

# Utah Department of Corrections

## Site Visit Report

### Description of Training Organization

Under state statute and with the approval of the POST Council, the Utah Department of Corrections (UDC) establishes and maintains a correctional officer basic corrections course that applies to all correctional officers, both state and county. UDC is comprised of the Executive Staff and four major divisions: Administrative Services, Institutional Operations, Adult Probation and Parole, and Utah Correctional Industries.

- The Executive Director's staff is comprised of a Deputy Director, Public Information Officer, Risk Manager, Law Enforcement Bureau, Office of Professional Services and Ethics, and Special Projects Coordinator
- The Administrative Services Division is comprised of the Training Academy Bureau, Finance Bureau, HRM Bureau, Information and Technology Bureau, Research and Planning Bureau, Audit Bureau, and Victim Services Bureau.
- The Division of Institutional Operations is responsible for all operations at the state's two main prisons to include clinical service and inmate programming.
- The Division of Adult Probation and Parole is responsible for the probation and parole of all adult offenders in the state and for maintaining the regional Day Reporting Centers and Community Correctional Centers.
- The Utah Correctional Industries Division is a self-supporting division that provides offenders training in both general and specific work skills which enhance their employability when they leave the institution.

The Department's total work force including certified officers, technical, clerical, clinical, supervisors and administrative personnel is 2,300. UDC is funded by appropriations of the Utah State Legislature with a total budget \$180 million (July 1, 2003 – June 30, 2004).

The Academy offers several programs of instruction - Basic Training for All State Correctional Officers; In-service Training for certified and non-certified staff; Instructor Development Training; 1st Line Supervisor Training; Field Training Officer (FTO) Supervisor Training; Rangemaster (Firearms Instructor Certification) and other specialty Instructor Training.

### Source of Official Student Records

In order to award credit, colleges and universities require proof of completion of coursework issued by the training organization. A student who has completed training provided by the Utah Department of Corrections Training Academy may obtain such records of this training by contacting:

Fred House Training Academy  
14727 Minuteman Dr.  
Draper, Utah 84020

### Description of Training Programs

The course of instruction listed below comprises the Basic Training for All Correctional Officers in the state of Utah. This is a 538 hour, 15-week basic training program that includes and/or exceeds all requirements of the Utah Peace Officer Standards and Training (POST) Council. The mission of the Training Academy is:

To establish and maintain a foundation for professionalism and education for Correctional Staff throughout the State of Utah. We act as mentors and guide staff throughout their training endeavors. We encourage staff to be examples to the public and their peers and to carry out the duties assigned in a manner that will limit liability and ensure staff safety. Through quality training and instruction we commit to offer the most current information possible in compliance with federal laws, state statutes and department policy. The Training Academy views the members of the corrections community as corrections greatest asset and will continually be focused on ensuring that these goals be met.

**Location:** Utah Department of Corrections Fred House Training Academy, Draper, Utah

**Length:** 15 weeks (538 hours)

**Program Objective:** To provide participants with the knowledge, skills and abilities necessary to serve effectively at the entry level as a Utah State and County Correctional Officer.

**Learning Objective:** Upon successful completion of this program, the graduate will be able to perform all routine duties of an entry level Utah State or County Correctional Officer.

**Instructional Methods:** Traditional methods including lectures with audio visual enhancements, readings and handouts; role-play exercises; demonstrations; and scenario specific exercises.

**Learning Assessments:** Written and practical examinations are used.

### Description of Team

Three assessment consultants and one Criminal Justice Training Assessment coordinator were on the team. Below is a list of all participants; CJTA and Excelsior College have full curriculum vitae on file for each.

Dennis W. Catlin, Ph.D.  
Assistant Professor  
Department of Criminal Justice  
Northern Arizona University  
Tucson, Arizona

Laurin V. Flynn, MS  
Assistant Professor  
Department of Justice Studies  
Arizona State University  
Tempe, Arizona

Victor T. Herbert, MS  
Superintendent (ret.)  
Attica Correctional Facility  
Attica, New York

Eric Schultz, MA  
Assessment Coordinator  
Criminal Justice Training Assessment  
Albany, New York

**Description of Visit**

From August 25th through the 27th, 2003, four representatives of the Criminal Justice Training Assessment Project, Excelsior College, conducted a site visit to the Utah Department of Corrections, Fred House Training Academy, to assess the Basic Corrections Curriculum, Special Functions Block (POST), and Advanced Corrections Curriculum training programs.

On the first day, the team assembled at the Fred House Training Academy in Draper, UT. A brief organizational meeting and introductions took place, which included an overview of the training organization and familiarization with the training facilities. The assessment team then began the assessment process.

The team determined that the remainder of the day would be spent organizing the various subject modules of the training program into familiar college course content areas. Before finishing for the day, the course areas were discussed and then assigned to a specific faculty member for review to begin the next day.

Dr. Catlin reviewed the Computer Application in the Correctional Environment, Legal and Investigative Issues in Corrections, Health and Wellness for the Correctional Employee, and Introduction to Criminal Justice and Law Enforcement in Corrections blocks of instruction. Professor Flynn reviewed the Human Relations and Special Populations, Human Behavior in the Corrections Setting, Procedural Legal Issues in Corrections, and Substantive Legal Issues in Corrections blocks of instruction. Superintendent Herbert reviewed the Administrative and Legal Functions in Corrections, Advanced Security Tactics, Communications in the Correctional Setting, Health, Safety, and Wellness in a Correctional Environment, Security Principles, Practices, and Management, and Written and Oral Communication in the Correctional Setting blocks of instruction.

The above list of courses was developed from program and subject information provided by the Utah State Department of Corrections Training Division. The team began the second day by further reviewing the assembled blocks of instruction, and in the afternoon, completed its review of program materials and discussed the credit recommendations in detail. The team held an exit interview the following day with Director Dennis Hutchinson and Peter Nelson, agency representative and assessment contact. The discussion covered the initial findings and spent considerable time in discussion with staff regarding future potential of the training program.

Credit Recommendations

**Summary of Credit Recommendations**

*2003 assessment*

<i>Program:</i> Basic Corrections Curriculum	
Communications in the Correctional Setting	1.5 credits
Health, Safety, and Wellness in a Correctional Environment	3 credits
Human Relations and Special Populations	4 credits*
Legal and Investigative Issues in Corrections	2 credits
<u>Security Principles, Practices, and Management</u>	<u>3 credits</u>
TOTAL	13.5 credits

<i>Program:</i> Special Functions Block (POST)	
Health and Wellness for the Correctional Employee	2 credits
Human Behavior in the Corrections Setting	3 credits
Introduction to Criminal Justice, Law Enforcement, and Corrections	3 credits
Procedural Legal Issues in Corrections	3 credits
Substantive Legal Issues in Corrections	3 credits
<u>Written and Oral Communication in the Correctional Setting</u>	<u>1.5 credits</u>
TOTAL	15.5 credits

<i>Program:</i> Advanced Corrections Curriculum	
Administrative and Legal Functions in Corrections	1 credit*
Advanced Security Tactics	3 credits
Computer Application in the Correctional Environment	1 credit

\* Denotes upper division

*2008 re-assessment*

<i>Program:</i> Basic Correctional Officer (BCO) Curriculum	
Correctional Practices & Procedures I	3 credits
Human Relations and Special Populations	2.5 credits
Introduction to Defensive Tactics in Corrections	2 credits
<u>Introduction to Legal Issues in Corrections</u>	<u>1 credit</u>
TOTAL	8.5 credits

<i>Program:</i> Special Functions Officer (SFO) Curriculum (POST)	
Advanced Defensive Tactics in Corrections	2 credits
Advanced Legal Issues in Corrections	3 credits
Communications in Corrections	2 credits
Ethical Issues in Corrections	1 credit
Health and Wellness in Corrections	2 credits
<u>Investigations in Corrections</u>	<u>3 credits</u>
TOTAL	13 credits

---

<i>Program:</i> Advanced Correctional Officer (AC O) Curriculum	
Correctional Practices and Procedures II	2 credits
Firearms in Corrections	2 credits
Officer Safety in the Correctional Setting	2 credits

### Course Descriptions

#### **Administrative and Legal Functions in Corrections** (1 credit, upper division)

*Program:* Advanced Corrections Curriculum

*Location:* Fred House Academy, Utah State Corrections, Draper, UT

*Length:* 10 hours

*Dates:* August 1998 to June 2008

*Objectives:* Identify types of inmate claims and understand the role of the officer in court actions. Preparation for defending the agency and the officers by the attorney general will be thoroughly discussed, to include discovery and documentation, as well as deposition and testimony. Review and understand the role of the Board of Pardons and Parole. Discuss the history of parole as it relates to adult probation and the prison. Identify the basic concepts and purpose of parole violator, including violation reports, warrants, and evidentiary hearings. Identify the parole revocation process and recession hearings, parole revocation process, and rescission hearings. Review and interpret agency policy and procedure, both through discussion and scenario role play. Develop a basic understanding of legal implications to include liability interest, consistent application of policy, responsibility for written directives and language. Define "Chain of Command" and review its application to the agency. Understand the agency's organizational structure and the associated responsibilities. Develop a basic knowledge of the Incident Management System and its intent. Analyze how an incident commander is changed and "hands off" to another staff member within the context of incident management. Develop an understanding for paramilitary operations within a correctional setting. Review and practice techniques for cleaning up bio-hazardous materials like blood and bodily fluids. Be able to recognize a blood/body fluid contamination spill and know the steps in cleaning up without cross-contamination. Review personnel protective clothing and equipment protocols and be able to effectively minimize exposure and/or contamination to others. Identify disposal areas for biohazards and be able to report exposures to the proper authorities.

*Instruction:* Students must complete no fewer than: One hour of "Department Chain of Command," two hours of "Overview of Board of Pardons," four hours of "Policy and Procedure," one hour of "The Role of Corrections Officers in Law Suits," and two hours of "Universal Protections Practical." Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

*Credit Recommendation:* In the upper division baccalaureate degree category, one semester credit.

#### **Advanced Defensive Tactics in Corrections** (2 credits, lower division)

*Program:* Special Functions Officer (SFO) Curriculum

*Location:* Fred House Academy, Utah State Corrections, Draper, UT

*Length:* 22 hours

*Dates:* July 2008 through June 2009

*Objectives:* The goal of this course is to give the student: an understanding of the basic concepts of defensive tactics and the proper use of force required in law enforcement to detain a suspect or stop a crime in progress; An understanding of the proper technique for safely placing a subject into a standing search position, safely search, handcuff, and if necessary take a resisting person to the prone control position; An understanding effective ways of defending from, and taking control of, persons trying to punch, choke or a side headlock; An understanding the proper method for safely taking a person to the prone search position and handcuffing while maintaining the maximum degree of control; An understanding that the Low Profile search provides a low key approach to searching a person while maintaining a degree of control; The ability to commit a Low Profile search, handcuffing and take-downs; An understanding of sudden and in-custody deaths; The ability to identify behavioral cues of high-risk candidates for a sudden and in-custody death; The ability to demonstrate the proper technique for safely and effectively escorting and transporting a handcuffed person; The ability to understand the hazards, errors, and the proper techniques involved in approaching and interviewing an individual.

*Instruction:* Students must complete no fewer than: one hour of "Approaching Subjects Position of Interview," one hour of "Escort and Transportation Position," four hours of "Introduction to Defensive Tactics," three hours of "Low Profile Search, Cuffing and Takedowns," three hours of "Prone Searching and Cuffing," four hours of "Standing Search, Cuffing and Takedowns," two hours of "Sudden and In-Custody Deaths," and four hours of "Weaponless Defense Techniques Part 1." Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, two semester credits.

#### **Advanced Legal Issues in Corrections** (3 credits, lower division)

*Program:* Special Functions Officer (SFO) Curriculum

*Location:* Fred House Academy, Utah State Corrections, Draper, UT

*Length:* 54 hours

*Dates:* July 2008 through June 2009

*Objectives:* The student will gain a general understanding of: the goals and functions of the various components, which constitute the criminal justice system; criminal law, what elements make up a criminal act and have the knowledge to identify if that crime has occurred; the Utah Criminal Code general provisions; the organization and jurisdiction of the Utah court system; the difference in organization and jurisdiction between the Utah court system and the federal court system; the United States Constitution, its relationship to the Constitution of the State of Utah, the purpose and principles of the Bill of Rights, as well as the basic constitutional rights of persons suspected or accused of crime; the laws and procedures relative to criminal justice activities involving juveniles; the laws and rules relative to search and seizure as defined by Utah Code of Criminal Procedure; the system of alcoholic beverage control in Utah, particularly the crimes relating to purchase, possession, transportation and consumption of alcohol; the specific characteristics of controlled substances and the laws regulating their use; the Utah Criminal Code including an understanding of the general provisions governing offenses and the elements of the various crimes against administration of government.

*Instruction:* Students must complete no fewer than: two hours of "Alcohol Law," two hours of "Controlled Substance Law," three hours of "Court Demeanor and Testifying," one hour of "Crimes Against Administration of Government," one hour of "Crimes Against Family," four hours of "Crimes Against Persons I," two hours of "Crimes Against Persons II," three hours of "Crimes Against Property I," four hours of "Crimes Against Property II," two hour of "Crimes Against Public Order and Decency," two hours of "Introduction to the Criminal Justice System," two hours of "Introduction to U.S. and State Constitutions," two hours of "Introduction to Utah Court System," two hours of "Introduction to Utah Criminal Code," four hours of "Juvenile Law," four hours of "Laws of Arrest," four hours of "Laws of Evidence," two hours of "Laws of Reasonable Force," six hours of "Laws of Search and Seizure," and two hours of "Liability of Peace Officers." Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, three semester credits.

#### **Advanced Security Tactics** (3 credits, lower division)

*Program:* Advanced Corrections Curriculum

*Location:* Fred House Academy, Utah State Corrections, Draper, UT

*Length:* 56 hours

*Dates:* August 1998 to June 2008

*Objectives:* Understand and effectively use firearms in a safe and legal manner. Review and discuss of the use of deadly force and legal indemnification liability. Demonstrate the safe handling of weapons identified for use by the agency, storage of weapons, cleaning of weapons, and parts of a weapon, shooting review board's procedures and understanding the force continuum options before use of lethal force. Define and use specialty impact weapons which are less-than-lethal. Understand the minimum and maximum distances for 12 gauge "beanbag" rounds, "pepper ball" round and paintballs. Identify tactical considerations when deploying specialty impact munitions. Discuss injuries and legal implications with the use of these munitions. Review all safety policies and procedures. Understand the value of physical training to keep the body and heart capable of doing the job. Identify activities to relieve stress, improve endurance, and maintain fitness. Demonstrate physical fitness through practical testing.

*Instruction:* Students must complete no fewer than: Forty-eight hours of "Firearms/Paintball Qualification," four hours of "Physical Training," and four hours of "Specialty Impact Munitions." Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, three semester credits.

#### **Communications in Corrections (2 credits, lower division)**

*Program:* Special Functions Officer (SFO) Curriculum

*Location:* Fred House Academy, Utah State Corrections, Draper, UT

*Length:* 28 hours

*Dates:* July 2008 through June 2009

*Objectives:* The student will understand: the field note taking process, the purposes and use of investigative reports, and basic citations and forms in the Criminal Justice system; effective field note taking, completing standardized citations, and writing investigative reports; the communication tools utilized by law enforcement and demonstrate a working knowledge of the proper use and etiquette of using the radio; information returned from state and national databases; the role of the media in law enforcement activities, and have a working knowledge of the officers responsibility in effectively dealing with the media; the basic skills of persuading subjects involved in calls for service, traffic stops, and various detention and arrest situations to comply with an officer's verbal directives, reducing the need for physical force.

*Instruction:* Students must complete no fewer than: twelve hours of "Conflict Resolution," one hour of "Media Relations," two hours of "Radio Communications," four hours of "Report Writing I," and two hours of "Report Writing II." Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, two semester credits.

#### **Communications in the Correctional Setting (1.5 credits, lower division)**

*Program:* Basic Corrections Curriculum

*Location:* Fred House Academy, Utah State Corrections, Draper, UT

*Length:* 20 hours

*Dates:* August 1998 to June 2008

*Objectives:* Develop the knowledge and skill to write clear and concise reports with emphasis on the POWDER (Plan, Outline, Write, Defense, Anticipation, Edit, and Re-write) concept of narrative writing. Introduce and examine principles of humane, ethical, effective and responsible offender management. Review the goals of effective inmate supervision and responsibility to provide a safe, secure and positive environment for incarcerated persons. Identify the results of poor supervision and the basic concepts of inmate management. Understand the dynamics of effective staff/inmate relations and analyze the "games inmates play." Discuss and role-play scenarios from actual prison reports. Identify and define discretionary authority of a corrections officer. Discuss and have an understanding of the various decision-making processes, including the Analytical approach, Crime Triangle and SAFA (Scanning, Analysis, Response, and Assess). Review the roles of leader and team member in the decision making process.

*Instruction:* Students must complete no fewer than: Two hours of "Decision Making/Problems Solving," eight hours of "Report Writing," four hours of "Staff/Offender Relations," and six hours of "Stewardship (Offender Supervision)." Instructional methods for this course include lecture and group discussions. Evaluation methods include written examinations and practical application exercises.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, one and one-half semester credits.

#### **Computer Application in the Correctional Environment (1 credit, lower division)**

*Program:* Advanced Corrections Curriculum

*Location:* Fred House Academy, Utah State Corrections, Draper, UT

*Length:* 14 hours

*Dates:* August 1998 to June 2008

*Objectives:* Understand basic terminology related to computer hardware, software, and networks. Understand and demonstrate knowledge of the Windows operating system and the ability to perform tasks using the Windows operating system. Understand and demonstrate an ability to use Folio and Group Wise software. Demonstrate the ability to use the department's offender tracking system including entering and updating information.

*Instruction:* Students must complete no fewer than: Eight hours of "Introduction to Computers (GroupWise/Folio)," four hours of "O-Track," and two hours of "Report Generation on Computers." Instructional methods for this course include lecture and practical demonstration. Evaluation methods include written examinations and practical application exercises.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, one semester credit.

#### **Correctional Practices & Procedures I (3 credits, lower division)**

*Program:* Basic Correctional Officer (BCO) Curriculum

*Location:* Fred House Academy, Utah State Corrections, Draper, UT

*Length:* 46 hours

*Dates:* July 2008 through June 2009

*Objectives:* Students will develop and understanding of the basic concepts of response to critical incidents. Identify the purpose of an emergency response system. Understand when an emergency response should be implemented. Understand that the first officer to arrive at the scene of an incident assumes incident command. Identify the duties and responsibilities of the incident commander. Describe the elements of a "Brief Initial Report. Identify the duties and responsibilities of the "Staging Area Manager", who is the first officer to arrive at the staging area. Describe the purpose and use of "Brief Progress Report". Describe the information that should be covered and recorded during the debriefing. Identify the levels of an emergency response and their purposes. The participants will become familiar with the various components necessary for the making of explosive and incendiary devices. Identify the Federal and State Laws and Regulations governing explosives and incendiary devices. Identify various initiators, low explosive materials, types of primary high explosives, types of secondary high explosives, and ways explosives are applied. Identify types of materials available to inmates that can be used to make explosive and incendiary devices. Know the procedures to follow in the event of a forced cell entry and the situations that would require such an entry. Know the legal considerations of a forced cell entry. Analyze factors to determine how to conduct the forced cell entry and what personal protective equipment should be used. Categorize the three main classifications of force cell entries and identify elements of each. Identify the equipment that should be used when conducting a forced cell entry. Identify the elements of the Briefing session prior to the forced cell entry. Know and

understand the five rolls of team assignment. Know and understand the rolls of team members for two inmate entry assignment. Understand the primary rules of forced cell entries. Know and demonstrate what to do if an inmate resists after a forced cell entry. Know and demonstrate proper techniques for putting inmate back in cell. Know and understand the purpose of the dc-briefing session. Know and understand the importance and purpose for documentation of forced cell entry. Know the legal ramifications of forced cell entries. Identify the officers responsibilities related to section disturbances and entries. Know the procedures to follow in the event of a forced cell entry and the situations that would require such an entry. Know the legal considerations of a forced cell entry. Demonstrate the ability to safely accomplish a forced cell entry. The participant will know why head counts are conducted, how to conduct a head count and understand counts should be completed frequently. Identify the purposes for making counts. Identify the times when counts should be conducted. Identify methods to be used when conducting counts. Understand the importance of counting inmates on and off property. Articulate what you count while counting as living breathing flesh only. Articulate what is reported during counts. Understand how to put together a count sheet. Understand how to verify and clear the count. Demonstrate the correct method for conducting a head count. Identify steps to follow if something is wrong during count. Identify the importance of proper "out count" procedures. The participant will be able to recognize and effectively manage a crisis situation as a first responder. The participant will know and understand the role of UDC's Crisis Negotiations Unit.

**Instruction:** Students must complete no fewer than: two hours of "Critical Response," six hours of "Critical Response Practical," two hours of "Explosives and Incendiary Materials," two hours of "Forced Cell Entry," six hours of "Forced Cell Entry Practical," two hours of "Head Counts," four hours of "Hostage Taking and Negotiations," four hours of "In-Custody Restraint Application," two hours of "Institutional Security," one hour of "Radio Operations," two hours of "Report Writing Practical," two hours of "Riots and Disturbances," four hours of "Search Practical," four hours of "Search Techniques," and three hours of "Transportation of Prisoners." Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

### **Correctional Practices and Procedures II(2 credits, lower division)**

**Program:** Advanced Correctional Officer (ACO) Curriculum

**Location:** Fred House Academy, Utah State Corrections, Draper, UT

**Length:** 35 hours

**Dates:** July 2008 through June 2009

**Objectives:** Participants will gain a knowledge and understanding of the basic operations of the Utah Department of Corrections. Understand the organization of the Division of Adult Probation and Parole; Understand the chain of command within the Division; Understand the purpose of the Division; Understand the purpose and function of probation; Understand the purpose and function of parole; Understand the purpose and function of community corrections centers; and Understand the various treatment and education programs utilized by the Division. Understand the organization of the Board of Pardons and Parole, including full time members, pro tem members and their role. Understand the basic concepts and purpose of parole violation hearings; Be familiar with the indeterminate sentencing system in Utah, and the Board of Pardon's role in the original hearing and rehearing process; Be familiar with the definition of a rescission hearing; Have a basic understanding of what their role might be in a rescission hearing if employed at the prison. Students will know and understand the role of Utah Correctional Industries within the Department of Corrections. The participants will demonstrate the ability to review their training records. The participants will demonstrate the ability to access and complete on-line training programs. Student will understand that the Employee Critical Incident Response Team (ECIRT) should provide immediate and short team support to employees subsequent to a crisis/incident having traumatic implications; Understand the purpose of the ECIRT Team; Understand the selection and makeup of the ECIRT Team; Understand the requirements for training department members; Understand the levels of supervision and chain of command for the ECIRT Team; Understand the referral process; Understand the confidentiality requirements of ECIRT; Understand how ECIRT services are evaluated; Understand NIMS compliance and identify the purpose of NIMS. ICS 100, Introduction to the Incident Command System, introduces the Incident Command System (ICS) and provides the foundation for higher level ICS training. This course describes the history, features and principles, and organizational structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS). Participants will gain an understanding of the purpose and benefits of an effective inmate grievance system. A familiarization with the standard level systems used throughout most institutional settings. An overview of how the property matrices apply to the level system. The participants will develop an understanding of how offenders programming needs are established and monitored and have a working knowledge of the offender management process. The LSI does three things: assesses an offender's risk; identifies risk factors to target for intervention; measures offender change through reassessment. In AP&P LSI is the offender classification tool. The LSI score determines what level of contacts we will have with an offender and how we will supervise them. In DIO decisions will be made around the LSI at intake to determine programming and to prioritize programs. The participant will understand the current policies and procedures concerning offender property. This class is designed to allow the participant an opportunity to practice report writing skills. Participants will receive feedback on these skills. Participants will understand the basic concepts of fire suppression and evacuations in correctional facilities. Provide students with an understanding of the importance of computer security. The participants will know and understand the role that they play in a law suit filed against them and the Department, as well as the court procedures in civil actions. The participants will have a general understanding of the development, structure, and use of Departmental Policy and Procedures. The participants will know and understand when they may conduct a urinalysis of inmates, and the proper steps for testing.

**Instruction:** Students must complete no fewer than: seven hours of "Corrections Overview," one hour of "ECIRT," two hours of "FEMA ICS-700 National Incident Management System (NIMS)," two hours of "FEMA IS-100 Introduction to Incident Command System," one hour of "Grievance Process," one hour of "Inmate Classification," two hours of "Inmate Programming," one hour of "Overview of Levels of Service Inventory (LSI)," two hours of "Property Control," two hours of "Report Writing Practical," four hours of "Riot Control," two hours of "Safety and Emergencies," one hour of "Security Awareness," one hour of "The Role of Corrections Officers in Law Suits," three hours of "UDC Policy and Procedures," one hour of "Urinalysis," and two hours of "Urinalysis Practical." Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, two semester credits.

### **Ethical Issues in Corrections (1 credit, lower division)**

**Program:** Special Functions Officer (SFO) Curriculum

**Location:** Fred House Academy, Utah State Corrections, Draper, UT

**Length:** 12 hours

**Dates:** July 2008 through June 2009

**Objectives:** The student will develop an understanding of the concept of ethics and leadership as it relates to the law enforcement profession. The student will realize how vital leadership, ethics and professionalism are in a peace officers life both on and off duty.

**Instruction:** Students must complete no fewer than: two hours of "Ethics - Ethical and Moral Standards, Gratuities," two hours of "Ethics - Leadership and Officer Discretion," two hours of "Ethics - Professional Communications & Appearance," two hours of "Ethics - Professionalism, Decertification," two hours of "Ethics - Reporting Officer Misconduct, Code of Ethics," and two hours of "Ethics - Unlawful Harassment, Cultural Competency." Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, one semester credit.

### **Firearms in Corrections (2 credits, lower division)**

**Program:** Advanced Correctional Officer (ACO) Curriculum

**Program:** Fred House Academy, Utah State Corrections, Draper, UT

**Length:** 56 hours

*Dates:* July 2008 through June 2009

*Objectives:* At the conclusion of this class, participants will be able to effectively fire the weapons of choice for the Department of Corrections as well as understand and follow safety procedures related to their use. The participant will demonstrate the ability to fire the department approved weapons and fire a qualifying score. At the conclusion of this class, participants will be able to demonstrate their ability to make effective decisions related to a variety of lethal and less-lethal situations. The student will understand the principles of marksmanship and safety through practice on the firearms range during night time exercises.

*Instruction:* Students must complete no fewer than: eight hours of "Firearms Classroom," forty hours of "Firearms Training and Qualifications," four hours of "Firearms: Low Light Shooting," and four hours of "Firearms: Shoot-Don't-Shoot." Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, two semester credits.

#### **Health and Wellness for the Correctional Employee (2 credits, lower division)**

*Program:* Special Functions Block (POST)

*Location:* Fred House Academy, Utah State Corrections, Draper, UT

*Length:* 36 hours

*Dates:* August 1998 to June 2008

*Objectives:* Understand and demonstrate methods of assessing and treating patients with injury and illness. Understand the roles and how to interact with other emergency medical providers. Understand how to protect the scene for the safe use of emergency medical providers. Understand the process for the transmission of the Human Immunodeficiency Virus and the Hepatitis B Virus and precautions and protections to prevent the transmission of the viruses. Understand the procedures following the exposure to the viruses. Understand the procedures for cleaning the scene of a possible exposure. Learn how to evaluate personal cardiovascular fitness, muscular strength, and muscular endurance and how to develop a lifelong program for physical fitness. Demonstrate an acceptable level of physical fitness as determined by the appropriate physical fitness test. Understand the body's psychological responses to stress and various methods for managing stress. Understand and identify the basic physical disablers that may affect an officer's performance and understand strategies for preventing or reducing the impact of disablers. Understand the principles of weight control.

*Instruction:* Students must complete no fewer than: Two hours of "Blood borne Pathogens HIV/HBV," sixteen hours of "First Aid," two hours of "Physical Disablers - Prevention (Healthy Utah)," twelve hours of "Physical Fitness," two hours of "Stress Management," and two hours of "Weight Control (Healthy Utah)." Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, two semester credits.

#### **Health and Wellness in Corrections (2 credits, lower division)**

*Program:* Special Functions Officer (SFO) Curriculum

*Location:* Fred House Academy, Utah State Corrections, Draper, UT

*Length:* 28 hours

*Dates:* July 2008 through June 2009

*Objectives:* The student will be able to: recognize a hazardous substance release, take measures to protect themselves and other bystanders, and be able to initiate an emergency response sequence by notifying the proper authorities of the release; understand the interaction between law enforcement and emergency medical systems; assess the immediate condition of a victim, a fellow officer, or themselves if they become injured prior to beginning any form of emergency medical services, including basic life support; develop a positive attitude toward quality living outside of the law enforcement workday; understand the relationship between these concepts and a healthy and safe law enforcement career; develop skills to handle the stress that is involved in the law enforcement profession both on and off duty; cope with stress and how to avoid stress.

*Instruction:* Students must complete no fewer than: two hours of "Emergency Medical Response," seven hours of "First Aid/CPR," two hours of "Hazardous Materials Response," three hours of "Healthy Life Styles - Physical Fitness," two hours of "Healthy Life Styles - Stress Management," and twelve hours of "Physical Training." Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, two semester credits.

#### **Health, Safety, and Wellness in a Correctional Environment (3 credits, lower division)**

*Program:* Basic Corrections Curriculum

*Location:* Fred House Academy, Utah State Corrections, Draper, UT

*Length:* 56 hours

*Dates:* August 1998 to June 2008

*Objectives:* Understand the requirements of federal law and departmental policy regarding a drug-free workplace. Develop a working knowledge of the officers' tasks and responsibilities in investigations involving drugs and narcotics. Identify the common drugs and side effects most commonly found in a correctional setting. Discuss resistive behavior, both passive and active aggression and demonstrate the proper use of pressure points used to control this behavior. Develop a basic understanding of the elements of a spontaneous knife attack and how to defend against it. Identify the major causes of death in institutional fires. Discuss the classification of fires, including, general combustibles, flammable fuels, electrical fires, and flammable metals. Review firefighting equipment and use as well as actions to take in the event of a fire. Develop a proficiency in the use of hand-held chemical agents and become thoroughly familiar with policy and use of force continuum. Define capsicum (OC) and mace including knowledge of the active ingredients and physiological responses when exposed. Review decontamination procedures. Evaluate personal cardiovascular fitness, muscular strength, and endurance to ensure development of a life long process for physical fitness. Identify and review the blood borne pathogens form and review procedures for the testing of blood- and air-borne pathogens. Recognize and identify a hazardous substance release and be able to initiate an emergency response sequence. Develop an understanding of hazardous materials and risks associated with them, paying special attention to the role of the officer as first responder. Identify and develop a familiarization with the components necessary for making explosives and incendiary devices. Identify federal laws and regulations governing use of such devices and identify types of materials available to inmates that may be used to make such devices.

*Instruction:* Students must complete no fewer than: Two hours of "Blood-Borne Pathogens," four hours of "Chemical Agent Certification," two hours of "Drug Free Workplace," two hours of "Explosives and Incendiary Materials," two hours of "Hazardous Materials," sixteen hours of "Physical Training," ten hours of "Pressure Point Control Tactics," four hours of "Recognizing and Handling Dangerous Drugs," two hours of "Safety and Emergencies," eight hours of "Spontaneous Knife Defense," and four hours of "Urinalysis." Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, three semester credits.

#### **Human Behavior in the Corrections Setting (3 credits, lower division)**

*Program:* Special Functions Block (POST)

*Location:* Fred House Academy, Utah State Corrections, Draper, UT

*Length:* 13 hours

*Dates:* August 1998 to June 2008

**Objectives:** Explain societal definitions of normal and abnormal behavior to include standards and cultural contexts that affect human behavior in relation to deviance. Identify the role of law enforcement when encountering persons with disordered or dysfunctional behavior. Identify and explain the types of disordered or dysfunctional behaviors and the laws governing commitment. Understand personal biases about disordered, dysfunctional and cultural groups and criminal justice interaction with these groups.

**Instruction:** Students must complete no fewer than: Two hours of “Abnormal Behavior (Deviant Behavior),” eight hours of “Cultural Competence,” and three hours of “Understanding Human Behavior.” Instructional methods for this course include lecture and discussion. Evaluation methods include written examinations and practical application exercises.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

#### **Human Relations and Special Populations (4 credits, upper division)**

**Program:** Basic Corrections Curriculum

**Location:** Fred House Academy, Utah State Corrections, Draper, UT

**Length:** 28 hours

**Dates:** August 1998 to June 2008

**Objectives:** Understand and identify the concerns associated with the suicidal, mentally disordered, gang and sex offender population. Understand and define the methods of suicide, inmates who are a potential risk, critical times when suicide is likely and symptoms of depression. Identify the symptoms and behaviors exhibited by the severely mental disordered, treatment, side affects and assessment of when transfer to a mental health care professional is necessary. Identify the types of gangs, their identifiers, and affiliations. Identify the types of sex offenders, supervision for each type of offender, and treatment. Understand the roles counseling and self-perception plays in the management of special populations. Understand, identify and discuss the roles and means of conflict resolution and risk management, developing the communication skills necessary to be applied to different situations. Understand and relate the force continuum-when and how to escalate the level of force, how to de-escalate conflict situations and reaction versus response.

**Instruction:** Students must complete no fewer than: Ten hours of “Conflict Resolution,” four hours of “Conflict Resolution Practical,” two hours of “Counseling Techniques,” two hours of “Crisis Identification,” two hours of “Mentally Disordered Offenders,” two hours of “Sex Offender Management,” and six hours of “Street and Prison Gangs.” Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

**Credit Recommendation:** In the upper division baccalaureate degree category, four semester credits.

#### **Human Relations and Special Populations (2.5 credits, lower division)**

**Program:** Basic Correctional Officer (BCO) Curriculum

**Location:** Fred House Academy, Utah State Corrections, Draper, UT

**Length:** 39 hours

**Dates:** July 2008 through June 2009

**Objectives:** The student will understand that normal, abnormal and deviant behaviors are complex matters partly determined by societal standards and cultural contexts. The officer will develop recognition of certain serious disorders of behavior and the police officer’s role in intervention as these are encountered in law enforcement work. Develop recognition and understanding of some forms of disordered or dysfunction behavior. Understand important issues about the phenomenon of suicide as an epidemiological and a personal clinical matter. Recognize the legal criteria for civil psychiatric commitment and various procedures for emergency detention and court commitment. Recognize the implications of the Emergency Medical Services Systems Act regarding the important role of EMS services in cases where medical disorders warrant such intervention. Learn fundamental attitudes and interactive behaviors which are appropriate for intervention with persons with abnormal behavior problems. Learn the “A B C” method of crisis intervention as a quick way to conceptualize the essentials of dealing with human abnormal behaviors. The student will develop an understanding of correctional officer discretionary authority, constraints, consequences and the process of making decisions. Understand the various decision-making processes. Identify the formal problem solving. Understand how low risk high frequency problems should be handled versus high risk, low frequency problems. Understand the important role time and experience play in the decision-making process. Participate as a team member or leader in a practical law enforcement decision-making exercise. The participants will develop an overall understanding of how managing female offenders is different from managing male offenders and be prepared to incorporate gender-responsive strategies into their daily tasks. Understand the rationale behind gender-responsive strategies is creating an environment material that reflects an understanding of the realities of women’s lives and addresses the issues of the women. Identify some of the myths involved in managing female offenders. Identify the five good rules for success when dealing with female offenders. Understand the pathways to prison for female offenders. Students will develop an understanding of the inmate disciplinary process. Identify the purpose of inmate discipline. Understand the officer’s role in the discipline process. Know the legal requirements of inmate discipline. Identify the basic responsibilities of the discipline hearing officer. Recognize the importance of being consistent in the application of discipline to include making the punishment fit the crime. Identify the process of staff appeal to inmate discipline, if applicable. The participants will understand the dynamics of effective staff/inmate relations and know the games that inmates will attempt to play. Know various approaches inmates will use to compromise staff members. Explain approaches used to achieve desired goals. Know the procedures to follow when approached for favors by an inmate. Know the importance of officer safety when dealing with. Understand how communication with inmates may be very different from other communications we have with people. Know and understand the best way to deal with an inmate is to be professional. Practice communicating with inmates during role-plays. Define the goals of effective inmate supervision. Know and understand the officer’s responsibility in providing a safe, secure, and positive environment for incarcerated persons.

**Instruction:** Students must complete no fewer than: four hours of “Abnormal Behavior (Deviant Behavior),” six hours of “Decision Making and Problem Solving,” four hours of “Gender Responsive Issues,” two hours of “Inmate Discipline,” four hours of “Staff/Offender Relations,” eight hours of “Stewardship (Offender Supervision),” four hours of “Street Gangs and Security Threat Groups,” four hours of “Suicide Prevention (Mentally Disordered Offenders and Crisis Management),” and three hours of “Understanding Human Behavior.” Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, two and one-half semester credits.

#### **Introduction to Criminal Justice, Law Enforcement, and Corrections (3 credits, lower division)**

**Program:** Special Functions Block (POST)

**Location:** Fred House Academy, Utah State Corrections, Draper, UT

**Length:** 42 hours

**Dates:** August 1998 to June 2008

**Objectives:** Understand the goals of the criminal justice system, the components of the system and identify the classification of crimes and penalties associated with crimes. Identify the primary function and jurisdiction of federal and state criminal justice agencies. Understand discretionary authority, constraints, consequences and decision options. Understand the concept of ethics, as it relates to the profession and know the laws, policies, and codes of conduct that guide ethical decision making. Understand the role of the media in law enforcement activities, and have a working knowledge of the officer’s responsibility in effectively dealing with the public including the difference between confidential and public information. Identify the key concepts of crime prevention, the resources that can be used in crime prevention, and the role of the police and community in preventing crime. Understand and know the role patrol duties and tactics have on crime prevention. Understand the appropriate and legal use of a vehicle as tactical tool in the law enforcement function. Demonstrate a basic knowledge and psychomotor skills to enable the officer to exercise good judgment and competency in the use of force in all operations. Understand the hazards, errors, and proper techniques involved in approaching and

interrogating an individual. Understand and demonstrate techniques in taking control of a subject. Demonstrate the proper technique for safely placing a subject into a standing search position, safely search, and handcuff and if necessary take a resisting person to the prone control position. Demonstrate effective ways of defending from, and taking control of, persons trying to grab, punch and choke.

**Instruction:** Students must complete no fewer than: One hour of "Approaching Subject(s)/Position of Interview," three hours of "BCI/AFIS," three hours of "Control Holds," two hours of "Crime Prevention," two hours of "Discretionary Decision Making," four hours of "Ethics and Professionalism," two hours of "Introduction to Arrest Control/Use of Force," two hours of "Introduction to the Criminal Justice System," four hours of "Introduction to Vehicle Operation," one hour of "Media Relations," four hours of "Patrol Concepts," four hours of "Prone Control/Cuffing/Searching," two hours of "Related Law Enforcement/Criminal Justice Agencies," four hours of "Standing Search/Cuffing/Take Downs," and four hours of "Weaponless Defense Techniques." Instructional methods for this course include lecture and practical demonstrations. Evaluation methods include written examinations and practical application exercises.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

### **Introduction to Defensive Tactics in Corrections** (2 credits, lower division)

**Program:** Basic Correctional Officer (BCO) Curriculum

**Location:** Fred House Academy, Utah State Corrections, Draper, UT

**Length:** 50 hours

**Dates:** July 2008 through June 2009

**Objectives:** The participant will be proficient in the use of a hand-held chemical agent aerosol defense tool/aerosol subject restraint. The student will be aware of the Departments' policy and use of force continuum. Define: "MACE" and OLEORESIN CAPSICUM. Identify the active ingredient in chemical agent OC used by the Department of Corrections. Know possible physiological responses of exposure to Oleoresin Capsicum agents. Identify reaction time when using Oleoresin Capsicum products. Identify the target area when deploying OC and why it is important to hit that area. Know that the use of OC is considered a use of a less- than-lethal weapon. Identify minimum and maximum distance of a ballistic stream spray and how distance relates to the "Hydraulic Needle Effect". Understand the advantages of using Oleoresin Capsicum agents for controlling an offender/suspect. Understand that the standard for using OC to control an offender/suspect is, "Necessary and reasonable." Understand the department policy for training, carrying, deploying, and documenting the use of a chemical agent. Identify problems related to the misuse of OC. Identify types of OC issued by the Department of Corrections. Identify tactical information needed for deploying OC agents. Identify the steps in cleaning up after all chemical agents used in buildings. Identify the effectiveness dates of OC from manufacture through proper storage of OC canisters. Identify the effects of OC when used against animals. Understand that officers can be sued for the use of chemical agents; as with any other use of force. Identify steps for personal decontamination. Identify first aid and decontamination steps for OC. Identify proper transportation of suspect to hospital or jail. Identify high-risk subjects. Define Positional Asphyxia or "Sudden In-Custody Death Syndrome" and Acute Hyperventilation Syndrome. Identify elements required in a report when OC is used. Understand the importance of reporting any accidental exposure of OC. Define the Reflex Theory and how it works. Know and understand the reason for good verbal directions when using OC. The participant will be proficient in the use of a hand-held chemical agent/aerosol defense tool/aerosol subject restraint. The student will be aware of the Departments' policy and use of force continuum. Students will be given the option of being sprayed with OC. Students will sign a waiver as consent to receive the OC Spray. Students will be given a variety of work related survival tasks to perform while under the influence of OC. The student will possess the basic knowledge and skills to avoid being taken to the ground, defend themselves on the ground, and safely return to a standing position. Understand that most physical altercations could end up on the ground. Understand when taken to the ground, bridging, arching and applying minimal force to the assailants hips are the basic techniques to throw off an assailant. Understand that in the interest of officer safety, the assailant should be disengaged as soon as possible. Demonstrate the skills for sprawling, bridging and arching. Demonstrate two defensive postures from a position on the ground. Demonstrate the skills of escaping from a subject lying across the student's chest. Demonstrate the escape technique for a headlock. Demonstrate the escape techniques for removing a subject in the mount position while the subject is, pinning the shoulders, punching, choking, and attempting to pin the arm/s. Participate in a series of ground drills, designed to rapidly disengage from an assailant and regain a standing position. The drills instill the necessity of being physically and psychologically prepared to meet a new threat.

**Instruction:** Students must complete no fewer than: two hours of "Chemical Agents," five hours of "Chemical Agents Practical," four hours of "Defensive Tactics for Corrections/Ground Tactics," eight hours of "Defensive Tactics for Corrections/Pressure Point Control Tactics," eight hours of "Defensive Tactics for Corrections/Spontaneous Knife Defense," sixteen hours of "Physical Training," four hours of "Reasonable Force," and three hours of "Survival Mind Set." Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, two semester credits.

### **Introduction to Legal Issues in Corrections** (1 credit, lower division)

**Program:** Basic Correctional Officer (BCO) Curriculum

**Location:** Fred House Academy, Utah State Corrections, Draper, UT

**Length:** 14 hours

**Dates:** July 2008 through June 2009

**Objectives:** The participant will know and understand the rights of offenders as mandated by the law, courts, and U.S. Constitution. Understand significant events and cases in the history of correctional law. Explain how the "legitimate penological interest" test applies to First Amendment rights allowing prison regulations. Illustrate how prisons and jails can accommodate First Amendment Rights while maintaining security and other legitimate penological needs. Define "unreasonable" search and seizure. Explain what unreasonable means in prisons and jails. Explain how the Fifth Amendment applies to inmates. Understand the importance of faithful and strict execution of law and regulations of the due process clause. Explain how the Sixth Amendment protects defendants in criminal cases and governs how inmates or pre-trial detainees facing criminal charges must be treated. Explain the impact of the Eighth Amendment Rights on correctional operations. Understand the importance of acting promptly to prisoners' real needs. Identify how the application of the Fourteenth Amendment impacts correctional operations. Identify the proper techniques for testifying in court. Identify benefits of impressive and professional courtroom demeanor and appearance. Given an exercise, the student will furnish or critique testimony in such a manner as to promote the development of professionalism and the administration of justice when faced with a variety of cross examination tactics. Identify appropriate behavior for giving testimony. Identify different kinds of objections that may be raised. Identifying the rulings a judge may make on any objection. Participate in a moot court exercise. Develop an understanding of the historical aspects of corrections and how they have been impacted by society. Define Criminology. Define Corrections. Identify the elements of early history of corrections from 2000 B.C. to 1700 A.D. Identify the elements of change in corrections that occurred during the 1700 and 1800's. Identify the elements in corrections during the Age of Prisons from 1800 to 1960. Identify the major historical issues of Utah Corrections. Understand the importance of the Prison Rape Elimination Act (PREA) and how it applies to correctional operations. Understand the basic elements of the Prison Rape Elimination Act (PREA) and department policy. Understand the impact of sexual assaults on victims. Recognize steps to be taken to prevent prison rape. Understand the steps necessary for the detection of prison rape. Understand the staffs response to reports of prison rape. Identify the "do" and "don't" when handling prisoners claims of sexual assault. Conduct an interview with an inmate who is a sexual assault victim and write a preliminary report on the incident.

**Instruction:** Students must complete no fewer than: eight hours of "Correctional Law and Offender Rights," three hours of "Court Demeanor and Testifying," one hour of "History of Corrections," and two hours of "Prison Rape Elimination Act (PREA)." Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

**Credit Recommendation:** In the lower division baccalaureate/associate degree category, one semester credit.

**Investigations in Corrections** (3 credits, lower division)*Program:* Special Functions Officer (SFO) Curriculum*Location:* Fred House Academy, Utah State Corrections, Draper, UT*Length:* 22 hours*Dates:* July 2008 through June 2009

*Objectives:* The student will be able to: identify the various database systems available at the state and national level for use within the law enforcement community; recognize, control, prevent and intervene in gang activity; List proper tactics and procedures for conducting basic investigative interviews and/or interrogations; understand sex crimes relating to children, adults, and elderly; have a working knowledge of crime Victimology; list the resources available to victims of crime within the State of Utah; acquire knowledge of the proper means of identification, collection, and preservation of evidence; conduct a preliminary investigation under simulated field conditions; provide protection at the scene of a crime and conduct a search of that scene under simulated field conditions; To demonstrate a working knowledge of drugs and narcotics; to recognize the types of drugs and paraphernalia that is commonly found with the various types of drugs; List the different categories of illegal drugs and the role of a Drug Recognition Expert (DRE).

*Instruction:* Students must complete no fewer than: one hour of "BCI/AFIS," four hours of "Basic Drug Recognition & Familiarization," four hours of "Basic Interviews and Interrogations," two hours of "Collection and Preservation of Evidence," six hours of "Crime Scene Protection and Search," two hours of "Gang Awareness," four hours of "Preliminary Investigation," four hours of "Sex Crimes Investigations," and four hours of "Victimology." Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, three semester credits.

**Legal and Investigative Issues in Corrections** (2 credits, lower division)*Program:* Basic Corrections Curriculum*Location:* Fred House Academy, Utah State Corrections, Draper, UT*Length:* 32 hours*Dates:* August 1998 to June 2008

*Objectives:* Understand and define the Americans with Disabilities Act (ADA), how ADA is implemented in the correctional setting and how to handle requests and complaints. Understand and identify the rights of offenders as mandated by the law, courts, and U.S. Constitution. Understand the officer's role in the discipline process, the legal requirements of inmate discipline, and identify the basic elements of a discipline hearing. Understand and identify when and to what extent force can be used on an inmate in a correctional environment, and understand the legal and policy basis for use of reasonable force. Illustrate the proper way to conduct a preliminary investigation under simulated field conditions and apply the key elements of a preliminary investigation including: determining whether a crime has occurred; identifying suspects, witnesses and victims; conducting initial interviews, and preserving the scene of the crime. Explain the basic elements of the interview process as it relates to both witnesses and suspects. Understand the court decisions controlling the interview process and obtaining a confession that will comply with the court decisions. Demonstrate protection of the crime scene and conduct a search of the scene in a simulated practical exercise including conducting an organized search, securing the scene, identifying witnesses, and protecting witnesses. Identify the common types of evidence found at the scene of a crime, explain the chain of custody and in a practical exercise collect and preserve evidence. Understand the courtroom process and know how to make a good presentation while testifying as demonstrated in a moot court exercise.

*Instruction:* Students must complete no fewer than: Two hours of "Americans with Disabilities Act (ADA)," two hours of "Collection and Preservation of Evidence," eight hours of "Corrections Law and Offender Rights (CLOR)," three hours of "Courtroom Demeanor (Testifying and Moot Court)," four hours of "Crime Scene Practical," two hours of "Crime Scene Protection and Search," four hours of "Interviews and Interrogations," two hours of "Offender Disciplinary," two hours of "Preliminary Investigations," and three hours of "Reasonable Force." Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, two semester credits.

**Officer Safety in the Correctional Setting** (2 credits, lower division)*Program:* Advanced Correctional Officer (ACO) Curriculum*Location:* Fred House Academy, Utah State Corrections, Draper, UT*Length:* 27 hours*Dates:* July 2008 through June 2009

*Objectives:* The student will be able to identify the regulations that apply specifically to any Utah "Emergency Medical Service Provider" and their requirements under the law. The student will also have an understanding of the various logistics which accompany the "EMS" law to include: (1) disease education information, (2) precautions, (3) protective equipment and clean-up procedures. The students will understand the importance of safe vehicle operations and identify hazards to avoid. The student will gain knowledge, skill and proper attitude for driving a law enforcement vehicle in Emergency conditions. The students will learn the value of a physical workout to keep their body and heart capable of doing the job. At the conclusion of this class participants will have a working knowledge of less-lethal weapons and be able to demonstrate proper deployment. The participants will learn the procedures for cleaning up Bio-Hazardous materials, like blood or body fluids. Develop an ability to secure, protect, and retain a weapon.

*Instruction:* Students must complete no fewer than: two hours of "Bloodborne Pathogens," three hours of "Effective Driving Techniques," four hours of "Introduction to Emergency Vehicle Operations," nine hours of "Physical Training," four hours of "Specialty Impact Munitions," one hour of "Universal Protection Practical," and four hours of "Weapons Retention and Protection." Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, two semester credits.

**Procedural Legal Issues in Corrections** (3 credits, lower division)*Program:* Special Functions Block (POST)*Location:* Fred House Academy, Utah State Corrections, Draper, UT*Length:* 19 hours*Dates:* August 1998 to June 2008

*Objectives:* Develop a working knowledge of the U.S. Constitution and the basic rights guaranteed all citizens with special emphasis on the rights of persons suspected/accused of a crime, as well as Supreme Court cases that have impacted these rights. Define and illustrate the influence of the U.S. Constitution on Utah's State Constitution, laws of arrest, laws of search and seizure, and code of criminal procedure. Define requirements to a lawful arrest, types of police contact, requirements for detention stops, and types and methods of arrest. Illustrate Utah's Law of Criminal Procedure in search and seizure and what constitutes a legal search, types of searches, how to obtain a warrant, and information that must be included in the request for a warrant. Define the laws of evidence, types of evidence, criteria for the admissibility of evidence in court, hearsay and exceptions to the hearsay rule, and level of proof.

*Instruction:* Students must complete no fewer than: Three hours of "Constitutional Law and Bill of Rights," four hours of "Laws of Arrest," four hours of "Laws of Evidence," and eight hours of "Laws of Search and Seizure." Instructional methods for this course include lecture. Evaluation methods include written examinations and practical application exercises.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, three semester credits.

**Security Principles, Practices, and Management** (3 credits, lower division)*Program:* Basic Corrections Curriculum*Location:* Fred House Academy, Utah State Corrections, Draper, UT*Length:* 49 hours*Dates:* August 1998 to June 2008

*Objectives:* Identify the components of officer survival, including physical, mental, and tactical conditioning and control of the environment. Understand the policy and procedures governing hostage taking and identify the negotiable items and survival techniques to follow if taken hostage. Become familiar with riots and identify types of riots and actions to be taken in the event of a riot. Identify areas where riots typically occur and reasons why they occur. Discuss the procedures and legal implications of forced cell entry, including situations requiring entry. Demonstrate the use of restraints in escort and transport of prisoners. Know and understand the principles of key and tool control, security rounds and investigations, public safety, escape pursuit and prevention policies. Appropriate techniques for taking and recording live body counts will be discussed to include the varied terminology, such as standing count and walk-by count. Analyze the search techniques and procedures utilized in a correctional facility, including frisk searches, strip searches and body cavity searches. Understand and practice cell searches and personal searches as well as the reasons for conducting them. Review the policies and procedures concerning offenders' property with special attention paid to what is unauthorized. Develop the ability to secure, protect and retain a weapon and the secure transportation of an offender. Illustrate the offender classification system and the inmate placement system used within the institutional setting. Review incident management to include use of lethal force, crime scene protection, response procedures, and practical scenarios.

*Instruction:* Students must complete no fewer than: Five hours of "Forced Cell Entry," one hour of "Forced Section Entry," two hours of "Head Counts," two hours of "Hostage Taking and Negotiations," three hours of "Incident Management System," five hours of "Incident Management System — Practical," four hours of "In Custody Restraint Application," two hours of "Inmate Placement Program (IPP)," two hours of "Institutional Security," one hour of "Offender Classification (Property and Privilege Matrix)," two hours of "Property Control," two hours of "Riots and Disturbances," four hours of "Search Practical," four hours of "Search Techniques," three hours of "Survival Mind Set," three hours of "Transportation of Prisoners," and four hours of "Weapon Retention and Protection." Instructional methods for this course include lecture, discussion and practical exercises. Evaluation methods include written examinations and practical application exercises.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, three semester credits.

**Substantive Legal Issues in Corrections** (3 credits, lower division)*Program:* Special Functions Block (POST)*Location:* Fred House Academy, Utah State Corrections, Draper, UT*Length:* 43 hours*Dates:* August 1998 to June 2008

*Objectives:* Using Utah's Criminal Code, define the elements of various crimes, civil and criminal liability of law enforcement and correction officers, laws governing police conduct/actions, use of force by civilians and officers and the justification for use of force. Understand the interaction of corrections with other departments and components of the criminal justice system. Illustrate the laws pertaining to juveniles and the juvenile court system, types of sexual harassment, and the levels of proof. Understand the characteristics of controlled substances and laws governing alcohol usage, possession, transportation, and related crimes. Using Utah's civil code define the civil process, including various types of legal processes, proper service, proper return service and the dissemination of legal advice. Understand Utah's federal and state court systems, jurisdiction and prosecuting agencies.

*Instruction:* Students must complete no fewer than: Two hours of "Civil Process Service," two hours of "Controlled Substance Law," two hours of "Corrections Law for Peace Officers," four hours of "Juvenile Law and Procedure," three hours of "Liability of Peace Officers," one hour of "Liquor Control Law," three hours of "Sexual Harassment," two hours of "Use of Force," two hours of "Utah Court System," and twenty-two hours of "Utah Criminal Code." Instructional methods for this course include lecture. Evaluation methods include written examinations and practical application exercises.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, three semester credits.

**Written and Oral Communication in the Correctional Setting** (1.5 credits, lower division)*Program:* Special Functions Block (POST)*Location:* Fred House Academy, Utah State Corrections, Draper, UT*Length:* 23 hours*Dates:* August 1998 to June 2008

*Objectives:* Discuss, review, and define verbal and non-verbal communication. Identify the importance of effective listening and development skills to deal with the fear of speaking in public. Practice interviewing skills as they relate to interpersonal communications with emphasis on body language, tone of voice, proximity, derogatory language, and ethnically offensive terminology. Develop through practical applications a working knowledge of street Spanish for law enforcement officers. Illustrate correct pronunciation of the alphabet, months of the year and days of the week, as well as gathering routine information (name, date of birth, residence, etc) in Spanish is emphasized. Review and interpret the notes taking in the field, as well as the necessity for good note taking in the classroom environment. Identify the uses of police reports and the need for accuracy, brevity, completeness, and clarity. Understand and have working knowledge of the proper use of police radio. Identify and demonstrate the "10 codes" and phonetic alphabet in radio communications. Review of procedures for obtaining warrants and practical demonstration of radio proficiency. Discuss the FCC rules and regulations with emphasis on privacy and rights of citizens.

*Instruction:* Students must complete no fewer than: Eight hours of "Basic Spanish for Law Enforcement," two hours of "Field Notes for Report Writing," eight hours of "Interpersonal Communications," one hour of "Note Taking and Study Skills," and four hours of "Radio Communications." Instructional methods for this course include lecture and practical exercises. Evaluation methods include written examinations and practical application exercises.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, one and one-half semester credits.