

Wyoming Department of Corrections

Site Visit Report

Description of Training Organization

The Department of Corrections is responsible for the operation of adult correctional institutions and the administration of adult probation, parole and community service programs. The department has four organizational divisions and Central Office is located in Cheyenne.

The Division of Prisons is responsible for the supervision, control and custody of incarcerated felons located in four state run correctional facilities, privately run adult community corrections facilities and out-of-state placement of inmates. Correctional facilities are located in Lusk Wyoming Women's Center, Newcastle Wyoming Honor Conservation Camp and Wyoming Boot Camp, Rawlins Wyoming State Penitentiary, and Riverton Wyoming Honor Farm.

The Division of Field Services is responsible for a statewide system of adult probation and parole services. This includes traditional supervision and an intensive supervision program (ISP). The Division also oversees the operation of three adult community correction centers operated by private entities in Casper, Cheyenne, and Gillette.

The Division of Central Services Administration manages statewide information technology, human resources/personnel functions, facility management concerns and fiscal operations.

The Division of Training established in 2000, manages the statewide training effort with a pre-service academy, annual in-service and specialized functions.

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| <input type="checkbox"/> 800 employees across the state | <input type="checkbox"/> WHBC 46 male inmates |
| <input type="checkbox"/> \$158 million operating budget for FY03-04 | <input type="checkbox"/> WHF (Wyoming Honor Farm) 170 male inmates |
| <input type="checkbox"/> 4,800 probation and parolees in Wyoming communities, 500 out of state | <input type="checkbox"/> County jails 74 male inmates |
| <input type="checkbox"/> 1853 inmates as of 7/15/03 | <input type="checkbox"/> Out of state 402 male inmates |
| <input type="checkbox"/> WSP (Wyoming State Penitentiary) 626 male inmates | <input type="checkbox"/> WWC (Wyoming Women's Center) 100 female inmates |
| <input type="checkbox"/> WSP ITU (Intensive Treatment Unit) 26 male inmates | <input type="checkbox"/> WWC ITU (Intensive Treatment Unit) 8 female inmates |
| <input type="checkbox"/> WHCC (Wyoming Honor Conservation Camp) 123 male inmates | <input type="checkbox"/> Out of state 54 female inmates |
| | <input type="checkbox"/> ACC 116 inmates |

Facility specific descriptions:

The Wyoming Honor Conservation Camp (WHCC) houses both a minimum security forestry camp for adult male offenders and a close custody youthful offender boot camp program. Inmates assigned to the conservation camp work in a variety of jobs both on-site and in conjunction with the Wyoming State Forestry Division. The forestry crews fight wild land fires in Wyoming and South Dakota as well as provide forestry management on state lands and community service projects for various governmental agencies. Programming and educational services are available for minimum custody inmates. The boot camp program is geared to youthful offenders serving their first incarceration in an adult penal facility. The Wyoming Boot Camp provides an alternative to long-term incarceration with a 120-day, intense paramilitary program with an emphasis on education and programming. The conservation camp has a design capacity of 177 beds and the boot camp has a design capacity of 56 beds. http://doc.state.wy.us/prisons/boot_camp.asp.

The Wyoming Honor Farm (WHF) is a minimum security facility for adult male offenders with a mission that provides educational, vocational, treatment and a variety of agricultural work programs. The Honor Farm has three full time inmate forestry crews that fight wild fires in Wyoming and also provide community service work for governmental agencies and the local community. Another well-known program at the Honor Farm is the Wild Horse Program, operated in partnership with the federal Bureau of Land Management, in which wild horses are gentled and then put up for adoption at scheduled sales. The Honor Farm, originally called the Penitentiary Farm, was acquired by the State Legislature in 1931. http://doc.state.wy.us/prisons/honor_farm.asp.

The Wyoming State Penitentiary (WSP) is a full service, secure correctional facility for adult male felons. The WSP is composed of WSP Administration, South Facility, and the Intensive Treatment Unit. The South Facility opened in July 2001 and houses inmates in all custody levels plus death row and those inmates with special needs. In addition, the South Facility houses the department's initial reception and assessment process for all male offenders within the adult correctional system. The penitentiary offers programming including Adult Basic Education (ABE), classroom vocational training, life skills/pre-release, substance abuse, distance learning and cognitive. The Intensive Treatment Unit offers long-term substance abuse treatment and is currently operated under a contract with a private provider. The North Facility, opened in 1981, was closed in 2001 due to safety concerns with the structure. The department is currently housing numerous inmates out-of-state due to lack of beds. WSP includes an intensive treatment unit. <http://doc.state.wy.us/prisons/wsp.asp>.

The Wyoming Women's Center (WWC) is a full service, secure correctional facility for female offenders and the sole adult female facility in the State of Wyoming. In 1980 the legislature formally created the WWC and then in 1981 authorized the establishment of a permanent facility in Lusk, Wyoming. The facility was built in 1984 with a design capacity for 83. In 1996 the main housing areas were equipped with double bunking to accommodate the increasing population. Due to the need for more space, some inmates have been transferred to Oklahoma since September 1999. There are currently approximately 57 inmates housed in Oklahoma. WWC offers programming that addresses the assessed needs of the female felon. These include, but are not limited to, the following: Adult Basic Education (ABE), living skills, drug/alcohol, co-dependency, parenting, assertiveness, anger management and recovery groups dealing with emotional, physical and sexual abuse. In October 2000, WWC opened a self-contained 16 bed intensive treatment unit (ITU) for the treatment of addiction. The ITU is a highly structured long term 7-9 month program based upon the therapeutic community treatment model. The program is tailored to provide gender specific services and is funded with a combination of state and federal resources. <http://doc.state.wy.us/prisons/wwc.asp>

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 Wyoming Department of Corrections may obtain such records of this training by contacting:

Training Division Academy
c/o WSP PO Box 400
2900 Higley Blvd
Rawlins, WY 82301

Description of Training Programs

Location: Wyoming Department of Corrections Training Division Training Academy, Rawlins Wyoming

Length: 4 weeks (160 hours) January 2003 to August 2005

9 weeks (360 hours) August 2005 through June 2009

Program Objective: To increase the knowledge base and skill set necessary to serve in the capacity of an entry level uniform and non uniform institutional employee.

Learning Objective: After successful completion of the academy, employees will perform all routine duties of an entry level DOC institutional employee consistent with policies and procedures.

Instructional Methods: Lecture, discussion, guided and independent practice, role play, video, tests, practical application exercises.

Learning Assessments: Written tests, practical qualifications, 6 month evaluation by employee, 6 month evaluation by supervisor, performance appraisal, OJT checklist.

Description of Team – 2003 Assessment

Three assessment consultants and one Criminal Justice Training Assessment coordinator were on the team. In consultation with experts prior to the visit, CJTA staff determined that visiting teams would be comprised of four members. One member would represent criminal justice at the university level, one would represent criminal justice at the community college level, one would be a practitioner (or former practitioner) in the field to be reviewed, and the fourth would be a staff member from CJTA with a master’s degree in criminal justice. Below is a list of all participants; CJTA and Excelsior College have full curriculum vitae on file for each.

N. Prabha Unnithan, Ph.D.
 Director of Graduate Studies
 Department of Sociology
 Colorado State University
 Fort Collins, Colorado

James H. Hafeman, MPA
 Training Consultant
 Primeau Enterprises
 Negaunee, Michigan

Bruce L. Bikle, Ph.D.
 Assistant Professor
 Division of Criminal Justice
 California State University, Sacramento
 Sacramento, California

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

Description of Team – 2007 Re-assessment

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

N. Prabha Unnithan, Ph.D.
 Director of Graduate Studies
 Department of Sociology
 Colorado State University
 Fort Collins, Colorado

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

Kelly J. Asmussen, Ph.D.
 Associate Professor
 Department of Criminal Justice
 Peru State College
 Peru, Nebraska

Description of Visit – 2003 Assessment

During the week of August 4th, 2003 four representatives of the Criminal Justice Training Assessment Project, Excelsior College conducted a site visit to the Wyoming Department of Corrections Training Academy to assess the Pre-Service Academy Training for Institution Employees.

On the first day, the team assembled at the Wyoming Department of Corrections Training Academy. A brief organizational meeting and introductions to the academy staff (including Training Division Administrator Mira Vucicevic) took place. 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 recruit 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. Unnithan reviewed the Correctional Personnel block of instruction, Dr. Bikle reviewed the Basic Correctional Practices and Supervisory Training blocks of instruction, and Consultant Hafeman reviewed the Legal and Administrative Issues in Corrections block of instruction.

The above list of courses was developed from program and subject information provided by the Wyoming 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 with representatives of the Wyoming Department of Corrections Training Division, which included Training Division Administrator Mira Vucicevic. The assessment team discussed the initial findings with the training staff and spent considerable time in discussion with staff regarding future potential of the training program.

Description of Visit – 2003 Re-assessment

During the week of April 6th, 2007 three representatives of the Criminal Justice Training Assessment Project, Excelsior College conducted a site visit to the Wyoming Department of Corrections Training Academy to re-assess the updated Pre-Service Academy. The team assembled at the Wyoming Department of Corrections Training Academy and a brief organizational meeting and introductions to the academy staff took place. The assessment team reviewed the past curriculum with the staff as well as the changes that necessitated the re-assessment of the academy.

The team began the 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 with representatives of the Wyoming Department of Corrections Training Division. The assessment team discussed the initial findings with the training staff and spent considerable time in discussion with staff regarding future potential of the training program.

Credit Recommendations**Summary of Credit Recommendations – January 2003 to August 2005**

<i>Program:</i> Pre-Service	
Basic Correctional Practices	3 credits
Correctional Personnel	2 credits
<u>Legal and Administrative Issues in Corrections</u>	<u>1 credit</u>
TOTAL	6 credits

<i>Program:</i> In-Service WSP	
Intermediate Correctional Practices	1 credit

<i>Program:</i> Correctional Staff Supervisory Training Program	
Supervisory Training	2 credits*

Summary of Credit Recommendations – August 2005 through June 2009

<i>Program:</i> Pre-Service	
Emergency Response	1.5 credits
Human Relations and Special Populations	3 credits
Incident Response in Corrections	1 credit
Introduction to Correctional Practices	3 credits
Introduction to Correctional Procedures	1 credit
<u>Legal Issues in Corrections</u>	<u>2.5 credits</u>
TOTAL	12 credits

* Denotes upper division; all other recommendations are lower division

Course Descriptions**Basic Correctional Practices (3 credits, lower division)**

Program: Pre-Service

Location: Wyoming Department of Corrections, Training Division, Rawlins, WY

Length: 47 hours

Dates: January 2003 to August 2005

Objectives: This course is an introduction to the day-to-day operations of correctional facilities and the duties and responsibilities of the officers and staff assigned therein. The course is complimented by “Legal and Administrative Issues in Corrections” and “Correctional Personnel”. At the conclusion of this course the student will be able to: discuss the importance of correctional practices and operational procedures and demonstrate practical application of these principles in course and group work. Areas include: observation and documentation of inmate behavior and actions; inmate counts; inmate movement; inmate classification and housing assignment procedures; control and security of keys, locks and tools; identification and control of contraband; purposes of and conduct of searches of cells, vehicles, inmates, visitors and work and program spaces; conduct of urinalysis testing of inmates; temporary restriction orders and protective custody; management of inmate behavior; inmate disciplinary procedures and practices; passive and active restraints; chemical agents; medical procedures and policies; fire safety; security of and access to facility, operation of control centers; inmate mail and telephone procedures and policies; the inmate grievance procedures; and suicide prevention.

Instruction: Students must complete no fewer than: Two and one quarter hours of “Behavior Observation,” one and one half hours of “Contraband,” forty five minutes of “Control Center Operations,” three and three quarter hours of “Disciplinary Process,” one hour of “Facility Access,” two hours of “Fire Prevention,” one hour of “Grievance Procedure,” one hour of “Inmate Counts,” one hour of “Inmate Movement,” four hours of “Key, Lock, and Tool Control,” forty five minutes of “Level System,” one hour of “Logging Procedure,” nine hours of “Managing Inmate Behavior,” forty five minutes of “Medical,” two hours of “OC,” two hours of “Phone, Mail, Visits, and Inmate Accounts,” forty five minutes of “Radio Use and Military Time,” four and one half hours of “Restraints,” five and one half hours of “Searches,” two and one half hours of “TRO/PC Policy,” and one hour of “Urinalysis.” Instructional methods include lecture, group work, discussions and demonstration of practical aspects of the course material. Evaluation methods include written examinations and observational assessment.

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

Correctional Personnel (2 credits, lower division)

Program: Pre-Service

Location: Wyoming Department of Corrections, Training Division, Rawlins, WY

Length: 30 hours

Dates: January 2003 to August 2005

Objectives: This course will increase knowledge and skills of correctional personnel on a variety of professional issues. Areas covered include: escalating and deescalating behaviors related to inmate stress; precautions for officer protection; skilled and effective interpersonal communications; workplace harassment and discrimination policy; cultural diversity in corrections; state ethics policy; special operations and hostage teams; on-the-job safety and CPR; writing and importance of reports. Overall, this course will increase knowledge of and pride in the correctional profession.

Instruction: Students must complete no fewer than: Three and one half hour of “CPR,” one half hour of “Cultural Diversity Policy & Video,” one half hour of “‘Don’t call me guard’ video,” six hours of “Esprit de corp.,” one hour of “Ethic Policy & Video,” one and one quarter hours of “Interactive Effective Communication,” one hour of “Officer Safety,” eight and three quarter hours of “Report Writing,” three hours of “Sexual Harassment,” one and three quarter hours of “Special Teams,” one hour of “Stress Model,” and one and one half hours of “Universal Precautions.” Instructional methods for this course include lecture, discussion, participatory exercises and video presentations. Evaluation methods include notebook appraisals, written examinations and observational assessment.

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

Emergency Response (1.5 credits, lower division)

Program: Wyoming Department of Corrections Pre-Service Academy

Location: Wyoming Department of Corrections Training Academy – Rawlins, WY

Length: 24 hours

Dates: August 2005 through June 2009

Objectives: Understand the WDOC Mission Statement. List 5 departments which depend on each other on a daily basis. Review WDOC Policy # 1.601 and answer the training points assigned to their group. List the 8 rules for team building. List the 4 stages in the team development process. Identify the 4 requirements for a team to function successfully. Analyze and define concepts. List the 3 parts of the fire triangle. List types of fire extinguishers used, identify classes of fire, and locate equipment location on a map. Define the acronym PASS. List how often fire drills are conducted per WDOC Fire Safety Policy 6.006. Identify the number to call for emergency response. Apply the PASS technique and successfully extinguish a fire. During a fire ban a simulation will be used. Differentiate between pill call and sick call. Explain the role of security while observing pill call. Explain what constitutes an inmate medical emergency and who to contact. Connect the responsibility to provide medical care to 8th Amendment, conditions of confinement. Analyze 2 case studies, applying the lecture. Answer whether the fundamental questions in evaluating the adequacy of a medical system are intact. Determine that medical care includes dental and mental health care. List the three steps to prevent hostage situations. List at least 9 of the 19 hostage survival actions. Define Universal Precautions. List body fluids that may contain bloodborne pathogens. List modes of transmission. List the 5 most common communicable diseases in corrections. List 3 signs and symptoms of tuberculosis. List 3 articles of personal protective equipment. List the 4 necessary steps after an exposure incident. Identify how to dispose of bio hazard materials. Demonstrate how to clean up a simulated spill using a small spill kit and not become contaminated. List 3 benefits of an effective safety and health program. List 4 elements of an effective safety and health program. List 4 methods to prevent and control workplace hazards. Demonstrate a warm up exercise for the neck, head, eye, back and shoulders. Demonstrate a warm up exercise for the hands, wrists, fingers, arms, and feet. Write a prevention plan for their daily duties that may lead to a musculoskeletal disorder.

Instruction: Students must complete no fewer than: four hours of "CPR Certification," eight hours of "Emergency Preparedness/LETRA," three hours of "Everyone's Role in Security," two hours of "Fire Safety," four hours of "First Responder First Aid," one hour of "Medical – Legal Overview," one hour of "Medical Contract Providers," two hours of "Special Teams," two hours of "Universal Precautions," and one hour of "Workplace Safety." Instructional methods for this course include lecture, discussion, guided and independent practice. Evaluation methods include written tests and practical application exercises.

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

Human Relations and Special Populations (3 credits, lower division)

Program: Wyoming Department of Corrections Pre-Service Academy

Location: Wyoming Department of Corrections Training Academy – Rawlins, WY

Length: 54.5 hours

Dates: August 2005 through June 2009

Objectives: Organize ideas concerning the 13 reasons why we observe. Explain 5 nonverbal behaviors that describe what to observe. List the four observation skills. Write a staff report documenting inmate behavior. List case law and related direction. List examples of issues in cross gender supervision. Review policy 1.202 Sexual Misconduct Against Offenders and teach back to class and participants. Define cultural diversity. List selfish reason to be culturally aware. List elements that distinguish one culture from another. Distinguish between corrections profession and guard duties. Define terms and outline the anatomy of an ethical dilemma. List the elements of ethical fitness for professionals. List the definitions of discrimination, hostile work environment, sexual harassment, third party harassment. List 2 types of sexual harassment; 4 situations of work place harassment and complete this sentence "Discrimination is prohibited in all activities of the Wyoming Department of Corrections, including, but not limited to:" Apply problem solving to scenarios. List differences between inmate and staff perspectives. Define manipulation. List components of manipulation. List levels of Maslow's hierarchy and not manipulation. List four techniques for stopping manipulation. Demonstrate recognition of attempted manipulation. Define mental illness. Define cast-a-mop. Describe crisis escalation cycle. Describe representation of mental ill inmates in custody. List symptoms of schizophrenia. Manage inmate behavior by awareness, effective communication and balanced control skill set. List and define at least four different types of inmates. List and define the three skills of awareness. Demonstrate the elements of presence in managing inmates. Explain 3 elements of observing. Explain the role that listening plays in managing inmates. Demonstrate the four parts of effective listening. Identify the two skills of effective communication and define their use in managing inmates. List and define the three levels of responding. List five basic feeling words. List the three steps in asking relevant questions. Define formal and informal control. List three advantages and disadvantages of over and under enforcement using formal control and informal control. Demonstrate balanced philosophy of managing inmate behavior. Explain how effective communication is a tool in informal control. Demonstrate active listening skills. Demonstrate managing inmate behavior. Identify the four parts of the circle of life. Understand the proper way to approach and enter the sweat lodge. Identify Native American religious items and distinguish them from contraband. Define programming. List individual programs available at each WDOC facility. List five reasons youth are attracted to "gang" lifestyle. List and discuss gang related statistics. List STG related activities. Research specific STG and report findings to class. Research assignment from Policy 3.301 Management of Security Threat Groups and report findings to class. Research and answer training points from policy 3.301 Management of Security Threat Groups. Research assignment from Policy 3.303 Security Threat Group Identification and Validation and report findings to class. Research and answer training points from policy 3.303 Security Threat Group Identification and Validation. Identify 6 special needs inmate categories. Review and report out on ACA standards related to special needs inmates. List and explain 6 principles of managing special needs inmates. Define deliberate indifference. List critical times in custody. Identify the warning signs of suicide and responses. Identify the 5 reasons for attempted and successful suicide. List the 4 mental illnesses that are the highest risk for suicide. Define and complete the fields of information. List suicide watch practices. Identify the three zones of the stress model. Understand the goal of law enforcement. Demonstrate verbal skills being able to de-escalate upset inmate (trainer).

Instruction: Students must complete no fewer than: four hours of "Behavior Observation," one hour of "Cross Gender Supervision," four hours of "Cultural Diversity," one hour of "Don't Call Me Guard Video," one hour of "Ethical Dilemmas," two hours of "Ethics Policy," three hours of "Harassment/Discrimination," eight hours of "Inmate/Staff Relations," five hours of "Interaction with Mentally Ill," five hours of "Interactive Effective Communication/Stress Model," ten hours of "Managing Inmate Behavior," two hours of "Native American Culture," one and one-half hours of "Programming," four hours of "Security Threat Groups," one hour of "Special Needs Inmates," and two hours of "Suicide Prevention." Instructional methods for this course include lecture, discussion, guided and independent practice. Evaluation methods include written tests and practical application exercises.

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

Incident Response in Corrections (1 credit, lower division)

Program: Wyoming Department of Corrections Pre-Service Academy

Location: Wyoming Department of Corrections Training Academy – Rawlins, WY

Length: 50 hours

Dates: August 2005 through June 2009

Objectives: List the key element of WDOC Mission Statement regarding transport of inmates. Demonstrate the 5 PPCT levels of position. List the reason level 2 ½ is a superior position to escort from. Apply good proxemics using the cut and herd method when dealing with a disturbance. List 6 dangers we need to be aware of as a transport officer. List 7 strategies to lower risks during transport. Become familiar with SORT tactics. Define Major Disturbance. Experience a flashbang. List the four spray patterns of OC. List the three main physical effects of OC. List the three main mental effects of OC. Demonstrate how to draw OC from their utility belt according to directions. Demonstrate the deployment formula when using OC. Demonstrate deployment considerations when using OC. Demonstrate how to properly expose someone to OC. Explain the effects that OC has on them. List what elements to balance as they make decisions about using force. Identify the relevant constitutional right. Connect deliberate indifference with protecting inmates from harm duties. Examine ACA standards to the prison setting. Identify and report out to the larger group the essential elements DOC Force Policy 7.018. Identify when to apply restraints, the justification. Apply handcuffs. Apply a waist chain. Apply the black/blue box. Apply handcuffs through the cuff port. Apply ankle restraints. Apply flex cuffs. Apply soft restraints. Apply tether. Demonstrate "figure 8". Demonstrate procedure for 4 & 5 point restraints. Examine spit nets, electronic restraints and back board/Velcro equipment. List the dangers in positional asphyxia and hog tying (hobbling).

Instruction: Students must complete no fewer than: thirty-two hours of “Defensive Tactics/PPCT,” two hours of “Escort & Transport,” two hours of “Less Than Lethal,” four hours of “OC Certification,” two hours of “Use of Force Policy,” and eight hours of “Use of Restraints.” Instructional methods for this course include lecture, discussion, guided and independent practice. Evaluation methods include written tests and practical application exercises.

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

Intermediate Correctional Practices (1 credit, lower division)

Program: In-Service WSP

Location: Wyoming Department of Corrections, Training Division, Rawlins, WY

Length: 50 hours

Dates: January 2003 to August 2005

Objectives: Enable the student to deal with correctional operational issues including inmate safety, policies and procedures, and personnel supervision. Completion of this course should provide the student with an overview of correctional practices beyond an introductory level.

Instruction: Students must complete no fewer than: One-half hour of “Abilene Paradox Video,” one hour of “ACA Ethics Videos,” two and one-half hours of “Case Law,” one hour of “Ethics A.R. 1.306/4 Everyone Video,” one and one-half hours of “Fire Safety/Extinguisher,” one hour of “IM Safety Issues,” one hour of “Personnel Rules 1 & 11,” one hour of “Policies 1.004, 1.006, 1.202, 7.017,” one and one half hours of “PPCT Academics,” twenty hours of “PPCT Practical,” four hours of “PPCT Practical & Testing,” one hour of “TRO PC Policies 3.304 & 5,” one and one half hours of “Universal Precautions,” and two and one half hours of “Use of Force A.R. 7.018.” Instructional methods for this course include lecture, video and discussion. Evaluation methods include written examinations, notebook and performance appraisals.

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

Introduction to Correctional Practices (3 credits, lower division)

Program: Wyoming Department of Corrections Pre-Service Academy

Location: Wyoming Department of Corrections Training Academy – Rawlins, WY

Length: 43.5 hours

Dates: August 2005 through June 2009

Objectives: Understand how to write and evaluate reports. Define ‘cover your agency’. List essentials of report writing. Connect the certification statement to their responsibility to write reports. Demonstrate how to complete Notice of Confiscations, Staff Reports, both TRO forms, Notice of Charges, Change of Status Forms, and Chain of Evidence forms. Explain what a report is. List at least five uses for a report. Describe how a report can benefit the organization. Describe how you can target a report for an intended audience. Identify 12 common errors. List 5 capitalization rules. Identify 3 ways to solve spelling errors. Explain an acronym. Describe the purpose of punctuation Define an observation, and an opinion, and understand the purpose of both. Define style. Identify the seven essentials of report writing and test out. Identify the key parts of the report writing process. List four guidelines for preparing to interview a witness. Describe how to phrase questions to get the information you need from a witness. List techniques to establish rapport with a witness. List at least five common sense techniques for conducting a successful interview. List six guidelines for taking notes effectively. Practice a topic outline or sentence outline Identify and define the three parts of a report. Evaluate a report before submit it. Demonstrate how to take proper notes. Demonstrate how to properly power on and off a computer, navigate the desktop, locate and print policies and procedures from the desktop, locate, fill in and print a staff report, locate and print WDOC forms, and demonstrate how to safeguard against computer virus’ and stolen access. Answer questions about the evolution of corrections. Define Esprit de Corps. Inspect each other using the DOC AR 2.102 checklist. Display dress and grooming standards according to the A.R. 2.102. Analyze the importance of presentation of self to inmates and stakeholders. Explain the purpose of classification. List the four custody levels. Classify an inmate using the DOC instrument. Re-classify an inmate using the DOC re-classification instrument. Analyze elements of our mission and connect basic prison practices to it listing and connecting them to the mission. Connect WDOC Mission to Federal BOP Warden Luther’s 28 points Distinguish between industry standards, department policy, facility specific procedure and post orders. Identify and list assignment opportunities available to correctional officers. Identify and list non-uniform opportunities they can work towards. Complete a goals worksheet to be part of their training record. Define temporary restriction. List the TRO process. List reasons for placing an inmate on TRO. Fill out the paperwork involved in TRO and role play the responsibilities. Define protective custody. List the PC process. List reasons for placing an inmate on PC. Demonstrate how to fill out the paperwork involved in PC and role play the responsibilities. Draw timeline/flow chart of process. List the elements of the triangle of physical fitness. List the basic food groups. Distinguish between sleep and rest. List the elements of a balanced diet and distinguish between them. Identify serving and calorie needs. At Cooper test out, participant will pass with improvements 40% of Cooper. List the stages of stress, the types of stress, the physical signs of stress, and the behavioral signs of stress. List the stages of burnout. Demonstrate how to identify and help fellow staff members cope.

Instruction: Students must complete no fewer than: twenty hours of “Advanced Report Writing,” four hours of “Basic Report Writing,” one hour of “Classroom Note Taking/Notebook,” one hour of “Computer Familiarization,” two hours of “Education/Awareness – Physical Fitness,” six hours of “Esprit de Corp,” one and one-half hours of “Inmate Classification,” two hours of “Mission, Vision and Values,” one hour of “Physical Fitness Conditioning,” one hour of “Prison History/ Direct Supervision,” two hours of “Professional Development,” and two hours of “TRO/PC Policies.” Instructional methods for this course include lecture, discussion, guided and independent practice. Evaluation methods include written tests and practical application exercises.

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

Introduction to Correctional Procedures (1 credit, lower division)

Program: Wyoming Department of Corrections Pre-Service Academy

Location: Wyoming Department of Corrections Training Academy – Rawlins, WY

Length: 19.5 hours

Dates: August 2005 through June 2009

Objectives: Detect drug and alcohol use and identify methods of detection used in facilities. Define recovery maintenance. List components of effective substance abuse treatment. List substance abuse treatment services offered by WDOC. List and define the two categories of contraband and give four examples of each. List at least 5 ways contraband enters the facility. List the five 5 effective ways to control contraband that limit its introduction. Use the property matrix to list 5 hygiene items allowed to minimum custody inmates. Complete a confiscation form. Connect S.T.O.P.S. to the count procedure. Understand 2 ACA standards connected to inmate counts. Respond to five training questions concerning WDOC Policy 3.000 Inmate Counts. Differentiate between the four WDOC facilities count procedures. Demonstrate an accurate person count without error. Review policy and standards. List the procedure of crime scene prevention. List the procedure of evidence collection and handling. Complete an evidence bag. Secure a crime scene. Review ACA Standards and report out to the larger group. List two reasons for proper movement. Review ACA standards regarding inmate movement. Define escorted and unescorted movement. Demonstrate officer positioning during individual and group movement. Analyze facility specific movement directions with security levels. Communicate movement with the sending and the receiving officer using inmate identification card for verification. Analyze individual facility procedure about restraining inmates during movement. Document movement in an official log book. List the 3 types of information to record according to ACA standard. Review DOC policy 3.003 Security Record Keeping and answer policy training points. Analyze their facility specific applications of 3.003 to log books. Log consistent with DOC policy and facility specific procedures. List the three reasons facility access is controlled. List five common practices outlined in Policy 3.007 Facility Access. List the 6 procedural requirements concerning staff identification. Understand the impact of Policy 3.007. Report out ACA standards related to phone, visits, and personal accounts. Analyze policies and facility specific operational procedures about phone, visits, and personal accounts. Analyze policies and facility specific operational procedures about phone, visits, and personal accounts. In group discussion, participants will

analyze the Property Control policy. Identify differences between state property and personal property. List procedures for inmates to obtain certain medical and/or religious items. Complete an inventory sheet. Visually inspect and simulate an operational check. List the 23 most common 10 codes used. Send a simulated message using the radio and the procedure trained. Translate regular time to military time. List the phonetic alphabet. List times to conduct urinalysis. Identify the percentage of offender populations which will be tested monthly in facilities and field services. Identify who is responsible for the chain of custody and testing of urine samples in accordance with policy 4.302 Offender Substance Abuse Testing, Sanctioning and Treatment. Identify methods for positive confirmation. List the seven items found in a urinalysis kit. Complete an information sheet. Demonstrate universal precautions when handling a simulated urine sample. Demonstrate each step of the collection process.

Instruction: Students must complete no fewer than: One and one-half hour of "Alcohol/Drug Detection," one and one-half hours of "Contraband Identification/Control," five and one-half hours of "Counts & Key/Lock/Tool Control," one hour of "Crime Scene Management," one hour of "Inmate Movement," one hour of "Logging," two hours of "Parking Lot/ Perimeter Security/Facility Access," two hours of "Phone/Visits/IM Accounts," two hours of "Property Inventory and Control," one hour of "Radio Protocol and Use," and one hour of "Urinalysis." Instructional methods for this course include lecture, discussion, guided and independent practice. Evaluation methods include written tests and practical application exercises.

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

Legal and Administrative Issues in Corrections (1 credit, lower division)

Program: Pre-service

Location: Wyoming Department of Corrections, Training Division, Rawlins, WY

Length: 19 hours

Dates: January 2003 to August 2005

Objectives: Students will receive an introduction to the criminal justice system with extensive concentration in the area of corrections. Additional information will include the rules of evidence, including the identification, protection and collection of evidence and the importance of maintaining the custodial chain-of-evidence. The course of instruction will provide an overview of the history of prisons and the transition into modern methodologies. A review of the purpose of the modern prison system will be examined. Students will receive instruction on correctional issues of security (programming), classification, confidentiality, sensitivity and special needs assessment. Students will explore the evolutionary trends associated with corrections in a constitutional society. The dynamics associated with the functionality and practice of corrections will be discussed, including the freedoms and restrictions of a correctional officer in a modern constitutional environment. Students will be provided an overview of the legal hierarchy, to include pertinent USSC and State Supreme Court decisions, case and statutory laws and both administrative and executive office rules and regulations. The student will also become familiar with appropriate policy and procedures, including guidelines associated with the use of force.

Instruction: Students must complete no fewer than: Two and one half hours of "Case Law," one hour of "Classification," one hour of "Confidentiality," two hours of "Constitutional Rights," one hour of "Crime Scene Preservation," two hours of "Criminal Justice System," two hours of "Native American Inmates," one half hour of "Prison History video," one hour of "Programming," three hours of "Purpose, Goal, Parent Agency," one half hour of "Special Needs Inmates," and two and one half hour of "Use of Force Policy A.R. 7.018." Instructional methods include lecture, group discussion, group and individual participation in practical exercises and assignments and pre-recorded videos. Evaluation methods include written and practical examinations. Students will also maintain an organized notebook containing presented materials and the student's notes.

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

Legal Issues in Corrections (2.5 credits, lower division)

Program: Wyoming Department of Corrections Pre-Service Academy

Location: Wyoming Department of Corrections Training Academy – Rawlins, WY

Length: 37 hours

Dates: August 2005 through June 2009

Objectives: Define confidentiality. List elements of the Wyoming Criminal History Record Act. List 5 items of information that may be released. List the 6 topics in their notebook. Match 1st, 4th, 5th, 8th and 14th Amendments with the applicable prison issue. Balance legitimate penological interests for safety and security with inmate's rights. State why court came to the decision held making the connection to balancing individual rights with facility safety and security. Identify the applicable constitutional right. Define institutional deficiencies, staff mistake, staff misconduct. Connect qualified immunity and good faith defense. Distinguish between spontaneous and pre meditated assaults and define unusual incident. Understand how policies 1.012, 1.013, 1.014, TRO and PC protect inmates from harm. List the 4 conditions of crime. List the role of the 3 components of the criminal justice system. List the roles of the Wyoming criminal courts. Explain, by drawing a timeline, the judicial process from arrest to sentencing. List 3 police roles. Explain the relationship between prosecutor and police. Describe the role of the defense attorney and judge. List the 4 goals of corrections. Explain minimum, intermediate and maximum sanctions. List 2 purposes for the code of inmate discipline. List 3 types of violations. List 4 major areas of the inmate disciplinary process. List the time requirement which allows an inmate to prepare for a hearing. List the three steps necessary when serving notice to an inmate of a violation. Demonstrate the application of the disciplinary process. List 7 issues and distinguish whether they can or cannot be grieved. List the three levels in the grievance process. List 4 determinations made by the CEO upon receipt of Formal Grievance. Chart Actions and Time-Limits for Non-Emergency and Emergency grievances. List process for inmate mail and how inmates can have access to courts. List cases related to access to courts and identify the direction. Identify current standards for searches and contraband control. List the 5 critical reasons to search and control contraband. Define and list non-intrusive, intrusive, person and non person searches. Distinguish between staff, guest, visitor and inmate searches. Distinguish between pat and frisk search. Complete a skin search test. List the special requirements when conducting a body cavity search. Identify articles connected to Native Americans. Demonstrate a proper pat/frisk search of an inmate following the steps outlined in the training guidelines. Demonstrate an area search. Conduct a vehicle search consistent with the vehicle search check list. Demonstrate searches using electronic devices. Demonstrate a cell search. Explain why testifying is important, when to testify, reasons to testify, types of witnesses, factors that affect successful information gathering and list dos and don'ts. List the three primary legal methods used to gather information. Connect the certification statement/staff report with their testifying. List the consequences of poor performance in court by a corrections officer; the principles for appearing in court; the steps to be taken the actual day of the court appearance; the proper behavior for testifying in court. Demonstrate examples of good courtroom etiquette, demeanor, and testifying. Differentiate state and federal courts. Understand the Wyoming court hierarchy. Understand the basics of criminal versus civil processes in Wyoming. Locate specific Wyoming Statutes applicable to their job. Identify Wyoming laws, the numbering system for statutes in Wyoming and structure of Wyoming criminal statutes. Define felonies and misdemeanors. List how various Wyoming Statutes applies to their responsibility as a correctional officer.

Instruction: Students must complete no fewer than: one and one-half hours of "Confidentiality," twelve hours of "Constitutional Rights/Case Law/ Remedial Plan/ Summary Judgment," three hours of "Criminal Justice System," four hours of "Inmate Disciplinary Process," one hour of "Inmate Grievance System," one and one-half hours of "Inmate Mail and Access to Courts," eight hours of "Searches," one hour of "Testifying in Court," two hours of "Wyoming Court System," and three hours of "Wyoming Statutes." Instructional methods for this course include lecture, discussion, guided and independent practice. Evaluation methods include written tests and practical application exercises.

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

Supervisory Training (2 credits upper division)

Program: Correctional Staff Supervisory Training Program

Location: Wyoming Department of Corrections, Training Division, Rawlins, WY

Length: 32 hours

Dates: January 2003 to August 2005

Objectives: This course is designed to introduce students to the basics of supervision in correctional agencies. The course covers the building blocks of effective supervision; the situational nature of supervision; an examination of the leadership and personal competencies of supervisors; values and ethics in supervision. The course also introduces students to the practice of critical thinking, effective communication, decision making and negotiation in operations and leadership. Through the use of case studies and examples the course also introduces the student to the concepts in encouraging quality work and assessment of employee performance. Instructional methods for this course include lecture, case study individual and group work, with a number of writing assignments. Evaluation methods include written examinations and observational assessment

Credit Recommendation: In upper division baccalaureate degree category, two semester credits.