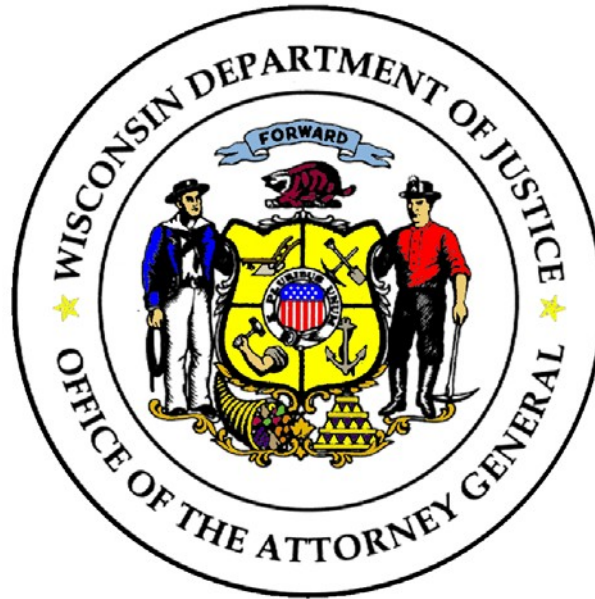


JAIL OFFICER BASIC TRAINING 160-HOUR CURRICULUM

COMPETENCIES AND LEARNING OBJECTIVES



Law Enforcement Standards Board

**Training and Standards Bureau
Wisconsin Department of Justice
June 2015**

Effective: May 1, 2016

There have been revisions made to the December 2013 document. The revisions shown in this document (June 2015) must be implemented into all basic jail officer training programs after May 1, 2016. Training programs that begin prior to that date may incorporate the changes at the school director's discretion.

The changes reflect the revisions made to DOC 350 Administrative code on September 1, 2014.

TABLE OF CONTENTS

Contents

Introduction to Corrections (4 hours)	4
Principles of Subject Control (32 hours)	4
Maintain Jail Security: Jail Security Techniques (8 hours).....	4
Jail Hostage Response (4 hours)	5
Professional Communication Skills (24 hours)	5
Ethics and Ethical Decision-Making (4 hours)	6
Admit and Release Inmates (10 hours)	7
Inmate Supervision and Behavior Control (12 hours)	8
Supervision of Special Needs Inmates / Crisis Intervention (12 hours).....	10
Prepare Reports (8 hours).....	11
Correctional Law (8 hours).....	11
Jail Health Care (8 hours)	13
CPR (Cardio-Pulmonary Resuscitation) (4 hours)	14
Jail Fire Safety (10 hours)	14
Application: Scenarios / Simulations (8 hours).....	15
Testing / Evaluation (4 hours)	15

Introduction to Corrections (4 hours)

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

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

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

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

- 2.1. Identify the four ways in which the State of Wisconsin establishes rules or standards for county jail operations.
- 2.2. Examine PREA standards and how they relate to county jail operations.
- 2.3. Identify key subjects and topics covered in DOC 350.
- 2.4. Identify key subjects and topics covered in DOC 346.
- 2.5. Identify the key role of the federal courts in regard to the legal rights of prisoners in jails and prisons.

3. Apply knowledge of the role of the jail officer as a professional person performing a professional job.

- 3.1. Identify the three key characteristics of a professional person doing a professional job.
- 3.2. Identify key areas of knowledge that a jail officer must have in order to do his or her job properly.
- 3.3. Identify key areas of psychomotor skills that a jail officer must master in order to do his or her job properly.

Principles of Subject Control (32 hours)

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

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

- 1.1. List the purposes for use of physical force in a correctional setting.
- 1.2. Identify examples of inappropriate use of physical force in a correctional setting.

- 1.3. Indicate the standard for determining the appropriateness of use of force by law enforcement and corrections officers established by the U.S. Supreme Court in *Graham v. Connor*.
- 1.4. Identify the factors that, in general, affect whether or not force in a correctional setting is "objectively reasonable."
- 1.5. Describe the key elements of the U.S. Supreme Court's ruling in *Hudson v. McMillian*, in regard to use of force against inmates.
- 1.6. Identify the key provisions of DOC 350.22 in regard to use of force in a jail setting.
- 1.7. Identify the key provisions of s.940.29, Wisconsin statutes, in regard to the responsibilities of jail officers.
- 1.8. Identify the key reasons that it is important for a jail officer to know and follow agency policy on use of force.
- 1.9. List the three ways in which use of force by a jail officer may be legally justifiable.
- 2. Apply concepts underlying factors influencing the use of force in an institutional setting.**
 - 2.1. List the common factors influencing use of force in a correctional setting.
 - 2.2. Identify the key reasons why an officer must know the factors influencing use of force in an institutional setting.
- 3. Apply the conceptual bases of the POSC system.**
 - 3.1. List the key premises underlying the POSC system.
 - 3.2. Explain the "Control Theory."
 - 3.3. Indicate the two key principles underlying the "Control Theory."
 - 3.4. Explain the concept of "control versus criminal actions."
 - 3.5. Define the four basic categories of correctional emergencies.
 - 3.6. List the steps in the "First Responder Philosophy."
 - 3.7. Indicate the assessment steps involved in the "Initial Medical Assessment" element of the First Responder Philosophy.
 - 3.8. Identify the key purpose of the "debriefing" step of the First Responder Philosophy.
 - 3.9. List the three major components of the "Disturbance Resolution Model."
- 4. Use approach considerations to make decisions on use of force.**
 - 4.1. List the three things that an officer must do in his or her initial approach to a correctional disturbance emergency situation.
 - 4.2. Identify the two key questions that must be made as part of the "decision-making" phase of APPROACH CONSIDERATIONS.
 - 4.3. List the factors that an officer should consider in determining the desirability of making contact in response to a disturbance emergency.
 - 4.4. Indicate the issues that apply in regard to "Tactical Deployment."
 - 4.5. List the three things that an officer must do as part of "Tactical Evaluation."
 - 4.6. List the four considerations in regard to "Tactical Evaluation."
 - 4.7. Define "Threat Assessment Opportunities."
 - 4.8. Identify the key factors that an officer should consider as part of "Threat Assessment Opportunities."
 - 4.9. Define the three categories of "emotionally-disturbed persons" (EDP's).
 - 4.10. Identify the two basic issues to be considered by an officer as part of "officer(s) / subject(s) factors."

4.11. Identify issues included under the category "special circumstances," which is part of Tactical Evaluation.

4.12. Define the term "stabilization" as it applies to use of force in a jail setting.

5. Apply intervention options to control an inmate.*

5.1. Indicate the reasons that an officer should try to accomplish the objective of control through presence or dialog.

5.2. Identify the purposes of each of the modes on INTERVENTION OPTIONS.

5.3. Define deadly force.

5.4. Indicate the justification for use of deadly force.

5.5. List the criteria for a subject's threat to be considered "imminent" in regard to justification for application of deadly force.

5.6. Demonstrate the use of dialogue to control a subject in a simulated jail setting.

5.7. Demonstrate empty hand control in a simulated jail setting.

5.8. Demonstrate drawing and spraying of OC aerosol spray.

5.9. Demonstrate the ability to use deadly force decision-making in a simulated jail setting.

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

6.1. List the steps that are part of "Follow-through Considerations."

6.2. Identify the critical tasks that an officer performs in association with handcuffing.

6.3. Indicate the steps in "Initial Medical Assessment."

6.4. Identify a key suggested technique for an officer to follow to help rebuild a subject's self-esteem.

6.5. Demonstrate follow-through procedures following use of OC aerosol spray on a subject.

6.6. List the common categories of searches.

6.7. Define a "custodial search."

6.8. Identify the recommended position for an officer when escorting a subject.

6.9. Indicate basic guidelines for an officer to follow in regard to transporting subjects to another location following a disturbance emergency.

7. Articulate use of force decision making.

7.1. Indicate reasons why an officer's ability to articulate use of force decisions and actions are important.

7.2. List basic guidelines for an officer to keep in mind when testifying in court on a use of force incident.

8. Write use of force reports.*

8.1. Identify the title of the suggested document that an officer should use as a guide for writing a use of force report.

8.2. Identify the key elements to be included in a use of force incident report.

8.3. Identify the specific elements of information to be included in regard to approach considerations, in a use of force incident report.

8.4. Indicate the follow-through procedures that should be listed and described in a use of force incident report.

Maintain Jail Security: Jail Security Techniques (8 hours)

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

1. Use jail locking systems.

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

2. Conduct security checks.

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

3. Count inmates.

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

4. Search inmate living areas.*

- 4.1. Identify the basic recommended guidelines about when to conduct searches of inmate living areas.
- 4.2. List the general guidelines that jail officers should keep in mind about conducting searches of inmate living areas.

5. Control weapons, tools, utensils and housekeeping equipment.

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

6. Use surveillance and communications equipment.

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

Jail Hostage Response (4 hours)

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

- 1. Remain alert for indications of possible hostage situations.**
 - 1.1 Identify common reasons that hostage situations develop in jails.
 - 1.2 Identify early warning signs of possible impending hostage situations.
- 2. Apply POSC concepts and guidelines to possible hostage situations in a jail.**
 - 2.1 Explain the principles underlying the Control Theory.
 - 2.2 Describe basic guidelines for achieving control of inmates.
 - 2.3 Identify basic guidelines for proper action to try to prevent a hostage situation from occurring, to the extent possible.
- 3. Apply hostage survival techniques and guidelines in the event of a jail hostage situation.**
 - 3.1 List common inmate behavior patterns during hostage situations.
 - 3.2 List the common psychological stages experienced by hostages and hostage takers.
 - 3.3 Identify key recommended hostage survival techniques and guidelines.
 - 3.4 List key events or occurrences that an officer who has been taken hostage should try to observe during a hostage situation.
- 4. Apply guidelines for proper action during a tactical operation to end a hostage situation.**
 - 4.1 Identify things that an officer should try to do during a tactical operation to end a hostage situation.
 - 4.2 Identify things that an officer should not do during a tactical operation to end a hostage situation.
- 5. Apply guidelines for proper action in the aftermath of a hostage situation.**
 - 5.1 List some of the longer-term emotional reactions that an officer who has been taken hostage may experience following the hostage situation.
 - 5.2 Identify key characteristics symptoms of the Stockholm Syndrome.

Professional Communication Skills (24 hours)

In this course, students will learn key concepts and principles underlying professional verbal communication, and basic skills for effective communication with inmates and others with whom an officer comes into contact. Students will learn fundamentals of communication, general communication skills such as positive listening and asking questions or giving orders, overcoming barriers to effective communication, and skills for using the Basic Contact Model and Disturbance Resolution Contacts, including mediation, arbitration and crisis intervention. Guidelines for effectively communicating in the workplace are also featured. A key premise of this course is that Professional Communication Skills must be viewed in the context of unified tactical training, and is based on application of the First Responder Philosophy and Disturbance Resolution. Students will practice communication skills in a variety of simulated situations.

1. Apply professional communication skills

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

2. Integrate verbal and physical intervention skills.*

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

3. Incorporate communication skills in specific situations.

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

Ethics and Ethical Decision-Making (4 hours)

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

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

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

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

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

3. Utilize a decision-making model

- 3.1 Identify the steps involved in the decision-making process.
- 3.2 Describe how to gather and analyze data, when doing so is necessary.

4. Incorporate ethical decision-making strategies

- 4.1 Describe decision-making processes and tools to use in ethical dilemmas.
- 4.2 Identify factors that lead to unethical behavior.

Admit and Release Inmates (10 hours)

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

1. Accept prisoners for intake.

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

2. Conduct basic admissions procedures.

- 2.1. Describe basic guidelines for completion of a booking form.
- 2.2. Describe basic guidelines for conducting an inmate property inventory.
- 2.3. Complete fingerprint cards.
- 2.4. Identify the key requirements for jail personnel in regard to fingerprints of prisoners, according to state law in s.165.84(1) and (2).

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

- 3.1 Describe equipment used for collection of specimens.
- 3.2 Describe processes for identification of subjects, collection of biological samples, marking and packaging of samples, and submission of samples.

4. Conduct intake health screening.*

- 4.1. Identify the main purposes for conducting intake health screenings of inmates.
- 4.2. Describe key guidelines for conducting intake health screenings.

5. Conduct orientation of new inmates.

- 5.1. Identify the requirement, under DOC 305.24, for informing new inmates about the jail rules.
- 5.2. Indicate the reasons why it is never a good idea to give inmates advice about specific attorneys for them to contact.

5.3. Describe inmate orientation procedures. 6. Classify inmates for housing.

- 6.1. Distinguish between basic and secondary classifications.
- 6.2. Describe the goals for separation of inmates into secondary classification categories.
- 6.3. Describe the basic guideline for response to an inmate's request for a change in housing assignment.
- 7. Release inmates from custody.**
 - 7.1. Identify the four basic tasks of an officer in the overall inmate release process.
 - 7.2. Describe basic guidelines for release of an inmate from custody.
 - 7.3. Describe the possible role of a jail officer for completion of a HEALTH TRANSFER SUMMARY form, if a member of the jail health care staff is not on duty at the time of the inmate's release.
 - 7.4. Identify the requirements for release of a pre-sentenced inmate who was arrested for a domestic abuse incident.

Inmate Supervision and Behavior Control (12 hours)

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

- 1. Apply basic principles of supervision and behavior control.**
 - 1.1. List the basic goals for supervision of inmates.
 - 1.2. Identify key principles for supervision of inmates and control of inmate behavior.
- 2. Protect inmates in custody.**
 - 2.1. Indicate the three key components of a jail officer's legal duty to protect inmates.
 - 2.2. Identify key guidelines for an officer to follow to try to keep inmates safe from other inmates.
- 3. Observe inmates in custody.**
 - 3.1. Indicate key things that an officer can learn by carefully observing inmates.
 - 3.2. List the basic skills involved in "sizing up" situations while observing inmates.
 - 3.3. Identify guidelines for effective observation of inmates.
 - 3.4. Indicate the three major parts of good positioning.
- 4. Apply guidelines for effective staff-inmate relations.**
 - 4.1. List basic principles and techniques for staff-inmate supervision.
 - 4.2. Identify reasons that being available to listen to inmates is important.
 - 4.3. Indicate the key provisions of s.940.29 in regard to an officer's abuse, neglect, or ill-treatment of inmates.
- 5. Apply guidelines to avoid fraternization and sexual misconduct with inmates.**
 - 5.1. Indicate the common problems that can result from an officer's failure to recognize and respect boundaries between officers and inmates.

- 5.2. List specific things that an officer should avoid doing in order to maintain a professional distance from inmates.
- 5.3. List key guidelines for officers to follow in order to avoid fraternization.
- 5.4. Identify key provisions of s.940.225 in regard to an officer having sexual contact or sexual intercourse with inmates.
- 5.5. List behaviors by an officer, other than those indicated in s.940.225, that could constitute sexual misconduct .
- 5.6. Describe correct action by an officer if he or she violates fraternization boundaries.
- 6. Identify and avoid inmate manipulation attempts.**
 - 6.1. Identify common reasons that jail inmates attempt to manipulate staff members.
 - 6.2. List assumptions that an officer should make in regard to inmate manipulation attempts.
 - 6.3. Identify common categories, or types, of inmate manipulation attempts, and the characteristics of each.
 - 6.4. Indicate suggested actions officers should take to avoid being manipulated in specific types of inmate manipulation attempts.
 - 6.5. Describe correct action by an officer if he or she gets caught in an inmate manipulation attempt ("con game").
- 7. Use positive behavior control principles and techniques.**
 - 7.1. List actions that are part of "positive behavior control."
 - 7.2. Identify the advantages of offering a variety of programs and a range of privileges to jail inmates.
- 8. Discipline inmates for violations of jail rules.***
 - 8.1. Identify the characteristics of a good disciplinary (behavior control) system in a jail.
 - 8.2. List prohibited forms of punishment for rules violations.
 - 8.3. Describe the requirements of DOC 350.24 regarding informing inmates of jail rules.
 - 8.4. Indicate the two things that distinguish "minor" rule violations from "major" rules violations, according to DOC 350.24.
 - 8.5. List the three possible penalties that may be imposed on inmates for minor rules violations, according to DOC 350.24(2).
 - 8.6. Identify the required procedures for handling an apparent minor rules violation incident, according to DOC 350.24(2).
 - 8.7. Describe general guidelines for disciplining inmates for minor rules violations.
 - 8.8. List the possible penalties that may be imposed on inmates for major rules violations, according to DOC 350.24(3).
 - 8.9. Describe the role of a jail officer in the provision of "due process" for an apparent major rules violation by an inmate.
 - 8.10. Identify the purpose of an officer's written incident report on an apparent major rules violation by an inmate.
 - 8.11. Identify the allowed reasons that an inmate may be placed in administrative confinement, according to DOC.350.25
 - 8.12. Describe the required procedures under DOC 350.25 for placing an inmate in administrative confinement.

Supervision of Special Needs Inmates / Crisis Intervention (12 hours)

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

1. Supervise inmates undergoing normal emotional distress.*

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

2. Supervise inmates with known or suspected mental illness.*

- 2.1. List the three characteristics that a person may display that may indicate a potentially-serious mental health problem.
- 2.2. List the four categories of possibly-serious mental disorders that are common among inmates in jails.
- 2.3. List common indicators of serious depression.
- 2.4. Define hallucinations.
- 2.5. Define delusions.
- 2.6. List basic guidelines for documentation of observations of inmate behavior that may be indicative of emotional distress or mental disorder.
- 2.7. List basic guidelines for effective supervision of inmates undergoing serious depression.
- 2.8. Identify the key reason that serious depression of jail inmates is a significant concern.
- 2.9. List basic guidelines for supervision of inmates with serious thought disorders.
- 2.10. List basic guidelines for supervision of inmates with possible personality disorders.
- 2.11. Identify at least four medical conditions that can cause behavior that is similar to behavior associated with mental disorders.

3. Supervise inmates who are or may be suicide risks.

- 3.1. List the recommended questions to ask during an intake health screening to determine an inmate's possible suicide risk.
- 3.2. Identify common behavioral indicators of possible suicide risk in an inmate.
- 3.3. List the questions that are appropriate to ask an inmate who has made verbal references to death or suicide.
- 3.4. Identify the assessment factors that may help determine if an inmate is a possible high suicide risk.
- 3.5. Identify the best option for monitoring an inmate who is considered a very high suicide risk.
- 3.6. Indicate the usefulness of a non-suicide pact or agreement as a tool to try and prevent an inmate suicide attempt.
- 3.7. Identify the procedure to cut down a hanging inmate, whether or not the victim appears to be dead.

4. Supervise inmates with apparent intellectual disabilities.

- 4.1. List common personality characteristics of inmates with apparent intellectual disabilities.

- 4.2. Explain the legal "duty to protect" inmates with apparent intellectual disabilities or who may have some other form of developmental disability.
- 4.3. Indicate guidelines for proper supervision of inmates with apparent intellectual disabilities.

5. Use Crisis Intervention Tactics.

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

Prepare Reports (8 hours)

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

1. Apply general guidelines for documentation of jail activities.

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

2. Maintain a personal notebook of jail incidents and activities.

- 2.1. List the common uses for a personal notebook when working in a jail.
- 2.2. Identify the basic guideline regarding documentation of information in a personal notebook.
- 2.3. Identify the reasons why a personal notebook may be subpoenaed as evidence in a legal proceeding.

3. Write narrative reports.

- 3.1. List the primary values and benefits of narrative jail reports.
- 3.2. Identify common problems in jail incident reports.
- 3.3. List the four basic premises for writing good jail reports.
- 3.4. Identify the seven basic elements of a good jail incident report.
- 3.5. Practice writing a basic jail incident report.
- 3.6. Identify the key sections of a proper use of force report.

Correctional Law (8 hours)

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

- 1. Explain the basic elements of the civil justice system.**
 - 1.1. Identify the document that is the source of the basic civil rights of American citizens.
 - 1.2. Indicate the "burden of proof" standards in both criminal and civil lawsuits.
 - 1.3. Describe the four categories of civil lawsuits in a correctional setting.
 - 1.4. Describe the purpose of the "Turner Test."
 - 1.5. Identify the four steps in the "Turner Test."
- 2. Explain the basic elements of the constitutional rights of inmates under the First Amendment.**
 - 2.1. List the rights that are the focus of the First Amendment.
 - 2.2. Identify the basic religious activities that courts have indicated inmates are entitled to practice.
 - 2.3. Describe the basic guideline for jail officers in regard to restriction of verbal speech or expressions by inmates.
 - 2.4. Define the term "privileged correspondence."
 - 2.5. Describe the legal requirements for handling of "privileged" mail.
 - 2.6. Describe the key legal guideline regarding monitoring / surveillance of visits by inmates with their attorneys.
- 3. Explain the basic elements of the constitutional rights of inmates to be free from unreasonable searches, under the Fourth Amendment.**
 - 3.1. Identify the basic protection of the Fourth Amendment, as applicable to jails.
 - 3.2. Describe the legal guideline that governs conducting searches of inmate living areas.
 - 3.3. List the key provisions of Wisconsin's strip search law, under s.968.255.
- 4. Explain the basic elements of the constitutional rights of inmates to "due process," under the Fourteenth Amendment.**
 - 4.1. Describe the meaning of the term "procedural due process."
 - 4.2. Identify the requirements for provision of due process to inmates in regard to punishment for minor rules violations, as specified in DOC 350.24(2).
 - 4.3. Identify the requirements for provision of due process to inmates in regard to punishment for major rules violations, as specified in DOC 350.24(3).
 - 4.4. List the key requirements of DOC 350.25 for placement of inmates in administrative confinement.
- 5. Explain the basic elements of the constitutional rights of inmates to be free from "cruel and unusual punishment," under the Eighth Amendment and related amendments.**
 - 5.1. Describe the legal standard underlying provision of medical care to inmates, as established by the U.S. Supreme Court in *Estelle v. Gamble*.
 - 5.2. List actions by a jail officer that could constitute "deliberate indifference" to serious medical care needs of inmates.
 - 5.3. Identify the basic legal standard regarding use of physical force by jail officers, as established by the U.S. Supreme Court in *Graham v. Connor*.
 - 5.4. List the justified reasons for use of physical force against an inmate by a jail officer.
 - 5.5. Identify the document that is suggested for use as the framework for an officer to use in writing a use of force report.

5.6. Describe the key provisions of a jail officer's legal "duty to protect" inmates from physical or sexual assaults by other inmates.

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

6.1 Identify the statutory requirements under s.938.208 regarding placement of juveniles in secure detention.

6.2 Identify the statutory requirements under s.938.209 regarding when a county jail may be used as a secure detention facility.

6.3 Identify the chapter of Wisconsin Administrative Code that contains requirements for secure detention of juveniles.

Jail Health Care (8 hours)

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

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

1.1. Identify the basic constitutional standard for provision of care to inmates for apparently serious medical problems.

1.2. List actions which could amount to "deliberate indifference" to the serious health care needs of inmates.

1.3. Identify the key requirements of s.302.384 of Wisconsin statutes, in regard to refusal of an inmate to accept prescribed medication or other treatment.

2. Respond to inmate health care needs or requests.

2.1. Describe actions for a jail officer upon becoming aware of apparent non-emergency inmate health care problems.

2.2. List the information an officer should document regarding actions taken in regard to care of inmates for non-emergency care.

3. Deliver medications to inmates.

3.1. List general guidelines for verification of prescribed medications.

3.2. List the general rules for medication delivery.

3.3. Identify reasons that documentation of medication delivery is important.

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

4.1. List the general indicators of possible communicable diseases.

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

4.3. Identify general guidelines for management and care of inmates with communicable diseases.

4.4. Indicate the key provisions of s, 252.15 regarding testing for HIV exposure.

- 4.5. List general guidelines for hepatitis infection control and care of inmates with possible hepatitis.
- 4.6. Identify the ways in which tuberculosis may be spread.
- 4.7. Identify the two types of possible diabetic emergencies.
- 4.8. List the questions that an officer should ask a diabetic inmate who appears to be ill.
- 4.9. Indicate proper response by a jail officer to an apparent inmate diabetic emergency.
- 4.10. List key guidelines for responding to an inmate experiencing an apparent tonic-clonic seizure.
- 4.11. Indicate the response to an inmate having an apparently serious asthma attack.
- 5. Assist in provision of care to inmates with known or suspected alcohol or drug-related problems.**
 - 5.1. Identify key items of information for an officer to ask questions about and document during intake health screening regarding an inmate's use of alcohol and/or drugs.
 - 5.2. List key guidelines for proper non-emergency response to an inmate who was apparently intoxicated on alcohol or drugs upon admission to jail.
 - 5.3. Identify the key reason that alcohol withdrawal is a potential medical emergency situation.
 - 5.4. List key guidelines for proper response to medical emergencies related to an inmate's use of alcohol and/or drugs.
 - 5.5. Identify common short-term effects of methamphetamine use.
 - 5.6. List the items of information and the withdrawal expectations that an officer should tell an inmate who has used methamphetamine.
- 6. Maintain health care records.**
 - 6.1. Identify key requirements of 350.14 regarding separation and confidentiality of medical records of inmates.
 - 6.2. List general guidelines for completion of health care records and forms by an officer.
- 7. Apply stress management principles, techniques and guidelines**
 - 7.1 List the most common sources of stress for a person working in a correctional environment.
 - 7.2 List basic guidelines for an overall lifestyle which values and promotes wellness.

CPR (Cardio-Pulmonary Resuscitation) (4 hours)

American Red Cross or American Heart Association standard adult course.

Jail Fire Safety (10 hours)

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

1. Control ignition and fuel sources in a jail.

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

2. Respond to jail fire alarms.

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

3. Extinguish small fires.

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

4. Don self-contained breathing apparatus (SCBA).

- 4.1. List the basic parts of an open circuit SCBA unit.
- 4.2. Describe the steps of a daily inspection of an SCBA unit.
- 4.3. Describe a tank exchange procedure.
- 4.4. List the steps in conducting a pre-don check of an SCBA unit.

5. Conduct search-and-rescue operations.

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

Application: Scenarios / Simulations (8 hours)

During the final week of the academy, eight hours of scenario-based evaluation will be conducted.

Testing / Evaluation (4 hours)