the class resumes, ask the rest of the students to find the “contraband” items.

Discuss with students: what may happen if a search of a common area is not done properly?

Conduct Role-Play Exercise: Contraband During Visit

ROLE-PLAY EXERCISE: CONTRABAND DURING VISIT

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students demonstrate managing a rule infraction incident between an inmate and a volunteer visitor.

Facilitator Instructions: At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

DO NOT READ ALOUD: While in a chapel area, an inmate passes a volunteer visitor a letter. The visitor immediately places the letter in their pocket. The officer supervising the chapel area should use situational awareness to identify a rule infraction. The officer must address the violation with the inmate and volunteer visitor.

READ TO CLASS: An officer is supervising a chapel area.

Logistics

- **Scene-Set-Up:** chapel
- **Officer Equipment:** standard equipment
- **Props:** letter
- **Participants:** one officer, one inmate, and one volunteer visitor

Role-Play Instructions (DO NOT READ ALOUD)

Provide instructions to role players separately.

Inmate: You are an inmate who is visiting the chapel and talking to a volunteer. You pass a letter to the volunteer, who places it in their pocket.

Volunteer Visitor: You are a volunteer visiting the chapel and talking to an inmate. The inmate passes you a letter, which you promptly place in your pocket. If the officer approaches you and asks for the letter or asks you to leave, tell them you do not have a letter on you, and argue. Eventually, you will comply, but continue arguing.

Officer: You are an officer supervising in the chapel area when you observe an inmate handing a letter to a visitor volunteer.

Expected Officer Behaviors

For facilitator's eyes only.

- ✓ Maintain situational awareness.
- ✓ Positively identify the inmate.
- ✓ Separate the inmate and the visitor.
- ✓ Obtain the letter and follow chain of custody.
- ✓ Maintain contact with the visitor.
- ✓ Demonstrate proper radio usage.
- ✓ Demonstrate interpersonal communication.
- ✓ Show effective listening skills.
- ✓ Demonstrate professionalism.

UNIT 2 AREAS OF SUPERVISION

LESSON 3 INMATE DINING

Lesson Goal

At the end of this lesson, students will know how to maintain security during inmate dining.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 7)

Communication Exercise: Argument During Mealtime

☒ **CO723.1. Explain how to conduct a security check of the dining area prior to mealtime**

Discussion questions:

- > Why is it important to conduct security checks and inmate searches before mealtime?
- > Why is it important to maintain inmate counts before mealtime?

☒ **CO723.2. Describe how to monitor food distribution during mealtime**

Describe or show a video clip of how different facilities conduct mealtime.

☒ **CO723.3. Describe how to monitor inmates during mealtime**

Discussion questions:

- > Why is it important to monitor inmates during mealtime?
- > Why is it important to monitor the dining area, the distribution of food, the disposal of uneaten food, and the returning of eating trays and utensils?
- > What might happen should an inmate NOT receive their designated diet?

Provide the following scenarios to the class to discuss:

Scenario 1

An officer observes an inmate on a special meal plan share their food with an inmate at the next table.

Scenario 2

When picking up the dining tray from an inmate in a confinement unit, the officer sees that the tray has a broken piece. He is not sure if the tray was broken or not when he handed it to the inmate.

Discussion questions:

- > Are these inmates' actions an issue? Why or why not?
- > What should the officer do in these scenarios?

☒ **CO723.4. Discuss the importance of conducting a security check of the dining area after mealtime**

Discussion questions:

- > Why is it important to conduct security checks and inmate searches after mealtime?
- > Why is it important to maintain inmate counts after mealtime?

Conduct Communication Exercise: Argument During Mealtime

COMMUNICATION EXERCISE: ARGUMENT DURING MEALTIME

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students demonstrate effective communication skills when managing an argument between two inmates.

Facilitator Instructions (DO NOT READ ALOUD): During mealtime, two inmates begin arguing about food. Inmate 1 is on a special diet due to allergies. Inmate 2 is on a regular meal plan. Inmate 2 is very upset about the differing meal plans and becomes disruptive. The officer, who is supervising and observing mealtime, should professionally de-escalate the situation. No physical force should be used. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Participants: One officer and two inmates.

Provide instructions to participants separately.

Inmate 1 Instructions (DO NOT READ ALOUD): You are an inmate who is on a special meal plan as you have dietary restrictions due to allergies. You receive a meal that is different from everyone. The other inmate gets mad. You will argue with the other inmate and not share your food. If the officer, using professional communication skills, instructs you to stop arguing, comply with the officer. If the officer uses unprofessional communication skills or becomes confrontational, do not comply.

Inmate 2 Instructions (DO NOT READ ALOUD): You are an inmate who is very unhappy with your food. You get angrier when you see that the other inmate gets a special meal. You are upset because your food is unappetizing. You ask the other inmate to share their food, but they refuse. You begin yelling that it is unfair and that you want better food. If the officer, using professional communication skills, instructs you to stop arguing, complain in a calmer fashion, and eventually comply with the officer. If the officer uses unprofessional communication skills or becomes confrontational, do not comply.

Officer Instructions (READ TO CLASS): You are an officer supervising mealtime when you observe two inmates arguing about food.

Stop the exercise when the officer:

- ✓ effectively communicates to de-escalate the situation and positively identifies the issue while maintaining situational awareness
- ✗ unprofessionally confronts the inmates and escalates the situation

Post-Exercise Discussion

Ask the officer:

- ✓ What went well for you?
- ✓ What could you have done better?
- ✓ Were there any alternative actions you could have taken?

Ask the class:

- ✓ How did the officer explain the reason for contact?
- ✓ How did the officer show active listening and check for understanding?

- ✓ How did the officer pause and reset their response?
- ✓ What non-verbal communication did the officer and inmates display?
- ✓ Give an example of how the officer did or did not allow adequate time for the inmates to respond.

UNIT 2 AREAS OF SUPERVISION

LESSON 4 INFIRMARY

Lesson Goal

At the end of this lesson, students will know how to monitor inmates in the infirmary or medical unit while maintaining safety and security.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 7)

☒ **CO724.1. Define what infirmary care is**

☒ **CO724.2. Identify the requirements for infirmary-level care**

Review your agency's requirements for infirmary-level care.

☒ **CO724.3. Describe how inmates can ask for and receive medical care**

Discuss with students: what may happen if an inmate is not allowed to access medical care?

☒ **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**

LESSON VOCABULARY

infirmary care

UNIT 2 AREAS OF SUPERVISION

LESSON 5 VISITATION

Lesson Goal

At the end of this lesson, students will be able to supervise inmate visitation while maintaining safety and security.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 7)

Communication Exercise: Visitation

☒ CO725.1. Differentiate between contact and non-contact visits

Have students read this lesson's "Think About This" scenario in the textbook, or create your own, and have them answer the following questions:

An attorney you know personally is trying to sign into the facility. They present their driver's license but do not have their Bar card.

Discussion questions:

- > Is this behavior a problem for the facility?
- > Should you allow the attorney to continue their visit?
- > How should you respond to the visitor?
- > What are the different types of visitors and the associated processes for entering a facility? What process should you follow for this visitor?

☒ CO725.2. List the valid forms of identification and security equipment required for different types of visitors

Provide students with a list of all possible forms of identification visitors may show, including forms that are not valid. Ask students to identify which forms are valid for entry into a facility.

☒ CO725.3. Describe how to search the visitation area for safety hazards and security issues before a visitation

Discuss with students: what safety issues may arise if the visitation area is not searched before conducting a visitor search?

☒ CO725.4. Describe how to search visitors for contraband before admitting them to the visitation area

☒ **CO725.5. Explain how to direct visitors to the visitation area while maintaining safety and security**

Show a video or review an article about attempts to smuggle drugs and weapons into a correctional facility. Discuss with students.

Discussion questions:

- What is the process for registering a visitor before gaining access into a facility?
- What are the differences between visitor items considered criminal contraband and visitor items considered non-criminal contraband?
- What is the process for finding contraband of a criminal nature on visitors?

☒ **CO725.6. Discuss the process for notifying an inmate of visitor arrival in the designated visitation area**☒ **CO725.7. Describe how to search an inmate before entering the visitation area**

Discussion questions:

- What is the appropriate way to notify an inmate of a visitor's arrival?
- Why is it important to search inmates before entering a visitation area?

☒ **CO725.8. Describe how to monitor an inmate and visitor during a visitation**

Provide a scenario from your professional experience to include a contact visit and a non-contact visit.

Discussion questions:

- What were some of the inmate and visitor behaviors that may be a rule violation during visitation?
- Why is it important to monitor visitation activities after a visitor has left a restroom during visitation?
- What is the process for managing visitors and inmates who violate visitation rules?
- Why is it important to interact with visitors in a professional manner during visitation?

Discuss with students: how are online visitations similar and different from in-person visitations?

Conduct Communication Exercise: Visitation

☒ **CO725.9. Explain how to complete inmate visitation while maintaining safety and security**

Discuss with students: what are officer, inmate, and visitor safety issues that may occur during the transition for ending a visitation session and escorting an inmate back to housing?

Inform students that some facilities may give a visitor security equipment (such as a body alarm) to move about in a facility and describe situations when this may happen.

LESSON VOCABULARY

contact visits

non-contact visits

COMMUNICATION EXERCISE: VISITATION

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students demonstrate effective communication skills when interacting with an inmate and visitors during visitation.

Facilitator Instructions (DO NOT READ ALOUD): An inmate is visiting with their spouse and adult child in the visitation park. The two visitors begin arguing with each other, which causes a scene. The inmate is not participating in the argument but is watching the two visitors argue as their argument grows in volume. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Participants: One officer, one inmate, and two visitors.

Provide instructions to participants separately.

Inmate's Spouse Instructions (DO NOT READ ALOUD): You and your adult child are visiting your spouse. Your child starts arguing with you. Argue with them and escalate the situation. If the officer professionally communicates with you, comply with their instructions.

Inmate's Adult Child Instructions (DO NOT READ ALOUD): You and your mother are visiting your father. You start arguing with your mother. Argue with her and escalate the situation. If the officer professionally communicates with you, comply with their instructions.

Inmate Instructions (DO NOT READ ALOUD): You are an inmate who is talking with your spouse and adult child in the visitation park. Your spouse and adult child begin arguing and yelling at each other. You do not engage with them as you do not want to get into trouble. If the officer professionally communicates with your visitors, aid them in trying to stop the argument.

Officer Instructions (READ TO CLASS): You are supervising a visitation area and an inmate is visiting with their spouse and adult child.

Stop the exercise when the officer:

- ✓ professionally communicates to the visitors to stop the argument and warns them of consequences
- ✗ unprofessionally communicates with the visitors or the inmate

Post-Exercise Discussion

Ask the officer:

- ✓ What went well for you?
- ✓ What could you have done better?
- ✓ Were there any alternative actions you could have taken?

Ask the class:

- ✓ How did the officer explain the reason for contact?
- ✓ How did the officer show active listening and check for understanding?
- ✓ How did the officer pause and reset their response?
- ✓ What non-verbal communication did the participants display?

- ✓ How did the officer change their communication style based on who they were communicating with?
- ✓ Give an example of how the officer did or did not allow adequate time for the participants to respond.
- ✓ How did the officer demonstrate that they acknowledged the participants' responses?
- ✓ How could the officer have concluded the communication more appropriately?

UNIT 2 AREAS OF SUPERVISION

LESSON 6 WORK SQUADS

Lesson Goal

At the end of this lesson, students will know how to monitor inmates during a work detail.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 7)

☒ **CO726.1. Differentiate between inside and outside work squads**

Provide students with a list of work squad duties and ask them to sort them into inside or outside work details.

Provide students with a scenario from your professional experience of monitoring work squads, such as in the following situations:

- > hurricane preparation or recovery
- > DOT
- > horse stable
- > graffiti abatement
- > port cleaning

You may also use the following scenarios:

You are supervising inmates who are cleaning cemetery grounds. One of the inmates approaches you and asks if he can clean in a different area as he wants to clean the area near his grandfather's grave. What issues may arise?

Three inmates are mowing the lawn at the perimeter of the correctional facility. You notice that all three of them move in the same direction and circle around the same area. What issues may arise?

☒ **CO726.2. Describe how to verify an inmate's identity for a work detail**

Discuss with students: how could an inmate falsify their identity before a work squad?

☒ **CO726.3. Describe how to search an inmate before and after a work detail**

☒ **CO726.4. Discuss how to maintain accountability of a work detail**

Discussion questions:

- > When would you conduct inmate counts during the work squad?
- > Why is it important to search the work area before inmate access?

☒ **CO726.5. Discuss how to maintain inmate safety and security during a work detail**

☒ **CO726.6. Describe how to monitor inmates during a work detail**

Discussion questions:

- > What are the challenges of monitoring inmates during a work detail?
- > What are some of the security issues associated with inmate breaks and work periods?
- > What are the procedures for a non-compliant, combative, or disorderly inmate during a work squad?

☒ **CO726.7. Discuss how to maintain facility and inmate safety and security at the end of a work detail**

Ask one or more students to return 5-10 minutes late to the classroom after break. Before the students return, ask the class who is missing.

Emphasize the importance of maintaining an inmate count throughout a work detail, especially at the conclusion.

UNIT 2 AREAS OF SUPERVISION

LESSON 7 HOSPITAL ASSIGNMENTS

Lesson Goal

At the end of this lesson, students will be able to monitor and maintain custody of an inmate during a hospital assignment.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 7)

Communication Exercise: Interacting With Medical Staff

☒ **CO727.1. Explain what to communicate to medical staff regarding inmate security concerns**

Provide a hospital assignment scenario from your professional experience, such as:

- > hospice
- > an elderly inmate in a wheelchair
- > a visually sick or injured inmate in the emergency room

☒ **CO727.2. Describe how to maintain inmate safety and hospital security**

☒ **CO727.3. Identify the role of security restraint devices**

Conduct Communication Exercise: Interacting With Medical Staff

☒ **CO727.4. Identify the role of clinical restraints and clinical seclusion**

On a whiteboard or flip chart, create three columns with the headings of security restraint devices, clinical seclusion, and clinical restraints. Ask students:

- > What are the characteristics of each form of restraint?
- > What are the similarities and differences between the three?
- > What are the strategies for using each type of restraint?
- > What is the role of the attending physician regarding inmate restraints?

☒ **CO727.5. Describe how to maintain inmate safety and hospital security during an inmate medical emergency**

Provide the following scenario to the class to discuss:

You are tasked with supervising an inmate in a hospital who has had surgery. As the doctors examine the inmate, they determine that the inmate needs another emergency surgery.

Discussion question: what steps should you take to ensure safety, security, and compliance with the agency's policies and procedures?

Note: the following is an additional lesson activity.

Discussion questions:

- > What are some of the inmate behaviors that would prompt you to notify medical personnel?
- > What is the relationship between maintaining inmate security and providing life-saving medical interventions?

LESSON VOCABULARY

clinical restraints

clinical seclusion

COMMUNICATION EXERCISE: INTERACTING WITH MEDICAL STAFF

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students demonstrate effective communication skills when interacting with hospital medical staff.

Facilitator Instructions (DO NOT READ ALOUD): During a hospital assignment, the attending medical staff requests that the officer remove a high-risk inmate's restraints to perform a procedure. The officer should professionally communicate security practices to medical staff and contact their supervisor. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Participants: One officer and one medical staff.

Provide instructions to participants separately.

Medical Staff Instructions (DO NOT READ ALOUD): You are a medical professional who requests that the officer remove an inmate's restraints to perform a medical procedure. You are insistent with the officer.

Officer Instructions (READ TO CLASS): You are an officer on an outside hospital assignment with a high-risk inmate who needs a medical procedure.

Do not tell the officer that they have to call their supervisor.

Stop the exercise when the officer:

- ✓ professionally explains to the medical staff proper security practices to maintain custody and control of the inmate and contacts the supervisor to address the removal of the restraints
- ✗ becomes unprofessional in any way or agrees to remove the restraints without contacting their supervisor

Post-Exercise Discussion

Ask the officer:

- ✓ What went well for you?
- ✓ What could you have done better?
- ✓ Were there any alternative actions you could have taken?

Ask the class:

- ✓ How did the officer show active listening and check for understanding?
- ✓ How did the officer pause and reset their response?
- ✓ What non-verbal communication did the officer and medical staff display?
- ✓ How did the officer adapt their communication style based on the situation?
- ✓ How did the officer demonstrate that they acknowledged the medical staff's responses?
- ✓ How could the officer have concluded the communication more appropriately?
- ✓ Give an example of how the officer did or did not allow adequate time for the medical staff to respond.

UNIT 3 INMATE MOVEMENT

LESSON 1 ESCORTING INMATES

Lesson Goal

At the end of this lesson, students will know how to safely escort an inmate.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 7)

☒ **CO731.1. Describe how to count and search inmates before an escort**

Discussion questions:

- > What are the two types of escorts?
- > Under what circumstance might each occur?

☒ **CO731.2. Describe how to escort inmates while maintaining safety and security**

Ask students to think of the procedures for the following examples and what unique issues may arise:

- > escorting juvenile inmates
- > escorting pregnant inmates
- > escorting inmates with mental health conditions
- > outside escort to a court hearing

☒ **CO731.3. Explain what actions to take after completing an inmate escort**

LESSON VOCABULARY

escort

UNIT 3 INMATE MOVEMENT

LESSON 2 TRANSPORTING INMATES

Lesson Goal

At the end of this lesson, students will be able to transport inmates of all classifications while maintaining safety and security.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 7)

☒ **CO732.1. Identify the function of each type of inmate transport vehicle**

Discussion questions:

- > What security and accommodation equipment should the vehicles contain?
- > Which groups of inmates must be transported separately? Why?
- > What are the security issues associated with inmates of different custody levels? Why?

☒ **CO732.2. Describe how to inspect and search an inmate transport vehicle for safety and contraband**

Provide students an opportunity to conduct a vehicle search. Consider placing contraband inside and/or outside the vehicle before the search. Provide students with a vehicle inspection template-checklist and instruct them to complete the vehicle inspection documentation.

☒ **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**

Provide students with an opportunity to observe an officer demonstrating parking a transport vehicle in a sally port. Emphasize the need to close the sally port before opening the vehicle. Ask students how they should park a transport vehicle for maximum safety and security when not parking inside a secure facility.

Provide students with an opportunity to view firsthand and become familiar with security restraint devices available in a transport vehicle. Demonstrate how to use security restraint devices available in a transport vehicle.

Discuss with students: what are some unexpected scenarios that may occur during transport?

Provide feedback, including discussing the following:

- > traffic congestion
- > traffic accident
- > non-compliant inmates

Emphasize the importance of officer safety, inmate counts, avoiding complacency, and remembering defensive tactics during inmate transports.

☒ **CO732.5. Explain the role of inmate transport documents**

Discussion questions:

- > What documents may be required before transporting an inmate?
- > What information is contained on a face sheet?
- > What is the process for documenting an inmate transport?

☒ **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**

Demonstrate how to apply security restraint devices, as well as load, secure, and unload someone into and out of a transport vehicle.

Provide students with an opportunity to practice securing a person in security restraint devices, as well as loading, securing, and unloading someone into and out of a transport vehicle.

Discussion questions:

- > What is the process for securing inmates before escorting them to an inmate transport vehicle?
- > What is the role of a transport plan?
- > Why is it important that you communicate specific information while transporting inmates? What information should you provide?
- > What are safe, secure options in the event of a traffic crash or breakdown of a vehicle during inmate transport?

Discuss the importance of officer safety and inmate count when reviewing the following questions with students:

- > Why is it important to be aware of your surroundings during an inmate transport?
- > What are some of the things you should observe and be aware of during an inmate transport?
- > What are some of the common reasons for an inmate transport?

Provide students with an article about inmate transportation. Have them read the article and discuss it with class.

LESSON VOCABULARY

chase vehicle

face sheet

transfer

transport

UNIT 4 REFERRAL AND DISCIPLINE PROCESSES

LESSON 1 INMATE REFERRALS

Lesson Goal

At the end of this lesson, students will be able to make a referral for an inmate showing signs of distress or need.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 7)

Role-Play Exercise: Inmate Referral

☒ **CO741.1. List the different referral services available to inmates**

☒ **CO741.2. Identify changes in inmate behavior that may require a referral**

Discuss with students: are officers qualified to make a diagnosis of any sort for an inmate in need of services? Why or why not?

Discuss the importance of sharing inmate information with only the service provider.

☒ **CO741.3. Explain the process of making an inmate referral**

The following activity is designed to familiarize students with the process of inmate referrals:

1. Provide students with the basic steps for making a referral, ensuring that the steps are out of order.
2. Have students place them in the correct order.
3. Have students explain the purpose of each step.
4. Have students explain what the officer's responsibility is in the process of an inmate referral.

☒ **CO741.4. Describe an officer's responsibilities after making an inmate referral**

Provide students with a scenario involving an inmate with a medical or mental health need. Provide examples of referral forms and ask students to complete the form based on the scenario.

Discussion questions:

- > What actions should an officer take to keep an inmate safe during the time between making the referral and escorting the inmate to the service provider?
- > What are officer safety issues when responding to an inmate in distress?
- > Is there documentation that an officer may need to complete? If so, what?

☒ **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**

Discussion questions:

- > How will you document inmate movement on a daily basis?
- > When should you document usual and unusual occurrences?
- > What are some examples of usual and unusual occurrences that should be documented?

Conduct Role-Play Exercise: Inmate Referral

Note: below is an additional lesson activity.

Using the scenario in the Role-Play Exercise: Inmate Referral, have students write a report regarding the incident and complete a sample simulated referral form. Have students review each other's reports.

ROLE-PLAY EXERCISE: INMATE REFERRAL

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students demonstrate effective communication skills and make a referral for services.

Facilitator Instructions: At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

DO NOT READ ALOUD: An officer is supervising in an outside area. An inmate is acting disoriented but is non-combative. The inmate is sitting on the ground and ignoring orders to move inside. The officer should professionally question the inmate and call for medical assistance.

READ TO CLASS: An officer is supervising in an outside area and notices an inmate acting disoriented.

Logistics

- **Scene Set-Up:** outside rec yard
- **Officer Equipment:** standard equipment
- **Props:** N/A
- **Participants:** one officer and one inmate

Role-Play Instructions (DO NOT READ ALOUD)

Provide instructions to role players separately.

Inmate: You are an inmate who is disorientated and non-combative. You are sitting on the ground, feeling tired, and cannot stand up. Do not respond to the officer's initial contact. If the officer communicates professionally, eventually respond, explaining that you are not feeling well and cannot seem to move your legs. If the officer communicates unprofessionally, become agitated, and do not comply.

Officer: You are supervising in an outside area and notice that an inmate is sitting on the ground and not responding to your order to move inside.

Expected Officer Behaviors

For facilitator's eyes only.

- ✓ Maintain situational awareness.
- ✓ Recognize the need for medical services.
- ✓ Follows proper protocols for inmate referral to services.
- ✓ Demonstrate empathy.
- ✓ Demonstrate interpersonal communication and active listening skills.
- ✓ Demonstrate professionalism.

UNIT 4 REFERRAL AND DISCIPLINE PROCESS

LESSON 2 INMATE DISCIPLINE PROCESS

Lesson Goal

At the end of this lesson, students will be able to describe the inmate discipline process.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 7)

Role-Play Exercise: Verbal Counseling to Discipline Report

☒ CO742.1. Explain the role of progressive discipline for an inmate rule violation or infraction

Discussion questions:

- > What is the relationship between progressive discipline and officer discretion?
- > What are the differences between a rule violation or infraction and discipline?

Provide students with examples of how an inmate's privileges may be suspended because of disciplinary action.

☒ CO742.2. Describe the process of progressive discipline for minor and major rule violations, including inmate isolation

Discussion questions:

- > How should you determine if a violation is minor or major?
- > What are some of the strategies to managing minor rule violations?
- > What are some of the strategies related to managing major rule violations?
- > What steps will you take to isolate an inmate for a major rule violation?

☒ CO742.3. Identify corrective actions an officer can take as part of the inmate disciplinary process

Conduct Role-Play Exercise: Verbal Counseling to Discipline Report

Note: the following are additional lesson activities.

This following activity is designed to help students learn about different corrective actions:

1. Divide students into groups.
2. Provide samples of different disciplinary reports to each group with the corrective actions redacted. Have each group decide which corrective action should be taken based on the information in the report. Have the groups present their findings to the class.

The following activity is designed to help students understand how Florida Model Jail Standards (FMJS) and Florida Administrative Code (F.A.C.) define discipline and the rules they set forth:

1. Show either the FMJS or relevant F.A.C. sections on discipline. Have students briefly review an inmate handbook from an agency or the FDC *Florida Inmate Handbook*.
2. Discuss with students how the standards help officers determine which corrective action to use. Provide scenarios from your professional experience that involve each of the five corrective actions and discuss how you (or another officer) made the disciplinary decision.

Show a video of life inside prison walls through the eyes of correctional officers.

Discuss the role of the correctional officer in the care, study, and control of inmates.

LESSON VOCABULARY

corrective action

corrective consultation

disciplinary report (DR)

discipline

rule violation

verbal counseling

ROLE-PLAY EXERCISE: VERBAL COUNSELING TO DISCIPLINE REPORT

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students engage with the inmate and, depending on the interaction, determine the degree of discipline to use, to include a verbal counseling or a disciplinary report (DR).

Facilitator Instructions: Modify the exercise with the scenarios provided for different levels of response. No physical force will be used in this exercise. Make sure to conduct both scenarios so that students have a chance to resolve the situation with a verbal counseling and a disciplinary report. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

DO NOT READ ALOUD: An officer is making a security round in a dormitory with single occupancy cells. One inmate is being disruptive. The officer will interact with the inmate and provide corrective instruction to stop the inmate's inappropriate behavior.

READ TO CLASS: An officer is conducting a security round for their assigned dormitory.

Logistics

- **Scene Set-Up:** mock cell
- **Officer Equipment:** standard equipment
- **Props:** DR forms and a pen
- **Participants:** one officer and one inmate

Role-Play Instructions (DO NOT READ ALOUD)

Provide instructions to role players separately.

Scenario 1

Inmate: You are tired of being in your cell and want to go out to the rec yard. While making noise, you begin to yell loudly for an officer to let you out. When the officer tells you to stop, continue yelling and complaining. If the officer professionally communicates, comply with their instructions.

Officer: You are conducting a security check.

Scenario 2

Inmate: You are tired of being in your cell and want to go out to the rec yard. While making noise, you begin to yell loudly for an officer to let you out. When the officer tells you to stop, you escalate your behavior by threatening to kill the officer, another inmate, or a staff member.

Officer: You are conducting a security check.

Have each class member write a DR for Scenario 2.

Expected Officer Behaviors

For facilitator's eyes only.

- ✓ Demonstrate officer safety and situational awareness.
- ✓ Conduct a security check.
- ✓ Observe inmate behavior and give verbal commands to cease behavior.
- ✓ Advise inmate of further disciplinary action when appropriate.
- ✓ Counsel the inmate and take disciplinary action by issuing a verbal warning or disciplinary report.
- ✓ Demonstrate knowledge of facility rule violations.
- ✓ Demonstrate interpersonal communication skills.
- ✓ Demonstrate professionalism.

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the inmates. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises give students a chance to practice verbally de-escalating incidents. They give the facilitator prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You could build the lesson around the exercise. You could also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the Core Communication Competencies Handout from Chapter 3 before conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force, and how they would explain their use of force in court.
- You can instruct a participant—but not the officer role—to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the given questions with the communication exercises to facilitate a class discussion. You may also refer to the Core Communication Competencies Handout from Chapter 3 to form your own questions.
- Allow students time to respond to questions when gaining feedback from the class and encourage all students to participate in the discussion.

ROLE-PLAY INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. Corrections requires on-the-job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired through communication exercises. Furthermore, role-playing scenarios teach students about new equipment and special skills that will help keep officers and inmates safe. Conduct each role-play exercise at least three times, using a different set of students each time. Over the course of the basic student training program, require all students to participate several times as officers in role-play exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You can build the lesson around the exercise. You can also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify an exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each participant on their role.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the exercise until the students demonstrate the expected officer behaviors or the facilitator deems appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize officer safety, communication, and de-escalation.
- Ask the officers to provide feedback on their performance in the exercise.
- Repeat the role-play exercise at least two more times.

WRITING ASSIGNMENT INSTRUCTIONS

Each student is required to complete one mandatory writing assignment for each chapter.

This writing requirement aims to enhance students' understanding of the material and improve their written communication skills. The required assignment can be done with any lesson from the chapter. It is up to the instructor to determine the type, format, and length of the writing assignment students must complete. The instructor may provide additional guidelines for each writing assignment to ensure that students effectively engage with the course material. Examples of writing assignments include:

- Writing a summary of the chapter or a lesson
- Writing a report based on a role-play exercise, communication exercise, or scenario
- Writing daily journal entries reflecting on daily lesson content
- Writing about recent news events relating to the current chapter or lesson

SUPERVISING CORRECTIONAL POPULATIONS

Course Number: CJK_0326

Course Hours: 25 hours

Course Structure: 2 units, 14 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ understand the common types of societies that inmates form and how special populations are classified
- ✓ understand the role of the Americans with Disabilities Act (ADA) when supervising inmates
- ✓ supervise and communicate with inmates who have mental health conditions
- ✓ identify and monitor inmates with substance abuse issues
- ✓ communicate with inmates with a developmental or intellectual disability
- ✓ supervise and care for inmates with physical disabilities
- ✓ monitor inmates with medical needs
- ✓ monitor juveniles and youthful offenders at correctional facilities
- ✓ monitor elderly inmates
- ✓ monitor female inmates
- ✓ monitor inmates who are part of the LGBTQ+ community
- ✓ prevent and respond to sexual abuse and sexual harassment according to the Prison Rape Elimination Act (PREA) standards
- ✓ understand the basic characteristics of security threat groups (STGs)
- ✓ monitor an inmate in administrative confinement, protective management, disciplinary confinement, or death row

Required Activities

Suggested Activities

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UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 1 SPECIAL POPULATIONS

Lesson Goal

At the end of this lesson, students will understand the common types of societies that inmates form and how special populations are classified.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 8)

☒ **CO811.1. Identify the categories of special populations**

Remind students that while the textbook discusses each special population individually, it is important to remember inmates may belong to more than one group. Also, it is also important to emphasize that inmates and facilities are unique; therefore, be careful not to stereotype.

☒ **CO811.2. Discuss why inmates form unique societies**

Discuss with students: why do you think it is important as correctional officers to understand the characteristics of different inmate societies and special populations?

☒ **CO811.3. Describe the common types of societies inmates form**

☒ **CO811.4. Explain the structural dynamics of inmate societies**

LESSON VOCABULARY

special populations

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 2 AMERICANS WITH DISABILITIES ACT

Lesson Goal

At the end of this lesson, students will be able to understand the role of the Americans With Disabilities Act (ADA) when supervising inmates.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 8)

☒ CO812.1. Describe the Americans with Disabilities Act

Invite someone from the local ADA Center or your agency's ADA coordinator to discuss the physical and mental conditions regarded as disabilities and how those determinations are made.

Have students review the ADA rules and processes for your agency or department and create a brief presentation.

☒ CO812.2. Describe how a facility complies with ADA when providing a reasonable accommodation for an inmate with a disability

Discuss the possible consequences for not following ADA guidelines at correctional facilities. Have students brainstorm what the media headlines might be if an officer or agency violates ADA guidelines (either by an inappropriate action or inaction).

Find and discuss relevant disability rights cases by searching "corrections" in the disability rights section of the U.S. Department of Justice's website. Students could also present summaries of different cases.

LESSON VOCABULARY

disability

reasonable accommodation

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 3 MENTAL HEALTH CONDITIONS

Lesson Goal

At the end of this lesson, students will be able to supervise and communicate with inmates who have mental health conditions.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 8)

Communication Exercise: Mental Health Escort

Conduct Communication Exercise: Mental Health Escort

☒ **CO813.1. Describe the rights of people with mental illness in a correctional facility**

Invite a mental health professional to assist with teaching this section.

Have students read s. 394.455, F.S. and summarize the definition of mental illness in their own words. What conditions are not included in the definition? Even if these terms are not included in the definition of mental illness, can there be overlap?

☒ **CO813.2. List the different ways an inmate may gain access to mental health services**

Have students review the policies and procedures for inmates to access mental health services at your agency or department and create a brief presentation.

☒ **CO813.3. Identify factors that increase the risk of suicidal ideation for inmates**

Review the risk factors for suicide in a correctional environment. Facilitate a discussion on how this awareness may change how you monitor the inmate such as checking on them more frequently, updating at shift change, and paying attention to their behavior.

Have students explore the resources on preventing suicide on the National Institute of Corrections' website.

☒ **CO813.4. Describe what to do if an officer suspects an inmate has suicidal ideation**

Discuss how the mental health of officers is affected by witnessing or hearing about traumatic events (inmate suicides, inmate self-harm, homicides, etc.). Refer to coping strategies and resources discussed in Chapter 1.

Provide the following scenario to the class to discuss:

You receive an email notifying you that one of your inmates in your housing unit has just been sentenced 20 years in the Department of Corrections. Once they return to the housing unit, you notice that they are giving away their commissary items, including hygiene products such as shampoo and soap. They have even given away their shirts and shoes to other inmates and have started cleaning up their cell. Furthermore, they approach you personally to express gratitude, saying, "Thank you for being nice to me."

Discussion Questions:

- > Are these behaviors concerning? Why or why not?
- > Does this inmate have any risk factors for suicide based on the information in this scenario?
- > If you were the officer, what would be your next step?

Discussion questions:

- > Why do you think people are reluctant to ask directly if an inmate is contemplating suicide?
- > Why is it important to take each threat of suicide seriously?

☒ **CO813.5. Describe some of the characteristics of psychosis**

Inform students that certain medical conditions and drug use can mimic psychosis. Remind students to use situational awareness and engage their senses when trying to determine what is going on.

☒ **CO813.6. Explain how to communicate with inmates experiencing psychosis**

☒ **CO813.7. Describe the possible signs of inmates experiencing mania**

☒ **CO813.8. Describe how to communicate with inmates experiencing mania**

Discuss with students: what are some of the possible consequences if an officer does not follow suggested best practices for communicating with inmates who are experiencing a mental health crisis?

☒ **CO813.9. Discuss some common signs of anxiety and panic attacks**

☒ **CO813.10. Explain how to assist inmates experiencing a panic attack**

☒ **CO813.11. Discuss the use of force options that can de-escalate a situation involving an inmate with mental illness**

Show a video or clips from the Correctional Officers De-escalation Education (CODE) project on the National Alliance on Mental Illness. You may use other videos or clips that demonstrate de-escalation techniques involving inmates with mental illnesses. Discuss the different de-escalation techniques demonstrated.

Discuss the possible consequences for not following agency policy when using force on an inmate with a mental illness. Have students brainstorm what the media headlines might be if an officer violates a use of force policy on an inmate with a mental illness.

Emphasize that officers should follow agency policy when using force with an inmate with a mental illness.

☒ **CO813.12. Explain the role of the Baker Act in county facilities as it relates to inmates with mental illness**

Discuss which crisis stabilization units (CSUs) and hospitals are utilized for the area. Students can find lists at the Department of Children and Families (DCF) website.

Note: the following is an additional lesson activity.

The following activity is designed to familiarize students with mental health conditions commonly seen in correctional facilities:

1. Divide the class into groups.
2. Have each group create a presentation on one of the mental health conditions or symptoms that officers should be aware of (psychosis, mania, hallucinations, delusions, panic attacks).
3. Have students include definitions and techniques for communicating with inmates experiencing these symptoms
4. Have students present their findings. After, discuss how understating these mental health conditions or symptoms can help officers monitor the inmates experiencing them.

LESSON VOCABULARY

delusion

hallucination

mania

mental illness

panic attack

psychosis

COMMUNICATION EXERCISE: MENTAL HEALTH ESCORT

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students demonstrate effective communication skills when escorting an inmate with a mental illness.

Facilitator Instructions (DO NOT READ ALOUD): An officer is escorting an inmate to a mental health unit. The inmate refuses to walk towards the unit, and questions where they are going and the reason for going there. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Participants: One officer and one inmate.

Provide instructions to participants separately.

Inmate Instructions (DO NOT READ ALOUD): You are an inmate being escorted to a mental health unit. You refuse to walk toward the unit, and ask where you are going and why you are going there. Cooperate with the officer if the officer calmly discusses the reasons for the escort, provides clear, concise directions, and encourages you to comply. If the officer uses unprofessional communication, berates you, is sarcastic, or threatens to use force, do not comply.

Officer Instructions (READ TO CLASS): You are an officer escorting an inmate to a mental health unit.

Stop the exercise when the officer:

- ✓ calmly discusses the reasons for the escort, provides clear, concise directions, and encourages the inmate to comply
- ✗ communicates unprofessionally by berating the inmate, being sarcastic, or threatening to use force

Note: Make sure to explain to the students that they should not act in a way that may be construed as disrespectful and trivializing of people with mental health conditions.

Post-Exercise Discussion

Ask the officer:

- ✓ What went well for you?
- ✓ What could you have done better?
- ✓ Were there any alternative actions you could have taken?

Ask the class:

- ✓ How did the officer explain the reason for contact?
- ✓ How did the officer show active listening and check for understanding?
- ✓ How did the officer pause and reset their response?
- ✓ What non-verbal communication did the participants display?
- ✓ How did the officer adapt their communication style based on the situation?
- ✓ Give an example of how the officer did or did not allow adequate time for the inmate to respond.
- ✓ How could the officer have concluded the communication more appropriately?

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 4 SUBSTANCE ABUSE

Lesson Goal

At the end of this lesson, students will be able to identify and monitor inmates with substance abuse issues.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 8)

☒ CO814.1. Describe some common signs and symptoms of possible substance abuse

Invite a social worker, substance abuse counselor, or mental health professional with experience in working with individuals with substance abuse issues to assist with teaching this section.

Discussion questions:

- > Why is it important to know whether an inmate has a substance abuse issue when they are first received at a facility?
- > What changes in behavior should officers be aware of to indicate a substance abuse issue?

Provide students with examples of what an officer may find during a cell search if the inmate is abusing substances.

☒ CO814.2. List possible indicators of substance withdrawal

Provide the following scenario to the class to discuss:

An arrestee came into the booking area and seemed alert and awake. 10 minutes later, they are slumped over in their seat and will not respond.

Discussion questions:

- > What may be the cause?
- > How would you respond?

Discuss with students the types of substances inmates may abuse while incarcerated.

☒ CO814.3. Describe the housing considerations for and treatment available to an inmate with substance abuse issues

Discussion questions:

- > Why is it important to place inmates with substance abuse issues in the most appropriate housing?
- > What negative consequences might occur if inmates with substance abuse issues do not have access to appropriate housing?

☒ **CO814.4. Explain an officer's role when monitoring an inmate who is participating in a court-ordered substance abuse treatment program**

Provide examples of the following:

- > different types of housing options for inmates with substance abuse issues
- > how to monitor inmates in a court-ordered substance abuse treatment program

Discuss with students: why is it important to actively monitor inmates with substance abuse issues?

Review agency policies on Medication-Assisted Treatment (MAT) or Medications for Opioid Use Disorder (MOUD) programs if applicable.

LESSON VOCABULARY

substance abuse

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 5 DEVELOPMENTAL AND INTELLECTUAL DISABILITIES

Lesson Goal

At the end of this lesson, students will be able to communicate with inmates with a developmental or intellectual disability.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 8)

☒ CO815.1. Describe the characteristics of a developmental disability

Invite a guest speaker whose job responsibilities include working with people with developmental or intellectual disabilities from an organization or agency such as the Center for Autism Related Disabilities (CARD), Agency for Persons with Disabilities (APD), The Arc, or group home staff to assist with teaching this section.

☒ CO815.2. Describe the characteristics of autism spectrum disorder (ASD)

Show video examples of self-stimulating behaviors.

Remind students that some signs and symptoms of ASD are very noticeable while others may not be. Not all people with ASD are diagnosed during childhood, but they may still exhibit the signs and symptoms.

Show videos from reputable sources that give an overview of ASD (examples include the American Psychological Association, Duke University, etc.).

☒ CO815.3. Identify challenges related to the safety of inmates with ASD in correctional facilities

Provide the following scenario to the class to discuss:

An inmate worker tells an officer that another inmate with ASD is being taken advantage of by several other inmates in a housing unit. Besides their regular cleaning assignments, the inmate with ASD is also doing additional tasks for other inmates. Also, despite getting commissary items every week, the inmate's belongings are gone the next day.

Discussion questions:

- > What actions should the officer take?
- > Should knowing the inmate being taken advantage of has ASD change the officer's response?

☒ **CO815.4. Explain how to communicate with inmates with ASD**☒ **CO815.5. Describe effective de-escalation techniques when communicating with inmates with ASD**

Provide the following scenario to the class to discuss:

You are assigned to a housing unit. One of the inmates with ASD is pounding on a cell door pleading with you to let them go home.

Discussion Questions:

- > How would you respond to the inmate?
- > What are some effective de-escalation techniques that may improve the situation?
- > What actions may escalate the inmate's behavior?

☒ **CO815.6. Describe the characteristics of an intellectual disability**

Remind students that while some people with developmental disabilities also have an intellectual disability, this is not always the case.

☒ **CO815.7. Explain how to communicate effectively with inmates with an intellectual disability**

Discuss the possible consequences for not following agency policy when using force on an inmate with an intellectual disability. Have students brainstorm what the media headlines might be if an officer violates a use of force policy on an inmate with an intellectual disability.

LESSON VOCABULARY

autism spectrum disorder (ASD)

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 6 PHYSICAL DISABILITIES

Lesson Goal

At the end of this lesson, students will understand how to supervise and care for inmates with physical disabilities.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 8)

☒ **CO816.1. Describe how to effectively supervise inmates with physical disabilities**

Have students create an organizer or graphic with the types of physical disabilities some inmates may have and the related services/healthcare appliances available to inmates with physical disabilities.

Search on the internet “Alert San Diego First Responder Access and Functional Needs Training Series.” Show the following videos from The County of San Diego Office of Emergency Services:

- > Physical disabilities
- > Blind & Low Vision
- > Deaf & Hard of Hearing

These videos are targeted at first responders, but what in the videos is applicable to officers working with inmates with physical disabilities? What are the myths dispelled in the videos?

☒ **CO816.2. List some of the common auxiliary aids and health-care appliances for inmates with physical disabilities**

On a whiteboard or flip chart, create two columns: one for ADA accommodations a facility might provide to inmates with disabilities, and the other for health-care appliances an inmate might need in a facility. Have students complete the lists for both sides of the chart.

Discuss complications that may occur when communicating with an inmate with a disability if they do not have access to a reasonable accommodation.

Discussion Questions:

- What should you do if you notice an inmate is not using a health-care appliance they are assigned?
- Should you immediately take it away?
- Provide students with examples of how to document safety concerns associated with health-care appliances.

☒ **CO816.3. Explain how to monitor an inmate who has a personal care attendant**

Provide the following scenario to the class to discuss:

You notice an inmate with a physical disability often visits the canteen with their personal care attendant, but during searches you never see any canteen items in the inmate's locker. The personal care attendant states that they always keep the inmate's canteen items for safety.

Discussion questions:

- What might be happening to the canteen items?
- How would you investigate?

Note: below is an additional lesson activity.

Discussion questions:

- Are you going to monitor an inmate who has a health care appliance or personal care attendant differently from an inmate that does not? Explain your answer.
- How are you going to restrain an inmate with one arm or an artificial leg? Should you restrain someone in a wheelchair?

LESSON VOCABULARY

auxiliary aids

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 7 MEDICAL NEEDS

Lesson Goal

At the end of this lesson, students will be able to monitor inmates with medical needs.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 8)

☒ **CO817.1. Describe how to monitor and assist inmates who are pregnant**

Provide the following scenario to the class to discuss:

You notice another officer has restrained a pregnant inmate who appears to be in their third trimester. The pregnant inmate is handcuffed behind their back.

Discussion question: how do you respond?

Review and discuss relevant news stories or court cases in regard to managing and restraining pregnant inmates.

☒ **CO817.2. List chronic diseases an inmate may have**

Invite a nurse with experience in correctional facilities as a guest speaker to discuss chronic diseases.

☒ **CO817.3. List infectious diseases that may be found in a correctional facility**

On a whiteboard or flip chart, create two columns: one labeled chronic and the other labeled infectious. Ask students, as a class or in small groups, to list the diseases belonging to each category and discuss the characteristics of each.

☒ **CO817.4. Explain how to prevent the spread of infectious diseases in a correctional facility**

Discussion questions:

- Why is it important to know how to prevent infectious diseases from spreading in correctional facilities?
- Can infectious diseases spread more easily in a correctional facility than in the community? Why or why not?

Show a video that demonstrates proper hand washing techniques.

☒ **CO817.5. Describe how to respond to an inmate with a non-emergency or emergency medical need**

Discuss the importance of documenting when an inmate has an urgent medical need, including how officers alert medical staff. Review agency policy on reporting requirements or show students sample reports.

Remind students that when writing a report about an inmate's medical emergency, they should include what they witness, but once medical care is provided no medical information about the inmate should be in their reports per HIPAA.

Discussion Questions:

- What are some of the changes in inmate behavior that may indicate a medical need?
- Should you respond differently to an inmate with a non-emergency medical need as opposed to an inmate with an emergency medical need?

☒ **CO817.6. Describe how to monitor inmates with a terminal illness**

☒ **CO817.7. List the different medical conditions that may be aggravated by the use of chemical agents or ECDs**

Show, but do not demonstrate an ECD.

The following activity is designed to help students memorize some of the conditions aggravated by the use of chemical agents or ECDs:

1. Divide the class into groups or pairs.
2. With a blank piece of paper, have students write down as many different types of medical conditions from the list in the textbook that are aggravated by the use of chemical agents or ECDs.
3. After students have listed as many conditions as possible, discuss with the class and give feedback.

Discuss with students: how is the use of force between an inmate with medical needs and the general population different?

Review agency policy on use of force and highlight any areas that reference inmates with medical needs or show example reports written after a use of force incident involving an inmate with a medical need.

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 8 JUVENILES AND YOUTHFUL OFFENDERS

Lesson Goal

At the end of this lesson, students will be able to monitor juveniles and youthful offenders at correctional facilities.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 8)

☒ **CO818.1. Identify the legal requirements for incarcerating juvenile inmates**

Invite a classification officer from a county facility to discuss the admission and classification of juveniles in adult correctional facilities.

Review chapter 20 and chapter 21 from the FMJS and discuss the following questions:

- > When should juveniles be separated from adults?
- > If intake officers are unsure how a juvenile offender is classified, can they still be booked into the facility?
- > Are there any circumstances when juveniles can be housed with adults?

Discuss with students: why should facilities house juveniles away (sight and sound) from adults?

☒ **CO818.2. Explain why an inmate may be designated as a youthful offender**

Invite an officer with experience at a facility that houses youthful offenders to share about the programs and services available to inmates designated as youthful offenders.

☒ **CO818.3. Describe common characteristics of juveniles at correctional facilities**

☒ **CO818.4. List the types of required programs and services available to juveniles and youthful offenders at correctional facilities**

Review Rule 33-601.226, F.A.C., or other relevant sources and have students create a chart listing the components of the Extended Day Program.

Discussion questions:

- What are the services in which juveniles or youthful offenders in correctional facilities are required to participate?
- What is the importance of the services and programs for juveniles and youthful offenders at correctional facilities?
- What are some of the special requirements for juveniles in a facility? Are there any dietary or educational requirements?

LESSON VOCABULARY

juvenile inmate

youthful offender

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 9 ELDERLY INMATES

Lesson Goal

At the end of this lesson, students will be able to monitor elderly inmates.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 8)

Communication Exercise: Elderly Inmate Referral

Conduct Communication Exercise: Elderly Inmate Referral

☒ **CO819.1. Describe some characteristics of elderly inmates**

Invite a representative from the local Department of Elder Affairs, senior citizen center, or AARP organization to discuss the unique needs of elderly people.

Emphasize to students that not all elderly people struggle with physical or mental weakness. Also, just like any inmate, elderly inmates can also manipulate correctional officers for favors.

☒ **CO819.2. Describe how to effectively communicate with an elderly inmate**

Give examples or provide a scenario on monitoring and communicating with elderly inmates who have any of the following:

- > limited hearing or eyesight
- > mobility issues, arthritis
- > balance issues
- > heat stroke, heat exhaustion, hypothermia
- > dementia or Alzheimer's
- > depression, anxiety, anger issues

☒ **CO819.3. Identify when to make special considerations for an elderly inmate with physical limitations**

Provide students with specific examples of the types of considerations and associated services used for elderly inmates with physical limitations.

Discuss with students: what are the possible use of force concerns when monitoring elderly inmates with physical limitations?

Provide the following scenario to the class to discuss:

Inmate Robert is the oldest inmate in your assigned housing unit. He moves slowly and is always the last person to finish eating every meal. Other inmates begin to complain because of him, which causes tension.

Discussion question: what would you do as a housing officer?

☒ **CO819.4. Describe some health issues that elderly inmates may experience**

☒ **CO819.5. Explain how to communicate with inmates with Alzheimer's disease or dementia**

Invite a guest speaker from an assisted living facility to discuss their experiences working with people with dementia and Alzheimer's disease.

☒ **CO819.6. Discuss the special considerations to make when monitoring elderly inmates**

LESSON VOCABULARY

Alzheimer's disease

dementia

COMMUNICATION EXERCISE: ELDERLY INMATE REFERRAL

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students demonstrate effective communication skills when interacting with an elderly inmate who is exhibiting symptoms of “sundowning.”

Facilitator Instructions (DO NOT READ ALOUD): The officer is supervising a housing area during the early evening. An elderly inmate comes out of their cell and is pacing and talking to family members that are not there. Another inmate informs the officer that this happens often. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Participants: One officer and two inmates.

Provide instructions to participants separately.

Inmate 1 (DO NOT READ ALOUD): You are an elderly inmate in a housing area, pacing and talking to family members that are not there. Do not respond to the officer’s initial contact. If the officer communicates professionally, become compliant. If the officer communicates unprofessionally, do not comply.

Inmate 2 (DO NOT READ ALOUD): You inform the officer that an elderly inmate is often confused but only starts wandering after dinner time.

Officer Instructions (READ TO CLASS): You are an officer supervising a housing area during the early evening.

Stop the exercise when the officer:

- ✓ speaks professionally, calmly, and directly to the elderly inmate to convince them to return to their bunk
- ✗ unprofessionally questions, argues with the elderly inmate, or becomes aggressive

Post-Exercise Discussion

Ask the officer:

- ✓ What went well for you?
- ✓ What could you have done better?
- ✓ Were there any alternative actions you could have taken?

Ask the class:

- ✓ How did the officer respond to the initial participant contact?
- ✓ How did the officer adapt their communication style based on the situation?
- ✓ How did the officer show active listening and check for understanding?
- ✓ What non-verbal communication did the participants display?
- ✓ How could the officer have concluded the communication more appropriately?
- ✓ How did the officer demonstrate that they acknowledged the inmates’ responses?

Note: Make sure to explain to the students that they should not act in a way that may be construed as disrespectful and trivializing of elderly people. This entire exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 10 FEMALE INMATES

Lesson Goal

At the end of this lesson, students will be able to monitor female inmates.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 8)

☒ **CO8110.1. Discuss the common characteristics of female inmates**

Have students explore resources on gender-responsive management practices. Choose training materials from sources such as the National Institute of Corrections.

☒ **CO8110.2. Describe how to communicate effectively with female inmates**

Discuss with students: what are some challenges that may be unique to monitoring female inmates?

It may be helpful to discuss some principles of cross-gender supervision during this lesson.

Provide the following scenario to the class to discuss:

An officer enters a female inmate's cell for a search without announcing what they are doing and why they are there. The female inmate becomes agitated, leading to the use of force. After the incident, another staff member asks if the officer that conducted the search could have communicated in a way to prevent the situation from escalating. The searching officer responds, "I don't need to explain myself to inmates."

Discussion Questions:

- > Do you agree with the officer's statement? Why or why not?
- > Can you maintain command presence and use a trauma informed approach?
- > What communication techniques could the searching officer have used?

☒ **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, students will understand how to monitor inmates who are part of the LGBTQ+ community.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 8)

☒ **CO8111.1. Identify what the acronym LGBTQ+ stands for**

Encourage students to expand their levels of cultural competency in understanding the LGBTQ+ community. Choose training materials from the National Institute of Corrections or the National PREA Resource Center.

☒ **CO8111.2. Discuss effective approaches for managing inmates who are part of the LGBTQ+ community**

Discuss the following with the class:

- > issues transgender inmates experience while incarcerated, including medical care
- > risks for sexual assault
- > officers behaving professionally
- > how an individual's perception of their gender identity can fall outside of conventional gender norms

☒ **CO8111.3. Explain how PREA affects searches of intersex and transgender inmates**

Explore resources on cross-gender and transgender pat searches at the National PREA Resource Center.

☒ **CO8111.4. Explain the housing, programming, and safety issues unique to intersex and transgender inmates**

LESSON VOCABULARY

transgender

UNIT 1 INTERACTING WITH SPECIAL POPULATIONS

LESSON 12 SPECIAL CONSIDERATIONS FOR PREA

Lesson Goal

At the end of this lesson, students will understand how to prevent and respond to sexual abuse and sexual harassment according to the Prison Rape Elimination Act (PREA) standards.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 8)

☒ **CO8112.1. Explain consent and how it relates to PREA**

Invite a PREA Compliance Manager from a local state corrections facility or a PREA Coordinator from the local county corrections facility to assist in teaching this section.

☒ **CO8112.2. Identify populations that are at increased risk of sexual abuse while incarcerated**

Discuss with students: why is it important to identify vulnerable populations?

☒ **CO8112.3. Describe the importance of screening and housing inmates to prevent sexual abuse and harassment**

Discuss with students: how can you prevent sexual abuse of inmates that you are monitoring?

☒ **CO8112.4. List possible signs an inmate is being sexually abused or harassed by other inmates**

Emphasize being proactive versus reactive when monitoring inmate behavior.

☒ **CO8112.5. Describe the reporting processes for inmates alleging sexual abuse or harassment**

Discuss your agency's processes for inmates reporting sexual abuse.

On a whiteboard or flip chart, create two columns: one column labeled inmate and the other labeled officer. Ask students to outline the processes for inmates and for officers for reporting sexual abuse and harassment. Discuss the similarities and differences.

☒ **CO8112.6. Explain officers' requirements for reporting sexual abuse and harassment and safeguarding victims**

Discuss with students: how should you respond to an inmate allegation of sexual abuse, whether consensual or not?

Review s. 944.35, F.S. and discuss statutory requirements for officers to report possible sexual abuse.

☒ **CO8112.7. Identify the steps the first responding officer should make to preserve any physical evidence from an inmate allegation of sexual abuse**

The following activity is designed to help students determine the steps that first responding officers should take when there is an inmate allegation of sexual abuse:

1. Divide the class into groups.
2. Choose a scenario from below or create your own scenario to read to the class.
3. Have each group complete the following:
 - Describe the steps the first responding officer should follow.
 - Identify the staff to inform about the incident. Who needs to know? What do they need to know?
 - What kind of information should go into a report?

Give each group time to discuss their answers, then facilitate a class discussion.

Scenario A

Responding to an emergency call at a female institution, male and female officers enter the housing unit to provide aid to an inmate. There is another inmate in the shower, while officers are assisting the inmate in distress. The next day this inmate submits a grievance that a responding male officer failed to make a cross-gender announcement, then stared at her while she was naked.

Scenario B

During rounds in a male housing unit, an officer looks in a cell window and sees a male inmate performing oral sex on another male inmate. The officer immediately tells the inmates to stop what they are doing and move away from each other. The officer calls for assistance over the radio. When backup officers arrive, they open the cell door and remove the first inmate. He says the other inmate is gay and asked for it. After that inmate is escorted away from the scene, the other inmate is removed from the cell. He tells officers he was forced to perform oral sex.

Note: below is an additional lesson activity.

Discussion questions:

- What is the association between trauma and sexual abuse?
- What is the officer's role in preventing sexual abuse and harassment when receiving an inmate into their housing unit?

UNIT 2 INMATE CONFINEMENT AND SECURITY ISSUES

LESSON 1 SECURITY THREAT GROUPS (STGs)

Lesson Goal

At the end of this lesson, students will understand the basic characteristics of security threat groups (STGs).

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 8)

☒ **CO821.1. Describe what a security threat group (STG) is and how it impacts a correctional facility**

Invite an agency STG Coordinator or a member of a local Gang Response Unit to visit the class and provide the most current trends for your region.

The following activity is designed to familiarize students with some of the STGs they may encounter:

1. Divide the class into groups and assign each group one of the STGs listed in the chapter or one that is relevant to your area.
2. Have students research their assigned STG's definition and characteristics and provide examples.
3. Direct each group to present the information to the class.
4. After students have presented, discuss as a class the different types of STGs, how they may vary by type of facility or region, and why it is important to stay informed about the unique characteristics of local STGs.

Emphasize that inmates may use different tactics to communicate inside a facility than they would use outside in the community and how technology has affected the way STGs communicate.

☒ **CO821.2. Identify signs of possible STG presence in a facility**

Provide students with photos of sample STG identifiers. If you have access, discuss the information found in a county's data report or the Department of Correction's STORMS system regarding inmate gang affiliation.

☒ **CO821.3. Explain possible indicators of pending escalation of STG activity**

Provide the following scenario to the class to discuss:

An officer notices that inmates in a housing unit have suddenly started putting washcloths in their back pockets. These inmates also seem to be grouping more often in the dayroom.

Discussion questions:

- > What should this officer do?
- > How would this officer determine if this behavior is concerning?

Discussion questions:

- > What should you look for during a cell or area search that might indicate inmates are planning a disruptive STG event?
- > What are the possible consequences of inadequate monitoring of STG activity?

☒ **CO821.4. Explain how to deter STG activity**

Discuss the importance of being aware, being proactive, and avoiding complacency when monitoring STGs.

☒ **CO821.5. Describe how to document STG activity**

Provide to the class an STG scenario that includes the following: a list of items found, pictures of gang symbols, coded messages, etc. Instruct students to write a report and have them conduct peer critiques.

LESSON VOCABULARY

security threat group (STG)

tagging

UNIT 2 INMATE CONFINEMENT AND SECURITY ISSUES

LESSON 2 CONFINEMENT AND DEATH ROW

Lesson Goal

At the end of this lesson, students will understand how to monitor an inmate in administrative confinement, protective management, disciplinary confinement, or death row.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 8)

Communication Exercise: Arguing Cellmates

Conduct Communication Exercise: Arguing Cellmates

☒ **CO822.1. Describe the reasons for administrative confinement and the possible conditions and privileges of inmates in administrative confinement**

☒ **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**

Discussion Questions:

- What are the consequences of not following agency policy on the conditions and privileges inmates should receive while in disciplinary confinement?
- For example, what might happen if an officer does not allow an inmate access to legal materials while in disciplinary confinement?

☒ **CO822.4. Describe how to adjust the monitoring routine of inmates who are in confinement or protective management**

☒ **CO822.5. Explain the housing and monitoring requirements unique to an inmate on death row**

Direct students to the Florida Department of Corrections' website, The Daily Routine of Death Row Inmates, and discuss the following points with students:

- the housing and monitoring requirements unique to a death row inmate
- security issues and special considerations when monitoring death row inmates
- how as officers they would emotionally cope with working on death row

Instructors from county facilities may discuss what security measures are in place when death row inmates are at a facility during appeals, etc.

Note: the following is an additional lesson activity.

The following activity is designed to familiarize students with the types of confinement used in correctional facilities:

1. Divide the class into groups.
2. Have each group create a presentation on one of the types of confinement: administrative confinement, protective custody, disciplinary confinement.
3. Students should include definitions, reasons the type of confinement is used, and the privileges and conditions allowed. If possible, students can research a specific agency's policy on confinement.
4. Once students present, facilitate a conversation on the similarities and differences between each type of confinement.

LESSON VOCABULARY

administrative confinement

disciplinary confinement

protective management

COMMUNICATION EXERCISE: ARGUING CELLMATES

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students demonstrate effective communication skills when intervening in an inmate dispute while controlling the scene and gaining compliance.

Facilitator Instructions (DO NOT READ ALOUD): An officer is supervising a confinement unit where two inmates in the same cell are arguing about canteen items. Physical force is not used. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Participants: One officer and two inmates.

Provide instructions to participants separately.

Inmate 1 and Inmate 2 Instructions (DO NOT READ ALOUD): You are arguing with each other in your cell about canteen items. **Do not escalate to physical force.** Stop arguing only if the officer de-escalates the situation, asks questions about the reason for the argument, or redirects the conversation. Continue arguing if the officer does not provide professional and appropriate directions.

Officer Instructions (READ TO CLASS): You are an officer directly supervising a confinement unit where two inmates in the same cell are arguing.

Stop the exercise when the officer:

- ✓ calls for backup or de-escalates the argument by establishing their authority, asking questions regarding the reason for the argument, or redirecting the inmates
- ✗ escalates the situation or communicates unprofessionally

Post-Exercise Discussion

Ask the officer:

- ✓ What went well for you?
- ✓ What could you have done better?
- ✓ Were there any alternative actions you could have taken?

Ask the class:

- ✓ How did the officer respond to the initial participants contact?
- ✓ What questions could the officer have asked that might be more clear, concise, and open-ended?
- ✓ How did the officer show active listening and check for understanding?
- ✓ What non-verbal communication did the participants display?
- ✓ How could the officer have concluded the communication more appropriately?
- ✓ How did the officer adapt their communication style based on the situation?
- ✓ How did the officer demonstrate that they acknowledged the inmates' responses?
- ✓ Give an example of how the officer did or did not allow adequate time for the inmates to respond.
- ✓ What were the most effective questions that the officer asked?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the inmates. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises give students a chance to practice verbally de-escalating incidents. They give the facilitator prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You could build the lesson around the exercise. You could also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the Core Communication Competencies Handout from Chapter 3 before conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force, and how they would explain their use of force in court.
- You can instruct a participant—but not the officer role—to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the given questions with the communication exercises to facilitate a class discussion. You may also refer to the Core Communication Competencies Handout from Chapter 3 to form your own questions.
- Allow students time to respond to questions when gaining feedback from the class and encourage all students to participate in the discussion.

WRITING ASSIGNMENT INSTRUCTIONS

Each student is required to complete one mandatory writing assignment for each chapter.

This writing requirement aims to enhance students' understanding of the material and improve their written communication skills. The required assignment can be done with any lesson from the chapter. It is up to the instructor to determine the type, format, and length of the writing assignment students must complete. The instructor may provide additional guidelines for each writing assignment to ensure that students effectively engage with the course material. Examples of writing assignments include:

- Writing a summary of the chapter or a lesson
- Writing a report based on a role-play exercise, communication exercise, or scenario
- Writing daily journal entries reflecting on daily lesson content
- Writing about recent news events relating to the current chapter or lesson

INCIDENTS AND EMERGENCIES IN CORRECTIONAL FACILITIES

Course Number: CJK_0336

Course Hours: 20 hours

Course Structure: 3 units, 12 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ identify and interpret the response to a critical incident
- ✓ describe the elements of an emergency plan and level of response
- ✓ identify standard procedures and equipment used when responding to critical incidents
- ✓ select the standard procedures for crime scene control
- ✓ describe how to manage victims, witnesses, and suspects
- ✓ describe procedures for the chain of custody for evidence

Required Activities

Suggested Activities

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UNIT 1 IDENTIFYING CRITICAL INCIDENTS

LESSON 1 RESPONDING TO A CRITICAL INCIDENT

Lesson Goal

At the end of the lesson, students will be able to identify and respond to critical incidents.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 9)

Communication Exercise: Non-sworn Interaction

Conduct Communication Exercise: Non-sworn Interaction

☒ CO911.1. Identify what information to convey during a critical incident

Describe critical incidents that may occur in a facility. You may discuss critical incidents that recently occurred at a local facility.

Provide the following scenario to the class to discuss:

As soon as you arrive at work, you smell something burning. When you walk around the corner, you notice an inmate's mattress is on fire.

Discuss with students: how would you respond?

Divide the class into groups and give each group one of the following situations:

- > fire
- > inmate suicide
- > fight in the recreation yard
- > escape attempt

Have each group discuss their situation and come up with a list of details that officers reporting the critical incident need to provide to control room staff, such as the location of the incident, the number of inmates involved, etc.

Additional discussion questions:

- > Who needs to be notified in a critical incident?
- > Why should correctional officers notify staff during a critical incident?
- > What could go wrong if correctional officers do not notify staff during a critical incident?

☒ **CO911.2. Describe the protocols for chain of command during a critical incident**

Using an organizational chart of a facility, discuss how the chain of command would operate during a critical incident.

Discussion questions:

- Why is it important to follow the chain of command in any situation, especially during a critical incident?
- What are some things that could go wrong if chain of command protocol is not followed during a critical incident?
- Ask students to explain in their words the role of the chain of command during a critical incident.

☒ **CO911.3. Determine when to call for assistance during a critical incident**

Provide the following scenario to the class to discuss:

Several inmates are seen fighting in the courtyard. Since Officer Allen is close to the fight, she tries to break up the fight even though the number of inmates involved keeps increasing.

Discuss with students:

- What should the officer do in this situation?
- What could she have done differently?

Describe the different levels of response and appropriate assistance to a variety of critical incidents.

Identify the different types of response teams and methods for determining which officers respond to which type of critical incident.

Divide the class into groups. Give students a list of different types of critical incidents and have each group brainstorm what resources might be used to respond.

Emphasize to students that inmates may use critical incidents as intentional distractions. You may provide some examples to generate a discussion.

Provide samples of agency emergency plans and have students review, analyze, and discuss what these plans include.

Divide the class into groups. Have each group create an agency emergency plan showing the different levels of response to emergency situations. Have the groups share their plans and provide feedback to one another.

☒ **CO911.4. Explain how to set up a perimeter during a critical incident**

☒ **CO911.5. List guidelines for an evacuation**

Describe evacuation techniques.

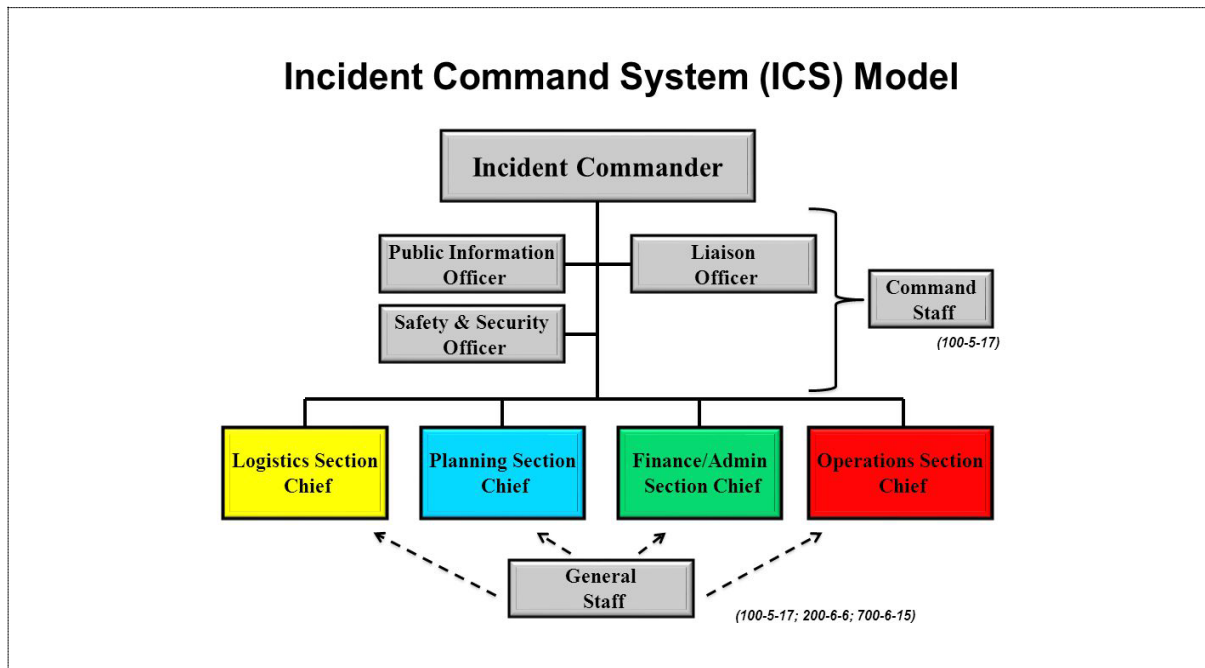
Describe a lockdown and the reasons for using a lockdown.

Google search “Federal Emergency Management Agency (FEMA) training ISP courses.” Unless otherwise incorporated in training, have students complete the following courses:

- > IS-100C: Introduction to the Incident Command System
- > IS-200.C: Basic Incident Command System for Initial Response
- > IS-700.B: An Introduction to the National Incident Management System
- > IS-800.D: National Response Framework, An Introduction

Explain the role of the correctional officer within the scope of an incident command system (ICS).

Draw a model organization chart for an ICS. Use your own experience or see the example below:



☒ **CO911.6. Explain how to help resolve a critical incident**

Discuss the possible consequences of poorly handled critical incidents. Have students brainstorm what the possible media headlines may be, then show videos or articles about an incident that was not resolved properly.

Divide the class into groups and give each group one of the following situations:

- > fire
- > inmate suicide
- > fight in the recreation yard
- > escape attempt

Have each group discuss their situation and have them come up with a plan to resolve their assigned issue.

Discussion questions:

- > Why is it important to resolve an incident or emergency in a correctional facility?
- > What could go wrong if correctional officers do not respond correctly during a critical incident?

☑ CO911.7. Discuss how to document a critical incident

Show sample documentation for a critical incident. Walk the students through the process of filling out the paperwork.

Divide the class into groups and give each group one of the following scenarios:

- > water pipe burst laundry area
- > inmate medical emergency
- > hostage situation
- > hazardous waste spill

Have each group discuss their situation and fill out a mock report to document it.

LESSON VOCABULARY

correctional emergency response team (CERT)

critical incidents

incident command system (ICS)

COMMUNICATION EXERCISE: CLASSROOM INTERACTION

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students demonstrate effective communication skills when interacting with non-sworn personnel in the facility.

Facilitator Instructions (DO NOT READ ALOUD): A GED teacher in a classroom section of a facility calls inside security because of an emergency. When the officer arrives, the teacher tells the officer that they need to bring a missing inmate to class. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Participants: One officer and one teacher.

Provide instructions to participants separately.

Non-sworn Personnel Instructions (DO NOT READ ALOUD): You are a GED teacher in the classroom section of a facility. One of your students is not present. You call inside security and tell them you have an emergency. When the officer arrives, tell them that the emergency; one of their students has not arrived to class. Demand that the officer go and get the student inmate and bring them to the classroom section.

Officer Instructions (READ TO CLASS): You are an officer in a facility who is responding to an emergency in the classroom section.

Stop the exercise when the officer:

- ✓ professionally and patiently communicates with the teacher
- ✗ acts in a disrespectful way or yells at the instructor that this is not an actual emergency

Post-Exercise Discussion

Ask the officer:

- ✓ What went well for you?
- ✓ What could you have done better?
- ✓ Were there any alternative actions you could have taken?

Ask the class:

- ✓ How did the officer respond to the initial participant contact?
- ✓ What questions could the officer have asked that might be more clear, concise, and open-ended?
- ✓ How did the officer show active listening and check for understanding?
- ✓ What non-verbal communication did the participants display?
- ✓ How could the officer have concluded the communication more appropriately?
- ✓ How did the officer adapt their communication style based on the situation?
- ✓ Give an example of how the officer did or did not allow adequate time for the teacher to respond.

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 1 RIOT MANAGEMENT

Lesson Goal

At the end of this lesson, students will be able to respond to a disturbance or a riot.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 9)

☒ **CO921.1. Differentiate between a disturbance and a riot**

☒ **CO921.2. Describe the conditions that could prompt a disturbance or riot**

Provide the following scenario to the class to discuss:

The number of fights between inmates increased over a three-week period. An inmate approached Officer Jordan and advised him to take the next day off, and he did. Officer Jordan found out that a riot caused a lot of damage. Officer Jordan felt somewhat responsible for what happened.

Discussion questions:

- > Was he responsible?
- > What would you have done if you were in this situation?

Discussion questions:

- > How can a disturbance escalate into a riot?
- > What are some indicators and conditions that precede a riot?

Write out some examples of disturbances and riots. Have the students discuss among themselves and then classify each item as either a disturbance or a riot.

Divide the class into groups. Have each group create a list of conditions and indicators that could lead to a disturbance or riot. Have each group share their list with the class.

☑ CO921.3. Identify the necessary equipment for responding to a disturbance or riot

Discuss with students: what is useful equipment when dealing with a riot or disturbance?
Record the responses on a whiteboard or flip chart.

Show the following equipment officers use to respond to riots or disturbances:

- > restraints
- > chemical agents
- > electronic control devices (ECDs)
- > firearms
- > nonlethal and impact weapons
- > shields
- > emergency keys (both on and off site)
- > communication devices
- > any other equipment dictated by the agency

Walk through what each piece does and how they work together to resolve these situations.

☑ CO921.4. Explain standard procedures for responding to a disturbance or riot

Search online for “A Guide to Preparing for and Responding to Jail Emergencies NICIC.” Have students read (pp. 173–180). Discuss with the class.

The following activity is designed to familiarize students with what needs to be completed after a riot is over:

1. Divide the class into groups.
2. Have each group create a list of activities that may need to be completed by officers after a riot is over.
3. Have a spokesperson from each group present the list.

Describe what happens after a riot or disturbance has been contained.

Facilitate a mock debrief or action review following the containment of a riot or disturbance. Have students identify what was done correctly or what could be improved.

Note: below is an additional lesson activity.

Show videos of riots in a prison or jail. Discuss the following with the class:

- > what conditions prompted the riot
- > what equipment officers used or could have used to respond to the riot
- > procedures officers used or could have used to respond to the riot

LESSON VOCABULARY

disturbance

riot

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 2 ESCAPE PREVENTION

Lesson Goal

At the end of this lesson, students will be able to respond to an escape or escape attempt.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 9)

Communication Exercise: Housing Announcement

Conduct Communication Exercise: Housing Announcement

☒ CO922.1. Describe the signs of an escape attempt and how to prevent it

Provide the following scenario to the class to discuss:

An officer monitors the same area each day and at the same time. Also, each time they conduct a search, they do it during the same time frame. Several inmates noticed this pattern and planned an escape using the tools they created.

Discuss with students: how could the officer have prevented this escape?

Discussion questions:

- > What are ways inmates may try to escape?
- > How can an escape be prevented?
- > What are situations in which escapes more commonly occur?
- > What can an officer do to avoid becoming complacent?

Show videos of news stories about inmate escapes. Follow videos with a discussion on how the escape could have been prevented.

Discussion questions:

- > When are escapes likely to occur?
- > What are the common indicators of planned escapes?

☒ **CO922.2. Identify the necessary equipment and resources for responding to an escape or escape attempt**

Invite someone from a response team such as CERT, SWAT, Canine Team to discuss the equipment and procedures used during an inmate escape.

Show the following equipment officers use when an inmate escapes:

- > canine teams
- > communication equipment
- > cameras or video equipment
- > vehicles
- > face sheets (identification of inmates, e.g., pictures, alias, or tattoos)
- > information about known associates
- > mechanical restraints
- > manual inmate counting and electronic identification devices
- > flashlights
- > local maps of the area
- > weapons
- > radio frequency identification (RFID)
- > any other equipment dictated by the agency

Discuss what each piece does and how they work together to resolve these situations.

☒ **CO922.3. Explain standard procedures for responding to an escape**

Search online for “A Guide to Preparing for and Responding to Jail Emergencies NICIC.” Have students read pages 161–167. This section provides an example of an inmate escape. After reviewing, discuss with the class.

Review an example of an agency emergency plan that deals with escapes and escape attempts.

COMMUNICATION EXERCISE: HOUSING ANNOUNCEMENT

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students demonstrate effective communication skills when addressing a large group of inmates before or during a lockdown situation.

Facilitator Instructions (DO NOT READ ALOUD): Two officers address a housing unit to announce that the institution is in lockdown because of an emergency event. They announce the cancellation of all visitation, programs, and religious services. Select students to participate as inmates. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students. Run this exercise several times throughout instructing Chapter 9.

Participants: Two officers and half the class as inmates.

Provide instructions to participants separately. Instruct the two officers to step out of the classroom while you explain the exercise to the class.

Classroom Inmate Instructions (DO NOT READ ALOUD): You are inmates in a housing unit. Two officers are going to announce that the institution is in lockdown because of an emergency event. They announce the cancellation of all visitation, programs, and religious services. You will act upset, ask many questions at the same time, but refrain from becoming physical.

Officer Instructions (READ TO CLASS): Command staff has instructed you to announce that the facility will be in lockdown because of a critical incident. You will announce the cancellation of all visitation, programs, and religious services. Choose the scenario based on one of the nine types of critical incidents in the textbook.

Stop the exercise when the officers:

- ✓ maintain control of the situation, redirect the questions, and use empathy to de-escalate the situation
- ✗ cannot de-escalate the situation and the inmates are bordering on physical behavior

Post-Exercise Discussion

Ask the officers:

- ✓ What went well for you?
- ✓ What could you have done better?
- ✓ Were there any alternative actions you could have taken?

Ask the class:

- ✓ How did the officers respond to the initial participants contact?
- ✓ How did the officers show active listening and check for understanding?
- ✓ What non-verbal communication did the participants display?
- ✓ How could the officers have concluded the communication more appropriately?
- ✓ How did the officers adapt their communication style based on the situation?

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 3 HOSTAGE INCIDENTS

Lesson Goal

At the end of this lesson, students will be able to respond to a hostage incident.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 9)

☒ **CO923.1. Define what a hostage incident is**

Describe a hostage incident and events that may lead to this type of emergency.

Show a video or news article about a hostage incident in a correctional facility. Facilitate a discussion on responding to hostage situations.

☒ **CO923.2. Identify the necessary equipment for responding to a hostage incident**

Show the following equipment officers use for hostage incidents:

- > restraints
- > chemical agents
- > monitoring equipment such as camcorders, closed-circuit televisions, or cameras
- > building blueprints and floor plans
- > nonlethal and impact weapons
- > emergency keys
- > communication devices
- > any other equipment dictated by the agency
- > Discuss what each piece does and how they work together to resolve these situations.

☒ **CO923.3. Explain standard procedures for responding to a hostage incident**

Provide the following scenario to the class to discuss:

An officer hears yelling from the infirmary and goes to investigate. An inmate is holding a nurse hostage with a weapon.

Discussion question: how should this officer respond?

☒ **CO923.4. Explain standard procedures if you are taken hostage**

Emphasize that if you are taken hostage, you have no rank. You have no authority to make decisions and should not interfere with negotiations.

Create your own scenario exercise requiring students to respond to a hostage incident. Discuss the outcome and provide feedback as necessary.

LESSON VOCABULARY

hostage incident

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 4 BOMB THREATS

Lesson Goal

At the end of this lesson, students will be able to respond to a bomb threat.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 9)

☒ CO924.1. Describe the indicators of a bomb threat

Describe the types of bomb threats, and ways in which a bomb threat may be communicated.

Discussion questions:

- > How does an officer respond when they believe a bomb threat is a hoax?
- > What are some of the consequences if a facility is not prepared for a bomb threat?
- > What are some of the consequences if a facility does not take a bomb threat seriously?
- > Who might make a bomb threat?

Invite someone from an agency bomb squad to come speak to the class.

☒ CO924.2. Identify the necessary equipment for responding to a bomb threat

Emphasize equipment restrictions when responding to a bomb threat. Discuss the use of landlines to communicate.

Show the following equipment officers use for a bomb threat:

- > mounted long-range cameras
- > non-electrical devices
- > any other equipment dictated by the agency

Discuss what each piece does and how they work together to resolve these situations.

☒ **CO924.3. Explain standard procedures for responding to a bomb threat**

Provide the following scenario to the class to discuss:

During a routine search, an officer discovers a suspicious device that looks like a bomb. The officer immediately moves the device to a secluded area, then calls their supervisor using the radio.

Discuss with class: did this officer respond appropriately? Why or why not?

The following activity is designed to help students practice how to respond to a bomb threat:

1. Create a scenario in which a bomb threat has been issued.
2. Use a pre-recorded mock threat or use a live mock threat.
3. Have students determine what the indicators might be, what equipment would be used to address the issue, what type of equipment may NOT be used, and what the procedures would be to address the issue.
4. Debrief after the activity.

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 5 OUTSIDE FACILITY ASSAULTS

Lesson Goal

At the end of this lesson, students will be able to respond to outside facility assaults.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 9)

☒ CO925.1. Describe the indicators of a facility assault

Discussion questions:

- > When you hear “outside threats to a facility,” what do you think of?
- > What are some ways a facility attack may occur?
- > What are some indicators that could precede a facility assault?
- > Are facility assaults serious threats?
- > What are the consequences if a facility is not prepared for a facility assault?

☒ CO925.2. Identify the necessary equipment for responding to a facility assault

Show the following equipment officers use for a facility assault:

- > restraints
- > chemical agents
- > barriers
- > electronic control devices (ECDs)
- > firearms
- > shields
- > vehicles
- > nonlethal and impact weapons
- > emergency keys (on and off site)
- > communication devices
- > any other equipment dictated by the agency

Discuss what each piece does and how they work together to resolve these situations.

☒ CO925.3. Describe the measures used to prevent and resolve a facility assault

☒ **CO925.4. Explain standard procedures for responding to a facility assault**

Provide the following scenario to the class to discuss:

Several vehicles are approaching the facility at high speeds with no signs of slowing down. A few seconds later, gunshots are fired.

Discuss with students: what would be an appropriate response to ensure the safety of the facility?

Show and discuss the video below or find a similar video. The video can be found on YouTube. After watching the video, ask students to give their reactions.

“Inside the Star” —Corrections Response Team, Pinellas Sheriff (2:50 minutes)

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 6 HAZARDOUS MATERIALS

Lesson Goal

At the end of this lesson, students will be able to respond to a hazardous materials incident.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 9)

- ☒ **CO926.1. Explain the safety risks of hazardous materials**
- ☒ **CO926.2. Describe what a safety data sheet is and why it is used**

Have students who have used an SDS share their experiences and knowledge with the class.

Show an example of a SDS from your agency or print materials from the OSHA website to discuss with the class.

Discuss with students:

- > Have you ever inappropriately mixed chemicals? For example, a cleaning product (or chemical) with ammonia?
- > What are some ways that inmates or correctional officers might inappropriately combine chemicals?

Using an SDS (the one you previously passed out or another one of your choosing), discuss the significance of each of the 16 identifying items as it relates to controlling hazardous materials. If possible, demonstrate how to use the SDS to control hazardous materials.

Have students define in their own words the terms “hazardous materials” and “Safety Data Sheet” as they relate to a correctional officer. Ask students to come up with an example or a brief scenario of how they’d use each term within their job and why each term is important to an officer’s work.

Show a video on controlling hazardous materials. Discuss with students.

Discuss with students: what are some hazardous materials officers may encounter within their facilities?

The following activity is designed to help students visualize the steps of responding to a hazardous materials situation and practice their writing skills:

1. Provide students with a scenario and a sample SDS.
2. Divide the class into groups and have students write a short narrative on how they would respond, detailing the specific steps they would take.
3. Have the groups present their narratives and discuss.
4. Provide appropriate correction and guidance.

☒ **CO926.3. Identify the classes and dangers of hazardous materials described in the *Emergency Response Guidebook (ERG)***

☒ **CO926.4. Describe the indicators of hazardous materials**

Provide the following scenario to the class to discuss:

While on a work detail, an inmate accidentally mixes bleach and ammonia.

Discuss with students: what immediate actions should be taken?

The following activity is designed to help students learn examples of the different classes of hazardous materials as shown in the ERG:

1. List the nine classes of hazardous materials on the board.
2. List examples of different types of hazardous materials in a random order.
3. Have students match the materials with the appropriate class.
4. Provide feedback.

Discuss with the class any experiences you or your co-workers have had in regard to hazardous materials.

Provide examples of the different hazmat placards.

Use pages 152–279 of the *(ERG)* to show examples of how the guide is used.

Ask students how the use of SDS might be useful in responding to hazmat E.

Discussion questions:

- > Which two of the five senses can potentially be used to determine the indicators of a hazardous material?
- > What is the one sense you should never use to test hazardous materials?

Be sure to discuss the lethal nature of inhaling CO₂.

☒ **CO926.5. Identify the necessary equipment for responding to a hazardous materials incident**

Show the following equipment that officers use for hazardous materials:

- > personal protective equipment (PPE) (face mask, gloves, gowns, hazmat suit)
- > self-contained breathing apparatus (SCBA)
- > bloodborne pathogens clean up kit
- > barriers
- > any other equipment dictated by the agency

Discuss what each piece does and how they work together to resolve these situations.

☒ **CO926.6. Explain standard procedures for responding to a hazardous materials incident**

The following activity is designed to help students practice how to respond to a biohazardous material scenario:

1. Create a scenario in which an officer encounters biohazardous material.
2. Have students determine what the indicators might be, what equipment (including PPE) would be used to address the issue, and what the procedures would be to address the issue.
3. Have students present their findings and provide feedback.

☒ **CO926.7. Explain how to store and move sensitive facility supplies**

Have students provide examples of sensitive supplies that they might find in a correctional facility and explain what makes the item(s) sensitive.

Discuss with students: what may happen if they misuse or incorrectly store sensitive supplies?

Create a scenario in which students must select sensitive items from a list of sensitive and non-sensitive items. Have students discuss how they would store the sensitive items.

Provide samples or descriptions of non-threatening materials that can be used to create sensitive supplies. Have students brainstorm the ways that the materials given can be used to create sensitive supplies. Discuss with the class and provide feedback.

Discuss with students: how would you respond if exposed to hazardous materials?

LESSON VOCABULARY

Emergency Response Guidebook (ERG)

hazardous material

safety data sheet (SDS)

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 7 MEDICAL EMERGENCIES

Lesson Goal

At the end of this lesson, students will be able to respond to a medical emergency.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 9)

☒ CO927.1. Explain what a medical emergency is and how to recognize signs and symptoms

Provide the following scenario to the class to discuss:

You notice that an inmate is sweating, experiencing shortness of breath, appears pale, and is disoriented.

Discussion questions:

- > How would you determine if this is a medical emergency?
- > How would you respond?

Discuss situations in which what appears to be a violation is actually a medical emergency.

Remind students that officers must always ensure that medical issues are ruled out if an inmate is displaying unusual behavior or symptoms.

Discussion questions:

- > Why is it important to address medical emergencies in a facility?
- > What are the liability issues for staff?
- > Can an agency employee still be held liable for an issue even after they have left the agency? Why or why not?
- > What could go wrong if medical emergencies are ignored or missed?
- > What kinds of resources are available for medical emergencies and how would an officer access them?

Discuss situations in which inmates may declare a medical emergency vs. when staff does.

Divide the class into groups. Have each group create a list of medical emergencies that could occur in a facility. Have each group present their list to the class.

If first-aid training has been completed, discuss addressing a medical situation within a crime scene.

☒ **CO927.2. Identify the necessary equipment and resources for responding to a medical emergency**

List the medical resources available when responding to a medical emergency in a facility.

Show the following equipment officers use for medical emergencies:

- > PPE (e.g., gloves, masks)
- > an automated external defibrillator (AED)
- > first-aid kit
- > any other equipment dictated by the agency

Discuss what each piece does and how they work together to resolve these situations.

☒ **CO927.3. Explain standard procedures for responding to a medical emergency**

LESSON VOCABULARY

medical emergency

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 8 FACILITY FIRES

Lesson Goal

At the end of this lesson, students will be able to respond to a fire.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 9)

Class A fire extinguisher, or other fire extinguisher

☒ CO928.1. Describe the components and indicators of a facility fire

Provide the following scenario to the class to discuss:

An inmate accidentally starts a grease fire in the kitchen and throws water on it in panic.

Discuss with students: how would you respond?

Describe the major components and indicators of a fire.

Divide the class into groups. Assign each group a class of fire:

- > Class A—ordinary combustibles
- > Class B—flammable liquids
- > Class C—electrical
- > Class D—combustible metals
- > Class K—subcategory of Class B (kitchen fires; cooking oils or fats)

Have each group quickly review its class of fire. Then, have each group give a brief presentation with examples.

☒ CO928.2. Identify the necessary equipment for responding to a facility fire

Divide the class into groups. Ask each group to compile a list of equipment needed to combat a fire. Record each group's responses on a whiteboard or flip chart. Fill in any needed equipment and encourage students to ask any questions they may have.

☒ **CO928.3. Differentiate between the types and uses of fire extinguishers**

Invite the local fire marshal or a firefighter to come speak to the class.

Demonstrate the use of various types of fire extinguishers. Divide the class into groups.

Assign each group one of the following types of fire extinguishers:

- > A
- > B
- > C
- > D
- > K
- > ABC

Have each group use the textbook and any prior experience to understand the group's assigned fire extinguisher type. Then, have each group give a short presentation explaining its type of fire extinguisher to the rest of the class.

☒ **CO928.4. List the steps for using a portable fire extinguisher**

Have students practice using a fire extinguisher. (You may be able to partner with fire officials to conduct this demonstration). Provide feedback and correction as needed.

Create a mock fire equipment situation. Use a mask with tape to block out vision. Set up a classroom with obstacles or a rescue situation.

☒ **CO928.5. Explain standard procedures for responding to a facility fire**

Note: below are additional lesson activities.

Discussion questions:

- > What does "fire rescue" mean in a correctional facility?
- > What happens to inmates during a fire emergency?
- > What are some consequences if a facility is not prepared for a fire emergency?
- > Who are the people that need to be contacted during a fire emergency?

Review *A Guide to Preparing for and Responding to Jail Emergencies* (pp. 155–160), and discuss.

UNIT 2 TYPES OF CRITICAL INCIDENTS

LESSON 9 DISASTERS

Lesson Goal

At the end of this lesson, students will be able to respond to disasters.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 9)

Role-Play Exercise: The Broken Pipe

☒ CO929.1. Differentiate between natural disasters and human-instigated disasters

Discuss with students: what are the immediate impacts of different types of human-instigated and natural disasters on a correctional facility?

The following activity is designed to help students learn the differences between natural and human-instigated disasters:

1. Divide the class into two groups.
2. Have one group list as many human-instigated disasters as they can.
3. Have the other group list as many natural disasters as they can.
4. Record their answers on a whiteboard or flip chart, making sure to point out the differences between human-instigated and natural disasters.

☒ CO929.2. Identify the necessary equipment for responding to a disaster

Show the following equipment officers use for disasters:

- > backup communications equipment
- > backup power source
- > flashlights with batteries
- > emergency food supplies (non-perishable)
- > stored water
- > medical supplies
- > tents or temporary shelters
- > additional bedding or linens
- > vehicles
- > weapons

Discuss what each piece does and how they work together to resolve these situations.

Stress the responsibilities of officers to a facility over family during a natural disaster.

☒ **CO929.3. Explain standard procedures for responding to a disaster**

Provide the following scenario to the class to discuss:

A tropical storm causes an entire cell block to flood.

Discuss with students: how would you safely evacuate inmates to another location?

Conduct Role-Play Exercise: The Broken Pipe.

Note: below are additional lesson activities.

Discuss any agency-specific policies on bringing family of staff into the facility.

Review *A Guide to Preparing for and Responding to Jail Emergencies* (pp. 169–172) and discuss with the class.

Show video of an emergency evacuation of a prison or jail. Discuss the students' reactions.

LESSON VOCABULARY

human-instigated disaster

natural disaster

ROLE-PLAY EXERCISE: THE BROKEN PIPE

Objective (DO NOT READ ALOUD): The desired outcome of this exercise is to have students identify the proper procedures and equipment to use when responding to disasters while keeping in mind the care, custody, and control of inmates.

Facilitator Instructions: The students in this exercise have completed the unit on Types of Critical Incidents. No physical force will be used in this exercise. At the end of the exercise, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

DO NOT READ ALOUD: An inmate begins to yell that a large pipe has broken and several cells are being flooded with water from an unknown location. One officer goes to the cell area and notices water flooding into the first two cells, each containing one inmate. The first officer calls for backup. A second officer arrives and the two begin to examine the area and discuss the next step.

READ TO CLASS: Two officers are supervising a housing area.

Logistics

- Scene Set-Up: housing area
- Officer Equipment: standard equipment
- Props: N/A
- Participants: two officers and one inmate

Role-Play Instructions (DO NOT READ ALOUD)

Provide instructions to role players separately.

Inmate: You see a pipe has burst and water is flooding into your cell. You start yelling at nearby officers and appear fearful and worried about possible dangers such as electrocution. You comply with the officers' commands if they are professional. If they are unprofessional, become more panicked.

Officer 1: You are monitoring a housing area when a panicked inmate informs you of a potential critical incident.

Officer 2: You are monitoring a housing area and receive a backup request.

Expected Officer Behaviors

For facilitator's eyes only.

- ✓ Demonstrate situational awareness and officer safety.
- ✓ Demonstrate professionalism.
- ✓ Evacuate the inmate to a safe place.
- ✓ Notifying the proper chain of command.
- ✓ Take the appropriate action related to the critical incident.
- ✓ Practice good communication skills with the inmate and fellow staff members.
- ✓ Recognize and understand non-verbal communication.
- ✓ Show effective listening skills.

UNIT 3 ON-SCENE MANAGEMENT

LESSON 1 PROTECTING THE SCENE AND EVIDENCE

Lesson Goal

At the end of this lesson, students will be able to protect and control a crime scene.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 9)

☒ **CO931.1. Identify which staff to notify when a crime has occurred**

Discussion questions:

- > What information needs to be communicated to staff when a crime occurs?
- > Why is it important to communicate this information?

☒ **CO931.2. Explain how to control a crime scene**

☒ **CO931.3. Identify how to enter a crime scene to administer first aid while not disturbing evidence**

Discuss safety issues when entering a crime scene, as well as the removal of unauthorized people at the scene.

Provide the following scenario to the class to discuss:

Inmate Cooper stabbed Inmate Williamson in their neck. Blood was gushing out of Inmate Williamson's neck and all over the floor.

Discussion questions:

- > How will you respond to this?
- > How will you administer first aid without disturbing the evidence?

☒ **CO931.4. Explain how to secure, protect, and document a crime scene**

Show some examples of properly filled out logs of activities happening in a crime scene.

Discussion questions:

- > What are some safety issues when entering a crime scene?
- > Who needs to be contacted when a crime scene is encountered?

- > Why is it important to limit access to a crime scene?
- > What are the consequences if a crime scene is not well controlled?
- > When is it not appropriate for a correctional officer to enter a crime scene?
- > Who are essential personnel to respond to the crime situation?

☒ **CO931.5. State how to identify and properly collect evidence for a crime scene**

The following activity is designed to help students practice filling out logs at a crime scene:

1. Divide the class into groups.
2. Give the groups a scenario of a crime in a facility (or use the scenario from the beginning of this lesson in the textbook).
3. Provide groups with blank logs and have them fill out the logs as a group.
4. Provide feedback.

UNIT 3 ON-SCENE MANAGEMENT

LESSON 2 MANAGING VICTIMS, WITNESSES, AND SUSPECTS

Lesson Goal

At the end of this lesson, students will be able to manage victims, witnesses, and suspects involved in an incident.

Materials

Basic Recruit Training Program for Florida Correctional Officers, Volume 1 (Chapter 9)

☒ **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**

Discussion questions:

- > Why should possible victims, witnesses and suspects be separated immediately?
- > What are the methods used for identifying victims, witnesses, and suspects, and determining each person's role in the incident?
- > Why is it important to correctly identify the victims, witnesses, and suspects during an investigation?
- > What are the consequences if you do not correctly identify the victims, witnesses, and suspects during an investigation?
- > What are some things to look for when trying to identify victims, witnesses, and suspects during an investigation?

Have students brainstorm possible physical indicators that an inmate may have been involved in a crime and compare the physical indicators listed in the text.

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the inmates. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises give students a chance to practice verbally de-escalating incidents. They give the facilitator prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You could build the lesson around the exercise. You could also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the Core Communication Competencies Handout from Chapter 3 before conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force, and how they would explain their use of force in court.
- You can instruct a participant—but not the officer role—to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the given questions with the communication exercises to facilitate a class discussion. You may also refer to the Core Communication Competencies Handout from Chapter 3 to form your own questions.
- Allow students time to respond to questions when gaining feedback from the class and encourage all students to participate in the discussion.

ROLE-PLAY INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. Corrections requires on-the-job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired through communication exercises. Furthermore, role-playing scenarios teach students about new equipment and special skills that will help keep officers and inmates safe. Conduct each role-play exercise at least three times, using a different set of students each time. Over the course of the basic recruit training program, require all students to participate several times as officers in role-play exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You can build the lesson around the exercise. You can also repeat the exercise, changing the instructions for various participants but not the officer role.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify an exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each participant on their role.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the exercise until the students demonstrate the expected officer behaviors or the facilitator deems appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize officer safety, communication, and de-escalation.
- Ask the officers to provide feedback on their performance in the exercise.
- Repeat the role-play exercise at least two more times.

WRITING ASSIGNMENT INSTRUCTIONS

Each student is required to complete one mandatory writing assignment for each chapter.

This writing requirement aims to enhance students' understanding of the material and improve their written communication skills. The required assignment can be done with any lesson from the chapter. It is up to the instructor to determine the type, format, and length of the writing assignment students must complete. The instructor may provide additional guidelines for each writing assignment to ensure that students effectively engage with the course material. Examples of writing assignments include:

- Writing a summary of the chapter or a lesson
- Writing a report based on a role-play exercise, communication exercise, or scenario
- Writing daily journal entries reflecting on daily lesson content
- Writing about recent news events relating to the current chapter or lesson