# Corrections Officer Course No. 44215 Credit: 0.5

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| **Student name:** |  | **Graduation Date:** |  |

Pathways and CIP Codes:Corrections, Security, Law, & Law Enforcement Services (43.0199) – Law Enforcement Strand

Course Description: An **application level** course designed to provide students with the skills and knowledge needed to obtain entry-level employment as a corrections officer in the local, state, and/or federal detention system.

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Identify, Analyze, and Discuss the Criminal Justice System and Legal Aspects

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Identify the major roles & responsibilities of the corrections officer. |  |
| 1.2 | Discuss the development of the adult criminal justice system in the United States and Kansas. |  |
| 1.3 | Discuss the major trends in the adult criminal justice system in the United States and Kansas (e.g. community policing, restorative justice, diversionary programs). |  |
| 1.4 | Explain the adult criminal justice process from arrest to disposition. |  |
| 1.5 | Distinguish the major types of dispositions (e.g., incarceration, probation, restitution). |  |
| 1.6 | Identify circumstances under which juveniles would be processed in the adult criminal justice system. |  |
| 1.7 | Explain ethical violations you might see in a correctional setting and discuss best methods for handling them. |  |
| 1.8 | Explain why corrections officers, on and off duty, should exemplify the highest ethical and moral standards. |  |
| 1.9 | Explain the problems associated when a corrections officer violates the law. |  |
| 1.10 | Identify the primary legal references and sources that impact the work of a corrections officer. |  |
| 1.11 | Analyze inmate rights and the related responsibilities of correctional staff in assuring the rights of inmates. |  |
| 1.12 | Identify and discuss the types of lawsuits inmates can engage in. |  |
| 1.13 | Identify legal issues inherent in the handling of a crime that has been committed inside a detention facility. |  |
| 1.14 | Identify the procedures for making inquiry (of confidential records) into law enforcement information systems. |  |

## Benchmark 2: Identify and Explain the Processes, Procedures, and Precautions for Receiving and Classification of Inmates

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | List the forms used and identify the correct procedure for receiving inmates. |  |
| 2.2 | List appropriate steps in the booking procedure. |  |
| 2.3 | Identify the major steps in processing inmates prior to housing. |  |
| 2.4 | Identify the reasons why it is important to obtain clear fingerprints. |  |
| 2.5 | Identify the major steps in orienting new inmates. |  |
| 2.6 | State consequences of improper use of supplies to new inmates. |  |
| 2.7 | Given a sample case description indicate those factors that would affect classification (such as: medical status, gender, type of violation, behavior history, etc.). |  |
| 2.8 | Identify behaviors exhibited during the classification process that would suggest the need for further investigation prior to classification (such as: request for a particular unit, unusual nervousness, lack of eye contact). |  |
| 2.9 | Demonstrate knowledge of the Prison Rape Elimination Act (PREA) and the role of correctional staff in enforcing elements of the act. |  |
| 2.10 | Given a list of classification, identify specific risks, precautions, etc. associated with each. |  |

## Benchmark 3: Discuss and Demonstrate Effective Oral Communication Skills Necessary for the Correctional Environment

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Discuss and explain the reasons for and barriers to effective communications in a jail setting. |  |
| 3.2 | Identify signs of trouble in a jail setting that could be prevented or mitigated through effective interpersonal communication. |  |
| 3.3 | Use visual and vocal cues to interpret information received from body language, eye movement, voice tone and voice inflection. |  |
| 3.4 | Demonstrate effective speaking, active listening, and nonverbal communication skills. |  |
| 3.5 | Given a scenario, demonstrate effective communication skills that might prevent an escalation of tension. |  |
| 3.6 | Given transcripts of interactions, indicate which communication systems(radio, telephone, public address) would be most appropriate for communicating with fellow officers given the type of situation. |  |
| 3.7 | Demonstrate effective techniques for interviewing of inmates. |  |
| 3.8 | Apply conflict resolution techniques to resolve conflict among individuals in a corrections environment. |  |
| 3.9 | Given a scenario, be able to address conflict in a group setting. |  |
| 3.10 | Discuss reasons for responding courteously and professionally to incoming calls and/or questions from the public. |  |
| 3.11 |  |  |

## Benchmark 4: Discuss and Demonstrate Effective Written Communication Skills Necessary for the Correctional Environment.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Identify the elements of writing that are important for effective communication. |  |
| 4.2 | Describe the four major types of reports used in local corrections: incident, disciplinary, crime, use of force. |  |
| 4.3 | Demonstrate proofreading and revision techniques related to improving the communication. |  |
| 4.4 | Given a scenario, simulation or video of a jail- related incident, generate a description of the incident and the first draft of a report of the incident. |  |

## Benchmark 5: Click or tap here to enter text.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | State why errors in key handling might pose threats to security. |  |
| 5.2 | Discuss techniques for effective observation and note-taking of jail incidents/condition of inmates. |  |
| 5.3 | Identify duties of the corrections officer in supervising meals for inmates in the dining hall. |  |
| 5.4 | Identify inmate behaviors that may signal trouble in the dining hall and generate a plan for enforcing discipline and/or reestablishing order. |  |
| 5.5 | Identify responsibilities of corrections officers in supervising the cleaning of cells by inmates. |  |
| 5.6 | Identify case law relevant to inmate exercise, recreation, fresh air, & natural light exposure. |  |
| 5.7 | Identify potential safety & security hazards that can occur during recreation time. Identify problems that may occur during inmate use of phone and explain appropriate staff response. |  |
| 5.8 | Given sample descriptions of inmate disputes, classify according to whether or not back-up should be called. |  |
| 5.9 | Identify possible consequences of failing to promptly investigate disturbances. |  |
| 5.10 | Identify precautions that may prevent a dispute from leading to physical injury or property damage. |  |
| 5.11 | Identify legal issues concerning the discipline of inmates and define the steps of progressive discipline. |  |
| 5.12 | Identify the roles and steps in the appeals process of inmate “grievance procedures”. |  |
| 5.13 | Recognize inmate behavior that indicates gang activity. |  |
| 5.14 | Describe the techniques and strategies of an inmate manipulator and explain how to prevent becoming a victim. |  |
| 5.15 | Given a list of inmate classifications and standard supplies, identify potential incompatibilities (e.g. suicidal inmate with razor blade). |  |
| 5.16 | Identify the rules governing the distribution of commissary goods. |  |
| 5.17 | Explain the value of a properly operated commissary. |  |
| 5.20 | Discuss the sanitation and hygiene requirements and procedures in correctional facilities. |  |
| 5.21 | Identify the rights and visitation privileges of attorneys and other visitors using appropriate code sections, minimum jail standards, and case law for reference. |  |
| 5.22 | Identify steps to be taken when admitting visitors. |  |
| 5.23 | Identify postal regulations relevant to the opening and reading of legal and non-legal mail. |  |
| 5.24 | Identify types of information or communication that should not be transmitted to inmates and indicate why each is inappropriate. |  |

## Benchmark 6: Identify and Discuss Behavioral Health and Medical Procedures for Inmates

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Identify potential signs of mental health issues in inmates (such as: withdrawal, excessive fear, loss of appetite, suicide statements, etc.). |  |
| 6.2 | Describe the signs & symptoms of inmates who pose suicide risk and discuss potential liabilities resulting from a suicide. |  |
| 6.3 | Identify the potential indicators of substance abuse among inmates. |  |
| 6.4 | Discuss potential indicators of physical problems requiring medical attention. |  |
| 6.5 | Describe symptoms and treatment conditions related to those diseases most likely to show up in a correctional facility. |  |
| 6.6 | Discuss the role of the corrections officer when assisting medical staff. |  |
| 6.7 | Identify reasons why medical staff are to be informed of the classification of all inmates they visit and are to be accompanied at all times. |  |

## Benchmark 7: Click or tap here to enter text.

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 7.1 | Identify items to look for when searching the facility (such as: shanks, razor keys, excess medications, contraband, etc.) |  |
| 7.2 | List the steps and safety precautions to be observed when searching the facility. |  |
| 7.3 | Describe the procedure for limiting and controlling movement of inmate workers during search of facility. |  |
| 7.4 | Identify the principles governing security rounds and identify signs to watch out for. |  |
| 7.5 | Identify steps in conducting outside perimeter checks |  |
| 7.6 | Identify procedures for doing numerical, body and photo counts. |  |
| 7.7 | Describe the procedure for responding to the absence of an inmate. |  |
| 7.8 | Describe the procedures of searching for a missing or escaped inmate. |  |
| 7.9 | Identify the legal principles inherent in conducting pat-down and strip searches. |  |
| 7.10 | Identify the “universal safety precautions” for conducting searches of inmates. |  |
| 7.11 | Define contraband in a correctional setting. |  |
| 7.12 | State why each major type of contraband represents a potential hazard in a correctional facility. |  |
| 7.13 | Identify common ways in which contraband is obtained by inmates and list common hiding places. |  |
| 7.14 | Describe the process for handling various types of contraband using a sample departmental policy manual for reference. |  |
| 7.15 | Identify the reasons for offering evidence in court. |  |
| 7.16 | Identify the tests that evidence must successfully pass before it may be entered into criminal court. |  |

## Benchmark 8: Identify, Explain, and Demonstrate Principles and Procedures for Restraints, De-escalation, and Use of Force

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 8.1 | Identify the legal framework for a correction officer’s use of reasonable force. |  |
| 8.2 | Given examples of situations requiring the use of physical force, identify actions that would constitute reasonable force using relevant codes, statutes, and case law materials for reference. |  |
| 8.3 | Identify actions that would be considered excessive force. |  |
| 8.4 | In a simulated exercise, demonstrate behaviors or verbal interventions that a corrections officer can use to de-escalate problems. |  |
| 8.5 | Demonstrate proper manipulation of handcuffs. |  |
| 8.6 | Demonstrate handcuffing a compliant, nonthreatening subject using proper principles. |  |
| 8.7 | Demonstrate assisting a person who is prone to his/her feet incorporating: appropriate verbal instructions, not pulling subject up by his/her arms, and not compromising the person’s ability to breathe. |  |
| 8.8 | Demonstrate the proper use of at least one mechanical restraint device commonly used in a correctional facility. |  |
| 8.9 | Identify the monitoring requirements of inmates who are placed in restraint devices and/or safety cells. |  |
| 8.10 | Explain the principles, conditions, and limitations under which safety cells may be used. |  |

## Benchmark 9: Identify and Explain Various Aspects in Regards to Escorting, Transports, and Releases of Inmates

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 9.1 | State why knowledge of classification system and housing layout in essential to escorting inmates within the facility. |  |
| 9.2 | Describe situations where individual movement of inmates is more appropriate than group movement. |  |
| 9.3 | State the potential consequences of improper supervision during in-house movement of inmates. |  |
| 9.4 | Explain the steps to follow when preparing to transport an inmate. |  |
| 9.5 | Identify classifications of inmates that should not be mixed for transport. |  |
| 9.6 | Identify the steps in the transport procedure and discuss problems that can occur during. |  |
| 9.7 | Identify the procedure for verifying the identity of an inmate prior to release and state consequences of releasing the wrong person. |  |
| 9.8 | Identify the procedure for returning and transferring inmates’ property. |  |

## Benchmark 10: Discuss and/or Demonstrate Physical Requirements for the Correctional Services Environment

### Competencies

| **#** | **Description** | **rating** |
| --- | --- | --- |
| 10.1 | Discuss and/or participate in an individual self-assessment evaluation comprised of the following: timed 1.5 – 3 mile walk or run; flexibility exercises for hamstring & back; and baseline number of push-ups and sit-ups. |  |
| 10.2 | Discuss and/or demonstrate ability to: properly lift and carry heavy objects (walking, running, climbing steps); drag minimum of 165 lbs.; and complete a 50 yd. sprint within 20 seconds. |  |
| 10.3 | In simulations of a frontal and rear assault, discuss and/or demonstrate rear brake fall and forward break fall techniques, incorporating: correct body position, proper movement, balance, and position of advantage. |  |
| 10.4 | In a simulation, discuss and/or demonstrate at least two joint lock control holds incorporating: balance, maintaining position of control and advantage, proper foot movements, and joint lock mechanisms. |  |
| 10.5 | In a simulation, discuss and/or demonstrate at least two “take down” techniques incorporating: balance, maintaining a position of control & advantage, and proper foot movements. |  |
| 10.6 | Discuss and/or demonstrate knowledge of the procedures involved with administrating basic first aid and CPR in a correctional setting. |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

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