

2012 - 2013

**Florida Department of Education  
Curriculum Framework**

**Course Title:** Public Service Education Directed Study  
(Law, Public Safety and Security Education Directed Study)  
**Career Cluster:** Law, Public Safety & Security  
Government & Public Administration

<b>Secondary – Career Preparatory</b>	
Course Number	8900100
CIP Number	0743999910
Grade Level	11-12, 30, 31
Standard Length	Multiple
Teacher Certification	ANY PUBLIC SERV OCC ED G LAW ENF @7G CORR OFF @ 7G
CTSO	FPSA

### **Purpose**

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Law, Public Safety & Security and Government & Public Administration clusters that will enhance opportunities for employment in the career field chosen by the student.

### **Course Structure**

The content is prescribed by the instructor based upon the individual student's assessed needs for directed study.

This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program or occupational completion point for additional study in this career cluster. A student may earn multiple credits in this course.

The selected standards and benchmarks, which the student must master to earn credit, must be outlined in an instructional plan developed by the instructor.

### **Laboratory Activities**

A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom, in an industry setting, or a virtual learning environment.

### **Special Notes**

### **Career and Technical Student Organization (CTSO)**

Florida Public Service Association is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate expertise in a specific occupation contained within the career cluster.
- 02.0 Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results.
- 03.0 Apply enhanced leadership and professional career skills.
- 04.0 Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study.

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**Florida Department of Education  
Student Performance Standards**

**Course Title:** Public Service Education Directed Study  
**Course Number:** 8900100  
**Course Credit:** 1

- 01.0 Demonstrate expertise in a specific occupation within the career cluster.
- 01.01 The benchmarks will be selected from the appropriate curriculum frameworks and determined by the instructor based upon the individual students assessed needs.
- 02.0 Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results--The student will be able to:
- 02.01 Select investigative study referencing prior research and knowledge.  
02.02 Collect, organize and analyze data accurately and precisely.  
02.03 Design procedures to test the research.  
02.04 Report, display and defend the results of investigations to audiences that may include professionals and technical experts.
- 03.0 Apply enhanced leadership and professional career skills--The student will be able to:
- 03.01 Develop and present a professional presentation offering potential solutions to a current issue.  
03.02 Enhance leadership and career skills through work-based learning including job placement, job shadowing, entrepreneurship, internship, or a virtual experience.  
03.03 Participate in leadership development opportunities available through the appropriate student organization and/or other professional organizations.  
03.04 Enhance written and oral communications through the development of presentations, public speaking, and live and/or virtual interviews.
- 04.0 Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study--The student will be able to:
- 04.01 Use mathematical and/or scientific skills to solve problems encountered in the chosen occupation.  
04.02 Read and interpret information relative to the chosen occupation.  
04.03 Locate and evaluate key elements of oral and written information.  
04.04 Analyze and apply data and/or measurements to solve problems and interpret documents.  
04.05 Construct charts/tables/graphs using functions and data.

**2012-2013**

**Florida Department of Education  
Curriculum Framework**

**Course Title:** Exploration of Criminal Justice Occupations  
**Course Type:** Orientation/Exploratory and Career Planning  
**Career Cluster:** Law, Public Safety & Security

<b>Middle School</b>	
Course Number	8900220
CIP Number	0743019904
Grade Level	6-8
Standard Length	Semester
Teacher Certification	LAW ENF @7 G CORR OFF @7 G ANY PUB SERV OCC ED G
CTSO	FPSA
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)

### **Purpose**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Law, Public Safety & Security career cluster. The student will be provided with basic information about the kinds of jobs and workers involved, the various career paths, occupational hazards, educational requirements, financial rewards, interpersonal and communication skills, and employability skills required. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special projects that are related to each occupational cluster are provided, i.e. role-playing activities related to specific activities. Other activities for specific careers could be as follows: law enforcement - rolling inked prints, lifting latent prints, crime scene processing, evidence identification and collection, and use of computers; court system - role playing to include attorneys, witnesses, bailiffs, clerks, and judges; correctional and correctional probation - interview and interrogation techniques, inventorying personal items, substance abuse recognition, and interpersonal skills; public safety telecommunication - field trips to public safety telecommunication centers; and private security officer - guest speakers and tours of security systems within businesses.

## **Special Notes**

This program is a planned sequence of instruction consisting of .5 credits. The content should include, but not be limited to, the following career clusters: the law enforcement system, the court system, the correctional system, the correctional probation system, public safety telecommunications and private security officer careers. Basic computer literacy, employability skills, leadership and human relations' skills are an integral part of this program.

Teaching an understanding of the concepts of ethics and professionalism is an important aspect of orienting students to careers in the criminal justice field. Teachers are strongly encouraged to relate these concepts to classroom situations. Examples could include discussions and role-playing comparing plagiarism to falsifying reports; cheating on tests and assignments compared to dereliction of duty when patrolling an area or checking on the welfare of prisoners and parolees; perjury compared to spreading rumors; school dress codes compared to the role of the uniform in creating a professional appearance, and stealing compared to the acceptance of a gratuity, etc.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (ESE) will need modifications to meet their special needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.

## **Standards**

After successfully completing this course the student will be able to perform the following:

- 01.0 Demonstrate an understanding of the Emergency and fire management career pathway.
- 02.0 Demonstrate an understanding of the Security and protective services career pathway.
- 03.0 Demonstrate an understanding of the Law enforcement services career pathway.
- 04.0 Demonstrate an understanding of the Legal services career pathway.
- 05.0 Demonstrate an understanding of the Correction services career pathway.
- 06.0 Apply leadership and communication skills.
- 07.0 Describe how information technology is used in the Law, Public Safety and Security career cluster.
- 08.0 Use information technology tools.
- 09.0 Identify components of network systems.
- 10.0 Describe and use communication features of information technology.

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**Florida Department of Education  
Student Performance Standards**

**Course Title:** Exploration of Criminal Justice Occupations  
**Course Number:** 8900220  
**Course Credit:** Semester

**Course Description:**

- 01.0 Demonstrate an understanding of the Legal services career pathway. – The student will be able to:
- 01.01 Define and use proper terminology associated with the Legal services career pathway.
  - 01.02 Describe some of the careers available in the Legal services career pathway.
  - 01.03 Identify common characteristics of the careers in the Legal services career pathway.
  - 01.04 Research the history of the Legal services career pathway and describe how the associated careers have evolved and impacted society.
  - 01.05 Identify skills required to successfully enter any career in the Legal services career pathway.
  - 01.06 Describe technologies associated in careers within the Legal services career pathway.
- 02.0 Demonstrate an understanding of the Security and protective services career pathway. – The student will be able to:
- 02.01 Define and use proper terminology associated with the Security and protective services career pathway.
  - 02.02 Describe some of the careers available in the Security and protective services career pathway.
  - 02.03 Identify common characteristics of the careers in the Security and protective services career pathway.
  - 02.04 Research the history of the Security and protective services career pathway and describe how the careers have evolved and impacted society.
  - 02.05 Identify skills required to successfully enter any career in the Security and protective services career pathway.
  - 02.06 Describe technologies associated in careers within the Security and protective services career pathway.
- 03.0 Demonstrate an understanding of the Law enforcement services career pathway. – The student will be able to:
- 03.01 Define and use proper terminology associated with the Law enforcement services career pathway.
  - 03.02 Describe some of the careers available in the Law enforcement services career pathway.
  - 03.03 Identify common characteristics of the careers in the Law enforcement services career pathway.

- 03.04 Research the history of the Law enforcement services career pathway and describe how the careers have evolved and impacted society.
- 03.05 Identify skills required to successfully enter any career in the Law enforcement services career pathway.
- 03.06 Describe technologies associated in careers within the Law enforcement services career pathway.
- 04.0 Demonstrate an understanding of the Law enforcement services career pathway. – The student will be able to:
  - 04.01 Define and use proper terminology associated with the Law enforcement services career pathway.
  - 04.02 Describe some of the careers available in the Law enforcement services career pathway.
  - 04.03 Identify common characteristics of the careers in the Law enforcement services career pathway.
  - 04.04 Research the history of the Law enforcement services career pathway and describe how the careers have evolved and impacted society.
  - 04.05 Identify skills required to successfully enter any career in the Law enforcement services career pathway.
  - 04.06 Describe technologies associated in careers within the Law enforcement services career pathway.
- 05.0 Demonstrate an understanding of the Correction services career pathway. – The student will be able to:
  - 05.01 Define and use proper terminology associated with the Correction services career pathway.
  - 05.02 Describe some of the careers available in the Correction services career pathway.
  - 05.03 Identify common characteristics of the careers in the Correction services career pathway.
  - 05.04 Research the history of the Correction services career pathway and describe how the careers have evolved and impacted society.
  - 05.05 Identify skills required to successfully enter any career in the Correction services career pathway.
  - 05.06 Describe technologies associated in careers within the Correction services career pathway.
- 06.0 Apply leadership and communication skills. – The student will be able to:
  - 06.01 Discuss the establishment and history of the FPSA organization.
  - 06.02 Identify the characteristics and responsibilities of organizational leaders.
  - 06.03 Demonstrate parliamentary procedure skills during a meeting.
  - 06.04 Participate on a committee which has an assigned task and report to the class.
  - 06.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.
  - 06.06 Use a computer to assist in the completion of a project related to the Law, Public Safety and Security career cluster.
- 07.0 Describe how information technology is used in the Law, Public Safety and Security career cluster. – The student will be able to:

- 07.01 Identify information technology (IT) careers in the Law, Public Safety and Security career cluster, including the responsibilities, tasks and skills they require.
  - 07.02 Relate information technology project management concepts and terms to careers in the Law, Public Safety and Security career cluster.
  - 07.03 Manage information technology components typically used in professions of the Law, Public Safety and Security career cluster.
  - 07.04 Identify security-related ethical and legal IT issues faced by professionals in the Law, Public Safety and Security career cluster.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in Law, Public Safety and Security career cluster.
  - 08.02 Use e-mail clients to send simple messages and files to other Internet users.
  - 08.03 Demonstrate ways to communicate effectively using Internet technology.
  - 08.04 Use different types of web search engines effectively to locate information relevant to the Law, Public Safety and Security career cluster.
- 09.0 Identify components of network systems.—The student will be able to:
- 09.01 Identify structure to access internet, including hardware and software components.
  - 09.02 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.
  - 09.03 Recognize essential database concepts.
  - 09.04 Define and use additional networking and internet services.
- 10.0 Describe and use communication features of information technology.-- The student will be able to:
- 10.01 Define important internet communications protocols and their roles in delivering basic Internet services.
  - 10.02 Identify basic principles of the Domain Name System (DNS).
  - 10.03 Identify security issues related to Internet clients.



**2012-2013**

**Florida Department of Education  
Curriculum Framework**

**Course Title:** Exploration of Criminal Justice Occupations and Career Planning  
**Course Type:** Orientation/Exploratory and Career Planning  
**Career Cluster:** Law, Public Safety and Security

<b>Secondary – Middle School</b>	
Course Number	8900222
CIP Number	07431099CE
Grade Level	6-8
Standard Length	Semester
Teacher Certification	LAW ENF @7 G CORR OFF @7 G ANY PUB SERV OCC ED G
CTSO	FPSA
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)

### **Purpose**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Law, Public Safety and Security career cluster.

The purpose of this course is to provide experiences to acquaint students with career opportunities and job requirements in criminal justice occupations which will enable students to consider career objectives and interests. This course is consistent with Exploration of Criminal Justice Operations (8900220) but with the addition of the career and education planning course requirements. The student will be provided with basic information about the kinds of jobs and workers involved, the various career paths, occupational hazards, educational requirements, financial rewards, interpersonal and communication skills, and employability skills required.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. Special projects that are related to each occupational cluster are provided, i.e. role-playing activities related to specific activities. Other activities for specific careers could be as follows: law enforcement - rolling inked prints, lifting latent prints, crime scene processing, evidence identification and collection, and use of computers; court system - role playing to include attorneys, witnesses, bailiffs, clerks, and judges; correctional and correctional probation

- interview and interrogation techniques, inventorying personal items, substance abuse recognition, and interpersonal skills; public safety telecommunication - field trips to public safety telecommunication centers; and private security officer - guest speakers and tours of security systems within businesses.

### **Special Notes**

Guest speakers from the criminal justice occupations make an important contribution to the effectiveness of this program. This career cluster includes many employment opportunities such as attorneys, law enforcement officers, private security officers, correctional officers, probation and parole officers and public safety telecommunication officers.

### **Career Planning**

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (ESE) will need modifications to meet their special needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.

### **Standards**

After successfully completing this course the student will be able to perform the following:

- 01.0 Comprehend criminal justice codes of ethics.
- 02.0 Know the history and evolution of laws.
- 03.0 Discuss criminal laws at the federal, state, and local levels.
- 04.0 Discuss the functions and roles of a law enforcement officer.
- 05.0 Discuss court systems and trial processes.
- 06.0 Discuss the correctional system.
- 07.0 Identify the roles and responsibilities of private security officers.
- 08.0 Identify the different jobs within a public safety telecommunications center.

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**Florida Department of Education  
Student Performance Standards**

**Course Title: Exploration of Criminal Justice Occupations**  
**Course Number: 8900222**  
**Course Credit: Semester**

- 01.0 Comprehend criminal justice codes of ethics.--The student will be able to:
- 01.01 Define ethics and professionalism as they relate to criminal justice occupations.
  - 01.02 Define gratuity.
  - 01.03 Comprehend acts that are considered unethical.
  - 01.04 Explain the importance of ethical conduct in criminal justice occupations.
  - 01.05 Explain the crimes of bribery and perjury.
- 02.0 Know the history and evolution of laws.--The student will be able to:
- 02.01 Describe the historical link between sin, law, and morality.
  - 02.02 Know the forms of social control within a society.
  - 02.03 Know the different types of laws and the origin of American law.
  - 02.04 Comprehend the basic provisions of the U. S. Constitution and the role of the criminal justice system in defending and ensuring compliance with those provisions.
- 03.0 Discuss criminal laws at the federal, state, and local levels.--The student will be able to:
- 03.01 Explain the purpose of laws.
  - 03.02 Describe how laws are enacted.
  - 03.03 Describe the functions of the three branches of the federal and state governments.
  - 03.04 Define the difference between federal, state, and local law enforcement, court systems, correctional agencies and probation/parole agencies.
  - 03.05 Define the difference between a felony, a misdemeanor, and county and municipal ordinances.
  - 03.06 Know the concept of elements of a crime.
  - 03.07 Comprehend the concept of intent as it relates to elements of a crime.
  - 03.08 Comprehend the concept of parties to a crime.
  - 03.09 Discuss the concept of "probable cause".
- 04.0 Discuss the functions and roles of a law enforcement officer.--The student will be able to:
- 04.01 State the main duties and responsibilities of patrol officers, crime scene investigators, traffic investigators, and criminal investigators.
  - 04.02 Identify the components of a law enforcement agency.
  - 04.03 Ink and roll fingerprints.
  - 04.04 Lift latent fingerprints.
  - 04.05 Discuss the importance of chain of custody.
  - 04.06 Discuss the importance of proper evidence collection.
  - 04.07 Demonstrate proper evidence collection.
  - 04.08 Discuss forensic opportunities within a law enforcement agency.

- 04.09 Demonstrate the ability to write an offense report, including a narrative.
- 05.0 Discuss court systems and trial processes.--The student will be able to:
- 05.01 Identify the roles and responsibilities of the people involved in the trial process.
  - 05.02 Explain the difference between a trial court and an appellate court.
  - 05.03 Explain the trial court process.
  - 05.04 05.04 Demonstrate courtroom demeanor by participating in a mock trial.
- 06.0 Discuss the correctional system.--The student will be able to:
- 06.01 State the main duties and responsibilities of a correctional officer and jailer.
  - 06.02 Discuss the history of the correctional system.
  - 06.03 Discuss the differences between local, state, and federal correctional systems.
  - 06.04 Describe the difference between parole and probation.
  - 06.05 State the main duties of a probation and parole officer.
- 07.0 Identify the roles and responsibilities of private security officers.--The student will be able to:
- 07.01 Explain industrial and business security, including the types of security functions required.
  - 07.02 Discuss legal authority for security officers.
  - 07.03 Discuss proactive loss prevention techniques.
  - 07.04 Describe techniques for defusing hostility.
  - 07.05 Identify security concerns of banks, airports, hospitals, retail stores, restaurants and hotels, campuses and nuclear-generating power plants.
  - 07.06 Obtain information on different job titles, licensing requirements, job responsibilities, rates of pay, work conditions, risks, and opportunities for career advancement in the security industry.
- 08.0 Identify the different jobs within a public safety telecommunications center.--The student will be able to:
- 08.01 State the main duties and responsibilities of a complaint taker, radio dispatcher and a teletype operator.
  - 08.02 Describe the typical components of a public safety telecommunications center.
  - 08.03 Explain the functions of the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC).
  - 08.04 Explain the routing of a 9-1-1 call.
  - 08.05 Discuss information needed to process a 9-1-1 emergency call.
  - 08.06 Demonstrate how to answer a 9-1-1 call.

**Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.**

**Understanding the Workplace**

- 09.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.

- 10.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 11.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 12.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

### **Self- Awareness**

- 13.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 14.0 Identify five values that they consider important in making a career choice.
- 15.0 Identify skills needed for career choices and match to personal abilities.
- 16.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 17.0 Identify strengths and areas in which assistance is needed at school.
- 18.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### **Exploring Careers**

- 19.0 Demonstrate the ability to locate, understand, and use career information.
- 20.0 Use the Internet to access career and education planning information.
- 21.0 Identify skills that are transferable from one occupation to another.
- 22.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 23.0 Explain the relationship between educational achievement and career success.

### **Goal Setting and Decision-Making**

- 24.0 Identify and demonstrate use of steps to make career decisions.
- 25.0 Identify and demonstrate processes for making short and long term goals.

### **Workplace Skills**

- 26.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 27.0 Demonstrate skills to interact positively with others.
- 28.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

- 29.0 Identify secondary and postsecondary school courses that meet tentative career plans.
- 30.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 31.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

- 32.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 33.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 34.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 35.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 36.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

- 37.0 Demonstrate skills to complete a job application.
- 38.0 Demonstrate skills essential for a job interview.

2012 - 2013

**Florida Department of Education  
Curriculum Framework**

**Course Title:** Public Service Cooperative Education – OJT  
(Law, Public Safety and Security Cooperative Education – OJT)  
**Course Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety and Security  
Government and Public Administration

	<b>Secondary</b>	<b>PSAV</b>
Course Number	8900410	P439999
CIP Number	07439999CP	07439999CP
Grade Level	9-12, 30, 31	30, 31
Standard Length	Multiple credits	Multiple hours
Teacher Certification	ANY PUBLIC SERV OCC ED G LAW ENF @7G CORR OFF @ 7G	ANY PUBLIC SERV OCC ED G LAW ENF @7G CORR OFF @ 7G
CTSO	FPSA	

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security and Government and Public Administration clusters; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security and Government and Public Administration clusters.

**Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.**

The purpose of this course is to provide the on-the-job training component when the **cooperative method of instruction** is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student **must be compensated** for work performed.

The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

Public Service Cooperative Cooperative OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

### **Special Notes**

There is a **Cooperative Education Manual** available online that has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE website at <http://www.fldoe.org/workforce/programs/doc/coopm.doc>.

### **Career and Technical Student Organization (CTSO)**

Florida Public Service Association is the appropriate career and technical student organization(s) for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).



## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Perform designated job skills.
- 02.0 Demonstrate work ethics.

**2012 - 2013**

**Florida Department of Education  
Student Performance Standards**

**Program Title: Public Service Cooperative Education - OJT**  
**Secondary Number: 8900410**  
**PSAV Number: P439999**

01.0 Perform designated job skills--The student will be able to:

- 01.01 Perform tasks as outlined in the training plan.
- 01.02 Demonstrate job performance skills.
- 01.03 Demonstrate safety procedures on the job.
- 01.04 Maintain appropriate records.
- 01.05 Attain an acceptable level of productivity.
- 01.06 Demonstrate appropriate dress and grooming habits.

02.0 Demonstrate work ethics--The student will be able to:

- 02.01 Follow directions.
- 02.02 Demonstrate good human relations skills on the job.
- 02.03 Demonstrate good work habits.
- 02.04 Demonstrate acceptable business ethics.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Criminal Justice Operations  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

	<b>Secondary</b>	<b>PSAV</b>
Program Number	8918000	P430199
CIP Number	0743010305	0743010305
Grade Level	9-12, 30, 31	30, 31
Standard Length	4 credits	450 hours
Teacher Certification	LAW ENF @7 G PUB SERV @7 G CORR OFF @7 G	LAW ENF @7 G PUB SERV @7 G CORR OFF @7 G
CTSO	FPSA	N/A
SOC Codes (all applicable)	33-3041	33-3041
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>	
Basic Skills Level		Mathematics: 10 Language: 10 Reading: 10

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

### **Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion point.

When offered at the postsecondary level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44 (3)(b), F.S.

The following table illustrates the **PSAV** program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0120	Police Service Aide-Criminal Justice Operations	450 hours	33-3041

The following table illustrates the **Secondary** program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8918010	Criminal Justice Operations 1	1 credit	33-3041	2
	8918020	Criminal Justice Operations 2	1 credit		2
	8918030	Criminal Justice Operations 3	1 credit		3
	8918040	Criminal Justice Operations 4	1 credit		3

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students in the chosen occupation.

Classroom, shop, and laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes found in the industry. Field and laboratory activities include basic procedures in traffic control, patrol, search and arrest, stop and frisk, mock trial, jail operations, crime prevention, fingerprinting, forensic photography, and crime laboratory examination procedures. To accomplish field and laboratory activities, the coordination of field trips to criminal justice agencies is essential.

### **Special Notes**

#### **Career and Technical Student Organization (CTSO)**

Florida Public Service Association is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

#### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is

expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

The PSAV component of this program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

### **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Identify the history, goals, and career opportunities in the criminal justice system.
- 02.0 Interpret ethics and professionalism in relation to the criminal justice system.
- 03.0 Discuss constitutional and criminal laws at the federal, state, and local levels.
- 04.0 Describe court systems and trial processes.
- 05.0 Discuss the juvenile justice system.
- 06.0 Describe the correctional system.
- 07.0 Utilize personal, interpersonal, and communication skills.
- 08.0 Demonstrate employability skills.
- 09.0 Describe and demonstrate characteristics and procedures of patrol.
- 10.0 Prepare written reports.

- 11.0 Describe and demonstrate traffic-control procedures.
- 12.0 Describe the use-of-force continuum and demonstrate defensive tactics (optional) and physical proficiency skills.
- 13.0 Demonstrate safety precautions, first aid, and cardiopulmonary resuscitation (CPR).
- 14.0 Describe procedures to prevent the transmission of sexually transmitted diseases, including AIDS and other blood-borne pathogens.
- 15.0 Describe and demonstrate criminal investigation procedures.
- 16.0 Describe and demonstrate forensic science tasks; such as fingerprinting, crime lab examination, and forensic photography.
- 17.0 Demonstrate computer literacy.
- 18.0 Apply basic job related math skills.
- 19.0 Demonstrate an awareness of human diversity.
- 20.0 Explain and demonstrate property control procedures.
- 21.0 Describe crime prevention programs and demonstrate their development and implementation.
- 22.0 Discuss entrepreneurship.
- 23.0 Understand the requirements of chapter 493, F.S., and 5n-1, F.A.C., regulating the private security industry in Florida.
- 24.0 Understand chapter 776, F.S., and the legal authority and liability for security actions involving the use of force.
- 25.0 Make observations and write reports concerning security incidents.
- 26.0 Conduct security duties regarding fire detection, suppression and life safety.
- 27.0 Perform crime and accident prevention techniques.
- 28.0 Identify entrepreneurship opportunities in the private security industry.
- 29.0 Demonstrate employability skills in the private security industry.
- 30.0 Understand the importance of public and interagency relations.
- 31.0 Demonstrate interpersonal communication skills.
- 32.0 Perform crowd control.
- 33.0 Identify special problems for security.
- 34.0 Define international, domestic, secular, and religious terrorism.
- 35.0 Discuss the history of terrorist organizations.
- 36.0 Discuss the political, religious, operational, and financial aspects of terrorist organizations.
- 37.0 Discuss protecting the Homeland vs. Civil liberties.
- 38.0 Discuss key components of a terrorist event.
- 39.0 Locate and discuss bail bond laws, rules and regulations.
- 40.0 Discuss professional relationships of a bail bonds agent.
- 41.0 Discuss the procedures of operating a bail bond agency.
- 42.0 Explain arrest laws as they pertain to bail bonds agents.
- 43.0 Discuss arrest and search and seizure technique.
- 44.0 Identify and discuss collateral and collateral risks.
- 45.0 Discuss components of civil law.
- 46.0 Discuss components of criminal law.
- 47.0 Explain the role of the parking enforcement specialist (PES).
- 48.0 List the procedures of traffic crash scene management.
- 49.0 Demonstrate proficiency in first responder duties in emergency situations.
- 50.0 Conduct interviews to determine the who, what, when, and where of the traffic crash.
- 51.0 Discuss the signs of impairment.
- 52.0 Accurately complete the appropriate Florida uniform traffic crash investigation form(s) and Florida uniform traffic citation.
- 53.0 Explain and apply techniques of recording the crime scene and related evidence on film, disc and video.

- 54.0 Discuss and apply procedures for collection and development of evidence.
- 55.0 Discuss and apply fingerprint development and preservation techniques.
- 56.0 Discuss and apply crime scene data gathering techniques.
- 57.0 Demonstrate procedures for mapping, measuring, and logging the crime scene.
- 58.0 Discuss crime scene safety.
- 59.0 Explain the primary processes and activities that occur on a port.
- 60.0 Explain the importance of safety and security at seaports.
- 61.0 Identify the current relevant regulations that govern security requirements at a U.S. Port or facility.
- 62.0 Describe the importance of conducting continuous security assessments at the seaport.
- 63.0 Describe the unique nature of a port as a potential terrorism target.
- 64.0 Identify and report weapons of mass destruction (WMD) incidents.
- 65.0 Use proper procedures for self-protection during a WMD incident.
- 66.0 Describe the forms of crime that can take place in the seaport environment.
- 67.0 Detect surveillance and suspicious activities.
- 68.0 Intercept and question people seeking entry to or within restricted areas.
- 69.0 Monitor, control, and report the movement of cleared and uncleared vehicles.
- 70.0 Recognize suspicious and dangerous persons, items, agents, devices, and hazardous materials.
- 71.0 Implement steps to minimize negative impacts of conflicts.
- 72.0 Manage emotions to allow for high performance.
- 73.0 Demonstrate understanding of basic concepts related to crises.
- 74.0 Discuss the role of the Criminal Justice Standards and Training Commission (CJSTC).
- 75.0 Discuss the rights and responsibilities of correctional officers.
- 76.0 Identify institutional criminalities.
- 77.0 Identify inmate deception and manipulation.
- 78.0 Discuss prevention procedures and techniques for riot and disturbance control.
- 79.0 Explain classification procedures.
- 80.0 Identify, control and dispose of contraband.
- 81.0 Identify confinement procedures and cell and area searches.
- 82.0 Discuss security threat groups (STGs) in correctional facilities.
- 83.0 Identify rules and regulations pertaining to corrections in the Florida Statutes and Florida Administrative Code.
- 84.0 Discuss inmate transport methods.
- 85.0 Perform general computer application activities.
- 86.0 Understand the history, societal implications, underlying theories, and industry applications of GIS technology.
- 87.0 Understand map types, purposes, and information they depict.
- 88.0 Demonstrate an understanding of coordinate systems, projections, scale, multi-spectral imagery, and other concepts integral to geographic information systems.
- 89.0 Create, change, and manipulate data used to create a map.
- 90.0 Layout and print maps.
- 91.0 Participate in job shadowing/work based learning experiences.
- 92.0 Demonstrate comprehension and communication of legal knowledge skills.
- 93.0 Demonstrate knowledge, skill, and application of computer information systems to accomplish legal job objectives and enhance workplace performance.
- 94.0 Perform e-mail activities.
- 95.0 Demonstrate knowledge of legal operating systems.
- 96.0 Perform legal office functions and responsibilities to accomplish job objectives and enhance workplace performance.
- 97.0 Develop communication skills in technical reading and writing of legal documents.



- 98.0 Demonstrate personal and interpersonal skills appropriate for the legal workplace.
- 99.0 Use technology to apply and enhance communication skills in technical reading, writing, speaking, listening, and viewing.
- 100.0 Apply office accounting strategies to commonly occurring situations in the legal workplace to accomplish job objectives and enhance workplace performance.
- 101.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 102.0 Develop an awareness of the ALS certification requirements, rules and guidelines.
- 103.0 Demonstrate employability skills (ALS).

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Criminal Justice Operations  
PSAV Number: P430199**

**Course Number: CJK 0120  
Occupational Completion Point: A  
Police Service Aide-Criminal Justice Operations – 450 Hours – SOC Code 33-3041**

01.0 Identify the history, goals, and career opportunities in the criminal justice system—The student will be able to:

- 01.01 Describe the parts and functions of the criminal justice system.
- 01.02 Identify the history and goals of the criminal justice system.
- 01.03 Identify and describe career opportunities in the criminal justice system.
- 01.04 Identify the prerequisites for job entry into the criminal justice system.
- 01.05 Identify the leadership opportunities, benefits, and awards available through participation in FPSA and other CTSO events, including competitions and activities.

02.0 Interpret ethics and professionalism in relation to the criminal justice system—The student will be able to:

- 02.01 Interpret the codes of ethics for the criminal justice system.
- 02.02 Apply standards of professionalism in the criminal justice system.

03.0 Discuss constitutional and criminal laws at the federal, state, and local levels—The student will be able to:

- 03.01 Discuss how political, moral, and economic concerns lead to the development of laws.
- 03.02 Identify constitutional law as it applies to the criminal justice system.
- 03.03 Distinguish between state and federal laws.
- 03.04 Differentiate between, and identify elements of, civil and criminal law.
- 03.05 Discuss the impact of local ordinances.
- 03.06 Describe criminal law procedures in Florida.

04.0 Describe court systems and trial processes—The student will be able to:

- 04.01 Describe the federal court system as it applies to the criminal justice system.
- 04.02 Describe the Florida court system as it applies to the criminal justice system.
- 04.03 Describe the pretrial, trial, and post-trial processes.
- 04.04 Describe the roles and responsibilities of the people involved in the trial processes.
- 04.05 Describe the warrant and summons processes.
- 04.06 Explain how to notify witnesses and defendants of court schedules.
- 04.07 Demonstrate courtroom demeanor and participate in a mock trial.

05.0 Discuss the juvenile justice system—The student will be able to:

- 05.01 Identify the programs and agencies within the juvenile justice system and their roles and responsibilities.
- 05.02 Identify law enforcement procedures related to juvenile delinquency.
- 05.03 Discuss Florida's juvenile court system, including procedures and alternative programs.
- 05.04 Discuss the juvenile corrections system, including alternative programs.
- 05.05 Analyze current trends in juvenile justice.

06.0 Describe the correctional system—The student will be able to:

- 06.01 Describe the history of corrections.
- 06.02 Differentiate between local, state, and federal correctional systems.
- 06.03 Compare and contrast different types of prison- and community-based programs.
- 06.04 Identify major correctional operations procedures and programs.
- 06.05 Debate legal issues concerning the rights of inmates and the duties and responsibilities of correctional officers.
- 06.06 Analyze current trends in correctional reform.
- 06.07 Identify the unique interpersonal skills required in communicating with inmates.

07.0 Utilize personal, interpersonal, and communication skills—The student will be able to:

- 07.01 Follow directions.
- 07.02 Display integrity, loyalty, dependability, and punctuality.
- 07.03 Identify and apply strategies for showing compassion and working well with others.
- 07.04 Create and demonstrate responsible ways of dealing with criticism.
- 07.05 Identify personal stressors and evaluate methods for resolution.
- 07.06 Describe safe and responsible ways of responding to expressions of hostility or threats, including the use of security procedures and systems.
- 07.07 Identify and plan solutions for situations that require crisis management and conflict resolution.
- 07.08 Use telecommunications to relay messages in a courteous, respectful way.
- 07.09 Explain the purpose and demonstrate the use of communication codes and the phonetic alphabet.
- 07.10 Describe the different types of communication equipment and identify protocols for their use.
- 07.11 Cultivate and document confidential informants
- 07.12 Identify interviewing techniques used with witnesses and victims.

08.0 Demonstrate employability skills—The student will be able to:

- 08.01 Identify sources of information regarding employment opportunities in criminal justice operations.
- 08.02 Identify advanced career options and training opportunities in the criminal justice profession.
- 08.03 Conduct a job search and identify the training, experience, and other qualifications required for different positions.
- 08.04 Identify the interpersonal skills, work habits, and ethics necessary for ongoing employment in an environment of human diversity.

- 08.05 Identify health and grooming habits that facilitate positive interactions with individuals and ongoing employment in criminal justice operations.
  - 08.06 Secure information about a particular job.
  - 08.07 Complete a job resume.
  - 08.08 Complete a job application.
  - 08.09 Apply effective job interview techniques.
  - 08.10 Describe how to make job changes appropriately.
- 09.0 Describe and demonstrate characteristics and procedures of patrol—The student will be able to:
- 09.01 State main duties and responsibilities of patrol officers.
  - 09.02 Identify different patrol types and zones and evaluate the advantages and disadvantages of each.
  - 09.03 Demonstrate defensive driving techniques (optional).
  - 09.04 Read and interpret a map.
  - 09.05 Analyze current trends in community-oriented policing.
  - 09.06 Identify and describe procedures for dealing with domestic violence, including abuse and neglect.
  - 09.07 Describe procedures for identifying, handling, and referring people who exhibit signs of mental illness.
  - 09.08 Identify different patrol techniques.
  - 09.09 Describe and demonstrate a traffic stop.
  - 09.10 Describe and demonstrate the inspection of a vehicle and equipment.
  - 09.11 Describe and demonstrate stop and frisk.
  - 09.12 Describe how to establish rapport with a citizen.
  - 09.13 Describe how to cultivate and document confidential informants.
  - 09.14 Describe interview tactics with street informants and uncooperative witnesses
- 10.0 Prepare written reports—The student will be able to:
- 10.01 Identify the who-what-when-where-why-how elements of a report.
  - 10.02 Describe the purpose of different types of reports.
  - 10.03 Create a factual report with accuracy, completeness, conciseness, objectivity, and clarity and use proper grammar, spelling, punctuation, and legibility.
  - 10.04 Identify and locate state statutes as they pertain to situations being reported.
  - 10.05 Create a probable-cause affidavit and write the affidavit on the form that was created.
- 11.0 Describe and demonstrate traffic control procedures—The student will be able to:
- 11.01 Evaluate traffic emergencies and explain the actions to be taken.
  - 11.02 Describe how to position an emergency vehicle and personnel at a traffic accident scene.
  - 11.03 Describe and demonstrate the use of barricades and traffic cones at a traffic accident scene.
  - 11.04 Demonstrate proper use of hand signals, a whistle, and a flashlight for directing traffic.
  - 11.05 Conduct a traffic accident investigation.
  - 11.06 Complete a traffic crash report (current Highway Patrol form).
  - 11.07 Describe and demonstrate the duties of a school crossing guard.

- 11.08 Describe and demonstrate parking enforcement procedures.
- 11.09 Describe the use, flow, and value of regulatory citations.
- 12.0 Describe the use-of-force continuum and demonstrate defensive tactics and physical proficiency skills—The student will be able to:
  - 12.01 Describe the use of force continuum.
  - 12.02 Describe legal issues pertaining to the use of force that include Tennessee v. Garner and Graham v. Conner.
  - 12.03 Identify potential weapons.
  - 12.04 Demonstrate defensive tactics as described in the Criminal Justice Standards and Training Commission's (CJSTC's) Defensive Tactics Basic Recruit Performance Evaluation, excluding pressure points, handgun retention, and impact weapons (optional).
  - 12.05 Demonstrate weapon safety and familiarization.
  - 12.06 Describe the four elements of arrest.
  - 12.07 Describe and demonstrate behaviors of physical wellness according to an individual's abilities.
- 13.0 Demonstrate safety precautions, first aid, and cardiopulmonary resuscitation (CPR)—The student will be able to:
  - 13.01 Identify the four classes of fires and the extinguishing agents for each.
  - 13.02 Identify electrical hazards, hazardous materials, and life threatening situations.
  - 13.03 Evaluate different types of carriers and techniques for removing an unconscious or disabled victim from a dangerous situation.
  - 13.04 Apply basic first aid techniques.
  - 13.05 Apply CPR and secure CPR certification.
- 14.0 Describe procedures to prevent the transmission of sexually transmitted diseases, including aids and blood-borne pathogens—The student will be able to:
  - 14.01 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood-borne pathogens.
  - 14.02 Identify community resources and services available to individuals with diseases caused by blood-borne pathogens.
  - 14.03 Identify “at-risk” behaviors that promote the spread of AIDS and the public education necessary to combat the spread of diseases caused by blood-borne pathogens.
  - 14.04 Apply infection control techniques designed to prevent the spread of diseases caused by blood-borne pathogens used in the care of all patients following Center for Disease Control (CDC) guidelines.
  - 14.05 Explain the legal aspects of AIDS, including testing.
  - 14.06 Create a Campaign advertisement, brochure, or presentation illustrating knowledge of the legal aspects of AIDS.
- 15.0 Describe and demonstrate criminal investigation procedures—The student will be able to:
  - 15.01 State the purpose and types of investigations.
  - 15.02 Describe the responsibilities of law enforcement officers at the crime scene.
  - 15.03 Describe the role of evidence in investigations.

- 15.04 Describe crime scene investigation procedures.
  - 15.05 Secure and preserve a crime scene or mock crime scene.
  - 15.06 Photograph a crime scene or mock crime scene and the evidence.
  - 15.07 Take measurements at a crime scene or mock crime scene
  - 15.08 Record facts about crime using recording equipment and note taking.
  - 15.09 Sketch a crime scene or mock crime scene.
  - 15.10 Assist in identifying, handling, preserving, collecting, recording, and storing evidence.
  - 15.11 Create a cast of an impression using Plaster of Paris or other material to create a 3-D impression.
  - 15.12 Assist in processing a crime scene or mock crime scene for fingerprints.
  - 15.13 Describe the chain of custody of evidence.
  - 15.14 Identify different search methods.
  - 15.15 Describe effective interview skills and techniques for obtaining information from witnesses and victims in a major investigation.
  - 15.16 Describe when subpoenas should and should not be used for witnesses.
  - 15.17 Describe Miranda warning requirements in suspect interviews.
  - 15.18 Describe and demonstrate effective interviewing skills in taking confessions.
  - 15.19 Take a sworn statement from a witness and suspect.
  - 15.20 Describe how to show witnesses photos of suspects for identification.
  - 15.21 Document witness and suspect statements in a report.
  - 15.22 Assemble a major case file with appropriate folders.
  - 15.23 Describe how to prepare for court testimony.
- 16.0 Describe and demonstrate forensic science tasks, such as fingerprinting, crime laboratory examination, and forensic photography—The student will be able to:
- 16.01 Roll fingerprints.
  - 16.02 Identify focal points.
  - 16.03 Identify fingerprint patterns and discuss the importance of the Automated Fingerprint Identification System (AFIS).
  - 16.04 Lift and record latent prints.
  - 16.05 Describe blood-type identification procedures and DNA profiling.
  - 16.06 Describe hair and fiber examination procedures.
  - 16.07 Describe broken glass examination procedures.
  - 16.08 Identify basic photo laboratory procedures and take photographs.
- 17.0 Demonstrate computer literacy—The student will be able to:
- 17.01 Use the computer as a tool for the special applications associated with the criminal justice system including but not limited to Crime Scene Sketch using CAD or other computer software program.
  - 17.02 Access databases for information.
  - 17.03 Access a computer program for career selection and postsecondary education opportunities.
  - 17.04 Use electronic spreadsheets for keeping track of data as applicable to the criminal justice system.
  - 17.05 Use a word processor as applicable in specific criminal justice occupations.
- 18.0 Apply job related math skills—The student will be able to:

- 18.01 Produce a graph, chart, or table associated with the Criminal Justice System.
  - 18.02 Perform arithmetic operations for whole numbers, fractions, and decimals including counting, adding, subtracting, multiplying, and dividing.
  - 18.03 Measure time, temperature, distance, capacity, and mass/weight.
  - 18.04 Make estimations and approximations and judge the reasonableness of the result.
- 19.0 Demonstrate an awareness of human diversity—The student will be able to:
- 19.01 Identify factors that may affect human relations in criminal justice operations with culturally diverse communities.
  - 19.02 Identify methods of communication that may enhance human relations with culturally diverse communities.
- 20.0 Explain and demonstrate property control procedures—The student will be able to:
- 20.01 Classify, identify, and mark property.
  - 20.02 Match properties with reports.
  - 20.03 Describe storage and control of evidence, property, and supplies.
  - 20.04 Describe issuance, maintenance, and inventory of department equipment and supplies, and corresponding computer applications for property control.
- 21.0 Describe crime prevention programs and demonstrate their development and implementation—The student will be able to:
- 21.01 Identify community crime prevention programs.
  - 21.02 Describe how to develop and implement school and community crime prevention programs.
  - 21.03 Identify the concepts involved with Crime Prevention Through Environmental Design (CPTED).
  - 21.04 Identify and discuss local crime prevention programs and opportunities for participation.
  - 21.05 Describe the importance and possible uses of crime analysis information.
  - 21.06 Conduct a security survey.
- 22.0 Discuss entrepreneurship—The student will be able to:
- 22.01 Define entrepreneurship and its prevalence in the criminal justice system.
  - 22.02 Describe the advantages, disadvantages, and risks of entrepreneurship in various criminal justice operations.
  - 22.03 Compare the personal characteristics of a successful entrepreneur to those of a successful employee.
  - 22.04 Identify business skills required to operate a small business efficiently and effectively and their relation to the operation of criminal justice programs.
- 23.0 Understand the requirements of Chapter 493, F.S., and 5n-1, F.A.C., regulating the private security industry in Florida—The student will be able to:
- 23.01 Discuss the necessity of regulation of the private security industry.
  - 23.02 Define key terms listed in Chapter 493.6101, F.S.

- 23.03 Identify those people who may perform the duties of a private security officer, but to whom Chapter 493, F.S. does not apply.
  - 23.04 Explain the process involved in the initial application for licensure as outlined in Section 493.6105, F.S. and 5N-1.120, F.A.C.
  - 23.05 Explain the licensure and posting requirements specified in Section 493.6106, F.S.
  - 23.06 Explain the investigation procedures of a license applicant as stated in Section 493.6108, F.S.
  - 23.07 Explain license contents and duration, and the requirement to carry such license as stated in Section 493.6111, F.S.
  - 23.08 Explain the requirements of license renewal per Section 493.6113, F.S.
  - 23.09 Explain the requirements of Section 493.6114, F.S., for canceling or inactivating a license.
  - 23.10 Explain the prohibitions to carrying a weapon or firearm as listed in Section 493.6115, F.S.
  - 23.11 Discuss the grounds for disciplinary action by the DOACS against a licensee, agency or applicant as specified in Section 493.6118, F.S.
  - 23.12 Describe the penalties for violation of the provisions of Chapter 493, F.S. as listed in Section 5N-1.113, F.A.C.
  - 23.13 List the restrictions against use of the Great Seal of the State of Florida stated in Section 493.6124, F.S.
  - 23.14 List the different classes, purposes and costs of licenses listed in Section 493.6301, F.S. and Section 5N-1.116, F.A.C.
  - 23.15 Explain the exceptions to wearing a uniform while on duty per Section 493.6305, F.S.
  - 23.16 Discuss the authority and restrictions regarding use of exterior lights on security vehicles while patrolling private property per Section 316.2397, F.S.
  - 23.17 Discuss the uniform, badge and insignia restrictions listed in Section 843.085, F.S.
  - 23.18 Explain the procedures for filing and investigating violations of Chapter 493, F.S. or 5N-1, F.A.C. in accordance with Section 120.565, F.S. or Chapter 28-4, F.A.C.
  - 23.19 Identify prohibited activities and requirements as listed in Section 5N-1.124, F.A.C.
  - 23.20 Identify the licensure requirements for firearms instructors, schools and training facilities as stated in Section 5N-1.134, F.A.C.
  - 23.21 Discuss the restrictions on carrying ammunition as specified in Section 5N-1.129, F.A.C.
  - 23.22 Discuss the licensing requirements and standards for school staff as specified in Section 5N-1.138, F.A.C.
  - 23.23 Identify security officer school/training curriculum, examination and record retention requirements as stated in Section 5N-1.140, F.A.C.
- 24.0 Understand chapter 776, F.S., and the legal authority and liability for security actions involving the use of force—The student will be able to:
- 24.01 Identify criminal laws and procedures relative to common crimes, such as theft, assault, battery, robbery and burglary.
  - 24.02 Identify the limitations of arrest authority (i.e. citizen arrest, retail theft)
  - 24.03 Know the types of force, and purposes of its use, as stated in Chapter 776, F.S.
  - 24.04 Define reasonable force and comprehend the liabilities and effects of the use of force.



- 24.05 Discuss the legal aspects of firearms, know the definition of deadly force and comprehend the circumstances and officer must consider before using it.
  - 24.06 Explain the rights of victims and witnesses and how these rights apply to all individuals, including security officers, who may be victims or witnesses.
  - 24.07 Explain civil and criminal court rules, procedures, and courtroom demeanor for giving testimony and presenting evidence.
  - 24.08 Explain subpoena, deposition, and pretrial hearing, including who is required to attend, what to do and what to avoid.
  - 24.09 Explain the proper response to a crime in progress.
  - 24.10 Discuss the guidelines for client-requested searches.
- 25.0 Make observations and write reports concerning security incidents—The student will be able to:
- 25.01 Explain and demonstrate basic observation techniques.
  - 25.02 Prepare sample reports common to the private security industry.
- 26.0 Conduct security duties regarding fire detection, suppression and life safety—The student will be able to:
- 26.01 Discuss the mission of the security officer regarding fires.
  - 26.02 Define fire, highlighting the necessary ingredients.
  - 26.03 Explain the responsibilities of the security officer regarding: fire prevention; fire extinguishing; and salvage work.
  - 26.04 Explain how to prevent and control fires and notify the fire department.
  - 26.05 Describe sodium fires and acids.
  - 26.06 Identify extinguishing methods (cooling, smothering, and starving), list extinguishing agents, and identify markings on containers of extinguishing agents for use with different fires.
  - 26.07 Be familiar with life safety issues, such as firefighting equipment, life safety plans, fire detection, location and intensity, evacuation.
  - 26.08 Explain Section 877.15, F.S., failure to control or report a dangerous fire.
- 27.0 Perform crime and accident prevention techniques—The student will be able to:
- 27.01 Perform access control and explain methods of prevention of thefts by use of lock, inspection or alarm technology.
  - 27.02 Explain methods of prevention including securing company equipment, property and reporting deficiencies.
- 28.0 Identify entrepreneurship opportunities in the private security industry—The student will be able to:
- 28.01 Describe the meaning of entrepreneurship and the types of businesses created by entrepreneurs that require security.
  - 28.02 Describe security businesses that serve the general public, private corporations, and other private organizations or groups.
  - 28.03 Describe the risks, advantages, responsibilities, and state and local licensing requirements for establishing a business that provides security.
  - 28.04 Compare personal traits and assets required of an entrepreneur in the security industry to those required of an employee.

- 28.05 Compare opportunities for starting a security business to other job opportunities in the security industry.
- 29.0 Demonstrate employability skills in the private security industry–The student will be able to:
  - 29.01 Conduct a job search and identify advanced-training opportunities and requirements in the security industry.
  - 29.02 Obtain information on different job titles, licensing requirements, job responsibilities, rates of pay, employee benefits, work conditions, risks, and opportunities for career advancement in the security industry.
- 30.0 Understand the importance of public and interagency relations–The student will be able to:
  - 30.01 Demonstrate methods of interagency communication and cooperation with law enforcement, fire and emergency medical services providers.
  - 30.02 Identify effective ways to communicate with elders, juveniles, trespassers and transients.
- 31.0 Demonstrate interpersonal communication skills–The student will be able to:
  - 31.01 Identify the effects of threats or challenges which are directed toward the security officer.
  - 31.02 Identify the effects of threats or challenges which are directed toward a citizen by the security officer.
- 32.0 Perform crowd control–The student will be able to:
  - 32.01 Identify the types of crowds (i.e. peaceful, hostile, demonstration, etc.).
  - 32.02 Discuss the characteristics of crowds.
  - 32.03 Identify methods for directing the flow of crowd traffic.
  - 32.04 Explain the importance of teamwork among security officers in crowd control situations.
  - 32.05 Demonstrate crowd control techniques (i.e. interaction procedures, effective assertiveness, issuing directives and eliciting cooperation).
  - 32.06 Demonstrate effective security officer behavior in crowd control situations.
- 33.0 Identify special problems for security–The student will be able to:
  - 33.01 Discuss strategies of dealing with individual with disabilities, the emotionally distressed, elderly, juveniles, and transients and trespassers.
  - 33.02 Define and identify controlled substances.
  - 33.03 Identify the characteristics of an individual under the influence.
  - 33.04 Know the duties of an Occupational Safety and Health Administration (OSHA) first responder including HAZMAT, how to read and understand labels and how to respond to a hazardous incident.
  - 33.05 Describe the history, scope, and types of violence and potential violence in the workplace.

- 33.06 Explain security actions in preventing workplace violence, including use of physical security measures, detection of abnormalities, and reporting of incidents.
- 33.07 Discuss responding to violent behavior.
- 33.08 Explain the role of a security officer in providing assistance to, and cooperating with, trauma teams during crisis management.
  
- 34.0 Define international, domestic, secular, and religious terrorism—The student will be able to:
  - 34.01 Distinguish between international and domestic terrorist organizations.
  - 34.02 Distinguish between secular and religious terrorism.
  - 34.03 Discuss the role of extremism in terrorism.
  
- 35.0 Discuss the history of terrorist organizations—The student will be able to:
  - 35.01 Identify goals, objectives and the structure of terrorist organizations in the United States.
  - 35.02 Identify goals, objectives, the structure, and regions of operation of terrorist international terrorist organizations.
  - 35.03 Articulate philosophical orientation of domestic and international terrorist organizations.
  - 35.04 Compare and contrast domestic terrorist organizations to international terrorist organizations.
  
- 36.0 Discuss the political, religious, operational, and financial aspects of terrorist organizations—The student will be able to:
  - 36.01 Identify funding sources of terrorist organizations.
  - 36.02 Discuss recruitment of individuals by terrorist organizations.
  - 36.03 Identify different hierarchy of terrorist organizations.
  
- 37.0 Discuss protecting the Homeland vs. Civil liberties—The student will be able to:
  - 37.01 Explain the origin of the USA PATRIOT Act and its modifications, and impact.
  - 37.02 Demonstrate interview and interrogation techniques.
  - 37.03 Compare methods of intelligence techniques.
  - 37.04 Debate the importance of protecting the Homeland while maintaining civil liberties.
  
- 38.0 Discuss key components of a terrorist event—The student will be able to:
  - 38.01 Discuss the components of an operational planning process to handle terrorist events.
  - 38.02 Discuss the role of homeland security when responding to emergencies.
  - 38.03 Argue the role of the worldwide media as a significant factor in terrorism events.
  - 38.04 Recognize pre-incident indicators of terrorist activities.
  - 38.05 Discuss the concept of weapons of mass destruction.
  - 38.06 Identify major types of weapons of mass destruction.
  - 38.07 Describe the three main concepts in protective measures during a weapons of mass destruction event: time, distance, and shielding.

- 38.08 Describe the four elements of the Recognize, Avoid, Isolate, and Notify (RAIN) concept during a weapons of mass destruction event.
- 39.0 Locate and discuss bail bond laws, rules and regulations–The student will be able to:
- 39.01 Locate and discuss Chapters 648, Bail and 903, Regulation of Limited Surety Agents, in the Florida Statutes (F.S.).
- 39.02 Discuss the rules and regulations contained in Chapter 69B-221, Regulation of Limited Surety Agents, in the Florida Administrative Code (F.A.C.).
- 40.0 Discuss professional relationships of a bail bonds agent–The student will be able to:
- 40.01 Discuss the relationship between the agent and the client.
- 40.02 Discuss the relationship between the agent and the family of the client, s. 648.44(1) (c), F.S.
- 40.03 Describe the relationship with court system personnel, s. 648.42, .421 and .44(2), F.S.
- 40.04 Describe the relationship between the agent and the client’s attorney, s. 648.44(1) (a), F.S.
- 40.05 Explain how to facilitate client enrollment into court-ordered programs for their specific needs (i.e. A.A., drug rehabilitation, etc.)
- 41.0 Discuss the procedures of operating a bail bond agency–The student will be able to:
- 41.01 Identify the general office procedures of an agent, s. 648.285, F.S.
- 41.02 Discuss the forms used to execute a bail bond, s. 69B-055, F.A.C., including bond power, s. 648.43, F.S., affidavit form, statement form and appearance bond.
- 41.03 Discuss who may own an agency and the licensing requirements for agency owners, s. 648.285(1), F.S.
- 41.04 Explain the appointment requirements and responsibilities of primary bail bond agents, s. 69B-051, F.A.C., and s. 648.387, F.S.
- 42.0 Explain arrest laws as they pertain to bail bonds agents–The student will be able to:
- 42.01 Explain the following statutes: s. 903.21, F.S., Method of surrender; exoneration of obligors; s. 903.22, F.S., Arrest of principal by surety before forfeiture; s. 903.29, F.S., Arrest of principal by surety after forfeiture; and s. 843.15, F.S., Bail jumping.
- 42.02 Discuss the following case law relating to arrest powers of Taylor v. Taintor – U.S. Supreme Court.
- 42.03 Describe conditions of arrest, s. 648.30, s. 903.29, F.S., including the agent’s right to delegate arrest power, s. 648.30(3), F.S.; value of certified copy of bond, s. 903.21, F.S.; and positive identification of defendant,
- 42.04 Explain the custody and control of defendant after arrest by surety, including the most direct route to deliver defendant to court jurisdiction, surrender slip from detention facility, and DFS Statement of Surrender Form, s. 648.4425, F.S.
- 42.05 Describe the liability of the agent and of the surety company for false arrest.
- 43.0 Discuss arrest and search and seizure technique–The student will be able to:

- 43.01 Discuss skip tracing techniques, including estreature of failure to appear with no estreature, s. 903.1, .20, .22, F.S.); and the importance of application, photograph, and certified copy of bond.
- 43.02 Demonstrate handcuffing techniques.
- 43.03 Check for weapons per the Florida Stop and Frisk Law. s. 901.151, F.S.
- 44.0 Identify and discuss collateral and collateral risks–The student will be able to:
  - 44.01 Identify forms of collateral, s. 69B-135, F.A.C. and s. 648.442, F.S.
  - 44.02 Discuss collateral risks.
- 45.0 Discuss components of civil law–The student will be able to:
  - 45.01 Discuss intentional torts, such as malicious prosecution action, the six elements necessary in posing a Mal Pro action, and false arrest action and grounds for defense.
  - 45.02 Explain the process of a civil suit; complaint, answer, discovery, summary judgment, trial, motion for new trial, appeal, certification to the Supreme Court of Florida, and final disposition.
  - 45.03 Identify conduct to avoid a civil law suit.
  - 45.04 Explain privileged information as applied to surety agent and client relationship and as applied to attorney and client relationship.
- 46.0 Discuss components of criminal law–The student will be able to:
  - 46.01 Identify what constitutes a felony, misdemeanor, traffic offense and infraction.
  - 46.02 Know the basic elements of a crime: Actus Reaus, Mens Rea, and Se Inter.
  - 46.03 Explain specific intent relative to knowledge and motive.
  - 46.04 Discuss liabilities for the crimes of others (18 U.S. Code Sec. 2 and Chapter 843, F.S. – Obstructing Justice) and forgery
  - 46.05 Define common law, statutory law and rules and regulations of administrative branches.
- 47.0 Explain the role of the parking enforcement specialist (PES)–The student will be able to:
  - 47.01 Explain the authority of the PES as outlined in Chapter 316.640, F.S.
  - 47.02 Identify parking enforcement statutes included in Chapter 316, F.S.
  - 47.03 Explain state and local penalties for parking violations/infractions.
  - 47.04 Identify and define key terms relative to the PES contained in Chapter 316.003, F.S.
  - 47.05 Discuss the enforcement of traffic laws and ordinances within jurisdictional limits.
  - 47.06 Explain penalties for resisting a PES with and without violence to his/her person as listed in Chapters 784.07, 843.01 and 843.02, F.S.
- 48.0 List the procedures of traffic crash scene management–The student will be able to:
  - 48.01 Discuss how to evaluate the crash scene for hazards upon approach.
  - 48.02 Explain how to position patrol vehicle to protect the integrity of the crash area.
  - 48.03 Demonstrate how to check for the extent of injuries.
  - 48.04 Obtain or administer necessary medical assistance.
  - 48.05 Determine needs of injured parties and request assistance, if necessary.

- 48.06 Explain how to implement theft prevention measures.
  - 48.07 Discuss preservation of crash scene techniques.
  - 48.08 Manage and direct assistance (tow truck, medical personnel, etc.)
  - 48.09 Diagram alternate routes to restore traffic flow.
- 49.0 Demonstrate proficiency in first responder duties in emergency situations—The student will be able to:
- 49.01 Identify the requirements of the Traffic Crash Investigator (TCI) including locating and treating the subject, inquiring about possible injuries, notifying medical personnel, assessing the scene for possible hazards, and identifying potential hazards such as fallen power lines, roads, body fluids, vehicle fluids, open contaminated cargo, chemicals, and loads.
- 50.0 Conduct interviews to determine the who, what, when, and where of the traffic crash—The student will be able to:
- 50.01 Identify the primary factors that influence the success of an interview.
  - 50.02 Explain procedures for interviewing independent witnesses and drivers.
  - 50.03 Compare and contrast each driver's and witness's interpretation of the crash.
  - 50.04 Identify the three procedures used for interview and interrogation documentation.
  - 50.05 Explain the duty of the TCI to collect and examine for validity, accuracy, and correctness, as defined in Chapter 316.540, F.S., driver licenses, vehicle registrations and proof of motor vehicle insurance from the drivers.
- 51.0 Discuss the signs of impairment—The student will be able to:
- 51.01 Describe the signs of alcohol impairment and how these often mimic other impairments and pre-existing conditions.
  - 51.02 Define driving under the influence of an alcoholic beverage and chemical substances listed in Chapter 877.111, F.S., or any substance controlled under Chapter 893, F.S.
  - 51.03 Identify "normal faculties" of an unimpaired individual.
- 52.0 Accurately complete the appropriate Florida uniform traffic crash investigation form(s) and Florida uniform traffic citation—The student will be able to:
- 52.01 Define key legal terms relative to the traffic crash investigation.
  - 52.02 Explain the purposes of traffic crash reporting and investigating.
  - 52.03 Identify the uses of a traffic crash report.
  - 52.04 Identify the sources of information for each entry on the forms.
  - 52.05 Create a crash diagram.
  - 52.06 Analyze of detailed information concerning a crash.
  - 52.07 Identify the main causes and/or contributory causes of crash to include people, vehicles and highway environment.
  - 52.08 Identify the sources available to the TCI for obtaining factual evidence; to include people, vehicles and highway environment.
  - 52.09 Identify the basic types of law violations that occur because of the crash.
  - 52.10 Explain the correct procedure for completing a Uniform Traffic Citation when there is a violation of Chapters 316, 318 and/or 322, F.S. that has resulted in a traffic crash.

- 52.11 Complete the appropriate traffic crash investigation form according to Florida Statutes.
- 52.12 Assess the cause of collision based on crash diagrams.
- 53.0 Explain and apply techniques of recording the crime scene and related evidence on film, disc and video–The student will be able to:
  - 53.01 Use a camera to document the crime scene and related evidentiary materials.
  - 53.02 Explain written documentation procedures, specialized photo equipment, and light sources used in evidence collection and detection.
- 54.0 Discuss and apply procedures for collection and development of evidence–The student will be able to:
  - 54.01 Apply basic principles of crime scene investigation.
  - 54.02 Explain and demonstrate skill in specialized crime scene procedures.
  - 54.03 Prepare crime scene related documents.
  - 54.04 Discuss the coordination of crime scene investigation with other investigative personnel and agencies.
  - 54.05 Explain the capabilities of a full-service crime lab.
  - 54.06 Explain the chain of custody of evidence and submission protocols.
  - 54.07 Determine appropriate collection, preserving, marking and packaging methods of crime scene evidence, including perishable items and biological and autopsy evidence
- 55.0 Discuss and apply fingerprint development and preservation techniques–The student will be able to:
  - 55.01 Identify techniques involved in the detection, enhancement and recovery of latent fingerprints.
  - 55.02 Demonstrate appropriate application of fingerprint processing techniques.
  - 55.03 Explain the Henry Modified system of fingerprint classification.
  - 55.04 Classify fingerprints using the Henry Modified system.
  - 55.05 Demonstrate ability to roll standard prints.
- 56.0 Discuss and apply crime scene data gathering techniques–The student will be able to:
  - 56.01 Explain methods used to locate the crime scene.
  - 56.02 Explain the process of investigative note taking.
  - 56.03 Develop a plan of action for conducting the crime scene investigation.
- 57.0 Demonstrate procedures for mapping, measuring, and logging the crime scene–The student will be able to:
  - 57.01 Demonstrate proper procedures for searching a crime scene.
  - 57.02 Determine the method to map, measure, and log the scene.
  - 57.03 Sketch a crime scene or mock crime scene.
  - 57.04 Locate the evidence in crime scene reproductions by taking the appropriate measurements.
  - 57.05 Create the final crime scene sketch for courtroom presentation.

- 58.0 Discuss crime scene safety—The student will be able to:
- 58.01 Discuss the potential health and safety hazards one could encounter at a crime scene.
  - 58.02 Demonstrate skills and techniques to minimize risk to self and others at the crime scene.
  - 58.03 Discuss state and federal regulations regarding hazardous materials as related to crime scenes.
  - 58.04 Discuss emergency procedures involving personal risk in a crime scene situation.
  - 58.05 Identify and explain the use of protective equipment for crime scene processing.
- 59.0 Explain the primary processes and activities that occur on a port—The student will be able to:
- 59.01 Identify the type of port (i.e., cargo port and/or a cruise ship port).
  - 59.02 Define the primary processes and activities that most commonly occur at each type of port.
- 60.0 Explain the importance of safety and security at seaports—The student will be able to:
- 60.01 Analyze current threats to the port including piracy and armed attacks, terrorism, smuggling, stowaways and refugees, cargo theft and collateral damage.
  - 60.02 Describe security issues surrounding the facilities and equipment most commonly used at a port.
- 61.0 Identify the current relevant regulations that govern security requirements at a U.S. port or facility—The student will be able to:
- 61.01 Identify the regulations that govern international maritime transportation security.
  - 61.02 Identify the regulations that govern U.S. maritime transportation security.
  - 61.03 Identify the regulations that govern Florida port security as specified in Chapter 311, F.S.
  - 61.04 Compare and contrast the international, U.S., and Florida port security regulations.
- 62.0 Describe the importance of conducting continuous security assessments at the seaport—The student will be able to:
- 62.01 Identify the purpose of a security assessment.
  - 62.02 Identify the basic steps in conducting an on-scene survey.
- 63.0 Describe the unique nature of a port as a potential terrorism target—The student will be able to:
- 63.01 Describe the unique nature of a port as a potential terrorist target.
  - 63.02 Identify potential targets of terrorism at a port.
  - 63.03 Discuss potential areas where security personnel could possibly prevent an attack from happening.
  - 63.04 Describe the consequences of a terrorist attack at a port including the economic and psychological impacts.



- 64.0 Identify and report weapons of mass destruction (WMD) incidents—The student will be able to:
- 64.01 Identify pre-incident indicators of WMD.
  - 64.02 Identify signs and symptoms common to initial victims of a WMD-related incident or event.
  - 64.03 Describe possible motivations of a terrorist using Chemical, Biological, Radiological, Nuclear and Enhanced Conventional Weapons (CBRNE).
  - 64.04 Describe the characteristics of WMD incidents.
- 65.0 Use proper procedures for self-protection during a WMD incident—The student will be able to:
- 65.01 Describe the three main concepts in protective measures during a WMD incident: time, distance and shielding.
  - 65.02 Describe the four elements of the Recognize, Avoid, Isolate and Notify (RAIN) concept.
- 66.0 Describe the forms of crime that can take place in the seaport environment—The student will be able to:
- 66.01 List the range of crimes associated with criminal activities in ports.
  - 66.02 Describe basic statistics on criminal activity in ports in terms of types of illegal activities.
- 67.0 Detect surveillance and suspicious activities—The student will be able to:
- 67.01 Identify suspicious behavior (including post 9/11 changes).
  - 67.02 Discuss characteristics and behaviors of persons likely to threaten security.
  - 67.03 Identify and respond appropriately to elicitation.
  - 67.04 Evaluate and report indicators of surveillance and suspicious activities.
- 68.0 Intercept and question people seeking entry to or within restricted areas—The student will be able to:
- 68.01 List questions for interception of people seeking entry to or within restricted seaport areas.
  - 68.02 Apply questioning techniques when encountering people seeking entry to or within restricted seaport areas.
- 69.0 Monitor, control, and report the movement of cleared and uncleared vehicles—The student will be able to:
- 69.01 Name the sections of Title 33 CFR and state and local laws that address vehicle screening and inspection.
  - 69.02 Identify and discuss methods of monitoring the movement of all vehicles within the facility.
  - 69.03 Identify and discuss ways to monitor vehicle-borne materials entering the port facility from landside.
  - 69.04 Demonstrate proficiency in completing a vehicle log.

- 70.0 Recognize suspicious and dangerous persons, items, agents, devices, and hazardous materials–The student will be able to:
- 70.01 Identify types of Vehicle Based Improvised Explosive Devices (VBIED).
  - 70.02 Identify types of conventional weapons which could be included in a port's prohibited list.
- 71.0 Implement steps to minimize negative impacts of conflicts–The student will be able to:
- 71.01 Discuss situations where conflict can be constructive.
  - 71.02 Discuss situations where conflict can be destructive.
- 72.0 Manage emotions to allow for high performance–The student will be able to:
- 72.01 Describe the role of stress on human performance.
  - 72.02 Describe effective anger management strategies.
- 73.0 Demonstrate understanding of basic concepts related to crises–The student will be able to:
- 73.01 Define crisis.
  - 73.02 Explain procedures for responding to a crisis.
  - 73.03 Describe events to expect during a crisis.
  - 73.04 Describe the tasks of the crisis manager during a crisis.
- 74.0 Discuss the role of the Criminal Justice Standards and Training Commission (CJSTC)–The student will be able to:
- 74.01 Identify the primary responsibilities of the Criminal Justice Standards and Training Commission as established by statute (Chapter 943, F.S.)
  - 74.02 Explain the mandates of Section 943.17 (1)(e), Florida Statutes
- 75.0 Discuss the rights and responsibilities of correctional officers–The student will be able to:
- 75.01 Explain the primary responsibilities of a correctional officer.
  - 75.02 Explain the circumstances under which a correctional officer may inspect legal correspondence.
  - 75.03 Discuss the circumstances under which a correctional officer may move an inmate to isolation status before a hearing.
  - 75.04 Discuss the correctional officer's responsibility to conduct inmate searches.
  - 75.05 Discuss the correctional officer's duty to search visitors.
- 76.0 Identify institutional criminalities–The student will be able to:
- 76.01 List the types of crimes that occur within a correctional setting.
  - 76.02 Identify factors that impact and influence institutional criminality.
  - 76.03 Compare and contrast the leading motives for single and multiple assailant events.
- 77.0 Identify inmate deception and manipulation–The student will be able to:

- 77.01 Identify reasons inmates engage in manipulation and deception of staff.
  - 77.02 Identify ways to recognize of manipulation and deception.
  - 77.03 Identify factors in selection of a staff victim of inmate deception and manipulation.
  - 77.04 Identify methods which inmates use to gather information about staff for deception and manipulation.
  - 77.05 Identify methods inmates use to verify information concerning staff.
  - 77.06 List methods used by inmates to deceive or manipulate staff.
  - 77.07 Distinguish between friendliness and familiarity.
  - 77.08 Explain the effects of a correctional officer exhibiting excessive friendliness, over familiarization, and favoritism.
- 78.0 Discuss prevention procedures and techniques for riot and disturbance control—The student will be able to:
- 78.01 Define “riot” in a correctional setting.
  - 78.02 Identify causal factors for riots and disturbances.
  - 78.03 List indicators of facility tension often preceding riots and disturbances.
  - 78.04 Discuss the correctional officer’s responsibilities upon discovering a disturbance.
  - 78.05 Identify guidelines to follow in the event the corrections officer is taken hostage within a correctional facility.
- 79.0 Explain classification procedures—The student will be able to:
- 79.01 Define classification as it pertains to categorizing inmates.
  - 79.02 Classify individuals presented in scenarios into categories similar to those used in correctional facilities.
- 80.0 Identify, control and dispose of contraband—The student will be able to:
- 80.01 Define contraband and identify major categories of contraband.
  - 80.02 Identify potential weapons in a corrections facility.
  - 80.03 Explain the importance of controlling contraband.
- 81.0 Identify confinement procedures and cell and area searches—The student will be able to:
- 81.01 Identify and define the different types of confinement.
  - 81.02 Identify and discuss the purposes of regular searches.
  - 81.03 Identify typical locations within a cell or within the correctional facility where weapons or contraband are likely to be concealed.
  - 81.04 Identify equipment/tools which may be needed for conducting a cell or area search.
  - 81.05 Define “sally port.”
- 82.0 Discuss security threat groups (STGS) in correctional facilities—The student will be able to:
- 82.01 Define the term security threat group(s) and the relationship to criminal street gangs.
  - 82.02 Develop an understanding of the common identifiers, symbols, tattoos, graffiti, behavior, and physical evidence of gangs both in prison and on the streets.

- 82.03 Develop an understanding of the threat and propensity towards violence that these groups and their members pose to correctional staff, inmates/offenders, law enforcement and members of the community.
- 83.0 Identify rules and regulations pertaining to corrections in the Florida Statutes and Florida Administrative Code—The student will be able to:
  - 83.01 Identify areas relevant to corrections, as outlined in the Florida Statutes.
  - 83.02 Identify the role of the Florida Administrative Code in corrections.
- 84.0 Discuss inmate transport methods—The student will be able to:
  - 84.01 Describe the elements of safe inmate transport.
- 85.0 Perform general computer application activities—The student will be able to:
  - 85.01 Demonstrate basic computer file management skills.
  - 85.02 Use reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software.
  - 85.03 Use spreadsheet, presentation software, and integrated software packages to enhance communication.
  - 85.04 Use computer networks (e.g., Internet, on-line databases) to facilitate collaborative or individual learning and communication.
  - 85.05 Use computers to access, retrieve, organize, process, maintain, interpret, and evaluate data and information.
- 86.0 Understand the history, societal implications, underlying theories, and industry applications of GIS technology—The student will be able to:
  - 86.01 Discuss the history and societal implications of mapping, GIS, and remote sensing.
  - 86.02 Describe the underlying theories of GIS and remote sensing technologies.
  - 86.03 Identify industry applications for GIS technology.
- 87.0 Understand map types, purposes, and information they depict—The student will be able to:
  - 87.01 Compare and contrast various forms of maps in terms of purpose, information, and application.
  - 87.02 Convert latitude and longitude information between DMS and DD forms.
  - 87.03 Identify sources of GIS information and their applicability to GIS projects.
  - 87.04 Demonstrate how to read a topographical map
- 88.0 Demonstrate an understanding of coordinate systems, projections, scale, multi-spectral imagery, and other concepts integral to geographic information systems—The student will be able to:
  - 88.01 Identify terminology associated with map coordinate systems and location.
  - 88.02 Interpret location using the Geographic Coordinate System to identify absolute location.

- 88.03 Identify terminology associated with maps, map scale, map projections, and orienteering.
  - 88.04 Explain the Universe Transverse Mercator (UTM) coordinate system.
  - 88.05 Interpret locations using the UTM coordinate system.
  - 88.06 Demonstrate an understanding of how maps are created using aerial photography.
- 89.0 Create, change, and manipulate data used to create a map–The student will be able to:
- 89.01 Identify the primary components of the GIS Project Management Model.
  - 89.02 Utilize a GPS unit to collect waypoints, measure distance, and calculate area.
  - 89.03 Create and customize a localized satellite map scenario using an appropriate GIS software application.
  - 89.04 Demonstrate the use of zooming, identifying, bookmarks, selecting, and panning tools.
  - 89.05 Explain the components of the map display and the tools in the tool bars of common mapping software.
  - 89.06 Explain the need for and uses of metadata.
  - 89.07 Demonstrate geocoding addresses, heads-up digitizing, editing symbols, clipping data layers, and creating buffers.
  - 89.08 Demonstrate various styles of displaying symbols of data, sorting querying, and selection techniques.
  - 89.09 Demonstrate editing feature data.
  - 89.10 Explain spatial reference.
  - 89.11 Demonstrate how to georeference an Image Data Layer and add Control Points.
- 90.0 Layout and print maps–The student will be able to:
- 90.01 Demonstrate the ability to define page margins and parameters for printing a specific size.
  - 90.02 Demonstrate effective use of map elements that must be included in a map including title, author, data, legend, scale bar, north arrow.
  - 90.03 Demonstrate effective use of page space through map scale and frame size.
  - 90.04 Demonstrate process of creating digital archives of maps utilizing the export command.
- 91.0 Participate in job shadowing/work based learning experiences–The student will be able to:
- 91.01 Demonstrate skills in the Criminal Justice setting as outlined in the Criminal Justice Operations program.
  - 91.02 Complete appropriate shadowing experiences under the supervision of a duly licensed/certified Criminal Justice worker.
  - 91.03 Exhibit behavior consistent with the professional ethics required of each of the Criminal Justice areas being studied.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Criminal Justice Operations 1  
**Course Number:** 8918010  
**Course Credit:** 1

**Course Description:**

This course is designed to introduce students to the fields of law enforcement, the court system, and the correctional system. The content includes career opportunities in these fields, court system, correctional system, interpersonal and communication skills, and employability skills.

01.0 Identify the history, goals, and career opportunities in the criminal justice system—The student will be able to:

- 01.01 Describe the parts and functions of the criminal justice system.
- 01.02 Identify the history and goals of the criminal justice system.
- 01.03 Identify and describe career opportunities in the criminal justice system.
- 01.04 Identify the prerequisites for job entry into the criminal justice system.
- 01.05 Identify the leadership opportunities, benefits, and awards available through participation in FPSA and other CTSO events, including competitions and activities.

02.0 Interpret ethics and professionalism in relation to the criminal justice system—The student will be able to:

- 02.01 Interpret the codes of ethics for the criminal justice system.
- 02.02 Apply standards of professionalism in the criminal justice system.

03.0 Discuss constitutional and criminal laws at the federal, state, and local levels—The student will be able to:

- 03.01 Discuss how political, moral, and economic concerns lead to the development of laws.
- 03.02 Identify constitutional law as it applies to the criminal justice system.
- 03.03 Distinguish between state and federal laws.
- 03.04 Differentiate between, and identify elements of, civil and criminal law.
- 03.05 Discuss the impact of local ordinances.
- 03.06 Describe criminal law procedures in Florida.

04.0 Describe court systems and trial processes—The student will be able to:

- 04.01 Describe the federal court system as it applies to the criminal justice system.
- 04.02 Describe the Florida court system as it applies to the criminal justice system.
- 04.03 Describe the pretrial, trial, and post-trial processes.
- 04.04 Describe the roles and responsibilities of the people involved in the trial processes.
- 04.05 Describe the warrant and summons processes.
- 04.06 Explain how to notify witnesses and defendants of court schedules.

- 04.07 Demonstrate courtroom demeanor and participate in a mock trial.
- 05.0 Discuss the juvenile justice system—The student will be able to:
  - 05.01 Identify the programs and agencies within the juvenile justice system and their roles and responsibilities.
  - 05.02 Identify law enforcement procedures related to juvenile delinquency.
  - 05.03 Discuss Florida’s juvenile court system, including procedures and alternative programs.
  - 05.04 Discuss the juvenile corrections system, including alternative programs.
  - 05.05 Analyze current trends in juvenile justice.
- 06.0 Describe the correctional system—The student will be able to:
  - 06.01 Describe the history of corrections.
  - 06.02 Differentiate between local, state, and federal correctional systems.
  - 06.03 Compare and contrast different types of prison- and community-based programs.
  - 06.04 Identify major correctional operations procedures and programs.
  - 06.05 Debate legal issues concerning the rights of inmates and the duties and responsibilities of correctional officers.
  - 06.06 Analyze current trends in correctional reform.
  - 06.07 Identify the unique interpersonal skills required in communicating with inmates.
- 07.0 Utilize personal, interpersonal, and communication skills—The student will be able to:
  - 07.01 Follow directions.
  - 07.02 Display integrity, loyalty, dependability, and punctuality.
  - 07.03 Identify and apply strategies for showing compassion and working well with others.
  - 07.04 Create and demonstrate responsible ways of dealing with criticism.
  - 07.05 Identify personal stressors and evaluate methods for resolution.
  - 07.06 Describe safe and responsible ways of responding to expressions of hostility or threats, including the use of security procedures and systems.
  - 07.07 Identify and plan solutions for situations that require crisis management and conflict resolution.
  - 07.08 Use telecommunications to relay messages in a courteous, respectful way.
  - 07.09 Explain the purpose and demonstrate the use of communication codes and the phonetic alphabet.
  - 07.10 Describe the different types of communication equipment and identify protocols for their use.
  - 07.11 Cultivate and document confidential informants
  - 07.12 Identify interviewing techniques used with witnesses and victims.
- 08.0 Demonstrate employability skills—The student will be able to:
  - 08.01 Identify sources of information regarding employment opportunities in criminal justice operations.
  - 08.02 Identify advanced career options and training opportunities in the criminal justice profession.
  - 08.03 Conduct a job search and identify the training, experience, and other qualifications required for different positions.

- 08.04 Identify the interpersonal skills, work habits, and ethics necessary for ongoing employment in an environment of human diversity.
- 08.05 Identify health and grooming habits that facilitate positive interactions with individuals and ongoing employment in criminal justice operations.
- 08.06 Secure information about a particular job.
- 08.07 Complete a job resume.
- 08.08 Complete a job application.
- 08.09 Apply effective job interview techniques.
- 08.10 Describe how to make job changes appropriately.



2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Criminal Justice Operations 2  
**Course Number:** 8918020  
**Course Credit:** 1

**Course Description:**

This course is designed to develop competencies in patrol, traffic control, defensive tactics and physical proficiency skills, and first aid and cardiopulmonary resuscitation skills.

09.0 Describe and demonstrate characteristics and procedures of patrol—The student will be able to:

- 09.01 State main duties and responsibilities of patrol officers.
- 09.02 Identify different patrol types and zones and evaluate the advantages and disadvantages of each.
- 09.03 Demonstrate defensive driving techniques (optional).
- 09.04 Read and interpret a map.
- 09.05 Analyze current trends in community-oriented policing.
- 09.06 Identify and describe procedures for dealing with domestic violence, including abuse and neglect.
- 09.07 Describe procedures for identifying, handling, and referring people who exhibit signs of mental illness.
- 09.08 Identify different patrol techniques.
- 09.09 Describe and demonstrate a traffic stop.
- 09.10 Describe and demonstrate the inspection of a vehicle and equipment.
- 09.11 Describe and demonstrate stop and frisk.
- 09.12 Describe how to establish rapport with a citizen.
- 09.13 Describe how to cultivate and document confidential informants.
- 09.14 Describe interview tactics with street informants and uncooperative witnesses

10.0 Prepare written reports—The student will be able to:

- 10.01 Identify the who-what-when-where-why-how elements of a report.
- 10.02 Describe the purpose of different types of reports.
- 10.03 Create a factual report with accuracy, completeness, conciseness, objectivity, and clarity and use proper grammar, spelling, punctuation, and legibility.
- 10.04 Identify and locate state statutes as they pertain to situations being reported.
- 10.05 Create a probable-cause affidavit and write the affidavit on the form that was created.

11.0 Describe and demonstrate traffic control procedures—The student will be able to:

- 11.01 Evaluate traffic emergencies and explain the actions to be taken.
- 11.02 Describe how to position an emergency vehicle and personnel at a traffic accident scene.
- 11.03 Describe and demonstrate the use of barricades and traffic cones at a traffic accident scene.

- 11.04 Demonstrate proper use of hand signals, a whistle, and a flashlight for directing traffic.
  - 11.05 Conduct a traffic accident investigation.
  - 11.06 Complete a traffic crash report (current Highway Patrol form).
  - 11.07 Describe and demonstrate the duties of a school crossing guard.
  - 11.08 Describe and demonstrate parking enforcement procedures.
  - 11.09 Describe the use, flow, and value of regulatory citations.
- 12.0 Describe the use-of-force continuum and demonstrate defensive tactics and physical proficiency skills—The student will be able to:
- 12.01 Describe the use of force continuum.
  - 12.02 Describe legal issues pertaining to the use of force that include Tennessee v. Garner and Graham v. Conner.
  - 12.03 Identify potential weapons.
  - 12.04 Demonstrate defensive tactics as described in the Criminal Justice Standards and Training Commission's (CJSTC's) Defensive Tactics Basic Recruit Performance Evaluation, excluding pressure points, handgun retention, and impact weapons (optional).
  - 12.05 Demonstrate weapon safety and familiarization.
  - 12.06 Describe the four elements of arrest.
  - 12.07 Describe and demonstrate behaviors of physical wellness according to an individual's abilities.
- 13.0 Demonstrate safety precautions, first aid, and cardiopulmonary resuscitation (CPR)—The student will be able to:
- 13.01 Identify the four classes of fires and the extinguishing agents for each.
  - 13.02 Identify electrical hazards, hazardous materials, and life threatening situations.
  - 13.03 Evaluate different types of carriers and techniques for removing an unconscious or disabled victim from a dangerous situation.
  - 13.04 Apply basic first aid techniques.
  - 13.05 Apply CPR and secure CPR certification.
- 14.0 Describe procedures to prevent the transmission of sexually transmitted diseases, including aids and blood-borne pathogens—The student will be able to:
- 14.01 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood-borne pathogens.
  - 14.02 Identify community resources and services available to individuals with diseases caused by blood-borne pathogens.
  - 14.03 Identify "at-risk" behaviors that promote the spread of AIDS and the public education necessary to combat the spread of diseases caused by blood-borne pathogens.
  - 14.04 Apply infection control techniques designed to prevent the spread of diseases caused by blood-borne pathogens used in the care of all patients following Center for Disease Control (CDC) guidelines.
  - 14.05 Explain the legal aspects of AIDS, including testing.
  - 14.06 Create a Campaign advertisement, brochure, or presentation illustrating knowledge of the legal aspects of AIDS.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Criminal Justice Operations 3  
**Course Number:** 8918030  
**Course Credit:** 1

**Course Description:**

This course is designed to develop competencies in crime and accident investigation procedures, forensic science tasks, crime prevention, and property control procedures.

15.0 Describe and demonstrate criminal investigation procedures—The student will be able to:

- 15.01 State the purpose and types of investigations.
- 15.02 Describe the responsibilities of law enforcement officers at the crime scene.
- 15.03 Describe the role of evidence in investigations.
- 15.04 Describe crime scene investigation procedures.
- 15.05 Secure and preserve a crime scene or mock crime scene.
- 15.06 Photograph a crime scene or mock crime scene and the evidence.
- 15.07 Take measurements at a crime scene or mock crime scene
- 15.08 Record facts about crime using recording equipment and note taking.
- 15.09 Sketch a crime scene or mock crime scene.
- 15.10 Assist in identifying, handling, preserving, collecting, recording, and storing evidence.
- 15.11 Create a cast of an impression using Plaster of Paris or other material to create a 3-D impression.
- 15.12 Assist in processing a crime scene or mock crime scene for fingerprints.
- 15.13 Describe the chain of custody of evidence.
- 15.14 Identify different search methods.
- 15.15 Describe effective interview skills and techniques for obtaining information from witnesses and victims in a major investigation.
- 15.16 Describe when subpoenas should and should not be used for witnesses.
- 15.17 Describe Miranda warning requirements in suspect interviews.
- 15.18 Describe and demonstrate effective interviewing skills in taking confessions.
- 15.19 Take a sworn statement from a witness and suspect.
- 15.20 Describe how to show witnesses photos of suspects for identification.
- 15.21 Document witness and suspect statements in a report.
- 15.22 Assemble a major case file with appropriate folders.
- 15.23 Describe how to prepare for court testimony.

16.0 Describe and demonstrate forensic science tasks, such as fingerprinting, crime laboratory examination, and forensic photography—The student will be able to:

- 16.01 Roll fingerprints.
- 16.02 Identify focal points.
- 16.03 Identify fingerprint patterns and discuss the importance of the Automated Fingerprint Identification System (AFIS).
- 16.04 Lift and record latent prints.
- 16.05 Describe blood-type identification procedures and DNA profiling.

- 16.06 Describe hair and fiber examination procedures.
  - 16.07 Describe broken glass examination procedures.
  - 16.08 Identify basic photo laboratory procedures and take photographs.
- 17.0 Demonstrate computer literacy—The student will be able to:
- 17.01 Use the computer as a tool for the special applications associated with the criminal justice system including but not limited to Crime Scene Sketch using CAD or other computer software program.
  - 17.02 Access databases for information.
  - 17.03 Access a computer program for career selection and postsecondary education opportunities.
  - 17.04 Use electronic spreadsheets for keeping track of data as applicable to the criminal justice system.
  - 17.05 Use a word processor as applicable in specific criminal justice occupations.
- 18.0 Apply job related math skills—The student will be able to:
- 18.01 Produce a graph, chart, or table associated with the Criminal Justice System.
  - 18.02 Perform arithmetic operations for whole numbers, fractions, and decimals including counting, adding, subtracting, multiplying, and dividing.
  - 18.03 Measure time, temperature, distance, capacity, and mass/weight.
  - 18.04 Make estimations and approximations and judge the reasonableness of the result.
- 19.0 Demonstrate an awareness of human diversity—The student will be able to:
- 19.01 Identify factors that may affect human relations in criminal justice operations with culturally diverse communities.
  - 19.02 Identify methods of communication that may enhance human relations with culturally diverse communities.
- 20.0 Explain and demonstrate property control procedures—The student will be able to:
- 20.01 Classify, identify, and mark property.
  - 20.02 Match properties with reports.
  - 20.03 Describe storage and control of evidence, property, and supplies.
  - 20.04 Describe issuance, maintenance, and inventory of department equipment and supplies, and corresponding computer applications for property control.
- 21.0 Describe crime prevention programs and demonstrate their development and implementation—The student will be able to:
- 21.01 Identify community crime prevention programs.
  - 21.02 Describe how to develop and implement school and community crime prevention programs.
  - 21.03 Identify the concepts involved with Crime Prevention Through Environmental Design (CPTED).
  - 21.04 Identify and discuss local crime prevention programs and opportunities for participation.
  - 21.05 Describe the importance and possible uses of crime analysis information.

21.06 Conduct a security survey.

22.0 Discuss entrepreneurship–The student will be able to:

22.01 Define entrepreneurship and its prevalence in the criminal justice system.

22.02 Describe the advantages, disadvantages, and risks of entrepreneurship in various criminal justice operations.

22.03 Compare the personal characteristics of a successful entrepreneur to those of a successful employee.

22.04 Identify business skills required to operate a small business efficiently and effectively and their relation to the operation of criminal justice programs.

**\*\*Optional Fourth Course that is to be taught alone in order to obtain the ALS Certification\*\***

**2012 – 2013**

**Florida Department of Education  
Student Performance Standards**

**Course Title: Criminal Justice Operations 4**  
**Course Number: 8918040**  
**Course Credit: 1**

**Certification for Legal Professionals – Accredited Legal Secretary (ALS) – TAFLP001**

92.0 Demonstrate comprehension and communication of legal knowledge skills—The student will be able to:

- 92.01 Read and comprehend technical and non-technical legal terminology utilized in reading assignments related to course content including trade journals, books, magazines and electronic sources (e.g. latin and legal terms etc.)
- 92.02 Write clear and well-organized documents, integrating a variety of information from a range of law areas.
- 92.03 Take notes, organize, summarize, and paraphrase ideas and details.
- 92.04 Accurately follow written and oral instructions.
- 92.05 Interpret data on graphs, charts, diagrams, and tables commonly used in the legal profession
- 92.06 Understand the federal and state court systems, juries and jurisdiction

93.0 Demonstrate knowledge, skill, and application of computer information systems to accomplish legal job objectives and enhance workplace performance—The student will be able to:

- 93.01 Develop keyboarding skills to enter and manipulate text and data (e.g., create, edit, format, input, design layout).
- 93.02 Describe and use current and emerging computer technology and software to perform legal business related tasks.
- 93.03 Demonstrate knowledge of basic file management, filing rules and filing procedures skills.
- 93.04 Identify, describe and utilize communications and networking systems required in legal workplace environments (e.g., electronic mail, internet, conflicts check system etc.).
- 93.05 Use reference materials and manuals available for applications and operation systems software.
- 93.06 Troubleshoot problems with computer software, hardware, peripherals, and other office equipment (e.g., printers, facsimile, dictation equipment, postage meters etc.).
- 93.07 Describe ethical issues and problems associated with computers and information systems.

94.0 Perform e-mail activities—The student will be able to:

- 94.01 Describe e-mail capabilities and functions.
- 94.02 Use the Internet to perform e-mail activities.

- 95.0 Demonstrate knowledge of legal operating systems—The student will be able to:
- 95.01 Identify and utilize basic legal operating system file naming conventions (e.g., basic principles, business names, governmental names, organizational names and personal names.).
  - 95.02 Use appropriate legal office procedures for letters, envelopes, interoffice memoranda, processing mail, proof reading and, delivery services.
  - 95.03 Know and understand the duties performed by a notary public
  - 95.04 Understand and use appropriate telephone etiquette (e.g., courtesy, first impressions, telephone use etc.)
- 96.0 Perform legal office functions and responsibilities to accomplish job objectives and enhance workplace performance—The student will be able to:
- 96.01 Demonstrate knowledge of ethical behavior in a business environment (e.g., confidentiality of information, employee right to know, hiring practices, plagiarism, copyright violations, sexual harassment, mission statement, code of ethics, etc.).
  - 96.02 Perform legal business tasks (e.g., filing and records management, scheduling, reprographics, mail handling, etc.).
  - 96.03 Demonstrate knowledge of ethical behavior in a legal business environment (e.g., appearance of impropriety, dealing with confidential information and privileged communications, identity of funds and property of clients, confidence and integrity in the legal profession, unauthorized practice of law, etc.)
- 97.0 Develop communication skills in technical reading and writing of legal documents—The student will be able to:
- 97.01 Utilize basic grammar, spelling, punctuation, capitalization, word usage and number usage skills to create/develop legal documents
  - 97.02 Use composition and expression during the writing process to create/edit legal documents appropriate to the subject matter, purpose, and audience (e.g., clarity, conciseness, tone, sentence structure, unity, coherence etc.).
  - 97.03 Respond to and utilize information derived from multiple sources (e.g., written documents, instructions, e-mail, voice mail) to solve legal problems and complete legal tasks.
- 98.0 Demonstrate personal and interpersonal skills appropriate for the legal workplace—The student will be able to:
- 98.01 Accept constructive criticism in a positive manner.
  - 98.02 Apply appropriate strategies to manage and resolve conflict in work situations.
  - 98.03 Demonstrate personal and interpersonal skills appropriate for the legal workplace (e.g., responsibility, dependability, punctuality, integrity, positive attitude, initiative, and respect for self and others, professional dress, etc.).
- 99.0 Use technology to apply and enhance communication skills in technical reading, writing, speaking, listening, and viewing—The student will be able to:
- 99.01 Use database, spreadsheets, presentation software, scheduling, and integrated software packages to enhance communications.

- 99.02 Use computer networks (e.g., Internet, on-line databases, e-mail) to facilitate collaborative or individual learning and communication.
  - 99.03 Respond to and utilize information derived from multiple sources (e.g., written documents, instructions, e-mail, voice mail) to solve business problems and complete business tasks.
  - 99.04 Use miscellaneous equipment and information services to complete legal tasks (e.g., copiers, dictation equipment, facsimile, filing equipment and postage meters)
- 100.0 Apply office accounting strategies to commonly occurring situations in the legal workplace to accomplish job objectives and enhance workplace performance—The student will be able to:
- 100.01 Use common office accounting terminology and procedures in solving legal problems (e.g., computations for legal documents, depositing funds, firm & trust bank accounts, activity registers & time sheets, writing checks and stopping payment, using bank drafts, cashier's checks and personal checks).
  - 100.02 Follow accepted rules, regulations and policies for office accounting.
- 101.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance—The student will be able to:
- 101.01 Demonstrate an awareness of quality service and the personal and professional standards required to establish an effective service-based culture in the workplace, business, or learning environment.
  - 101.02 Identify, analyze and implement managerial skills necessary for maintaining a high quality work environment, goals, and strategic planning in business settings.
  - 101.03 Follow accepted rules, regulations, policies, procedures, processes, and workplace safety.
- 102.0 Develop an awareness of the ALS certification requirements, rules and guidelines—The student will be able to:
- 102.01 Define the purpose of the ALS examination
  - 102.02 Understand the duties and composition of the ALS certification Board
  - 102.03 Explain and conduct ALS pre-testing preparation procedures
  - 102.04 Know the testing application procedures, fees and appropriate deadlines
  - 102.05 Know ALS examination procedures, how tests are conducted and graded, and how certification is maintained
- 103.0 Demonstrate employability skills (ALS)—The student will be able to:
- 103.01 Identify sources of information regarding employment opportunities in the ALS profession.
  - 103.02 Identify advanced career options and training opportunities in the ALS profession.
  - 103.03 Conduct a job search and identify the training, experience, and other qualifications required for different positions.
  - 103.04 Identify the interpersonal skills, work habits, and ethics necessary for ongoing employment in an environment of human diversity.



- 103.05 Identify health and grooming habits that facilitate positive interactions with individuals and ongoing employment in the ALS profession.
- 103.06 Secure information about a particular job.
- 103.07 Complete a job resume.
- 103.08 Complete a job application.
- 103.09 Apply effective job interview techniques.
- 103.10 Describe how to make job changes appropriately.

**\*\*Optional Fourth Course-Choose Four from Below to complete a full credit\*\***

**Option 1: Private Security Officer:**

23.0 Understand the requirements of chapter 493, F.S., and 5n-1, F.A.C., regulating the private security industry in Florida—The student will be able to:

- 23.01 Discuss the necessity of regulation of the private security industry.
- 23.02 Define key terms listed in Chapter 493.6101, F.S.
- 23.03 Identify those people who may perform the duties of a private security officer, but to whom Chapter 493, F.S. does not apply.
- 23.04 Explain the process involved in the initial application for licensure as outlined in Section 493.6105, F.S. and 5N-1.120, F.A.C.
- 23.05 Explain the licensure and posting requirements specified in Section 493.6106, F.S.
- 23.06 Explain the investigation procedures of a license applicant as stated in Section 493.6108, F.S.
- 23.07 Explain license contents and duration, and the requirement to carry such license as stated in Section 493.6111, F.S.
- 23.08 Explain the requirements of license renewal per Section 493.6113, F.S.
- 23.09 Explain the requirements of Section 493.6114, F.S., for canceling or inactivating a license.
- 23.10 Explain the prohibitions to carrying a weapon or firearm as listed in Section 493.6115, F.S.
- 23.11 Discuss the grounds for disciplinary action by the DOACS against a licensee, agency or applicant as specified in Section 493.6118, F.S.
- 23.12 Describe the penalties for violation of the provisions of Chapter 493, F.S. as listed in Section 5N-1.113, F.A.C.
- 23.13 List the restrictions against use of the Great Seal of the State of Florida stated in Section 493.6124, F.S.
- 23.14 List the different classes, purposes and costs of licenses listed in Section 493.6301, F.S. and Section 5N-1.116, F.A.C.
- 23.15 Explain the exceptions to wearing a uniform while on duty per Section 493.6305, F.S.
- 23.16 Discuss the authority and restrictions regarding use of exterior lights on security vehicles while patrolling private property per Section 316.2397, F.S.
- 23.17 Discuss the uniform, badge and insignia restrictions listed in Section 843.085, F.S.
- 23.18 Explain the procedures for filing and investigating violations of Chapter 493, F.S. or 5N-1, F.A.C. in accordance with Section 120.565, F.S. or Chapter 28-4, F.A.C.
- 23.19 Identify prohibited activities and requirements as listed in Section 5N-1.124, F.A.C.
- 23.20 Identify the licensure requirements for firearms instructors, schools and training facilities as stated in Section 5N-1.134, F.A.C.
- 23.21 Discuss the restrictions on carrying ammunition as specified in Section 5N-1.129, F.A.C.

- 23.22 Discuss the licensing requirements and standards for school staff as specified in Section 5N-1.138, F.A.C.
- 23.23 Identify security officer school/training curriculum, examination and record retention requirements as stated in Section 5N-1.140, F.A.C.
- 24.0 Understand chapter 776, F.S., and the legal authority and liability for security actions involving the use of force—The student will be able to:
  - 24.01 Identify criminal laws and procedures relative to common crimes, such as theft, assault, battery, robbery and burglary.
  - 24.02 Identify the limitations of arrest authority (i.e. citizen arrest, retail theft).
  - 24.03 Know the types of force, and purposes of its use, as stated in Chapter 776.
  - 24.04 Define reasonable force and comprehend the liabilities and effects of the use of force.
  - 24.05 Discuss the legal aspects of firearms, know the definition of deadly force and comprehend the circumstances and officer must consider before using it.
  - 24.06 Explain the rights of victims and witnesses and how these rights apply to all individuals, including security officers, who may be victims or witnesses.
  - 24.07 Explain civil and criminal court rules, procedures, and courtroom demeanor for giving testimony and presenting evidence.
  - 24.08 Explain subpoena, deposition, and pretrial hearing, including who is required to attend, what to do and what to avoid.
  - 24.09 Explain the proper response to a crime in progress.
  - 24.10 Discuss the guidelines for client-requested searches.
- 25.0 Make observations and write reports concerning security incidents—The student will be able to:
  - 25.01 Explain and demonstrate basic observation techniques.
  - 25.02 Prepare sample reports common to the private security industry.
- 26.0 Conduct security duties regarding fire detection, suppression and life safety—The student will be able to:
  - 26.01 Discuss the mission of the security officer regarding fires.
  - 26.02 Define fire, highlighting the necessary ingredients.
  - 26.03 Explain the responsibilities of the security officer regarding: fire prevention; fire extinguishing; and salvage work.
  - 26.04 Explain how to prevent and control fires and notify the fire department.
  - 26.05 Describe sodium fires and acids.
  - 26.06 Identify extinguishing methods (cooling, smothering, and starving), list extinguishing agents, and identify markings on containers of extinguishing agents for use with different fires.
  - 26.07 Be familiar with life safety issues, such as firefighting equipment, life safety plans, fire detection, location and intensity, evacuation.
  - 26.08 Explain Section 877.15, F.S., failure to control or report a dangerous fire.
- 27.0 Perform crime and accident prevention techniques—The student will be able to:
  - 27.01 Perform access control and explain methods of prevention of thefts by use of lock, inspection or alarm technology.

- 27.02 Explain methods of prevention including securing company equipment, property and reporting deficiencies.
- 28.0 Identify entrepreneurship opportunities in the private security industry–The student will be able to:
  - 28.01 Describe the meaning of entrepreneurship and the types of businesses created by entrepreneurs that require security.
  - 28.02 Describe security businesses that serve the general public, private corporations, and other private organizations or groups.
  - 28.03 Describe the risks, advantages, responsibilities, and state and local licensing requirements for establishing a business that provides security.
  - 28.04 Compare personal traits and assets required of an entrepreneur in the security industry to those required of an employee.
  - 28.05 Compare opportunities for starting a security business to other job opportunities in the security industry.
- 29.0 Demonstrate employability skills in the private security industry–The student will be able to:
  - 29.01 Conduct a job search and identify advanced-training opportunities and requirements in the security industry.
  - 29.02 Obtain information on different job titles, licensing requirements, job responsibilities, rates of pay, employee benefits, work conditions, risks, and opportunities for career advancement in the security industry.
- 30.0 Understand the importance of public and interagency relations–The student will be able to:
  - 30.01 Demonstrate methods of interagency communication and cooperation with law enforcement, fire and emergency medical services providers.
  - 30.02 Identify effective ways to communicate with elders, juveniles, trespassers and transients.
- 31.0 Demonstrate interpersonal communication skills–The student will be able to:
  - 31.01 Identify the effects of threats or challenges which are directed toward the security officer.
  - 31.02 Identify the effects of threats or challenges which are directed toward a citizen by the security officer.
- 32.0 Perform crowd control–The student will be able to:
  - 32.01 Identify the types of crowds (i.e. peaceful, hostile, demonstration, etc.).
  - 32.02 Discuss the characteristics of crowds.
  - 32.03 Identify methods for directing the flow of crowd traffic.
  - 32.04 Explain the importance of teamwork among security officers in crowd control situations.
  - 32.05 Demonstrate crowd control techniques (i.e. interaction procedures, effective assertiveness, issuing directives and eliciting cooperation).
  - 32.06 Demonstrate effective security officer behavior in crowd control situations.

- 33.0 Identify special problems for security—The student will be able to:
- 33.01 Discuss strategies of dealing with individual with disabilities, the emotionally distressed, elderly, juveniles, and transients and trespassers.
  - 33.02 Define and identify controlled substances.
  - 33.03 33.03 Identify the characteristics of an individual under the influence.
  - 33.04 33.04 Know the duties of an Occupational Safety and Health Administration (OSHA) first responder including HAZMAT, how to read and understand labels and how to respond to a hazardous incident.
  - 33.05 Describe the history, scope, and types of violence and potential violence in the workplace.
  - 33.06 Explain security actions in preventing workplace violence, including use of physical security measures, detection of abnormalities, and reporting of incidents.
  - 33.07 Discuss responding to violent behavior.
  - 33.08 Explain the role of a security officer in providing assistance to, and cooperating with, trauma teams during crisis management.

## **Option 2: Homeland Security**

The purpose of this option is familiarizing students with situations specific to homeland security.

- 34.0 Define international, domestic, secular, and religious terrorism—The student will be able to:
- 34.01 Distinguish between international and domestic terrorist organizations.
  - 34.02 Distinguish between secular and religious terrorism.
  - 34.03 Discuss the role of extremism in terrorism.
- 35.0 Discuss the history of terrorist organizations—The student will be able to:
- 35.01 Identify goals, objectives and the structure of terrorist organizations in the United States.
  - 35.02 Identify goals, objectives, the structure, and regions of operation of terrorist international terrorist organizations.
  - 35.03 Articulate philosophical orientation of domestic and international terrorist organizations.
  - 35.04 Compare and contrast domestic terrorist organizations to international terrorist organizations.
- 36.0 Discuss the political, religious, operational, and financial aspects of terrorist organizations—The student will be able to:
- 36.01 Identify funding sources of terrorist organizations.
  - 36.02 Discuss recruitment of individuals by terrorist organizations.
  - 36.03 Identify different hierarchy of terrorist organizations.
- 37.0 Discuss protecting the Homeland vs. Civil liberties—The student will be able to:
- 37.01 Explain the origin of the USA PATRIOT Act and its modifications, and impact.
  - 37.02 Demonstrate interview and interrogation techniques.
  - 37.03 Compare methods of intelligence techniques.
  - 37.04 Debate the importance of protecting the Homeland while maintaining civil liberties.

- 38.0 Discuss key components of a terrorist event–The student will be able to:
- 38.01 Discuss the components of an operational planning process to handle terrorist events.
  - 38.02 Discuss the role of homeland security when responding to emergencies.
  - 38.03 Argue the role of the worldwide media as a significant factor in terrorism events.
  - 38.04 Recognize pre-incident indicators of terrorist activities.
  - 38.05 Discuss the concept of weapons of mass destruction.
  - 38.06 Identify major types of weapons of mass destruction.
  - 38.07 Describe the three main concepts in protective measures during a weapons of mass destruction event: time, distance, and shielding.
  - 38.08 Describe the four elements of the Recognize, Avoid, Isolate, and Notify (RAIN) concept during a weapons of mass destruction event.

### **Option 3: Bail Bond Agent**

The purpose of this option is to introduce students to the area of bail bonds agents (SOC 12-2099) and advanced training in the bail bonding industry.

- 39.0 Locate and discuss bail bond laws, rules and regulations–The student will be able to:
- 39.01 Locate and discuss Chapters 648, Bail and 903, Regulation of Limited Surety Agents, in the Florida Statutes (F.S.).
  - 39.02 Discuss the rules and regulations contained in Chapter 69B-221, Regulation of Limited Surety Agents, in the Florida Administrative Code (F.A.C.).
- 40.0 Discuss professional relationships of a bail bonds agent–The student will be able to:
- 40.01 Discuss the relationship between the agent and the client.
  - 40.02 Discuss the relationship between the agent and the family of the client, s. 648.44(1) (c), F.S.
  - 40.03 Describe the relationship with court system personnel, s. 648.42, .421 and .44(2), F.S.
  - 40.04 Describe the relationship between the agent and the client’s attorney, s. 648.44(1) (a), F.S.
  - 40.05 Explain how to facilitate client enrollment into court-ordered programs for their specific needs (i.e. A.A., drug rehabilitation, etc.)
- 41.0 Discuss the procedures of operating a bail bond agency–The student will be able to:
- 41.01 Identify the general office procedures of an agent, s. 648.285, F.S.
  - 41.02 Discuss the forms used to execute a bail bond, s. 69B-055, F.A.C., including bond power, s. 648.43, F.S., affidavit form, statement form and appearance bond.
  - 41.03 Discuss who may own an agency and the licensing requirements for agency owners, s. 648.285(1), F.S.
  - 41.04 Explain the appointment requirements and responsibilities of primary bail bond agents, s. 69B-051, F.A.C., and s. 648.387, F.S.
- 42.0 Explain arrest laws as they pertain to bail bonds agents–The student will be able to:

- 42.01 Explain the following statutes: s. 903.21, F.S., Method of surrender; exoneration of obligors; s. 903.22, F.S., Arrest of principal by surety before forfeiture; s. 903.29, F.S., Arrest of principal by surety after forfeiture; and s. 843.15, F.S., Bail jumping.
  - 42.02 Discuss the following case law relating to arrest powers of Taylor v. Taintor – U.S. Supreme Court.
  - 42.03 Describe conditions of arrest, s. 648.30, s. 903.29, F.S., including the agent's right to delegate arrest power, s. 648.30(3), F.S.; value of certified copy of bond, s. 903.21, F.S.; and positive identification of defendant,
  - 42.04 Explain the custody and control of defendant after arrest by surety, including the most direct route to deliver defendant to court jurisdiction, surrender slip from detention facility, and DFS Statement of Surrender Form, s. 648.4425, F.S.
  - 42.05 Describe the liability of the agent and of the surety company for false arrest.
- 43.0 Discuss arrest and search and seizure techniques–The student will be able to:
- 43.01 Discuss skip tracing techniques, including estreature of failure to appear with no estreature, s. 903.1, .20, .22, F.S.); and the importance of application, photograph, and certified copy of bond.
  - 43.02 Demonstrate handcuffing techniques.
  - 43.03 Check for weapons per the Florida Stop and Frisk Law. s. 901.151, F.S.
- 44.0 Identify and discuss collateral and collateral risks–The student will be able to:
- 44.01 Identify forms of collateral, s. 69B-135, F.A.C. and s. 648.442, F.S.
  - 44.02 Discuss collateral risks.
- 45.0 Discuss components of civil law–The student will be able to:
- 45.01 Discuss intentional torts, such as malicious prosecution action, the six elements necessary in posing a Mal Pro action, and false arrest action and grounds for defense.
  - 45.02 Explain the process of a civil suit; complaint, answer, discovery, summary judgment, trial, motion for new trial, appeal, certification to the Supreme Court of Florida, and final disposition.
  - 45.03 Identify conduct to avoid a civil law suit.
  - 45.04 Explain privileged information as applied to surety agent and client relationship and as applied to attorney and client relationship.
- 46.0 Discuss components of criminal law–The student will be able to:
- 46.01 Identify what constitutes a felony, misdemeanor, traffic offense and infraction.
  - 46.02 Know the basic elements of a crime: Actus Reaus, Mens Rea, and Se Inter.
  - 46.03 Explain specific intent relative to knowledge and motive.
  - 46.04 Discuss liabilities for the crimes of others (18 U.S. Code Sec. 2 and Chapter 843, F.S. – Obstructing Justice) and forgery.
  - 46.05 Define common law, statutory law and rules and regulations of administrative branches.

#### **Option 4: Police Service Aide**

The purpose of this option is to introduce students to employment possibilities in the areas of Parking Enforcement Specialists (SOC 33-3041), Traffic Crash Investigators (SOC 33-3099), and Community Service officers/Police Service Aides (SOC 33-9099.99), Parking Enforcement Specialist (PES).

47.0 Explain the role of the parking enforcement specialist (PES)–The student will be able to:

- 47.01 Explain the authority of the PES as outlined in Chapter 316.640, F.S.
- 47.02 Identify parking enforcement statutes included in Chapter 316, F.S.
- 47.03 Explain state and local penalties for parking violations/infractions.
- 47.04 Identify and define key terms relative to the PES contained in Chapter 316.003, F.S.
- 47.05 Discuss the enforcement of traffic laws and ordinances within jurisdictional limits.
- 47.06 Explain penalties for resisting a PES with and without violence to his/her person as listed in Chapters 784.07, 843.01 and 843.02, F.S.

48.0 List the procedures of traffic crash scene management–The student will be able to:

- 48.01 Discuss how to evaluate the crash scene for hazards upon approach.
- 48.02 Explain how to position patrol vehicle to protect the integrity of the crash area.
- 48.03 Demonstrate how to check for the extent of injuries.
- 48.04 Obtain or administer necessary medical assistance.
- 48.05 Determine needs of injured parties and request assistance, if necessary.
- 48.06 Explain how to implement theft prevention measures.
- 48.07 Discuss preservation of crash scene techniques.
- 48.08 Manage and direct assistance (tow truck, medical personnel, etc.)
- 48.09 Diagram alternate routes to restore traffic flow.

49.0 Demonstrate proficiency in first responder duties in emergency situations–The student will be able to:

- 49.01 Identify the requirements of the Traffic Crash Investigator (TCI) including locating and treating the subject, inquiring about possible injuries, notifying medical personnel, assessing the scene for possible hazards, and identifying potential hazards such as fallen power lines, roads, body fluids, vehicle fluids, open contaminated cargo, chemicals, and loads.

50.0 Conduct interviews to determine the who, what, when, and where of the traffic crash–The student will be able to:

- 50.01 Identify the primary factors that influence the success of an interview.
- 50.02 Explain procedures for interviewing independent witnesses and drivers.
- 50.03 Compare and contrast each driver's and witness's interpretation of the crash.
- 50.04 Identify the three procedures used for interview and interrogation documentation.
- 50.05 Explain the duty of the TCI to collect and examine for validity, accuracy, and correctness, as defined in Chapter 316.540, F.S., driver licenses, vehicle registrations and proof of motor vehicle insurance from the drivers.

51.0 Discuss the signs of impairment–The student will be able to:

- 51.01 Describe the signs of alcohol impairment and how these often mimic other impairments and pre-existing conditions.
  - 51.02 Define driving under the influence of an alcoholic beverage and chemical substances listed in Chapter 877.111, F.S., or any substance controlled under Chapter 893, F.S.
  - 51.03 Identify "normal faculties" of an unimpaired individual.
- 52.0 Accurately complete the appropriate Florida uniform traffic crash investigation form(s) and Florida uniform traffic citation—The student will be able to:
- 52.01 Define key legal terms relative to the traffic crash investigation.
  - 52.02 Explain the purposes of traffic crash reporting and investigating.
  - 52.03 Identify the uses of a traffic crash report.
  - 52.04 Identify the sources of information for each entry on the forms.
  - 52.05 Create a crash diagram.
  - 52.06 Analyze of detailed information concerning a crash.
  - 52.07 Identify the main causes and/or contributory causes of crash to include people, vehicles and highway environment.
  - 52.08 Identify the sources available to the TCI for obtaining factual evidence; to include people, vehicles and highway environment.
  - 52.09 Identify the basic types of law violations that occur because of the crash.
  - 52.10 Explain the correct procedure for completing a Uniform Traffic Citation when there is a violation of Chapters 316, 318 and/or 322, F.S. that has resulted in a traffic crash.
  - 52.11 Complete the appropriate traffic crash investigation form according to Florida Statutes.
  - 52.12 Assess the cause of collision based on crash diagrams.

### **Option 5: Crime Scene Technician**

The purpose of this option is to prepare students for the employment in the field of criminalistics with a specialty in Crime Scene Technology. The student can serve as, but is not limited to, positions of Forensic Science Technician (SOC 194092), Crime Scene Technician, Medical Investigator, Insurance Investigator, Legal Investigator, Forensic Paralegal, Crime Scene Investigator and Laboratory Technician. Students can be employed by state attorneys' offices, public defender offices, medical examiner offices, law firms and private industry.

- 53.0 Explain and apply techniques of recording the crime scene and related evidence on film, disc and video—The student will be able to:
- 53.01 Use a camera to document the crime scene and related evidentiary materials.
  - 53.02 Explain written documentation procedures, specialized photo equipment, and light sources used in evidence collection and detection.
- 54.0 Discuss and apply procedures for collection and development of evidence—The student will be able to:
- 54.01 Apply basic principles of crime scene investigation.
  - 54.02 Explain and demonstrate skill in specialized crime scene procedures.
  - 54.03 Prepare crime scene related documents.



- 54.04 Discuss the coordination of crime scene investigation with other investigative personnel and agencies.
  - 54.05 Explain the capabilities of a full-service crime lab.
  - 54.06 Explain the chain of custody of evidence and submission protocols.
  - 54.07 Determine appropriate collection, preserving, marking and packaging methods of crime scene evidence, including perishable items and biological and autopsy evidence.
- 55.0 Discuss and apply fingerprint development and preservation techniques—The student will be able to:
- 55.01 Identify techniques involved in the detection, enhancement and recovery of latent fingerprints.
  - 55.02 Demonstrate appropriate application of fingerprint processing techniques.
  - 55.03 Explain the Henry Modified system of fingerprint classification.
  - 55.04 Classify fingerprints using the Henry Modified system.
  - 55.05 Demonstrate ability to roll standard prints.
- 56.0 Discuss and apply crime scene data gathering techniques—The student will be able to:
- 56.01 Explain methods used to locate the crime scene.
  - 56.02 Explain the process of investigative note taking.
  - 56.03 Develop a plan of action for conducting the crime scene investigation.
- 57.0 Demonstrate procedures for mapping, measuring, and logging the crime scene—The student will be able to:
- 57.01 Demonstrate proper procedures for searching a crime scene.
  - 57.02 Determine the method to map, measure, and log the scene.
  - 57.03 Sketch a crime scene or mock crime scene.
  - 57.04 Locate the evidence in crime scene reproductions by taking the appropriate measurements.
  - 57.05 Create the final crime scene sketch for courtroom presentation.
- 58.0 Discuss crime scene safety—The student will be able to:
- 58.01 Discuss the potential health and safety hazards one could encounter at a crime scene.
  - 58.02 Demonstrate skills and techniques to minimize risk to self and others at the crime scene.
  - 58.03 Discuss state and federal regulations regarding hazardous materials as related to crime scenes.
  - 58.04 Discuss emergency procedures involving personal risk in a crime scene situation.
  - 58.05 Identify and explain the use of protective equipment for crime scene processing.

### **Option 6: Seaport Security Officer**

The purpose of this program is to introduce students to employment opportunities as Seaport Security Officers.

- 59.0 Explain the primary processes and activities that occur on a port—The student will be able to:
- 59.01 Identify the type of port (i.e., cargo port and/or a cruise ship port).
  - 59.02 Define the primary processes and activities that most commonly occur at each type of port.
- 60.0 Explain the importance of safety and security at seaports—The student will be able to:
- 60.01 Analyze current threats to the port including piracy and armed attacks, terrorism, smuggling, stowaways and refugees, cargo theft and collateral damage.
  - 60.02 Describe security issues surrounding the facilities and equipment most commonly used at a port.
- 61.0 Identify the current relevant regulations that govern security requirements at a U.S. port or facility—The student will be able to:
- 61.01 Identify the regulations that govern international maritime transportation security.
  - 61.02 Identify the regulations that govern U.S. maritime transportation security.
  - 61.03 Identify the regulations that govern Florida port security as specified in Chapter 311, F.S.
  - 61.04 Compare and contrast the international, U.S., and Florida port security regulations.
- 62.0 Describe the importance of conducting continuous security assessments at the seaport—The student will be able to:
- 62.01 Identify the purpose of a security assessment.
  - 62.02 Identify the basic steps in conducting an on-scene survey.
- 63.0 Describe the unique nature of a port as a potential terrorism target—The student will be able to:
- 63.01 Describe the unique nature of a port as a potential terrorist target.
  - 63.02 Identify potential targets of terrorism at a port.
  - 63.03 Discuss potential areas where security personnel could possibly prevent an attack from happening.
  - 63.04 Describe the consequences of a terrorist attack at a port including the economic and psychological impacts.
- 64.0 Identify and report weapons of mass destruction (WMD) incidents—The student will be able to:
- 64.01 Identify pre-incident indicators of WMD.
  - 64.02 Identify signs and symptoms common to initial victims of a WMD-related incident or event.
  - 64.03 Describe possible motivations of a terrorist using Chemical, Biological, Radiological, Nuclear and Enhanced Conventional Weapons (CBRNE).
  - 64.04 Describe the characteristics of WMD incidents.
- 65.0 Use proper procedures for self-protection during a WMD incident—The student will be able to:

- 65.01 Describe the three main concepts in protective measures during a WMD incident: time, distance and shielding.
- 65.02 Describe the four elements of the Recognize, Avoid, Isolate and Notify (RAIN) concept.
- 66.0 Describe the forms of crime that can take place in the seaport environment—The student will be able to:
  - 66.01 List the range of crimes associated with criminal activities in ports.
  - 66.02 Describe basic statistics on criminal activity in ports in terms of types of illegal activities.
- 67.0 Detect surveillance and suspicious activities—The student will be able to:
  - 67.01 Identify suspicious behavior (including post 9/11 changes).
  - 67.02 Discuss characteristics and behaviors of persons likely to threaten security.
  - 67.03 Identify and respond appropriately to elicitation.
  - 67.04 Evaluate and report indicators of surveillance and suspicious activities.
- 68.0 Intercept and question people seeking entry to or within restricted areas—The student will be able to:
  - 68.01 List questions for interception of people seeking entry to or within restricted seaport areas.
  - 68.02 Apply questioning techniques when encountering people seeking entry to or within restricted seaport areas.
- 69.0 Monitor, control, and report the movement of cleared and uncleared vehicles—The student will be able to:
  - 69.01 Name the sections of Title 33 CFR and state and local laws that address vehicle screening and inspection.
  - 69.02 Identify and discuss methods of monitoring the movement of all vehicles within the facility.
  - 69.03 Identify and discuss ways to monitor vehicle-borne materials entering the port facility from landside.
  - 69.04 Demonstrate proficiency in completing a vehicle log.
- 70.0 Recognize suspicious and dangerous persons, items, agents, devices, and hazardous materials—The student will be able to:
  - 70.01 Identify types of Vehicle Based Improvised Explosive Devices (VBIED).
  - 70.02 Identify types of conventional weapons which could be included in a port's prohibited list.
- 71.0 Implement steps to minimize negative impacts of conflicts—The student will be able to:
  - 71.01 Discuss situations where conflict can be constructive.
  - 71.02 Discuss situations where conflict can be destructive.

- 72.0 Manage emotions to allow for high performance—The student will be able to:
- 72.01 Describe the role of stress on human performance.
  - 72.02 Describe effective anger management strategies.
- 73.0 Demonstrate understanding of basic concepts related to crises—The student will be able to:
- 73.01 Define crisis.
  - 73.02 Explain procedures for responding to a crisis.
  - 73.03 Describe events to expect during a crisis.
  - 73.04 Describe the tasks of the crisis manager during a crisis.

### **Option 7: Correctional Officer**

The purpose of this option is to introduce students to the field of correctional officer.

- 74.0 Discuss the role of the Criminal Justice Standards and Training Commission (CJSTC)—The student will be able to:
- 74.01 Identify the primary responsibilities of the Criminal Justice Standards and Training Commission as established by statute (Chapter 943, F.S.)
  - 74.02 Explain the mandates of Section 943.17 (1)(e), Florida Statutes
- 75.0 Discuss the rights and responsibilities of correctional officers—The student will be able to:
- 75.01 Explain the primary responsibilities of a correctional officer.
  - 75.02 Explain the circumstances under which a correctional officer may inspect legal correspondence.
  - 75.03 Discuss the circumstances under which a correctional officer may move an inmate to isolation status before a hearing.
  - 75.04 Discuss the correctional officer's responsibility to conduct inmate searches.
  - 75.05 Discuss the correctional officer's duty to search visitors.
- 76.0 Identify institutional criminalities—The student will be able to:
- 76.01 List the types of crimes that occur within a correctional setting.
  - 76.02 Identify factors that impact and influence institutional criminality.
  - 76.03 Compare and contrast the leading motives for single and multiple assault events.
- 77.0 Identify inmate deception and manipulation—The student will be able to:
- 77.01 Identify reasons inmates engage in manipulation and deception of staff.
  - 77.02 Identify ways to recognize of manipulation and deception.
  - 77.03 Identify factors in selection of a staff victim of inmate deception and manipulation.
  - 77.04 Identify methods which inmates use to gather information about staff for deception and manipulation.
  - 77.05 Identify methods inmates use to verify information concerning staff.
  - 77.06 List methods used by inmates to deceive or manipulate staff.
  - 77.07 Distinguish between friendliness and familiarity.

- 77.08 Explain the effects of a correctional officer exhibiting excessive friendliness, over familiarization, and favoritism.
- 78.0 Discuss prevention procedures and techniques for riot and disturbance control—The student will be able to:
- 78.01 Define “riot” in a correctional setting.
  - 78.02 Identify causal factors for riots and disturbances.
  - 78.03 List indicators of facility tension often preceding riots and disturbances.
  - 78.04 Discuss the correctional officer’s responsibilities upon discovering a disturbance.
  - 78.05 Identify guidelines to follow in the event the corrections officer is taken hostage within a correctional facility.
- 79.0 Explain classification procedures—The student will be able to:
- 79.01 Define classification as it pertains to categorizing inmates.
  - 79.02 Classify individuals presented in scenarios into categories similar to those used in correctional facilities.
- 80.0 Identify, control and dispose of contraband—The student will be able to:
- 80.01 Define contraband and identify major categories of contraband.
  - 80.02 Identify potential weapons in a corrections facility.
  - 80.03 Explain the importance of controlling contraband.
- 81.0 Identify confinement procedures and cell and area searches—The student will be able to:
- 81.01 Identify and define the different types of confinement.
  - 81.02 Identify and discuss the purposes of regular searches.
  - 81.03 Identify typical locations within a cell or within the correctional facility where weapons or contraband are likely to be concealed.
  - 81.04 Identify equipment/tools which may be needed for conducting a cell or area search.
  - 81.05 Define “sally port.”
- 82.0 Discuss security threat groups (STGS) in correctional facilities—The student will be able to:
- 82.01 Define the term security threat group(s) and the relationship to criminal street gangs.
  - 82.02 Develop an understanding of the common identifiers, symbols, tattoos, graffiti, behavior, and physical evidence of gangs both in prison and on the streets.
  - 82.03 Develop an understanding of the threat and propensity towards violence that these groups and their members pose to correctional staff, inmates/offenders, law enforcement and members of the community.
- 83.0 Identify rules and regulations pertaining to corrections in the Florida statutes and Florida administrative code—The student will be able to:
- 83.01 Identify areas relevant to corrections, as outlined in the Florida Statutes.
  - 83.02 Identify the role of the Florida Administrative Code in corrections.

84.0 Discuss inmate transport methods—The student will be able to:

84.01 Describe the elements of safe inmate transport.

### **Option 8: Geospatial Information Systems (GIS) Technology**

The purpose of the option is to introduce students to GIS technologies from learning the basics of GIS programs, such as launching a map, viewing and editing metadata, to creating new shape files, and eventually to building a local map with data downloaded from the Internet. While learning these valuable skills, students will be using the same geospatial tools that GIS Technicians in the industry are using.

85.0 Perform general computer application activities—The student will be able to:

85.01 Demonstrate basic computer file management skills.

85.02 Use reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software.

85.03 Use spreadsheet, presentation software, and integrated software packages to enhance communication.

85.04 Use computer networks (e.g., Internet, on-line databases) to facilitate collaborative or individual learning and communication.

85.05 Use computers to access, retrieve, organize, process, maintain, interpret, and evaluate data and information.

86.0 Understand the history, societal implications, underlying theories, and industry applications of GIS technology—The student will be able to:

86.01 Discuss the history and societal implications of mapping, GIS, and remote sensing.

86.02 Describe the underlying theories of GIS and remote sensing technologies.

86.03 Identify industry applications for GIS technology.

87.0 Understand map types, purposes, and information they depict—The student will be able to:

87.01 Compare and contrast various forms of maps in terms of purpose, information, and application.

87.02 Convert latitude and longitude information between DMS and DD forms.

87.03 Identify sources of GIS information and their applicability to GIS projects.

87.04 Demonstrate how to read a topographical map

88.0 Demonstrate an understanding of coordinate systems, projections, scale, multi-spectral imagery, and other concepts integral to geographic information systems—The student will be able to:

88.01 Identify terminology associated with map coordinate systems and location

88.02 Interpret location using the Geographic Coordinate System to identify absolute location

88.03 Identify terminology associated with maps, map scale, map projections, and orienteering

- 88.04 Explain the Universe Transverse Mercator (UTM) coordinate system
- 88.05 Interpret locations using the UTM coordinate system
- 88.06 Demonstrate an understanding of how maps are created using aerial photography.

89.0 Create, change, and manipulate data used to create a map–The student will be able to:

- 89.01 Identify the primary components of the GIS Project Management Model.
- 89.02 Utilize a GPS unit to collect waypoints, measure distance, and calculate area.
- 89.03 Create and customize a localized satellite map scenario using an appropriate GIS software application.
- 89.04 Demonstrate the use of zooming, identifying, bookmarks, selecting, and panning tools.
- 89.05 Explain the components of the map display and the tools in the tool bars of common mapping software.
- 89.06 Explain the need for and uses of metadata.
- 89.07 Demonstrate geocoding addresses, heads-up digitizing, editing symbols, clipping data layers, and creating buffers.
- 89.08 Demonstrate various styles of displaying symbols of data, sorting querying, and selection techniques.
- 89.09 Demonstrate editing feature data.
- 89.10 Explain spatial reference.
- 89.11 Demonstrate how to georeference an Image Data Layer and add Control Points.

90.0 Layout and print maps–The student will be able to:

- 90.01 Demonstrate the ability to define page margins and parameters for printing a specific size.
- 90.02 Demonstrate effective use of map elements that must be included in a map including title, author, data, legend, scale bar, north arrow.
- 90.03 Demonstrate effective use of page space through map scale and frame size.
- 90.04 Demonstrate process of creating digital archives of maps utilizing the export command.

**Optional Recommendation: Job Shadowing/Work Based Learning Experiences**

The job shadowing work experience is a *temporary, unpaid exposure to the workplace* in an occupational area of interest to the student in the Criminal Justice field. Job shadowing is designed to increase career awareness, help model student behavior through examples and reinforce in the student the link between classroom learning and work requirements. It is highly recommended that students participate in job shadowing experiences within the Criminal Justice field in conjunction with one or more Option areas selected.

91.0 Participate in job shadowing/work based learning experiences–The student will be able to:

- 91.01 Demonstrate skills in the Criminal Justice setting as outlined in the Criminal Justice Operations program.
- 91.02 Complete appropriate shadowing experiences under the supervision of a duly licensed/certified Criminal Justice worker.

91.03 Exhibit behavior consistent with the professional ethics required of each of the Criminal Justice areas being studied.



2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Private Security Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

	Secondary	PSAV
Program Number	8918031	P430109
CIP Number	0743010900	0743010900
Grade Level	12, 30, 31	30, 31
Standard Length	1 credit	68 hours
Teacher Certification	LAW ENF @7 G PUB SERV @7 G	LAW ENF @7 G PUB SERV @7 G
CTSO	FPSA	N/A
SOC Codes (all applicable)	33-9032	33-9032
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>	
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>	
Basic Skills Level	Contact the Florida Department of Agriculture and Consumer Services/Division of Licensing for information regarding basic skills.	

### Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

### Program Structure

This program is a planned sequence of instruction consisting of instruction consisting of one program with two occupational completion points. When the recommended sequence is followed, the structure will allow students to complete a specified portion of the program for employment or remain for advanced training. Per DOACS regulations, Section 5N-1.140, F.A.C., an applicant for a Class "D" Security Officer license may fulfill the training requirement by:

1. Successful completion of 40 hours of training; or
2. Successful completion of 24 hours of training, Course A, before initial application for, and 16 hours of training, Course B, upon the first application for renewal of, a Class "D" license.

When offered at the postsecondary level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44 (3) (b), F.S.

The following table illustrates the **PSAV** program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0132	Private Security Officer	40 hours	33-9032
B	CJK0134	Armed Private Security Officer	28 hours	33-9032

The following table illustrates the **Secondary** program structure:

OCP	Program Number	Course Title	Length	SOC Code
A	8918031	Private Security Officer	1 credit	33-9032

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Activities that provide practical experience in managing security include using verbal and nonverbal skills to defuse conflict, cooperating with emergency personnel, directing traffic, preparing and delivering courtroom testimony, and responding to and analyzing results of case studies of security incidents. This program also includes methods and practice in patrolling and securing access, observing and protecting crime scenes and evidence, detecting and reporting incidents, and firearms training.

### Special Notes

OCP A in this program prepares secondary and postsecondary students for the unarmed Private Security Officer, Class "D" license, and occupations that require security licensing in accordance with Chapter 493, F.S. and Chapter 5N-1, F.A.C.

OCP B additionally prepares postsecondary students for advanced certified training for the Class "G" Armed Private Security Officer license and for specialized security such as that employed by

nuclear-generating plants and hospitals. All objectives in the Armed Private Security Officer program are regulated by the DOACS in their Firearms Instructor's Training Manual, latest revision, in accordance with Chapter 493, F.S. The DOACS licenses Class "K" Firearms Instructors to teach this course, and students as Class "G" Armed Private Security Officers, after successful completion of this course. If the student can show proof that he or she is an active law enforcement officer, currently certified under the Florida Criminal Justice Standards and Training Commission, or has completed the training required for that certification within the last 12 months, or if the applicant submits one of the certificates specified in Chapter 493.6105(7) (a), F.S., the DOACS may waive the firearms training requirement.

Certified personnel should teach specialized techniques such as CPR. Upon completion of this program, the instructor will provide a certificate to the student verifying that the CPR and HIV/AIDS requirements have been met.

### **Career and Technical Student Organization (CTSO)**

FPSA (secondary) and ASIS (postsecondary) are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College

must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

The PSAV component of this program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

### **Standards**

After successfully completing this program, the student will be able to perform the following:

Private Security Officer, Class "D" License - SOC 33-9032

#### **Course A - 24 Hours**

- 01.0 Understand the requirements of Chapter 493, F.S., and 5N-1, F.A.C., regulating the private security industry in Florida.
- 02.0 Understand Chapter 776, F.S., and the legal authority and liability for security actions involving the use of force.
- 03.0 Apply basic first aid and cardiopulmonary resuscitation (CPR) techniques.
- 04.0 Conduct emergency procedures.
- 05.0 Understand the importance of ethics and professional conduct.
- 06.0 Access Control.
- 07.0 Demonstrate patrol techniques.
- 08.0 Make observations and write reports concerning security incidents.
- 09.0 Demonstrate interviewing techniques.
- 10.0 Conduct security duties regarding fire detection, suppression and life safety.
- 11.0 Perform crime and accident prevention techniques.
- 12.0 Perform crime and accident scene protection.
- 13.0 Identify entrepreneurship opportunities in the private security industry.
- 14.0 Terrorism Awareness.
- 15.0 Demonstrate employability skills in the private security industry.

#### **Course B - 16 Hours**

- 16.0 Understand the importance of public and interagency relations.
- 17.0 Demonstrate courtroom procedures.
- 18.0 Understand the fundamentals of personal security.
- 19.0 Demonstrate interpersonal communication skills.
- 20.0 Demonstrate professional communication skills.
- 21.0 Perform traffic control.
- 22.0 Perform crowd control.
- 23.0 Terrorism Awareness
- 24.0 Identify special problems for security.

Armed Private Security Officer, Class "G" License - SOC 33-9032 **(PSAV only unless specific secondary institutions have received authorization to do so from their leadership).**

- 25.0 Recall the basic provisions of Chapter 493, F.S., as they relate to armed security officers.
- 26.0 Recall the provisions of Chapter 775, F.S., relating to the classification of crimes.
- 27.0 Describe the situations in which an individual can use force according to Chapter 776, F.S.
- 28.0 Recall the provisions of Chapter 790, F.S., relating to owning and carrying firearms.
- 29.0 Recall the civil and criminal liability relating to the use of deadly force.
- 30.0 Demonstrate operational firearms safety measures.
- 31.0 Demonstrate firearms mechanical skills.
- 32.0 Meet the DOACS qualification standards with a firearm on the firing range.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Private Security Officer**  
**PSAV Number: P430109**

**Course Number: CJK0132**  
**Occupational Completion Point: A**  
**Private Security Officer, Class “D” License – 40 Hours – SOC Code 33-9032**

**Course A- 24 Hours**

01.0 Understand the requirements of Chapter 493, F.S., and 5n-1, F.A.C., regulating the private security industry in Florida--The student will be able to:

- 01.01 Discuss the necessity of regulation of the private security industry.
- 01.02 Demonstrate knowledge of the definitions listed in Chapter 493.6101, F.S.
- 01.03 Identify those people who may perform the duties of a private security officer, but to whom Chapter 493, F.S. does not apply.
- 01.04 Understand the process involved in the initial application for licensure as outlined in Section 493.6105, F.S. and 5N-1.120, F.A.C.
- 01.05 Understand the licensure and posting requirements specified in Section 493.6106, F.S.
- 01.06 Recognize that the DOACS shall conduct an investigation of an applicant prior to the issuance of a license, and that the investigation will include the items listed in Section 493.6108, F.S.
- 01.07 Understand license contents and duration, and the requirement to carry such license while on duty as a private security officer as stated in Section 493.6111, F.S.
- 01.08 Know the requirements of license renewal per Section 493.6113, F.S.
- 01.09 Understand the requirements of Section 493.6114, F.S., for canceling or inactivating a license.
- 01.10 Understand the prohibitions to carrying a weapon or firearm as listed in Section 493.6115, F.S and 790.06.
- 01.11 Discuss the grounds for disciplinary action by the DOACS against a licensee, agency or applicant as specified in Section 493.6118, F.S.
- 01.12 Understand the penalties for violation of the provisions of Chapter 493, F.S. as listed in Section 5N-1.113, F.A.C.
- 01.13 Understand the restrictions against use of the Great Seal of the State of Florida stated in Section 493.6124, F.S.
- 01.14 Know the different classes, purposes and costs of licenses listed in Section 493.6301, F.S. and Section 5N-1.116, F.A.C.
- 01.15 Know when the exceptions to wearing a uniform while on duty apply per Section 493.6305, F.S.
- 01.16 Understand the authority and restrictions regarding use of exterior lights on security vehicles while patrolling private property per Section 316.2397, F.S.
- 01.17 Understand the uniform, badge and insignia restrictions listed in Section 843.085, F.S. and that impersonating a law enforcement officer is an offense for which disciplinary action may be taken by DOACS.

- 01.18 Recognize that complaints of a violation of Chapter 493, F.S. or 5N-1, F.A.C. shall be filed with, and investigated by, the DOACS and that, if probable cause exists to believe a violation has occurred, cases shall be conducted in accordance with Section 120.565, F.S. or Chapter 28-4, F.A.C.
  - 01.19 Understand prohibited activities and requirements as listed in Section 5N-1.124, F.A.C.
  - 01.20 Understand the restrictions on carrying ammunition as specified in Section 5N-1.129, F.A.C.
- 02.0 Understand chapter 776, F.S., and the legal authority and liability for security actions involving the use of force--The student will be able to:
- 02.01 Identify criminal laws and procedures relative to common crimes, such as theft, assault, battery, robbery and burglary.
  - 02.02 Identify the limitations of arrest authority (i.e. citizen arrest, retail theft).
  - 02.03 Know the types of force, and purposes of its use, as stated in Chapter 776, F.S.
  - 02.04 Define *reasonable force* and comprehend the liabilities and effects of the use of force.
  - 02.05 Discuss the legal aspects of firearms, know the definition of *deadly force* and comprehend the circumstances and officer must consider before using it.
  - 02.06 Explain the rights of victims and witnesses and how these rights apply to all individuals, including security officers, who may be victims or witnesses.
  - 02.07 Explain civil and criminal court rules, procedures, and courtroom demeanor for giving testimony and presenting evidence.
  - 02.08 Explain subpoena, deposition, and pretrial hearing, including who is required to attend, what to do and what to avoid.
  - 02.09 Explain the roles in criminal and civil court for the judge, prosecutor, defense attorney, jury and security officer.
  - 02.10 Identify types of questions a witness may be asked and ways to prepare for testifying.
  - 02.11 Understand the proper response to a crime in progress.
  - 02.12 Understand the guidelines for when a client requests a search.
- 03.0 Apply basic first aid techniques--The student will be able to:
- 03.01 Demonstrate basic first aid techniques to service a victim's needs until professional assistance arrives.
  - 03.02 Understand basic first aid instructions on various injuries, wounds and shock and emergency response requirements.
  - 03.03 Understand the Florida Good Samaritan Act.
  - 03.04 Successfully demonstrate CPR techniques.
  - 03.05 Be oriented to Blood Borne Pathogens.
- 04.0 Conduct emergency procedures--The student will be able to:
- 04.01 Identify emergency plans for fire and bomb threat evacuations.
  - 04.02 Explain natural disaster preparation and responses (i.e., hurricanes and floods).
  - 04.03 Use appropriate security tactics in special circumstances, such as a major electrical failure.
- 05.0 Understand the importance of ethics and professional conduct--The student will be able to:



- 05.01 Describe what professional conduct is for a security officer.
  - 05.02 Discuss the code of conduct/ethics for security officers.
  - 05.03 Understand "command presence" and the symbolism of a uniform and proper personal grooming.
  - 05.04 Discuss the importance of the uniform and proper personal grooming to image and professionalism in using assertive techniques to maintain security.
  - 05.05 Discuss discipline issues.
  - 05.06 Discuss maintaining work-readiness and alertness and how to cope with shift work/sleep adjustment issues.
  - 05.07 Discuss the importance of honesty in dealing with the public, employees and supervisors.
  - 05.08 Demonstrate techniques of how to develop rapport with management, employees, guests and visitors.
  - 05.09 Sexual Harassment.
  - 05.10 Internet, cell phone, and text-messaging etiquette.
- 06.0 Access Control—The student will be able to:
- 06.01 People.
  - 06.02 Vehicular.
  - 06.03 Basic Technology.
  - 06.04 TWIC Definition.
- 07.0 Demonstrate patrol techniques--The student will be able to:
- 07.01 Describe the types of patrols.
  - 07.02 Define "patrolling" and explain the purposes for patrolling areas.
  - 07.03 Describe fixed post duties and vehicle control.
  - 07.04 Identify the required equipment for security patrols.
  - 07.05 Demonstrate foot patrol, mobile patrol, vehicle safety, and defensive-driving techniques.
  - 07.06 Explain effective patrolling techniques, including preventive patrols and fire watches.
- 08.0 Make observations and write reports concerning security incidents--The student will be able to:
- 08.01 Explain and demonstrate basic observation techniques.
  - 08.02 Prepare field notes and record initial observations concerning security incidents.
  - 08.03 Define the six key interrogative elements of a report: who, what, when, where, why and how.
  - 08.04 Define the characteristics of a good report: clear, neat, complete, brief, accurate, and timely.
  - 08.05 Describe the process for completing a report: generating ideas to include; outlining, writing and revising a draft; and proofreading the final report for correct grammar, punctuation, and capitalization.
  - 08.06 Recognize sample reports common to the private security industry.
  - 08.07 Introduce student to bullet-style outline
- 09.0 Demonstrate interviewing techniques--The student will be able to:

- 09.01 Explain what an interview is.
  - 09.02 Identify the purpose and styles of interviews and explain how to motivate the person being interviewed.
  - 09.03 Use effective communication techniques to develop rapport with victims, witnesses, and suspects during an interview.
  - 09.04 Apply different approaches to interviews, including methods for ending an interview.
  - 09.05 Define deceptive cues.
- 10.0 Conduct security duties regarding fire detection, suppression and life safety--The student will be able to:
- 10.01 Discuss the mission of the security officer regarding fires.
  - 10.02 Define fire, highlighting the necessary ingredients.
  - 10.03 Explain the responsibilities of the security officer regarding: fire prevention and fire extinguishing.
  - 10.04 Explain how to prevent and control fires and notify the fire department.
    - a. Describe sodium fires and acids.
    - b. Describe procedures for controlling small fires.
    - c. Identify extinguishing methods (cooling, smothering, and starving), list extinguishing agents, and identify markings on containers of extinguishing agents for use with different fires.
  - 10.05 Be familiar with life safety issues, such as:
    - a. Life safety plans.
    - b. Fire detection, location and intensity
    - c. Evacuation
  - 10.06 Explain Section 877.15, F.S., failure to control or report a dangerous fire.
- 11.0 Perform crime and accident prevention techniques--The student will be able to:
- 11.01 Perform access control and explain methods of prevention of thefts by use of lock, inspection or alarm technology.
  - 11.02 Explain methods of prevention of injury, elimination of hazards and reporting.
  - 11.03 Explain methods of prevention including securing company equipment, property and reporting deficiencies.
  - 11.04 Use telecommunications equipment.
  - 11.05 CCTV
- 12.0 Perform crime and accident scene protection--The student will be able to:
- 12.01 Define a crime scene.
  - 12.02 Understand the value of crime/accident scene integrity to investigators, etc.
  - 12.03 Define the duties of the first security officer on the scene to:
    - a. Determine what makes up the crime/accident scene.
    - b. Isolate and protect the crime/accident scene.
    - c. Identify witnesses.
  - 12.04 Identify methods to protect the crime/accident scene.
  - 12.05 Understand evidence preservation and define "chain of custody".
  - 12.06 Discuss effects of contamination of evidence.

- 13.0 Terrorism Awareness—The student will be able to:
- 13.01 Definition and history of terrorism
  - 13.02 National threat levels
  - 13.03 Types of terrorist attacks
  - 13.04 Role of security officer
  - 13.05 Recognition and response to potential terrorist activities
- 14.0 Identify entrepreneurship opportunities in the private security industry--The student will be able to:
- 14.01 Describe the meaning of entrepreneurship and the types of businesses created by entrepreneurs that require security.
  - 14.02 Describe security businesses that serve the general public, private corporations, and other private organizations or groups.
  - 14.03 Describe the risks, advantages, responsibilities, and state and local licensing requirements for establishing a business that provides security.
  - 14.04 Compare personal traits and assets required of an entrepreneur in the security industry to those required of an employee.
  - 14.05 Compare opportunities for starting a security business to other job opportunities in the security industry.
- 15.0 Demonstrate employability skills in the private security industry--The student will be able to:
- 15.01 Conduct a job search and identify advanced-training opportunities and requirements in the security industry.
  - 15.02 Identify an employer's cost for security services and other major business investments.
  - 15.03 Obtain information on different job titles, licensing requirements, job responsibilities, rates of pay, employee benefits, work conditions, risks, and opportunities for career advancement in the security industry.
  - 15.04 Write a resume and modify it for different types of security jobs.
  - 15.05 Write a letter of introduction to a prospective employer.
  - 15.06 Obtain and complete sample application forms for employment as a private security officer.
  - 15.07 Demonstrate appropriate demeanor and interview techniques with prospective employers.
  - 15.08 Identify work habits of successful employees.
  - 15.09 Describe methods of making job changes appropriately.
  - 15.10 Demonstrate appropriate responses to performance evaluations from supervisors and others in the workplace.

### **Course B - 16 Hours**

- 16.0 Understand the importance of public and interagency relations--The student will be able to:
- 16.01 Demonstrate methods of interagency communication and cooperation with law enforcement, fire and emergency medical services providers.
  - 16.02 Understand the importance of maintaining a good working relationship with the media.

- 16.03 Understand the importance of maintaining a positive relationship with the community.
  - 16.04 Identify effective ways to communicate with elders, juveniles, trespassers and transients.
  - 16.05 Demonstrate crisis prevention and intervention techniques by deescalating conflict.
- 17.0 Demonstrate courtroom procedures--The student will be able to:
- 17.01 Explain the security officer's role as a witness in both criminal and civil court.
  - 17.02 Explain the roles of the judge, prosecutor, defense attorney and jury.
  - 17.03 Explain the security officer's rights as a victim/witness.
  - 17.04 Identify the types of questions a witness may be asked.
  - 17.05 Understand the use of reference records; value of good notes and reports; and the use of security records in court.
  - 17.06 Explain subpoena, deposition and pretrial hearing; who is required to attend; and discussing the case do's and don'ts.
  - 17.07 Discuss courtroom testimony issues; preparation and giving testimony.
  - 17.08 Demonstrate proper courtroom demeanor.
- 18.0 Understand the fundamentals of personal security--The student will be able to:
- 18.01 Explain the use of cognitive and affective skills in expressing calmness, courtesy, patience, and self-control.
  - 18.02 Describe techniques for diffusing hostility and de-escalation.
  - 18.03 Describe safety concerns and steps to follow when responding to potentially violent situations and violent crimes.
    - a. Evasive tactics.
    - b. Describe weapons safety practices and ways to decrease the accidental or deliberate use of weapons.
    - c. Describe the types of weapons--such as batons, chemical weapons, knives, and guns--that might be used against a security officer or other individuals in violent situations.
    - d. Identify unarmed methods for responding to violent crimes, discouraging the use of weapons, and enhancing weapon safety.
    - e. Review the security officer's use of weapons as outlined in Chapter 493, Florida Statutes.
- 19.0 Demonstrate interpersonal communication skills--The student will be able to:
- 19.01 Understand perception factors - appearance, body language, tone of voice, etc.
  - 19.02 Understand the importance of clarity in verbal and written communication.
  - 19.03 Demonstrate professional communication skills.
  - 19.04 Identify the effects of threats or challenges which are directed toward the security officer.
  - 19.05 Identify the effects of threats or challenges which are directed toward a citizen by the security officer.
- 20.0 Demonstrate professional communications skills--The student will be able to:
- 20.01 Demonstrate two-way radio use and procedures.
  - 20.02 Demonstrate proper telephone etiquette.

- 20.03 Demonstrate other professional communication techniques.
- 21.0 Perform traffic control--The student will be able to:
  - 21.01 Describe general responsibilities of traffic controllers.
  - 21.02 Identify areas where security officer may direct traffic (i.e. private property, special events, parking lots).
  - 21.03 Demonstrate position and posture in directing traffic.
  - 21.04 Identify practical hand signals.
  - 21.05 Identify safety equipment used during traffic direction.
  - 21.06 Demonstrate use of the whistle, the flashlight, traffic cones and flares.
- 22.0 Perform crowd control--The student will be able to:
  - 22.01 Identify the types of crowds (i.e. peaceful, hostile, demonstration, etc.).
  - 22.02 Discuss the characteristics of crowds.
  - 22.03 Identify methods for directing the flow of crowd traffic.
  - 22.04 Understand the importance of teamwork among security officers in crowd control situations.
  - 22.05 Demonstrate crowd control techniques (i.e. interaction procedures, effective assertiveness, issuing directives, eliciting cooperation and identifying agitator).
  - 22.06 Demonstrate effective security officer behavior in crowd control situations.
  - 22.07 Riot and protest preparation.
- 23.0 Identify special problems for security--The student will be able to:
  - 23.01 Know the fundamentals of understanding unique behavior: dealing with disabilities; the emotionally distressed; elderly; juveniles; and transients and trespassers.
  - 23.02 Know the definition of, and be able to identify, controlled substances.
  - 23.03 Recognize when you are dealing with someone under the influence.
  - 23.04 Know the duties of an Occupational Safety and Health Administration (OSHA) first responder including HAZMAT, how to read and understand labels, how to respond to a hazardous incident and security officer safety and accident prevention.
- 24.0 Terrorism Awareness--The student will be able to:
  - 24.01 Dynamics of a terrorist attack.
  - 24.02 Proactive Counter Intelligence and Operational Security (OPSEC).
  - 24.03 Physical security and access control.
  - 24.04 Bomb incident response.
  - 24.05 Mail screening:
    - a. Biological/Chemical
    - b. Explosive
  - 24.06 Types of attacks and responses (BENICE):
    - a. Biological
    - b. Explosive
    - c. Nuclear
    - d. Incendiary
    - e. Chemical
    - f. Energetic

- 24.07 Samples of Florida incidents.
- 25.0 Have an awareness of violence in the workplace—The student will be able to:
- 25.01 Describe the history, scope, and incidence of violence in the workplace.
  - 25.02 Be aware of potential violence.
  - 25.03 Explain security actions in preventing workplace violence, including use of physical security measures, detection of abnormalities, and reporting of incidents.
  - 25.04 Discuss responding to violent behavior.
  - 25.05 Explain the role of a security officer in providing assistance to, and cooperating with, trauma teams during crisis management.

**Course Number: CJK0134**

**Occupational Completion Point: B**

**Armed Private Security Officer, Class “G” License – 28 Hours – SOC Code 33-9032**

- 26.0 Recall the provisions of Chapter 493, F.S., as they relate to armed security officers--The student will be able to:
- 26.01 Recall the minimum training requirements for an armed security officer license.
  - 26.02 Recall that a current class “G” license must be carried when on duty.
  - 26.03 Explain that annual firearms qualification is required for license renewal.
  - 26.04 Recall the provisions of Section 493.6115, F.S., which gives the Florida DOACS authority to license and regulate armed security officers.
  - 26.05 List the grounds for disciplinary action by the Florida Department of State against an armed security officer enumerated in Section 493.6118 F.S.
  - 26.06 Recall the fines and penalties the Florida DOACS can assess against armed security officers for rules violations.
  - 26.07 Recall that Section 493.6121 F.S. gives the Florida DOACS the authority to investigate and regulate armed security officers.
  - 26.08 List the classes of licenses authorized to carry firearms for private investigative services.
  - 26.09 List the classes of licenses authorized to carry firearms for private security services.
  - 26.10 Recall that uniforms are required to be worn except during limited special assignments.
- 27.0 Recall the provisions of chapter 775, F.S., relating to the classification of crimes--The student will be able to:
- 27.01 Recall that our current law is derived from the common law of England.
  - 27.02 List the basic legal definitions in Section 775.08, F.S.
  - 27.03 List the classes of felonies and misdemeanors.
  - 27.04 Recall the penalties for each class of felony and misdemeanor.
  - 27.05 Define “attempted murder of a law enforcement officer”.
  - 27.06 List the fines for each class of felony and misdemeanor.
- 28.0 Describe the situations in which an individual can use force according to Chapter 776, F.S.--The student will be able to:
- 28.01 Recall that force can be used to defend oneself.

- 28.02 Recall that force can be used in the defense of others.
  - 28.03 Recall that force cannot be used as an act of aggression.
  - 28.04 Define deadly force.
- 29.0 Recall the provisions of Chapter 790, F.S., relating to owning and carrying firearms--The student will be able to:
- 29.01 Recall the definitions listed in Section 790.001 F.S.
  - 29.02 Recall that it is generally illegal to carry a concealed weapon without a license.
  - 29.03 Recall that the Florida Department of State may issue a license to carry a concealed weapon.
  - 29.04 Recall that the use of weapons while committing a crime carries enhanced penalties.
  - 29.05 Recall that discharging firearms in public is illegal.
  - 29.06 Recall that dealers may not sell certain weapons to minors.
  - 29.07 Recall that it is unlawful for convicted felons to possess firearms or certain other weapons.
  - 29.08 List instances when it is lawful for a citizen to possess or use firearms.
- 30.0 Recall the civil and criminal liability relating to the use of deadly force--The student will be able to:
- 30.01 Define each of the following:
    - a. Criminal liability.
    - b. Civil liability.
    - c. Negligence.
    - d. Standard of care.
    - e. Liability.
    - f. Vicarious liability.
  - 30.02 Explain when deadly force may or may not be used.
  - 30.03 Given a situation, describe the proper course of action to be taken to resolve the situation.
- 31.0 Demonstrate operational firearms safety measures--The student will be able to:
- 31.01 Demonstrate the general safety rules for handling firearms.
  - 31.02 Demonstrate proper wearing and storage of firearms.
  - 31.03 Demonstrate safety rules for firing of the handgun.
  - 31.04 Demonstrate semi-automatic pistol safety standards.
  - 31.05 Demonstrate operational standards for firearms.
  - 31.06 Demonstrate general storage of semi-automatic weapons.
  - 31.07 Describe the proper type of holster for each type of firearm.
- 32.0 Demonstrate firearms mechanical skills--The student will be able to:
- 32.01 Describe the two types of revolver.
  - 32.02 Recall the nomenclature for a revolver.
  - 32.03 Describe the functioning of a .38 caliber revolver.
  - 32.04 Define the types of stoppages.
  - 32.05 Describe the immediate action required for common malfunctions.
  - 32.06 Demonstrate the care and cleaning of a revolver.

- 32.07 Demonstrate loading and unloading a revolver.
  - 32.08 Describe the types of semi-automatic pistols.
  - 32.09 Recall the nomenclature for the semi-automatic pistol.
  - 32.10 Describe the safety features of the semi-automatic pistol.
  - 32.11 Demonstrate rendering a semi-automatic pistol safe.
  - 32.12 Demonstrate field stripping and inspecting a semi-automatic pistol.
  - 32.13 Describe the functioning of a semi-automatic pistol.
  - 32.14 Describe semi-automatic pistol stoppages.
  - 32.15 Demonstrate immediate action to clear stoppages and malfunctions.
  - 32.16 Demonstrate loading and unloading a semi-automatic pistol.
  - 32.17 Demonstrate care and cleaning of a semi-automatic pistol
- 33.0 Meet DOACS qualification standards with a firearm on the firing range--The student will be able to:
- 33.01 Qualify with a firearm using the qualification course mandated by the Florida DOACS or meet the requirements specified in Section 493.6105(6) or (7) (a), F.S.



2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Private Security Officer  
**Course Number:** 8918031  
**Course Credit:** 1

01.0 Understand the requirements of Chapter 493, F.S., and 5N-1, F.A.C., regulating the private security industry in Florida--The student will be able to:

- 01.01 Discuss the necessity of regulation of the private security industry.
- 01.02 Demonstrate knowledge of the definitions listed in Chapter 493.6101, F.S.
- 01.03 Identify those people who may perform the duties of a private security officer, but to whom Chapter 493, F.S. does not apply.
- 01.04 Understand the process involved in the initial application for licensure as outlined in Section 493.6105, F.S. and 5N-1.120, F.A.C.
- 01.05 Understand the licensure and posting requirements specified in Section 493.6106, F.S.
- 01.06 Recognize that the DOACS shall conduct an investigation of an applicant prior to the issuance of a license, and that the investigation will include the items listed in Section 493.6108, F.S.
- 01.07 Understand license contents and duration, and the requirement to carry such license while on duty as a private security officer as stated in Section 493.6111, F.S.
- 01.08 Know the requirements of license renewal per Section 493.6113, F.S.
- 01.09 Understand the requirements of Section 493.6114, F.S., for canceling or inactivating a license.
- 01.10 Understand the prohibitions to carrying a weapon or firearm as listed in Section 493.6115, F.S.
- 01.11 Discuss the grounds for disciplinary action by the DOACS against a licensee, agency or applicant as specified in Section 493.6118, F.S.
- 01.12 Understand the penalties for violation of the provisions of Chapter 493, F.S. as listed in Section 5N-1.113, F.A.C.
- 01.13 Understand the restrictions against use of the Great Seal of the State of Florida stated in Section 493.6124, F.S.
- 01.14 Know the different classes, purposes and costs of licenses listed in Section 493.6301, F.S. and Section 5N-1.116, F.A.C.
- 01.15 Know when the exceptions to wearing a uniform while on duty apply per Section 493.6305, F.S.
- 01.16 Understand the authority and restrictions regarding use of exterior lights on security vehicles while patrolling private property per Section 316.2397, F.S.
- 01.17 Understand the uniform, badge and insignia restrictions listed in Section 843.085, F.S. and that impersonating a law enforcement officer is an offense for which disciplinary action may be taken by DOACS.
- 01.18 Recognize that complaints of a violation of Chapter 493, F.S. or 5N-1, F.A.C. shall be filed with, and investigated by, the DOACS and that, if probable cause exists to believe a violation has occurred, cases shall be conducted in accordance with Section 120.565, F.S. or Chapter 28-4, F.A.C.
- 01.19 Understand prohibited activities and requirements as listed in Section 5N-1.124, F.A.C.

- 01.20 Be familiar with the licensure requirements for firearms instructors, schools and training facilities as stated in Section 5N-1.134, F.A.C.
  - 01.21 Understand the restrictions on carrying ammunition as specified in Section 5N-1.129, F.A.C.
  - 01.22 Be familiar with the licensing requirements and standards for school staff as specified in Section 5N-1.138, F.A.C.
  - 01.23 Be familiar with the school curriculum, examination and record retention requirements as stated in Section 5N-1.140, F.A.C.
- 02.0 Understand Chapter 776, F.S., and the legal authority and liability for security actions involving the use of force--The student will be able to:
- 02.01 Identify criminal laws and procedures relative to common crimes, such as theft, assault, battery, robbery and burglary.
  - 02.02 Identify the limitations of arrest authority (i.e. citizen arrest, retail theft)
  - 02.03 Know the types of force, and purposes of its use, as stated in Chapter 776, F.S.
  - 02.04 Define reasonable force and comprehend the liabilities and effects of the use of force.
  - 02.05 Discuss the legal aspects of firearms, know the definition of deadly force and comprehend the circumstances and officer must consider before using it.
  - 02.06 Explain the rights of victims and witnesses and how these rights apply to all individuals, including security officers, who may be victims or witnesses.
  - 02.07 Explain civil and criminal court rules, procedures, and courtroom demeanor for giving testimony and presenting evidence.
  - 02.08 Explain subpoena, deposition, and pretrial hearing, including who is required to attend, what to do and what to avoid.
  - 02.09 Explain the roles in criminal and civil court for the judge, prosecutor, defense attorney, jury and security officer.
  - 02.10 Identify types of questions a witness may be asked and ways to prepare for testifying.
  - 02.11 Understand the proper response to a crime in progress.
  - 02.12 Understand the guidelines for when a client requests a search.
- 03.0 Apply basic first aid techniques--The student will be able to:
- 03.01 Demonstrate basic first aid techniques to service a victim's needs until professional assistance arrives.
  - 03.02 Understand basic first aid instructions on various injuries, wounds and shock and emergency response requirements.
  - 03.03 Understand the Florida Good Samaritan Act.
  - 03.04 Demonstrate CPR techniques.
  - 03.05 Be oriented to Blood Borne Pathogens.
- 04.0 Conduct emergency procedures--The student will be able to:
- 04.01 Identify emergency plans for fire and bomb threat evacuations.
  - 04.02 Explain riot and protest preparation and how to protect property and people during those disturbances.
  - 04.03 Explain natural disaster preparation and responses (i.e., hurricanes and floods)
  - 04.04 Use appropriate security tactics in special circumstances, such as a major electrical failure.

05.0 Understand the importance of ethics and professional conduct--The student will be able to:

- 05.01 Describe what professional conduct is for a security officer.
- 05.02 Discuss the code of conduct/ethics for security officers.
- 05.03 Understand "command presence" and the symbolism of a uniform and proper personal grooming.
- 05.04 Demonstrate using assertive techniques to maintain security.
- 05.05 Discuss discipline issues.
- 05.06 Discuss maintaining work-readiness and alertness and how to cope with shift work/sleep adjustment issues.
- 05.07 Discuss the importance of honesty in dealing with the public, employees and supervisors.
- 05.08 Demonstrate techniques of how to develop rapport with management, employees, guests and visitors.

06.0 Demonstrate patrol techniques--The student will be able to:

- 06.01 Describe the types of patrols.
- 06.02 Define "patrolling" and explain the purposes for patrolling areas.
- 06.03 Describe fixed post duties and vehicle control.
- 06.04 Identify the required equipment for security patrols.
- 06.05 Demonstrate foot patrol, mobile patrol, vehicle safety, and defensive-driving techniques.
- 06.06 Explain effective patrolling techniques, including preventive patrols and fire watches.

07.0 Make observations and write reports concerning security incidents--The student will be able to:

- 07.01 Explain and demonstrate basic observation techniques
- 07.02 Prepare field notes and record initial observations concerning security incidents.
- 07.03 Define the five key interrogative elements of a report: who, what, when, where, and how.
- 07.04 Define the characteristics of a good report: clear, neat, complete, brief, accurate, and timely.
- 07.05 Describe the process for completing a report: generating ideas to include; outlining, writing and revising a draft; and proofreading the final report for correct grammar, punctuation, and capitalization.
- 07.06 Recognize sample reports common to the private security industry.

08.0 Conduct security duties regarding fire detection, suppression and life safety--The student will be able to:

- 08.01 Discuss the mission of the security officer regarding fires.
- 08.02 Define fire, highlighting the necessary ingredients.
- 08.03 Explain the responsibilities of the security officer regarding: fire prevention; fire extinguishing; and salvage work.
- 08.04 Explain how to prevent and control fires and notify the fire department.
  - a. Describe sodium fires and acids.
  - b. Describe procedures for controlling small fires.

- c. Identify extinguishing methods (cooling, smothering, and starving), list extinguishing agents, and identify markings on containers of extinguishing agents for use with different fires.
  - 08.05 Be familiar with life safety issues, such as:
    - a. Fire fighting equipment not previously identified.
    - b. Life safety plans.
    - c. Fire detection, location and intensity
    - d. Evacuation
  - 08.06 Explain Section 877.15, F.S., failure to control or report a dangerous fire.
- 09.0 Perform crime and accident prevention techniques--The student will be able to:
  - 09.01 Perform access control and explain methods of prevention of thefts by use of lock, inspection or alarm technology.
  - 09.02 Explain methods of prevention of injury, elimination of hazards and reporting.
  - 09.03 Explain methods of prevention including securing company equipment, property and reporting deficiencies.
  - 09.04 Use telecommunications equipment.
- 10.0 Perform crime and accident scene protection--The student will be able to:
  - 10.01 Define a crime scene.
  - 10.02 Understand the value of crime/accident scene integrity to investigators, etc.
  - 10.03 Define the duties of the first security officer on the scene to:
    - a. Determine what makes up the crime/accident scene.
    - b. Isolate and protect the crime/accident scene.
    - c. Identify witnesses.
  - 10.04 Identify methods to protect the crime/accident scene.
  - 10.05 Understand evidence preservation and define "chain of custody".
  - 10.06 Discuss effects of contamination of evidence.
- 11.0 Identify entrepreneurship opportunities in the private security industry--The student will be able to:
  - 11.01 Describe the meaning of entrepreneurship and the types of businesses created by entrepreneurs that require security.
  - 11.02 Describe security businesses that serve the general public, private corporations, and other private organizations or groups.
  - 11.03 Describe the risks, advantages, responsibilities, and state and local licensing requirements for establishing a business that provides security.
  - 11.04 Compare personal traits and assets required of an entrepreneur in the security industry to those required of an employee.
  - 11.05 Compare opportunities for starting a security business to other job opportunities in the security industry.
- 12.0 Demonstrate employability skills in the private security industry--The student will be able to:
  - 12.01 Conduct a job search and identify advanced-training opportunities and requirements in the security industry.

- 12.02 Identify an employer's cost for security services and other major business investments.
  - 12.03 Obtain information on different job titles, licensing requirements, job responsibilities, rates of pay, employee benefits, work conditions, risks, and opportunities for career advancement in the security industry.
  - 12.04 Write a resume and modify it for different types of security jobs.
  - 12.05 Write a letter of introduction to a prospective employer.
  - 12.06 Obtain and complete sample application forms for employment as a private security officer.
  - 12.07 Demonstrate appropriate demeanor and interview techniques with prospective employers.
  - 12.08 Identify work habits of successful employees.
  - 12.09 Describe methods of making job changes appropriately.
  - 12.10 Demonstrate appropriate responses to performance evaluations from supervisors and others in the workplace.
- 13.0 Understand the importance of public and interagency relations--The student will be able to:
- 13.01 Demonstrate methods of interagency communication and cooperation with law enforcement, fire and emergency medical services providers.
  - 13.02 Understand the importance of maintaining a good working relationship with the media.
  - 13.03 Understand the importance of maintaining a positive relationship with the community.
  - 13.04 Identify effective ways to communicate with elders, juveniles, trespassers and transients.
  - 13.05 Demonstrate crisis prevention and intervention techniques by deescalating conflict.
- 14.0 Demonstrate courtroom procedures--The student will be able to:
- 14.01 Explain the security officer's role as a witness in both criminal and civil court.
  - 14.02 Explain the roles of the judge, prosecutor, defense attorney and jury.
  - 14.03 Explain the security officer's rights as a victim/witness.
  - 14.04 Identify the types of questions a witness may be asked.
  - 14.05 Understand the use of reference records; value of good notes and reports; and the use of security records in court.
  - 14.06 Explain subpoena, deposition and pretrial hearing; who is required to attend; and discussing the case do's and don'ts.
  - 14.07 Discuss courtroom testimony issues; preparation and giving testimony.
  - 14.08 Demonstrate proper courtroom demeanor.
- 15.0 Demonstrate interviewing techniques--The student will be able to:
- 15.01 Explain what an interview is.
  - 15.02 Identify the purpose and styles of interviews and explain how to motivate the person being interviewed.
  - 15.03 Use effective communication techniques to develop rapport with victims, witnesses, and suspects during an interview.
  - 15.04 Apply different approaches to interviews, including methods for ending an interview.

- 16.0 Understand the fundamentals of personal security--The student will be able to:
- 16.01 Explain the use of cognitive and affective skills in expressing calmness, courtesy, patience, and self-control.
  - 16.02 Describe techniques for diffusing hostility.
  - 16.03 Describe safety concerns and steps to follow when responding to potentially violent situations and violent crimes.
    - a. Evasive tactics.
    - b. Describe weapons safety practices and ways to decrease the accidental or deliberate use of weapons.
    - c. Insight as to legal problems encountered by a security officer using weapons on the job.
    - d. Describe the types of weapons--such as batons, chemical weapons, knives, and guns--that might be used against a security officer or other individuals in violent situations.
    - e. Identify unarmed methods for responding to violent crimes, discouraging the use of weapons, and enhancing weapon safety.
    - f. Review the security officer's use of weapons as outlined in Chapter 493, Florida Statutes.
- 17.0 Demonstrate interpersonal communication skills--The student will be able to:
- 17.01 Understand perception factors - appearance, body language, tone of voice, etc.
  - 17.02 Understand the importance of clarity in verbal and written communication.
  - 17.03 Demonstrate professional communication skills.
  - 17.04 Identify the effects of threats or challenges which are directed toward the security officer.
  - 17.05 Identify the effects of threats or challenges which are directed toward a citizen by the security officer.
- 18.0 Demonstrate professional communications skills--The student will be able to:
- 18.01 Demonstrate two-way radio use and procedures.
  - 18.02 Demonstrate proper telephone etiquette.
  - 18.03 Demonstrate other professional communication techniques
- 19.0 Perform traffic control--The student will be able to:
- 19.01 Describe general responsibilities of traffic controllers.
  - 19.02 Identify areas where security officer may direct traffic (i.e. private property, special events, and parking lots).
  - 19.03 Demonstrate position and posture in directing traffic.
  - 19.04 Identify practical hand signals.
  - 19.05 Identify safety equipment used during traffic direction.
  - 19.06 Demonstrate use of the whistle, the flashlight, traffic cones and flares.
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- 20.01 Identify the types of crowds (i.e. peaceful, hostile, demonstration, etc.).
  - 20.02 Discuss the characteristics of crowds.
  - 20.03 Identify methods for directing the flow of crowd traffic.

- 20.04 Understand the importance of teamwork among security officers in crowd control situations.
  - 20.05 Demonstrate crowd control techniques (i.e. interaction procedures, effective assertiveness, issuing directives and eliciting cooperation).
  - 20.06 Demonstrate effective security officer behavior in crowd control situations.
- 21.0 Identify special problems for security--The student will be able to:
- 21.01 Know the fundamentals of understanding unique behavior: dealing with disabilities; the emotionally distressed; elderly; juveniles; and transients and trespassers.
  - 21.02 Know the definition of, and be able to identify, controlled substances.
  - 21.03 Recognize when you are dealing with someone under the influence.
  - 21.04 Know the duties of an Occupational Safety and Health Administration (OSHA) first responder including HAZMAT, how to read and understand labels and how to respond to a hazardous incident.
  - 21.05 Have an awareness of violence in the workplace:
    - a. Describe the history, scope, and incidence of violence in the workplace.
    - b. Be aware of potential violence.
    - c. Explain security actions in preventing workplace violence, including use of physical security measures, detection of abnormalities, and reporting of incidents.
    - d. Discuss responding to violent behavior.
    - e. Explain the role of a security officer in providing assistance to, and cooperating with, trauma teams during crisis management.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Introduction to Fire Fighting  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

Secondary – Career Preparatory	
Program Number	8918200
CIP Number	0743020301
Grade Level	10-12, 30, 31
Standard Length	3 credits
Teacher Certification	FIRE FIGHT @7 G PUB SERV @7 G
CTSO	FPSA
SOC Codes (all applicable)	33-2011
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

The introduction to fire fighting program content includes, but is not limited to, orientation to the fire service, fire alarms and communication, vehicles, apparatus and equipment, fire behavior, portable extinguishers, fire streams, fundamentals of extinguishment, ladders, hoses, tools and equipment, forcible entry, salvage, overhaul, ventilation, rescue, protective breathing equipment,



first responder emergency medical techniques, water supplies, principles of in-service inspections, safety, controlled burning, and employability skills.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through career and technical classroom instruction and applied laboratory procedures or practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.

### **Program Structure**

This cluster is a planned sequence of instruction consisting of three courses that will provide a foundation in Fire Science for additional postsecondary instruction.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8918210	Firefighting 1	1 credit	33-2011	2
	8918220	Firefighting 2	1 credit		2
	8918230	Firefighting 3	1 credit		3

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Visit the following website for additional information:  
<http://www.myfloridacfo.com/sfm/bfst/Standard/firestan.htm>

### **Academic Alignment**

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific math and science core academic courses. This alignment resulted from a collaborative review by Career and Technical Education (CTE) teachers and core academic teachers. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Firefighting 1	#	#	4/45 9%	7/53 13%	11/52 21%	9/56 16%	16/55 29%	12/58 21%	6/35 17%	10/42 24%	14/56 25%	9/53 17%
Firefighting 2	2/36 6%	1/41 2%	4/45 9%	5/53 9%	10/52 19%	3/56 5%	10/55 18%	12/58 21%	4/35 11%	6/42 14%	13/56 23%	12/53 23%
Firefighting 3	1/36 3%	1/41 2%	#	1/53 2%	5/52 10%	#	5/55 9%	6/58 10%	1/35 3%	2/42 5%	6/56 11%	4/53 8%

\*\* Alignment pending # Alignment attempted, but no correlation to academic course.

### **Career and Technical Student Organization (CTSO)**

FPSA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

In field work involving the handling of equipment and performance of tasks under conditions considered hazardous, there shall be no less than one certified instructor for each six students, but in no case shall there be less than two certified instructors on the scene. The instructors shall be placed to oversee the safety and effectiveness of the training

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

## **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

## **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

## Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of fire department organization, procedures and responsibilities.
- 02.0 Use fire alarms and communications equipment.
- 03.0 Demonstrate knowledge of fire behavior.
- 04.0 Use portable fire extinguishers.
- 05.0 Sexually transmitted diseases/emergency medical care (First Responder Model).
- 06.0 Demonstrate proficiency in first responder to medical emergencies techniques (First Responder Model).
- 07.0 Detect the presence of hazardous materials.
- 08.0 Follow fire prevention inspection practices.
- 09.0 Personal protective equipment.
- 10.0 Demonstrate knowledge of fire apparatus.
- 11.0 Use ropes, tools, and equipment.
- 12.0 Demonstrate safety procedures.
- 13.0 Use ladders.
- 14.0 Use fire hose, nozzles, and appliances.
- 15.0 Use fire streams.
- 16.0 Use water supplies.
- 17.0 Use private fire protection systems.
- 18.0 Demonstrate salvage procedures.
- 19.0 Demonstrate overhaul procedures.
- 20.0 Demonstrate knowledge of the fundamentals of extinguishment.
- 21.0 Demonstrate knowledge of the effects of building construction on fire fighting.
- 22.0 Use fire alarms and communications equipment.
- 23.0 Demonstrate ventilation practices.
- 24.0 Demonstrate rescue procedures.
- 25.0 Use forcible entry equipment.
- 26.0 Participate in controlled burning exercises.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Firefighting 1  
**Course Number:** 8918210  
**Course Credit:** 1

**Course Description:**

This course is to provide an introduction to a career of Fire Science that can lead to employment, after further instruction, to a career as a fire fighter or other disciplines in the Fire Science realm.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
<b>Algebra 1</b>	#	<b>Biology 1</b>	9/56 16%	<b>Anatomy/Physiology Honors</b>	7/53 13%	<b>Astronomy Solar/Galactic Honors</b>	11/52 21%
<b>Algebra 2</b>	#	<b>Chemistry 1</b>	16/55 29%	<b>Genetics</b>	6/35 17%	<b>Marine Science 1 Honors</b>	10/42 24%
<b>Geometry</b>	4/45 9%	<b>Physics 1</b>	9/53 17%	<b>Earth-Space Science</b>	12/58 21%	<b>Physical Science</b>	14/56 25%

\*\* Alignment pending # Alignment attempted, but no correlation to academic course.

**01.0 Demonstrate knowledge of fire department organization, procedures and responsibilities—The student will be able to:**

- 01.01 Describe the organization of the fire department.
- 01.02 Explain the Firefighter I's role as a member of the organization.
- 01.03 Explain the Firefighter II's role as a member of the organization.
- 01.04 Explain the responsibilities of the firefighter in assuming and transferring command within an incident management system.
- 01.05 Explain the mission of the fire service and of the local fire department.
- 01.06 Explain the function of a standard operating procedure.
- 01.07 Explain the fire department rules and regulations that apply to the position of firefighter.
- 01.08 Explain the basic components of incident management and the firefighter's role within the local incident management system.
- 01.09 Explain the role of other agencies that may respond to emergencies.
- 01.10 Describe the components of a member assistance program.
- 01.11 Define the following terms: a) chain of command, b) span of control, and c) unity of command.

**02.0 Use fire alarms and communications equipment—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.3.5

- 02.01 Define the procedure for a citizen to report a fire or other emergency.
- 02.02 Demonstrate action taken upon receipt of an alarm or report of an emergency.
- 02.03 Define the purpose and function of all alarm-receiving instruments and personnel-alerting equipment in the fire station.
- 02.04 Identify procedures required for receipt and processing of business and personal calls.
- 02.05 Define and demonstrate prescribed fire department radio procedures, including:
  - a. Routine traffic
  - b. Emergency traffic
  - c. Emergency evacuation signals
- 02.06 Demonstrate both mobile and portable radio equipment.

03.0 Demonstrate knowledge of fire behavior—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.E.7.1, MA.C.1.4, MA.C.2.4, T.5.1.4, SC.912.N.1.2, SC.912.P.8.5, SC.912.P.8.8, MA.B.2.4, MA.B.3.4, MA.B.4.4, MA.G.7.1, MA.G.7.2, MA. P.8.1, MA. P.8.2, MA. P.10.1, MA. P.10.4, MA. P.10.5, MA. P.10.7, SC.912.N.1.1, P.8.7, L.18.9, P.10.12, L.18.9, L.14.43, L.14.44, P. 12.12. P. 10.8, P.10.6

- 03.01 Define fire.
- 03.02 Define the fire triangle and tetrahedron.
- 03.03 Identify two chemical, mechanical, and electrical energy heat sources.
- 03.04 Recognize the following conditions and explain their associated hazards and appropriate actions:
  - a. Incident fire
  - b. Rollover
  - c. Hot smoldering fire
  - d. Flashover
  - e. Steady state
  - f. Backdraft
- 03.05 Define the three methods of heat transfer.
- 03.06 Define the three physical stages of matter in which fuels are commonly found.
- 03.07 Define the hazard of finely divided fuels as they relate to the combustion process. Define flash point, fire point, and ignition temperature.
- 03.08 Define concentrations of oxygen in air as it affects combustion and life safety.
- 03.09 Identify three products of combustion commonly found in structural fires, which create a life hazard.
- 03.10 Define the following units of heat measurement:
  - a. British Thermal Unit (BTU)
  - b. Fahrenheit (°F)
  - c. Celsius (°C)
  - d. Calorie (C)
- 03.11 Describe the process of thermal layering that occurs in structural fires and how to avoid disturbing the normal layering of heat.

04.0 Use portable fire extinguishers—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.2, MA.A.1.4, SC.912.H.1.1, SC.912.N.1.4, SC.912.N.1.5, SC.912.N.3.1

- 04.01 Identify the classification of types of fire as they relate to the use of portable extinguishers.
- 04.02 Given a group of differing extinguishers, identify the appropriate extinguishers for the various classes of fire.
- 04.03 Define the portable extinguisher rating system.
- 04.04 Extinguish Class A and B fires using the appropriate portable fire extinguisher.

05.0 Sexually transmitted diseases/emergency medical care (First Responder Model)–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.17

- 05.01 Apply infection control techniques designed to prevent the spread of sexually transmitted diseases to the care of all patients following Centers for Disease Control (CDC) guidelines.

06.0 Demonstrate proficiency in first responder to medical emergencies techniques (First Responder Model)–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.18.1, SC.912.L.18.2, SC.912.L.18.3, SC.912.L.18.4, SC.912.L.18.4,  
SC.912.L.18.3

- 06.01 Conduct a primary assessment of problems that are a threat to life if not corrected immediately.
- 06.02 Demonstrate the use, decontamination, disinfection, and disposal of personal protective equipment used for protection from infection.
- 06.03 Perform the following procedures as defined in the Journal of the American Medical Association, “Standards and Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiac Care (ECC)”:
  - a. Single-rescuer CPR
    - Adult
    - Child
    - Infant
  - b. Two-rescuer CPR on an adult
  - c. Management of an obstructed airway
    - Conscious and unconscious adult
    - Conscious and unconscious child
    - Conscious and unconscious infant
- 06.04 Demonstrate the use of a resuscitation mask in the performance of single- and two-rescuer CPR.
- 06.05 Identify three (3) types of external bleeding and the characteristics of each type. Demonstrate three (3) procedures for controlling external bleeding. Identify characteristics and emergency medical care of thermal burns according to degree and severity.

- 06.06 Identify the emergency medical care for chemical burns, including chemical burns of the eyes. Identify the symptoms and demonstrate emergency medical care of traumatic shock.
- 06.07 Identify the symptoms and demonstrate emergency medical care for ingested poisons and drug overdoses.
- 06.08 Identify the method of contacting the poison control center that serves the local jurisdiction.

07.0 Detect the presence of hazardous materials—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.P.8.5, SC.912.P.8.8, SC.912.E.7.1, SC.912.E.5.1, SC.912.L.18.1, SC.912.L.18.2, SC.912.L.18.3, SC.912.L.18.4, SC.912.E.5.2, SC.912.P.8.9

- 07.01 Define hazardous materials.
- 07.02 Identify the Department of Transportation (DOT) hazard classes and divisions of hazardous materials and common examples of materials in each hazard class or division.
- 07.03 Identify the primary hazards associated with each of the DOT hazard classes and divisions of hazardous materials by hazard class or division. Identify typical occupancies and locations in the community where hazardous materials are manufactured, transported, stored, used or disposed of.
- 07.04 Identify typical container shapes that can indicate hazardous materials. Identify facility and transportation markings and colors that indicate hazardous materials, including the following:
  - a. UN/NA identification numbers
  - b. NFPA 704 markings
  - c. Military hazardous materials markings
  - d. Special hazard communication markings
  - e. Pipeline markings
  - f. Container markings
- 07.05 Given an NFPA 704 marking, describe the significance of the colors, numbers, and special symbols.
- 07.06 Identify U.S. and Canadian placards and labels that indicate hazardous materials.
- 07.07 Identify the basic information on material safety data sheets (MSDS) and shipping papers that indicates hazardous materials.
- 07.08 Match the name of the shipping papers found in transportation (air, highway, rail, and water) with the mode of transportation.
- 07.09 Identify examples of clues (other than occupancy/location, container shape, markings/color, placards/labels, MSDS, and shipping papers) that use the senses of sight, sound and odor to indicate hazardous materials.
- 07.10 Describe the limitation of using the senses in determining the presence or absence of hazardous materials.

08.0 Follow fire prevention inspection practices—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.P.8.5, SC.912.P.8.8, MA.C.1.4, AT.5.2.4, SC.912.N.1.1-1.7, SC.912.N.3.5, MA.912.G.2.5, MA.912.G.1.2



- 08.01 Identify five common causes of fires and their prevention.
- 08.02 Present a prepared program to an identified audience, given a lesson plan, time allotment, and instructional materials, for the following topics: a) stop, drop, and roll, b) crawl low in smoke, c) escape planning, d) alerting others, e) calling the fire department, f) fire station tour, and g) residential smoke detector replacement and maintenance.
- 08.03 Define the importance of public relations relative to the inspection programs.
- 08.04 Demonstrate inspection procedures for private dwellings.
- 08.05 Document the presentation given in 40.02, given a reporting form that includes: a) program title, b) number of participants, c) evaluations.
- 08.06 Identify life safety programs for the home.
- 08.07 Prepare diagrams or sketches of buildings to record the locations of items of concern during pre-fire planning operations.
- 08.08 Collect and record in writing information required for the purpose of preparing a report on a building inspection or survey.
- 08.09 Identify common fire hazards and make recommendations for their correction.
- 08.10 Identify school exit drill procedures.
- 08.11 Conduct a building fire safety survey and prepare a written report summarizing the results.
- 08.12 Inspect fire protection standpipe systems for readiness, including a visual inspection of the following: a) hose (if provided), b) nozzles, c) outlet thread connections, and d) fire department connections.
- 08.13 Identify smoke, heat, and flame detection alarm systems.
- 08.14 Identify the fire hazards commonly found in the following types of occupancies: a) manufacturing, b) commercial, c) residential, and d) public assemblies.
- 08.15 Identify standard types of chimneys and flues and recognize deficiencies likely to cause fires.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Firefighting 2  
**Course Number:** 8918220  
**Course Credit:** 1

**Course Description:**

This course is to provide an introduction to a career of Fire Science that can lead to employment, after further instruction, to a career as a fire fighter or other disciplines in the Fire Science realm.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
<b>Algebra 1</b>	2/36 6%	<b>Biology 1</b>	3/56 5%	<b>Anatomy/Physiology Honors</b>	5/53 9%	<b>Astronomy Solar/Galactic Honors</b>	10/52 19%
<b>Algebra 2</b>	1/41 2%	<b>Chemistry 1</b>	10/55 18%	<b>Genetics</b>	4/35 11%	<b>Marine Science 1 Honors</b>	6/42 14%
<b>Geometry</b>	4/45 9%	<b>Physics 1</b>	12/53 23%	<b>Earth-Space Science</b>	12/58 21%	<b>Physical Science</b>	13/56 23%

\*\* Alignment pending # Alignment attempted, but no correlation to academic course.

09.0 Personal protective equipment--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.N.3.5, MA.D.2.4, MA.A.1.4, MA.N.3.5

- 09.01 Model the use of self-contained breathing apparatus (SCBA) in conditions of obscured visibility.
- 09.02 Model the physical requirements of the wearer of the SCBA.
- 09.03 Model the limitations of the SCBA.
- 09.04 Model the safety features of all types of self-contained breathing apparatus.
- 09.05 Demonstrate the function of each component of the SCBA.
- 09.06 Demonstrate that the SCBA is in a safe condition for immediate use.
- 09.07 Demonstrate and document routine maintenance for SCBA including inspection, cleaning and sanitizing.
- 09.08 Demonstrate the use of SCBA in conditions of restricted space. Demonstrate the following emergency techniques to be used in the event of SCBA failure:
  - a. Use of emergency bypass or purge-valve
  - b. Conservation of air
  - c. Breathing from the breathing tube or regulator in the event of a face piece failure

- 09.09 Demonstrate techniques for maximizing the air capacity of an SCBA under work conditions.
  - 09.10 Demonstrate the replacement of an expended cylinder of an SCBA assembly with a full cylinder.
  - 09.11 Identify each of the following articles of protective equipment and describe their uses and limitations:
    - a. Helmet (with shield)
    - b. Hood
    - c. Boots
    - d. Gloves
    - e. Turnout or bunker coat
    - f. Turnout or bunker pants
    - g. SCBA
    - h. Personal Alert Safety System (PASS)
    - i. Eye protection
  - 09.12 Describe and demonstrate the care, inspection, and maintenance of each of the above items of protective equipment.
  - 09.13 Demonstrate the donning and doffing of the personal protective equipment listed in 5.12.
  - 09.14 Identify the hazardous environments requiring the use of respiratory protection.
  - 09.15 Demonstrate donning self-contained breathing apparatus while wearing protective clothing.
  - 09.16 Demonstrate rescue procedures for the following, without compromising the rescuer's respiratory protection:
    - a. A firefighter with functioning respiratory protection
    - b. A firefighter without functioning respiratory protection
    - c. A civilian without respiratory protection
- 10.0 Demonstrate knowledge of fire apparatus--The student will be able to:
- 10.01 Identify the function of the following:
    - a. Engine company
    - b. Truck company
    - c. Rescue/Squad company
  - 10.02 Describe the functions of the following units:
    - a. Pumper/Engine
    - b. Aerial Apparatus
    - c. Mobile Water Supply Apparatus/Tanker
    - d. Wildland Fire Apparatus
    - e. ARFF – Aircraft Rescue and Fire Fighting
  - 10.03 Identify special equipment used in the following apparatus:
    - a. Rescue
    - b. Chemical
    - c. Floodlight and power
    - d. Air truck

- 11.0 Use ropes, tools, and equipment--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.P.12.2, SC.912.P.12.4

- 11.01 When given the proper size and amount of rope, demonstrate tying a:
  - a. Bowline knot
  - b. Clove hitch
  - c. Figure of eight on a bight
  - d. Figure of eight follow-through
  - e. Figure of eight stopper knot
  - f. Chimney hitch
  - g. Becket or sheet bend
  - h. Girth hitch
  - i. Overhand safety knot
- 11.02 Using an approved knot, hoist any selected forcible entry tool, ground ladder, or appliance to a height of at least 20 feet (6m).
- 11.03 Demonstrate the techniques of inspecting, cleaning, maintaining, and storing rope.
- 11.04 Use a rope to tie ladders, hose, and other equipment so as to secure them to immovable objects.
- 11.05 Identify the reasons for placing a rope out of service.
- 11.06 Distinguish between life safety and utility ropes.

12.0 Demonstrate safety procedures--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.E.5.1, SC.912.E.5.2, SC.912.P.12.4, SC.912.E.7.1, SC.912.N.1.2,  
SC.912.L.18.1, SC.912.L.18.2, SC.912.L.18.3, SC.912.L.18.4, SC.912.P.12.7,  
SC.912.L.14.6

- 12.01 Identify dangerous building conditions created by fire.
- 12.02 Demonstrate techniques for action when trapped or disoriented in a fire situation or a hostile environment.
- 12.03 Explain hazards related to electrical emergencies.
- 12.04 Demonstrate use of portable power plants, lights, cords, connectors, and ground fault interrupters (GFI).
- 12.05 Describe the responsibilities of a firefighter as required by NFPA 1500.
- 12.06 Demonstrate the procedures for shutting off the gas service to a building.
- 12.07 Demonstrate the procedures for shutting off electrical service to a building.
- 12.08 Describe the elements of a personal accountability system and demonstrate the application of the system at an incident.
- 12.09 Demonstrate the use of seat belts, noise barriers, and other safety equipment provided for protection while riding the apparatus.
- 12.10 Demonstrate safety procedures when mounting, dismounting, and operating around fire apparatus.
- 12.11 Identify a minimum of three common types of accidents or injuries, and their causes that occur in the following locations:
  - a. Fire ground
  - b. Responding and returning
  - c. Training
  - d. Non-fire emergencies
  - e. Other on-duty locations
- 12.12 Identify safety procedures for ensuring a safe station/facility environment.
- 12.13 Identify potential long-term consequences of exposure to products of combustion.

13.0 Use ladders--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.C.1.4, MA.B.1.4, MA.C.2.4, SC.912.P.12.2, SC.912.P.12.4, SC.912.N.35, MA.B.T.2.3, MA.912.T.1.3, MA.912.G.5.

- 13.01 Identify and describe the use of the following types of ladders:
  - a. Folding/attic
  - b. Roof
  - c. Straight/wall
  - d. Aerial ladders
- 13.02 Raise, position, and lower the following types of ground ladders:
  - a. 14 ft. single or wall ladder
  - b. 24 ft. extension ladder
  - c. 35 ft. extension ladder
  - d. Attic/folding ladder
- 13.03 Demonstrate the deployment of a roof ladder on a pitched roof.
- 13.04 Climb the full length of each type of ground (and aerial, if available) ladder carrying fire fighting tools or equipment while ascending and descending.
- 13.05 Climb the full length of each type of ground (and aerial, if available) ladder and bring an "injured person" down the ladder.
- 13.06 Demonstrate the techniques of working from ground or aerial ladders with tools and appliances, with and without a safety harness.
- 13.07 Demonstrate the techniques of cleaning, inspecting and maintaining ladders.

14.0 Use fire hose, nozzles, and appliances--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: MA.A.4.4, MA.A.5.4, SC.912.E.5.1, SC.912.E.5.2, SC.912.P.12.2, SC.912.P.12.4

- 14.01 Identify the sizes, types, amounts, and use of hose as required to be carried on a pumper according to NFPA 1901.
- 14.02 Demonstrate the use of all nozzles, hose adapters, and hose appliances as required to be carried on a pumper according to NFPA 1901.
- 14.03 When given the necessary equipment and operating as an individual and as a member of a team, advance dry hose lines of two different sizes, both of which shall be 1 1/2 inch or larger, from a pumper:
  - a. Into a structure
  - b. Up a ladder to a second floor landing
  - c. Up an inside stairway to an upper floor
  - d. Up an outside stairway to an upper floor
  - e. Down an inside stairway to a lower floor
  - f. Down an outside stairway to a lower floor
  - g. To an upper floor by hoisting
- 14.04 When given the necessary equipment and operating as a member of a team, advance charged attack lines of two different sizes, both which shall be 1 1/2 inch or larger, from a pumper:
  - a. Into a structure
  - b. Up a ladder to a second floor landing
  - c. Up an outside stairway to an upper floor

- d. Up an inside stairway to an upper floor
  - e. Down an inside stairway to a lower floor
  - f. Down an outside stairway to a lower floor
  - g. To an upper floor by hoisting
- 14.05 Demonstrate the techniques for cleaning fire hose, couplings, and nozzles; and inspecting for damage.
- 14.06 Demonstrate at least 3 different types of hose loads and finishes.
- 14.07 Demonstrate three types of hose rolls.
- 14.08 Demonstrate two types of hose carries.
- 14.09 Demonstrate coupling and uncoupling of fire hose.
- 14.10 Work from a ground ladder with a charged attack line, which shall be 1 1/2 inch or larger.
- 14.11 Demonstrate the methods for extending a hose line.
- 14.12 Demonstrate replacing a burst section of hose line.
- 14.13 Demonstrate a hand lay of 300 ft. (90m) of supply line 2-1/2 in. (65 mm) or larger from a pumper to a water source.

15.0 Use fire streams--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.E.7.1, SC.912.P.12.2, SC.912.P.12.4, MA.C.2.4, PE.A.2.4, SC.912.E.5.2, SC.912.P.8.5, SC.912.P.8.8

- 15.01 Define a fire stream.
- 15.02 Demonstrate how to open and close a nozzle and how to adjust its stream pattern and flow setting, when applicable.
- 15.03 Define water hammer and at least one method for its prevention.
- 15.04 Define the following methods of water application:
  - a. Direct
  - b. Indirect
  - c. Combination
- 15.05 Identify precautions to be followed while advancing hose lines to a fire.
- 15.06 Describe three observable results that are obtained when the proper application of a fire stream is accomplished.
- 15.07 Assemble and operate a foam fire stream arrangement given the appropriate equipment.
- 15.08 Demonstrate the methods for applying foam.

16.0 Use water supplies--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: MA.B.1.4, MA.B.3.4, SC.912.P.8.5, SC.912.P.12.2, SC.912.P.12.4, MA.B.1.4, MA.B.2.4, SC.912.P.8.8, SC.912.P1-5

- 16.01 Identify the water distribution system, and other water sources in the local community.
- 16.02 Identify the following parts of a water distribution system:
  - a. Distributors
  - b. Primary feeders
  - c. Secondary feeders
- 16.03 Explain the operation of a:

- a. Dry-barrel hydrant
  - b. Wet-barrel hydrant
  - 16.04 Define the following:
    - a. Normal operating pressure of a water distribution system
    - b. Residual pressure of a water distribution system
    - c. Flow pressure
  - 16.05 Identify the following types of main water valves:
    - a. Indicating
    - b. Non-indicating
    - c. Post indicator
    - d. Outside screw and yoke
  - 16.06 Describe how the following conditions reduce hydrant effectiveness:
    - a. Obstructions to use of hydrant
    - b. Direction of hydrant outlets to suitability of use
    - c. Mechanical damage
    - d. Rust and corrosion
    - e. Failure to open the hydrant fully
    - f. Ability to drain
  - 16.07 Identify the apparatus, equipment, and appliances required to provide water at rural locations by relay pumping, large diameter hose, or a tanker shuttle.
  - 16.08 Identify and explain the four (4) fundamental components of a modern water system.
  - 16.09 Demonstrate deployment of a portable water tank.
  - 16.10 Connect a supply hose to a hydrant, and fully open and close the hydrant.
  - 16.11 Demonstrate the hydrant to pumper hose connections for forward and reverse lays.
  - 16.12 Assemble and connect the equipment necessary for drafting from a static water supply source.
  - 16.13 Demonstrate the assemblage of equipment necessary for the transfer of water between portable water tanks.
  - 16.14 Describe the loading and off-loading of tanks on mobile water supply apparatus.
  - 16.15 Identify the pipe sizes used in water distribution systems for residential, business, and industrial districts.
  - 16.16 Identify two causes of increased resistance or friction loss in water mains.
- 17.0 Use private fire protection systems--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.P.8.5, SC.912.P.8.8, SC.912.P.12.2, SC.912.P.12.4

- 17.01 Identify a fire department sprinkler connection and water motor alarm.
- 17.02 Connect hose line(s) to a fire department connection of a sprinkler or standpipe system.
- 17.03 Define how the automatic sprinkler heads open and release water.
- 17.04 Temporarily stop the flow of water from a sprinkler head using a wedge, tong, or stopper.
- 17.05 Define the value of automatic sprinklers in providing safety to the occupants in a structure.
- 17.06 Demonstrate carrying a 100 ft. attack line, 1 1/2" or larger, into a building, connecting it to a standpipe, and advancing from a standpipe.
- 17.07 Identify the "Main Control" valve on an automatic sprinkler system.

17.08 Operate a main control valve on an automatic sprinkler system from "open" to "closed" and then back to "open".

18.0 Demonstrate salvage procedures--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.P.8.5, SC.912.P.8.8, SC.912.E.5.1, SC.912.E.5.2

- 18.01 Identify the purpose of salvage and its value to the public and the fire department.
- 18.02 Demonstrate the removal of debris, and the removal and routing of water from a structure.
- 18.03 Demonstrate the covering or closing of openings made during fire fighting operations.

19.0 Demonstrate overhaul procedures--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.P.8.5, SC.912.P.8.8, SC.912.E.7.1, SC.912.P.8.1, SC.912.P.8.2, SC.912.P.8.12

- 19.01 Identify the purpose of overhaul.
- 19.02 Recognize at least four (4) indicators of hidden fires.
- 19.03 Demonstrate searching for hidden fires.
- 19.04 Demonstrate how to separate and remove charred material from unburned material.
- 19.05 Demonstrate exposure of hidden fires by opening ceilings, walls, floors, and pulling apart burned materials.
- 19.06 Define duties of fire fighters left at the fire scene for fire and security surveillance.

20.0 Demonstrate knowledge of the fundamentals of extinguishment--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.E.7.1, SC.912.E.7.4, SC.912.N.1.2

- 20.01 Describe the tactics employed to fight wildland fires.

21.0 Demonstrate knowledge of the effects of building construction on fire fighting--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.P.8.5, SC.912.P.8.7, SC.912.P.8.8, SC.912.E.5.1, SC.912.E.5.2, SC.912.P.10.4

- 21.01 Describe the basic structural characteristics of the following types of building construction:
  - a. Wood frame
  - b. Ordinary
  - c. Heavy timber
  - d. Noncombustible
  - e. Fire resistant



- 21.02 Identify the general fire behavior expected with each type of building construction, including the spread of fire and the safety of the building, occupants, and firefighters.
- 21.03 Describe at least three hazards associated with truss and lightweight construction.
- 21.04 Identify dangerous building conditions created by fire and fire suppression activities.
- 21.05 Identify five (5) indicators of building collapse.
- 21.06 Describe the effects of fire and fire fighting activities on the following building materials:
  - a. Wood
  - b. Masonry
  - c. Cast iron
  - d. Steel
  - e. Gypsum wallboard
  - f. Reinforced concrete
  - g. Glass
  - h. Plaster on lath
- 21.07 Define the following terms as they relate to building construction:
  - a. Load bearing
  - b. Partition wall
  - c. Veneer wall (exterior)
  - d. Party wall
  - e. Fire wall
  - f. Cantilever wall

22.0 Use fire alarms and communications equipment--The student will be able to:

- 22.01 Identify fire location indicators provided to direct fire fighters to specific locations in protected public or private properties.
- 22.02 Identify supervisory alarm equipment provided in the fire station and prescribed action to be taken upon receipt of designated signals.
- 22.03 Define the policy and demonstrate the procedure of ordering and transmitting multiple alarms of fire and calls for special assistance from the emergency scene.

23.0 Demonstrate ventilation practices--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.P.12.2, SC.912.P.12.4, SC.912.P.8.5, SC.912.P.8.8, MA.A.4.4, MA.C.1.4, AT.5.2.4, MA.T.1.3, MA. T.2.3, MA.G.5.3, MA.G.4.5

- 23.01 Describe the use of different types of power saws and jack hammers.
- 23.02 Identify the different types of roofs, demonstrate the techniques used to ventilate each type, and identify the necessary precautions.
- 23.03 Identify the manual and automatic venting devices found within structures.
- 23.04 Describe the operations and considerations necessary to control the spread of smoke and fire through duct systems, including: a) determining location and routing of ducts, b) shutting down systems to prevent spread of heat and smoke, c) checking false ceilings or framing enclosing duct systems, d) examining duct system after ventilation, e) checking duct system outlets, and f) determining if duct system has openings, smoke dampers, or smoke detectors.

- 23.05 Identify considerations that must be made when determining the size and location of a ventilation opening, including: a) availability of natural openings, b) location of fire, c) direction fire will be drawn, d) type of building construction, e) wind direction, f) progress of fire, g) condition of building, h) obstructions, and i) relative efficiency of large openings versus small openings.
- 23.06 Identify the location of an opening and the precautions to be taken when ventilating a basement.
- 23.07 Describe fire ground situations where forced ventilation procedures may be required.
- 23.08 Demonstrate the ventilation of a flat and pitched roof using both hands and power tools.

24.0 Demonstrate rescue procedures--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.4.1, SC.912.N.1.2

- 24.01 Describe the techniques and safety procedures as they relate to the following rescue activities: a) structural collapses, b) trench collapses, c) caves and tunnels, d) water and ice emergencies, e) emergencies involving energized electrical lines, and f) industrial hazards.
- 24.02 Demonstrate the techniques and safety procedures to be followed when given simulated rescue situations, which will include the following scenarios: a) search and rescue of victim(s) from a residential structure, b) search of large interior areas, i.e., stores, warehouses, basements maintenance bays, etc., c) rescue of entrapped firefighter, d) search and rescue in areas of restricted passage, and e) search and rescue of victim(s) in a multi-story building.
- 24.03 Tie a standard rescue knot on a victim and lower a person from a third-floor level. Identify safety procedures used during elevator and escalator rescue operations.
- 24.04 Don a life safety harness that meets the requirements of NFPA 1983.
- 24.05 Inspect a life safety harness and identify the conditions that would require its removal from service.

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**Florida Department of Education  
Student Performance Standards**

**Course Title:** Firefighting 3  
**Course Number:** 8918230  
**Course Credit:** 1

**Course Description:**

This course is to provide an introduction to a career of Fire Science that can lead to employment, after further instruction, to a career as a fire fighter or other disciplines in the Fire Science realm.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
<b>Algebra 1</b>	1/36 3%	<b>Biology 1</b>	#	<b>Anatomy/Physiology Honors</b>	1/53 2%	<b>Astronomy Solar/Galactic Honors</b>	5/52 10%
<b>Algebra 2</b>	1/41 2%	<b>Chemistry 1</b>	5/55 9%	<b>Genetics</b>	1/35 3%	<b>Marine Science 1 Honors</b>	2/42 5%
<b>Geometry</b>	#	<b>Physics 1</b>	4/53 8%	<b>Earth-Space Science</b>	6/58 10%	<b>Physical Science</b>	6/56 11%

\*\* Alignment pending # Alignment attempted, but no correlation to academic course.

25.0 Use forcible entry equipment--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.P.12.2, SC.912.P.12.4

- 25.01 Identify the materials and construction features of door and window locking devices.
- 25.02 Identify the method and demonstrate procedures of through-the-lock entry for doors and windows.
- 25.03 Identify the method and procedure of properly cleaning, maintaining, and inspecting each type of forcible entry tool.
- 25.04 Identify and safely carry at least 1 of the following:
  - a. Cutting tool
  - b. Prying tool
  - c. Pulling tool
  - d. Striking tool
- 25.05 Identify the materials and construction features of doors, windows, and walls and the dangers associated with forcing entry through each.
- 25.06 Describe and demonstrate the procedures for forcing entry through at least three different types each of doors, windows, and walls.

- 25.07 Demonstrate opening various types of windows from inside and outside, with and without the use of fire department tools.
- 25.08 Demonstrate breaking window or door glass and removing obstruction.

26.0 Participate in controlled burning exercises--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.P.12.2, SC.912.P.12.4, SC.912.E.5.1, SC.912.E.5.2, PE.A.2.4, SC.912.P.8.7

- 26.01 Using the appropriate protective equipment, tools, and agents, extinguish a Class A fire inside of a structure.
- 26.02 Using the appropriate protective equipment, tools, and agents, extinguish an exterior Class A fire.
- 26.03 Using the appropriate protective equipment, tools, and agents, extinguish an exterior open pan of a Class B liquid.
- 26.04 Using the appropriate protective equipment, tools, and agents, extinguish a vehicle fire.
- 26.05 Using the appropriate protective equipment, tools and agents, extinguish a storage container (exterior dumpster/trash bin) fire.
- 26.06 Extinguish or control the following live fires working as a member of a team and using appropriate protective equipment, tools, and extinguishing agents: a fire in an elevated location within a structure (attic or upper floor).
- 26.07 Extinguish or control the following live fires working as a member of a team and using appropriate protective equipment, tools, and extinguishing agents: a fire in a below grade area or other location that requires an initial attack from above.
- 26.08 Extinguish or control the following live fires working as a member of a team and using appropriate protective equipment, tools, and extinguishing agents: a fire involving (simulated) energized electrical components.
- 26.09 Extinguish or control the following live fires working as a member of a team and using appropriate protective equipment, tools, and extinguishing agents: a fire involving a flammable gas cylinder and or piping.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Public Safety Telecommunication  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

	<b>Secondary</b>	<b>PSAV</b>
Program Number	9101000	P090101
CIP Number	0743039900	0743039900
Grade Level	11,12, 30, 31	30, 31
Standard Length	1.5 credits	232 hours
Teacher Certification	FIRE FIGHT @7 G PUB SERV @7 G LAW ENF @7 G CORR OFF@7 G  *Applicable Subject Matter Experts may assist in teaching this course.	FIRE FIGHT @7 G PUB SERV @7 G LAW ENF @7 G CORR OFF@7 G  *Applicable Subject Matter Experts may assist in teaching this course.
CTSO	FPSA	N/A
SOC Codes (all applicable)	43-5031	43-5031
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>	
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>	
Basic Skills Level		Math           N/A Language       N/A Reading         N/A

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work

attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment as dispatcher: police, fire, ambulance (SOC 43-5031). The content includes, but is not limited to, ethics and the role of the telecommunicator; standard telecommunication operating procedures; relationship to field personnel; understanding of command levels; typical layouts of message centers; use of performance aids; overview of emergency agencies; functions and terminology; use of correct words and grammar; communications equipment, functions and terminology; types of telecommunication equipment; malfunctions and maintenance agreements; proper and correct telephone and dispatching procedures and techniques; cooperation and reciprocal agreements with other agencies; federal, state, and local communication rules; emergency situations and operating procedures; emergency medical dispatch procedures; employability skills; leadership and human relations skills; and health and safety including CPR.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through career and technical classroom instruction and applied laboratory procedures or practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.

### Program Structure

This program is a planned sequence of instruction consisting of one occupational completion point.

When offered at the postsecondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

The following table illustrates the program structure **PSAV**:

OCP	Course Number	Course Title	Course Length	SOC Code
A	EMS0002	Dispatcher: Police, Fire, and Ambulance	232 hours	43-5031

The following table illustrates the program structure **Secondary**:

OCP	Course Number	Course Title	Course Length	SOC Code
A	9101100	Dispatcher: Police, Fire, and Ambulance	1.5 credits	43-5031

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for

students. The program objectives and outcomes will be enhanced if the student has the opportunity to achieve actual experience in utilization of some telecommunications equipment such as telephone, teletype and radio dispatch console.

### **Special Notes**

Effective October 1, 2012, any person employed as a 911 public safety telecommunicator at a public safety answering point, as defined s. 365.172(3)(a), must be certified by the Department of Health.

### **Career and Technical Student Organization (CTSO)**

FPSA is the appropriate career and technical student organization (for Secondary students only) for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

In field work involving the handling of equipment and performance of tasks under conditions considered hazardous, there shall be no less than one certified instructor for each six students, but in no case shall there be less than two certified instructors on the scene. The instructors shall be placed to oversee the safety and effectiveness of the training.”

### **Cooperative Training – OJT**

On-the-job training is appropriate and strongly encouraged for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College

must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

The PSAV component of this program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).



### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

### **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Describe and demonstrate professional ethics and the role of telecommunicator.
- 02.0 Describe guidelines and operational standards of call classification and prioritization.
- 03.0 Identify and explain operation of communication equipment and resources.
- 04.0 Demonstrate communication and interpersonal skills.
- 05.0 Perform operational skills.
- 06.0 Demonstrate an understanding of hazardous materials awareness and fire department responses (FEMA Online Training IS-317 Introduction to Community Emergency Response Teams is acceptable for hazmat awareness).
- 07.0 Understand the basic principal and components of Emergency Medical Services (EMS) and their relationship to the application of correct dispatch processes.
- 08.0 Understand the basic principal and components of law enforcement and their relationship to the application of correct dispatch processes.
- 09.0 Comprehend stress management techniques.
- 10.0 Understand the duties of a public safety telecommunicator.
- 11.0 Emergency Management
- 12.0 CPR

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Public Safety Telecommunication**  
**PSAV Number: P090101**

**Course Number: EMS0002**  
**Occupational Completion Point: A**  
**Dispatcher: Police, Fire, and Ambulance – 232 Hours – SOC Code 43-5031**

- 01.0 Describe and demonstrate professional ethics and the role of telecommunicator--The student will be able to:
- 01.01 Define ethics and professionalism.
  - 01.02 Comprehend acts that are considered professionally unethical.
  - 01.03 Explain team concept.
  - 01.04 Demonstrate knowledge of the following: criminal acts, personal gain, negligence of duty, duty to act, agency values, and confidentiality.
  - 01.05 Comprehend the historical development of the role of the telecommunication profession.
  - 01.06 Describe the evolution of telecommunications and 911.
  - 01.07 Explain how criminal and civil law affects telecommunication operations.
  - 01.08 Describe impact and importance of disseminating public information.
  - 01.09 Explain importance of and procedure for testifying in court.
  - 01.10 Understand and explain the legalities of Health Insurance Portability and Accountability Act (HIPPA) and how it relates to telecommunications.
  - 01.11 Explain Florida's The "Sunshine" Law and how it relates to public record requests.
- 02.0 Describe guidelines and operational standards of call classification and prioritization--The student will be able to:
- 02.01 Explain the importance of call classification and prioritization.
  - 02.02 Describe the call type using the proper classification process.
  - 02.03 Demonstrate telephone techniques including call handling guidelines.
  - 02.04 Demonstrate interpersonal skills.
  - 02.05 Demonstrate friendly and accurate customer service.
- 03.0 Identify and explain operation of communication equipment and resources--The student will be able to:
- 03.01 Describe typical components of communication centers.
  - 03.02 Identify communication equipment functions and terminology.
  - 03.03 Explain functions of the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC).
  - 03.04 Explain the operation of various manual and automated equipment that may be utilized within the communication system.
  - 03.05 Explain the operation of a telephone system
  - 03.06 Explain the operation of ADA services including TDD and telephone relay services.

- 03.07 Explain the operation of radio equipment.
- 03.08 Explain Florida interoperability capabilities including the Florida Interoperability Network (FIN).
- 03.09 Explain the operation of 911 equipment.
- 03.10 Identify the referral process for access to resources outside of the public safety agency.
- 03.11 Explain the role of Telematic Call Centers in a public safety related incident.

04.0 Demonstrate communication and interpersonal skills--The student will be able to:

- 04.01 Use calm and controlled voice on radio and telephone.
- 04.02 Demonstrate internal and external customer service skills.
- 04.03 Demonstrate multi-function dexterity.
- 04.04 Demonstrate the ability to recognize when information received is not appropriate to the situation or appears suspicious.
- 04.05 Demonstrate active listening skills.
- 04.06 Use proper pronunciation and enunciation.
- 04.07 Demonstrate ability to give and follow instructions.
- 04.08 Demonstrate specific calming techniques as appropriate.
- 04.09 Demonstrate comprehension of diverse cultural needs.
- 04.10 Demonstrate decision-making skills.
- 04.11 Explain the difference between a fact and an inference.

05.0 Perform operational skills--The student will be able to:

- 05.01 Obtain and organize pertinent information for dispatch.
- 05.02 Correctly complete appropriate forms, logs, and files.
- 05.03 Utilize available resources properly.
- 05.04 Identify various procedures used when dispatching emergency and non-emergency calls.
- 05.05 Demonstrate an understanding of federal, state, and local laws for disseminating information.
- 05.06 Obtain and process requests for service and/or resources from field units in a timely manner.
- 05.07 Explain the importance of briefing on-coming telecommunicators.
- 05.08 Explain the importance of knowing and informing colleagues and supervisors of incidents that may adversely affect operations.
- 05.09 Explain geographical jurisdictions and how it affects day-to-day activities.

06.0 Demonstrate an understanding of hazardous materials awareness and fire department responses (FEMA Online Training IS-317 Introduction to Community Emergency Response Teams is acceptable for hazmat awareness)--The student will be able to:

- 6.01 Understand the roles and responsibilities of fire department responders.
- 6.02 Define types of fire emergency calls.
- 6.03 Understand the telecommunicator's role in firefighter safety
- 6.04 Define hazardous materials as substances (solids, liquids, or gases) that when released is capable of causing harm to people, the environment, and property.
- 6.05 Identify the differences between hazardous materials emergencies and other emergencies.

- 6.06 Identify typical locations in the community where hazardous materials are stored, transported, used, or disposed.
  - 6.07 Identify that hazardous materials may be found in various types of containers.
  - 6.08 Describe the use of, and information obtained through, CHEMTREC and the DOT ERG in the identification and mitigation of hazardous materials.
  - 6.09 Identify the basic precautions to be taken to protect oneself and others in a hazardous materials incident.
  - 6.10 Demonstrate, given a hazardous materials incident scenario, the role of a telecommunicator at the awareness level.
- 07.0 Understand the basic principal and components of Emergency Medical Services (EMS) and their relationship to the application of correct dispatch processes--The student will be able to:
- 07.01 Understand the roles and responsibilities of emergency medical and fire department responders. (EMT/Paramedic/Firefighters).
  - 07.02 Comprehend the various types of emergency response modes to fire and medical calls.
  - 07.03 Define what is Primary and Secondary units.
  - 07.04 Define what is Basic Life Support (BLS).
  - 07.05 Define what is Advance Life Support (ALS).
  - 07.06 Define what is a multi-casualty incident (MCI).
  - 07.07 Understand the role and responsibility of Communications during a MCI.
  - 07.08 Define Air Rescue Transport Unit (ATU).
  - 07.09 Define Trauma Center and Trauma Alert criteria.
  - 07.10 Understand why some EMS calls may require Police response.
- 08.0 Understand the basic principal and components of law enforcement and their relationship to the application of correct dispatch processes--The student will be able to:
- 08.01 Understand the roles and responsibilities of law enforcement officers.
  - 08.02 Understand the various reasons that citizens request police assistance.
  - 08.03 Define criminal and civil complaints.
  - 08.04 Understand why a telecommunicator should not give legal advice.
  - 08.05 Define in-progress, just occurred, and past event calls.
  - 08.06 Understand the phases of crisis call incidents including active shooter, hostage situations, barricaded subjects, suicide threats.
  - 08.07 Identify the proper interview questions for crisis calls.
  - 08.08 Identify the officer safety issues for both primary and secondary response.
  - 08.09 Understand the role of the telecommunicator during a crisis call incident.
  - 08.10 Understand the telecommunicator's role in officer safety.
  - 08.11 Define Amber and Silver alert calls.
- 09.0 Comprehend stress management techniques--The student will be able to:
- 09.01 Define stress.
  - 09.02 Describe stressors unique to the telecommunicator.
  - 09.03 Describe techniques necessary to prevent and manage stress.
  - 09.04 Explain Critical Incident Stress Management (CISM).
  - 09.05 Describe actions necessary to manage stress during an "in progress" incident.

10.0 Understand the duties of a public safety telecommunicator--The student will be able to:

- 10.01 Understand the proper conduct of a public safety telecommunicator.
- 10.02 Understand the importance of adhering to dress codes (if applicable) and personal hygiene.
- 10.03 Understand the importance of reporting for duty and the impact absences have on a communications center.

11.0 Emergency Management--The student will be able to:

- 11.01 Understand the role and responsibilities of the U.S. Department of Homeland Security.
- 11.02 Be familiar with different types of domestic and international terrorism threats.
- 11.03 Understand basic terminology regarding terrorism threats such as BNICE, Syndromic Surveillance, etc.
- 11.04 Understand the role and responsibilities of NIMS.
- 11.05 Understand the role and responsibilities of FEMA.
- 11.06 Successfully complete the NIMS courses IS 100 (Introduction to Incident Command System); IS 200 (ICS for Single Resources and Initial Action Incidents); and IS 700 (National Incident Management System (NIMS), An Introduction).
- 11.07 Understand the role and responsibilities of NORAD (North American Aerospace Defense Command).
- 11.08 Understand the role and responsibilities of Emergency Management, both on the local level and state level.
- 11.09 Be familiar with Disaster Preparedness plans.
- 11.10 Be familiar with Emergency Operations plans.
- 11.11 Understand the role and responsibilities of the Emergency Operations Center.
- 11.12 Understand mutual-aid and automatic-aid agreements and their importance.
- 11.13 Understand the role of the telecommunicator during a disaster.
- 11.14 Identify the proper interview questions for disaster calls such as hurricanes, floods, tornadoes, domestic and international terrorism, plane crashes, wildfires, sinkholes, etc.
- 11.15 Explain the history of the TERT (Telecommunicators Emergency Response Taskforce) and its role and responsibilities during a disaster.

12.0 CPR--The student will be able to:

- 12.01 Attend and successfully complete a CPR certification class.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Dispatcher: Police, Fire, and Ambulance  
**Course Number:** 9101100  
**Course Credit:** 1.5

**Course Description:**

- 01.0 Describe and demonstrate professional ethics and the role of telecommunicator--The student will be able to:
- 01.01 Define ethics and professionalism.
  - 01.02 Comprehend acts that are considered professionally unethical.
  - 01.03 Explain team concept.
  - 01.04 Demonstrate knowledge of the following: criminal acts, personal gain, negligence of duty, duty to act, agency values, and confidentiality.
  - 01.05 Comprehend the historical development of the role of the telecommunication profession.
  - 01.06 Describe the evolution of telecommunications and 911.
  - 01.07 Explain how criminal and civil law affects telecommunication operations.
  - 01.08 Describe impact and importance of disseminating public information.
  - 01.09 Explain importance of and procedure for testifying in court.
  - 01.10 Understand and explain the legalities of Health Insurance Portability and Accountability Act (HIPPA) and how it relates to telecommunications.
  - 01.11 Explain Florida's The "Sunshine" Law and how it relates to public record requests.
- 02.0 Describe guidelines and operational standards of call classification and prioritization--The student will be able to:
- 02.01 Explain the importance of call classification and prioritization.
  - 02.02 Describe the call type using the proper classification process.
  - 02.03 Demonstrate telephone techniques including call handling guidelines.
  - 02.04 Demonstrate interpersonal skills.
  - 02.05 Demonstrate friendly and accurate customer service.
- 03.0 Identify and explain operation of communication equipment and resources--The student will be able to:
- 03.01 Describe typical components of communication centers.
  - 03.02 Identify communication equipment functions and terminology.
  - 03.03 Explain functions of the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC).
  - 03.04 Explain the operation of various manual and automated equipment that may be utilized within the communication system.
  - 03.05 Explain the operation of a telephone system
  - 03.06 Explain the operation of ADA services including TDD and telephone relay services.
  - 03.07 Explain the operation of radio equipment.

- 03.08 Explain Florida interoperability capabilities including the Florida Interoperability Network (FIN).
  - 03.09 Explain the operation of 911 equipment.
  - 03.10 Identify the referral process for access to resources outside of the public safety agency.
  - 03.11 Explain the role of Telematic Call Centers in a public safety related incident.
- 04.0 Demonstrate communication and interpersonal skills--The student will be able to:
- 04.01 Use calm and controlled voice on radio and telephone.
  - 04.02 Demonstrate internal and external customer service skills.
  - 04.03 Demonstrate multi-function dexterity.
  - 04.04 Demonstrate the ability to recognize when information received is not appropriate to the situation or appears suspicious.
  - 04.05 Demonstrate active listening skills.
  - 04.06 Use proper pronunciation and enunciation.
  - 04.07 Demonstrate ability to give and follow instructions.
  - 04.08 Demonstrate specific calming techniques as appropriate.
  - 04.09 Demonstrate comprehension of diverse cultural needs.
  - 04.10 Demonstrate decision-making skills.
  - 04.11 Explain the difference between a fact and an inference.
- 05.0 Perform operational skills--The student will be able to:
- 05.01 Obtain and organize pertinent information for dispatch.
  - 05.02 Correctly complete appropriate forms, logs, and files.
  - 05.03 Utilize available resources properly.
  - 05.04 Identify various procedures used when dispatching emergency and non-emergency calls.
  - 05.05 Demonstrate an understanding of federal, state, and local laws for disseminating information.
  - 05.06 Obtain and process requests for service and/or resources from field units in a timely manner.
  - 05.07 Explain the importance of briefing on-coming telecommunicators.
  - 05.08 Explain the importance of knowing and informing colleagues and supervisors of incidents that may adversely affect operations.
  - 05.09 Explain geographical jurisdictions and how it affects day-to-day activities.
- 06.0 Demonstrate as understanding of hazardous materials awareness and fire department responses (FEMA Online Training IS-317 Introduction to Community Emergency Response Teams is acceptable for hazmat--The student will be able to:
- 06.01 Understand the roles and responsibilities of fire department responders.
  - 06.02 Define types of fire emergency calls.
  - 06.03 Understand the telecommunicator's role in firefighter safety.
  - 06.04 Define hazardous materials as substances (solids, liquids, or gases) that when released is capable of causing harm to people, the environment, and property.
  - 06.05 Identify the differences between hazardous materials emergencies and other emergencies.
  - 06.06 Identify typical locations in the community where hazardous materials are stored, transported, used, or disposed.

- 06.07 Identify that hazardous materials may be found in various types of containers.
  - 06.08 Describe the use of, and information obtained through, CHEMTREC and the DOT ERG in the identification and mitigation of hazardous materials.
  - 06.09 Identify the basic precautions to be taken to protect oneself and others in a hazardous materials incident.
  - 06.10 Demonstrate, given a hazardous materials incident scenario, the role of a telecommunicator at the awareness level.
- 07.0 Understand the basic principal and components of Emergency Medical Services (EMS) and their relationship to the application of correct dispatch processes--The student will be able to:
- 07.01 Understand the roles and responsibilities of emergency medical and fire department responders. (EMT/Paramedic/Firefighters).
  - 07.02 Comprehend the various types of emergency response modes to fire and medical calls.
  - 07.03 Define what is Primary and Secondary units.
  - 07.04 Define what is Basic Life Support (BLS).
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- 08.01 Understand the roles and responsibilities of law enforcement officers.
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  - 08.04 Understand why a telecommunicator should not give legal advice.
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- 10.02 Understand the importance of adhering to dress codes (if applicable) and personal hygiene.
- 10.03 Understand the importance of reporting for duty and the impact absences have on a communications center

11.0 Emergency Management--The student will be able to:

- 11.01 Understand the role and responsibilities of the US Department of Homeland Security.
- 11.02 Be familiar with different types of domestic and international terrorism threats.
- 11.03 Understand basic terminology regarding terrorism threats such as BNICE, Syndromic Surveillance, etc.
- 11.04 Understand the role and responsibilities of NIMS.
- 11.05 Understand the role and responsibilities of FEMA.
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- 11.08 Understand the role and responsibilities of Emergency Management, both on the local level and state level.
- 11.09 Be familiar with Disaster Preparedness plans.
- 11.10 Be familiar with Emergency Operations plans.
- 11.11 Understand the role and responsibilities of the Emergency Operations Center.
- 11.12 Understand mutual-aid and automatic-aid agreements and their importance.
- 11.13 Understand the role of the telecommunicator during a disaster.
- 11.14 Identify the proper interview questions for disaster calls such as hurricanes, floods, tornadoes, domestic and international terrorism, plane crashes, wildfires, sinkholes, etc.
- 11.15 Explain the history of the TERT (Telecommunicators Emergency Response Taskforce) and its role and responsibilities during a disaster.

12.0 CPR--The student will be able to:

- 12.01 Attend and successfully complete a CPR certification class.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Course Title:** Introduction to Law, Public Safety and Security  
**Course Type:** Orientation/Exploratory  
**Career Cluster:** Law, Public Safety and Security

<b>Secondary - Middle School</b>	
Program Number	9160350
CIP Number	149160350M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	LAW ENF @7 G CORR OFF @7 G ANY PUB SERV OCC ED G
CTSO	N/A
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)

### **Purpose**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Introduction to Law, Public Safety and Security career cluster. Thousands of challenging educational and training opportunities are offered in the highly skilled Law, Public Safety, Corrections and Security Career Cluster. These opportunities continue to expand in the areas of corporate, industrial, homeland security and public safety. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.

## **Standards**

After successfully completing this course, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of the Emergency and fire management career pathway.
- 02.0 Demonstrate an understanding of the Security and protective services career pathway.
- 03.0 Demonstrate an understanding of the Law enforcement services career pathway.
- 04.0 Demonstrate an understanding of the Legal services career pathway.
- 05.0 Demonstrate an understanding of the Correction services career pathway.
- 06.0 Apply leadership and communication skills.
- 07.0 Describe how information technology is used in the Law, Public Safety and Security career cluster.
- 08.0 Use information technology tools.
- 09.0 Identify components of network systems.
- 10.0 Describe and use communication features of information technology.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Introduction to Law, Public Safety and Security  
**Course Number:** 9160350  
**Course Credit:** Semester

**Course Description:**

Beginning with a broad overview of the Introduction to Law, Public Safety and Security career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Introduction to Law, Public Safety and Security career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

01.0 Demonstrate an understanding of the Legal services career pathway. – The student will be able to:

- 01.01 Define and use proper terminology associated with the Legal services career pathway.
- 01.02 Describe some of the careers available in the Legal services career pathway.
- 01.03 Identify common characteristics of the careers in the Legal services career pathway.
- 01.04 Research the history of the Legal services career pathway and describe how the associated careers have evolved and impacted society.
- 01.05 Identify skills required to successfully enter any career in the Legal services career pathway.
- 01.06 Describe technologies associated in careers within the Legal services career pathway.

02.0 Demonstrate an understanding of the Security and protective services career pathway. – The student will be able to:

- 02.01 Define and use proper terminology associated with the Security and protective services career pathway.
- 02.02 Describe some of the careers available in the Security and protective services career pathway.
- 02.03 Identify common characteristics of the careers in the Security and protective services career pathway.
- 02.04 Research the history of the Security and protective services career pathway and describe how the careers have evolved and impacted society.
- 02.05 Identify skills required to successfully enter any career in the Security and protective services career pathway.
- 02.06 Describe technologies associated in careers within the Security and protective services career pathway.

03.0 Demonstrate an understanding of the Law enforcement services career pathway. – The student will be able to:

- 03.01 Define and use proper terminology associated with the Law enforcement services career pathway.
  - 03.02 Describe some of the careers available in the Law enforcement services career pathway.
  - 03.03 Identify common characteristics of the careers in the Law enforcement services career pathway.
  - 03.04 Research the history of the Law enforcement services career pathway and describe how the careers have evolved and impacted society.
  - 03.05 Identify skills required to successfully enter any career in the Law enforcement services career pathway.
  - 03.06 Describe technologies associated in careers within the Law enforcement services career pathway.
- 04.0 Demonstrate an understanding of the Law enforcement services career pathway. – The student will be able to:
- 04.01 Define and use proper terminology associated with the Law enforcement services career pathway.
  - 04.02 Describe some of the careers available in the Law enforcement services career pathway.
  - 04.03 Identify common characteristics of the careers in the Law enforcement services career pathway.
  - 04.04 Research the history of the Law enforcement services career pathway and describe how the careers have evolved and impacted society.
  - 04.05 Identify skills required to successfully enter any career in the Law enforcement services career pathway.
  - 04.06 Describe technologies associated in careers within the Law enforcement services career pathway.
- 05.0 Demonstrate an understanding of the Correction services career pathway. – The student will be able to:
- 05.01 Define and use proper terminology associated with the Correction services career pathway.
  - 05.02 Describe some of the careers available in the Correction services career pathway.
  - 05.03 Identify common characteristics of the careers in the Correction services career pathway.
  - 05.04 Research the history of the Correction services career pathway and describe how the careers have evolved and impacted society.
  - 05.05 Identify skills required to successfully enter any career in the Correction services career pathway.
  - 05.06 Describe technologies associated in careers within the Correction services career pathway.
- 06.0 Apply leadership and communication skills. – The student will be able to:
- 06.01 Discuss the establishment and history of the FPSA organization.
  - 06.02 Identify the characteristics and responsibilities of organizational leaders.
  - 06.03 Demonstrate parliamentary procedure skills during a meeting.
  - 06.04 Participate on a committee which has an assigned task and report to the class.

- 06.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.
- 06.06 Use a computer to assist in the completion of a project related to the Law, Public Safety and Security career cluster.
- 07.0 Describe how information technology is used in the Law, Public Safety and Security career cluster. – The student will be able to:
  - 07.01 Identify information technology (IT) careers in the Law, Public Safety and Security career cluster, including the responsibilities, tasks and skills they require.
  - 07.02 Relate information technology project management concepts and terms to careers in the Law, Public Safety and Security career cluster.
  - 07.03 Manage information technology components typically used in professions of the Law, Public Safety and Security career cluster.
  - 07.04 Identify security-related ethical and legal IT issues faced by professionals in the Law, Public Safety and Security career cluster.
- 08.0 Use information technology tools. – The student will be able to:
  - 08.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in Law, Public Safety and Security career cluster.
  - 08.02 Use e-mail clients to send simple messages and files to other Internet users.
  - 08.03 Demonstrate ways to communicate effectively using Internet technology.
  - 08.04 Use different types of web search engines effectively to locate information relevant to the Law, Public Safety and Security career cluster.
- 09.0 Identify components of network systems.—The student will be able to:
  - 09.01 Identify structure to access internet, including hardware and software components.
  - 09.02 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.
  - 09.03 Recognize essential database concepts.
  - 09.04 Define and use additional networking and internet services.
- 10.0 Describe and use communication features of information technology.-- The student will be able to:
  - 10.01 Define important internet communications protocols and their roles in delivering basic Internet services.
  - 10.02 Identify basic principles of the Domain Name System (DNS).
  - 10.03 Identify security issues related to Internet clients.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Course Title:** Introduction to Law, Public Safety and Security and Career Planning  
**Course Type:** Orientation/Exploratory  
**Career Cluster:** Law, Public Safety and Security

<b>Secondary - Middle School</b>	
Program Number	9160360
CIP Number	149160360M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	LAW ENF @7 G CORR OFF @7 G ANY PUB SERV OCC ED G
CTSO	N/A
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)

### **Purpose**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Introduction to Law, Public Safety and Security career cluster. Thousands of challenging educational and training opportunities are offered in the highly skilled Law, Public Safety, Corrections and Security Career Cluster. These opportunities continue to expand in the areas of corporate, industrial, homeland security and public safety. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

## **Career Planning**

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.

## **Standards**

After successfully completing this course, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of the Emergency and fire management career pathway.
- 02.0 Demonstrate an understanding of the Security and protective services career pathway.
- 03.0 Demonstrate an understanding of the Law enforcement services career pathway.
- 04.0 Demonstrate an understanding of the Legal services career pathway.
- 05.0 Demonstrate an understanding of the Correction services career pathway.
- 06.0 Apply leadership and communication skills.
- 07.0 Describe how information technology is used in the Law, Public Safety and Security career cluster.
- 08.0 Use information technology tools.
- 09.0 Identify components of network systems.
- 10.0 Describe and use communication features of information technology.



2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Introduction to Law, Public Safety and Security  
**Course Number:** 9160350  
**Course Credit:** Semester

**Course Description:**

Beginning with a broad overview of the Introduction to Law, Public Safety and Security career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Introduction to Law, Public Safety and Security career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

01.0 Demonstrate an understanding of the Legal services career pathway. – The student will be able to:

- 01.01 Define and use proper terminology associated with the Legal services career pathway.
- 01.02 Describe some of the careers available in the Legal services career pathway.
- 01.03 Identify common characteristics of the careers in the Legal services career pathway.
- 01.04 Research the history of the Legal services career pathway and describe how the associated careers have evolved and impacted society.
- 01.05 Identify skills required to successfully enter any career in the Legal services career pathway.
- 01.06 Describe technologies associated in careers within the Legal services career pathway.

02.0 Demonstrate an understanding of the Security and protective services career pathway. – The student will be able to:

- 02.01 Define and use proper terminology associated with the Security and protective services career pathway.
- 02.02 Describe some of the careers available in the Security and protective services career pathway.
- 02.03 Identify common characteristics of the careers in the Security and protective services career pathway.
- 02.04 Research the history of the Security and protective services career pathway and describe how the careers have evolved and impacted society.
- 02.05 Identify skills required to successfully enter any career in the Security and protective services career pathway.
- 02.06 Describe technologies associated in careers within the Security and protective services career pathway.

03.0 Demonstrate an understanding of the Law enforcement services career pathway. – The student will be able to:

- 03.01 Define and use proper terminology associated with the Law enforcement services career pathway.
  - 03.02 Describe some of the careers available in the Law enforcement services career pathway.
  - 03.03 Identify common characteristics of the careers in the Law enforcement services career pathway.
  - 03.04 Research the history of the Law enforcement services career pathway and describe how the careers have evolved and impacted society.
  - 03.05 Identify skills required to successfully enter any career in the Law enforcement services career pathway.
  - 03.06 Describe technologies associated in careers within the Law enforcement services career pathway.
- 04.0 Demonstrate an understanding of the Law enforcement services career pathway. – The student will be able to:
- 04.01 Define and use proper terminology associated with the Law enforcement services career pathway.
  - 04.02 Describe some of the careers available in the Law enforcement services career pathway.
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  - 04.06 Describe technologies associated in careers within the Law enforcement services career pathway.
- 05.0 Demonstrate an understanding of the Correction services career pathway. – The student will be able to:
- 05.01 Define and use proper terminology associated with the Correction services career pathway.
  - 05.02 Describe some of the careers available in the Correction services career pathway.
  - 05.03 Identify common characteristics of the careers in the Correction services career pathway.
  - 05.04 Research the history of the Correction services career pathway and describe how the careers have evolved and impacted society.
  - 05.05 Identify skills required to successfully enter any career in the Correction services career pathway.
  - 05.06 Describe technologies associated in careers within the Correction services career pathway.
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- 06.01 Discuss the establishment and history of the FPSA organization.
  - 06.02 Identify the characteristics and responsibilities of organizational leaders.
  - 06.03 Demonstrate parliamentary procedure skills during a meeting.
  - 06.04 Participate on a committee which has an assigned task and report to the class.

- 06.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.
- 06.06 Use a computer to assist in the completion of a project related to the Law, Public Safety and Security career cluster.
- 07.0 Describe how information technology is used in the Law, Public Safety and Security career cluster. – The student will be able to:
  - 07.01 Identify information technology (IT) careers in the Law, Public Safety and Security career cluster, including the responsibilities, tasks and skills they require.
  - 07.02 Relate information technology project management concepts and terms to careers in the Law, Public Safety and Security career cluster.
  - 07.03 Manage information technology components typically used in professions of the Law, Public Safety and Security career cluster.
  - 07.04 Identify security-related ethical and legal IT issues faced by professionals in the Law, Public Safety and Security career cluster.
- 08.0 Use information technology tools. – The student will be able to:
  - 08.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in Law, Public Safety and Security career cluster.
  - 08.02 Use e-mail clients to send simple messages and files to other Internet users.
  - 08.03 Demonstrate ways to communicate effectively using Internet technology.
  - 08.04 Use different types of web search engines effectively to locate information relevant to the Law, Public Safety and Security career cluster.
- 09.0 Identify components of network systems.—The student will be able to:
  - 09.01 Identify structure to access internet, including hardware and software components.
  - 09.02 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.
  - 09.03 Recognize essential database concepts.
  - 09.04 Define and use additional networking and internet services.
- 10.0 Describe and use communication features of information technology.-- The student will be able to:
  - 10.01 Define important internet communications protocols and their roles in delivering basic Internet services.
  - 10.02 Identify basic principles of the Domain Name System (DNS).
  - 10.03 Identify security issues related to Internet clients.

**Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.**

## **Understanding the Workplace**

- 11.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 12.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 13.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 14.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

## **Self- Awareness**

- 15.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 16.0 Identify five values that they consider important in making a career choice.
- 17.0 Identify skills needed for career choices and match to personal abilities.
- 18.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 19.0 Identify strengths and areas in which assistance is needed at school.
- 20.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

## **Exploring Careers**

- 21.0 Demonstrate the ability to locate, understand, and use career information.
- 22.0 Use the Internet to access career and education planning information.
- 23.0 Identify skills that are transferable from one occupation to another.
- 24.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 25.0 Explain the relationship between educational achievement and career success.

## **Goal Setting and Decision-Making**

- 26.0 Identify and demonstrate use of steps to make career decisions.
- 27.0 Identify and demonstrate processes for making short and long term goals.

## **Workplace Skills**

- 28.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 29.0 Demonstrate skills to interact positively with others.
- 30.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

## **Career and Education Planning**

- 31.0 Identify secondary and postsecondary school courses that meet tentative career plans.
- 32.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 33.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 34.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 35.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 36.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 37.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 38.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

- 39.0 Demonstrate skills to complete a job application.
- 40.0 Demonstrate skills essential for a job interview.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Paralegal Studies (Legal Assisting)  
**Career Cluster:** Law, Public Safety & Security

	AS	AAS
CIP Number	1722030200	0722030200
Program Type	College Credit	College Credit
Standard Length	64 - 68 credit hours	64 - 68 credit hours
CTSO	N/A	N/A
SOC Codes (all applicable)	23-2011	23-2011
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>	

### Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment as paralegals and paralegals (SOC 23-2011), title examiners (SOC 23-2093) or abstractors (SOC 23-2093), or to provide supplemental training for persons previously or currently employed in these occupations. The program should meet the requirements of paralegal education programs recommended by the American Bar Association.

### Program Structure

This program is a planned sequence of instruction consisting of 64 credit hours. The content includes, but is not limited to, legal research and legal writing; litigation and trial practice; corporate law; wills, estates and trusts; tort law; family law; law office management; real property law; tax law; criminal law; constitutional law; ethics and code of professional responsibility; contract law; employability skills; leadership and human relations skills; and health and safety.

## **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. Legal research experience is an integral part of the program. Word processing and computer competencies should also be developed.

## **Special Notes**

The National Association of Paralegals (NALA) certification examination is available to graduates of this program.

## **Career and Technical Student Organization (CTSO)**

FPSA is the applicable career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

## **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education

coursework according to SACS. The standard length of this program is 64 credit hours according to Rule 6A-14.030, F.A.C.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS/AAS degree program includes the following College Credit Certificates:

Standards for the above certificate programs are contained in separate curriculum frameworks.

### **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of the ethical and professional standards of the paralegal.
- 02.0 Demonstrate ability to utilize the law library and apply knowledge to legal writing.
- 03.0 Demonstrate knowledge of tort law, constitutional law, and criminal law concepts and their application to factual situations.
- 04.0 Demonstrate knowledge of all phases of trial practice and procedure.
- 05.0 Demonstrate knowledge of real property law and its application to real property transactions.
- 06.0 Demonstrate knowledge of estate planning and probate administration concepts and their application to probate procedures.
- 07.0 Demonstrate knowledge of the fundamental principals of the law of business organizations.
- 08.0 Demonstrate knowledge of the fundamental principles of contract law including the Uniform Commercial Code.
- 09.0 Demonstrate knowledge of, and ability to perform, litigation techniques and procedures.
- 10.0 Demonstrate knowledge of management techniques and procedures.
- 11.0 Demonstrate knowledge of family law and procedure.
- 12.0 Demonstrate employability skills.
- 13.0 Demonstrate an understanding of entrepreneurship.



2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Paralegal Studies (Legal Assisting)  
**CIP Numbers:** 1722030200 AS, 0722030200 AAS  
**Program Length:** 64 credit hours  
**SOC Code(s):** 23-2011

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. At the completion of this program, the student will be able to:

01.0 Demonstrate knowledge of the ethical and professional standards of the paralegal--The student will be able to:

- 01.01 Define a variety of legal terms and concepts relating to professionalism and the Unauthorized Practice of Law.
- 01.02 Contrast the duties and responsibilities of the legal secretary with those of the paralegal.
- 01.03 List five typical duties of the paralegal.
- 01.04 List four activities paralegals are prohibited from doing.
- 01.05 Briefly outline the history and development of the occupation of paralegal.
- 01.06 Write a convincing statement as to why a lawyer should hire a graduate of a good paralegal program.
- 01.07 Explain how lawyers and paralegal personnel function in our legal system.
- 01.08 List, discuss and apply the rules of ethics in the legal profession, with special emphasis on client confidentiality.
- 01.09 Describe methods for resolving ethical dilemmas within the legal environment.
- 01.10 Discuss what constitutes legal malpractice and illustrate the discussion with examples of malpractice.

02.0 Demonstrate ability to utilize the law library and apply knowledge to legal writing--The student will be able to:

- 02.01 Explain the court system of the State of Florida.
- 02.02 List the basic steps in legal research.
- 02.03 List and explain the different State and Federal courts, and describe the jurisdiction of each.
- 02.04 Discuss the fundamental features of civil litigation, criminal litigation and administrative procedures.
- 02.05 Discuss the term "authority" as it is used in legal writing, and explain the hierarchy of authority, and the difference between mandatory and persuasive authority.
- 02.06 Discuss case law, how it is made, its component parts, and how to use cases to resolve a legal problem.
- 02.07 Contrast case law with statutory law, and explain how to interpret statutes, using intrinsic and extrinsic sources.
- 02.08 Demonstrate how to "brief" a case.

- 02.09 Explain the difference between legal publications, treatises, and other legal writings.
  - 02.10 List the legal publications most commonly used in the practice of law.
  - 02.11 Explain administrative rules or regulations and that they have the force of law.
  - 02.12 Given a hypothetical case, find applicable statutory law.
  - 02.13 Given a hypothetical case, find applicable regulatory law.
  - 02.14 Given a hypothetical case, find applicable case law.
  - 02.15 Demonstrate how to analogize or distinguish the facts and law of one case to the facts of a given legal problem.
  - 02.16 Demonstrate a working knowledge of the legal research system, by writing a short memorandum on a given question of law, and explaining the steps taken in finding the sources and reaching the conclusions.
  - 02.17 Demonstrate the ability to use a uniform system of citing cases, and to update and cross-reference cases.
  - 02.18 Demonstrate the ability to locate and update legal authority using computer-assisted legal research tools.
  - 02.19 Discuss the purpose of, and draft, a legal memorandum.
- 03.0 Demonstrate knowledge of tort law, constitutional law, and criminal law concepts and their application to factual situations--The student will be able to:
- 03.01 Define the following tort concepts as well as apply the concepts to factual situations:
    - a. Intentional torts as regards interference with persons
    - b. Intentional torts as regards interference with property
    - c. Defenses to an intentional tort
    - d. Negligence and the elements of negligence
    - e. Reasonable person
    - f. Res Ipsa Loquitur
    - g. Proximate cause
    - h. Defenses to negligence actions
    - i. Strict liability
    - j. Product liability
  - 03.02 Discuss the United States Constitution in the following areas:
    - a. The philosophical underpinnings of the Constitution
    - b. The structure of the Constitution
    - c. The Bill of Rights
    - d. The Fourteenth Amendment as regards:
      - Due process clause, and substantive due process, as contrasted to procedural due process
      - Equal Protection Clause
  - 03.03 Discuss and define terms and concepts of Criminal Law to include:
    - a. The Theory of Criminal Law - distinguish the concepts of Malum in se and Malum prohibitum
    - b. The evolving nature of criminal law, e.g. The legal definition of a viable human being
    - c. Crimes against persons: types, and the elements of each
    - d. Crimes against property: types, and the elements of each
    - e. Overlapping crimes against the person and against property
    - f. Inchoate crimes
    - g. Defenses to Criminal Prosecution

- 03.04 Discuss each stage in a criminal proceeding from investigation to disposition and post conviction procedures.
- 04.0 Demonstrate knowledge of all phases of trial practice and procedure--The student will be able to:
- 04.01 Define a variety of terms associated with litigation and trial practice.
  - 04.02 Explain the sequence and basic contents of pleadings.
  - 04.03 Prepare pleadings from information given in a simple hypothetical situation.
  - 04.04 List and briefly explain six causes of action in civil cases.
  - 04.05 Explain the basic concept of the Statute of Limitations.
  - 04.06 Discuss and prepare discovery documents.
  - 04.07 Discuss the basic rules of procedure and evidence code.
  - 04.08 Describe how evidence/exhibits are organized for trial.
  - 04.09 Describe the purpose and contents of a trial notebook.
  - 04.10 Describe the typical steps in jury and nonjury civil trials from pretrial through the appeal, if any.
- 05.0 Demonstrate knowledge of real property law and its application to real property transactions--The student will be able to:
- 05.01 Define a variety of terms associated with real estate transactions.
  - 05.02 Discuss real property concepts to include, but not be limited to, the types of estates that can be conveyed under Florida law.
  - 05.03 Contrast the basic responsibilities of the lawyer and the real estate broker in the conveyance of real property, from the sales or option contract to the recording of the deed.
  - 05.04 Describe the basic requirements of, and prepare, a contract for sale of real property.
  - 05.05 Describe and prepare real property deeds.
  - 05.06 Discuss the purpose of title insurance, a title search and how the "search" is made.
  - 05.07 Explain how "recording" is accomplished and the importance of recording a deed, mortgage, or other real estate documents.
  - 05.08 List and explain the most common forms of limitations on real property use such as covenants, easements, zoning laws, and land use regulations.
  - 05.09 Briefly explain the various encumbrances that can be placed against real property.
  - 05.10 Describe, plan and execute the steps and procedures in a typical real estate closing.
  - 05.11 Describe and prepare a variety of real property documents such as a lease, a promissory note, an option contract, an agreement for deed or a mortgage.
  - 05.12 Distinguish personal property from real property.
- 06.0 Demonstrate knowledge of estate planning and probate administration concepts and their application to probate procedures--The student will be able to:
- 06.01 Define a variety of terms and concepts associated with wills, trusts and probate administration.
  - 06.02 Explain the purposes and requirements of wills and codicils.
  - 06.03 Define a simple Inter Vivos, and a Testamentary trust.

- 06.04 Explain the procedures of Probate in general.
- 07.0 Demonstrate knowledge of the fundamental principals of the law of business organizations--The student will be able to:
- 07.01 Define a variety of terms associated with business organizations.
  - 07.02 State the major advantages and disadvantages of the various types of business organizations.
  - 07.03 Describe the procedures and steps leading to formation, modification and dissolution of various types of business organizations.
  - 07.04 Discuss the rights, duties and liabilities of the owners, officers, directors and employees of various types of business organizations.
  - 07.05 Explain the financial structure of various business organizations.
  - 07.06 Discuss the nature of the agency relationship to include the duties and liabilities of the principal, the agent, and third parties.
- 08.0 Demonstrate knowledge of fundamental principles of contract law including the uniform commercial code--The student will be able to:
- 08.01 Demonstrate knowledge of the elements of a contract.
  - 08.02 Demonstrate knowledge of contract terminology.
  - 08.03 Recognize and identify the differences between void and voidable contracts.
  - 08.04 Demonstrate knowledge of the statute of frauds.
  - 08.05 Demonstrate knowledge of the Parol Evidence Rule.
  - 08.06 Recognize and identify various types of contracts, such as adhesion, bilateral, unilateral, implied, and express.
  - 08.07 Prepare a basic contract given a set of facts.
  - 08.08 Demonstrate knowledge of specific performance, breach of contract, and remedies for breach of contract.
  - 08.09 Demonstrate knowledge of third party beneficiary contracts.
  - 08.10 Demonstrate knowledge of requirements for modification of contracts and assignments of contracts.
- 09.0 Demonstrate knowledge of, and ability to perform, litigation techniques and procedures--The student will be able to:
- 09.01 Describe the various types of interviews that a paralegal would conduct.
  - 09.02 State what the paralegal would need to know prior to the interview, and also describe the materials needed in preparation for the interview.
  - 09.03 Describe the techniques for asking questions, and also list the basic points for good listening.
  - 09.04 Describe the form, or format, that the paralegal would use to present the results of the interview to the attorney.
  - 09.05 Describe the purpose of background investigations and analysis.
  - 09.06 List the sources of information for conducting the background investigations.
  - 09.07 Describe how the results of the background investigation and analysis can be presented to the attorney.
  - 09.08 Discuss the evaluation and use of the evidence.
- 10.0 Demonstrate knowledge of management techniques and procedures--The student will be able to:

- 10.01 Define a variety of terms and concepts relating to law office management and structure.
  - 10.02 List and discuss techniques for improving the confidence that clients will have in the personnel of the law office.
  - 10.03 Discuss the various aspects of fee setting in the law office to include fixed fees, minimum fees, contingent fees, retainers, payment schedules and billing practice.
  - 10.04 Describe the steps and procedures involved in recruiting and selecting personnel for the law office.
  - 10.05 Describe how client files are opened, maintained and closed.
  - 10.06 Describe the purpose and content of an employee handbook.
  - 10.07 Describe a typical law office; its purposes and uses.
  - 10.08 Describe a filing system that would be suitable for a small law office.
  - 10.09 List the advantages of data management and microcomputer skills in a law office.
  - 10.10 Describe the elements of an emergency preparedness plan for a law office.
- 11.0 Demonstrate knowledge of family law and procedure--The student will be able to:
- 11.01 Define a variety of legal terms and concepts relating to family law.
  - 11.02 Define the requirements for a valid marriage in the State of Florida.
  - 11.03 Discuss aspects of a dissolution of marriage, including; dissolution, child custody, child support, alimony, property rights, and modification of these items.
  - 11.04 List the grounds needed to obtain a dissolution of marriage and an annulment of a marriage in Florida.
  - 11.05 Discuss pre- and post- nuptial agreements.
- 12.0 Demonstrate knowledge of employability skills--The student will be able to:
- 12.01 Conduct a job search.
  - 12.02 Secure information about a job.
  - 12.03 Identify documents that may be required when applying for a job.
  - 12.04 Complete a job application or resume.
  - 12.05 List and discuss four rules of interviewing.
  - 12.06 Demonstrate competence in job interview techniques.
  - 12.07 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
  - 12.08 Identify acceptable work habits.
  - 12.09 Demonstrate knowledge of how to make job changes appropriately.
  - 12.10 Demonstrate acceptable employee health habits.
- 13.0 Demonstrate an understanding of entrepreneurship--The student will be able to:
- 13.01 Define entrepreneurship.
  - 13.02 Describe the importance of entrepreneurship to the American economy.
  - 13.03 Identify the necessary personal characteristics of a successful entrepreneur.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Criminal Justice Technology  
**Career Cluster:** Law, Public Safety & Security

	<b>AS</b>	<b>AAS</b>
CIP Number	1743010300	0743010300
Program Type	College Credit	College Credit
Standard Length	64 credit hours	64 credit hours
CTSO	N/A	N/A
SOC Codes (all applicable)	33-1099	33-1099
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>	

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

This program prepares students to work in law enforcement, corrections, private/industry security, and other criminal justice, legal or public service related fields. The program prepares students to work as criminal justice practitioners/supervisors/managers in law enforcement agencies, correctional institutions, juvenile courts, crime laboratories, and mobile units dealing with physical evidence, etc. or to provide supplemental training for persons previously or currently employed in these occupations (SOC 33-1099). The program may also be beneficial to professionals seeking incentive benefits or career enhancement in the field.

**This program does not prepare students for certification as correctional officers, law enforcement officers, correctional probation officers, auxiliary correctional officers, or auxiliary law enforcement officers, regardless of the amount of degree work completed. A student must successfully complete a Criminal Justice Standards and Training Commission (CJSTC) Basic Recruit Program to become certified, pursuant to Chapter 943, Florida Statutes.**

## **Program Structure**

This program is a planned sequence of instruction consisting of 64 hours.

This program is a planned sequence of instruction consisting of 64 credit hours. Content includes, but is not limited to, law enforcement and investigative activities; the handling and care of incarcerated individuals; procedures for initial and post contact with the public in such matters as obtaining and relating information; developing critical thinking and decision making processes; preparing reports; techniques for collection, preparation and transportation of physical evidence; methods of crime prevention; and methods for investigation, counseling and referral of neglected/dependent children, delinquents and youthful offenders.

## **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

The identification, collection and presentation of evidence and criminal investigative techniques are topics that should be treated and taught in a laboratory and field setting. Students should also undergo clinical experience courses. Traffic control, photography, physical education, driving and crime scenes are also field-based operations.

## **Special Notes**

Successful completion of the CJSTC basic recruit programs in law enforcement or corrections, and successful completion of the requisite State Officer Competency Examination, will guarantee a student the awarding of a minimum of 15 or 12 college credits, respectively, toward an AAS/AS degree in Criminal Justice Technology at all public Florida Community Colleges through the Florida Department of Education Statewide Articulation Agreement.

In accordance with Rule 6A-6.065 (FAC), Career and Technical instructional program, and the activities of such organizations are defined as part of this curriculum. For this program Criminal Justice Technology. Professional Association student membership is encouraged in the Academy of Criminal Justice Sciences, the American Criminal Justice Association or Lambda Alpha Epsilon (LAE).

## **Career and Technical Student Organization (CTSO)**

Currently there are no applicable career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary

students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a “transfer value” assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. The standard length of this program is 64 credit hours according to Rule 6A-14.030, F.A.C.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS/AAS degree program includes the following College Credit Certificates:

Criminal Justice Technology Specialist (0743010304) – 24 hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

### **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Describe and discuss the criminal justice system.
- 02.0 Describe and discuss the principles of criminology.
- 03.0 Identify criminal investigation procedure.
- 04.0 Describe and discuss juvenile delinquency.
- 05.0 Summarize law enforcement administration.
- 06.0 Demonstrate law enforcement operations procedures.
- 07.0 Describe and discuss the field of corrections.
- 08.0 Describe and discuss the field of criminal law.
- 09.0 Explain evidence and rules of evidence.



- 10.0 Demonstrate employability skills.
- 11.0 Identify issues relating to human diversity in the criminal justice system.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Criminal Justice Technology  
**CIP Numbers:** 1743010300 AS, 0743010300 AAS  
**Program Length:** 64 credit hours  
**SOC Code(s):** 33-1099

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. At the completion of this program, the student will be able to:

- 01.0 Describe and discuss the criminal justice system--The student will be able to:
- 01.01 Define the primary components of criminal justice and their primary responsibilities.
  - 01.02 Identify problems that keep the system from functioning effectively and efficiently.
  - 01.03 Explain the function and procedure of the federal Uniform Crime Reporting (UCR) Program.
  - 01.04 Contrast present day criminal justice traditions and practices with their historical precedents and beginnings.
  - 01.05 List the procedures an offender undergoes in his/her progression through the system.
  - 01.06 Define and evaluate the present day value of the Peelian Principles.
  - 01.07 Identify courtroom procedures.
- 02.0 Describe and discuss the principles of criminology--The student will be able to:
- 02.01 Discuss the criminal justice system through the processes of detection, apprehension, prosecution and corrections.
  - 02.02 Summarize the major theoretical factors and forces assumed to cause crime.
  - 02.03 Identify the impact of crime on persons and property.
  - 02.04 Discuss the extent of crime in the United States.
  - 02.05 Discuss the concept of victimless crimes.
  - 02.06 Discuss the ramifications of violent crimes, the career criminal and organized crime.
  - 02.07 Identify elements of deviant and abnormal behavior.
- 03.0 Identify criminal investigation procedures--The student will be able to:
- 03.01 Explain investigative techniques used in solving crimes.
  - 03.02 Explain general criminal laboratory techniques.
  - 03.03 Explain the necessity for and the methods of marking and preserving evidence.
  - 03.04 Discuss the necessity for and importance of crime scene protection.
  - 03.05 Discuss the importance of evidence to court proceedings following arrest.
  - 03.06 Identify various types of investigative technology.
  - 03.07 Describe the steps of a preliminary investigation.
  - 03.08 Demonstrate ability to draw a simple crime scene sketch.
  - 03.09 Discuss principles of proper interrogation techniques.

- 03.10 Explain the importance of police records to the investigative process.
- 04.0 Describe and discuss juvenile delinquency--The student will be able to:
  - 04.01 Define juvenile delinquency.
  - 04.02 Explain the proceedings of the juvenile court system.
  - 04.03 Compare the advantages and disadvantages of juvenile incarceration.
  - 04.04 Identify some of the major causes of juvenile delinquency.
  - 04.05 Identify the problem areas that have an influence upon juvenile delinquency between peers, parents and school.
  - 04.06 Discuss the relevance and dynamics of gangs as they relate to juvenile delinquency.
  - 04.07 Discuss the importance of the public school system relative to the detection and prevention of juvenile delinquency.
  - 04.08 Describe juvenile rehabilitative programs.
- 05.0 Summarize law enforcement administration--The student will be able to:
  - 05.01 Appraise the impact of national patrol studies.
  - 05.02 Compare and contrast the various organizational structures of law enforcement agencies.
  - 05.03 Give examples of different departmental recruiting techniques.
  - 05.04 Define the general principles of allocation and deployment of patrol resources.
  - 05.05 Explain the concepts of criminal investigation management and supervision of cases.
  - 05.06 Discuss the importance of specialized units.
  - 05.07 Identify crime prevention techniques.
  - 05.08 Discuss the relevance of Special Operations to the administration of police services.
  - 05.09 Discuss the various technologies utilized by law enforcement agencies.
- 06.0 Demonstrate law enforcement operations procedures--The student will be able to:
  - 06.01 Identify proper procedures for responding to media inquiries.
  - 06.02 Demonstrate knowledge of mobile patrol techniques.
  - 06.03 Appraise the value of making presentations to citizen groups.
  - 06.04 Demonstrate effective oral communication techniques.
  - 06.05 Prepare an effective written report.
  - 06.06 Compare and contrast the various types of patrol techniques.
  - 06.07 Explain the importance of establishing good rapport with citizens.
  - 06.08 Discuss safety practices used in stopping suspicious vehicles.
  - 06.09 Differentiate between the generalist and specialist concepts of law enforcement activities.
  - 06.10 Identify procedures in traffic crash investigation and traffic enforcement.
- 07.0 Describe and discuss the field of corrections--The student will be able to:
  - 07.01 Discuss the history and evolution of corrections.
  - 07.02 Discuss the philosophies of incarceration.
  - 07.03 Discuss major problems facing contemporary corrections.
  - 07.04 Identify the major differences between juvenile and adult institutionalization.

- 07.05 Contrast the early Auburn and Philadelphia style of prison construction with modern day practices.
  - 07.06 Discuss the advantages and disadvantages of career and technical education within an institutional setting.
  - 07.07 Identify contemporary sentencing guidelines.
  - 07.08 Define the concept of community based corrections.
  - 07.09 Define and contrast the concepts of probation and parole.
  - 07.10 Identify the advantages of work release and pre-release programs.
  - 07.11 Discuss the problems associated with probation caseloads.
  - 07.12 Explain the concept of contracting for correctional services.
  - 07.13 Identify important historical progressions in the origins of probation and parole.
  - 07.14 Define the general categories of treatment services.
  - 07.15 Explain the various roles of psychologists, psychiatrists, and sociologists in corrections.
  - 07.16 Explain the different models for the rehabilitation of offenders; such as educational, vocational and therapeutic.
  - 07.17 Explain the inmate classification process.
  - 07.18 Explain how the classification process can frequently intensify conflict between treatment and security goals.
  - 07.19 Discuss group and individual counseling of the offender.
  - 07.20 Identify types of community resources that are available for offender treatment services.
- 08.0 Describe and discuss the field of criminal law--The student will be able to:
- 08.01 Explain how burden of proof relates to a criminal proceeding.
  - 08.02 Define and contrast civil and criminal proceedings.
  - 08.03 Identify the difference between procedural and substantive due process.
  - 08.04 Explain the legacy of English common law and its relationship to modern jurisprudence.
  - 08.05 Identify the legal elements of crimes.
  - 08.06 Discuss the implications of constitutional, case and statutory law and their relationship to the criminal justice system.
  - 08.07 Discuss legal defenses in criminal law.
  - 08.08 Discuss the Bill of Rights of the U.S. Constitution.
  - 08.09 Give an example of an ex post facto law.
- 09.0 Explain evidence and rules of evidence--The student will be able to:
- 09.01 State the purpose of evidence.
  - 09.02 Name and describe types of evidence.
  - 09.03 Define admissibility of evidence.
  - 09.04 Define sufficiency of evidence.
  - 09.05 Discuss the legal procedures for securing admissions and confessions.
  - 09.06 Describe the general process and handling of all evidence from time of discovery through disposition.
  - 09.07 Describe the nature, purpose and legal framework of privileged information regarding evidence.
- 10.0 Demonstrate employability skills--The student will be able to:

- 10.01 Conduct a job search.
  - 10.02 Secure information about a job.
  - 10.03 Identify documents that may be required when applying for a job.
  - 10.04 Complete a job application.
  - 10.05 Demonstrate competence in job interview techniques.
  - 10.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other persons.
  - 10.07 Identify acceptable work habits.
  - 10.08 Demonstrate knowledge of how to make job changes appropriately.
  - 10.09 Demonstrate acceptable employee health habits.
- 11.0 Identify the issues relating to human diversity in the criminal justice system--The student will be able to:
- 11.01 List the purposes of a structured public/human relations program within a criminal justice agency.
  - 11.02 Identify and describe community relations programs.
  - 11.03 Identify impediments to a successful minority recruitment program.
  - 11.04 Identify major cultural, ethnic and human differences that exist in society.
  - 11.05 Discuss examples of prejudice, discrimination and racism.
  - 11.06 Discuss the psychological concepts of motivation and basic human needs.
  - 11.07 Discuss ethics as it relates to criminal justice.
  - 11.08 Discuss the impact of internal and external controls on criminal justice professionals.

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**Florida Department of Education  
Curriculum Framework**

**Program Title:** Criminal Justice Technology Specialist  
**Career Cluster:** Law, Public Safety & Security

<b>CCC</b>	
CIP Number	0743010304
Program Type	College Credit Certificate (CCC)
Program Length	24 credit hours
CTSO	N/A
SOC Codes (all applicable)	33-3051
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Criminal Justice Technology AS/AAS degree program (1743010300/0743010300).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

This program prepares students to work in law enforcement, corrections, private/industry security, and other criminal justice, legal or public service related fields. The program prepares students to work as Police and Sheriff's Patrol Officers (SOC 33-3051), Correctional Officers and Jailers (SOC 33-3012), and criminal justice practitioners/supervisors/managers in law enforcement agencies, correctional institutions, juvenile courts, crime laboratories, and mobile units dealing with physical evidence, etc. or to provide supplemental training for persons previously or currently employed in these occupations (SOC 33-1099). The program may also be beneficial to professionals seeking incentive benefits or career enhancement in the field.

## **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

## **Special Notes**

This program does not prepare students for certification as correctional officers, law enforcement officers, correctional probation officers, auxiliary correctional officers, or auxiliary law enforcement officers, regardless of the amount of degree work completed. A student must successfully complete a Criminal Justice Standards and Training Commission (CJSTC) Basic Recruit Program to become certified, pursuant to Chapter 943, Florida Statutes.

## **Career and Technical Student Organization (CTSO)**

N/A

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

## **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Standards**

After successfully completing this course the student will be able to perform the following:

- 01.0 Describe and discuss the criminal justice system.
- 02.0 Describe and discuss juvenile delinquency.
- 03.0 Summarize criminal justice administration.
- 04.0 Describe and discuss the role intermediate sanctions have in correctional policy.
- 05.0 Explain evidence and rules of evidence.
- 06.0 Identify issues relating to human diversity in the criminal justice system.
- 07.0 Identify factors critical to maintaining physical security and control.
- 08.0 Demonstrate oral, written, and interpersonal communication skills.

09.0 Demonstrate basic computer skills and competency in common software applications.



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**Florida Department of Education  
Student Performance Standards**

**Program Title:** Criminal Justice Technology Specialist  
**CIP Number:** 0743010304  
**Program Length:** 24 credit hours  
**SOC Code(s):** 33-3051

This certificate program is part of Criminal Justice Technology AS/AAS degree programs (1743010300/0743010300). At the completion of this program, the student will be able to:

01.0 Describe and discuss the criminal justice system--The student will be able to:

- 01.01 Define the primary components of criminal justice and their primary responsibilities.
- 01.02 Identify problems that keep the system from functioning effectively and efficiently.
- 01.03 Explain the function and procedure of the federal Uniform Crime Reporting (UCR) Program.
- 01.04 Contrast present day criminal justice traditions and practices with their historical precedents and beginnings.
- 01.05 List the procedures an offender undergoes in his/her progression through the system.
- 01.06 Define and evaluate the present day value of the Peelian Principles.
- 01.07 Identify courtroom procedures.
- 01.08 Discuss the implications of constitutional law, case, and statutory law and their relationship to the criminal justice system.
- 01.09 Discuss the history and evolution of corrections.
- 01.10 Discuss the philosophies of incarceration.
- 01.11 Discuss the major problems facing contemporary corrections.

02.0 Describe and discuss juvenile delinquency--The student will be able to:

- 02.01 Define juvenile delinquency.
- 02.02 Explain the proceedings of the juvenile court system.
- 02.03 Compare the advantages and disadvantages of juvenile incarceration.
- 02.04 Identify some of the major causes of juvenile delinquency.
- 02.05 Identify the problem areas that have an influence upon juvenile delinquency between peers, parents and school.
- 02.06 Discuss the relevance and dynamics of gangs as they relate to juvenile delinquency.
- 02.07 Discuss the importance of the public school system relative to the detection and prevention of juvenile delinquency.
- 02.08 Describe juvenile rehabilitative programs.

03.0 Summarize law enforcement administration--The student will be able to:

- 03.01 Appraise the impact of national patrol studies.
- 03.02 Compare and contrast the various organizational structures of law enforcement agencies.
- 03.03 Give examples of different departmental recruiting techniques.

- 03.04 Define the general principles of allocation and deployment of patrol resources.
  - 03.05 Explain the concepts of criminal investigation management and supervision of cases.
  - 03.06 Discuss the importance of specialized units.
  - 03.07 Identify crime prevention techniques.
  - 03.08 Discuss the relevance of Special Operations to the administration of police services.
  - 03.09 Discuss the various technologies utilized by law enforcement agencies.
- 04.0 Describe and discuss the field of corrections--The student will be able to:
- 04.01 Define the concept of community based corrections.
  - 04.02 Define and contrast the concepts of probation and parole.
  - 04.03 Identify the advantages of work release and pre-release programs.
  - 04.04 Discuss the problems associated with probation caseloads.
  - 04.05 Identify important historical progressions in the origins of probation and parole.
  - 04.06 Define the general categories of treatment services.
  - 04.07 Explain the different models for the rehabilitation of offenders; such as educational, vocational and therapeutic.
  - 04.08 Identify types of community resources that are available for offender treatment services.
- 05.0 Explain evidence and rules of evidence--The student will be able to:
- 05.01 State the purpose of evidence.
  - 05.02 Name and describe types of evidence.
  - 05.03 Define admissibility of evidence.
  - 05.04 Define sufficiency of evidence.
  - 05.05 Discuss the legal procedures for securing admissions and confessions.
  - 05.06 Describe the general process and handling of all evidence from time of discovery through disposition.
  - 05.07 Describe the nature, purpose and legal framework of privileged information regarding evidence.
- 06.0 Identify the issues relating to human diversity in the criminal justice system--The student will be able to:
- 06.01 Identify impediments to a successful minority recruitment program.
  - 06.02 Identify major cultural, ethnic and human differences that exist in society.
  - 06.03 Discuss examples of prejudice, discrimination and racism.
  - 06.04 Discuss the psychological concepts of motivation and basic human needs.
  - 06.05 Discuss ethics as it relates to criminal justice.
  - 06.06 Discuss the impact of internal and external controls on criminal justice professionals.
- 07.0 Identify factors critical to maintaining physical security and control--The student will be able to:
- 07.01 Identify issues relevant to conducting a risk assessment.
  - 07.02 Demonstrate an understanding of the types of crime handled by private security.
  - 07.03 Demonstrate the ability to conduct a risk assessment.

08.0 Demonstrate oral, written and interpersonal communication skills--The student will be able to:

- 08.01 Follow oral and written instructions.
- 08.02 Compose business correspondence and related documents.
- 08.03 Prepare, outline, and deliver a short oral presentation.
- 08.04 Participate in group discussion as a member and as a leader.
- 08.05 Obtain appropriate information from graphics and other visual media.
- 08.06 Research and interpret information retrieved from print and electronic resources.
- 08.07 Prepare executive summaries from letters, reports, and/or news articles.
- 08.08 Research and compose a document containing statistical information.
- 08.09 Demonstrate knowledge of appropriate spelling, grammar, punctuation, and word choice.
- 08.10 Proofread and edit documents using proofreaders' marks.
- 08.11 Prepare documents from rough draft copy, using proofreaders' marks.
- 08.12 Select the appropriate medium for transmitting information.
- 08.13 Compose an electronic message using appropriate format and composition.
- 08.14 Prepare and use technology enhanced materials to support an oral presentation.

09.0 Demonstrate basic computer skills and competency in common software applications--The student will be able to:

- 09.01 Demonstrate keyboarding techniques.
- 09.02 Demonstrate basic proficiency in spreadsheet, word-processing, database, and presentation software and e-mail communication.
- 09.03 Perform research using the internet and intranet.

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**Florida Department of Education  
Curriculum Framework**

**Program Title:** Crime Scene Technology  
**Career Cluster:** Law, Public Safety & Security

	AS	AAS
CIP Number	1743010600	0743010600
Program Type	College Credit	College Credit
Standard Length	60 credit hours	60 credit hours
CTSO	N/A	N/A
SOC Codes (all applicable)	19-4092	19-4092
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>	
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</a>	

### Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment in the field of criminalistics with a specialty in Crime Scene Technology. The student can be employed in, but is not limited to, positions of Crime Scene Technician, Crime Scene Photographer, Fingerprint Examiner and Classification Specialist, Crime Scene Lab Assistant, and Crime Scene Unit Supervisor. Crime Scene Technologists can be employed by state attorneys' offices, public defender offices, medical examiner offices, law firms and private industry, Program SOC Code 19-4092-Forensic Science Technicians.

### Program Structure

This program is a planned sequence of instruction consisting of 60 hours. This program is a planned sequence of instruction consisting of 60 credit hours. The content includes, but is not limited to, working knowledge of all basic tenets in crime scene technology that are encompassed in the phases of crime scene search, recording, evidence gathering, packaging of

evidence and courtroom testifying. The purpose is to provide for the proper collection of crime scene evidence according to all legal dictates and to present in related courts.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through vocational classroom instruction and applied laboratory procedures or practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

#### **Career and Technical Student Organization (CTSO)**

N/A

#### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

#### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

#### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2),

F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. The standard length of this program is 60 credit hours according to Rule 6A-14.030, F.A.C.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS/AAS degree program includes the following College Credit Certificates:

- Crime Scene Technician (0743010601) - 28 credit hours
- Gang-related Investigations (0743010705) - 24 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

### **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of recording the crime scene and related evidence on film, disc and video.
- 02.0 Demonstrate knowledge of collection and development of evidence.
- 03.0 Demonstrate knowledge of fingerprint development and preservation.
- 04.0 Demonstrate knowledge of crime scene data gathering.
- 05.0 Demonstrate knowledge of mapping, measuring, and logging the crime scene.
- 06.0 Demonstrate knowledge of crime scene safety.
- 07.0 Demonstrate knowledge of crime scene report writing.
- 08.0 Demonstrate knowledge of courtroom testimony presentations.
- 09.0 Demonstrate knowledge and understanding of the criminal justice system.

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**Florida Department of Education  
Student Performance Standards**

**Program Title:** Crime Scene Technology  
**CIP Numbers:** 1743010600 AS, 0743010600 AAS  
**Program Length:** 60 credit hours  
**SOC Code(s):** 19-4092

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. At the completion of this program, the student will be able to:

- 01.0 Demonstrate knowledge of recording the crime scene and related evidence on film, disc and video--The student will be able to:
- 01.01 Demonstrate ability to use manual, automatic and digital cameras.
  - 01.02 Demonstrate knowledge, ability and skills in the use of the camera to document the crime scene and related evidentiary materials.
  - 01.03 Demonstrate abilities and skills needed to use the video camera.
  - 01.04 Demonstrate knowledge of written documentation procedures related to crime scene photography.
  - 01.05 Demonstrate knowledge or process and procedures involved in a photo lab.
  - 01.06 Demonstrate knowledge of specialized photo equipment used in crime scene labs.
  - 01.07 Demonstrate ability to use different types of light sources used in evidence detection.
  - 01.08 Demonstrate knowledge of principles and methodology involved in photographing unique crime scene and evidentiary materials.
- 02.0 Demonstrate knowledge of collection and development of evidence--The student will be able to:
- 02.01 Demonstrate knowledge of the methodology used in crime scene recording and classifying physical evidence.
  - 02.02 Demonstrate abilities and skills needed in applying basic principles of crime scene investigation.
  - 02.03 Develop an understanding of the concepts of crime scene procedures.
  - 02.04 Demonstrate knowledge and skill in specialized crime scene procedures.
  - 02.05 Demonstrate ability to prepare crime scene related documents.
  - 02.06 Demonstrate ability to coordinate a crime scene investigation with other investigative personnel and agencies.
  - 02.07 Demonstrate knowledge of the capabilities of a full-service crime lab.
  - 02.08 Demonstrate knowledge of the chain of custody of evidence and submission protocols.
  - 02.09 Demonstrate knowledge of appropriate comparison standards.
  - 02.10 Demonstrate knowledge of the testing of biological evidence.
  - 02.11 Demonstrate knowledge of the collection methods of biological evidence.
  - 02.12 Demonstrate knowledge of the understanding of autopsy evidence collection.

- 02.13 Demonstrate ability to determine appropriate collection, preserving, marking and packaging methods of crime scene evidence.
- 03.0 Demonstrate knowledge of fingerprint development and preservation--The student will be able to:
  - 03.01 Demonstrate knowledge of the techniques involved in the detection, enhancement and recovery of latent fingerprints.
  - 03.02 Demonstrate appropriate application of processing techniques.
  - 03.03 Demonstrate knowledge of the Henry Modified system of fingerprint classification.
  - 03.04 Demonstrate ability to classify fingerprints using the Henry Modified system.
  - 03.05 Demonstrate ability to roll standard prints.
- 04.0 Demonstrate knowledge of crime scene data gathering--The student will be able to:
  - 04.01 Demonstrate ability to locate the crime scene.
  - 04.02 Demonstrate knowledge of when to identify the items related to the crime.
  - 04.03 Demonstrate knowledge of when to initiate investigative note taking.
  - 04.04 Demonstrate ability to develop a plan of action for conducting the crime scene investigation.
  - 04.05 Demonstrate ability to locate, identify, preserve and collect perishable items at the crime scene.
- 05.0 Demonstrate knowledge of mapping, measuring, and logging the crime scene--The student will be able to:
  - 05.01 Demonstrate ability to search the crime scene and determine the method to map, measure and log the scene.
  - 05.02 Demonstrate ability to sketch the crime scene.
  - 05.03 Demonstrate ability to locate the evidence in crime scene reproductions by taking the appropriate measurements.
  - 05.04 Demonstrate ability to prepare the final sketch for courtroom presentation.
- 06.0 Demonstrate knowledge of crime scene safety--The student will be able to:
  - 06.01 Demonstrate knowledge of the potential health and safety hazards one could encounter at a crime scene.
  - 06.02 Demonstrate skills and techniques to minimize risk to self and others at the crime scene.
  - 06.03 Demonstrate knowledge of state and federal regulations regarding hazardous materials as related to crime scenes.
  - 06.04 Demonstrate knowledge of emergency procedures involving personal risk in a crime scene situation.
  - 06.05 Demonstrate knowledge of the understanding of safe and proper methods of handling biological evidence at a crime scene.
  - 06.06 Demonstrate knowledge of the proper handling of weapons and related evidence.
  - 06.07 Demonstrate knowledge of the kinds, and use, of protective equipment for crime scene processing.



07.0 Demonstrate knowledge of crime scene report writing--The student will be able to:

- 07.01 Demonstrate ability to write a report in accepted police/legal format.
- 07.02 Demonstrate knowledge of the ability to gather and organize data for the report.
- 07.03 Demonstrate ability to generate a report using a computer and dictation.
- 07.04 Demonstrate ability to proofread and edit a report.
- 07.05 Demonstrate knowledge of the use of proper spelling, grammar and punctuation.

08.0 Demonstrate knowledge of courtroom testimony presentations--The student will be able to:

- 08.01 Demonstrate the knowledge and skill needed in courtroom proceedings.
- 08.02 Demonstrate the knowledge and skill needed to develop visual aid materials for use in courtroom proceedings.
- 08.03 Demonstrate the understanding of effective listening techniques in order to answer a direct or cross-examination.
- 08.04 Demonstrate the knowledge and skills of preparing for courtroom testimony.

09.0 Demonstrate knowledge and understanding of the criminal justice system--The student will be able to:

- 09.01 Demonstrate knowledge of the philosophical and historical background of the American criminal justice system.
- 09.02 Demonstrate knowledge of the organization, operation and processes of the criminal justice system components: police, courts and corrections.

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**Florida Department of Education  
Curriculum Framework**

**Program Title:**           **Crime Scene Technician**  
**Career Cluster:**       **Law, Public Safety & Security**

<b>CCC</b>	
CIP Number	0743010601
Program Type	College Credit Certificate (CCC)
Program Length	28 credit hours
CTSO	N/A
SOC Codes (all applicable)	19-4092
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Crime Scene Technology AS/AAS degree program (1743010600/0743010600).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment in the field of criminalistics with a specialty in Crime Scene Technology. The student can serve as, but is not limited to, positions of Forensic Science Technician (SOC 19-4092), Crime Scene Technician, Medical Examiner Investigator, Medical Investigator, Insurance Investigator, Legal Investigator, Forensic Paralegal, Crime Scene Investigator and Laboratory Technician. Students can be employed by state attorneys' offices, public defender offices, medical examiner offices, law firms and private industry, Program SOC Code 19-4092 - Forensic Science Technicians

## **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. Students study physical evidence development techniques and methodology and crime scene photography techniques and methodology to include specialized film and photo usage for court presentation and scene documentation. Students will demonstrate proficiency in the use of technology, safety, documentation and court presentation of items of evidentiary value.

Students will participate in mock crime scene exercises to include crime scene reconstruction, moot court hearings and various lab experiences that involve the processing of evidence and demonstrate protocols

## **Special Notes**

### **Career and Technical Student Organization (CTSO)**

N/A

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

## **Standards**

After successfully completing this course the student will be able to perform the following:

- 01.0 Demonstrate knowledge of recording the crime scene and related evidence on film, disc and video.
- 02.0 Demonstrate knowledge of collection and development of evidence.
- 03.0 Demonstrate knowledge of fingerprint development and preservation.
- 04.0 Demonstrate knowledge of crime scene data gathering.
- 05.0 Demonstrate knowledge of mapping, measuring, and logging the crime scene.
- 06.0 Demonstrate knowledge of crime scene safety.

- 07.0 Demonstrate knowledge of crime scene report writing.
- 08.0 Demonstrate knowledge of courtroom testimony presentations.
- 09.0 Demonstrate knowledge and understanding of the criminal justice system.

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**Florida Department of Education  
Student Performance Standards**

**Program Title:** Crime Scene Technician  
**CIP Number:** 0743010601  
**Program Length:** 28 credit hours  
**SOC Code(s):** 19-4092

This certificate program is part of the Crime Scene Technology AS/AAS degree program (1743010600/0743010600). At the completion of this program, the student will be able to:

- 01.0 Demonstrate knowledge of recording the crime scene and related evidence on film, disc and video--The student will be able to:
- 01.01 Demonstrate ability to use manual, automatic and digital cameras.
  - 01.02 Demonstrate knowledge, ability and skills in the use of the camera to document the crime scene and related evidentiary materials.
  - 01.03 Demonstrate abilities and skills needed to use the video camera.
  - 01.04 Demonstrate knowledge of written documentation procedures related to crime scene photography.
  - 01.05 Demonstrate knowledge or process and procedures involved in a photo lab.
  - 01.06 Demonstrate knowledge of specialized photo equipment used in crime scene labs.
  - 01.07 Demonstrate ability to use different types of light sources used in evidence detection.
  - 01.08 Demonstrate knowledge of principles and methodology involved in photographing unique crime scene and evidentiary materials.
- 02.0 Demonstrate knowledge of collection and development of evidence--The student will be able to:
- 02.01 Demonstrate knowledge of the methodology used in crime scene recording and classifying physical evidence.
  - 02.02 Demonstrate abilities and skills needed in applying basic principles of crime scene investigation.
  - 02.03 Develop an understanding of the concepts of crime scene procedures.
  - 02.04 Demonstrate knowledge and skill in specialized crime scene procedures.
  - 02.05 Demonstrate ability to prepare crime scene related documents.
  - 02.06 Demonstrate ability to coordinate a crime scene investigation with other investigative personnel and agencies.
  - 02.07 Demonstrate knowledge of the capabilities of a full-service crime lab.
  - 02.08 Demonstrate knowledge of the chain of custody of evidence and submission protocols.
  - 02.09 Demonstrate knowledge of appropriate comparison standards.
  - 02.10 Demonstrate knowledge of the testing of biological evidence.
  - 02.11 Demonstrate knowledge of the collection methods of biological evidence.
  - 02.12 Demonstrate knowledge of the understanding of autopsy evidence collection.
  - 02.13 Demonstrate ability to determine appropriate collection, preserving, marking and packaging methods of crime scene evidence.

- 03.0 Demonstrate knowledge of fingerprint development and preservation--The student will be able to:
  - 03.01 Demonstrate knowledge of the techniques involved in the detection, enhancement and recovery of latent fingerprints.
  - 03.02 Demonstrate appropriate application of processing techniques.
  - 03.03 Demonstrate knowledge of the Henry Modified system of fingerprint classification.
  - 03.04 Demonstrate ability to classify fingerprints using the Henry Modified system.
  - 03.05 Demonstrate ability to roll standard prints.
  
- 04.0 Demonstrate knowledge of crime scene data gathering--The student will be able to:
  - 04.01 Demonstrate ability to locate the crime scene.
  - 04.02 Demonstrate knowledge of when to identify the items related to the crime.
  - 04.03 Demonstrate knowledge of when to initiate investigative note taking.
  - 04.04 Demonstrate ability to develop a plan of action for conducting the crime scene investigation.
  - 04.05 Demonstrate ability to locate, identify, preserve and collect perishable items at the crime scene.
  
- 05.0 Demonstrate knowledge of mapping, measuring, and logging the crime scene--The student will be able to:
  - 05.01 Demonstrate ability to search the crime scene and determine the method to map, measure and log the scene.
  - 05.02 Demonstrate ability to sketch the crime scene.
  - 05.03 Demonstrate ability to locate the evidence in crime scene reproductions by taking the appropriate measurements.
  - 05.04 Demonstrate ability to prepare the final sketch for courtroom presentation.
  
- 06.0 Demonstrate knowledge of crime scene safety--The student will be able to:
  - 06.01 Demonstrate knowledge of the potential health and safety hazards one could encounter at a crime scene.
  - 06.02 Demonstrate skills and techniques to minimize risk to self and others at the crime scene.
  - 06.03 Demonstrate knowledge of state and federal regulations regarding hazardous materials as related to crime scenes.
  - 06.04 Demonstrate knowledge of emergency procedures involving personal risk in a crime scene situation.
  - 06.05 Demonstrate knowledge of the understanding of safe and proper methods of handling biological evidence at a crime scene.
  - 06.06 Demonstrate knowledge of the proper handling of weapons and related evidence.
  - 06.07 Demonstrate knowledge of the kinds, and use, of protective equipment for crime scene processing.
  
- 07.0 Demonstrate knowledge of crime scene report writing--The student will be able to:

- 07.01 Demonstrate ability to write a report in accepted police/legal format.
  - 07.02 Demonstrate knowledge of the ability to gather and organize data for the report.
  - 07.03 Demonstrate ability to generate a report using a computer and dictation.
  - 07.04 Demonstrate ability to proofread and edit a report.
  - 07.05 Demonstrate knowledge of the use of proper spelling, grammar and punctuation.
- 08.0 Demonstrate knowledge of courtroom testimony presentations--The student will be able to:
- 08.01 Demonstrate the knowledge and skill needed in courtroom proceedings.
  - 08.02 Demonstrate the knowledge and skill needed to develop visual aid materials for use in courtroom proceedings.
  - 08.03 Demonstrate the understanding of effective listening techniques in order to answer a direct or cross-examination.
  - 08.04 Demonstrate the knowledge and skills of preparing for courtroom testimony.
- 09.0 Demonstrate knowledge and understanding of the criminal justice system--The student will be able to:
- 09.01 Demonstrate knowledge of the philosophical and historical background of the American criminal justice system.
  - 09.02 Demonstrate knowledge of the organization, operation and processes of the criminal justice system components: police, courts and corrections.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Gang-Related Investigations  
**Career Cluster:** Law, Public Safety & Security

<b>CCC</b>	
CIP Number	0743010705
Program Type	College Credit Certificate (CCC)
Program Length	24 credit hours
CTSO	N/A
SOC Codes (all applicable)	33-1099
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Crime Scene Technology AS/AAS degree program (1743010600/0743010600).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

This program prepares students to work in law enforcement, corrections, private/industry security, and other criminal justice, legal or public service related fields. The program prepares students to work as criminal justice practitioners/investigators in law enforcement agencies, correctional institutions, juvenile courts, social service agencies or to provide supplemental training for persons previously or currently employed in these occupations (SOC 33-1099). The program may also be beneficial to professionals seeking incentive benefits or career enhancement in the field.



**This program does not prepare students for certification as correctional officers, law enforcement officers, correctional probation officers, auxiliary correctional officers, or auxiliary law enforcement officers, regardless of the amount of degree work completed. A student must successfully complete a Criminal Justice Standards and Training Commission (CJSTC) Basic Recruit Program to become certified, pursuant to Chapter 943, Florida Statutes.**

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. Students should also undergo clinical experience through the Practicum course. Students will intern with an organization that provides prevention, intervention, suppression and/or prosecution of gangs.

### **Special Notes**

Students are able to participate in the Gang-Related Investigations certificate program while pursuing an AAS/AS degree in Criminal Justice Technology. Additionally, students who have successfully completed an AAS/AS degree are eligible to participate in this certificate program. In accordance with Rule 6A-6.065 (FAC), Career and Technical instructional program, and the activities of such organizations are defined as part of this curriculum. For this program Gang-Related Investigations Certificate Professional Association student membership is encouraged in the Academy of Criminal Justice Sciences, the American Criminal Justice Association or Lambda Alpha Epsilon (LAE).

Planned and supervised occupational activities may be provided through directed experiences or practicum experience. Whenever the practicum method is offered, the following is required for each student: **(1) each student must receive approval from the Gang Education Program Director as to the organization the student will be interning with and the student must provide the Gang Education Program Director with the internship documentation prior to commencing the internship. (2) the student must submit an internship completion form during Module Seven (7) indicating that they have fulfilled the 60 hours of on the job work experience. In order to receive credit for the course, the internship requirement must be fulfilled by each student. Students may or may not receive compensation by the organization for work performed.**

### **Career and Technical Student Organization (CTSO)**

N/A

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need

accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

After successfully completing this course the student will be able to perform the following:

- 01.0 Describe and discuss history, classification and social factors of gangs.
- 02.0 Describe and discuss the principles of investigating, prosecuting and preventing resurgence of gangs.
- 03.0 Describe and discuss the interrelationship of gangs, drug trafficking, conspiracy and terrorism.
- 04.0 Describe and discuss the principles of managing a security threat of gangs in a correctional or detention facility.
- 05.0 Describe and discuss the relationship between domestic gangs and Central American/Mexican gangs.
- 06.0 Describe and discuss how technology is utilized in gang investigations and by gangs.
- 07.0 Describe and discuss the contemporary gang-related investigation topics, problems and issues.
- 08.0 Demonstrate prevention, intervention, prosecution and suppression skills utilized to impact gangs and gang crimes.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Gang-Related Investigations  
**CIP Number:** 0743010705  
**Program Length:** 24 credit hours  
**SOC Code(s):** 33-1099

This certificate program is part of the Crime Scene Technology AS/AAS degree program (1743010600/0743010600). At the completion of this program, the student will be able to:

- 01.0 Describe and discuss history, classification and social factors of gangs--The student will be able to:
- 01.01 Discuss the definition and evolution of gang activity.
  - 01.02 Describe the social factors which appear to be the root cause of gang formation.
  - 01.03 Describe the four general gang classifications: turf, crime for profit, philosophical and hybrid.
  - 01.04 Discuss concepts related to turf-oriented gangs.
  - 01.05 Describe money generating gangs or crime for profit gangs.
  - 01.06 Describe gangs formed based on political or religious philosophies.
  - 01.07 Describe hybrid gangs.
  - 01.08 Explain the strategies and methodologies in investigation, community efforts, and future trends.
- 02.0 Describe and discuss the principles of investigating, prosecuting and preventing resurgence of gangs--The student will be able to:
- 02.01 Discuss the definition of a criminal street gang, and factors that can influence gang membership.
  - 02.02 Describe prevention programs to deter membership in gangs.
  - 02.03 Describe intervention programs to reduce membership in gangs.
  - 02.04 Describe suppression techniques to reduce and impact gang membership and gang crimes.
  - 02.05 Explain theories of criminal subculture.
  - 02.06 Identify the most prominent street gangs in the United States.
  - 02.07 Discuss Italian organized crime groups.
  - 02.08 Discuss outlaw motorcycle gangs, and supremacists.
  - 02.09 Discuss Hispanic, Jamaican, Nigerian, Asian, Russian, and Israeli gangs.
  - 02.10 Describe prosecution techniques used to dismantle gangs.
- 03.0 Describe and discuss the interrelationship of gangs, drug trafficking, conspiracy and terrorism--The student will be able to:
- 03.01 Discuss the origin, definition, and legal aspects of conspiracy as it relates to gangs and terrorism.
  - 03.02 Describe the types, elements, advantages, and disadvantages of conspiracy investigations.
  - 03.03 Describe the motivation, tactics, and organization of terrorism.

- 03.04 Explain the relationship of drug trafficking and the drug nexus with gangs and terrorism.
- 03.05 Describe national and international criminal gang profiles.
- 03.06 Explain the use of conspiracy theory and laws in the interdiction of gang organizations.
- 03.07 Discuss the effects of 9/11 on public safety agencies nationally and internationally.
  
- 04.0 Describe and discuss the principles of managing a security threat of gangs in a correctional or detention facility--The student will be able to:
  - 04.01 Discuss the origin and evolution of corrections in the United States.
  - 04.02 Discuss the definition and function of a correctional institution, county jail, and detention center.
  - 04.03 Discuss critical issues facing incarceration.
  - 04.04 Describe inmate culture and the influence of gang activity.
  - 04.05 Explain strategies available to identify gang members as a security threat within the institution.
  - 04.06 Discuss the value of enhanced relationships of corrections and law enforcement personnel in gang intelligence gathering and sharing.
  
- 05.0 Describe and discuss the relationship between domestic gangs and Central American/Mexican gangs--The student will be able to:
  - 05.01 Discuss the geographical, cultural, social, political, and economic profiles of El Salvador, Guatemala, Honduras, Nicaragua, and Mexico.
  - 05.02 Discuss the rationale for the United States' interest in Central America and Mexico gang issues.
  - 05.03 Explain the causes and risk factors of gang activity in Central America and Mexico.
  - 05.04 Describe the severity of the gang problem in Central America and Mexico.
  - 05.05 Explain the current responses to the gang problem in Central America and Mexico.
  
- 06.0 Describe and discuss how technology is utilized in gang investigations and by gangs--The student will be able to:
  - 06.01 Discuss the recent history of technology developments that assist criminal justice agencies with mission accomplishment.
  - 06.02 Discuss the contemporary use of technology by criminal justice agencies.
  - 06.03 Discuss the contemporary use of technology by gangs and other criminal organizations.
  - 06.04 Describe the criminal intelligence gathering process.
  - 06.05 Describe the intelligence collection and application process.
  - 06.06 Describe technology-based geographic intelligence systems.
  - 06.07 Explain the crime analysis process.
  - 06.08 Explain the intelligence sharing and dissemination process.
  
- 07.0 Describe and discuss the contemporary gang-related investigation topics, problems and issues--The student will be able to:

- 07.01 Discuss contemporary issues.
  - 07.02 Discuss the historical perspectives.
  - 07.03 Discuss the foundational philosophies.
  - 07.04 Describe the prevention, intervention, suppression, and prosecution strategies and associated programs.
  - 07.05 Develop skills associated with research.
- 08.0 Demonstrate prevention, intervention, prosecution and suppression skills utilized to impact gangs and gang crimes--The student will be able to:
- 08.01 Apply critical thinking skills in the analysis of contemporary issues related to gang prevention, intervention, suppression or prosecution.
  - 08.02 Discuss the terminology, policies, and protocols utilized in the workplace.
  - 08.03 Apply classroom course content, including knowledge, theory and skills to the work setting.
  - 08.04 Apply the principles of human relations skills and ethical decision-making in the work setting.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Security Management and Administration  
**Career Cluster:** Law, Public Safety & Security

	<b>AS</b>	<b>AAS</b>
CIP Number	1743011201	0743011201
Program Type	College Credit	College Credit
Standard Length	64 credit hours	64 credit hours
CTSO	N/A	N/A
SOC Codes (all applicable)	33-9030 33-9031	33-9030 33-9031
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>	

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for careers for a variety of positions in the security field including Security Investigator, Security Consultant, Security Auditor, Security Supervisor, Security Administrator and Security Director.

Students will develop an understanding of the security role in society through the identification of prevention-oriented goals as set forth by the basic role which security has within society. A student must successfully demonstrate ability in carrying out security functions, responsibilities and duties.

### **Program Structure**

This program is a planned sequence of instruction consisting of 64 credit hours.

This program is a planned sequence of instruction consisting of nine modules are included as part of this program to allow for multiple-entry points based on prior training of new students. Students with no prior training must complete all nine modules. The nine modules are:

- Introduction to Security and Loss Prevention
- Commercial Security
- Criminal Law and Legal Concepts for Security
- Interview and Interrogation
- Constitutional and Security Law
- Introduction to Private Investigations
- Crime Prevention and Analysis
- Problem Solving in Security
- Principals of Loss Prevention

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. Practical skills and field exercises are an integral part of this program to include courtroom demeanor and testifying; report writing; identification; collection of evidence; interviewing techniques, analysis and problem solving.

### **Special Notes**

This program will enable the student to obtain their Associate in Science degree in Security Management and Administration and/or Security Management and Administration Specialist certificate (CCC).

**This program does not prepare students to obtain a Florida license as a Private Security Officer or Seaport Security Officer, as defined and regulated through Chapters 493 and 311, Florida Statutes, by the Florida Department of Agriculture and Consumer Services.**

### **Career and Technical Student Organization (CTSO)**

N/A

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

## **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a “transfer value” assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. The standard length of this program is 64 credit hours according to Rule 6A-14.030, F.A.C.

## **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS/AAS degree program includes the following College Credit Certificates:

Standards for the above certificate programs are contained in separate curriculum frameworks.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Understand the purpose of crime prevention and analysis.
- 02.0 Comprehend the methods and data sources for crime analysis.
- 03.0 Acquire knowledge of place-specific crime theories.
- 04.0 Understand and address rational choice and opportunity theories of crime.
- 05.0 Understand the routine activities of environmental criminology.
- 06.0 Comprehend the outcomes of crime prevention including displacement and diffusion of benefits.
- 07.0 Understand the importance of developing, implementing, and evaluating crime prevention programs.
- 08.0 Demonstrate an understanding of the major historical events and the evolution of private security and loss prevention.
- 09.0 Demonstrate an understanding of the issues involved in private security and loss prevention.
- 10.0 Demonstrate an understanding of the career fields of specialized security and loss prevention.
- 11.0 Demonstrate an understanding of the legal aspects of both security and loss prevention.
- 12.0 Demonstrate an understanding of the main functions of security and loss prevention.
- 13.0 Demonstrate an understanding of the challenges and societal factors governing the field of security and loss prevention.



- 14.0 Demonstrate an understanding of the history and development of commercial security.
- 15.0 Demonstrate an understanding of the management of security operations.
- 16.0 Demonstrate an understanding of how to develop, implement and evaluate an effective shoplifting and theft prevention program.
- 17.0 Understand and recognize types of internal crimes.
- 18.0 Demonstrate an understanding of the nature and control of vendor and cargo theft.
- 19.0 Understand and recognize types of retail crime.
- 20.0 Demonstrate an understanding of how to design risk management programs in commercial settings.
- 21.0 Demonstrate an understanding of the definition of criminal and civil law.
- 22.0 Demonstrate an understanding of the principles of criminal law.
- 23.0 Demonstrate an understanding of the principles of search and seizure.
- 24.0 Demonstrate an understanding of the issues involved in private security detention and interrogation.
- 25.0 Demonstrate an understanding of the legal issues associated with drug testing and polygraph testing.
- 26.0 Demonstrate an understanding of the legal issues involved in surveillance.
- 27.0 Demonstrate an understanding of the legal and ethical issues of security.
- 28.0 Demonstrate an understanding of the history of the Constitution.
- 29.0 Demonstrate an understanding of criminal law and procedures in relation to private security.
- 30.0 Demonstrate an understanding of the legal concept of public and private arrest procedures.
- 31.0 Demonstrate an understanding of the laws of search and seizure within security work.
- 32.0 Demonstrate an understanding of the fundamentals of private investigations, the legal limitations, and the levels of authority.
- 33.0 Demonstrate an understanding of constitutional issues concerning interview, investigation, background checks, and surveillance.
- 34.0 Demonstrate an understanding of pertinent criminal and civil private security case studies and understand the preparation of court cases for effective testimony.
- 35.0 Demonstrate an understanding of the philosophy, purpose, definitions, and commonly used terms in the interview and interrogation process.
- 36.0 Demonstrate an understanding of the written techniques and processing of complaints, complainants, witnesses, and related information.
- 37.0 Demonstrate an understanding of the importance of the legal aspects of interview and interrogation.
- 38.0 Demonstrate an understanding of how to prepare for an interview and an interrogation.
- 39.0 Demonstrate an understanding of the behavioral aspects of the interview and interrogation process.
- 40.0 Demonstrate an understanding of the process of conducting an interview and an interrogation.
- 41.0 Demonstrate an understanding of case studies through the use of scenarios.
- 42.0 Demonstrate an understanding of the history and evolution of investigations in the private sector.
- 43.0 Demonstrate an understanding of the qualities and skills necessary to become a successful investigator.
- 44.0 Demonstrate an understanding of the role and day-to-day operations of modern day investigators in the private sector.
- 45.0 Demonstrate an understanding of the differences between public and private investigations.

- 46.0 Demonstrate an understanding of the sources of information available to an investigator for the purpose of conducting an investigation.
- 47.0 Demonstrate an understanding of the importance of ethics in investigations in the private sector.
- 48.0 Demonstrate an understanding of managing the business concepts of private investigations.
- 49.0 Comprehend the fundamentals of problem solving logic within the field of security.
- 50.0 Understand the principles and process of risk assessment as a tool in problem solving.
- 51.0 Comprehend the key technological resources incorporated in the problem solving process.
- 52.0 Learn the important resources utilized in the problem solving approach to personnel management.
- 53.0 Understand the issues involved with problem solving in retail and residential settings.
- 54.0 Comprehend the problem solving issues in foot traffic and public access venues surrounding facility management.
- 55.0 Understand the relevant problem solving techniques involved in computer security.
- 56.0 Understand loss prevention fundamentals.
- 57.0 Comprehend the importance of effective working relationships, communication, and pre-employment screening in the loss prevention field.
- 58.0 Understand the skills necessary to identify internal and external vulnerabilities for the purpose of developing effective loss prevention programs.
- 59.0 Learn the basic techniques for investigation including methods for obtaining security services and equipment.
- 60.0 Understand the handling of fire and other safety related events.
- 61.0 Comprehend the relationship of risk management and loss prevention.
- 62.0 Comprehend loss prevention environmental challenges.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Security Management and Administration  
**CIP Numbers:** 1743011201 AS, 0743011201 AAS  
**Program Length:** 64 credit hours  
**SOC Code(s):** 33-9030, 33-9031

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. At the completion of this program, the student will be able to:

- 01.0 Understand the purpose of crime prevention and analysis--The student will be able to:
- 01.01 Discuss the importance of crime prevention in commercial profitability.
  - 01.02 Discuss the utility and cost benefit of crime prevention schemes.
  - 01.03 List the justifications for crime prevention expenditures.
  - 01.04 Describe the importance of crime analysis in terms of evaluating crime prevention efforts.
  - 01.05 Explain the relationship between crime prevention and analytic techniques for liability reduction.
- 02.0 Comprehend the methods and data sources for crime analysis--The student will be able to:
- 02.01 Explain the importance of maintaining incident based databases.
  - 02.02 Explain the process of acquiring public data on crime incidents.
  - 02.03 List the geographic scales of data compilation.
  - 02.04 Explain the utility of calls for service data.
  - 02.05 Describe the purpose and use of the Uniform Crime Report (UCR) and National Incident Based Reporting System (NIBRS) data sources.
  - 02.06 Describe the relative utility and proper usage of official and user collected data in determining vulnerabilities and effectiveness of crime prevention efforts.
  - 02.07 Define units of analysis, validity, and reliability.
  - 02.08 Discuss the research design in security analysis.
  - 02.09 Discuss the generalization of findings.
  - 02.10 List the basic statistical inferences in security research.
- 03.0 Acquire knowledge of place-specific crime theories--The student will be able to:
- 03.01 Describe the influence of place on criminal opportunity.
  - 03.02 Explain the variable impact of place on crime.
  - 03.03 Explain the facility functions which promote the dissuading of crime.
  - 03.04 Describe the concepts of natural surveillance, formal surveillance, site control, and place management.
  - 03.05 Explain the influences on prevention efforts and the resulting availability of analytic tools.

04.0 Understand and address rational choice and opportunity theories of crime--The student will be able to:

- 04.01 Describe how rational choices affect target selection.
- 04.02 Describe risks, rewards and efforts in terms of the offender.
- 04.03 Explain how criminal opportunities are blocked.
- 04.04 Describe how opportunity-based theories differ from offender-based theories.
- 04.05 Describe the relationship between security efforts and target hardening.

05.0 Understand the routine activities of environmental criminology--The student will be able to:

- 05.01 Discuss the crime triangle including the motivated offender, suitable target, and lack of capable guardian.
- 05.02 Describe how legitimate human activity influences illegitimate activity.
- 05.03 Discuss the tenets of environmental criminology.
- 05.04 Describe facilities, nodes and boundaries as a predictor of crime frequency.

06.0 Comprehend the outcomes of crime prevention including displacement and diffusion of benefits--The student will be able to:

- 06.01 Define elements of displacement.
- 06.02 Describe the temporal and geographic displacement.
- 06.03 Discuss how displacement affects discrete security efforts.
- 06.04 Define how diffusion of benefits works as a concept.
- 06.05 Describe the positive elements of diffusion in crime prevention program.

07.0 Understand the importance of developing, implementing, and evaluating crime prevention programs--The student will be able to:

- 07.01 List historical efforts at crime prevention.
- 07.02 Define social programming, physical planning, and crime prevention.
- 07.03 List elements of Crime Prevention Through Environmental Design (CPTED).
- 07.04 Describe how manipulation of the physical environment can prevent crime.
- 07.05 Discuss issues in residential settings.
- 07.06 Describe common approaches to commercial crime prevention.
- 07.07 Describe issues related to special event planning and crime prevention.
- 07.08 Discuss crime prevention efforts at schools, office buildings, banks, financial institutions, visitor centers, bars, night clubs, and restaurants.
- 07.09 Describe community-based crime prevention models.
- 07.10 List education, recreation, occupational programs.
- 07.11 Develop a plan for crime prevention with public and private operatives.

08.0 Demonstrate an understanding of the major historical events and the evolution of private security and loss prevention--The student will be able to:

- 08.01 Explain the definition of security and also loss prevention.
- 08.02 Examine the origins and development of security and loss prevention.
- 08.03 Research key time periods, individuals and organizations instrumental to the study of security and loss prevention.

- 08.04 Complete review questions and definitions of terms used in security and loss prevention.
- 09.0 Demonstrate an understanding of the issues involved in private security and loss prevention--The student will be able to:
  - 09.01 Identify the major differences between security, loss prevention, and law enforcement.
  - 09.02 Examine the vast array of crime, security, and loss prevention problems faced by private corporations.
  - 09.03 Review how public police and private security and loss prevention can work together.
  - 09.04 Discuss the advantages and disadvantages of special police powers.
- 10.0 Demonstrate an understanding of the career fields of specialized security and loss prevention--The student will be able to:
  - 10.01 Research growth trends in both private security and loss prevention.
  - 10.02 Discuss employment opportunities with security and loss prevention professionals in various industries and specialties.
  - 10.03 Conduct interviews with both security and loss prevention professionals.
  - 10.04 Read case studies and job descriptions.
- 11.0 Demonstrate an understanding of the legal aspects of both security and loss prevention--The student will be able to:
  - 11.01 Address the impact that the growth of litigation in security and loss prevention operations has on companies with security and loss prevention programs.
  - 11.02 Read case histories and studies that effect security and loss prevention.
  - 11.03 Define liability.
  - 11.04 Review key factors in negligent security and loss prevention litigation.
  - 11.05 Examine the duty to protect.
- 12.0 Demonstrate an understanding of the main functions of security and loss prevention--The student will be able to:
  - 12.01 Explain the connection of tangible objects (walls, fences, locks, building design, lighting, surveillance, alarm systems, and access control) with accidents, natural disasters, computer systems, data, and software.
  - 12.02 Describe the ethics and integrity issues of human resources as they relate to the protection of organizations and employee rights.
  - 12.03 Discuss the elements of technical security including threats from electronic eavesdropping and computer hacking, development of risk assessments and security surveys.
  - 12.04 Identify the principal elements of operations security including vulnerability studies and systems analyses.
  - 12.05 Describe the elements in information security including intellectual property, proprietary, and confidential information.
  - 12.06 Describe the elements of completing a risk assessment or security survey.
  - 12.07 Discuss the importance of a risk assessment as it relates to both security and loss prevention.

- 12.08 Discuss the three elements that result in risk, which are probability, vulnerability and threat.
  - 12.09 Design a general outline for a report of risk assessment.
  - 12.10 List the advantages of well-written policies and procedures.
- 13.0 Demonstrate an understanding of the challenges and societal factors governing the field of security and loss prevention--The student will be able to:
- 13.01 Explain the different challenges placed on security and loss prevention by societal factors and the changing nature of workplace (crime trends, advances in technology, increased diversity, privatization of public services and globalization).
  - 13.02 List the types of specialized education and learning experience necessary in security and loss prevention to maintain employment within the industry.
  - 13.03 Discuss the multidimensional competencies needed in security and loss prevention such as asset protection expertise, administration and execution of loss control programs, visionary concepts as related to security and loss prevention, resourcefulness, and effective communication.
  - 13.04 Describe the goals of security and loss prevention professionals to include negotiation skills and the ability to enhance the professional standing within the organizational structure of any organization.
  - 13.05 Examine the indirect cost of economic crime and exploring external and internal industry threats.
- 14.0 Demonstrate an understanding of the history and development of commercial security--The student will be able to:
- 14.01 Describe the history of counterfeiting and its role in the rise of private security.
  - 14.02 Discuss the role of industrial development in the development of security.
  - 14.03 Explain how the mobility of the financial economy contributed to the rise of security.
  - 14.04 Discuss how labor disputes, espionage, and industrial crime led to the growth and development of security.
  - 14.05 Research recent trends in economic activities, the results of the 1968 Rand Report, and Hallcrest II (1990) in relation to the security industry.
- 15.0 Demonstrate an understanding of the management of security operations--The student will be able to:
- 15.01 Describe the organization of proprietary security organizations.
  - 15.02 Discuss organizational charts of companies in comparison with their commercial security operations.
  - 15.03 Describe the role of the security director, detectives, investigators, and guards.
  - 15.04 Integrate the use of technology in the study of personnel management, planning, and operations.
  - 15.05 Research retail, industrial, hotel, office, electronic commerce, sports, and entertainment security operations.
  - 15.06 Describe access control, personnel clearance, and document control.
  - 15.07 Discuss the principles of fire and disaster prevention control.
  - 15.08 Explain the register, cash, and computer control systems.

- 16.0 Demonstrate an understanding of how to develop, implement and evaluate an effective shoplifting and theft prevention program--The student will be able to:
- 16.01 Describe the different types of shoplifters such as amateurs, professionals, and thrill seekers.
  - 16.02 Explain the methods of shoplifting such as concealment and price switching.
  - 16.03 Discuss the shoplifting detection methods of surveillance, audits, and employee awareness.
  - 16.04 Describe shoplifting prevention with the use of plainclothes officers, electronic surveillance, and electronic tagging.
  - 16.05 Apply the methods of proper surveillance, apprehension, and detention of suspects.
  - 16.06 Explain non-accusatory confrontation of suspects.
  - 16.07 Establish the proper documentation of events.
- 17.0 Understand and recognize types of internal crimes--The student will be able to:
- 17.01 Describe merchandise thefts by employees such as under ringing, trash removal, and personal bags.
  - 17.02 Explain cash thefts in the form of refund and layaway fraud.
  - 17.03 Discuss embezzlement such as bank deposit rolling, check kiting, lapping, payroll fraud, and travel expense fraud.
  - 17.04 Describe business abuse of graft, kickbacks, conflict of interest, inappropriate gifts, and bid-rigging.
  - 17.05 Explain the use of proprietary information in trade secrets and business processes.
  - 17.06 Discuss employee theft and shoplifting.
- 18.0 Demonstrate an understanding of the nature and control of vendor and cargo theft--The student will be able to:
- 18.01 Describe delivery shortages.
  - 18.02 Explain freight overcharges.
  - 18.03 Describe counterfeit or damaged good shipments.
  - 18.04 Describe access control of delivery procedures in the separation of shipping and receiving areas.
  - 18.05 Discuss secure shipping receivers.
- 19.0 Understand and recognize types of retail crime--The student will be able to:
- 19.01 Describe bad check detection.
  - 19.02 Describe the basics of credit card fraud.
  - 19.03 Discuss the issues involved with counterfeit currency.
  - 19.04 Describe currency, container, and price switching.
  - 19.05 Discuss refund fraud.
  - 19.06 Describe quick change schemes and inventory shrinkage.
- 20.0 Demonstrate an understanding of how to design risk management programs in commercial settings--The student will be able to:
- 20.01 Describe the risk identification process.

- 20.02 Explain security layering.
  - 20.03 Discuss the integration of physical, human resource, and information security systems.
  - 20.04 Describe the loss prevention procedures and controls of deterrence, detection, and recovery.
  - 20.05 Discuss employee training for loss prevention.
  - 20.06 Research the purchase of technology for loss prevention.
  - 20.07 Describe the development of a loss prevention master plan.
- 21.0 Demonstrate an understanding of the definition of criminal and civil law--The student will be able to:
- 21.01 Research case law that relates to security functions in business environments.
  - 21.02 Research government legal regulations that affect security actions.
  - 21.03 Explain the difference between criminal law and civil law.
  - 21.04 Describe the legal restrictions for security in the handling of interviews and interrogations.
  - 21.05 Explain criminal and civil law relating to arrest, search and seizures.
  - 21.06 Describe federal, state, and local laws and ordinances which affect security.
- 22.0 Demonstrate an understanding of the principles of criminal law--The student will be able to:
- 22.01 Explain intent, presumption and entrapment.
  - 22.02 Research the process and steps involved from arrest to trial.
  - 22.03 Describe the legal issues in chain of command as it relates to evidence.
  - 22.04 Explain the purpose of a trial, the elements and procedures involved, evidence collection, and trial preparation.
  - 22.05 Describe writs and subpoenas.
  - 22.06 Describe the legal ethics of security.
  - 22.07 Explain due process and constitutional immunity.
  - 22.08 Discuss the rules of fair employment practice.
- 23.0 Demonstrate an understanding of the principles of search and seizure--The student will be able to:
- 23.01 Delineate the restrictions on searches for public versus private operatives.
  - 23.02 Describe the legal test of probable cause.
  - 23.03 Explain the civil law limitations of search and seizure.
  - 23.04 Explain the concept of consent.
  - 23.05 Describe the limitations and legal aspects of searching employees.
- 24.0 Demonstrate an understanding of the issues involved in private security detention and interrogation--The student will be able to:
- 24.01 Describe the legal definition of reasonable suspicion.
  - 24.02 Define optimal conditions and legal procedures for detention of suspects.
  - 24.03 Discuss the legal limitations of detaining and interrogating employees.
  - 24.04 Apply the legal definition of coercion in interrogation techniques.
  - 24.05 Explain the notion of "qualified privilege" in mitigating slander suits by suspects.
  - 24.06 Define probable cause.



- 24.07 Discuss the liability issues of use of force.
- 24.08 Describe liability issues dealing with the release of employment records.
- 24.09 Discuss entrapment issues.
  
- 25.0 Demonstrate an understanding of the legal issues associated with drug testing and polygraph testing--The student will be able to:
  - 25.01 Discuss the legal issues surrounding employee drug testing.
  - 25.02 Describe elements of the Drug Free Work Place Act of 1988.
  - 25.03 List the proper procedures for the use of polygraphs for investigations.
  - 25.04 Describe the elements of the Employee Polygraph Protection Act of 1988.
  - 25.05 List the admissibility of polygraph tests in court proceedings.
  
- 26.0 Demonstrate an understanding of the legal issues involved in surveillance--The student will be able to:
  - 26.01 Define when an observed individual has a reasonable right to privacy.
  - 26.02 Read and discuss washroom surveillance and cases involving expectation of privacy.
  - 26.03 Describe the legal issues of electronic "eavesdropping" and the differences in state and local laws.
  - 26.04 Define proper management techniques for electronically compiled evidence.
  - 26.05 Discuss the legal principles necessary to effectively prosecute employees.
  
- 27.0 Demonstrate an understanding of the legal and ethical issues of security--The student will be able to:
  - 27.01 Describe the elements of assault and battery claims against private security.
  - 27.02 List the principles of false arrest and imprisonment.
  - 27.03 Discuss the legal definition of invasion of privacy.
  - 27.04 Discuss the issue of vicarious liability in training and supervision of security personnel.
  - 27.05 List and discuss the legal reasoning of "color of state law" cases.
  - 27.06 Comprehend the issue of diversity in the work place.
  
- 28.0 Demonstrate an understanding of the history of the constitution--The student will be able to:
  - 28.01 Discuss the history and purpose of the Constitution.
  - 28.02 Identify the role and purpose of law in society.
  - 28.03 Discuss the origin of modern criminal law in America.
  - 28.04 List the commonly used terms associated with the Constitution.
  - 28.05 Identify and list the important constitutional law cases that affect private security.
  
- 29.0 Demonstrate an understanding of criminal law and procedures in relation to private security--The student will be able to:
  - 29.01 Identify private security powers and authority.
  - 29.02 Research the Bill of Rights as it defines private security limitations.
  - 29.03 Define tort, civil liability, criminal liability, habeas corpus, writs, and subpoena.

- 29.04 Define the right to privacy as interpreted by the fourth, fifth and sixth Amendments.
- 29.05 Identify the criminal law principles and definitions.
- 29.06 List the legal steps of arrest and trial.
  
- 30.0 Demonstrate an understanding of the legal concept of public and private arrest procedures--The student will be able to:
  - 30.01 Research the requirements for a legal arrest and securing a warrant.
  - 30.02 List the different types of arrests, public and private.
  - 30.03 Define the arrest powers of a private citizen.
  - 30.04 Research the alternatives to arrest.
  - 30.05 Define the term detention by police.
  
- 31.0 Demonstrate an understanding of the laws of search and seizure within security work--The student will be able to:
  - 31.01 Discuss the intent of the Fourth Amendment.
  - 31.02 Define the laws of search and seizure for private security personnel.
  - 31.03 Define plain view and consent searches.
  
- 32.0 Demonstrate an understanding of the fundamentals of private investigations, the legal limitations, and the levels of authority--The student will be able to:
  - 32.01 Explain the private property rights of a business or private property owner.
  - 32.02 Define the terms invitee and trespassing.
  - 32.03 Research the legal procedures for removal of invitees from private property.
  - 32.04 Define the rights and limitations of unions on public and private property.
  - 32.05 Research common liabilities encountered with police and private security investigations.
  - 32.06 Identify the limit on investigations by private citizens.
  - 32.07 Define the term vicarious liability.
  
- 33.0 Demonstrate an understanding of constitutional issues concerning interview, investigation, background checks, and surveillance--The student will be able to:
  - 33.01 Define the legal term for interview and interrogation.
  - 33.02 Explain the Miranda warning and the effect on police and private security.
  - 33.03 Research permitted and prohibited tactics by police and private security.
  - 33.04 Define a standard background employment check.
  - 33.05 Research the legal methods employers may use to verify employee backgrounds.
  - 33.06 List the legal procedures for an employment interview.
  - 33.07 Explain the availability of public records for the purpose of employee background checks.
  - 33.08 Explain the use of private and public surveillance.
  - 33.09 List the types of commonly used surveillance by police and security agencies.
  - 33.10 List the types of theft detection technologies and techniques used by private firms.
  - 33.11 Define the term negligence as it might pertain to private security.

- 33.12 Examine the level of security that is due to tenants of multiple dwelling residences or hotels, stores, colleges, and restaurants.
- 33.13 Examine the role vicarious liability plays in privately owned businesses.
- 34.0 Demonstrate an understanding of pertinent criminal and civil private security case studies and understand the preparation of court cases for effective testimony--The student will be able to:
  - 34.01 Research the steps necessary to prepare a civil or criminal case for court with the assistance of criminal justice personnel.
  - 34.02 List the steps necessary for court testimony.
  - 34.03 Review, discuss, and communicate in writing the private security related case studies presented in the class.
- 35.0 Demonstrate an understanding of the philosophy, purpose, definitions, and commonly used terms in the interview and interrogation process--The student will be able to:
  - 35.01 Discuss the philosophy and purpose of the interview.
  - 35.02 Discuss the philosophy and purpose of the interrogation.
  - 35.03 Explain the investigative process.
  - 35.04 List the definitions and commonly used terms in interviews and interrogations.
  - 35.05 List the differences between the private and public processes.
- 36.0 Demonstrate an understanding of the written techniques and processing of complaints, complainants, witnesses, and related information--The student will be able to:
  - 36.01 Define the types and uses of complaints.
  - 36.02 Describe how to legally manage and document written and oral statements of complainants and witnesses during an interview or interrogation.
  - 36.03 Research the different types of witnesses and complainants.
  - 36.04 List the ten basic rules for interviewing witnesses and complainants.
  - 36.05 Research how to take proper notes for an investigation, interview and interrogation.
- 37.0 Demonstrate an understanding of the importance of the legal aspects of interview and interrogation--The student will be able to:
  - 37.01 Define the legal aspects of private and public interview and interrogation.
  - 37.02 Explain the Miranda decision and the Miranda warning.
  - 37.03 Research the relevant Constitutional Amendments.
  - 37.04 Describe the warnings and approaches used in special situations including juveniles and persons under the influence.
  - 37.05 Define a voluntary confession.
- 38.0 Demonstrate an understanding of how to prepare for an interview and an interrogation--The student will be able to:
  - 38.01 Explain the elements of establishing the interview goals and selecting the interviewer.
  - 38.02 Describe the selection of a location based on background information.

- 38.03 Explain the development of an interview strategy and establishing rapport in an interview or interrogation.
- 38.04 Describe the process of analyzing the facts and evidence.
- 39.0 Demonstrate an understanding of the behavioral aspects of the interview and interrogation process--The student will be able to:
  - 39.01 Define common terms used in identifying behavior.
  - 39.02 Describe guidelines for evaluation of behavior.
  - 39.03 Discuss the interpretation of verbal and non-verbal behavior.
  - 39.04 List and define the types of resistance.
  - 39.05 Analyze the causes of denials.
  - 39.06 Describe the environmental issues.
  - 39.07 Describe the use of the polygraph.
  - 39.08 Define the types of admission and confession.
  - 39.09 List the twenty two guidelines for taking admissions and confessions.
  - 39.10 Explain the process from admission to confession.
- 40.0 Demonstrate an understanding of the process of conducting an interview and an interrogation--The student will be able to:
  - 40.01 Define the types of interviews and interrogations.
  - 40.02 Explain the strategy of the interview including the setting of goals and the ten basic rules for interviewing.
  - 40.03 Explain the establishment of rapport through the use of the environmental setting and personal communication skills.
  - 40.04 Describe the approaches to conducting interviews and interrogations.
  - 40.05 Practice the gathering of verbal and written statements.
  - 40.06 Explain the skills necessary to the closing of an interview.
  - 40.07 Explain the effects of an unsuccessful interview or interrogation.
- 41.0 Demonstrate an understanding of case studies through the use of scenarios--The student will be able to:
  - 41.01 Research well-known case studies and legal decisions.
  - 41.02 Practice interview techniques using well known case studies and scenarios.
  - 41.03 Practice interrogation skills using well known case studies and scenarios.
- 42.0 Demonstrate an understanding of the history and evolution of investigations in the private sector--The student will be able to:
  - 42.01 Review the history and evolution of investigations.
  - 42.02 Research key organizations and individuals instrumental in investigations.
  - 42.03 Complete essay questions and review exercises on investigation topics.
- 43.0 Demonstrate an understanding of the qualities and skills necessary to become a successful investigator--The student will be able to:
  - 43.01 Define private and public investigations.
  - 43.02 List the personal attributes of a successful investigator.
  - 43.03 Discuss the purpose and effectiveness of an investigation.

- 43.04 Discuss the qualities and skills needed in investigations.
- 44.0 Demonstrate an understanding of the role and day-to-day operations of modern day investigators in the private sector--The student will be able to:
  - 44.01 Conduct interviews with real-life investigators in the private sector.
  - 44.02 Read case histories.
  - 44.03 Research the private investigation industry.
  - 44.04 Discuss the basic questions in an investigation.
- 45.0 Demonstrate an understanding of the differences between public and private investigations--The student will be able to:
  - 45.01 Discuss the difference between civil and criminal cases and investigations.
  - 45.02 Examine the methods of operation conducted by private investigators.
  - 45.03 List the major differences between the public and private sector.
  - 45.04 Explore the types of public investigations in the United States.
  - 45.05 Explain the main objective of a public investigation and the objectives of private investigations.
- 46.0 Demonstrate an understanding of the sources of information available to an investigator for the purpose of conducting an investigation--The student will be able to:
  - 46.01 Discuss the people and organizations that can be used as sources of information for the investigator.
  - 46.02 Research the public records at the local, state, and federal levels which can assist in conducting an investigation.
  - 46.03 Examine the constitutional and legal limitations regarding sources of information.
  - 46.04 Explain how the internet can be utilized as an investigative tool.
- 47.0 Demonstrate an understanding of the importance of ethics in investigations in the private sector--The student will be able to:
  - 47.01 Discuss the ethical obligations of an investigator in the private sector.
  - 47.02 Review the code of ethics from organizations.
  - 47.03 List issues relating to ethics.
  - 47.04 Discuss scenarios relating to ethical behavior.
- 48.0 Demonstrate an understanding of managing the business concepts of private investigations--The student will be able to:
  - 48.01 Discuss the types of business concepts within the investigation industry.
  - 48.02 Discuss the financial potential of the investigative specialties and occupations.
  - 48.03 Research the licensing requirements for each state.
  - 48.04 Explain assignments performed by investigators in the private sector.
- 49.0 Comprehend the fundamentals of problem solving logic within the field of security--The student will be able to:
  - 49.01 Describe the origin of problem solving logic.
  - 49.02 Discuss the work of Herman Goldstein as it relates to problem solving.

- 49.03 Explain the SARA (Scanning, Analysis, Response, and Assessment) model of problem solving.
- 50.0 Understand the principles and process of risk assessment as a tool in problem solving--  
The student will be able to:
  - 50.01 Describe the origin and principles of risk assessment.
  - 50.02 Research the methods of loss prevention survey.
  - 50.03 Discuss the systems approach to risk assessment.
  - 50.04 Describe the link between problem solving and risk assessment.
- 51.0 Comprehend the key technological resources incorporated in the problem solving process--The student will be able to:
  - 51.01 Discuss the utilization of crime statistics in problem identification.
  - 51.02 Describe the role of Geographic Information Systems (GIS) in problem solving.
  - 51.03 Explore the application of cameras in problem solving.
  - 51.04 Explain the relevance of facial identification software as a technological resource.
  - 51.05 Explain the technological advantage of access software, badge systems, magnetometers, and x-ray machines for security.
- 52.0 Learn the important resources utilized in the problem solving approach to personnel management--The student will be able to:
  - 52.01 Describe the role and function of federal, state, county, and local agencies specifically in the interaction of security with personnel departments.
  - 52.02 Research the relationship of community groups with security individuals and agencies.
  - 52.03 Explain the role the media may play in the problem solving process.
  - 52.04 Describe problem solving issues involved with employee screening and training.
  - 52.05 Research the application of problem solving processes to management issues.
  - 52.06 Reducing workplace violence through problem solving.
- 53.0 Understand the issues involved with problem solving in retail and residential settings--  
The student will be able to:
  - 53.01 Discuss the role of the problem solving process in the areas of shoplifting prevention and employee theft.
  - 53.02 Evaluate the protection of stored assets through problem solving techniques.
  - 53.03 Explain the process of problem solving in the protection of cargo or assets in transit.
  - 53.04 Describe the problem solving process in the security management of apartment and rental settings, gated and housing communities, and in neighborhoods.
  - 53.05 Discuss the process of target selection by residential burglars.
  - 53.06 Discuss problem solving through target hardening in residential areas.
- 54.0 Comprehend the problem solving issues in foot traffic and public access venues surrounding facility management--The student will be able to:
  - 54.01 Explain the problem solving process for security issues in areas with common or public access.

- 54.02 Explain the problem solving issues for security in areas of construction, business districts, malls, parking garages, factories, financial institutions, educational settings, and healthcare facilities.
- 54.03 Use scenarios to enhance and practice problem solving skills.
- 54.04 Research facility entry protection using a problem solving technique.
- 55.0 Understand the relevant problem solving techniques involved in computer security--The student will be able to:
  - 55.01 Explain problem identification for computer security.
  - 55.02 Describe communication safety for computer security.
  - 55.03 Explain computer access control.
  - 55.04 Describe problem solving scenarios in computer security.
- 56.0 Understand loss prevention fundamentals--The student will be able to:
  - 56.01 Describe the definition and history of loss prevention.
  - 56.02 Examine the current and future issues of the security industry.
  - 56.03 Discuss the societal factors governing the loss prevention field.
- 57.0 Comprehend the importance of effective working relationships, communication, and pre-employment screening in the loss prevention field--The student will be able to:
  - 57.01 Examine the steps in a risk analysis through the use of a case study.
  - 57.02 Review the history of law as it pertains to loss prevention.
  - 57.03 Examine the methods for an effective internal and external loss prevention interpersonal relations program.
  - 57.04 Develop an activity to strengthen loss prevention relations.
  - 57.05 Study the legal requirements and essentials of an effective pre-employment screening policy and procedure.
  - 57.06 Develop an employee orientation program on loss prevention.
- 58.0 Understand the skills necessary to identify internal and external vulnerabilities for the purpose of developing effective loss prevention programs--The student will be able to:
  - 58.01 Examine the sources of internal and external loss.
  - 58.02 Develop policies and procedures to prevent loss.
  - 58.03 Develop physical and electronic controls to prevent loss.
- 59.0 Learn the basic techniques for investigation including methods for obtaining security services and equipment--The student will be able to:
  - 59.01 Examine the options for obtaining security equipment and personnel.
  - 59.02 Research the difference between purchasing and leasing with an emphasis on purchasing agreements.
  - 59.03 Review the types of investigations and the legal ramifications of investigation activity.
  - 59.04 Describe interview and interrogation methods.
  - 59.05 Discover sources of information gathering, methods of conducting investigations, and the basis of accounting procedures

- 59.06 Review the importance of accurate report writing and courtroom testimony in successful investigations
  
- 60.0 Understand the handling of fire and other safety related events--The student will be able to:
  - 60.01 Review the elements of a fire and prevention methodology.
  - 60.02 Examine the potential disasters in a workplace with an emphasis on the study of prevention methods.
  - 60.03 Review evacuation procedures and practices.
  - 60.04 Research the federal Occupational Safety and Health Administration (OSHA) laws and procedures with an emphasis on the field of loss prevention.
  
- 61.0 Comprehend the relationship of risk management and loss prevention--The student will be able to:
  - 61.01 Define the elements and scope of risk management.
  - 61.02 Explain the five methods for handling identified risk.
  - 61.03 Examine the importance of risk management to business insurance.
  - 61.04 Develop a risk management program and committee.
  - 61.05 Describe the risk management information systems available.
  
- 62.0 Comprehend loss prevention environmental challenges--The student will be able to:
  - 62.01 Examine loss prevention in the retail, health care, and educational industries.
  - 62.02 Review the projected technological advancements in the loss prevention field.
  - 62.03 Research the need for more education and training in the loss prevention profession.
  - 62.04 Discover societal factors impacting loss prevention.



2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Computer Related Crime Investigation  
**Career Cluster:** Law, Public Safety & Security

	AS	AAS
CIP Number	1743011600	0743011600
Program Type	College Credit	College Credit
Standard Length	63 credit hours	63 credit hours
CTSO	N/A	N/A
SOC Codes (all applicable)	15-1099	15-1099
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>	
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</a>	

### Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for careers in corporate computer security investigation or similar careers in law enforcement and crime laboratories as a Computer Related Crime Investigator, a Computer Forensics Specialist, and a Security Consultant or Security Auditor, Program SOC Code 15-1099, Computer Specialists, All Other.

The program is designed to provide municipal, county, state, federal and corporate investigators in the latest techniques of modern computer crime investigation.

This program will provide the student with skills in researching, investigating, using computer software, interpreting laws, and using the internet as an investigative tool. The degree will prepare the student.

Students will learn how to effectively prepare search warrant documents leading to the seizure of a suspect's computer and related media in both residential and business settings. Students will learn how to properly image and thoroughly examine a PC and related media for evidence

relating to a criminal offense and how to present this evidence for prosecution. A student must successfully complete the required program core courses that will enable them to work in such career opportunities.

The content includes, but not limited to, the latest techniques in computer crime investigation, the proper procedure for preparing search warrant documents leading to the seizure of a suspect's computer and related media in both the residential and business settings. Properly image and thoroughly examine a PC and related media for evidence relating to criminal offenses and how to present this evidence for prosecution.

### **Program Structure**

This program is a planned sequence of instruction consisting of 63 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Practical skills and field exercises are an integral part of this program to include courtroom demeanor and testifying; report writing; identification; collection and preservation of evidence; interviewing and interrogation techniques, preparation of a search warrant; properly image and thoroughly examine a PC and related media for evidence relating to a criminal offense and how to present this evidence for prosecution.

### **Special Notes**

#### **Career and Technical Student Organization (CTSO)**

N/A

#### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

#### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course

Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. The standard length of this program is 63 credit hours according to Rule 6A-14.030, F.A.C.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS/AAS degree program includes the following College Credit Certificates:

Standards for the above certificate programs are contained in separate curriculum frameworks.

### **Standards**

After successfully completing this program, the student will be able to perform the following:

### **Occupational Completion Point – Data Code A**

- 01.0 Understand the definition of a computer related crime.
- 02.0 Comprehend how a computer and the internet can be used to commit a crime.
- 03.0 Understand the principles of investigating a computer related crime.
- 04.0 Demonstrate the use of investigative software tools.
- 05.0 Understand the issues related to the jurisdiction of computer related crimes.
- 06.0 Know the location of websites that can be used as resources in the investigation of a computer related crime.
- 07.0 Comprehend the definition of acronyms and abbreviations that may apply to computer related crimes.
- 08.0 Understand internet protocol.
- 09.0 Understand the principles of internet newsgroups.
- 10.0 Understand the principles of internet chat rooms.
- 11.0 Understand the information contained in email message headers.
- 12.0 Know the location of websites that can be used as resources in tracking and learning the true identity of an individual on the internet.
- 13.0 Know how the internet can be used to solicit individuals to commit crimes.
- 14.0 Understand the definition and profile of hackers, pedophiles and internet stalkers.
- 15.0 Demonstrate how hackers, pedophiles and internet stalkers use computers and the internet to commit crimes.
- 16.0 Demonstrate the techniques and software tools that can be used to track and investigate hackers, pedophiles and internet stalkers.
- 17.0 Demonstrate the techniques and methods used by hackers, pedophiles and internet

- stalkers to commit crimes.
- 18.0 Know the location of websites that can be used as resources in the investigation of hackers, pedophiles and internet stalkers.
  - 19.0 Understand the definition of internet pornography.
  - 20.0 Understand how a computer can be used to commit an internet pornography crime.
  - 21.0 Understand the issues related to the jurisdiction of computer related internet pornography investigations.
  - 22.0 Know the principles of investigating an internet pornography crime.
  - 23.0 Demonstrate investigative software applications that may be used to investigate internet pornography.
  - 24.0 Know the location of websites that can be used as resources in the investigation of internet pornography.
  - 25.0 Understand the definition of internet fraud crimes.
  - 26.0 Demonstrate how a computer can be used to commit an internet fraud crime.
  - 27.0 Understand the issues related to the laws and jurisdiction of internet fraud investigations.
  - 28.0 Know the principles of investigating an internet fraud crime.
  - 29.0 Demonstrate investigative software applications that may be used to investigate internet fraud crimes.
  - 30.0 Know the location of websites that can be used as resources in the investigation of internet fraud crimes.
  - 31.0 Understand the definition of acronyms, abbreviations and legal terms that may apply to computer related crimes.
  - 32.0 Know the common elements of state statutes that apply to computer related crimes.
  - 33.0 Know the elements of federal codes and rules that apply to computer related crimes.
  - 34.0 Know the common elements of international laws, codes and legal rules that apply to computer related crimes.
  - 35.0 Understand how intellectual property issues affect computer related crime investigations.
  - 36.0 Understand the issues related to the jurisdiction of computer related crimes.
  - 37.0 Know how to write search warrants involving computer related crimes.
  - 38.0 Understand the definition of forensics as applied to computer related crimes.
  - 39.0 Demonstrate how a computer can contain hidden data and how to preserve and locate the hidden data.
  - 40.0 Understand the principles of preserving and processing a computer related crime scene.
  - 41.0 Demonstrate computer forensic software tools.
  - 42.0 Know the requirements of a search warrant in a computer related crime.
  - 43.0 Know the location of web sites that can be used as resources in the forensic investigation of a computer related crime.
  - 44.0 Know the definition of software piracy.
  - 45.0 Know the definition of copyright infringement as related to electronic media.
  - 46.0 Comprehend how a computer and the internet can be used to pirate computer software.
  - 47.0 Learn how a computer and the internet can be used to violate copyrights
  - 48.0 Understand the principles of investigating computer software piracy and copyright infringement cases.
  - 49.0 Understand the issues related to the jurisdiction of computer software piracy and copyright infringement investigations.
  - 50.0 Know the location of websites that can be used as resources in the investigation of computer software piracy and copyright infringement investigations.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Computer Related Crime Investigation  
**CIP Numbers:** 1743011600 AS, 0743011600 AAS  
**Program Length:** 63 credit hours  
**SOC Code(s):** 15-1099

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. At the completion of this program, the student will be able to:

01.0 Understand the definition of a computer related crime--The student will be able to:

- 01.01 Apply federal and state laws related to computer crime.
- 01.02 Explain the definition of a computer related crime.
- 01.03 Read case histories.
- 01.04 Discuss case histories of computer related crimes.
- 01.05 List crimes that can be committed with the use of a computer.

02.0 Demonstrate how a computer and the internet can be used to commit a crime--The student will be able to:

- 02.01 Research the methods used by individuals to commit computer related crimes.
- 02.02 Describe the methods used by individuals to commit computer related crimes.
- 02.03 Give examples of crimes that have been committed with the use of a computer.
- 02.04 Explain how the internet can be used to commit computer related crimes.
- 02.05 List the items required to commit a crime with a computer.

03.0 Understand the principles of investigating a computer related crime--The student will be able to:

- 03.01 Evaluate scenarios to determine if a computer related crime has occurred.
- 03.02 Determine which, if any, federal or state laws apply to scenarios provided.
- 03.03 Define electronic evidence.
- 03.04 Review standard procedures for the collection of evidence.
- 03.05 Explain the importance of collecting electronic evidence.
- 03.06 Describe the chain of custody.
- 03.07 Explore software tools used to retrieve hidden and deleted electronic data from computers and storage media.
- 03.08 Establish the true identity of individuals based upon fictitious Internet identifiers.
- 03.09 Track individuals on the internet.

04.0 Demonstrate the use of investigative software tools--The student will be able to:

- 04.01 Locate the sources of investigative software tools.
- 04.02 Explore the features of investigative software tools.
- 04.03 Use investigative software tools.
- 04.04 Locate investigative software tools on the internet.

- 04.05 List investigative software tools.
- 05.0 Understand the issues related to the jurisdiction of computer related crimes--The student will be able to:
  - 05.01 Review laws and rules regarding jurisdiction.
  - 05.02 Discuss state jurisdiction.
  - 05.03 Discuss federal jurisdiction.
  - 05.04 Discuss international jurisdiction.
  - 05.05 Define the jurisdiction of various types of computer related crimes.
- 06.0 Know the location of websites that can be used as resources in the investigation of a computer related crime--The student will be able to:
  - 06.01 Locate search engines on the internet.
  - 06.02 Explore indexes of websites.
  - 06.03 Download lists of sources of information.
  - 06.04 Obtain access to secured sources of information on the internet.
- 07.0 Understand the definition of acronyms and abbreviations that may apply to computer related crimes--The student will be able to:
  - 07.01 Research acronyms and abbreviations used on the internet.
  - 07.02 Build a glossary with definitions of acronyms and abbreviations that may apply to computer related crimes.
  - 07.03 Explain the definition of acronyms and abbreviations and that may apply to computer related crimes.
- 08.0 Understand internet protocol--The student will be able to:
  - 08.01 Review Internet Protocol (IP) address formats used on the internet.
  - 08.02 Explain the definition of Internet Services Providers (ISP).
  - 08.03 Discuss the methods used to route email across the internet.
  - 08.04 Describe the path that information may travel across the internet.
  - 08.05 List methods used by ISP's to route information across the internet.
- 09.0 Understand the principles of internet newsgroups--The student will be able to:
  - 09.01 Explain the definition of a newsgroup.
  - 09.02 Locate software used to access newsgroups.
  - 09.03 Use the internet and software applications to access newsgroups.
  - 09.04 Review the procedures used by individuals on newsgroups.
  - 09.05 Find newsgroups with illegal content.
  - 09.06 Describe the methods used to locate and preserve data on a newsgroup.
  - 09.07 Give examples of methods used to conceal data in a newsgroup.
  - 09.08 Use software tools to find and preserve data in newsgroups.
  - 09.09 List software tools that may be used to locate and preserve data in a newsgroup.
- 10.0 Understand the principles of internet chat rooms--The student will be able to:
  - 10.01 Explain the definition of a chat room.

- 10.02 Locate software used to access chat rooms.
  - 10.03 Use the internet and software to access chat rooms.
  - 10.04 Review the procedures used by individuals on chat rooms.
  - 10.05 Find chat rooms with illegal content.
  - 10.06 Give examples of methods used by pedophiles in chat rooms.
  - 10.07 Describe the methods used to locate and preserve data in a chat room.
  - 10.08 Use software tools to find and preserve data in chat rooms.
- 11.0 Understand the information contained in email message headers--The student will be able to:
- 11.01 Define an email message header.
  - 11.02 Review email message headers.
  - 11.03 Determine the identity of an individual using the email message header.
  - 11.04 Use websites to determine the sender of an email message.
- 12.0 Know the location of websites that can be used as resources in tracking and learning the true identity of an individual on the internet--The student will be able to:
- 12.01 Locate websites used to track email addresses.
  - 12.02 Explore websites used to locate the registered owners of websites.
  - 12.03 Use internet search engines to locate internet identifiers.
- 13.0 Know how the internet can be used to solicit individuals to commit crimes--The student will be able to:
- 13.01 Review case histories.
  - 13.02 Obtain an anonymous identity on the internet.
  - 13.03 Send and receive anonymous email on the internet.
  - 13.04 Communicate in chat rooms on the internet.
  - 13.05 Communicate in newsgroups on the internet.
- 14.0 Understand the definition and profile of hackers, pedophiles and internet stalkers--The student will be able to:
- 14.01 Research case histories of crimes committed by hackers, pedophiles and internet stalkers.
  - 14.02 List crimes committed by hackers, pedophiles and internet stalkers.
  - 14.03 Explore websites that search for pedophiles and report their activity.
  - 14.04 Read laws related to crimes that are committed by hackers, pedophiles and internet stalkers.
  - 14.05 Examine profiles of hackers, pedophiles and internet stalkers.
  - 14.06 Read messages posted by hackers, pedophiles and internet stalkers.
- 15.0 Demonstrate how hackers, pedophiles and internet stalkers use computers and the internet to commit crimes--The student will be able to:
- 15.01 Read news stories of crimes committed by hackers, pedophiles and internet stalkers.
  - 15.02 Review software applications used by hackers, pedophiles and internet stalkers.
  - 15.03 Research websites created by hackers, pedophiles and internet stalkers.
  - 15.04 Examine newsgroups established by hackers, pedophiles and internet stalkers.

- 15.05 Create profiles of hackers, pedophiles and internet stalkers.
- 15.06 Explore procedures used by hackers, pedophiles and internet stalkers to hide their identity.
- 15.07 Review anonymous email services.
- 16.0 Demonstrate the techniques and software tools that can be used to track and investigate hackers, pedophiles and internet stalkers--The student will be able to:
  - 16.01 Locate software applications used to track and investigate hackers, pedophiles and internet stalkers.
  - 16.02 Download software applications used to track and investigate hackers, pedophiles and internet stalkers.
  - 16.03 List the features of software applications used to track and investigate hackers, pedophiles and internet stalkers.
  - 16.04 Use software applications used to track and investigate hackers, pedophiles and internet stalkers.
  - 16.05 Explore websites that can be used to track and investigate hackers, pedophiles and internet stalkers.
  - 16.06 Review techniques used by hackers, pedophiles and internet stalkers.
- 17.0 Demonstrate the techniques and methods used by hackers, pedophiles and internet stalkers to commit crimes--The student will be able to:
  - 17.01 Obtain an anonymous identity on the internet.
  - 17.02 Send and receive anonymous email on the internet.
  - 17.03 Review case histories.
  - 17.04 Communicate in chat rooms on the internet.
  - 17.05 Communicate in newsgroups on the internet.
  - 17.06 Read messages in newsgroups.
  - 17.07 Post files in newsgroups.
  - 17.08 Download files from newsgroups.
- 18.0 Know the location of websites that can be used as resources in the investigation of hackers, pedophiles and internet stalkers--The student will be able to:
  - 18.01 Obtain access to secured sources of information on the internet.
  - 18.02 Locate search engines on the internet.
  - 18.03 Explore indexes of websites.
  - 18.04 Download lists of sources of information.
  - 18.05 List websites that search for pedophiles and report their activity.
- 19.0 Understand the definition of internet pornography--The student will be able to:
  - 19.01 Apply federal and state laws related to internet pornography.
  - 19.02 Explain the definition of an Internet pornography computer related crime.
  - 19.03 Discuss case histories of major computer related internet pornography crimes.
  - 19.04 List Internet pornography crimes that can be committed with the use of a computer.
- 20.0 Understand how a computer can be used to commit an internet pornography crime--The student will be able to:



- 20.01 Research the methods used by individuals to commit internet pornography crimes.
  - 20.02 Describe the methods used by individuals to commit internet pornography crimes.
  - 20.03 Give examples of internet pornography crimes that have been committed with the use of a computer.
  - 20.04 Explain how the internet can be used to commit internet pornography crimes.
  - 20.05 List the items required to commit an internet pornography crime with a computer.
- 21.0 Understand the issues related to the jurisdiction of computer related internet pornography investigations--The student will be able to:
- 21.01 Review laws and rules regarding internet pornography criminal acts.
  - 21.02 Discuss state jurisdiction related to internet pornography investigations.
  - 21.03 Discuss federal jurisdiction related to internet pornography investigations.
  - 21.04 Discuss international jurisdiction related to internet pornography investigations.
  - 21.05 Describe the affect of multiple jurisdictions in a computer related pornography investigation.
  - 21.06 Read case histories.
- 22.0 Know the principles of investigating an internet pornography crime--The student will be able to:
- 22.01 Evaluate scenarios to determine if an Internet pornography computer related crime has occurred.
  - 22.02 Determine which if any federal or state laws apply to scenarios provided.
  - 22.03 Define electronic evidence in an Internet pornography crime.
  - 22.04 Review standard procedures for the collection of electronic pornography evidence.
  - 22.05 Explain the importance of collecting electronic evidence.
- 23.0 Demonstrate investigative software applications that may be used to investigate internet pornography--The student will be able to:
- 23.01 Locate sources of investigative software applications.
  - 23.02 Explore the features of investigative software applications.
  - 23.03 Download investigative software applications.
  - 23.04 Use investigative software applications to investigate an internet pornography crime.
- 24.0 Know the location of websites that can be used as resources in the investigation of internet pornography--The student will be able to:
- 24.01 Locate websites on the Internet that provide assistance in internet pornography investigations.
  - 24.02 Obtain access to secured sources of information regarding internet pornography investigations.
  - 24.03 Locate law enforcement resources that are available to assist in internet pornography investigations.
  - 24.04 Explore newsgroups related to internet pornography investigations.
- 25.0 Understand the definition of internet fraud crimes--The student will be able to:
- 25.01 Explain the definition of an internet fraud crime.
  - 25.02 Apply federal and state laws related to internet fraud crimes.

- 25.03 Discuss case histories of major computer and internet fraud crimes.
  - 25.04 Describe the affect of internet fraud on e-commerce.
  - 25.05 List computer and internet fraud crimes that can be committed with the use of a computer and the internet.
- 26.0 Demonstrate how a computer can be used to commit an internet fraud crime--The student will be able to:
- 26.01 Research the methods used by individuals to commit internet fraud crimes.
  - 26.02 Describe the methods used by individuals to commit internet fraud crimes.
  - 26.03 Give examples of internet fraud crimes that have been committed.
  - 26.04 Explain how the internet can be used to commit internet fraud crimes.
  - 26.05 Read cases histories of internet fraud crimes.
  - 26.06 Describe secure internet websites.
  - 26.07 Explain how identity theft can be used to commit internet fraud crimes.
  - 26.08 Describe how a persons' identity can be stolen on the internet.
  - 26.09 List the elements of an internet fraud crime with a computer.
- 27.0 Understand the issues related to the laws and jurisdiction of internet fraud investigations--The student will be able to:
- 27.01 Evaluate scenarios to determine if an internet fraud crime has occurred.
  - 27.02 Determine which, if any, federal or state laws apply to scenarios provided.
  - 27.03 Define electronic evidence in an internet fraud crime.
  - 27.04 Review standard procedures for the collection of computer or internet related evidence.
  - 27.05 Explain the importance of collecting electronic evidence.
- 28.0 Know the principles of investigating an internet fraud crime--The student will be able to:
- 28.01 Research computer related internet fraud websites.
  - 28.02 Review laws and rules regarding computer related internet fraud criminal acts.
  - 28.03 Read case histories of computer related internet fraud investigations.
  - 28.04 Discuss state jurisdiction related to computer related internet fraud investigations.
  - 28.05 Discuss federal jurisdiction related to computer related internet fraud investigations.
  - 28.06 Discuss international jurisdiction related to computer related internet fraud investigations.
- 29.0 Demonstrate investigative software applications that may be used to investigate internet fraud crimes--The student will be able to:
- 29.01 Locate sources of investigative software applications.
  - 29.02 Explore the features of investigative software applications.
  - 29.03 Download shareware copies of investigative software applications.
  - 29.04 Use investigative software applications to investigate an internet fraud crime.
- 30.0 Know the location of websites that can be used as resources in the investigation of internet fraud crimes--The student will be able to:
- 30.01 Explore websites related to internet fraud crimes.

- 30.02 Obtain access to secured sources of information regarding computer related internet fraud investigations.
- 30.03 Locate law enforcement resources that are available to assist in computer related internet fraud investigations.
- 30.04 Explore newsgroups related to computer related internet fraud investigations.
- 31.0 Understand the definition of acronyms, abbreviations and legal terms that may apply to computer related crimes--The student will be able to:
  - 31.01 Research acronyms and abbreviations used on the internet.
  - 31.02 Locate legal terms that may apply to computer related crimes.
  - 31.03 Build a glossary with definitions of acronyms, abbreviations and legal terms that may apply to computer related crimes.
  - 31.04 Explain the definition of acronyms, abbreviations and legal terms that may apply to computer related crimes.
- 32.0 Know the common elements of state statutes that apply to computer related crimes--The student will be able to:
  - 32.01 Review state statutes that apply to computer related crimes.
  - 32.02 Research case histories of computer related crimes.
  - 32.03 Define the elements of state statutes that apply to computer related crimes.
  - 32.04 List the elements of state statutes that apply to computer related crimes.
  - 32.05 Discuss the elements of state statutes that apply to computer related crimes.
  - 32.06 Apply the elements of state statutes to computer related crimes.
  - 32.07 Give examples of computer related crimes under state jurisdiction.
- 33.0 Know the elements of federal codes and rules that apply to computer related crimes--The student will be able to:
  - 33.01 Review federal codes and rules that apply to computer related crimes.
  - 33.02 Define the elements of federal codes and rules that apply to computer related crimes.
  - 33.03 Research case histories of computer related crimes.
  - 33.04 List the elements of federal codes and rules that apply to computer related crimes.
  - 33.05 Discuss the elements of federal codes and rules that apply to computer related crimes.
  - 33.06 Apply the elements of federal codes and rules to computer related crimes.
  - 33.07 Give examples of computer related crimes under federal jurisdiction.
- 34.0 Know the common elements of international laws, codes and legal rules that apply to computer related crimes--The student will be able to:
  - 34.01 Review international laws, codes and legal rules that apply to computer related crimes.
  - 34.02 Define the elements of international laws, codes and legal rules that apply to computer related crimes.
  - 34.03 List the elements of international laws, codes and legal rules that apply to computer related crimes.
  - 34.04 Research case histories of computer related crimes.
  - 34.05 Discuss the elements of international laws, codes and legal rules that apply to computer related crimes.
  - 34.06 Apply the elements of federal codes and rules to computer related crimes.
  - 34.07 Give examples of international computer related crimes.

- 35.0 Understand how intellectual property issues affect computer related crime investigations--  
-The student will be able to:
- 35.01 Review the First Amendment to the United States Constitution.
  - 35.02 Discuss violations of copyright laws on the internet.
  - 35.03 Research violations of domain names and trademarks used on the internet.
  - 35.04 Research violations of software and web site license agreements.
  - 35.05 Explore how patent laws apply to the internet.
  - 35.06 Review the licensing of multimedia on the internet.
  - 35.07 Examine corporate policies on internet and email use.
- 36.0 Understand the issues related to the jurisdiction of computer related crimes--The student will be able to:
- 36.01 Review laws and rules regarding jurisdiction.
  - 36.02 Define state jurisdiction as applied to computer related crimes.
  - 36.03 Define federal jurisdiction as applied to computer related crimes.
  - 36.04 Define international jurisdiction as applied to computer related crimes.
  - 36.05 Discuss the issues involved with computer related crimes that span multiple jurisdictions.
- 37.0 Know how to write search warrants involving computer related crimes--The student will be able to:
- 37.01 Review the 4th Amendment (search and seizure) of the United States Constitution.
  - 37.02 List the requirements to obtain a search warrant.
  - 37.03 List the items that must be contained in a search warrant.
  - 37.04 List the procedures for executing a search warrant.
  - 37.05 List additional items that must be included in a search warrant obtained for computer related crimes.
  - 37.06 Discuss issues with international, federal and state search warrants.
  - 37.07 Write a search warrant for a computer related crime.
- 38.0 The definition of forensics as applied to computer related crimes--The student will be able to:
- 38.01 Apply federal and state laws to computer related crimes.
  - 38.02 Explain the definition of forensic as applied to computer related crime.
  - 38.03 Discuss the elements required in a computer related crime search warrant.
  - 38.04 List the procedures that must be used to preserve computer evidence.
- 39.0 Demonstrate how a computer can contain hidden data and how to preserve and locate the hidden data--The student will be able to:
- 39.01 Research the methods used by individuals to hide data on a computer.
  - 39.02 Describe the methods used by investigators to locate and preserve data on a computer.
  - 39.03 Explain how data can be encrypted.
  - 39.04 Define how a computer virus can affect data.
  - 39.05 Give examples of methods used to conceal data on a computer.
  - 39.06 Use software tools to find and preserve data on a computer.
  - 39.07 Retrieve deleted data from a computer storage device.

- 39.08 List the software tools that may be used to locate data on a computer.
  - 39.09 Outline the procedures used to preserve data retrieved from a computer.
  - 39.10 Describe computer data storage devices.
  - 39.11 Explain how passwords can be revealed.
- 40.0 Understand the principles of preserving and processing a computer related crime scene--The student will be able to:
- 40.01 Define electronic evidence.
  - 40.02 Review the standard procedures for the collection of evidence.
  - 40.03 Explain the importance of collecting electronic evidence.
  - 40.04 Describe the chain of custody.
  - 40.05 Explore software tools used to retrieve hidden and deleted electronic data from computers and storage media.
  - 40.06 Process a computer related crime scene.
  - 40.07 Inventory evidence at a computer crime scene.
- 41.0 Demonstrate computer forensic software tools--The student will be able to:
- 41.01 Locate the sources of computer forensic software tools.
  - 41.02 Explore the features of computer forensic software tools.
  - 41.03 Use computer forensic software tools.
- 42.0 Know the requirements of a search warrant in a computer related crime--The student will be able to:
- 42.01 Review laws regarding search warrants in a computer related crime.
  - 42.02 Discuss state search warrants in a computer related crime.
  - 42.03 Discuss federal search warrants in a computer related crime.
  - 42.04 Define the elements required in a search warrant for a computer related crime.
- 43.0 Know the location of websites that can be used as resources in the forensic investigation of a computer related crime--The student will be able to:
- 43.01 Locate forensic software tools on the internet.
  - 43.02 Obtain access to secured sources of information regarding forensic software and tools on the Internet.
  - 43.03 Download lists of computer related forensic sources of information.
  - 43.04 Download investigative software tools.
  - 43.05 Explore newsgroups related to forensic software sources.
- 44.0 Know the definition of software piracy--The student will be able to:
- 44.01 Review software licenses agreements.
  - 44.02 Research laws that apply to software piracy.
  - 44.03 List methods used to pirate computer software.
  - 44.04 Describe trade secrets.
  - 44.05 Explain software patents.
  - 44.06 Read case histories.

- 45.0 Know the definition of copyright infringement as related to electronic media--The student will be able to:
- 45.01 Explain the definition of intellectual property.
  - 45.02 Review laws that apply to copyrights.
  - 45.03 List electronic media that can be copyrighted.
  - 45.04 List technology and tools used to violate copyrights.
  - 45.05 Explain how the internet can be used to violate copyrights.
- 46.0 Demonstrate how a computer and the internet can be used to pirate computer software--The student will be able to:
- 46.01 Explore websites that allow visitors to download pirated computer software.
  - 46.02 Research computer software piracy case histories.
  - 46.03 Examine the technology used to create counterfeit computer software.
  - 46.04 Explain how the internet can be used to pirate computer software.
  - 46.05 List the most popular software applications that are pirated on the internet.
- 47.0 Demonstrate how a computer and the internet can be used to violate copyrights--The student will be able to:
- 47.01 Explore websites that provide tools used to violate copyrights.
  - 47.02 Research copyright violation case histories.
  - 47.03 Examine the technology and tools on the internet used to violate copyrights.
  - 47.04 Explain how the internet can be used to violate copyrights.
- 48.0 Understand the principles of investigating computer software piracy and copyright infringement cases--The student will be able to:
- 48.01 Review laws and rules regarding computer software piracy and copyright infringement.
  - 48.02 Read case histories of computer software piracy and copyright infringement.
  - 48.03 Research websites related to computer software piracy and copyright infringement.
  - 48.04 Discuss scenarios of computer software piracy and copyright infringement.
  - 48.05 Write reports of computer software piracy and copyright infringement cases.
- 49.0 Understand the issues related to the jurisdiction of computer software piracy and copyright infringement investigations--The student will be able to:
- 49.01 Review laws and rules regarding jurisdiction.
  - 49.02 Discuss state jurisdiction.
  - 49.03 Discuss federal jurisdiction.
  - 49.04 Discuss international jurisdiction.
  - 49.05 Apply laws to scenarios involving computer software piracy and copyright infringement.
- 50.0 Know the location of websites that can be used as resources in the investigation of computer software piracy and copyright infringement investigations--The student will be able to:

- 50.01 Locate the sources of investigative software tools on the internet.
- 50.02 Explore the features of investigative software tools available on the internet.
- 50.03 Use investigative software tools.
- 50.04 Obtain access to secured sources of information on the internet.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Fire Science Technology (FESHE Model)  
**Career Cluster:** Law, Public Safety and Security

	<b>AS</b>	<b>AAS</b>
CIP Number	1743020100	0743020100
Program Type	College Credit	College Credit
Standard Length	60 credit hours	60 credit hours
CTSO	N/A	N/A
SOC Codes (all applicable)	33-2021	33-2021
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>	
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</a>	

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment as fire inspectors and investigators (SOC 33-2021), fire science technicians, fire officers, fire safety inspectors, fire assistants, safety inspectors, building inspectors, fire insurance investigators/inspectors, fire fighters, or to provide supplemental training for persons previously or currently employed in these occupations.

This program does not prepare students for certification as fire fighters. A student must successfully complete the basic recruit program in fire fighting to become certified, pursuant to Chapter 633, Florida Statutes.

Student Performance Standards in this program have been adapted from the National Fire Protection Association Fire Fighter Professional Qualifications (NFPA 1001), Fire Officer Professional Qualifications (NFPA 1021), Professional Qualifications for Fire Inspector (NFPA 1031), and Fire Service Instructor Professional Qualifications (NFPA 1041).



## Program Structure

This program is a planned sequence of instruction consisting of 60 hours.

This program is a planned sequence of instruction consisting of 60 hours of college credit to obtain an AAS or AS degree. In 2000, the Fire and Emergency Services Higher Education Consortium identified **six core associate-level courses** in their model curriculum, including:

- Building Construction for Fire Protection
- Fire Behavior and Combustion
- Fire Prevention
- Fire Protection Hydraulics and Water Supply
- Fire Protection Systems
- Principles of Emergency Services

In 2001, the National Fire Science Curriculum Committee (NFSCC) was formed to develop standard titles, descriptions, outcomes, and outlines for each of the six core courses.

The FESHE website states: "Fire science associate degree programs are encouraged to require these courses as the "theoretical core" on which their major is based. The course outlines address the need for a uniformity of curriculum and content among the fire science courses with the United States' two-year programs."

The NFSCC also developed similar outlines for other courses that are commonly offered in fire science programs. If a school offers any of these "**non-core**" **courses**, it is suggested these outlines be adopted, as well. The non-core courses are:

- Fire Administration I
- Occupational Health and Safety
- Legal Aspects of the Emergency Services
- Hazardous Materials Chemistry
- Strategy and Tactics
- Fire Investigation I
- Fire Investigation II

Additionally, the NFSCC associate's group has developed additional new model course outlines to enable concentrations' in two additional areas:

### **Fire Protection Engineering Concentration:**

- Performance-Based Design Fire Protection
- Advanced Concepts in Structural Fire Protection Systems
- Human Behavior in Fire

### **Fire Prevention Concentration:**

- Fire and Life Safety Education
- Plans Review
- Principles of Code Enforcement

Details of the Fire Protection Engineering and Fire Prevention concentrations may be found on the FESHE website [http://www.usfa.dhs.gov/nfa/higher\\_ed/model/download.shtm](http://www.usfa.dhs.gov/nfa/higher_ed/model/download.shtm).

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through vocational classroom instruction and applied laboratory procedures or practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Laboratory and field activities are an integral part of this program. The Rules of the State Fire Marshal Chapter 69A-37, Bureau of Standards and Training, state: In demonstrations involving the use of equipment and performance of tasks under nonhazardous conditions, whether in the classroom or the field, there shall be no less than one certified instructor for each ten students participating in the demonstrations. In field work involving the handling of equipment and performance of tasks under conditions considered hazardous, there shall be no less than one certified instructor for each six students, but in no case shall there be less than two certified instructors on the scene. The instructors shall be placed to oversee the safety and effectiveness of the training.

### **Special Notes**

Successful completion of the fire fighter basic recruit program may garnish student's college credit toward the associate degree. The credits to be awarded are left to the discretion of the institution involved.

In some instances, it may be necessary for selected instructors to be certified by the Bureau of Fire Standards and Training to teach specific courses. Planned and supervised occupational activities may be provided through directed laboratory experience, practicum or cooperative experience. Whenever the cooperative method is offered, the following is required for each student: (1) a training plan signed by the student, the instructor and the employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; and (2) a work station which reflects equipment, skills, and tasks relevant to the student's career goal. Students must receive compensation for work performed. In accordance with State Board of Education Rule 6A-10.0315, minimum basic skill levels have been established for admittance into a college associate degree program.

When the word "demonstrate" is used in a student performance standard, it shall require that actual performance and operation be accomplished, unless otherwise indicated.

### **Career and Technical Student Organization (CTSO)**

N/A

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

## **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

## **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. The standard length of this program is 60 credit hours according to Rule 6A-14.030, F.A.C.

## **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS/AAS degree program includes the following College Credit Certificates:

Fire Company Management (0743020202) – 15 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

### **Core Courses:**

- 01.0 Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled.
- 02.0 Demonstrate an understanding of the components of building construction that relate to fire and life safety.
- 03.0 Understand the history and philosophy of fire prevention, organization and operation of a fire prevention bureau, use of fire codes, identification and correction of fire hazards, and the relationships of fire prevention with built-in fire protection systems, fire investigation, and fire and life-safety education.
- 04.0 Understand the principles of the use of water in fire protection and how to apply hydraulic principles to analyze and to solve water supply problems.
- 05.0 Describe the features of design and operation of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, and water supply for fire protection and portable fire extinguishers.
- 06.0 Discuss fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics, introduction to fire protection systems; and introduction to fire strategy and tactics.

### **Non-Core Courses:**

- 07.0 Examine the organization and management of a fire department and the relationship of government agencies to the fire service.
- 08.0 Define risk evaluation and control procedures for fire stations, training sites, emergency vehicles, and emergency situations involving fire, EMS, hazardous materials, and technical rescue.
- 09.0 Discuss the federal, state, and local laws that regulate emergency services, national standards influencing emergency services, standard of care, tort, liability, and a review of court cases.
- 10.0 Analyze the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground.
- 11.0 Identify the fundamentals and technical knowledge needed for proper fire scene interpretations, including recognizing and conducting origin and cause, preservation of evidence and documentation, scene security, motives of the fire setter, and types of fire causes.
- 12.0 Demonstrate advanced technical knowledge on rule of law, fire scene analysis, fire behavior, evidence collection and preservation, scene documentation, case preparation and testifying.
- 13.0 Comprehend basic chemistry relating to the categories of hazardous materials including problems of recognition, reactivity, and health encountered by firefighters.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Fire Science Technology (FESHE Model)  
**CIP Numbers:** 1743020100 AS, 0743020100 AAS  
**Program Length:** 60 credit hours  
**SOC Code(s):** 33-2021

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. At the completion of this program, the student will be able to:

**Core Courses:**

01.0 Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled--The student will be able to:

- 01.01 Identify physical properties of the three states of matter.
- 01.02 Categorize the components of fire.
- 01.03 Recall the physical and chemical properties of fire.
- 01.04 Describe and apply the process of burning.
- 01.05 Define and use basic terms and concepts associated with the chemistry and dynamics of fire.
- 01.06 Describe the dynamics of fire.
- 01.07 Discuss various materials and their relationship to fires as fuel.
- 01.08 Demonstrate knowledge of the characteristics of water as a fire suppression agent.
- 01.09 Articulate other suppression agents and strategies.
- 01.10 Compare other methods and techniques of fire extinguishments.

02.0 Demonstrate an understanding of the components of building construction that relate to fire and life safety--The student will be able to:

- 02.01 Demonstrate an understanding of building construction as it relates to firefighter safety, building codes, fire prevention, code inspection and firefighting strategy and tactics.
- 02.02 Classify major types of building construction.
- 02.03 Analyze the hazards and tactical considerations associated with the various types of building construction.
- 02.04 Explain the different loads and stresses that are placed on a building and their interrelationships.
- 02.05 Identify the principle structural components of buildings and demonstrate an understanding of the function of each.
- 02.06 Differentiate between fire resistance and flame spread, and describe the testing procedures used to establish ratings for each.
- 02.07 Classify occupancy designations of the building code.
- 02.08 Identify the indicators of potential structural failure as they relate to firefighter safety.

- 02.09 Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.
- 03.0 Understand the history and philosophy of fire prevention, organization and operation of a fire prevention bureau, use of fire codes, identification and correction of fire hazards, and the relationships of fire prevention with built-in fire protection systems, fire investigation, and fire and life-safety education--The student will be able to:
- 03.01 Define the national fire problem and main issues relating thereto.
  - 03.02 Recognize the need, responsibilities, and importance of fire prevention as part of an overall mix of fire protection.
  - 03.03 Recognize the need, responsibilities, and importance of fire prevention organizations.
  - 03.04 Review minimum professional qualifications at the state and national level for Fire Inspector, Fire Investigator, and Public Educator.
  - 03.05 Define the elements of a plan review program.
  - 03.06 Identify the laws, rules, codes, and other regulations relevant to fire protection of the authority having jurisdiction.
  - 03.07 Discuss training programs for fire prevention.
  - 03.08 Design media programs.
  - 03.09 Discuss the major programs for public education.
- 04.0 Understand the principles of the use of water in fire protection and how to apply hydraulic principles to analyze and to solve water supply problems--The student will be able to:
- 04.01 Apply mathematics and physics to the movement of water in fire suppression activities.
  - 04.02 Comprehend the design principles of fire service pumping apparatus.
  - 04.03 Analyze community fire flow demand criteria.
  - 04.04 Demonstrate, through problem solving, a thorough understanding of the principles of forces that affect water at rest and in motion.
- 05.0 Describe the features of design and operation of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, and water supply for fire protection and portable fire extinguishers--The student will be able to:
- 05.01 Explain the benefits of fire protection systems in various types of structures.
  - 05.02 Describe the basic elements of a public water supply system including sources, distribution networks, piping and hydrants.
  - 05.03 Explain why water is a widely used extinguishing agent and describe how water extinguishes fires.
  - 05.04 Identify the different types and components of sprinkler, standpipe and foam systems.
  - 05.05 Define the benefits of residential sprinkler legislation.
  - 05.06 Identify five different types of non-water based fire suppression systems and describe how these systems extinguish fire.
  - 05.07 Describe the basic components of a fire alarm system.
  - 05.08 Identify three different types of detectors and explain how they detect fire.

- 05.09 Describe the hazards of smoke and list the four factors that can influence smoke movement in a building.
  - 05.10 Recognize the appropriate application of the different types of sprinklers.
  - 05.11 Explain the operation and appropriate application for the different types of portable fire extinguishing systems.
  - 05.12 Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.
- 06.0 Discuss fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics, introduction to fire protection systems; and introduction to fire strategy and tactics--The student will be able to:
- 06.01 Describe and discuss the components of the history and philosophy of the modern day fire service.
  - 06.02 Analyze the basic components of fire as a chemical reaction, the major phases of fire, and examine the main factors that influence fire spread and fire behavior.
  - 06.03 Differentiate between fire service training and education; fire protection certificate program and a fire service degree program; and explain the value of education in the fire service.
  - 06.04 List and describe the major organizations that provide emergency response service and illustrate how they interrelate.
  - 06.05 Identify fire protection and emergency-service careers in both the public and in the private sector.
  - 06.06 Synthesize the role of national, state and local support organizations in fire protection and emergency services.
  - 06.07 Discuss and describe the scope, purpose, and organizational structure of fire and emergency services.
  - 06.08 Describe the common types of fire and emergency services facilities, equipment, and apparatus.
  - 06.09 Compare and contrast effective management concepts for various emergency situations.
  - 06.10 Identify and explain the components of fire prevention including code enforcement, public information, and public and private fire protection systems.

**Non-Core Courses:**

- 07.0 Examine the organization and management of a fire department and the relationship of government agencies to the fire service--The student will be able to:
- 07.01 Identify career development opportunities and strategies for success.
  - 07.02 Explain the need for effective communication skills both written and verbal.
  - 07.03 Articulate the concepts of span and control, effective delegation and division of labor.
  - 07.04 Recognize appropriate appraising and disciplinary actions and the impact on employee behavior.
  - 07.05 Examine the history and development of management and supervision.

- 07.06 Evaluate methods of managing available resources.
  - 07.07 Identify roles and responsibilities of leaders in organizations.
  - 07.08 Compare and contrast the traits of effective versus ineffective supervision and management styles.
  - 07.09 Identify and assess safety needs for both emergency and non-emergency situations.
  - 07.10 Identify the importance of ethics as they apply to supervisors.
  - 07.11 Identify the role of a company officer in Incident Command System (ICS).
  - 07.12 Describe the benefits of documentation.
  - 07.13 Identify and analyze the major causes involved in line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.
- 08.0 Define risk evaluation and control procedures for fire stations, training sites, emergency vehicles, and emergency situations involving fire, EMS, hazardous materials, and technical rescue--The student will be able to:
- 08.01 Describe the history of health and safety programs.
  - 08.02 Identify occupational health safety programs in industry today.
  - 08.03 Identify occupational health and safety programs for the emergency services.
  - 08.04 Describe the distinction between standards and regulations.
  - 08.05 Identify federal regulations that impact on health and safety programs.
  - 08.06 Identify the standards that impact on occupational health and safety.
  - 08.07 Identify the concepts of risk identification and risk evaluation.
  - 08.08 Describe the considerations for safety in fire stations and emergency response vehicles.
  - 08.09 Describe the components of an effective response safety plan.
  - 08.10 Describe the components of the pre-incident planning process.
  - 08.11 Describe the considerations for safety while training.
  - 08.12 Define the value of personal protective equipment.
  - 08.13 Describe the components of accountability system in emergency operations.
  - 08.14 Define incident priorities and how they relate to health and safety.
  - 08.15 Describe the relationship of incident management as it relates to health and safety.
  - 08.16 Describe the methods of controlling hazards associated with responding to EMS, hazmat, and technical rescue incidents.
  - 08.17 Explain the need for and the process used for post-incident analysis.
  - 08.18 Describe the components and value of critical incident management programs.
  - 08.19 Describe the responsibilities of individual responders, supervisors, safety officers, and incident commanders, safety program managers, safety committees and fire department managers as they relate to health and safety programs.
  - 08.20 Describe the components of a wellness/fitness plan.
  - 08.21 Identify and analyze the major causes involved in line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.
- 09.0 Discuss the federal, state, and local laws that regulate emergency services, national standards influencing emergency services, standard of care, tort, liability, and a review of court cases--The student will be able to:
- 09.01 Define the different types of laws; explain their basic differences, and how the law functions in society.



- 09.02 Become familiar with federal, state, and local laws, which regulate or influence emergency services.
  - 09.03 Explain the role and purpose of national codes and standards concerning their legal influence.
  - 09.04 Become familiar with legal decisions that have or will affect the fire service.
  - 09.05 Discuss the organization and legal structure of the fire department.
  - 09.06 Define the liabilities of firefighters.
  - 09.07 Recognize legal duties of emergency service members.
  - 09.08 Discuss negligence in an emergency setting.
  - 09.09 Define discrimination and identify areas of potential discrimination in the emergency service.
  - 09.10 Identify, explain and discuss the legalities of entrance requirements, residency, grooming, and drug testing.
  - 09.11 Discuss the scope of the civil rights act.
  - 09.12 Discuss the parameters and explain the basic intent of the Americans with Disabilities Act (ADA), and Family Medical Leave Act (FMLA).
  - 09.13 Explain the at-will doctrine.
  - 09.14 Explain the purpose of labor and employment laws.
  - 09.15 Identify and analyze the major causes involved in the line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.
- 10.0 Analyze the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground--The student will be able to:
- 10.01 Demonstrate (verbally and written) knowledge of fire behavior and the chemistry of fire.
  - 10.02 Articulate the main components of pre-fire planning and identify steps during a pre-fire plan review.
  - 10.03 Recall the basics of building construction and how they interrelate to pre-fire planning.
  - 10.04 Recall major steps taken during size-up and identify the order in which they will take place at an incident.
  - 10.05 Recognize and articulate the importance of fire ground communications.
  - 10.06 Identify and define the main functions within the ICS system and how they interrelate during an incident.
  - 10.07 Given different scenarios, the student will set up and ICS call for appropriate resources and bring the scenario to a mitigated or controlled conclusion.
  - 10.08 Identify and analyze the major causes involved in line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.
- 11.0 Identify the fundamentals and technical knowledge needed for proper fire scene interpretations, including recognizing and conducting origin and cause, preservation of evidence and documentation, scene security, motives of the firesetter, and types of fire causes--The student will be able to:
- 11.01 Identify and explain the responsibilities of the fire department from a firefighter's perspective when responding to the scene of a fire, including the possibility of incendiary devices often encountered.
  - 11.02 Define criminal law and explain the constitutional amendments (4th, 5th, 6th, 8th, and 14th) as they apply to fire investigations.

- 11.03 Analyze the precedents set by constitutional law case studies that have affected fire investigations.
  - 11.04 Define and explain the common terms used in fire investigations.
  - 11.05 Describe the basic elements of fire dynamics and how they affect cause determination including fire behavior, characteristics of fuels and methods of heat transfer.
  - 11.06 Analyze the relationship of building construction on fire investigations including types of construction, construction and finish materials.
  - 11.07 Evaluate fire protection systems and building services and discuss how their installation affects the ignition of fires in buildings.
  - 11.08 Discuss the basic principles of electricity.
  - 11.09 Explain the role of the fire investigator in recognizing health and safety concerns including potential hazardous materials awareness.
  - 11.10 Describe fire scene investigations and the process of conducting investigations using the scientific method.
  - 11.11 Explain how an investigator determines the point of origin in a room.
  - 11.12 Identify the types of fire causes and differentiate between accidental and incendiary causes.
  - 11.13 Describe and explain the basic procedures used for investigating vehicle fires.
  - 11.14 Identify the characteristics of arson and common motives of the firesetter.
  - 11.15 Identify and analyze the causes involved in line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.
- 12.0 Demonstrate advanced technical knowledge on rule of law, fire scene analysis, fire behavior, evidence collection and preservation, scene documentation, case preparation and testifying--The student will be able to:
- 12.01 Explain the rule of law as it pertains to arrest, search and seizure procedures and their application to fire investigations.
  - 12.02 Recognize and interpret fire scenes common to various types of fires.
  - 12.03 Describe the chemistry of combustion and the relationship of atoms, elements, compounds, and organic compounds on fire.
  - 12.04 Explain the nature and behavior of fire including the effects of heat.
  - 12.05 Explain and identify the combustion properties of liquids, gases and solid fuels.
  - 12.06 Identify and explain electrical causes of fires.
  - 12.07 List and explain the procedures for lifting fingerprints, evidence collection and preservations.
  - 12.08 List and identify the make-up and use of incendiary devices, explosives, and bombs.
  - 12.09 List the procedures for documenting fire scenes, including sketching, photography, and report writing.
  - 12.10 Analyze fire-related deaths and injuries and describe methods of documentation.
  - 12.11 Identify the techniques for interviewing and questioning suspects and subjects.
  - 12.12 Explain the role of the fire investigator in courtroom proceedings including courtroom demeanor and testifying.
  - 12.13 Identify and list the sources and technology available for fire investigations.
  - 12.14 Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.

- 13.0 Comprehend basic chemistry relating to the categories of hazardous materials including problems of recognition, reactivity, and health encountered by firefighters--The student will be able to:
- 13.01 Identify the common elements by their atomic symbols on the Periodic Table and demonstrate an understanding of why the table is organized into columns and groups.
  - 13.02 Differentiate between elements, compounds and mixtures, and give examples of each.
  - 13.03 Explain the difference between ionic and covalent bonding and be able to predict when each will occur.
  - 13.04 Identify, name, and understand the basic chemistry involved with common hydrocarbon derivatives.
  - 13.05 Comprehend the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse conditions.
  - 13.06 Identify, name, and understand the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.
  - 13.07 Analyze facility occupancy, transportation documents, shape and size of containers, and Material Safety Data Sheets (MSDS) to recognize the physical state and potential hazards of reactivity related to firefighter health and safety.
  - 13.08 Demonstrate the ability to utilize guidebooks to determine an initial course of action for emergency responders.
  - 13.09 Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.

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**Florida Department of Education  
Curriculum Framework**

**Program Title:** Fire Company Management  
**Career Cluster:** Law, Public Safety & Security

<b>CCC</b>	
CIP Number	0743020202
Program Type	College Credit Certificate (CCC)
Program Length	15 credit hours
CTSO	N/A
SOC Codes (all applicable)	33-2021
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Fire Science Technology (FESHE Model) AS/AAS (1743020100/0743020100).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to align a cluster of Fire Science courses with the promotional and state certification requirements of local and regional public service agencies. The primary intent is to assist incumbent workers in acquiring professional certifications and opportunities for career advancement. Credits acquired through this certificate program can be applied towards the AS/AAS in Fire Science Technology. This program does not prepare students for certification as basic fire fighters. A student must successfully complete the basic recruit program in fire fighting to become certified, pursuant to Chapter 633, Florida Statutes. Program SOC Code 33-2021 - Fire Inspectors and Investigators.

## **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

## **Special Notes**

In some instances, it may be necessary for selected instructors to be certified by the Bureau of Fire Standards and Training to teach specific courses. Planned and supervised occupational activities may be provided through directed laboratory experience, practicum or cooperative experience. Whenever the cooperative method is offered, the following is required for each student: (1) a training plan signed by the student, the instructor and the employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; and (2) a work station which reflects equipment, skills, and tasks relevant to the student's career goal. Students must receive compensation for work performed.

## **Career and Technical Student Organization (CTSO)**

N/A

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

## **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled.
- 02.0 Demonstrate an understanding of the components of building construction that relate to fire and life safety.

- 03.0 Understand the principles of the use of water in fire protection and how to apply hydraulic principles to analyze and to solve water supply problems.
- 04.0 Examine the organization and management of a fire department and the relationship of government agencies to the fire service.
- 05.0 Analyze the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground.

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**Florida Department of Education  
Student Performance Standards**

**Program Title:** Fire Company Management  
**CIP Numbers:** 0743020202  
**Program Length:** 15 credit hours  
**SOC Code(s):** 33-2021

This certificate program is part of the Fire Science Technology (FESHE Model) AS/AAS (1743020100/0743020100).

- 01.0 Explore the theories and fundamentals of how and why fires start, spread, and how they are controlled--The student will be able to:
- 01.01 Identify physical properties of the three states of matter.
  - 01.02 Categorize the components of fire.
  - 01.03 Recall the physical and chemical properties of fire.
  - 01.04 Describe and apply the process of burning.
  - 01.05 Define and use basic terms and concepts associated with the chemistry and dynamics of fire.
  - 01.06 Describe the dynamics of fire.
  - 01.07 Discuss various materials and their relationship to fires as fuel.
  - 01.08 Demonstrate knowledge of the characteristics of water as a fire suppression agent.
  - 01.09 Articulate other suppression agents and strategies.
  - 01.10 Compare other methods and techniques of fire extinguishments.
- 02.0 Demonstrate an understanding of the components of building construction that relate to fire and life safety--The student will be able to:
- 02.01 Demonstrate an understanding of building construction as it relates to firefighter safety, building codes, fire prevention, code inspection and firefighting strategy and tactics.
  - 02.02 Classify major types of building construction.
  - 02.03 Analyze the hazards and tactical considerations associated with the various types of building construction.
  - 02.04 Explain the different loads and stresses that are placed on a building and their interrelationships.
  - 02.05 Identify the principle structural components of buildings and demonstrate an understanding of the function of each.
  - 02.06 Differentiate between fire resistance and flame spread, and describe the testing procedures used to establish ratings for each.
  - 02.07 Classify occupancy designations of the building code.
  - 02.08 Identify the indicators of potential structural failure as they relate to firefighter safety.
  - 02.09 Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.

03.0 Understand the principles of the use of water in fire protection and how to apply hydraulic principles to analyze and to solve water supply problems--The student will be able to:

- 03.01 Apply mathematics and physics to the movement of water in fire suppression activities.
- 03.02 Comprehend the design principles of fire service pumping apparatus.
- 03.03 Analyze community fire flow demand criteria.
- 03.04 Demonstrate, through problem solving, a thorough understanding of the principles of forces that affect water at rest and in motion.

**Non-Core Courses:**

04.0 Examine the organization and management of a fire department and the relationship of government agencies to the fire service--The student will be able to:

- 04.01 Identify career development opportunities and strategies for success.
- 04.02 Explain the need for effective communication skills both written and verbal.
- 04.03 Articulate the concepts of span and control, effective delegation and division of labor.
- 04.04 Recognize appropriate appraising and disciplinary actions and the impact on employee behavior.
- 04.05 Examine the history and development of management and supervision.
- 04.06 Evaluate methods of managing available resources.
- 04.07 Identify roles and responsibilities of leaders in organizations.
- 04.08 Compare and contrast the traits of effective versus ineffective supervision and management styles.
- 04.09 Identify and assess safety needs for both emergency and non-emergency situations.
- 04.10 Identify the importance of ethics as they apply to supervisors.
- 04.11 Identify the role of a company officer in Incident Command System (ICS).
- 04.12 Describe the benefits of documentation.
- 04.13 Identify and analyze the major causes involved in line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.

05.0 Analyze the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground--The student will be able to:

- 05.01 Demonstrate (verbally and written) knowledge of fire behavior and the chemistry of fire.
- 05.02 Articulate the main components of pre-fire planning and identify steps during a pre-fire plan review.
- 05.03 Recall the basics of building construction and how they interrelate to pre-fire planning.
- 05.04 Recall major steps taken during size-up and identify the order in which they will take place at an incident.
- 05.05 Recognize and articulate the importance of fire ground communications.
- 05.06 Identify and define the main functions within the ICS system and how they interrelate during an incident.
- 05.07 Given different scenarios, the student will set up and ICS call for appropriate resources and bring the scenario to a mitigated or controlled conclusion.



05.08 Identify and analyze the major causes involved in line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Juvenile Justice Detention/Residential Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

PSAV	
Program Number	L100100
CIP Number	0743011001
Grade Level	30,31
Standard Length	150 hours
Teacher Certification	Must be Department of Juvenile Justice certified in the Criminal Justice Standards & Training Commission's Instructor Techniques course pursuant to 63H-2.008 F.A.C.
CTSO	N/A
SOC Codes (all applicable)	21-1092, 21-1021, 39-9041
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: N/A Language: N/A Reading: N/A

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The content includes but is not limited to the interpersonal skills necessary to work successfully with youth. There is a concentration on understanding the adolescent youth, recognizing their developmental patterns, and how to effectively communicate with them. The program also recognizes the need for the new officer to be familiar with the plethora of mental health issues that can plague adolescent youth, the impact of trauma, gender bias, and substance abuse as well as the indicators of potential suicide. The focus is on establishing how the youth can be assisted to become productive adults.

**Program Structure**

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
		Phase 1 Course Overview/Review	Done prior (Pre-requisite)	39-9041 21-1092 21-1021
A	CJB0250	Professional Attributes of a Juvenile Justice Officer	75 hours	39-9041 21-1092
	CJB0251	Juvenile Justice Issues	75 hours	21-1021

**Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

**Special Notes**

This program may only be taught by a Department of Juvenile Justice certified instructor. This series of on-line courses must be successfully completed prior to entering the academy. A comprehensive review is included in the academy prior to taking the certification examination. The Juvenile Justice Detention/Residential Officer pre-requisite courses are as follows:

**Admission to Detention/Residential** (whichever is applicable to the officer)

Admission to Detention:

1. Identify the required intake documents.
2. Identify the actions to take if the intake documents are incomplete.
3. Identify the actions to take if a youth is a suicide risk or is ill.
4. State the importance of being thorough and not rushing the admissions process.
5. State the importance of observing the confidentiality of youth information.

6. Conducting a frisk search of youth.
7. Conducting a visual search of youth.
8. Conducting an electronic search of youth.
9. Inventorying and storing youth's possessions.
10. Conducting strip search, including inspecting for lice and "scabies."
11. Supervising youth shower.
12. Issuing required uniform/clothing.
13. Completing all the admissions paperwork required in the Juvenile Justice Information System (JJIS).
14. Logging the new admission into the Master Control logbook.
15. Providing youth a phone call to parents or guardian.
16. Identifying youth with critical or special needs.
17. Classifying youth with critical or special needs in the Juvenile Justice Information System (JJIS).
18. Making youth's room assignment based on his/her particular needs.
19. Identify procedures for escorting youth to room.
20. Identify the proper steps for checking youth's sleeping room.
21. Identify the purpose and content of orientation during the admission process.
22. Identify the timeframe for conducting and documenting orientation.

#### Admission to Residential:

1. State the responsibilities of the Commitment Manager.
2. Identify the key components of the Bed Management Information System.
3. Identify the Resource Utilization components.
4. State the process for reporting questionable referrals.
5. Identify the time frames for admission to a residential program.
6. Identify who should be notified of a residential placement.
7. State what is needed in a Commitment Packet.
8. Determine how to get necessary missing Commitment Packet documents.
9. Identify Medicaid provisions for children in care.
10. Identify DNA testing requirements.
11. Differentiate between notification procedures for programs with and without JJIS capability.
12. Identify the methods used to notify parents or guardians.
13. State requirements for notifying court and JPO about admission.
14. Describe the procedure for conducting a strip search.
15. Explain the three types of screening conducted during intake.
16. Describe shower procedures when a youth enters a program.
17. State policy on youth dress and personal property.
18. State policy on medications brought with youth to program.
19. Explain classification and assignment.
20. Explain procedure for establishing youth identification and address verification.
21. State Jimmy Ryce procedures.
22. State the timeframe for orientation to a residential commitment program.
23. Discuss the orientation content including:
  - Review of expectations;
  - Program rules;
  - Behavior management system;
  - Release criteria;
  - Eligibility criteria for off-campus activities;
  - Grievance procedure;

- Disaster preparedness;
  - Physical layout of facility; and
  - Assignment and introductions.
24. Define “case management”.
  25. Describe the role of the treatment team in case management.
  26. Describe the steps in the case management process.

### **DJJ and the Law**

1. Define juvenile according to Florida Statute.
2. Define a delinquent act.
3. Define the juvenile court.
4. Define jurisdiction.
5. Describe the juvenile court process.
6. Define detention order.
7. Define arraignment hearing.
8. Define adjudicatory hearing.
9. Define disposition hearing.
10. Describe “Youth Rights” for youths in custody.
11. Define abuse, neglect, and abandonment.
12. Define institutional abuse or neglect.
13. State the authorities to which abuse, neglect, or abandonment must be reported.
14. Identify the penalty and fine for failure to report abuse, neglect, or abandonment.
15. List in the correct order the phases of grievance process.
16. Describe the officer’s role in each phase of the grievance process.

### **DJJ and the Organization**

1. State the key elements of the DJJ Mission and Vision statements.
2. Identify the DJJ Executive Leadership Team and its responsibilities.
3. Describe the DJJ organization on the regional and state levels.
4. Describe the continuum of care.
5. Describe the different types of DJJ programs and services.
6. Describe the different levels of residential commitment programs.

### **Safety and Searches**

1. Describe the key elements of supervision of youth.
2. Describe the three levels of supervision of youth identified as potential suicide risks.
3. Describe procedure for conducting counts.
4. Identify the steps for proper positioning when supervising youth.
5. Identify the supervision requirements of youth during non-wake hours.
6. Identify procedures for moving a group of youth from one location in the facility.
7. Describe procedure for requesting permission to move youth.
8. Describe times when there should be no youth movement in a facility.
9. Identify the procedures for handling any medical emergency.
10. Identify the locations of all emergency response equipment.
11. Identify the requirements for contacting 9-1-1 in life-threatening situations.
12. Identify how to document and report a youth injury.
13. Identify the officer’s role in maintaining the working order and cleanliness of the facility.
14. Describe the purpose of a shift change briefing.

15. List the required information relayed during a shift change briefing.
16. Describe when additional meetings are required.
17. Conducting a frisk search of youth.
18. Conducting a visual search of youth.
19. Conducting an electronic search of youth.
20. Identify times when room searches are required.
21. Describe how to search youth sleeping rooms and document search.
22. Describe procedures for submitting a maintenance and repair work order.
23. Identify times when perimeter searches are required.
24. Describe how to conduct perimeter search, complete perimeter checklist, and document results of the search.
25. Define contraband.
26. Identify steps to detect, confiscate, report and document contraband.
27. Identify the Florida Statute that describes the penalties associated with unlawful articles in a facility.

## **Security**

1. Identify the different types of security devices used in facilities.
2. Explain the procedures for reporting a deficiency in a security device(s).
3. Describe the requirements of facility staff for promoting a secure facility.
4. Define the function of Master Control in a facility.
5. Describe the responsibilities of Master Control.
6. Describe the requirements of documenting and maintaining a logbook in Master Control.
7. Explain the facilities responsibility for maintaining and controlling all facility keys.
8. Describe the operating procedures of key control.
9. Describe the procedures for reporting lost or damaged keys.
10. Explain the process when an officer leaves with a set of facility keys.
11. Identify the circumstances when keys can be removed from a facility.
12. Define the procedures regarding possession of firearms on state property.
13. Describe the procedures for law enforcement entering/not-entering facility with firearms.
14. Describe the procedures for documenting and reporting a youth with a firearm.
15. Identify the possible behaviors that could indicate a potential escape attempt.
16. Identify the procedures to assist in preventing an escape.
17. Describe the procedures of what to do if an escape attempt occurs.
18. Identify how to alert the officers of an escape attempt.
19. Identify the procedures an officer must follow when responding to an attempted escape.
20. Describe the procedures for maintaining control of the remaining youth during an escape or attempted escape.
21. Explain the mandated reporting and documentation procedures for an escape or attempted escape.
22. Describe the procedures for responding to a disturbance within a facility.
23. Define support call.
24. Identify the procedures when responding to a support call.
25. Describe how to document a support call.
26. Describe the procedures in the event of a hostage situation.
27. Identify how to alert Master Control of the hostage situation.
28. Describe the procedures for maintaining control of the remaining youth during a hostage situation.
29. Describe how to document and report a hostage situation.
30. Describe the procedures for responding to a bomb threat.

31. Describe how to document and report a bomb threat.
32. Define tool control.
33. Describe the responsibility of the staff with regards to security and control of tools and equipment within the facility.
34. Identify the tools the youth can and cannot use.
35. Identify the importance of maintaining a tool inventory.
36. Identify the procedures for inspections and replacements of tools within a facility.
37. Explain the process when a discrepancy is discovered in the tool inventory.

## **Transportation**

1. Describe **STOP**, which is the department's transportation system. **STOP** stands for **Statewide Transportation of Youth Program**.
2. Identify proper preparation of the vehicle and required equipment prior to transport.
3. Identify how to properly complete a vehicle log.
4. Identify the mandated staffing requirements for a transport.
5. Identify the proper preparation of youth and their paperwork prior to transport.
6. Identify the proper way to secure and escort youth on a transport.
7. Describe communication procedures while transporting youth.
8. Describe proper procedures for ensuring safety and security while transporting youth.
9. Explain "On the Road" checklist.
10. Describe procedure for vehicle breakdown.
11. Describe procedure for an accident.
12. Describe procedure for escape attempt.
13. Identify the steps for minimizing potential security threats at the final destination.
14. Identify proper guidelines for maintaining safety, security, and active control at final transport destinations.
15. Identify proper procedures for releasing a youth to a commitment program or detention facility.
16. Identify steps to completing a vehicle log.
17. Identify procedures for off-loading youth.
18. Describe how to return the vehicle and other equipment after a transport.
19. Describe how to respond to an emergency or incident that occurs during a transport.

## **Youth Management**

1. Explain the purpose of the behavior management system.
2. Identify the tools that are used to communicate DJJ facility rules and behavioral expectations of youth.
3. Identify types of confinement and procedures used when using confinement as a behavior management method.
4. Identify the services a youth must continue to receive to youth placed in confinement.
5. Identify the rules violations that constitute mandatory confinement.
6. Define controlled observation.
7. Identify the criteria needed for a youth to be placed on controlled observation.
8. Identify the authorization that is needed to place a youth on controlled observation.
9. Identify how to conduct placement in controlled observation.
  - Describe when you would use physical intervention during controlled observation.
  - Identify how to advise a youth during controlled observation.
  - Describe when to search a youth during controlled observation.

- Identify how to conduct a room inspection during controlled observation.
  - Identify how to conduct a Health Status Checklist.
  - Describe staff interventions that may be used during controlled observation.
  - Identify how to handle a mental health crisis for suicide risk youth during controlled observation.
10. Identify the supervision and reports used during controlled observation.
  11. Identify how you would release the youth from controlled observation.
  12. Describe the expectations of the youth and responsibilities of the officer as it relates to the daily activity schedule.
  13. Identify the items that must be provided to youth for daily hygiene and personal grooming.
  14. Identify the procedures that govern visitation at a facility.
  15. Describe the procedures for youth having access to a telephone and receiving phone calls.
  16. Describe the procedures for incoming and outgoing mail for youth.
  17. Identify the required supervision for youth 10 years of age or younger.
  18. Identify the required supervision for youth having developmental disabilities.
  19. Identify the required supervision for youth who are physically handicapped.
  20. Identify the required supervision for youth classified as sex offenders.

**Release from Detention/Residential** (whichever is applicable to the officer)

Release from Detention:

1. Identify the documents needed for a youth's release.
2. Describe how to verify the court's authorization to release youth.
3. List ways to verify youth's identity and that of person picking up the youth.
4. Demonstrate the steps in a release procedure.

Release from Residential:

1. Identify the documents needed for a youth's release.
2. Describe how to verify the court's authorization to release youth.
3. List ways to verify youth's identity and that of person picking up the youth.
4. Demonstrate the steps in a release procedure.

Each of the courses listed above has an online examination that must be passed with a score of 70% or better.

**Career and Technical Student Organization (CTSO)**

N/A

**Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the program-specific OJT framework apply.

**Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be



able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills (if applicable)**

N/A

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## Standards

After successfully completing this program, the student will be able to perform the following:

- Admission to Detention/Residential (whichever is applicable to the officer)
- DJJ and the Law
- DJJ and the Organization
- Safety and Searches
- Security
- Transportation
- Youth Management
- Release from Detention/Residential (whichever is applicable to the officer)

- 01.0 Report Writing and Note Taking
- 02.0 Communication
- 03.0 Feedback
- 04.0 Active Listening
- 05.0 Courtesy
- 06.0 Relationship Building
- 07.0 Restorative Justice
- 08.0 Professionalism
- 09.0 Stress
- 10.0 Cultural Diversity
- 11.0 Power
- 12.0 Adolescent Behavior
- 13.0 Gender-specific Programming
- 14.0 Gang Activity
- 15.0 Mental Health
- 16.0 Substance Abuse
- 17.0 Trauma Informed Practice
- 18.0 Abuse
- 19.0 Suicide
- 20.0 Medical Information

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Juvenile Justice Detention/Residential Officer**  
**PSAV Number: L100100**

**Pre-requisite courses:**

Each of the following courses has an online examination that must be passed with a score of 70% or better. This series of courses must be successfully completed prior to entering the academy. A comprehensive review is included in the academy prior to taking the certification examination.

- Admission to Detention/Residential (whichever is applicable to the officer)
- DJJ and the Law
- DJJ and the Organization
- Safety and Searches
- Security
- Transportation
- Youth Management
- Release from Detention/Residential (whichever is applicable to the officer)

**Course Number: CJB0250**

**Professional Attributes of a Juvenile Justice Officer – 75 Hours –  
SOC Code 21-1092, 21-1021, 39-9041**

01.0 Report Writing and Note Taking

- 01.01 Define “note taking” as brief notations concerning specific events (i.e., accident, crime, incident, etc.) or a general collection of notes concerning many aspects of a juvenile justice detention/residential officer’s job (i.e., an observation).
- 01.02 List procedures to be followed in taking notes.
- 01.03 Demonstrate the ability to accomplish a task involving note taking.
- 01.04 Define “sentence” as a group of words containing a subject and verb and expressing a complete thought.
- 01.05 Name the four elements of a sentence.
- 01.06 Define an incomplete sentence as one lacking in one of four elements: punctuation, a subject, a verb or a complete idea.
- 01.07 Use the correct verb tense in sentences.
- 01.08 Determine subject-verb agreement.
- 01.09 Distinguish between statements written in the active and the passive voice.
- 01.10 Define a “report” as a permanent written record that communicates important facts that can be used as a public record and in legal proceedings.
- 01.11 Identify the basic steps in report writing, to include: organizing your thoughts, taking notes, preparing to write, and writing.
- 01.12 Identify the basic requisites of report writing, to include: complete, conscious, clear, and correct (4 C’s).
- 01.13 Identify the difference between fact and opinion.
- 01.14 Write an incident report utilizing “who, what, where, when, and how.”

- 01.15 Apply the report checklist when proofing reports.
- 01.16 State what information is included in internal reports.
- 01.17 Describe what is included in an incident report, a confinement/controlled observation report, a Protective Action Response (PAR) report and a central communication center report.
- 01.18 State the purpose of logbooks.
  - a. Describe what information is included in logbooks.
  - b. Describe what information is contained in the visitor logbook.
- 01.19 State what information is included in external reports.
- 01.20 Define a "report" as a permanent written record that communicates important facts to be used in the future.
- 01.21 List uses of reports.
- 01.22 Identify readers of reports.
- 01.23 Identify types of reports used.
- 01.24 Identify the basic steps in report writing.
- 01.25 Identify the basic requisites of report writing.
- 01.26 Describe what Juvenile Justice reports are used for.
- 01.27 State who uses Juvenile Justice reports.
- 01.28 Explain the five essentials used to outline your report, "who, what, where, when, and how."
- 01.29 Define "sentence" as a group of words containing a subject and verb and expressing a complete thought.
- 01.30 Demonstrate the ability to properly spell words commonly used in juvenile justice.
- 01.31 Distinguish between statements written in the active and the passive voice.
- 01.32 Identify sentences written in active or passive style.
- 01.33 State statements in the active voice are usually clearer than those in the passive voice.
- 01.34 Demonstrate the ability to properly spell words commonly used in Juvenile Justice.
- 01.35 Identify the tools used to eliminate misspelled words.
- 01.36 Select the correct homonym based on the content of the sentence.
- 01.37 Identify that statements in the active voice are usually clearer than those in the passive voice.
- 01.38 Identify that all reports should be written in the first person (e.g., "I saw" as opposed to "This officer observed").
- 01.39 Define "editing" as rewriting to improve report content.
- 01.40 Define "proofreading" as the correction of errors in spelling, capitalization, and punctuation.
- 01.41 Demonstrate the ability to write a report incorporating the requisites as discussed or described in class.
- 01.42 Demonstrate the ability to evaluate reports by editing and proofreading reports written in class for corrections.
- 01.43 Identify basic writing rules.
- 01.44 Identify kinds of information that might be entered into a notebook/field book.

## 02.0 Communication

- 02.01 Define professional "verbal" communication.
- 02.02 Define professional "nonverbal" communication.
- 02.03 Identify the parts of the communication model.
- 02.04 Identify examples of effective communication with youth.

- 02.05 Explain why “I” messages are more effective than “You” messages for the youth in your care.
- 02.06 Practice effective communication with co-workers.
- 02.07 Identify appropriate communications with co-workers.
- 02.08 Explain how and what information should be communicated to other staff.
- 02.09 State when information should be shared with co-workers.
- 02.10 Explain why a forceful communication approach may not be effective with the youth in your care.

### 03.0 Feedback

- 03.01 Define Feedback.
- 03.02 Describe the importance of providing feedback.

### 04.0 Active Listening

- 04.01 Describe the importance of active listening.
- 04.02 Define active listening.
- 04.03 Describe techniques that should be used to be an active listener.
- 04.04 Practice Active Listening Techniques.

### 05.0 Courtesy

- 05.01 Define courtesy.
- 05.02 Describe how you can use courtesy to show respect to others.
- 05.03 Describe how you can use courtesy to show consideration for others.
- 05.04 Explain why courtesy is an important element of Juvenile Justice work.
- 05.05 Describe some ways to be courteous to others.
- 05.06 Describe behaviors that do not demonstrate courtesy.

### 06.0 Relationship Building

- 06.01 Describe the behaviors that demonstrate effective relationship building.
- 06.02 Identify which of the Do’s and Don’ts of relationship building are demonstrated in an interaction between an officer and a youth.
- 06.03 Describe the Do’s and Don’ts of relationship building between an officer and co-worker.
- 06.04 Describe unprofessional behaviors.
- 06.05 Explain the advantages of working together as a team.

### 07.0 Professionalism

- 07.01 Define professionalism.
- 07.02 Define “ethics” as the principles of honor, morality, and accepted rules of conduct that govern an individual or group.
- 07.03 Define “professionalism” as behavior and attitude patterns exhibiting standards and character marked by pride in oneself and one’s career, respect for the people served and commitment to the continued development of skills in the pursuit of excellence.
- 07.04 Explain that a high standard of ethical and moral conduct is an essential ingredient in the development of a professional officer on and off duty.

- 07.05 Explain the importance of ethical conduct in juvenile justice.
- 07.06 Identify acts that are considered unethical.
- 07.07 Identify the Rules/Statutes that govern the conduct of those representing the State.
- 07.08 Identify the provisions for youth under Section 985.02, Florida Statutes.
- 07.09 Identify situations that would constitute a Standard of Conduct violation when related to communications between staff and youth.
- 07.10 Identify the Standard of Conduct violations(s) associated with participating in horseplay or using questionable language, gestures, or teasing that is inappropriate in the workplace.
- 07.11 Identify the prohibitions stated in Section 985.4045, Florida Statutes.
- 07.12 Describe the Do's and Don'ts of working on a team.
- 07.13 Describe ways to positively handle disagreements with co-workers.
- 07.14 Identify inappropriate behaviors.
- 07.15 Identify behavior patterns or actions on the part of staff that tend to indicate misconduct.
- 07.16 Explain the importance of reporting professional misconduct.
- 07.17 Identify the penalties and sentences that may result when willful failure to report incidents of sexual misconduct or inappropriate behaviors between youth and staff occur.
- 07.18 Explain what to do if you witness a co-worker using inappropriate conduct.
- 07.19 Demonstrate professional telephone techniques.
- 07.20 Identify the standardized radio 10-codes when utilizing radio communication.
- 07.21 Identify and explain the five standard emergency color codes.
- 07.22 Identify the steps in handling requests.
- 07.23 Explain the attributes required for performing duties with juvenile inmates.
- 07.24 Identify grooming behaviors.

## 08.0 Power

- 08.01 Define power as it pertains to individuals, relationships, and society/populations.
- 08.02 Define authority.
- 08.03 Describe the effects of a perceived lack of power.
- 08.04 Describe the relationship between lack of power and conflict.
- 08.05 Describe how power imbalances occur among diverse cultures.
- 08.06 Describe behaviors that do not demonstrate appropriate use of authority.
- 08.07 Identify examples of how power can be misused by officers in facilities.
- 08.08 Identify examples of hate crimes related to the misuse of power.

## 09.0 Stress

- 09.01 Define stress.
- 09.02 Determine individual stress level.
- 09.03 Describe the positive and negative effects of stress.
- 09.04 Identify the causes of stress.
- 09.05 Recognize the early warning signs of stress.
- 09.06 Describe coping strategies that juvenile justice detention/residential officers can use to help reduce stress.
- 09.07 Identify long-term stress reduction techniques to prevent cumulative effects of stress.

- 09.08 Define “fight-or-flight response” as the body’s preparation when threatened to either stand and fight or run away.
- 09.09 Identify immediate and long-term stress responses related to personality, health, and job performance.
- 09.10 Identify the most common warning signs of stress in a juvenile justice detention/residential officer.
- 09.11 Identify the effects of stress upon officers in confrontational situations.
- 09.12 Describe officer stress reduction methods.
- 09.13 Describe how juvenile justice detention/residential officers can balance the stress between their personal and work lives.
- 09.14 Identify personal stressors in the environmental, personal, work-related, and self-induced categories.
- 09.15 Assess personal level of stress using a life change or other stress assessment Inventory and personality type through a personality profile.

**Course Number: CJB0251**

**Occupational Completion Point: A**

**Juvenile Justice Issues – 75 Hours – SOC Code 21-1092, 21-1021, 39-9041**

10.0 Restorative Justice

- 10.01 Describe the concept of Restorative Justice.
- 10.02 Cite at least five reasons for following a Restorative Justice philosophy.
- 10.03 Describe how Restorative Justice differs from traditional justice.
- 10.04 Identify the three stakeholders and how the Restorative Justice process involves each.
- 10.05 List examples of programs based on the Restorative Justice philosophy.
- 10.06 Describe how crime creates a wound and justice heals it.
- 10.07 Identify at least three of the Restorative Justice signposts.
- 10.08 Describe the Balanced Approach to Restorative Justice.
- 10.09 Define the components of the Balanced Approach to Restorative Justice.
- 10.10 Apply the accountability component to given scenarios.
- 10.11 Relate the competency component to interventions and outcomes.
- 10.12 Contrast treatment and competency development.
- 10.13 Describe the role of officers in promoting the Balanced Approach to Restorative Justice in facilities.
- 10.14 Apply the three components of the Balanced Approach to Restorative Justice.
- 10.15 Analyze how victims feel.
- 10.16 Identify the four major impact areas victims of crime may be affected by.

11.0 Cultural Diversity

- 11.01 Define cultural diversity and discuss the importance of being aware of it.
- 11.02 Define and explain culture.
- 11.03 Define and explain ethnicity.
- 11.04 Define and explain cultural effectiveness.
- 11.05 Describe the 5 cultural attributes.
- 11.06 Define and explain prejudice.
- 11.07 Define and explain discrimination.
- 11.08 Define and explain the 3 barriers to communicating across cultures.
- 11.09 Define and explain stereotype.

- 11.10 Recognize characteristics and comments that are associated with various ethnic groups and are stereotypical.
- 11.11 Explain how prejudices can lead to discrimination.
- 11.12 Describe how stereotyping affects communication in culturally diverse situations.
- 11.13 Identify the guidelines for bridging barriers of communication between different cultures.
- 11.14 Describe the techniques for building rapport and trust between officers and youth who are of different cultures.

## 12.0 Adolescent Behavior

- 12.01 Explain the purpose and benefits to officers of understanding adolescent behavior.
- 12.02 Identify fundamental facts about adolescent behavior.
- 12.03 State that adolescents are not adults and, therefore, will not behave like adults.
  - a. Define adolescence.
  - b. Define behavior.
  - c. Describe the 5 reasons adolescents do not behave as adults.
  - d. Describe unique characteristics of juvenile offenders.
- 12.04 State that human behavior, including adolescent behavior, is all about fulfilling needs.
  - a. Identify the five levels of needs in Maslow's theory.
  - b. State how Maslow's Hierarchy of Needs Theory explains adolescent behavior.
  - c. State how Maslow's Hierarchy of Needs Theory explains adult behavior.
- 12.05 State that, above all else, adolescents are struggling to establish their own identities.
- 12.06 Explain how the desire for peer approval increases antisocial behavior.
- 12.07 State the importance of understanding developmental factors when working with adolescents.
- 12.08 Describe the cognitive development process of adolescents.
- 12.09 Identify physical changes youth experience in adolescence.
- 12.10 Identify social/emotional characteristics of youth in adolescence.
- 12.11 List factors that can lead to troubled development.
- 12.12 Describe characteristics and behaviors commonly exhibited by delinquent youth.
- 12.13 Demonstrate how an officer should respond to uncooperative youth behaviors.

## 13.0 Gender-specific Programming

- 13.01 Describe gender-specific programming.
- 13.02 List at least five topics that girls in Juvenile Justice system programs need.
- 13.03 List at least five descriptors of the world of the adolescent boy and girl today.
- 13.04 Describe the 4 issues and needs that are specific to females.
- 13.05 Identify behavioral characteristics of female inmates.
- 13.06 Describe special needs of female inmates.
- 13.07 Explain that staff should be constantly alert to physical danger with male and female inmates; do not be lulled into false sense of security because of smaller size of females and seeming lack of strength.
- 13.08 Based on the gender of the youth, demonstrate differences in how an officer might respond to uncooperative youth behaviors.
- 13.09 List the differences between males and females.



- 13.10 Identify gender differences in communication styles
- 13.11 List at least three special needs of gay, lesbian and bisexual youth.

#### 14.0 Gang Activity

- 14.01 Define gang.
- 14.02 Identify the DJJ policy on gangs.
- 14.03 Define gang member.
- 14.04 List common myths about criminal street gangs.
- 14.05 Explain why youth join gangs.
- 14.06 Identify what group is joining gangs at the fastest rate.
- 14.07 Identify the three levels in a typical gang hierarchy.
- 14.08 Identify which levels in the gang hierarchy are the most dangerous.
- 14.09 List and describe the gangs found primarily in Florida.
- 14.10 Describe the role of gang graffiti.
- 14.11 Identify typical signs of gang activity within their facility.
- 14.12 Define “gang” as a group of persons gathered together for some antisocial or criminal purpose.
- 14.13 Identify concerns of the facility with regard to juvenile justice detention/residential gangs.

#### 15.0 Mental Health

- 15.01 Explain the responsibility of the DJJ facility to provide mental health assessment and services.
- 15.02 Describe the 4 mental health services provided daily.
- 15.03 Identify the most common mental health concerns in the Juvenile Justice System.
- 15.04 Describe the role of an officer in relation to a youth with mental health issues.
- 15.05 Identify the role of a juvenile justice detention/residential facility regarding mental health issues.
- 15.06 Define an emotionally disturbed youth.
- 15.07 Identify the most common mental disorders.
- 15.08 Define “mental disorder” as psychological and/or behavioral problems which impair functioning in daily living.
- 15.09 Match the type of mental disorder with behaviors that are characteristics of it.
- 15.10 State that mental disorders do not include mental retardation, developmental disability, simple intoxication or drug addiction.
- 15.11 Identify factors to observe and report when monitoring an individual’s behavior patterns.
- 15.12 Identify actions to take when responding to an individual experiencing an emotional or psychological episode.
- 15.13 Define developmentally disabled youth.
- 15.14 Describe characteristic behaviors of developmentally disabled youth.
- 15.15 Describe appropriate interventions for mentally disabled youth.
- 15.16 Describe the behaviors a youth with Autism might display.
  - a. Examine Autistic Syndrome Disorder (ASD).
  - b. Define ASD.
  - c. Identify the levels of ASD: Autism, Asperger’s, and Pervasive Development Disorder – Not Otherwise Specified.
  - d. Describe the general characteristics of each level.

- e. Determine the specific needs of a youth with ASD in a detention/residential facility.
- 15.17 Describe how officers should treat youth with Autism.
- a. Describe the role of an officer when addressing the needs of a youth with ASD.
  - b. Identify the special considerations in caring for youth diagnosed with ASD.
  - c. Identify responsibilities for, and steps to, observing and reporting both diagnosed and undiagnosed youth.

## 16.0 Substance Abuse

- 16.01 Define “substance use”, “substance abuse”, and “substance dependence.”
- 16.02 Identify reasons why people use drugs.
- 16.03 Identify factors which influence drug effects.
- 16.04 Identify characteristics of substance abuse.
- 16.05 Identify characteristics of substance dependence.
- 16.06 Identify some factors contributing to dependence.
- 16.07 List common problems associated with substance abuse.
- 16.08 Describe ways to identify an individual under the influence of drugs or alcohol.
- 16.09 List ways drugs are taken and how fast an effect occurs.
- 16.10 Describe possible behavioral characteristics of individuals under the influence of or withdrawing from drugs (including alcohol).
- 16.11 Identify physical signs and symptoms of individuals under the influence of or withdrawing from drugs (including alcohol).
- 16.12 Identify symptoms of illness that resemble intoxication.
- 16.13 Explain steps to take when encountering a subject possibly under the influence of drugs (including alcohol).
- 16.14 Describe appropriate interventions for youth with mental health or substance abuse problems.

## 17.0 Trauma Informed Practice

- 17.01 Define Trauma Informed Practice.
- 17.02 Describe how knowing Trauma Informed Practice will assist you in your jobs.
- 17.03 List at least 3 ways you may recognize trauma in a youth.
- 17.04 List at least 3 behavioral signs that a youth has experienced trauma.
- 17.05 List at least 3 triggers that might agitate a traumatized youth.
- 17.06 List at least 3 early physical warning signs that indicate a youth may be about to lose control.
- 17.07 List at least 5 behaviors an officer should engage in to demonstrate Trauma Informed Practice.
- 17.08 Identify key issues and behaviors associated with individuals with trauma histories.

## 18.0 Abuse

- 18.01 Define abuse.
- 18.02 Define emotional abuse.
- 18.03 Describe what to do if characteristics of physical, sexual, or emotional abuse are noted in a youth.
- 18.04 Identify common characteristics of juvenile sex offenders.

- 18.05 Describe appropriate interventions for youth who may have been victims of abuse.
- 18.06 Describe appropriate intervention techniques for juvenile sex offenders.
- 18.07 Identify characteristic behaviors of youth who may have been victims of physical abuse.
- 18.08 Identify characteristic behaviors of youth who may have been sexually abused or assaulted.
- 18.09 Identify characteristic behaviors of youth who may have been victims of emotional abuse.

## 19.0 Suicide

- 19.01 Describe the statistics related to youth/teen suicides in Florida.
- 19.02 Identify the facts and myths of suicide.
- 19.03 Explain the importance of suicide prevention strategies in the Juvenile Justice System.
- 19.04 Identify the risk of suicide for a youth in custody.
- 19.05 Identify the indicators that are associated with increased risk of suicide.
- 19.06 Identify the risk factors that can influence a youth to attempt suicide.
- 19.07 Identify the need for increased awareness and monitoring of youth when they have been determined to be at risk of suicide.
- 19.08 Identify the high risk periods for suicide attempts.
- 19.09 Identify the specific levels of supervision used in a detention facility for youth at risk of suicide.
- 19.10 Define precautionary observation, secure observation, and close supervision.
- 19.11 Identify contributing facility conditions and how they affect the risk of suicide.
- 19.12 Identify why a youth's room is a common place for suicide attempts.
- 19.13 Describe specific dangerous objects and substances that can be found in the facility.
- 19.14 Describe the importance of staff intervention and response to each suicide attempt.
- 19.15 Describe helpful techniques on how to respond to suicidal youth using reflective listening skills and open communication.
- 19.16 Identify what procedures are necessary for suicide attempts.
- 19.17 Identify what the "knife for life" and snips are used for when staff responds to a suicide attempt.
- 19.18 Discuss the consequences for the failure to appropriately respond to a youth attempting to harm his/herself.

## 20.0 Medical Information

- 20.01 Identify conditions that require immediate medical assessment.
- 20.02 Define chronic versus acute condition.
- 20.03 Describe common chronic conditions found in a juvenile justice detention/residential facility.
- 20.04 Describe when parents should be notified about a youth's treatment or condition.
- 20.05 Define communicable disease.
- 20.06 Describe common communicable diseases found in a juvenile justice detention/residential facility.
- 20.07 Describe the documentation requirements of an officer related to medical assessments.

- 20.08 Define pathogens and blood borne pathogens.
- 20.09 Describe how HIV and Hepatitis B are transmitted.
- 20.10 Define body fluids.
- 20.11 Identify the officers' tasks that have a risk of occupational exposure to blood borne pathogens.
- 20.12 Define Universal Precautions.
- 20.13 Describe the Universal Precautions procedures that can limit exposure to bloodborne diseases.
- 20.14 Describe the procedures to follow if you come into contact with another person's blood or body fluids.
- 20.15 List the personal protective equipment and its proper usage.
- 20.16 State the approved hazardous waste disposal procedures.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Correctional Officer (Traditional Correctional BRTP)  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

PSAV	
Program Number	P430102
CIP Number	0743010200
Grade Level	30, 31
Standard Length	420 hours
Teacher Certification	CORR OFF @7 G LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3012
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkinsresources.asp">http://www.fldoe.org/workforce/perkins/perkinsresources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/articframe.asp">http://www.fldoe.org/workforce/dwdframe/articframe.asp</a>
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

### **Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0300	Introduction to Corrections	32 hours	33-3012
	CJK0305	CJSTC Communications	40 hours	
	CJK0310	Officer Safety	12 hours	
	CJK0315	Facility and Equipment	12 hours	
	CJK0320	Intake and Release	18 hours	
	CJK0325	Supervising in a Correctional Facility	40 hours	
	CJK0330	Supervising Special Populations	20 hours	
	CJK0335	Responding to Incidents and Emergencies	16 hours	
	CJK0340	Officer Wellness and Physical Abilities	30 Hours	
	CJK0031	CMS First Aide for Criminal Justice Officers	40 Hours	
	CJK0040	CMS Criminal Justice Firearms	80 Hours	
	CJK0051	CMS Criminal Justice Defensive Tactics	80 Hours	

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located at: <http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx>.

### Career and Technical Student Organization (CTSO)

N/A

## **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (<http://www.fldoe.org/workforce/dwdframe/essentialskills.asp>).

## **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basic-skills.rtf>.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).



2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Correctional Officer (Traditional Correctional BRTP)  
PSAV Number: P430102**

**Course Number: CJK0300  
Occupational Completion Point: A  
Introduction to Corrections – 32 Hours – SOC Code 33-3012**

- 01.0 Define correctional officer in accordance with F.S. § 943.10.
- 02.0 State that correctional officers must be able to work alone with little or no supervision.
- 03.0 Explain that correctional officers perform tasks without letting distractions interfere.
- 04.0 Explain that correctional officers must independently make decisions and stand by decisions made.
- 05.0 Explain that correctional officers are willing to learn new techniques and procedures.
- 06.0 State that correctional officers must be able to adapt to change without incurring undue stress.
- 07.0 State that correctional officers must always be attentive to their environment.
- 08.0 Explain that correctional officers are responsible for actions taken and consequences of inaction.
- 09.0 Identify the role of the Criminal Justice Standards and Training Commission established by the Florida Statutes.
- 10.0 Describe the requirements to become a correctional officer.
- 11.0 Identify the reasons the Criminal Justice Standards and Training Commission may take action against an officer's certification.
- 12.0 Identify the penalties that may be imposed in the officer discipline process.
- 13.0 Define values.
- 14.0 State that correctional officers are honest on and off duty.
- 15.0 Define ethics.
- 16.0 Explain that correctional officers behave ethically on and off duty and avoid conflicts of interest.
- 17.0 Explain that correctional officers must be mindful in dealing with people who may be different than themselves.
- 18.0 Define professionalism.
- 19.0 Explain that correctional officers are service oriented and must respond to needs in a timely and efficient manner.
- 20.0 State that correctional officers must be conscientious.
- 21.0 Explain that correctional officers are dependable and fulfill obligations.
- 22.0 Explain that correctional officers consistently perform the best job possible.
- 23.0 State that correctional officers remain level headed and react appropriately in stressful situations.
- 24.0 Explain that correctional officers must avoid stereotypes.
- 25.0 State that correctional officers respect self and others, treating people fairly and with dignity.
- 26.0 State that correctional officers have the self-control to resist abuse of authority.
- 27.0 Define chain of command.
- 28.0 Explain why chain of command within a criminal justice agency should be followed.
- 29.0 Explain how chain of command facilitates communication within the organization.
- 30.0 Describe the role of the correctional officer.

- 31.0 List the major components of the Criminal Justice System.
- 32.0 Explain the function of the corrections system.
- 33.0 Describe the components of the corrections system.
- 34.0 Identify the key aspects of the Fourth Amendment of the U.S. Constitution.
- 35.0 Describe the components of the amendments to the U.S. Constitution that relate to corrections.
- 36.0 Define search.
- 37.0 Define seizure.
- 38.0 Identify the legal authority to search and seizure law as it applies to visitor searches in a correctional setting.
- 39.0 Explain Miranda rights application in a correctional setting.
- 40.0 Explain the retention and limitation of inmate rights.
- 41.0 Identify the requirements of the Health Insurance Portability and Accountability Act (HIPAA).
- 42.0 Define Baker Act as used in a correctional setting.
- 43.0 Identify the correctional officers' role in the provisions of the Baker Act.
- 44.0 Define the Prison Rape Elimination Act (PREA).
- 45.0 Explain inmates' rights to privileged communication.
- 46.0 Define routine mail as used in a correctional setting.
- 47.0 Define legal mail as used in a correctional setting.
- 48.0 Define privileged mail as used in a correctional setting.
- 49.0 Define contraband as used in a correctional setting.
- 50.0 Identify common contraband articles found in correctional facilities.
- 51.0 Explain the Florida Model Jail Standards in relation to contraband in county correctional facilities.
- 52.0 Define introduction of contraband.
- 53.0 Explain the legal disposition of confiscated contraband.
- 54.0 Define criminal act.
- 55.0 Identify common crimes committed in a correctional setting.
- 56.0 Identify elements of crimes.
- 57.0 Define instrumentalities of a crime.
- 58.0 Define fruits of a crime.
- 59.0 Define evidence.
- 60.0 Describe major types of evidence found in a correctional setting.
- 61.0 Define chain of custody.
- 62.0 Identify components of the chain of custody in a correctional setting.
- 63.0 Explain that correctional officers can use force.
- 64.0 Define reasonable force in relation to a correctional setting.
- 65.0 Explain that officers are immune from prosecution if use of force is justifiable.
- 66.0 Identify the factors used in the objective reasonableness standard for use of force.
- 67.0 Identify the questions an officer will have to answer in any use of force situation.
- 68.0 Describe the officer's duty in the protection of self and others.
- 69.0 Identify F.S. 776.07 as the authorization for the use of force to prevent escape.
- 70.0 Identify the penalties and liabilities for excessive use of force.
- 71.0 Identify the penalties and liabilities for failure to report use of force.
- 72.0 Define criminal liability in relation to a correctional setting.
- 73.0 Define civil liability in relation to a correctional setting.
- 74.0 Define tort in relation to a correctional setting.
- 75.0 Define negligence in relation to a correctional setting.
- 76.0 Identify the elements of negligence.
- 77.0 Identify the two main categories of damages.

- 78.0 Define civil rights violations.
- 79.0 Explain “under color of law” in relation to federal civil rights statutes.
- 80.0 Explain civil liability under state and federal laws.
- 81.0 Identify the impact on an officer who is found civilly or criminally liable.
- 82.0 Explain that agencies may be liable for the acts of a correctional officer.
- 83.0 Identify the legal protections available if an officer is faced with potential civil or criminal liability.
- 84.0 Define acting within the scope of employment.
- 85.0 Identify the effect of the Sovereign Immunity Law, Section 768.28, Florida Statutes, in state civil actions.
- 86.0 Explain the concept of qualified immunity.

**Course Number: CJK0305**

**Occupational Completion Point: A**

**CJSTC Communications – 40 Hours – SOC Code 33-3012**

- 87.0 Define interpersonal communication.
- 88.0 Describe elements of effective communication.
- 89.0 Describe nonverbal communication.
- 90.0 Illustrate nonverbal communication.
- 91.0 Distinguish nonverbal cues.
- 92.0 Describe barriers to effective communication.
- 93.0 Explain how positioning and posturing are used in communication.
- 94.0 Describe how effective listening is used in communication.
- 95.0 Identify elements of effective listening.
- 96.0 Define verbal command in relation to communication.
- 97.0 Demonstrate verbal command in relation to communication.
- 98.0 Define command presence in relation to communication.
- 99.0 Demonstrate command presence in relation to communication.
- 100.0 Define courtesy.
- 101.0 Identify general telephone procedures.
- 102.0 Identify general radio procedures.
- 103.0 Identify the primary components of a portable radio.
- 104.0 Describe the proper use of a radio base station.
- 105.0 Define interview.
- 106.0 Identify the purpose of an interview.
- 107.0 Identify factors that influence the success of an interview.
- 108.0 Describe basic questioning techniques.
- 109.0 Describe obtaining statement from an interviewee.
- 110.0 Describe common signs of deception during questioning.
- 111.0 Define note taking.
- 112.0 Identify the purpose of note-taking.
- 113.0 Identify types of information to record in notes.
- 114.0 Document facts.
- 115.0 Define report.
- 116.0 List uses of reports.
- 117.0 Identify readers of reports.
- 118.0 Describe common forms for documentation.
- 119.0 Describe types of information to include in a report.
- 120.0 List types of activities that may need to be documented.
- 121.0 Identify the use of computers in report writing.

- 122.0 Identify the basic steps in writing a narrative report in corrections.
- 123.0 Organize facts for a report.
- 124.0 Sort information by category.
- 125.0 Arrange information in chronological order.
- 126.0 Review facts for a report.
- 127.0 Describe format and content of a report.
- 128.0 Describe elements of report writing
- 129.0 Describe ways to ensure accuracy of information.
- 130.0 Define jargon.
- 131.0 Define slang.
- 132.0 Describe methods of evaluating a report.
- 133.0 Check report for completeness

**Course Number: CJK0310**

**Occupational Completion Point: A**

**Officer Safety – 12 Hours – SOC Code 33-3012**

- 134.0 Describe safety hazards and security concerns for the officer.
- 135.0 Describe Situational Awareness.
- 136.0 Explain skills used in evaluating a situation.
- 137.0 Apply situational awareness.
- 138.0 List common methods of identification.
- 139.0 Specify types of valid personal identification.
- 140.0 Describe features of personal identification documents (watermarks, holograms, etc.)
- 141.0 Differentiate between valid and altered or counterfeit identification.
- 142.0 Verify identity of inmate, staff, or visitor using information from photo identification or facility records.
- 143.0 List types of personal identifying marks (or physical features) that could be used to identify inmates.
- 144.0 Compare physical appearance of inmate, staff, or visitor to their photo identification.
- 145.0 Document identity of inmate, staff or visitor.
- 146.0 Define inmate manipulation and deception.
- 147.0 Identify inmate manipulation and deception.
- 148.0 Identify visitor manipulation and deception.
- 149.0 Identify the correctional officer's duty in the control of contraband.
- 150.0 Describe common categories of contraband.
- 151.0 Define nuisance contraband.
- 152.0 Describe nuisance contraband.
- 153.0 Define hard/hazardous contraband.
- 154.0 Describe hard/hazardous contraband.
- 155.0 Identify common inmate weapons.
- 156.0 Identify common methods of introducing contraband into correctional facilities.
- 157.0 Describe methods of detecting contraband.
- 158.0 State common practices for collecting contraband.
- 159.0 Take possession of contraband.
- 160.0 Issue receipt for confiscated contraband.
- 161.0 Determine which contraband items can be immediately discarded.
- 162.0 Determine if contraband is needed as evidence.
- 163.0 List common types of contraband requiring chain of custody.
- 164.0 Describe common photographic equipment.
- 165.0 Describe techniques used to photograph evidence.

- 166.0 Photograph contraband.
- 167.0 Describe final disposition of contraband.
- 168.0 Arrange disposal of contraband.
- 169.0 Determine appropriate receptacles for contraband disposal.
- 170.0 Describe contraband disposal methods.
- 171.0 Describe contraband items that need special disposal.
- 172.0 Document confiscation and disposal of contraband.
- 173.0 Describe common storage methods for contraband.
- 174.0 Store contraband in secure location.
- 175.0 Describe techniques for examining visitor property items.
- 176.0 Describe types of area searches.
- 177.0 Conduct pat down of inmates before they enter or exit housing area.
- 178.0 Remove inmate and affected persons from area to be searched.
- 179.0 Conduct systematic search of area.
- 180.0 Describe area search methods.
- 181.0 Describe common search equipment used in a person search.
- 182.0 Describe area search equipment.
- 183.0 Use personal protective equipment for searches.
- 184.0 Report details of area search.
- 185.0 Conduct vehicle search.

**Course Number: CJK0315**

**Occupational Completion Point: A**

**Facility and Equipment – 12 Hours – SOC Code 33-3012**

- 186.0 Describe common equipment and accessories requiring inventory.
- 187.0 Describe common equipment and accessories for issue.
- 188.0 Identify reasons for tool and equipment control.
- 189.0 List tools considered hazardous in a correctional setting.
- 190.0 Describe reasons for inspection of equipment.
- 191.0 Use a systematic approach for counting equipment.
- 192.0 Verify equipment against written documentation.
- 193.0 Document inventory of equipment.
- 194.0 Inspect equipment.
- 195.0 Secure equipment.
- 196.0 Describe common secured storage areas in a correctional facility.
- 197.0 Store equipment after inventory.
- 198.0 Describe the dangers of improperly storing equipment.
- 199.0 Confirm identity of equipment recipient.
- 200.0 Inspect equipment to be issued.
- 201.0 Perform a communications check.
- 202.0 Document issue of equipment.
- 203.0 Document receipt of equipment.
- 204.0 Describe the dangers of improperly handling equipment.
- 205.0 Remove from service any substandard equipment.
- 206.0 Differentiate between weapons.
- 207.0 Verify identification of person(s) authorized to receive weapons or ammunition.
- 208.0 Interpret weapon and ammunition authorization documents.
- 209.0 Document weapons or ammunition issued.
- 210.0 Inspect weapons or ammunition to be issued.
- 211.0 Provide weapon or ammunition to an authorized individual.

- 212.0 Define security equipment.
- 213.0 Describe security equipment.
- 214.0 List types of security equipment.
- 215.0 Describe types of security equipment.
- 216.0 Identify hazardous materials.
- 217.0 Interpret information found on Materials Safety Data Sheets (MSDS).
- 218.0 Identify guidelines for control of hazardous materials.
- 219.0 Describe common sensitive supplies.
- 220.0 Differentiate between sensitive supplies.
- 221.0 List common sensitive supplies.
- 222.0 Identify food items that can be used to produce illegal substances.
- 223.0 Describe proper use of sensitive supplies.
- 224.0 Describe the dangers of improperly handling sensitive supplies.
- 225.0 Describe maintenance and care of sensitive supplies.
- 226.0 Apply safe handling procedures for sensitive supplies.
- 227.0 Monitor the use of sensitive supplies.
- 228.0 Identify correctional officer responsibilities for providing safety.
- 229.0 Identify general areas of safety concern in a correctional facility.
- 230.0 Identify institutional safety standards.
- 231.0 Describe potential hazards in a correctional facility.
- 232.0 Identify factors influencing safety in a correctional setting.
- 233.0 Name factors influencing safety in a correctional setting.
- 234.0 Initiate correction of safety deficiencies.
- 235.0 Identify institutional security standards.
- 236.0 Identify the correction officer's responsibility for providing security.
- 237.0 Conduct security inspections.
- 238.0 Inspect facility for security concerns.
- 239.0 Perform security check.
- 240.0 List methods of patrolling the perimeter.
- 241.0 Describe common security discrepancies of the perimeter.
- 242.0 Notify staff of disposition of security check.
- 243.0 Document patrol of the perimeter.
- 244.0 Identify the level of security required during correction of deficiency.
- 245.0 Initiate correction of security deficiencies.
- 246.0 Define sally port.
- 247.0 State procedures for proper operation of sally ports or gates.
- 248.0 Describe types of manual and electronic locking systems.
- 249.0 Operate remote control panels for gates and cell doors.
- 250.0 Describe precautions for operating manual and electronic gates and doors.
- 251.0 Operate manual and electronic doors.
- 252.0 Secure gate or door.
- 253.0 Report presence of person(s) entering or exiting secure area.
- 254.0 Confirm authorization of person(s) or vehicle(s) entering or exiting a secure area.
- 255.0 List criteria for performing facility inspections.
- 256.0 Identify criteria for performing inspections.
- 257.0 Describe common inspection equipment.
- 258.0 List items needed to conduct inspections.
- 259.0 Describe facility inspection techniques.
- 260.0 Describe special considerations for identifying structural deficiencies.
- 261.0 Inspect facility for structural deficiencies.
- 262.0 Inspect facility for safety hazards.

- 263.0 Inspect facility for property damage.
- 264.0 Apply sensory inspection methods.
- 265.0 Document details of inspection.
- 266.0 Identify institutional sanitation standards.
- 267.0 List components of a complete environmental health program as per Florida Statute 944.31.
- 268.0 Describe special considerations in an environmental health program.
- 269.0 Identify the elements of a sanitation plan.
- 270.0 Identify the role of the correctional officer with regard to an environmental health program.
- 271.0 Inspect facility for health hazards.
- 272.0 Initiate correction of sanitation deficiencies.

**Course Number: CJK0320**

**Occupational Completion Point: A**

**Intake and Release – 18 Hours – SOC Code 33-3012**

- 273.0 Verify identity of inmate during intake.
- 274.0 Define arrest papers.
- 275.0 Define commitment papers.
- 276.0 Describe common features of arrest papers.
- 277.0 Describe common features of commitment papers.
- 278.0 Identify terminology used on arrest or commitment papers.
- 279.0 Confirm completeness of arrest or commitment papers.
- 280.0 Document intake information.
- 281.0 Give inmate permitted documents during intake.
- 282.0 Give examples of permitted documents during intake.
- 283.0 Obtain medical clearance of subject for intake.
- 284.0 Conduct a thorough and systematic search of inmate property.
- 285.0 Describe techniques for examining inmate property items.
- 286.0 Inventory inmate property during intake.
- 287.0 Confirm identity of inmate before inventory of inmate property.
- 288.0 Describe inmate property search methods.
- 289.0 Describe types of inmate personal property that may be stored.
- 290.0 Document receipt of inmate property items.
- 291.0 Deliver inmate personal property to designated area.
- 292.0 Document delivery of inmate property to storage area.
- 293.0 Identify property items that may be retained by inmate.
- 294.0 List types of personal items for issue to inmate.
- 295.0 Verify personal items to be issued during intake/reception.
- 296.0 Document issuance of personal items during intake/reception.
- 297.0 Verify identity of inmate when issuing personal items.
- 298.0 Identify the purpose of fingerprinting.
- 299.0 List criteria for completing fingerprint card.
- 300.0 List types of fingerprinting.
- 301.0 List fingerprinting equipment.
- 302.0 Describe fingerprinting equipment.
- 303.0 List personal data required on fingerprint card.
- 304.0 Identify signatures required on fingerprint card.
- 305.0 State the relationship between FCIC and NCIC.
- 306.0 State information available through the Florida Crime Information Center (FCIC).

- 307.0 State information available through the National Crime Information Center (NCIC).
- 308.0 Identify legal issues regarding use of FCIC/NCIC information.
- 309.0 Photograph inmate.
- 310.0 Generate inmate identification wristband or ID card.
- 311.0 Define classification.
- 312.0 List types of classification.
- 313.0 Describe inmate security levels.
- 314.0 Define minimum security level.
- 315.0 Define medium security level.
- 316.0 Define maximum security level.
- 317.0 Define close management.
- 318.0 Identify categories of initial segregation.
- 319.0 Assign housing to inmate.
- 320.0 Document inmate housing assignment.
- 321.0 Explain DNA requirements for convicted or charged felons (§943.325, 925.11, F.S.)
- 322.0 Check for outstanding warrant or detainer on inmate.
- 323.0 Confirm identity when releasing inmate property.
- 324.0 Identify inmate property to be released.
- 325.0 Search inmate property for contraband.
- 326.0 Release property to inmate.
- 327.0 Define gratuity.
- 328.0 Issue gratuity to inmate upon release.
- 329.0 Return inmate's personal property upon release.
- 330.0 Document details of property release.
- 331.0 Document inmate's release.

**Course Number: CJK0325**

**Occupational Completion Point: A**

**Supervising in a Correctional Facility – 40 Hours – SOC Code 33-3012**

- 332.0 List primary components of observing.
- 333.0 Identify aspects to consider during initial stage of observation.
- 334.0 Define an unusual occurrence in a correctional setting.
- 335.0 Investigate suspicious noises or activity.
- 336.0 Check inmate for appropriate attire.
- 337.0 Monitor inmates as they enter/exit the housing area.
- 338.0 Describe methods of recording inmate movement.
- 339.0 Monitor behavior of inmate.
- 340.0 Monitor inmates in the housing area.
- 341.0 Identify indicators of a possible escape attempt.
- 342.0 Identify signs of a potential disturbance or riot.
- 343.0 Use security equipment to monitor inmates.
- 344.0 State uses of surveillance equipment.
- 345.0 Identify common crimes an inmate committed in a correctional setting.
- 346.0 Identify common staff or visitor crimes committed in a correctional setting.
- 347.0 Document daily activities.
- 348.0 Give a verbal warning for discipline.
- 349.0 Correct inappropriate conduct of inmates.
- 350.0 Question inmates regarding a rule violation.
- 351.0 Describe appropriate behavior to inmate.
- 352.0 Document verbal warning.



- 353.0 Counsel inmate.
- 354.0 Explain unacceptable behavior to an inmate.
- 355.0 Document corrective action during counseling or discipline of inmate.
- 356.0 Explain consequences of inmate's unacceptable behavior.
- 357.0 Document counseling of inmate.
- 358.0 Issue written warning.
- 359.0 Determine minor rule violation.
- 360.0 Determine major rule violation.
- 361.0 Isolate inmate due to major rule violation.
- 362.0 Direct inmate to holding area.
- 363.0 Notify staff of major rule violation.
- 364.0 Prepare a disciplinary report (DR).
- 365.0 Verify the presence of inmates during count.
- 366.0 Define the general types of inmate counts in a correctional setting.
- 367.0 Describe criteria for conducting inmate count.
- 368.0 Notify correctional officer of inmate count.
- 369.0 Demonstrate professionalism during inmate count.
- 370.0 Describe inmate's role in obtaining accurate count.
- 371.0 Demonstrate counting inmates.
- 372.0 Describe criteria for preparing count slip.
- 373.0 List common practices for counting inmates.
- 374.0 Record number of inmates counted.
- 375.0 Conduct security check of dining area prior to feeding.
- 376.0 Identify areas used for concealment during mealtime.
- 377.0 Identify inmate receiving food.
- 378.0 Maintain a count of inmates receiving meals and number of meals served.
- 379.0 Verify food does not deviate from daily menu.
- 380.0 Explain the monitoring of food distribution.
- 381.0 Confirm inmates with special diets receive prescribed meals.
- 382.0 Monitor inmates in dining area.
- 383.0 Position self strategically to view entire dining area.
- 384.0 Monitor inmates disposing of uneaten food and returning eating trays and utensils.
- 385.0 Conduct security check of dining area after mealtime.
- 386.0 Apply FAC 33-210.101 routine mail.
- 387.0 Differentiate between inmate standard and legal mail.
- 388.0 Apply FAC 33-210.102 legal mail.
- 389.0 Apply FAC 33-210.103 privileged mail.
- 390.0 Identify security violations in mail content.
- 391.0 Identify threats in mail content.
- 392.0 Describe U.S. postal requirements.
- 393.0 Identify legitimate sources of legal mail.
- 394.0 Identify inmate to whom mail is addressed.
- 395.0 Identify hazardous materials in mail.
- 396.0 Identify escape plans in inmate mail.
- 397.0 Determine if mail content violates rules.
- 398.0 Process confiscated inmate mail.
- 399.0 State reasons mail may be confiscated.
- 400.0 Transfer possession of mail to inmate.
- 401.0 Remove packaging and search legal mail.
- 402.0 Open legal mail in the presence of the inmate.
- 403.0 Document receipt of legal mail.

- 404.0 Identify legitimate letterhead.
- 405.0 Inspect outgoing inmate mail.
- 406.0 Forward acceptable outgoing inmate mail.
- 407.0 Confiscate outgoing inmate mail that violates rules.
- 408.0 Conduct a thorough and systematic search of package.
- 409.0 Identify contraband hidden under stamps and folds of paper.
- 410.0 Identify watermarks or signs of saturation on inmate mail.
- 411.0 Identify legitimate stamps/stickers on outside of package.
- 412.0 Identify common types of visits.
- 413.0 Describe security equipment provided for visitor.
- 414.0 Conduct search of visitation area.
- 415.0 Confirm visitor identification.
- 416.0 Search visitor for contraband.
- 417.0 Determine person's purpose of visit.
- 418.0 Obtain authorization from appropriate personnel.
- 419.0 Complete visitor's registration.
- 420.0 Direct visitor to visitation area.
- 421.0 Escort visitor to destination.
- 422.0 Notify inmate of visitor arrival.
- 423.0 Search inmate for contraband prior to visit.
- 424.0 Direct inmate to visitation area.
- 425.0 Monitor conduct between inmate and visitor.
- 426.0 Direct visitor to leave visitation area upon completion of visit.
- 427.0 Document completion of visitation.
- 428.0 Conduct search of visitation area at conclusion of visitation.
- 429.0 Direct inmate to approved area upon completion of visit.
- 430.0 Search inmate for contraband after visit.
- 431.0 List institutional referral services.
- 432.0 Identify signs or symptoms of inmate distress.
- 433.0 Identify changes in inmate behavior which may indicate need for referral.
- 434.0 Identify inmates in need of referral for services.
- 435.0 Gather facts from inmates and staff.
- 436.0 Take notes for inmate referral.
- 437.0 Determine inmate need for referral.
- 438.0 Evaluate referral safety risk.
- 439.0 Notify staff of inmate referral.
- 440.0 Notify service provider of inmate referral.
- 441.0 Arrange escort of inmate to service area for referral.
- 442.0 Document inmate referral.
- 443.0 Describe security issues during escort.
- 444.0 Accompany inmate requiring escort to destination.
- 445.0 Apply escort techniques.
- 446.0 Identify physical limitations of subject to be searched.
- 447.0 Assess physical condition of inmate.
- 448.0 Search inmate to be escorted.
- 449.0 Determine type of staff to perform escort.
- 450.0 Count inmates to be escorted.
- 451.0 Notify staff of escort.
- 452.0 Confirm count of inmates upon escort arrival.
- 453.0 Notify staff of escort arrival.
- 454.0 Describe common reasons for transporting inmates.

- 455.0 Describe common types of transport vehicles.
- 456.0 Identify factors for selecting proper transport vehicle.
- 457.0 Identify common transportation segregation requirements.
- 458.0 Inspect transport vehicle for roadworthiness.
- 459.0 Identify visible damage on transport vehicle.
- 460.0 Document vehicle inspection.
- 461.0 Search transport vehicle for contraband.
- 462.0 Position vehicle for transport.
- 463.0 Describe transport vehicle security devices.
- 464.0 Describe security restraint devices for transport.
- 465.0 Demonstrate use of transport vehicle security devices.
- 466.0 Verify transport documentation.
- 467.0 Count inmates to be transported.
- 468.0 Secure inmate in transport vehicle.
- 469.0 Notify staff of transport.
- 470.0 Document details of transport of inmate.
- 471.0 Conduct inspection of vehicle after transport is completed.
- 472.0 Identify procedures for transporting problem inmates.
- 473.0 Identify procedures for transporting administrative confinement inmates.
- 474.0 Explain inside and outside workgroups/squads.
- 475.0 Verify inmate in workgroup/squad with the roster.
- 476.0 Search inmates assigned to workgroup/squad
- 477.0 Document workgroup/squad count and location.
- 478.0 Count the number of inmates as workgroup/squad changes location.
- 479.0 Report workgroup/squad count and location.
- 480.0 Search work area for contraband.
- 481.0 Explain rules and procedures of work area to inmate.
- 482.0 Issue equipment for inmate work assignment.
- 483.0 Monitor inmates during work detail.
- 484.0 Search work area for contraband upon completion of work detail.
- 485.0 Search inmates upon completion of work detail.
- 486.0 List the issues the officer should review with medical staff to ensure compliance with agency policy or procedure.
- 487.0 Describe the hospital's channels of clinical, security, and administrative communication.
- 488.0 Identify that on arrival at a hospital, the officer should review issues with medical staff to make sure they do not conflict with agency policy or procedure.
- 489.0 Identify the procedures for responding to inmate-patient medical emergencies in a hospital environment.
- 490.0 Describe the distinction between security restraint devices, clinical seclusion and/or clinical restraints.
- 491.0 Describe procedures for using restraints in a hospital environment.
- 492.0 Identify additional inmate-patient security measures.

**Course Number: CJK 0330**

**Occupational Completion Point: A**

**Supervising Special Populations – 20 Hours – SOC Code 33-3012**

- 493.0 Define special populations in a corrections setting.
- 494.0 Identify common types of inmate societies.
- 495.0 Identify reasons for inmate societies.
- 496.0 Describe common structures of inmate societies.

- 497.0 Define security threat group (STG).
- 498.0 Define "gang" in a corrections setting according to §874.03, F.S.
- 499.0 Describe why officers refer to gangs as STGs in a corrections setting.
- 500.0 List common criminal acts committed by STGs in a corrections setting.
- 501.0 Describe the differences between types of STGs.
- 502.0 List commonly known STGs.
- 503.0 Describe characteristics of STG members.
- 504.0 Describe common STG symbols, graffiti, colors, signs, and tattoos.
- 505.0 Identify inmate codes and the slang of STGs.
- 506.0 Describe common STG structure.
- 507.0 Identify signs of the solo extremist.
- 508.0 List the indicators of STG activity in a correctional setting.
- 509.0 Describe indicators of active STGs.
- 510.0 Describe the indicators of STGs the officer may encounter during cell or area searches.
- 511.0 List the indicators of STG activity while monitoring mail.
- 512.0 Describe signs of alliances or conflicts between STGs within the correctional setting.
- 513.0 Discuss the importance of recognizing changes in inmate cliques or groupings.
- 514.0 Discuss the importance of constantly observing inmate behavior related to STG activity.
- 515.0 Seize material related to STG activity.
- 516.0 Document STG activity.
- 517.0 Define substance abuse.
- 518.0 Describe symptoms of alcohol or drug abuse.
- 519.0 Describe signs and symptoms of substance abuse withdrawal or detoxification.
- 520.0 Describe common medical needs of the substance-abusing inmate.
- 521.0 Describe special considerations the officer needs to make when monitoring substance-abusing inmates.
- 522.0 Describe the role of the officer in an inmate, court-ordered, treatment program.
- 523.0 Discuss the symptoms of inmates with depression or suicide risk.
- 524.0 Describe common medical needs of the mentally ill inmate.
- 525.0 Describe the characteristics of a mentally ill inmate.
- 526.0 Discuss the symptoms of inmates with mental disorders.
- 527.0 Describe elements of effectively communicating with the mentally ill inmate.
- 528.0 Explain the Baker Act as it relates to inmates with mental illness.
- 529.0 Differentiate the use of force between the mentally ill and the general population inmates.
- 530.0 Describe the characteristics of an inmate that has mental retardation.
- 531.0 Describe the differences between mental illness and mental retardation.
- 532.0 Describe elements of effectively communicating with inmates that have mental retardation.
- 533.0 Define juvenile adjudication.
- 534.0 Define juvenile inmate.
- 535.0 Define youthful offender.
- 536.0 Describe the characteristics of the juvenile inmate and youthful offender.
- 537.0 Describe disciplinary issues associated with the juvenile inmate and youthful offender.
- 538.0 Describe special considerations when monitoring the juvenile inmate and youthful offender.
- 539.0 List the legal requirements for incarcerating the juvenile inmate and youthful offender.
- 540.0 Describe how to employ the use of force with the juvenile inmate.
- 541.0 List types of services available to the juvenile inmate and youthful offender.
- 542.0 Define elderly inmate.
- 543.0 Describe the characteristics of an elderly inmate.

- 544.0 Describe the elements of effectively communicating with an elderly inmate.
- 545.0 Describe special considerations the officer needs to make when monitoring elderly inmates.
- 546.0 Describe situations in which the officer needs to make special considerations for an elderly inmate with physical limitations.
- 547.0 List the types of services available to the elderly inmate.
- 548.0 Describe the emotional characteristics of the female inmate.
- 549.0 Describe common methods of manipulation officers may encounter when supervising female inmates.
- 550.0 List the types of services available to female inmates.
- 551.0 Describe the characteristics of an inmate that is a sexual abuse victim.
- 552.0 Identify housing issues for the inmate that is a sexual abuse victim.
- 553.0 Describe methods to prevent sexual abuse of at risk inmates in a corrections setting.
- 554.0 Describe disciplinary issues of inmates that are sexual abuse victims.
- 555.0 Define institutional homosexuality.
- 556.0 Describe characteristics of institutional homosexuality within the correctional setting.
- 557.0 Define transgender.
- 558.0 Identify classification issues for the transgender inmate.
- 559.0 Identify housing issues for the transgender inmate.
- 560.0 Define disabled person.
- 561.0 Identify that there are rules provided by the Americans with Disabilities Act that apply to physically disabled inmates.
- 562.0 Describe common methods of manipulation used by physically disabled inmates.
- 563.0 Describe special considerations the officer needs to make when monitoring physically disabled inmates.
- 564.0 List types of services available to the physically disabled inmate.
- 565.0 Identify changes in an inmate's behavior that may indicate a medical need.
- 566.0 Describe special considerations to employ when monitoring medically needy inmates.
- 567.0 Differentiate the use of force considerations between the medically needy and the general population inmate.
- 568.0 Describe special considerations to employ when monitoring a terminally ill inmate.
- 569.0 Describe special visitation considerations for a terminally ill inmate.
- 570.0 Define disciplinary confinement.
- 571.0 Define administrative confinement.
- 572.0 Define protective management.
- 573.0 Identify the requirements for communicating with inmates in confinement.
- 574.0 Identify the requirements for increased monitoring of inmates in confinement.
- 575.0 Define death row inmate.
- 576.0 Describe the psychological characteristics of a death row inmate.
- 577.0 Describe various security issues when monitoring death row inmates.
- 578.0 Describe special considerations to employ when monitoring death row inmates.

**Course Number: CJK0335**

**Occupational Completion Point: A**

**Responding to Incidents and Emergencies – 16 Hours – SOC Code 33-3012**

- 579.0 Identify emergency situation.
- 580.0 Notify staff of emergency.
- 581.0 Explain evacuation techniques.
- 582.0 Resolve emergency situation.
- 583.0 Describe chain of command.

- 584.0 Document details of emergency response.
- 585.0 Document details of emergency.
- 586.0 Determine the nature of the emergency.
- 587.0 Assess the type and size of an emergency situation.
- 588.0 Determine assistance needed.
- 589.0 Determine level of emergency assistance needed.
- 590.0 Request assistance for emergency response.
- 591.0 Request additional assistance for emergency response, if needed.
- 592.0 Identify resources available for emergency response.
- 593.0 Describe an inmate escape.
- 594.0 Identify physical indicators of involvement.
- 595.0 List equipment needed when responding to an escape or attempted escape.
- 596.0 Identify standard procedures in the event an escape occurs.
- 597.0 Describe measures to prevent or thwart an escape attempt.
- 598.0 Describe a medical emergency.
- 599.0 Identify signs and symptoms of medical distress.
- 600.0 List equipment needed when responding to a medical emergency.
- 601.0 Describe medical resources available in an emergency response.
- 602.0 Describe use of equipment needed when responding to a medical emergency.
- 603.0 Identify standard procedures to resolve a medical emergency.
- 604.0 Apply techniques for responding to a medical emergency.
- 605.0 Describe riot or disturbance in a correctional setting
- 606.0 Differentiate between riot and disturbance.
- 607.0 Describe conditions that prompt a riot or disturbance.
- 608.0 Describe indicators preceding a riot or disturbance.
- 609.0 List equipment needed when responding to a riot or disturbance.
- 610.0 Identify general riot and disorder containment procedures.
- 611.0 Apply techniques for responding to a disturbance or riot.
- 612.0 Describe situations where persons are held hostage.
- 613.0 List equipment needed when responding to a hostage situation.
- 614.0 Identify general hostage situation procedures.
- 615.0 Describe procedures if taken hostage.
- 616.0 Describe indicators of facility assault.
- 617.0 List equipment needed when responding to a facility assault.
- 618.0 Describe measures to prevent a facility assault.
- 619.0 Describe measures to thwart a facility assault.
- 620.0 Identify standard procedures in the event of a facility assault.
- 621.0 Apply techniques for responding to a facility assault.
- 622.0 List major components of a fire.
- 623.0 List indicators of a fire.
- 624.0 Describe five classes of fire that occur in a correctional setting.
- 625.0 List equipment needed when responding to a fire.
- 626.0 Describe fire rescue in a correctional facility.
- 627.0 Describe types of fire extinguishers.
- 628.0 Identify uses of different types of fire extinguishers.
- 629.0 Describe use of Self Contained Breathing Apparatus (SCBA).
- 630.0 Demonstrate use of fire extinguishers.
- 631.0 Apply techniques for extinguishing a fire in a correctional facility.
- 632.0 Describe use of fire hoses.
- 633.0 Remove person from area affected by fire.
- 634.0 Control of inmates while responding to a fire.

- 635.0 Describe a hazardous material emergency in a correctional setting.
- 636.0 Identify the Department of Transportation (DOT) hazard classes of hazardous materials.
- 637.0 Explain dangers associated with each class of hazardous materials.
- 638.0 Describe indicators of hazardous materials.
- 639.0 List equipment needed when responding to hazardous materials.
- 640.0 Interpret manufacturer safety or hazard precautions.
- 641.0 Apply techniques to resolve a hazardous material emergency.
- 642.0 Evacuate area affected by hazardous materials.
- 643.0 Contain emergency to affected area.
- 644.0 Create barrier around emergency area.
- 645.0 Restrict access to affected emergency area.
- 646.0 Describe indicators of a bomb threat.
- 647.0 List equipment needed when responding to a bomb threat.
- 648.0 List equipment restrictions when responding to a bomb threat.
- 649.0 Identify standard procedures to follow in the event of a bomb threat.
- 650.0 Describe a man-made disaster in a correctional facility.
- 651.0 Describe a natural disaster.
- 652.0 List equipment needed when responding to a man-made disaster.
- 653.0 List equipment needed when responding to a natural disaster.
- 654.0 Describe use of equipment needed when responding to a natural disaster.
- 655.0 Describe use of equipment needed when responding to a man-made disaster.
- 656.0 Identify standard procedures to resolve a natural or man-made emergency.
- 657.0 Notify staff that crime has occurred.
- 658.0 Record activities at crime scene.
- 659.0 Remove unauthorized persons from crime scene area.
- 660.0 Determine whether crime scene is safe to enter.
- 661.0 Control access to the crime scene.
- 662.0 Isolate crime scene area.
- 663.0 Assess physical condition of inmate, staff or visitor at emergency scene.
- 664.0 Protect crime scene.
- 665.0 Create crime scene barrier.
- 666.0 Establish a perimeter around crime scene.
- 667.0 Notify staff of crime scene area.
- 668.0 Separate victims, witnesses, and suspects.
- 669.0 Identify victims, witnesses, and suspects of an incident.
- 670.0 Explain the purpose of separating victims, witnesses, and suspects.
- 671.0 Secure victims, witnesses, and suspects.
- 672.0 Determine role of those involved in incident.
- 673.0 Identify physical indicators of inmate involvement.
- 674.0 Apply basic investigative techniques.
- 675.0 Write an incident report.
- 676.0 Document details of investigation.
- 677.0 Identify evidence of crime scene.
- 678.0 Identify relevant evidence.
- 679.0 Gather evidence of an incident.
- 680.0 Demonstrate evidence handling techniques.
- 681.0 Identify the main components of chain of custody procedures.
- 682.0 List information necessary to establish the chain of custody.
- 683.0 Apply Chain of Custody Procedures.
- 684.0 Describe safeguards to maintain the chain of custody.

**Course Number: CJK0340**  
**Occupational Completion Point: A**  
**Officer Wellness and Physical Abilities– 30 Hours – SOC Code 33-3012**

**Course Number: CJK0031**  
**Occupational Completion Point: A**  
**CMS First Aid for Criminal Justice Officers – 40 Hours – SOC Code 33-3012**

- 685.0 Demonstrate how to ventilate a patient who is not breathing.
- 686.0 Demonstrate how to perform cardiopulmonary resuscitation (CPR) on a patient who has no heartbeat.
- 687.0 Demonstrate how to put on, properly remove, and discard disposable gloves.
- 688.0 Demonstrate how to conduct a scene size-up.
- 689.0 Demonstrate how to assess LOC/AVPU.
- 690.0 Demonstrate how to maintain an open airway.
- 691.0 Demonstrate how to assess breathing, including rate.
- 692.0 Demonstrate how to assess circulation, including pulse rate.
- 693.0 Demonstrate how to assess for uncontrolled bleeding.
- 694.0 Demonstrate how to conduct a physical assessment (DOTS/SAMPLE).
- 695.0 Demonstrate a walking assist.
- 696.0 Demonstrate an emergency drag.
- 697.0 Demonstrate an extremity lift or carry.
- 698.0 Demonstrate a log roll, to include manual stabilization of the head, neck, and cervical spine.
- 699.0 Demonstrate general treatment for shock.
- 700.0 Demonstrate how to stop bleeding.
- 701.0 Demonstrate dressing and bandaging an open wound.
- 702.0 Demonstrate how to splint broken bones in a lower extremity.
- 703.0 Demonstrate how to splint broken bones in an upper extremity.

**Course Number: CJK0040**  
**Occupational Completion Point: A**  
**CMS Criminal Justice Firearms – 80 Hours – SOC Code 33-3012**

- 704.0 Demonstrate safe weapon handling.
- 705.0 Demonstrate weapons cleaning and maintenance.
- 706.0 Demonstrate handgun holstering and drawing.
- 707.0 Demonstrate weapon loading and unloading.
- 708.0 Demonstrate basic shooting principles.

Proficiency on the CJSTC basic firearms courses of firing with a handgun during daylight and nighttime and a shotgun during daylight

**Course Number: CJK0051**  
**Occupational Completion Point: A**  
**CMS Criminal Justice Defensive Tactics – 80 Hours – SOC Code 33-3012**

- 709.0 Demonstrate making an accurate threat assessment of a situation
- 710.0 Demonstrate use force appropriate to the subject resistance and situational factors
- 711.0 Demonstrate a prevailing attitude and the willingness and ability to fight when necessary
- 712.0 Demonstrate use integrated force options.



713.0 Demonstrate the ability to escalate, de-escalate, or disengage in a situation as appropriately

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Law Enforcement Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

PSAV	
Program Number	P430105
CIP Number	0743010700
Grade Level	30, 31
Standard Length	770 hours
Teacher Certification	LAW ENF @7 G CORR OFF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3051
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkinsresources.asp">http://www.fldoe.org/workforce/perkins/perkinsresources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

Law enforcement officers have the authority to enforce laws and civil order. This responsibility must never be taken lightly. Officers must always act within the boundaries of their authority and uphold the recognized standards of their professions code of ethics. This chapter provides an overview of the law enforcement training program and the requirements for students to become sworn officers, gives students instruction on basic criminal justice values and ethics,

defines sexual harassment and ways to avoid compromising interactions with other officers and the public, and emphasizes the command structure within a criminal justice agency. Students will also receive a basic understanding of the structure and components of the criminal justice system.

## **Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

This program is established for the purpose of providing job-related training to candidates for full-time or part-time law enforcement officers (SOC 33-3051) that require entry level certification in accordance with Chapter 11B-35, Florida Administrative Code (F.A.C.), and Chapter 943, Florida Statutes (F.S.).

The Florida Department of Law Enforcement (FDLE) Criminal Justice Standards and Training Commission (CJSTC) has statutory responsibility for developing and maintaining the basic recruit training curricula for law enforcement officers through Chapter 943, F.S. This is accomplished by FDLE through the use of a Curriculum Maintenance System (CMS); a formal process for identifying and collecting information relating to job tasks, knowledge, skills, attitudes, and abilities required for entry into this profession.

The CMS process provides information for the development of the officer basic recruit training curriculum and examination questions for the State Officer Certification Examination. It ensures that officers in the state are being trained appropriately and that the officer certification examination is legally defensible as a tool for establishing entry into the profession.

The content includes, but is not limited to, knowledge of codes of ethics; history and evolution of laws; introduction to the criminal justice system; statutory authority of the FDLE CJSTC; basic law and legal procedures; law enforcement operations; investigation knowledge and skills; laws, rules, and regulations of arrest; search and seizure; knowledge of use of force; defensive tactics; physical fitness; weapons skills; controlling and restraining techniques; traffic control and direction, DUI enforcement techniques; first aid techniques; communications skills; and human relations skills.

The SECURE Problem-solving Model provides a guide to identifying the effectiveness of the officer's actions. The SECURE model provides a guide to identifying problems, analyzing information, identifying options, responding, and evaluating the effectiveness of the officer's actions. The threaded key concepts that an officer must apply in SECURE integrate the knowledge, skill or attitude into their behavior. Threading is the repeated application of key concepts to each major subject in the curriculum. Threaded concepts include Officer Safety, Legal, Human Interaction, Ethics, Communications, Interpersonal Skills, and Community-oriented Policing.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0007	Introduction to Law Enforcement	11 hours	33-3051
	CJK0008	Legal	69 hours	
	CJK0017	Communications	76 hours	
	CJK0011	Human Issues	40 hours	
	CJK0061	Patrol 1	58 hours	
	CJK0062	Patrol 2	40 hours	
	CJK0076	Crime Scene Investigations	24 hours	
	CJK0071	Criminal Investigations	56 hours	
	CJK0082	Traffic Stops	24 hours	
	CJK0083	DUI Traffic Stops	24 hours	
	CJK0086	Traffic Crash Investigations	32 hours	
	CJK0020	CMS Law Enforcement Vehicle Operations	48 hours	
	CJK0031	CMS First Aid for Criminal Justice Officers	40 hours	
	CJK0040	CMS Criminal Justice Firearms	80 hours	
	CJK0051	CMS Criminal Justice Defensive Tactics	80 hours	
CJK0422	Dart-Firing Stun Gun	8 hours		
CJK0096	Criminal Justice Officer Physical Fitness Training/Law Enforcement	60 hours		

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

#### **Career and Technical Student Organization (CTSO)**

N/A

#### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the program-specific OJT framework apply.

#### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Law Enforcement Officer**  
**PSAV Number: P430105**

**Course Number: CJK0007**  
**Occupational Completion Point: A**  
**Introduction to Law Enforcement – 11 Hours – SOC Code 33-3051**

- 01.0 Understand the values and ethics required for criminal justice officers.
- 02.0 Understand the consequences of sexual harassment.
- 03.0 Describe the criminal justice system.
- 04.0 Identify the requirements for successful completion of and graduation from the Basic Recruit Training Program.
- 05.0 Identify the role of the Criminal Justice Standards and Training Commission established by the Florida Statutes.
- 06.0 Identify the requirements for certification according to the Florida Statutes.
- 07.0 Identify the reasons the Criminal Justice Standards and Training Commission may take action against an officer's certification.
- 08.0 Identify the penalties that may be imposed in the officer discipline process.
- 09.0 Define values.
- 10.0 Define personal values.
- 11.0 Define ethics.
- 12.0 Define ethical principles.
- 13.0 Identify ethical behavior.
- 14.0 Identify unethical behavior.
- 15.0 Define bribery.
- 16.0 Define perjury.
- 17.0 Identify misuse of position of authority.
- 18.0 Define conflict of interest.
- 19.0 Define gratuity.
- 20.0 Define professionalism.
- 21.0 Describe the relationship between ethics, personal values, and professionalism.
- 22.0 Identify ethical standards of conduct based on the Law Enforcement Code of Ethics.
- 23.0 Identify an ethical decision-making tool.
- 24.0 Identify the relationship between sexual harassment and discrimination as stated in federal law.
- 25.0 Define discrimination.
- 26.0 Define sexual harassment.
- 27.0 Define quid pro quo.
- 28.0 Define hostile work environment.
- 29.0 Give examples of sexual harassment.
- 30.0 Identify appropriate responses to sexual harassment.
- 31.0 Identify possible consequences to the officer as a result of inappropriate behavior in the workplace.
- 32.0 Identify agency liability as a result of an officer's sexual harassment.
- 33.0 Identify the major components of the Criminal Justice System.
- 34.0 Identify the responsibility of law enforcement.
- 35.0 Identify the responsibility of the court system.

- 36.0 Identify the responsibility of corrections.
- 37.0 Describe the levels of law enforcement.
- 38.0 Identify the levels of the U.S. court system.
- 39.0 Identify the levels of the state court system.
- 40.0 Identify the major components of the court system.
- 41.0 Describe the components of the corrections system.
- 42.0 Identify the purpose of organizational structure within a criminal justice agency.
- 43.0 Identify the organizational and command structure of a typical criminal justice agency.
- 44.0 Define chain of command.
- 45.0 Identify why chain of command within a criminal justice agency should be followed.
- 46.0 Identify how chain of command facilitates communication within the organization.
- 47.0 Define delegation of authority.

**Course Number: CJK0008**  
**Occupational Completion Point: A**  
**Legal – 69 Hours – SOC Code 33-3051**

- 48.0 Understand the Fourth Amendment related to search and seizure.
- 49.0 Know what constitutes a lawful arrest.
- 50.0 Understand the Fifth and Sixth Amendments related to the interrogation of suspects.
- 51.0 Determine when a crime has been committed and the elements necessary to make an arrest for that crime.
- 52.0 Understand the legal rules and concepts of evidence.
- 53.0 Know how to draft a probable cause affidavit.
- 54.0 Be able to articulate the legal justification for the use of force.
- 55.0 Understand civil and criminal liability related to an officer's performance of duties.
- 56.0 Understand an officer's duties and options in civil (noncriminal) incidents.
- 57.0 Be familiar with the legal considerations when dealing with juveniles.
- 58.0 Describe the history of the American legal system.
- 59.0 Identify types of law in America.
- 60.0 Define constitutional law.
- 61.0 Define statutory law.
- 62.0 Define ordinance.
- 63.0 Define criminal law.
- 64.0 Define case law.
- 65.0 Define civil law.
- 66.0 Understand the Fourth Amendment related to search and seizure
- 67.0 Know what constitutes a lawful arrest
- 68.0 Understand the Fifth and Sixth Amendments related to interrogation of suspects
- 69.0 Determine when a crime has been committed and the elements necessary to make an arrest for that crime
- 70.0 Understand the legal rules and concepts of evidence
- 71.0 Know how to draft a probable cause affidavit
- 72.0 Be able to articulate the legal justification for the use of force
- 73.0 Understand civil and criminal liability related to an officer's performance of duties
- 74.0 Understand an officer's duties and options in civil (noncriminal) incidents
- 75.0 Be familiar with the legal considerations when dealing with juveniles
- 76.0 Explain the importance of the U.S. Constitution to law enforcement officers.
- 77.0 Identify the Bill of Rights.
- 78.0 Identify basic concepts incorporated in the U.S. Constitution.
- 79.0 State the purpose of the Articles of the Constitution.



- 80.0 Explain the supremacy of the U.S. Constitution.
- 81.0 State the purpose of the Amendments to the Constitution.
- 82.0 Identify the key aspects of the First Amendment.
- 83.0 Identify the key aspects of the Second Amendment.
- 84.0 Identify the key aspects of the Fourth Amendment.
- 85.0 Identify the key aspects of the Fifth Amendment.
- 86.0 Identify the key aspects of the Sixth Amendment.
- 87.0 Identify the key aspects of the Eighth Amendment.
- 88.0 Identify the key aspects of the Fourteenth Amendment.
- 89.0 Describe how case law directs a law enforcement officer's actions.
- 90.0 Define offense.
- 91.0 Identify the classification and category of a criminal offense.
- 92.0 Identify the relevant facts for use in classifying a criminal or noncriminal offense.
- 93.0 Define felony.
- 94.0 Identify the levels of felony offenses.
- 95.0 Define misdemeanor.
- 96.0 Identify the levels of misdemeanor offenses.
- 97.0 Define noncriminal violation.
- 98.0 Identify municipal/county ordinance violation.
- 99.0 Describe the constitutional guarantees related to search and seizure.
- 100.0 Define search.
- 101.0 Define seizure.
- 102.0 Define search warrant.
- 103.0 Identify the legal requirements of a search warrant.
- 104.0 Define the exclusionary rule.
- 105.0 Define the Good Faith Doctrine.
- 106.0 Identify the exceptions to the search warrant requirement.
- 107.0 Identify the abandoned property exception to the search warrant requirement.
- 108.0 Identify the open field's doctrine as an exception to the search warrant requirement.
- 109.0 Identify the plain view exception to the search warrant requirement.
- 110.0 Identify the probable cause search of a conveyance exception to the search warrant requirement.
- 111.0 Identify the exigent circumstances exception to the search warrant requirement.
- 112.0 Identify a Terry frisk as an exception to the search warrant requirement.
- 113.0 Identify the plain feel doctrine as an exception to the search warrant requirement.
- 114.0 Identify the search incident to arrest exception to the search warrant requirement.
- 115.0 Identify the consent exception to the search warrant requirement.
- 116.0 Identify the vehicle inventory exception to the search warrant requirement.
- 117.0 Identify the importance of regulatory searches.
- 118.0 Define the proper scope of a search.
- 119.0 Identify items that may be seized after a lawful search.
- 120.0 Describe the Florida Forfeiture and Contraband Act.
- 121.0 Identify the four standards of legal justification common to law enforcement.
- 122.0 Define consensual encounter.
- 123.0 Define mere suspicion.
- 124.0 Identify the actions a law enforcement officer may take during a consensual encounter.
- 125.0 Define reasonable suspicion.
- 126.0 Identify the actions a law enforcement officer may take based upon reasonable suspicion.
- 127.0 Define pretext stop.
- 128.0 Define probable cause.

- 129.0 Identify the totality of circumstances test.
- 130.0 Explain ways that probable cause is developed.
- 131.0 Identify sources of probable cause.
- 132.0 Explain photo arrays as a source of probable cause.
- 133.0 Explain lineups as a source of probable cause.
- 134.0 Explain show-ups as a source of probable cause.
- 135.0 Define proof beyond a reasonable doubt.
- 136.0 Identify the authority of a law enforcement officer under Florida law to make an arrest.
- 137.0 Define arrest.
- 138.0 Identify the two types of arrest under Florida Law.
- 139.0 Define arrest warrant.
- 140.0 Identify the four situations under which a Florida law enforcement officer is authorized to make a warrantless arrest.
- 141.0 Identify the exceptions to the misdemeanor arrest requirements.
- 142.0 Define notice to appear.
- 143.0 Explain the concept of fresh pursuit.
- 144.0 Identify jurisdiction issues related to an arrest in fresh pursuit.
- 145.0 Explain the importance of the Miranda decision to law enforcement.
- 146.0 Identify the key aspects of the Miranda decision.
- 147.0 Identify when Miranda warnings are required.
- 148.0 Identify the concept of custody as related to the Miranda decision.
- 149.0 Identify the concept of interrogation as related to the Miranda decision.
- 150.0 Describe how law enforcement should advise Miranda warnings.
- 151.0 Identify the importance of a waiver of Miranda warnings.
- 152.0 Identify the importance of having an advice of rights form signed.
- 153.0 Explain the significance of an invocation of rights.
- 154.0 Identify restrictions on police interview tactics.
- 155.0 Explain how to determine if a crime has been committed.
- 156.0 Define intent.
- 157.0 Identify the four categories of criminal intent.
- 158.0 Define criminal negligence.
- 159.0 Define general intent.
- 160.0 Define specific intent.
- 161.0 Define transferred intent.
- 162.0 List the elements of the crime of Theft.
- 163.0 List the elements of the crime of Retail Theft.
- 164.0 List the elements of the crime of Robbery.
- 165.0 List the elements of the crime of Burglary.
- 166.0 List the elements of the crime of Trespass in structure or conveyance.
- 167.0 List the elements of the crime of Trespass on property.
- 168.0 List the elements of the crime of Loitering and Prowling.
- 169.0 List the elements of the crime of Assault.
- 170.0 List the elements of the crime of Aggravated Assault.
- 171.0 List the elements of the crime of Assault on a Law Enforcement Officer.
- 172.0 List the elements of the crime of Battery.
- 173.0 List the elements of the crime of Felony Battery.
- 174.0 List the elements of the crime of Aggravated Battery.
- 175.0 List the elements of the crime of Battery on a Law Enforcement Officer.
- 176.0 Define domestic violence from the Florida Statutes.
- 177.0 List the elements of the various levels of Homicide.
- 178.0 List the elements of the crime of Disorderly Conduct.

- 179.0 List the elements of the crime of Disorderly Intoxication.
- 180.0 List the elements of the crime of Open House Party.
- 181.0 List the elements of the crime of Selling or Giving Alcoholic Beverages to a Person under the Age of 21.
- 182.0 List the elements of the crime of Possession of Alcoholic Beverage by a Person under the Age of 21.
- 183.0 List the elements of the crime of Possession of Tobacco Products by a Person under 18 Years of Age.
- 184.0 List the elements of the crime of Selling, Delivering, Bartering, Furnishing, or Giving Tobacco Products to Persons under 18 years of Age.
- 185.0 List the elements of the crime of Sale and/or Delivery of Controlled Substance with intent.
- 186.0 List the elements of the crime of Possession of Controlled Substance.
- 187.0 List the elements of the crime of Possession of Drug Paraphernalia.
- 188.0 List the elements of the crime of Resisting an Officer without Violence.
- 189.0 List the elements of the crime of Resisting an Officer with Violence.
- 190.0 List the elements of the crime of Stalking.
- 191.0 List the elements of the crime of Sexual Battery.
- 192.0 List the elements of the crime of Carrying Concealed Weapon.
- 193.0 List the elements of the crime of Criminal Mischief.
- 194.0 List the elements of the crime of Forgery.
- 195.0 List the elements of the crime of uttering a Forged Instrument.
- 196.0 List the elements of the crime of Uttering a Worthless Check.
- 197.0 Define the various crimes of Elderly Abuse.
- 198.0 List the elements of the crime of Child Abuse.
- 199.0 List the elements of the crime of Kidnapping.
- 200.0 List the elements of the crime of False Imprisonment.
- 201.0 List the elements of the crime of Luring and Enticing a Child.
- 202.0 List the elements of the crime of Human Trafficking.
- 203.0 Identify all persons related to an incident involving a crime.
- 204.0 Define witness.
- 205.0 Define victim.
- 206.0 Define suspected perpetrator.
- 207.0 Identify the criteria for criminal responsibility.
- 208.0 Define principal in the first degree.
- 209.0 Define accessory after the fact.
- 210.0 Define attempt.
- 211.0 Define solicitation.
- 212.0 Define conspiracy.
- 213.0 Identify the legal defenses of criminal responsibility.
- 214.0 Define alibi as a legal defense of criminal responsibility.
- 215.0 Define mistake or ignorance of fact as a legal defense of criminal responsibility.
- 216.0 Define intoxication as a legal defense of criminal responsibility.
- 217.0 Define duress or coercion as a legal defense of criminal responsibility.
- 218.0 Define justifiable use of force as a legal defense of criminal responsibility.
- 219.0 Define self-defense as a legal defense of criminal responsibility.
- 220.0 Define defense of others as a legal defense of criminal responsibility.
- 221.0 Define defense of property as a legal defense of criminal responsibility.
- 222.0 Define entrapment as a legal defense of criminal responsibility.
- 223.0 Define insanity as a legal defense of criminal responsibility.
- 224.0 Define mental incompetence as a legal defense of criminal responsibility.

- 225.0 Define statute of limitations as a legal defense of criminal responsibility.
- 226.0 Define consent as a legal defense of criminal responsibility.
- 227.0 Identify basic concepts and rules of evidence.
- 228.0 Define evidence.
- 229.0 Define direct evidence.
- 230.0 Define indirect or circumstantial evidence.
- 231.0 Identify the three primary categories of evidence.
- 232.0 Define fruits of a crime.
- 233.0 Define instrumentalities of a crime.
- 234.0 Define contraband.
- 235.0 Identify the three basic reasons why evidence is offered in court.
- 236.0 Define admissibility of evidence.
- 237.0 Identify the three primary reasons for evidence rules.
- 238.0 Identify the general rules for excluding evidence.
- 239.0 Define hearsay evidence.
- 240.0 Identify four specific requirements that officers must be aware of to ensure admissibility of evidence.
- 241.0 Identify the types of privileged communication protected under Chapter 90, F.S.
- 242.0 Define probable cause affidavit.
- 243.0 Identify the purpose of a probable cause affidavit.
- 244.0 Identify the elements of a probable cause affidavit.
- 245.0 Identify any supplemental information that may be used with a probable cause affidavit.
- 246.0 Identify the factors used in the objective reasonableness standard.
- 247.0 The questions an officer will have to answer in any use of force situation.
- 248.0 Identify the circumstances under which law enforcement officers are faced with use of force decisions.
- 249.0 Identify the law authorizing law enforcement officers' use of force in making arrest.
- 250.0 Identify when a law enforcement officer may use force to apprehend escaped inmates.
- 251.0 Identify when an officer may use deadly force to apprehend a fleeing felon.
- 252.0 Define deadly force pursuant to Florida law.
- 253.0 Identify when a law enforcement officer may use force during an investigative detention.
- 254.0 Identify when a law enforcement officer may use force to prevent an arrested person from escaping custody.
- 255.0 Identify when individuals may use deadly force in self-defense or in defense of others.
- 256.0 Describe the no retreat law.
- 257.0 Identify when individuals may use force in the protection of their property.
- 258.0 Define civil liability.
- 259.0 Define tort.
- 260.0 Identify examples of intentional torts.
- 261.0 Define negligence.
- 262.0 Identify the elements of negligence.
- 263.0 Identify the two major categories of damages.
- 264.0 Define compensatory damages.
- 265.0 Define punitive damages.
- 266.0 Define civil rights violations.
- 267.0 Identify how an officer may be subject to criminal liability.
- 268.0 Define color of law.
- 269.0 Identify the impact on an officer who is found civilly or criminally liable.
- 270.0 Identify the types of agency liability.
- 271.0 Define direct liability.

- 272.0 Define vicarious liability.
- 273.0 Identify situations when an officer may be subject to civil or criminal liability.
- 274.0 Identify the types of legal defenses available if an officer is faced with potential civil or criminal liability.
- 275.0 Identify the effect of the Sovereign Immunity Law, Section 768.28, Florida Statutes, in state civil actions.
- 276.0 Define acting within the scope of employment.
- 277.0 Identify the key aspects of Chapter 111 of the Florida Statutes.
- 278.0 Explain the concept of qualified immunity.
- 279.0 Describe an officer's response to landlord-tenant disputes.
- 280.0 Identify the three categories of residential or sleeping accommodations.
- 281.0 Describe an officer's response to repossessions of property.
- 282.0 Describe an officer's response to the removal or towing of vehicles or vessels from private property.
- 283.0 Describe an officer's response to recovering vehicles from tow yards.
- 284.0 Describe an officer's response to motor vehicle repair disputes.
- 285.0 Describe an officer's response to child custody disputes.
- 286.0 Describe an officer's response to real property boundaries disputes.
- 287.0 Describe an officer's response to a dispute over stolen property in the custody of a pawnbroker.
- 288.0 Define child, juvenile, or youth.
- 289.0 Describe the procedures for taking a juvenile into custody.
- 290.0 Identify the procedures for handling juvenile traffic offenders.
- 291.0 Define juvenile sex offender.
- 292.0 Identify the procedures for interrogating juveniles.
- 293.0 Identify the standards required for searching a juvenile's personal property at school.

**Course Number: CJK0017**  
**Occupational Completion Point: A**  
**Communications – 76 Hours – SOC Code 33-3051**

- 294.0 Use radio equipment properly.
- 295.0 Identify elements of a crime.
- 296.0 Identify the communication audience.
- 297.0 Gather information at a crime scene.
- 298.0 Conduct basic interview.
- 299.0 Identify root causes of miscommunication.
- 300.0 Organize information chronologically.
- 301.0 Organize information categorically.
- 302.0 Document information.
- 303.0 Take statements.
- 304.0 Classify reports appropriately.
- 305.0 Apply appropriate grammar mechanics.
- 306.0 Write reports.
- 307.0 Complete the arrest/probable cause affidavit.
- 308.0 Identify the acronyms FCIC and NCIC.
- 309.0 Determine what information is available through FCIC.
- 310.0 Identify the location of FCIC and NCIC.
- 311.0 Identify the relationship between FCIC and NCIC.
- 312.0 Identify the major assets of the FCIC.
- 313.0 Identify the national communication link available through FCIC.

- 314.0 Identify how information becomes available through FCIC.
- 315.0 Identify factors that will ensure officers' efficient and effective use of the FCIC system.
- 316.0 Identify the legal issues for the confidential information that is disseminated for non-law enforcement purposes.
- 317.0 Identify what information to provide when requesting a check.
- 318.0 Obtain information related to desired check.
- 319.0 Submit information to dispatch.
- 320.0 Identify the policies for conducting a check.
- 321.0 Demonstrate proper use of a portable radio unit.
- 322.0 Locate radio equipment in a standard police vehicle.
- 323.0 Identify the duties of the communications officer.
- 324.0 Identify primary components of a portable police radio.
- 325.0 Identify general radio procedures.
- 326.0 Speak into a police radio mic using proper radio protocol.
- 327.0 Identify steps to take prior to voice transmissions.
- 328.0 Identify speech habits that affect clear communications when using a police radio.
- 329.0 Identify appropriate radio system use.
- 330.0 Identify communications privacy when using a mobile radio system.
- 331.0 Identify proper radio protocol.
- 332.0 Identify oral brevity codes.
- 333.0 Identify Phonetic Alphabet.
- 334.0 Demonstrate proper preparation of radio messages.
- 335.0 Communicate essential information using a police radio.
- 336.0 Identify how to write a BOLO (Be on the Look Out) report of the person, property, or vehicle.
- 337.0 Identify essential information based on type of call.
- 338.0 Identify essential information for answering calls.
- 339.0 Identify essential information for checking in and out of unit.
- 340.0 Identify the purpose of interpersonal communication.
- 341.0 Identify terms that describe the process of communication.
- 342.0 Identify the elements that are essential to effective interpersonal communication.
- 343.0 Identify behaviors that convey courtesy.
- 344.0 Identify common forms of nonverbal communication.
- 345.0 Identify barriers that could hinder the communication process.
- 346.0 Define community.
- 347.0 Identify officer's response to community expectations.
- 348.0 Identify how an officer's responses can be influenced by his or her thoughts.
- 349.0 Define self-talk.
- 350.0 Describe techniques for self-control.
- 351.0 Define self-knowledge.
- 352.0 Identify emotional triggers that may influence an officer's behavior.
- 353.0 Identify ways to understand and provide feedback.
- 354.0 Define stereotyping.
- 355.0 Define bias/prejudice.
- 356.0 Define perception.
- 357.0 Define assumption.
- 358.0 Identify the impact different age groups may have on the community.
- 359.0 List proper steps to prepare for an interview.
- 360.0 Identify the primary responsibilities of the interviewer.
- 361.0 Identify when to interview.
- 362.0 Identify who to interview.

- 363.0 Identify the primary factors that influence the success of an interview.
- 364.0 Identify an appropriate location for an interview.
- 365.0 Identify the importance for allowing sufficient time for a thorough interview.
- 366.0 Identify factors that influence the order of interviews.
- 367.0 Identify techniques that encourage the person to explain fully.
- 368.0 Identify elements of the interview process.
- 369.0 Identify effective interview techniques.
- 370.0 Identify if the information gained is suitable for submission to court.
- 371.0 Identify how to evaluate the effectiveness of an interview.
- 372.0 Identify how to document the interview.
- 373.0 Identify the procedures to follow in taking notes.
- 374.0 Identify when statements should be obtained.
- 375.0 Identify appropriate location, materials, interpreters, and equipment for taking the statement.
- 376.0 Identify the basic procedures to follow when taking statements.
- 377.0 Identify the need for participant, witness, or suspect to prepare a written statement or give an oral recorded statement.
- 378.0 Identify the importance of separating the interviewees.
- 379.0 Identify developing questions based on what the witness says.
- 380.0 Identify the person to provide statement.
- 381.0 Identify when an officer can notarize a statement according to Florida law.
- 382.0 Identify when it is necessary to administer an oath.
- 383.0 Identify the importance of interviewee's signature on written statements.
- 384.0 Identify whether the statements should be oral or written.
- 385.0 Identify the basic kinds of information needed in a statement.
- 386.0 Identify the importance of reviewing interviewee's statements for completeness.
- 387.0 Identify the type of assistance that an officer can provide if required, and use a witness to document the assistance.
- 388.0 Identify what to do if a person is unable to sign statement.
- 389.0 Identify what to do if a person is unwilling to sign statement.
- 390.0 Identify the appropriate method of recording the statement.
- 391.0 Document the interview.
- 392.0 Define report.
- 393.0 Identify the purposes of a report.
- 394.0 Identify that agencies use a variety of different forms.
- 395.0 List the categories of operational reports.
- 396.0 Identify the readers of a police report.
- 397.0 Common proceedings in which a police report may be used.
- 398.0 Identify the basic steps of report writing.
- 399.0 Identify the purpose of note taking.
- 400.0 Select the correct information to record into notes.
- 401.0 Identify the additional descriptions that may be required to clarify the basic facts.
- 402.0 Identify why it is important to alternate between listening and writing.
- 403.0 Identify the importance of using the correct spelling and recording accurate numbers in notes.
- 404.0 Identify common abbreviations to use in note taking.
- 405.0 Identify how to organize notes.
- 406.0 Identify chronological ordering.
- 407.0 Identify categorical ordering.
- 408.0 Define narrative.
- 409.0 Identify the elements of report writing.

- 410.0 Identify which verb tense should be used in reports.
- 411.0 Identify the differences between content and format.
- 412.0 Explain the importance of addressing all the elements of a crime.
- 413.0 Identify the elements of the preferred method for structuring a report.
- 414.0 Identify the questions a report narrative must answer.
- 415.0 Define sentence.
- 416.0 Define sentence fragment.
- 417.0 Identify tools that can be used to reduce spelling errors.
- 418.0 Identify the rules of punctuation.
- 419.0 Define editing.
- 420.0 Define proofreading.

**Course Number: CJK0011**

**Occupational Completion Point: A**

**Human Issues – 40 Hours – SOC Code 33-3051**

- 421.0 Identify types of crisis.
- 422.0 Identify behaviors of persons in crisis.
- 423.0 Notify communications center on arrival.
- 424.0 Identify the need to position self safely according to officer safety techniques.
- 425.0 Identify techniques that may be used to stabilize the crisis situation.
- 426.0 Interview the person to identify the problem during a crisis situation.
- 427.0 Initiate the Baker Act or Marchman Act process if criteria exist during a crisis situation.
- 428.0 Identify if the person needs to be removed from a crisis situation.
- 429.0 Identify when referrals are required by Florida Statutes.
- 430.0 Identify services and agencies that are appropriate for an individual during a crisis situation.
- 431.0 Provide appropriate transportation or transport if the person needs to be removed from the situation.
- 432.0 Document incident in a report.
- 433.0 Define disability according to the Americans with Disabilities Act.
- 434.0 Identify common types of disabilities.
- 435.0 Identify the ability to respond to an individual with limitations.
- 436.0 Identify basic information about protecting the rights of individuals with a disability.
- 437.0 Define mental illness.
- 438.0 Identify the most common symptoms of mental illness disorders.
- 439.0 Identify the possible reasons a person may experience the symptoms associated with mental illness.
- 440.0 Identify the rights of a person with a mental illness.
- 441.0 Identify the basic duties of an officer when dealing with a person in a mental health crisis.
- 442.0 Identify Baker Act criteria according to Ch. 394, F.S.
- 443.0 Transport a person with mental illness.
- 444.0 Define mental retardation.
- 445.0 Identify the differences between mental illness and mental retardation.
- 446.0 Identify the characteristics of a person with mental retardation.
- 447.0 Identify facts to consider when responding to persons with mental retardation.
- 448.0 Identify resources available to assist the officer when responding to a person with mental retardation.
- 449.0 Identify the rights of a person with a communication disability.
- 450.0 Define hearing impairment, hard of hearing, and deaf.



- 451.0 Identify indications of a hearing impairment.
- 452.0 Identify how to communicate with a person with a hearing impairment.
- 453.0 Identify the limitations of Miranda rights when dealing with a person who is deaf.
- 454.0 Identify when an interpreter may be required.
- 455.0 Define mobility impairments according to the Americans with Disabilities Act (ADA).
- 456.0 Identify points to remember when dealing with an individual who is mobility impaired.
- 457.0 Define blindness and partially sighted.
- 458.0 Identify special considerations an officer should make when dealing with a victim, witness, or suspect of a crime with a visual impairment.
- 459.0 Identify characteristics of autism.
- 460.0 Identify how to correctly respond to a call involving an individual with autism.
- 461.0 Identify common characteristics of juvenile offenders.
- 462.0 Identify attributes of an officer who is effective in dealing with juveniles.
- 463.0 Identify actions that an officer may take when responding to a juvenile offender.
- 464.0 Identify characteristics of the elderly population.
- 465.0 Identify physiological changes related to the aging process.
- 466.0 Identify how to communicate with an elderly person.
- 467.0 Identify resources that may provide assistance to the elderly.
- 468.0 Define substance use, substance abuse, and substance dependence.
- 469.0 Identify some behavioral characteristics of substance abuse.
- 470.0 Identify some behavioral characteristics of substance dependence.
- 471.0 Identify some factors contributing to substance dependence.
- 472.0 Define terms that relate to substance use
- 473.0 Identify symptoms of illness that resemble drug or alcohol use.
- 474.0 Identify Marchman Act criteria.
- 475.0 Identify the treatment options available to an officer when responding to a substance abuser.
- 476.0 Identify the Florida Statute that addresses the scheduling of substances.
- 477.0 Identify evidence of drugs or alcohol usage.
- 478.0 Identify ways drugs or alcohol is taken.
- 479.0 Identify how fast an effect will typically occur for a specific type of drug (including alcohol).
- 480.0 Identify possible behavioral characteristics of individuals under the influence of drugs (including alcohol).
- 481.0 Identify physical signs and symptoms of individuals under the influence of drugs (including alcohol).
- 482.0 Identify the signs of individuals withdrawing from drugs (including alcohol).

**Course Number: CJK0061**  
**Occupational Completion Point: A**  
**Patrol 1 – 58 Hours – SOC Code 33-3051**

- 483.0 Identify Herman Goldstein's definition of Community Oriented Policing.
- 484.0 Identify the core components of Community Oriented Policing.
- 485.0 Identify the elements of problem solving as used in the SARA Model.
- 486.0 Define SECURE.
- 487.0 Identify when to use the SECURE problem-solving model.
- 488.0 Identify the meaning of each letter in the acronym SECURE.
- 489.0 Define observation.
- 490.0 Identify the role of memory in observation.
- 491.0 Define perception.

- 492.0 Identify factors that affect perception.
- 493.0 Identify factors affecting an officer's sight.
- 494.0 Identify factors affecting an officer's hearing.
- 495.0 Identify factors affecting an officer's sense of smell.
- 496.0 Identify factors affecting an officer's sense of touch.
- 497.0 Identify why discretion should be applied when using the sense of taste to identify a substance.
- 498.0 Identify basic survival tips that can help an officer respond safely.
- 499.0 Define cover.
- 500.0 Define concealment.
- 501.0 Know officer safety procedures.
- 502.0 Define stress.
- 503.0 Define fight-or-flight response.
- 504.0 Identify types of stress.
- 505.0 Identify the causes of post-traumatic stress.
- 506.0 Define stressors.
- 507.0 Identify four categories of potential stressors.
- 508.0 Identify short-term and long-term stress responses.
- 509.0 Identify the most common warning signs of stress in an officer.
- 510.0 Identify techniques for reducing stress.
- 511.0 Identify patrol types.
- 512.0 Identify information obtained through roll call that may be useful when patrolling an assigned area.
- 513.0 Identify the need to inspect and review duty equipment.
- 514.0 State how to identify a wanted person or vehicle when preparing a BOLO report.
- 515.0 Identify the appropriate descriptive details for a person, property, or vehicle when preparing a BOLO report.
- 516.0 Identify how to become familiar with the patrol area.
- 517.0 Identify the advantages of foot patrol.
- 518.0 Identify importance of observation of potential safety hazards.
- 519.0 Respond to calls for assistance while on patrol.
- 520.0 Notify dispatch of arrival at the scene when responding to a call.
- 521.0 Identify assessment techniques when arriving at the scene of a call.
- 522.0 Identify basic officer safety techniques when arriving at the scene of a call.
- 523.0 How to gather pertinent information from witnesses and complainants.
- 524.0 Determine the need for backup when approaching a suspect.
- 525.0 Evaluate the situation upon arriving at suspect's location.
- 526.0 Select appropriate officer safety techniques when approaching a suspect.
- 527.0 Obtain identification information from a suspect.
- 528.0 Check for outstanding warrants on a suspect.
- 529.0 Transport to appropriate facility if placing the suspect under arrest.
- 530.0 Identify how to communicate verbally and nonverbally that a suspect is being placed under arrest.
- 531.0 Identify how to secure a prisoner to be escorted.
- 532.0 Identify the appropriate method for loading a prisoner into a vehicle for transport.
- 533.0 Identify potential issues that could occur during the transport of a prisoner.
- 534.0 Identify the process upon arrival at the detention facility.
- 535.0 Identify documentation that must be completed when booking an arrested person.
- 536.0 Identify the specific information needed about the prisoner for booking purposes.
- 537.0 Identify appropriate communication adjustments to use with the prisoner.
- 538.0 Identify the detention procedures for a juvenile.

- 539.0 Explain that the suspect will be fingerprinted during the booking process.
- 540.0 Explain that the suspect will be photographed during the booking process.
- 541.0 Identify the procedure for processing found property.
- 542.0 Identify techniques for directing traffic.
- 543.0 Identify how to enforce parking citations and summons.
- 544.0 Identify ways to park the patrol vehicle when responding to an alarm call.
- 545.0 Identify types of alarm calls.
- 546.0 Identify ways to establish a perimeter/search of the building or grounds.
- 547.0 Identify the appropriate techniques for conducting a search of the building.
- 548.0 Identify the different systematic search methods.
- 549.0 Determine how to identify pertinent information on an unattended, abandoned, or disabled vehicle.
- 550.0 Determine whether an unattended, abandoned, or disabled vehicle should be towed.
- 551.0 Identify when an officer is authorized to search an unattended, abandoned, or disabled vehicle.
- 552.0 Identify how to inventory an unattended, abandoned, or disabled vehicle.
- 553.0 Identify how to search an unattended, abandoned, or disabled vehicle.
- 554.0 Complete the appropriate report when conducting an inventory or search of an unattended, abandoned, or disabled vehicle.
- 555.0 Identify how to secure an unattended, abandoned, or disabled vehicle as evidence.

**Course Number: CJK0062**

**Occupational Completion Point: A**

**Patrol 2 – 40 Hours – SOC Code 33-3051**

- 556.0 Identify the size and organization of a crowd.
- 557.0 Identify officer safety considerations in a crowd control situation.
- 558.0 Identify potential weapons in a crowd control situation.
- 559.0 Utilize safe positioning and distancing when approaching crowds, demonstrators, or rioters.
- 560.0 Identify the reason the group has gathered and what they want to achieve.
- 561.0 Identify the procedure for approaching and contacting the leader of crowds or demonstrations.
- 562.0 Understand the importance of communicating with the group leaders to identify the problem or the disturbance.
- 563.0 Define criminal street gang.
- 564.0 Identify the importance of gang alliances.
- 565.0 Identify characteristics of Florida gang members.
- 566.0 Identify common motives for juvenile gang membership.
- 567.0 Identify common gang-related symbols, graffiti, colors, signs, and tattoos.
- 568.0 Identify the types of extremist groups.
- 569.0 Identify types of extremists known to be currently active in Florida.
- 570.0 Identify the significance of having established local plans with regard to responding to hazardous materials emergencies.
- 571.0 Identify the duty-to-act requirements that apply to public safety employees.
- 572.0 Identify the role of the first responder at the awareness level.
- 573.0 Identify actions to take to isolate the hazardous materials incident.
- 574.0 Identify protective actions that can be taken in accordance with the Emergency Response Guidebook (ERG) in the event of a hazardous materials incident.
- 575.0 Identify information that should be obtained during a hazardous materials incident debriefing.

- 576.0 Identify actions to be taken during termination of a response to a hazardous materials incident.
- 577.0 Identify how methamphetamine is consumed.
- 578.0 Identify the various processes used to manufacture methamphetamine in clandestine laboratories.
- 579.0 Identify the hazards associated with clandestine methamphetamine laboratories.
- 580.0 Identify elements of immediate response protocol to an incident involving a clandestine methamphetamine laboratory.
- 581.0 Identify pertinent information concerning the possible bomb threat prior to arrival.
- 582.0 Identify the potential explosive device's location in relation and proximity to other potential threats.
- 583.0 Identify possible approaches to a location; select a safe and tactical approach.
- 584.0 Identify potential stopping areas which can provide protective cover from the force of an explosion.
- 585.0 Identify potential sites for the command post and staging areas.
- 586.0 Identify any signs that an explosion has occurred.
- 587.0 Identify complainant identity and location.
- 588.0 Identify sources of information about the building.
- 589.0 Identify factors in estimating the credibility of the threat.
- 590.0 Identify the factors in deciding if a bomb search is advisable.
- 591.0 Identify the elements of a potential explosive device an officer should observe to give an accurate description to bomb technicians.
- 592.0 Identify what actions to avoid if a potential explosive device or suspicious item is found.
- 593.0 Identify the importance of leaving an area as soon as possible after identifying the type, description, and location of the suspected device or a potential explosive device.
- 594.0 Identify the importance of advising any fellow officers in the immediate area of a found explosive or suspicious device.
- 595.0 Identify the importance of advising any civilians in the immediate area of a found explosive or suspicious device.
- 596.0 Identify the importance of continued caution due to the possibility of a "secondary device."
- 597.0 Identify potential evacuation areas in a bomb threat situation.
- 598.0 Identify where to establish the initial perimeter to protect the public during a bomb threat.
- 599.0 Confer with owner, representative, or person in charge during an emergency situation requiring evacuation of a building or area.
- 600.0 Identify the factors in planning an evacuation of a building or area.
- 601.0 Identify means of communicating with occupants or residents of a building or area in an emergency situation.
- 602.0 Define weapons of mass destruction.
- 603.0 Identify the likely location for the use of BNICE weapons.
- 604.0 List environmental indicators of exposure to biological agents.
- 605.0 Identify signs and symptoms of human exposure to biological agents.
- 606.0 Identify signs and symptoms of human exposure to nuclear agents.
- 607.0 List environmental indicators of exposure to nuclear agents.
- 608.0 List environmental indicators of exposure to chemical agents.
- 609.0 Identify signs and symptoms of human exposure to chemical agents.
- 610.0 Identify how to initiate actions to protect officers and others at a nuclear, biological, or chemical incident.
- 611.0 Identify evacuation measures during a BNICE incident.

- 612.0 List notification and communication method in the event of a nuclear, biological, or chemical threat.

**Course Number: CJK0076**

**Occupational Completion Point: A**

**Crime Scene Investigations – 24 Hours – SOC Code 33-3051**

- 613.0 Obtain information regarding crime scene prior to arrival.
- 614.0 Determine if crime or incident is life threatening.
- 615.0 Identify when to request medical assistance.
- 616.0 Survey the scene.
- 617.0 Identify when to continue or relinquish the crime scene.
- 618.0 Identify victims, witnesses, and suspects at a crime scene.
- 619.0 Secure victims, witnesses, and suspects.
- 620.0 Separate victims, witnesses, and suspects.
- 621.0 View injuries first-hand for evidence or testimony.
- 622.0 Brief supervisor or other arriving personnel at the scene.
- 623.0 Identify the requirements for obtaining a valid consent to search.
- 624.0 Continue to develop information while protecting the scene.
- 625.0 Determine probable extent of scene to secure as well as additional surrounding areas.
- 626.0 Secure the scene.
- 627.0 Ensure physical evidence is preserved.
- 628.0 Identify when to arrange for manpower and equipment, if required.
- 629.0 Identify requirements to effectively create a crime scene log.
- 630.0 List the types of evidence that may be found at a crime scene.
- 631.0 Conduct search for evidence.
- 632.0 Identify search procedures to be conducted.
- 633.0 Determine if evidence can be properly collected by the officer or if crime scene unit should collect evidence.
- 634.0 Demonstrate the ability to dust, lift, and document latent prints.
- 635.0 Define patent, plastic, and elimination prints.
- 636.0 Follow evidence collection procedures if collecting evidence.
- 637.0 Ensure chain of custody is protected.
- 638.0 Document activities at a crime scene.
- 639.0 Identify the elements of effective crime scene photography.

**Course Number: CJK0071**

**Occupational Completion Point: A**

**Criminal Investigations – 56 Hours – SOC Code 33-3051**

- 640.0 Determine if any crime has been committed in a domestic violence situation.
- 641.0 Identify when to photograph injuries resulting from a domestic violence situation.
- 642.0 Determine if an arrest is to be made in a domestic violence situation.
- 643.0 Counsel individuals on possible course of action for problem resolution in a domestic violence situation.
- 644.0 Bring all persons involved back together, if they have calmed down.
- 645.0 Document a domestic violence situation with appropriate paperwork.
- 646.0 Provide victim with a victim's rights brochure.
- 647.0 Conduct an initial investigation alleging child abuse or neglect.
- 648.0 Initiate contact with the parent(s) or guardian(s) of the child.
- 649.0 Apply state and local judicial procedures regarding the interview of juveniles.

- 650.0 Initiate contact with victim of child abuse or neglect.
- 651.0 Identify when to provide first aid or obtain medical attention for child abuse or neglect victim.
- 652.0 Identify what to include in field notes regarding child abuse or neglect situation.
- 653.0 Assist DCF in removing an abused or neglected child.
- 654.0 Identify child abuse and neglect reporting requirements.
- 655.0 Verify that a person is being threatened or victimized when responding to an alleged disabled adult or elder abuse situation.
- 656.0 Respond to a disabled adult or elderly person being victimized.
- 657.0 Develop a plan of action to immediately remove the threat to the victim of disabled adult or elder abuse.
- 658.0 Take action as required to protect the victim or threatened person of disabled adult or elder abuse.
- 659.0 Conduct initial assessment of criminal, accidental, or natural cause of death.
- 660.0 Assess the situation prior to approaching a dead body.
- 661.0 Identify how to detect indications of death.
- 662.0 Preserve any evidence on or near the body.
- 663.0 Identify when to contact the Medical Examiner's office.
- 664.0 Identify when to contact the doctor of the deceased.
- 665.0 Obtain medical confirmation of recent death.
- 666.0 Notify a victim's family of death.
- 667.0 Differentiate between human trafficking and smuggling.
- 668.0 Identify the nature and scope of the human trafficking problem.
- 669.0 List related international criminal enterprises that lend themselves to involvement in human trafficking.
- 670.0 Apply the Trafficking Victims Protection Act (TVPA) of 2000.
- 671.0 Apply the Florida Statutes related to human trafficking offenses.
- 672.0 Identify the immigration issues of human trafficking victims.
- 673.0 Identify human trafficking indicators that can be present.
- 674.0 Identify key information to investigate during the initial conversation with the victim.
- 675.0 Identify considerations for victim rescue and restoration.
- 676.0 Identify the community's role in recognizing and reporting human trafficking.
- 677.0 Obtain descriptive data of a missing, lost, or endangered person, including a photo, if available.
- 678.0 Identify the cause of the search in the case of a missing, lost, or endangered person.
- 679.0 Identify possible physical or psychological problems of a missing, lost, or endangered person.
- 680.0 Conduct an initial search of the scene of a missing, lost, or endangered person situation.
- 681.0 Identify areas to be searched in a missing, lost, or endangered person situation.
- 682.0 Notify supervisor of location and search assignment.
- 683.0 Provide necessary medical care to a missing, lost, or endangered person.
- 684.0 Apply Florida statute in a missing person situation.
- 685.0 Identify appropriate agency to turn investigation over to when unsuccessful in the initial search.
- 686.0 Document a missing and endangered person's incident.
- 687.0 Identify the elements of robbery.
- 688.0 Identify common targets of robbery.
- 689.0 Identify procedures to follow in a robbery situation.
- 690.0 Identify items to include in a preliminary robbery report.

- 691.0 Request medical personnel to provide information, as required, in a sexual battery situation.
- 692.0 Identify procedures for dealing with victims of sexual battery.
- 693.0 Define juvenile sexual offender.
- 694.0 Identify the difference between lewd and lascivious battery, molestation, conduct, and exhibition.
- 695.0 Identify procedures for dealing with a loitering and prowling incident.
- 696.0 Identify the legal distinction between disorderly conduct and disorderly intoxication.
- 697.0 Define open house party.
- 698.0 Identify categories of burglaries.
- 699.0 Identify common methods of entry used by burglars.
- 700.0 Respond to an incident involving burglary and trespassing.
- 701.0 Define burglary tools.
- 702.0 Identify the legal requirements for a valid trespass after a warning.
- 703.0 Identify procedures for responding to an archeological site violation.
- 704.0 Identify the elements of criminal mischief.
- 705.0 Identify the difference between misdemeanor and felony criminal mischief.
- 706.0 Identify the elements of defrauding an innkeeper.
- 707.0 Respond to an incident involving defrauding an innkeeper.
- 708.0 Identify the primary responsibility of law enforcement at the scene of a fire.
- 709.0 Respond to an incident involving a fire-related crime.
- 710.0 Identify common reasons why vice activity is rarely reported.
- 711.0 Identify sources of illicit drug traffic.
- 712.0 Identify methods used to transport and conceal illicit drugs.
- 713.0 Identify methods used to investigate vice activity.
- 714.0 List types of vice crimes.
- 715.0 Identify the basic characteristics of organized crime operations.
- 716.0 Identify the types of theft victims.
- 717.0 Differentiate between petit or misdemeanor and grand or felony theft.
- 718.0 Identify indicators of a stolen vehicle.
- 719.0 Identify NCIC/FCIC reporting requirements for stolen and/or recovered property.
- 720.0 Identify when someone is dealing in stolen property.
- 721.0 Identify the elements of fraud.
- 722.0 Identify two aspects of forgery.
- 723.0 Identify elements that constitute a worthless check.
- 724.0 Define embezzlement.
- 725.0 List types of computer crimes.
- 726.0 Review all notes and reports on preliminary investigations conducted.
- 727.0 Continue inquiries begun during preliminary investigation.
- 728.0 Identify how to determine the value and disposition of leads during a follow-up investigation.
- 729.0 Interview new contacts, possible witnesses, and informants.
- 730.0 Compile complete notes of all possible leads.
- 731.0 Identify known or possible suspects during a follow-up investigation.
- 732.0 Identify any possible leads through places frequented, possible acquaintances, friends, or co-workers, and workplace.
- 733.0 Study background, criminal history, and modus operandi of suspect.
- 734.0 Conduct a live or photo line-up.
- 735.0 Identify how to check with other agencies and public records to discover information, files, and intelligence on known or possible suspects.
- 736.0 Identify how to use field contacts and informants during a follow-up investigation.

- 737.0 Comply with department policy regarding the Read or Waive Option after a deposition.
- 738.0 Review case notes, reports, photographs, and evidence prior to giving testimony.
- 739.0 Discuss the case with appropriate agency personnel and the state attorney in preparation for giving testimony.
- 740.0 Upon arrival at court, check in with prosecutors and follow instructions.
- 741.0 Answer each question clearly, completely, and truthfully without volunteering any statement that is not requested.
- 742.0 Define "on or off the record."
- 743.0 Identify procedures to follow when the rule of sequestration has been invoked.
- 744.0 Identify procedures to follow when providing testimony during a court proceeding.

**Course Number: CJK0082**

**Occupational Completion Point: A**

**Traffic Stops – 24 Hours – SOC Code 33-3051**

- 745.0 Define a traffic stop according to Florida Legal Guidelines.
- 746.0 Identify important benefits of traffic enforcement.
- 747.0 Identify that F.S. §316 contain criminal and noncriminal traffic violations.
- 748.0 Identify the most common traffic violations.
- 749.0 Identify the need to submit the confiscated driver's license to the appropriate driver's license office.
- 750.0 Identify formatting of the Florida Driver License.
- 751.0 Identify important components of the Florida Driver License.
- 752.0 Identify important components of Florida Vehicle License Plates.
- 753.0 Define discriminatory or bias-based profiling.
- 754.0 Identify protections offered by Title 18 of the United States Code and the Fourteenth Amendment.
- 755.0 Identify the perceptions commonly associated with discriminatory profiling.
- 756.0 Identify how an officer's behavior can help to minimize tension and maximize the cooperation of citizens during a traffic stop.
- 757.0 Identify the characteristics of a professional traffic stop that may help overcome language and other cultural barriers.
- 758.0 Identify reasons a vehicle may be stopped during an unknown risk traffic stop.
- 759.0 Identify traffic conditions that increase the potential for traffic violations during an unknown risk traffic stop.
- 760.0 Identify conditions that would affect traffic flow during an unknown risk traffic stop.
- 761.0 Identify where to park to observe traffic flow for potential traffic violations during an unknown risk traffic stop.
- 762.0 Identify where to position the patrol vehicle where it can safely re-enter traffic during an unknown risk traffic stop.
- 763.0 Identify the need to catch up to the vehicle to be stopped during an unknown risk traffic stop.
- 764.0 Identify the need to request backup as required during an unknown risk traffic stop.
- 765.0 Identify the need to maintain constant observation of vehicle suspected of a violation.
- 766.0 Identify the need to advise communication center of location and description of the vehicle, occupants, and tag number with state of issue during an unknown risk traffic stop.
- 767.0 Identify considerations for determining how to locate a safe stopping area to make a traffic stop during an unknown risk traffic stop.
- 768.0 Identify the need to activate the emergency equipment during an unknown risk traffic stop.



- 769.0 Identify the Florida Statutes that govern the operation of emergency vehicle lights and siren during an unknown risk traffic stop.
- 770.0 Identify how to use the emergency lights.
- 771.0 Identify the need to position patrol vehicle in line directly behind the suspect vehicle during an unknown risk traffic stop.
- 772.0 Identify how to direct the driver as to where to stop during an unknown risk traffic stop.
- 773.0 Identify how to activate the public address system during an unknown risk traffic stop.
- 774.0 Identify officer safety and survival techniques appropriate for the situation during an unknown risk traffic stop.
- 775.0 Identify how to offset the patrol vehicle at the rear of the violator's vehicle after the violator's vehicle stops during an unknown risk traffic stop.
- 776.0 Identify how the officer should prepare him- or herself to complete the stop after the officer has positioned the patrol vehicle during an unknown risk traffic stop.
- 777.0 Identify the need to determine the degree of danger involved during an unknown risk traffic stop.
- 778.0 Identify how to make contact with the vehicle occupants using proper tactics as demanded by the situation during an unknown risk traffic stop.
- 779.0 Identify how to make a safe approach to the violator's vehicle during an unknown risk traffic stop.
- 780.0 Identify the number of additional occupants in the vehicle during an unknown risk traffic stop.
- 781.0 Identify officer safety techniques in getting the violator to exit vehicle during unknown risk traffic stop.
- 782.0 Identify the need to demonstrate a dignified and commanding presence during an unknown risk traffic stop.
- 783.0 Identify self as a law enforcement officer.
- 784.0 Identify the need to maintain a safe distance when talking to a violator during an unknown risk traffic stop.
- 785.0 Identify the need to explain the reason for the traffic stop during an unknown risk traffic stop.
- 786.0 Identify the need to describe the safety violation to the operator.
- 787.0 Identify the need to ask the driver for a lawful and reasonable explanation for law violation during an unknown risk traffic stop.
- 788.0 Identify how to arrange assistance for the citizen during an unknown risk traffic stop.
- 789.0 Identify documents to request from driver during an unknown risk traffic stop.
- 790.0 Identify the forms of identification that provide the most accurate personal information during an unknown risk traffic stop.
- 791.0 Identify how to compare vehicle registration information to the vehicle's VIN for a match during an unknown risk traffic stop.
- 792.0 Identify where the driver and occupants should wait during an unknown risk traffic stop.
- 793.0 Identify the need to match information received from dispatch with information recorded during an unknown risk traffic stop.
- 794.0 Identify how to determine whether a vehicle is reported stolen through a check of 181 FCIC/NCIC during an unknown risk traffic stop.
- 795.0 Identify the legal issues if confidential information is disseminated for non-law enforcement purposes during unknown risk traffic stop.
- 796.0 Identify undercover law enforcement officers in the execution of their duties during an unknown risk traffic stop.
- 797.0 Identify that an officer may issue a citation, warning, or make an arrest as appropriate during an unknown risk traffic stop.

- 798.0 Identify how an officer decides whether to issue a citation or a warning during an unknown risk traffic stop.
- 799.0 Determine the nature of the offense during an unknown risk traffic stop.
- 800.0 Identify appropriate report forms used during an unknown risk traffic stop.
- 801.0 Identify a Uniform Traffic Citation (UTC).
- 802.0 Identify the need to explain the nature of the offense during an unknown risk traffic stop.
- 803.0 Identify the need to give options for handling the citation during an unknown risk traffic stop.
- 804.0 Identify the need to explain the violator's responsibility to adhere to traffic laws and local ordinances during an unknown risk traffic stop.
- 805.0 Identify the need to explain that the violator needs to sign the citation during an unknown risk traffic stop.
- 806.0 Identify the violation for refusal to sign the citation during an unknown risk traffic stop.
- 807.0 Identify how to close the interview with the violator during an unknown risk traffic stop.
- 808.0 Identify whether or not to make an arrest during an unknown risk traffic stop.
- 809.0 Demonstrate how to make a safe unknown risk traffic stop.
- 810.0 Accurately complete a citation or issue a warning during an unknown risk traffic stop.
- 811.0 Explain how to identify a suspect vehicle using a BOLO during a high risk traffic stop.
- 812.0 Identify matching identification points of the observed vehicle with the suspect vehicle description during a high risk traffic stop.
- 813.0 Identify additional information to give the dispatcher during a high risk traffic stop.
- 814.0 Identify how to maintain surveillance until backup arrives during a high risk traffic stop.
- 815.0 Identify how to follow the suspect vehicle at a safe distance without activating the emergency equipment during a high risk traffic stop.
- 816.0 Identify how to request back up or assistance from other agencies during a high risk traffic stop.
- 817.0 Identify how to maintain radio contact with responding units during a high risk traffic stop.
- 818.0 Identify what information to give to responding backup units during a high risk traffic stop.
- 819.0 Identify how to continually update the communications center of the travel route of the vehicle during a high risk traffic stop.
- 820.0 Identify what information to request from responding backup units during a high risk traffic stop.
- 821.0 Identify the need to locate a safe stopping site during a high risk traffic stop.
- 822.0 List the characteristics of a safe stopping site during a high risk traffic stop.
- 823.0 Identify a stopping site that has a line of unobstructed sight during a high risk traffic stop.
- 824.0 Identify a stopping site that has adequate roadway width to accommodate two patrol vehicles during a high risk traffic stop.
- 825.0 Identify how to coordinate the stopping site with backup units regarding their arrival time during a high risk traffic stop.
- 826.0 Identify that the primary officer should direct other units into position as they arrive at the scene during a high risk traffic stop.
- 827.0 Identify how to use the public address system microphone during a high risk traffic stop.
- 828.0 List the safety emergency equipment which can be used during a high risk traffic stop.
- 829.0 Identify the need to signal the suspect vehicle to pull over to the curb during a high risk traffic stop.
- 830.0 Ensure that emergency lights remain activated during a high risk traffic stop.

- 831.0 Identify the advantage to the officer to use blinding light, day or night, during a high risk traffic stop.
- 832.0 Identify the proper distance between the primary patrol vehicle and the suspect's vehicle for the stop during a high risk traffic stop.
- 833.0 Identify the proper position for the primary patrol vehicle and suspect's vehicle during a high risk traffic stop.
- 834.0 Identify the proper positioning of the backup patrol vehicle in relation to the primary patrol vehicle and suspect vehicle during a high risk traffic stop.
- 835.0 Identify how to take cover using the patrol vehicles during a high risk traffic stop.
- 836.0 Identify how to take cover from within the vehicle during a high risk traffic stop.
- 837.0 Identify how to take cover from behind the vehicle during a high risk traffic stop.
- 838.0 Determine whether or not the pursuit is legal, feasible, necessary, and meets departmental criteria during a high risk traffic stop.
- 839.0 Identify that the primary officer should assume command of the situation during a high risk traffic stop.
- 840.0 Identify that the primary officer will control the suspect and occupants of the vehicle.
- 841.0 Identify the importance of maintaining verbal control of all occupants throughout the stop during a high risk traffic stop.
- 842.0 Identify self and agency to suspect during a high risk traffic stop.
- 843.0 Identify the need to maintain verbal control of suspects using the public address system of the patrol vehicle during a high risk traffic stop.
- 844.0 Identify how to command the suspect(s) to keep their hands visible during a high risk traffic stop.
- 845.0 Identify the need to direct the suspect to raise his or her hands and keep them in a visible position.
- 846.0 Identify the need to direct the suspect to open the driver's door with his or her left hand, using the external door handle, during a high risk traffic stop.
- 847.0 Identify the need to direct the suspect to place ignition keys on top of the vehicle during a high risk traffic stop.
- 848.0 Identify the need to direct the suspect to exit the vehicle facing away from the law enforcement officers during a high risk traffic stop.
- 849.0 Identify the need to direct the suspect to walk backward towards the sound of the officer's voice during a high risk traffic stop.
- 850.0 Identify the need to direct the suspect to walk back to a predetermined point for safe securing during a high risk traffic stop.
- 851.0 Identify that the primary officer should instruct the backup unit to secure the suspect during a high risk traffic stop.
- 852.0 Identify the need to direct the suspect to assume a position of disadvantage during a high risk traffic stop.
- 853.0 Identify the need to retreat to cover with the suspect during a high risk traffic stop.
- 854.0 Identify the importance of maintaining visual contact with all occupants while conversing with the suspect during a high risk traffic stop.
- 855.0 Identify the need to instruct occupants to exit the vehicle one at a time during a high risk traffic stop.
- 856.0 Identify the conveyance to be searched during a high risk traffic stop.
- 857.0 Identify how to search a vehicle during a high risk traffic stop.
- 858.0 Identify the need to inform suspects they are under arrest during a high risk traffic stop.
- 859.0 Identify the need to request backup when searching the vehicle during a high risk traffic stop.
- 860.0 Identify how to accurately complete the appropriate report(s) during a high risk traffic stop.

**Course Number: CJK0083**  
**Occupational Completion Point: A**  
**DUI Traffic Stops – 24 Hours – SOC Code 33-3051**

- 861.0 Identify Driving Under the Influence (DUI) legal considerations.
- 862.0 Identify processes which occur in a person's body when they consume alcohol.
- 863.0 Identify driving patterns that are characteristic of an impaired operator during a Driving Under the Influence traffic stop.
- 864.0 Identify the speech, motor coordination, odor, and other general observations that would assist in determining the individual's ability to operate the vehicle during a DUI traffic stop.
- 865.0 Identify if the impairment is a result of a medical condition or influenced by chemical substances during a DUI traffic stop.
- 866.0 Identify if the person has a mental illness during a DUI traffic stop.
- 867.0 Identify a person who has Alzheimer's or dementia during a DUI traffic stop.
- 868.0 Identify the condition of the operator's clothing during a DUI traffic stop.
- 869.0 Identify the need to maintain visual observation of the operator's physical condition and/or medical condition during a DUI traffic stop.
- 870.0 Identify odors of alcoholic beverages, vomit, urine, or drugs on the operator during a DUI traffic stop.
- 871.0 Identify signs of intoxication in the operator's responses to basic identification questions during a DUI traffic stop.
- 872.0 Identify if the person is able to understand a request or statement being given during a DUI traffic stop.
- 873.0 Identify uncoordinated movement (walking, standing, and fidgeting) of the operator during a DUI traffic stop.
- 874.0 Identify if a physical or mental impairment exists during a DUI traffic stop.
- 875.0 Identify when to ask the operator to perform the standardized field sobriety exercises.
- 876.0 Identify any physical handicaps the operator may display that may affect the performance of the standardized field sobriety exercises.
- 877.0 Identify how to select appropriate location for standardized field sobriety exercises.
- 878.0 Identify safety precautions for the officer and vehicle operator during a DUI traffic stop.
- 879.0 Identify how to request or assist the operator in moving to the side of the roadway away from the traffic or to a safe area upon exiting the vehicle during a DUI traffic stop.
- 880.0 Identify how to compare the results of the Standardized Field Sobriety Horizontal Gaze Nystagmus (HGN) clues to determine impairment.
- 881.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the Horizontal Gaze Nystagmus exercise.
- 882.0 Identify how to compare the results of the Standardized Field Sobriety Walk and Turn clues to determine impairment.
- 883.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the Walk and Turn exercise.
- 884.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the One Leg Stand exercise.
- 885.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the One Leg Stand exercise.
- 886.0 Identify how to compare the results of the Standardized Field Sobriety One Leg Stand clues to determine impairment.
- 887.0 Identify the additional field sobriety exercises to be administered.
- 888.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the One Leg Stand exercise.
- 889.0 Identify how to complete reports as required during a DUI traffic stop.
- 890.0 Identify how to complete reports as required during a DUI traffic stop.

- 891.0 Identify the operator's ability to operate a vehicle based on the results of the standardized field sobriety exercises and officer's total observation.
- 892.0 Identify the need to arrange for family or licensed non-impaired driver to remove the vehicle during a DUI traffic stop.
- 893.0 Identify the need to prepare the appropriate traffic citation for the violation during a DUI traffic stop.
- 894.0 Identify appropriate Florida Statute violated during a DUI traffic stop.
- 895.0 Identify the circumstance that requires the holder of a commercial vehicle license to submit to breath, urine, and blood tests during a DUI traffic stop.
- 896.0 Identify the breath alcohol level that an officer may use to administratively suspend the driver's license of someone under the age of 21 during a DUI traffic stop.
- 897.0 Identify potential report forms to complete during a DUI traffic stop.
- 898.0 Identify a person with a comprehension or awareness problem due to medication or a medical condition during a DUI stop.
- 899.0 Identify that a drug may impair the ability of a driver to operate a vehicle safely.
- 900.0 Identify the categories of drugs.
- 901.0 Identify the effects of the drug categories on Horizontal Gaze Nystagmus and Vertical Gaze Nystagmus.
- 902.0 Identify when an officer could request a drug influence evaluation during a DUI stop.
- 903.0 Define polydrug use in relation to a DUI stop.

**Course Number: CJK0086**

**Occupational Completion Point: A**

**Traffic Crash Investigations – 32 Hours – SOC Code 33-3051**

- 904.0 Identify the Florida Statutes relating to uniform traffic control when conducting a traffic crash investigation.
- 905.0 Identify the traffic crash management process.
- 906.0 Arrive safely at the traffic crash scene.
- 907.0 Assess the scene involving a traffic crash incident.
- 908.0 Identify any dangers or hazards at the traffic crash scene.
- 909.0 Identify the Department of Transportation's hazardous material identification placard information from placard symbols found in the DOT ERG book of hazardous materials identification.
- 910.0 Assess requirements for additional aid for a vehicle crash, identifying situations that require assistance.
- 911.0 Request assistance needed in a traffic crash situation.
- 912.0 Upon arrival at the crash scene, locate vehicle or property damaged in the crash.
- 913.0 Define first harmful event.
- 914.0 Identify conditions for transferring jurisdiction in a situation involving a crash, crime, or incident scene with multi-jurisdictional boundaries.
- 915.0 Identify if a vehicle was involved in a crime.
- 916.0 Request medical and fire assistance if appropriate for a vehicle fire.
- 917.0 Extinguish a vehicle fire, if feasible, with current fire extinguisher equipment.
- 918.0 Complete an incident report for a vehicle fire.
- 919.0 Determine if it is necessary to evacuate persons from the area of a vehicle fire.
- 920.0 Identify the traffic conditions at a traffic crash incident.
- 921.0 Protect a traffic crash scene by proper positioning of patrol vehicle.
- 922.0 Preserve a traffic crash scene.
- 923.0 Position vehicle and/or warning devices to route traffic around a traffic crash incident.

- 924.0 Set out flares, barricades, or other warning devices with caution to direct traffic away from damage or hazard on a roadway.
- 925.0 Identify when conducting a traffic crash investigation to wear safety vest and gloves.
- 926.0 Re-route traffic from traffic crash scene immediately upon setting up warning devices.
- 927.0 Inventory contents of a vehicle to be towed from a traffic crash incident.
- 928.0 Call for medical assistance, if necessary, for victims of a traffic crash incident.
- 929.0 Identify the three phases of a traffic crash incident.
- 930.0 Identify all involved parties in a traffic crash incident.
- 931.0 Obtain the driver's license, registration, and proof of insurance from the operator(s) involved in a traffic crash incident.
- 932.0 Obtain statements from all involved parties in a traffic crash incident.
- 933.0 Interview witnesses, operators, and victims involved in a traffic crash incident.
- 934.0 Identify the owner of vehicle damaged during a traffic crash.
- 935.0 Relay facts of property damaged in a traffic crash incident to the owner.
- 936.0 Advise owner of appropriate actions to take to safeguard property damaged in a traffic crash incident.
- 937.0 Identify signs of driver impairment while interviewing the driver involved in a traffic crash incident.
- 938.0 Define "crash privilege" when investigating a traffic crash incident.
- 939.0 Identify "changing of the hats" procedure when investigating a traffic crash incident.
- 940.0 Identify what evidence must be collected at a crash scene.
- 941.0 Locate the area of damage on a vehicle involved in a crash.
- 942.0 Examine the traffic crash scene for area of collision (AOC).
- 943.0 Select which events reported from interviews at a vehicle crash were crucially related to the crash, including road conditions at time of crash.
- 944.0 Verify the AOC or occurrence based on physical evidence and witness and participant statements.
- 945.0 Take photos of vehicle at a traffic crash scene, if necessary.
- 946.0 Measure skid marks and any other measurements pertinent to the accident at the crash scene, identifying tools and methods of measurement to use.
- 947.0 Identify how to determine vehicle speed from skid mark measurements.
- 948.0 Identify how to sketch a diagram of the crash.
- 949.0 Identify the appropriate crash report forms.
- 950.0 Identify the statutory requirements for the exchange of information.
- 951.0 Explain the use of exchange of information forms to drivers involved in a traffic crash incident.
- 952.0 Complete the appropriate crash report form.
- 953.0 Order driver's exam retest required according to Florida Statute 322.221, if the operator requires license retesting for mental or medical reasons.
- 954.0 Identify the Florida Statute requirement to report an individual's disability to drive.
- 955.0 Describe the key events of a vehicle involved in a crash on a DHSMV uniform crash report and a DHSMV 90003 form.
- 956.0 Record vehicle damage using available charts and information.
- 957.0 Ensure that the wrecker driver or officer removes all hazardous debris resulting from the traffic crash from the roadway.
- 958.0 Identify violations of traffic laws.
- 959.0 Remove all temporary traffic warning devices.
- 960.0 Submit the completed crash report to the appropriate person for review.
- 961.0 Remain at the scene if property damage poses safety or security risks until notified person arrives or until other security arrangements are made.

**Course Number: CJK0020**  
**Occupational Completion Point: A**  
**CMS Law Enforcement Vehicle Operations – 48 Hours – SOC Code 33-3051**

- 962.0 Develop the skills to operate a motor vehicle safely.
- 963.0 Understand the role of law enforcement officers as they operate a vehicle.
- 964.0 Understand personal and vehicle limits.
- 965.0 Operate the vehicle in a safe manner while talking to dispatch.
- 966.0 Understand the effects of stress on the driver.
- 967.0 Check the operational readiness of the exterior of the vehicle.
- 968.0 Check the fluid levels, hoses, wires, and belts.
- 969.0 Inspect the rear seat compartment to locate all visible damage, weapons, and contraband.
- 970.0 Inspect the restraint devices, door locks, rear view mirror, and for equipment not properly secured.
- 971.0 Start the vehicle to check for operational readiness.
- 972.0 Identify driving tips for preventing accidents.
- 973.0 Identify the importance of vision in identifying potential hazards.
- 974.0 Describe encountered hazards.
- 975.0 Detect potential hazards through the use of the senses.
- 976.0 Describe techniques that can enhance or impede awareness.
- 977.0 Identify temporary factors that may impact observation.
- 978.0 Identify medical conditions that may impact observation.
- 979.0 Identify corrective action to take upon encountering a road or weather hazard.
- 980.0 Identify types of frequently occurring crashes.
- 981.0 Demonstrate crash avoidance techniques.
- 982.0 Identify possible reactions to take to avoid injury or further vehicle damage.
- 983.0 Describe techniques and principles to enhance awareness, including the two- and four second rules.
- 984.0 Demonstrate how to control the vehicle path while in motion.
- 985.0 Explain the importance of braking to a safe speed prior to entering a turn or corner.
- 986.0 Identify the importance of initiating the steering input prior to entering a turn or corner.
- 987.0 Identify an increasing radius.
- 988.0 Identify a decreasing radius.
- 989.0 Identify a constant radius.
- 990.0 Describe how to locate the apex.
- 991.0 Demonstrate the apexing techniques.
- 992.0 Identify the proper steering input that will decrease the severity of centripetal and centrifugal force.
- 993.0 Identify steering as it relates to vehicle dynamics and traction in a turn.
- 994.0 Identify principles of under steering.
- 995.0 Identify principles of over steering.
- 996.0 Identify principles of wheel tracking.
- 997.0 Identify how to control wheel tracking by properly steering around an object.
- 998.0 Identify how to make the necessary adjustments to the vehicle while seated.
- 999.0 Identify the caster effect.
- 1000.0 Identify how to initiate the steering input for directing the vehicle.
- 1001.0 Explain principles of threshold braking.
- 1002.0 Describe how to avoid applying brakes to maintain rolling friction.
- 1003.0 Describe an incipient skid.
- 1004.0 Identify type of brake system on the vehicle.

- 1005.0 Demonstrate how to maintain pressure on the brake pedal according to the type of vehicle braking system, using threshold braking if necessary to avoid wheel lockup.
- 1006.0 Identify incipient spin and its effect on vehicle traction.
- 1007.0 Demonstrate how to decrease the rate of acceleration to control for loss of traction.
- 1008.0 Describe rolling friction and its effect on vehicle traction.
- 1009.0 Identify the importance of not accelerating.
- 1010.0 Identify the importance of not braking.
- 1011.0 Define counter steering.
- 1012.0 Identify the importance of counter steering to avoid a secondary slide.
- 1013.0 Position the vehicle for entry into a turn or corner.
- 1014.0 Maintain control of the vehicle through the turn.
- 1015.0 Demonstrate how to control the amount of steering input.
- 1016.0 Identify how to demonstrate the pivot position by turning the upper body to the right, placing the right arm on the top portion of the passenger seat, and looking through the rear window to navigate.
- 1017.0 Identify how to steer in reverse with your left hand while slowly accelerating and maintaining control of the steering wheel.
- 1018.0 Identify Florida Statutes that govern vehicles operating in emergency mode.
- 1019.0 Identify guidelines for operating in emergency mode.
- 1020.0 Identify types of sensory influences the driver may experience.
- 1021.0 Identify techniques that may improve vision at night.
- 1022.0 Identify possible psychological effects on the driver in emergency mode.
- 1023.0 Identify possible physiological effects on the driver in emergency mode.
- 1024.0 Identify safe emergency driving techniques.
- 1025.0 Identify how to make a decision to operate in emergency mode.
- 1026.0 Define pursuit.
- 1027.0 Explain case law regarding operating a vehicle in emergency mode.
- 1028.0 Notify communications and supervisor when a pursuit is initiated.
- 1029.0 Activate the emergency equipment.
- 1030.0 Identify when to coordinate with other responding units and with dispatch via radio.
- 1031.0 Identify the conclusions to a pursuit.
- 1032.0 Choose the appropriate report form for the pursuit report.

**Course Number: CJK0031**

**Occupational Completion Point: A**

**CMS First Aid for Criminal Justice Officers – 40 Hours – SOC Code 33-3051**

- 1033.0 Demonstrate how to ventilate a patient who is not breathing.
- 1034.0 Demonstrate how to perform cardiopulmonary resuscitation (CPR) on a patient who has no heartbeat.
- 1035.0 Demonstrate how to put on, properly remove, and discard disposable gloves.
- 1036.0 Demonstrate how to conduct a scene size-up.
- 1037.0 Demonstrate how to assess LOC/AVPU.
- 1038.0 Demonstrate how to maintain an open airway.
- 1039.0 Demonstrate how to assess breathing, including rate.
- 1040.0 Demonstrate how to assess circulation, including pulse rate.
- 1041.0 Demonstrate how to assess for uncontrolled bleeding.
- 1042.0 Demonstrate how to conduct a physical assessment (DOTS/SAMPLE).
- 1043.0 Demonstrate a walking assist.
- 1044.0 Demonstrate an emergency drag.
- 1045.0 Demonstrate an extremity lift or carry.



- 1046.0 Demonstrate a log roll, to include manual stabilization of the head, neck, and cervical spine.
- 1047.0 Demonstrate general treatment for shock.
- 1048.0 Demonstrate how to stop bleeding.
- 1049.0 Demonstrate dressing and bandaging an open wound.
- 1050.0 Demonstrate how to splint broken bones in a lower extremity.
- 1051.0 Demonstrate how to splint broken bones in an upper extremity.
- 1052.0 Identify the role of the Emergency Medical Services system when preparing to respond to a medical emergency.
- 1053.0 Identify how the roles and responsibilities of the criminal justice first aid provider differ from other professionals within the EMS system.
- 1054.0 Uphold responsibilities for medical treatment in accordance with Criminal Justice Standards and Training Commission (CJSTC) standards when responding to a medical emergency.
- 1055.0 Identify legal and ethical issues for a criminal justice first aid provider when responding
- 1056.0 Lawfully to a medical emergency.
- 1057.0 Identify how the duty to act applies to the criminal justice first aid provider.
- 1058.0 Identify how the standard or scope of care applies to the criminal justice first aid provider.
- 1059.0 Identify how the Good Samaritan Act affects the criminal justice first aid provider.
- 1060.0 Identify the implications of abandonment, negligence, and battery for the criminal justice first aid provider.
- 1061.0 Identify the legal and ethical considerations of patient consent for a criminal justice first aid provider.
- 1062.0 Identify the role of a Do Not Resuscitate (DNR) Order (DNRO) for a criminal justice first aid provider in patient refusal of care.
- 1063.0 Identify the role of organ donor notification for a criminal justice first aid provider when responding to a medical emergency.
- 1064.0 Identify the legal and ethical considerations of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) for the criminal justice first aid provider.
- 1065.0 Identify actions a criminal justice first aid provider should take to assist in preservation of a crime scene.
- 1066.0 Reassure patients, family members, and bystanders while working in a confident and efficient manner.
- 1067.0 Communicate professionally with patients with special considerations when responding to a medical emergency.
- 1068.0 Approach and communicate appropriately with a family confronted with death and dying when responding to a medical emergency.
- 1069.0 Identify signs and symptoms of stress a criminal justice officer may display.
- 1070.0 Identify possible steps the criminal justice officer may take to help reduce/alleviate stress.
- 1071.0 Identify possible long-term emotional reactions that a criminal justice officer may experience when facing death and dying.
- 1072.0 Identify ways a criminal justice officer is exposed to bloodborne pathogens and infectious diseases.
- 1073.0 Identify the importance of body substance isolation (BSI) when applying first aid.
- 1074.0 Identify the importance of utilizing personal protective equipment (PPE) when applying first aid.
- 1075.0 Demonstrate how to put on, properly remove, and discard disposable gloves.
- 1076.0 Identify personal behaviors that may help reduce the risk of contracting a bloodborne disease when applying first aid.

- 1077.0 Identify how to maintain equipment and supplies for the next emergency medical response.
- 1078.0 Identify how to prevent contracting hepatitis A.
- 1079.0 Identify how to prevent contracting hepatitis B.
- 1080.0 Identify how to prevent contracting hepatitis C.
- 1081.0 Identify how to prevent contracting Human Immunodeficiency Virus.
- 1082.0 Identify personal behaviors that may help reduce the risk of contracting tuberculosis when applying first aid.
- 1083.0 Identify general symptoms of most food-related illnesses.
- 1084.0 Identify the most common sexually transmitted diseases (STDs).
- 1085.0 Identify function of skeletal system and six main parts.
- 1086.0 Identify function of muscular system and types of muscle.
- 1087.0 Identify function of nervous system and two main parts.
- 1088.0 Identify function of respiratory system and basic parts.
- 1089.0 Identify function of circulatory system and four major arteries.
- 1090.0 Identify function of digestive system and main organs.
- 1091.0 Identify function of endocrine system.
- 1092.0 Identify function of genitourinary system.
- 1093.0 Identify function of the skin.
- 1094.0 Visually assess a scene upon arrival to determine if the scene is safe to enter prior to providing first aid.
- 1095.0 Identify the difference between a trauma and a medical patient prior to providing first aid.
- 1096.0 Determine the need for additional or specialized help or assistance when providing first aid.
- 1097.0 Conduct an initial assessment when making a general observation of a patient.
- 1098.0 Assess mental status when making a general observation of a patient.
- 1099.0 Determine the patient's level of responsiveness.
- 1100.0 Assess if a patient is breathing adequately at a normal breathing rate.
- 1101.0 Assess a patient's circulation to include taking a pulse.
- 1102.0 Perform a physical assessment of a patient to include assessing for external bleeding.
- 1103.0 Assess a patient's pupils when conducting an initial assessment.
- 1104.0 Manually stabilize a patient's head and neck when conducting an initial assessment.
- 1105.0 Obtain SAMPLE history from a patient when conducting an initial assessment.
- 1106.0 Conduct an ongoing assessment of a patient while awaiting additional EMS resources.
- 1107.0 Update EMS during a medical emergency.
- 1108.0 Identify your role in assisting EMS with an entrapped patient.
- 1109.0 Identify under what circumstances criminal justice first aid provider moves a patient.
- 1110.0 Lift a patient properly.
- 1111.0 Place a patient in a recovery position.
- 1112.0 Perform a walking assist with a patient that you may have to move.
- 1113.0 Perform an emergency drag of a patient you may have to move.
- 1114.0 Perform an extremity lift or carry of a patient you may have to move.
- 1115.0 Perform a log roll of a patient you may have to move.
- 1116.0 Identify the role of the first officer on the scene of a multiple casualty incident or disaster area.
- 1117.0 Identify the steps of triage used during a multiple casualty incident.
- 1118.0 Identify your role when assisting in a multiple agency response.
- 1119.0 Identify signs and symptoms of shock.
- 1120.0 Identify causes of shock.
- 1121.0 Identify treatment for shock.

- 1122.0 Perform general treatment for shock for a patient in a medical emergency.
- 1123.0 Identify treatment for closed soft tissue injuries.
- 1124.0 Identify treatment for open soft tissue injuries.
- 1125.0 Stop the bleeding of a patient with an open wound.
- 1126.0 Dress and bandage an open wound for a patient who is bleeding.
- 1127.0 Identify when to remove an impaled object.
- 1128.0 Identify how to apply stabilizing dressing around an impaled object.
- 1129.0 Identify treatment for an impaled object.
- 1130.0 Identify need to clean wound if appropriate.
- 1131.0 Identify treatment to control bleeding of human or animal bite.
- 1132.0 Identify the type of bite and possible need to call specialized unit.
- 1133.0 Identify complications resulting from a gunshot wound.
- 1134.0 Identify need to expose the entire injury site.
- 1135.0 Identify treatment for a gunshot wound.
- 1136.0 Identify treatment to control bleeding of a head, face, and scalp wound.
- 1137.0 Identify treatment to control bleeding of a patient with a nosebleed.
- 1138.0 Identify types of eye injuries.
- 1139.0 Identify treatment for various types of eye injuries.
- 1140.0 Identify important structures of the neck.
- 1141.0 Identify treatment for a large open neck wound.
- 1142.0 Identify factors that affect the severity of a chest wound.
- 1143.0 Identify treatment for a closed chest injury.
- 1144.0 Identify treatment for an open chest injury.
- 1145.0 Identify treatment for an evisceration.
- 1146.0 Identify treatment for a genital wound.
- 1147.0 Identify classifications of broken bone injuries.
- 1148.0 Identify the mechanisms of injury for a broken bone.
- 1149.0 Assess for pulse, motor, and sensation for a broken bone injury.
- 1150.0 Assess for open wound, painful swelling, deformity, and bleeding for a broken bone injury.
- 1151.0 Identify treatment for a broken bone.
- 1152.0 Identify treatment for a dislocation, sprain, and strain.
- 1153.0 Splint broken bones in a lower extremity.
- 1154.0 Splint broken bones in an upper extremity.
- 1155.0 Identify procedures for treatment of an amputated part.
- 1156.0 Identify treatment of a patient with an amputation.
- 1157.0 Identify the seriousness of a burn as it relates to depth, location, and extent of the burn.
- 1158.0 Identify special considerations for elderly and small patients who have burns.
- 1159.0 Identify treatment for a patient with thermal burns.
- 1160.0 Identify treatment for a patient with chemical burns.
- 1161.0 Identify treatment for a patient with electrical burns.
- 1162.0 Identify treatment for a patient with inhalation burns.
- 1163.0 Identify the anatomical structures of a patient who requires assistance in childbirth.
- 1164.0 Identify the stages of labor of a patient who requires assistance in childbirth.
- 1165.0 Identify the steps in the pre-delivery preparation of the mother.
- 1166.0 Identify the steps to assist in the delivery of a newborn.
- 1167.0 Identify the steps in caring for a newborn immediately following the delivery.
- 1168.0 Identify the steps in delivery of the placenta immediately following childbirth.
- 1169.0 Identify post-delivery care of the mother who requires assistance in childbirth.
- 1170.0 Identify treatment for a patient who suffers from complications of pregnancy.
- 1171.0 Identify treatment for a patient who suffers from complications of childbirth.

- 1172.0 Identify signs and symptoms of a severe asthma attack.
- 1173.0 Identify treatment for a severe asthma attack.
- 1174.0 Identify signs and symptoms of a stroke.
- 1175.0 Identify treatment for a stroke.
- 1176.0 Identify signs and symptoms of a heart attack.
- 1177.0 Identify treatment for a heart attack.
- 1178.0 Identify signs and symptoms of a diabetic emergency.
- 1179.0 Identify treatment for a patient with a diabetic emergency.
- 1180.0 Identify causes of seizures.
- 1181.0 Identify how to prevent further injury to a patient experiencing a seizure.
- 1182.0 Identify treatment for a patient experiencing seizures.
- 1183.0 Identify various ways the body adjusts to heat and cold.
- 1184.0 Identify treatment for cold-related injuries.
- 1185.0 Identify treatment for heat-related injuries.
- 1186.0 Identify signs and symptoms of abdominal pain or distress.
- 1187.0 Identify treatment for a patient with acute abdominal pain or distress.
- 1188.0 Identify modes of poisoning.
- 1189.0 Identify signs and symptoms of poisoning.
- 1190.0 Identify need for specialized assistance in caring for a patient with poisoning.
- 1191.0 Identify treatment for poisoning.
- 1192.0 Identify signs and symptoms of insect bites or stings.
- 1193.0 Identify treatment for insect bites or stings.
- 1194.0 Identify signs and symptoms of snakebites.
- 1195.0 Identify treatment for snakebites.
- 1196.0 Identify signs and symptoms of marine life stings.
- 1197.0 Identify treatment for marine life stings.
- 1198.0 Identify signs and symptoms of an allergic reaction.
- 1199.0 Identify treatment for an allergic reaction.
- 1200.0 Identify signs and symptoms of a drug overdose.
- 1201.0 Identify treatment for a drug overdose.

**Course Number: CJK0040**

**Occupational Completion Point: A**

**CMS Criminal Justice Firearms – 80 Hours – SOC Code 33-3051**

- 1202.0 Demonstrate safe weapon handling.
- 1203.0 Demonstrate weapons cleaning and maintenance.
- 1204.0 Demonstrate handgun drawing and holstering.
- 1205.0 Demonstrate weapon loading and unloading.
- 1206.0 Demonstrate basic shooting principles.
- 1207.0 Demonstrate proficiency on the CJSTC basic firearms courses of firing with a handgun (revolver or semiautomatic pistol) during daylight and nighttime and a long gun (shotgun or semiautomatic rifle/carbine) during daylight.
- 1208.0 Identify shooting hand.
- 1209.0 Identify support hand.
- 1210.0 Identify the common cause of most firearm accidents.
- 1211.0 Identify the general rule of safety that should be applied to all firearms.
- 1212.0 Identify what safety rules to follow on the range.
- 1213.0 Identify the requirements in the Florida Statutes for storing a firearm.
- 1214.0 Identify the legal sources that address use of force issues.
- 1215.0 Identify ammunition parts and nomenclature.

- 1216.0 Identify ammunition by appearance and caliber.
- 1217.0 Identify shotgun ammunition by appearance and gauge.
- 1218.0 Identify any abnormalities or defects on ammunition.
- 1219.0 Identify proper storage procedures for ammunition.
- 1220.0 Differentiate between duty life and shelf life.
- 1221.0 Properly store and handle ammunition.

#### **Firearms Familiarization—Revolver**

- 1222.0 Identify revolver parts with correct nomenclature.
- 1223.0 Describe the function of revolver parts.
- 1224.0 Identify the steps to follow to safely handle a revolver.

#### **Fundamentals of Marksmanship—Handgun**

- 1225.0 Identify shooting stances to use when shooting a handgun.
- 1226.0 Assume an appropriate shooting stance with the handgun from behind cover.
- 1227.0 Acquire a proper grip with a handgun.
- 1228.0 Obtain sight alignment with a handgun.
- 1229.0 Obtain sight picture with a handgun.
- 1230.0 Pull/squeeze the trigger until the handgun discharges (trigger control).
- 1231.0 Release pressure on the trigger until the trigger reengages (trigger reset).
- 1232.0 Follow through after the cartridge is fired.
- 1233.0 Shoot a handgun while using a flashlight.
- 1234.0 Identify techniques for shooting a handgun while using a flashlight.

#### **Drawing and Holstering a Handgun**

- 1235.0 Disengage the holster retention device(s) for a holstered handgun.
- 1236.0 Draw the handgun upward from a holster with the retention devices unfastened.
- 1237.0 Acquire a proper grip on a holstered handgun.
- 1238.0 Secure the handgun in the holster using retention device(s).
- 1239.0 Use the thumb of the shooting hand on the rear of the slide to prevent cocking the semiautomatic pistol.

#### **Loading and Unloading—Revolver**

- 1240.0 Insert ammunition into a speed loader for a revolver.
- 1241.0 Point the muzzle of the revolver in a safe direction.
- 1242.0 Disengage the revolver's cylinder release latch.
- 1243.0 Push/press the revolver's cylinder out of frame alignment.
- 1244.0 Insert ammunition into the revolver's cylinder by hand.
- 1245.0 Insert the ammunition into the revolver's cylinder using a speed loader.
- 1246.0 Extract the spent revolver cartridge casings.
- 1247.0 Inspect the cylinder chambers to ensure that all spent cartridge casings have been extracted.

#### **Weapon Malfunctions—Revolver Malfunction**

- 1248.0 Keep the barrel of a weapon with a malfunction pointed in a safe direction.
- 1249.0 Remove finger from trigger of a weapon with a malfunction.
- 1250.0 Identify revolver malfunctions.
- 1251.0 Identify a squib load in a revolver.
- 1252.0 Switch to a secondary weapon when a squib load occurs in a loaded revolver. (Note: This will be cleared by the instructor only.)
- 1253.0 Correct the revolver malfunction using the proper technique.

### **Weapon Cleaning—Revolver Cleaning**

- 1254.0 Identify the proper supplies/tools to use when cleaning the revolver.
- 1255.0 Clean the revolver, removing all lead, powder, debris, and dirt.
- 1256.0 Lightly lubricate the revolver.
- 1257.0 Reassemble the cleaned revolver depending upon the make and model of the weapon.
- 1258.0 Function check the cleaned revolver.
- 1259.0 Return the revolver to safe storage, and/or securely re-holster the weapon.
- 1260.0 Appropriately dispose of all debris and contaminated/used cleaning supplies.
- 1261.0 Wash hands after cleaning a revolver.

### **Firearms Familiarization—Semiautomatic Pistol**

- 1262.0 Identify semiautomatic pistol parts with correct nomenclature.
- 1263.0 Describe the function of semiautomatic pistol parts.
- 1264.0 Identify the steps to safely handle a semiautomatic pistol.

### **Fundamentals of Marksmanship—Handgun**

- 1265.0 Identify shooting stances to use when shooting a handgun.
- 1266.0 Assume an appropriate shooting stance with the handgun from behind cover.
- 1267.0 Acquire a proper grip with a handgun.
- 1268.0 Obtain sight alignment with a handgun.
- 1269.0 Obtain sight picture with a handgun.
- 1270.0 Pull/squeeze the trigger until the handgun discharges (trigger control).
- 1271.0 Release pressure on the trigger until the trigger reengages (trigger reset).
- 1272.0 Follow through after the cartridge is fired.
- 1273.0 Shoot a handgun while using a flashlight.
- 1274.0 Identify techniques for shooting a handgun while using a flashlight.

### **Drawing and Holstering a Handgun**

- 1275.0 Disengage the holster retention device(s) for a holstered handgun.
- 1276.0 Draw the handgun upward from a holster with the retention devices unfastened.
- 1277.0 Acquire a proper grip on a holstered handgun.
- 1278.0 Secure the handgun in the holster using retention device(s).
- 1279.0 Use the thumb of the shooting hand on the rear of the slide to prevent cocking the semiautomatic pistol.

### **Loading and Unloading—Semiautomatic Pistol**

- 1280.0 Load the magazine for the semiautomatic pistol.
- 1281.0 Point the muzzle of the semiautomatic pistol in a safe direction.
- 1282.0 Insert a loaded magazine into the magazine well of the semiautomatic pistol.
- 1283.0 Chamber a cartridge with the semiautomatic pistol.
- 1284.0 Remove the magazine from the semiautomatic pistol.
- 1285.0 Eject the cartridge from the chamber of the semiautomatic pistol.

### **Weapons Malfunctions—Semiautomatic Pistol Malfunctions**

- 1286.0 Identify the types of semiautomatic pistol malfunctions that may occur.
- 1287.0 Identify a squib load in a semiautomatic pistol.
- 1288.0 Correct the semiautomatic pistol malfunctions using the proper technique(s).

### **Weapons Cleaning—Semiautomatic Pistol Cleaning**

- 1289.0 Field strip the semiautomatic pistol based on the make and model of the weapon.

- 1290.0 Identify the proper supplies/tools to use when cleaning the semiautomatic pistol.
- 1291.0 Clean the semiautomatic pistol, removing all lead, powder, debris, and dirt.
- 1292.0 Lubricate the semiautomatic pistol using lubricant and cloth/patches.
- 1293.0 Reassemble the cleaned semiautomatic pistol.
- 1294.0 Function check the clean, reassembled semiautomatic pistol.
- 1295.0 Return the cleaned semiautomatic pistol to safe storage and/or securely re-holster the weapon.
- 1296.0 Appropriately dispose of all debris and contaminated/used cleaning supplies.
- 1297.0 Wash hands after cleaning a semiautomatic pistol.

### **Firearms Familiarization—Shotgun**

- 1298.0 Identify shotgun parts with correct nomenclature.
- 1299.0 Describe the function of shotgun parts.
- 1300.0 Identify the steps to safely handle the shotgun.

### **Fundamentals of Marksmanship—Shotgun**

- 1301.0 Identify shooting stances to use when shooting a shotgun.
- 1302.0 Assume an appropriate shooting stance with the shotgun from behind cover.
- 1303.0 Obtain sight alignment using a bead-sighted shotgun.
- 1304.0 Obtain sight picture with a shotgun.
- 1305.0 Pull/squeeze the trigger until the shotgun discharges (trigger control).
- 1306.0 Release pressure on the trigger until the trigger reengages (trigger reset).
- 1307.0 Follow through after the shell is fired.

### **Loading and Unloading—Shotgun**

- 1308.0 Hold the shotgun by the stock when loading.
- 1309.0 Engage/move the safety.
- 1310.0 When loading the shotgun, point the barrel in a safe direction.
- 1311.0 Move the fore-end/slide forward, away from the receiver.
- 1312.0 Insert shotgun shells into the magazine tube.
- 1313.0 Chamber a shell when shells are inserted into the magazine tube of the shotgun.
- 1314.0 Hold the loaded shotgun by the grip.
- 1315.0 Engage the action/slide release of the loaded shotgun.
- 1316.0 Remove any chambered shell through the ejection port of the shotgun.
- 1317.0 Remove the shell(s) from the magazine tube of the shotgun.
- 1318.0 Inspect the chamber and magazine tube of the unloaded shotgun to ensure that no shell remains.

### **Weapons Malfunctions—Shotgun Malfunctions**

- 1319.0 Identify the shotgun malfunctions.
- 1320.0 Correct the shotgun malfunction using the proper technique(s).

### **Weapons Cleaning—Shotgun Cleaning**

- 1321.0 Field strip the shotgun based on the make and model.
- 1322.0 Identify the proper supplies/tools to use when cleaning the shotgun.
- 1323.0 Clean the shotgun, removing all lead, powder, debris, and dirt.
- 1324.0 Lubricate the shotgun.
- 1325.0 Properly reassemble the shotgun.
- 1326.0 Function check the cleaned, reassembled shotgun.
- 1327.0 Return the cleaned shotgun to safe storage and/or securely re-case the weapon.
- 1328.0 Appropriately dispose of all debris and contaminated/used cleaning supplies.

1329.0 Wash hands after cleaning a shotgun.

### **Firearms Familiarization—Semiautomatic Rifle/Carbine**

- 1330.0 Identify semiautomatic rifle/carbine parts with correct nomenclature.
- 1331.0 Describe the function of semiautomatic rifle/carbine parts.
- 1332.0 Identify the steps to safely handle the semiautomatic rifle/carbine.

### **Fundamentals of Marksmanship—Semiautomatic Rifle/Carbine**

- 1333.0 Acquire the proper grip with the semiautomatic rifle/carbine.
- 1334.0 Identify shooting stances to use when shooting a semiautomatic rifle/carbine.
- 1335.0 Assume an appropriate shooting stance with the semiautomatic rifle/carbine from behind cover.
- 1336.0 Shoulder the semiautomatic rifle/carbine.
- 1337.0 Obtain the cheek weld with the semiautomatic rifle/carbine.
- 1338.0 Obtain sight alignment with the semiautomatic rifle/carbine.
- 1339.0 Obtain sight picture with the semiautomatic rifle/carbine.
- 1340.0 Control the trigger until the semiautomatic rifle/carbine discharges.
- 1341.0 Release pressure on the trigger until the trigger resets.
- 1342.0 Follow through after the cartridge is fired.

### **Loading and Unloading—Semiautomatic Rifle/Carbine**

- 1343.0 Insert a loaded magazine into the magazine well of the semiautomatic rifle/carbine.
- 1344.0 Chamber a cartridge in the semiautomatic rifle/carbine.
- 1345.0 Remove the magazine from the semiautomatic rifle/carbine.
- 1346.0 Extract the cartridge from the chamber from a semiautomatic rifle/carbine with the magazine removed.
- 1347.0 Lock the action in the “open” position on an unloaded semiautomatic rifle/carbine.
- 1348.0 Inspect the unloaded semiautomatic rifle/carbine for any cartridges with the action locked in the “open” position.

### **Weapons Malfunctions—Semiautomatic Rifle/Carbine Malfunctions**

- 1349.0 Identify the semiautomatic rifle/carbine malfunctions.
- 1350.0 Identify a squib load in a semiautomatic rifle/carbine.
- 1351.0 Transition to a secondary means of defense when a squib load occurs. (Note: This will be corrected by the instructor only.)
- 1352.0 Correct the malfunction of the semiautomatic rifle/carbine using the proper technique(s).

### **Weapons Cleaning—Semiautomatic Rifle/Carbine Cleaning**

- 1353.0 Field strip the semiautomatic rifle/carbine based on make and model of weapon.
- 1354.0 Identify the proper supplies/tools to use when cleaning the semiautomatic rifle/carbine.
- 1355.0 Clean a semiautomatic rifle/carbine, removing all lead, powder, debris, and dirt.
- 1356.0 Lubricate the semiautomatic rifle/carbine using lubricant and cloth/patches.
- 1357.0 Reassemble the cleaned semiautomatic rifle/carbine dependent on make and model of weapon.
- 1358.0 Function check the clean, reassembled semiautomatic rifle/carbine.
- 1359.0 Return the cleaned semiautomatic rifle/carbine to safe storage, and/or securely re-case the weapon.
- 1360.0 Appropriately dispose of all debris and contaminated/used cleaning supplies.
- 1361.0 After cleaning a semiautomatic rifle/carbine, students should wash their hands.
- 1362.0 Define cover.



- 1363.0 Define concealment.
- 1364.0 Identify tactical considerations in the use of cover and concealment.
- 1365.0 Identify factors to consider before moving.
- 1366.0 Use cover properly when given a threat.
- 1367.0 Identify appropriate shooting stances from behind cover.
- 1368.0 After completion of classroom training and live fire exercises, shoot a qualifying score on the state daylight qualification course of fire.
- 1369.0 After completing the firearms classroom training and live fire exercises, shoot a qualifying score on the state handgun nighttime qualification course of fire.
- 1370.0 After completing the firearms classroom training and live fire exercises, shoot a qualifying score on the state shotgun qualification course of fire in daylight.
- 1371.0 After completing the firearms classroom training and live fire exercises, shoot a qualifying score on the state semiautomatic rifle/carbine qualification course of fire in daylight.
- 1372.0 Disengage the holster retention
- 1373.0 Unload the revolver using one hand.
- 1374.0 Load a revolver using one hand.
- 1375.0 Scan surroundings for possible threats.
- 1376.0 Identify various methods of moving to cover and/or concealment.

**Course Number: CJK0051**

**Occupational Completion Point: A**

**CMS Criminal Justice Defensive Tactics – 80 Hours – SOC Code 33-3051**

- 1377.0 Make an accurate threat assessment of a situation.
- 1378.0 Use force appropriate to the subject resistance and situational factors.
- 1379.0 Demonstrate a prevailing attitude and the willingness and ability to fight when necessary.
- 1380.0 Use integrated force options.
- 1381.0 Escalate, de-escalate, or disengage in a situation as appropriate.
- 1382.0 Perform defensive tactics techniques with proficiency.
- 1383.0 Define defensive tactics.
- 1384.0 Apply strategies for optimal physical performance during a defensive tactics training program.
- 1385.0 Identify elements of the Florida Statutes as related to the use of force by criminal justice officers.
- 1386.0 Explain the provisions of Chapters 944 and 945, F.S., related to the use of force by state correctional and correctional probation officers.
- 1387.0 Explain the concept of objective reasonableness.
- 1388.0 Explain that subject resistance and officer response may change rapidly.
- 1389.0 Apply the legal authority for an officer's response to a subject's resistance.
- 1390.0 Explain escalation, de-escalation, and disengagement.
- 1391.0 Explain how the injury potential to an officer may affect his or her response.
- 1392.0 Define passive resistance.
- 1393.0 Define active resistance.
- 1394.0 Define aggressive resistance.
- 1395.0 Define deadly force resistance.
- 1396.0 Define physical control.
- 1397.0 Define nonlethal weapon.
- 1398.0 Define deadly force.
- 1399.0 Identify the essential criteria to determine the justification of the use of deadly force.

- 1400.0 Identify the subject's ability, opportunity, and intent as it relates to the officer's response to resistance.
- 1401.0 Explain the concept of totality of circumstances.
- 1402.0 Identify various situational factors that may influence the use of force.
- 1403.0 Explain how survival stress affects a physical confrontation between a subject and an officer.
- 1404.0 Describe the physiological changes that occur while experiencing survival stress.
- 1405.0 Describe the motor performance changes that occur while experiencing survival stress.
- 1406.0 Describe the visual changes that occur while experiencing survival stress.
- 1407.0 Describe the cognitive function changes that occur while experiencing survival stress.
- 1408.0 Identify survival readiness skills for an officer.
- 1409.0 Explain the effects of critical incident stress on memory functions.
- 1410.0 State methods of controlling the effects of survival stress.
- 1411.0 Describe the fundamental principles of applying defensive tactics.
- 1412.0 Explain the use of balance in applying defensive tactics.
- 1413.0 Explain how leverage is used in the application of defensive tactics.
- 1414.0 Explain the use of pain compliance in applying defensive tactics.
- 1415.0 Describe the use of mechanical compliance in applying defensive tactics.
- 1416.0 Describe the use of joint manipulation to control a resistant subject.
- 1417.0 Describe how to use motor dysfunction to control a resistant subject.
- 1418.0 Identify the fluid shock principle.
- 1419.0 Apply defensive tactics techniques.
- 1420.0 Identify the necessity of conducting a threat assessment.
- 1421.0 Identify verbal and nonverbal cues in assessing threats.
- 1422.0 Identify relative positioning.
- 1423.0 Identify the danger zone.
- 1424.0 Define reaction time principle.
- 1425.0 Demonstrate officer presence.
- 1426.0 Demonstrate the interview stance.
- 1427.0 Demonstrate the offensive ready stance.
- 1428.0 Demonstrate the slide step approach.
- 1429.0 Demonstrate how to maintain a minimum reactionary gap.
- 1430.0 Demonstrate hand clearing techniques.
- 1431.0 Demonstrate evasion techniques.
- 1432.0 Demonstrate redirection techniques.
- 1433.0 Demonstrate applicable verbal direction.
- 1434.0 Demonstrate pressure point techniques.
- 1435.0 Demonstrate escort and transporter techniques.
- 1436.0 Demonstrate using restraint devices.
- 1437.0 Demonstrate conducting physical frisks and searches.
- 1438.0 Demonstrate blocking techniques.
- 1439.0 Identify target areas for empty-hand strikes.
- 1440.0 Demonstrate striking techniques.
- 1441.0 Demonstrate kicking techniques.
- 1442.0 Demonstrate distraction techniques.
- 1443.0 Demonstrate takedown techniques.
- 1444.0 Demonstrate upright grappling body hold techniques.
- 1445.0 Demonstrate a simulation of a vascular neck restraint technique.
- 1446.0 Demonstrate falling techniques.
- 1447.0 Demonstrate ground escape techniques.
- 1448.0 Demonstrate ground control techniques.

- 1449.0 Identify target areas for impact weapon strikes.
- 1450.0 Demonstrate impact weapon techniques.
- 1451.0 Identify the types of chemical agents used by criminal justice officers.
- 1452.0 Identify the active ingredient in oleo capsicum.
- 1453.0 Identify the use of the Scoville Heat Unit (SHU) in measuring the burning effect of chemical agents.
- 1454.0 Identify the physical effects of a chemical agent on a subject.
- 1455.0 Describe the correct responses to a subject's prolonged or severe reactions from chemical agent contamination.
- 1456.0 Identify decontamination procedures for contamination from a chemical agent.
- 1457.0 Prepare for chemical agent contamination.
- 1458.0 Demonstrate the use of defensive tactics techniques while experiencing the effects of contamination to a chemical agent.
- 1459.0 Demonstrate decontamination procedures.
- 1460.0 Demonstrate weapon retention techniques.
- 1461.0 Demonstrate handgun disarming techniques.
- 1462.0 Demonstrate defense against edged weapons techniques.
- 1463.0 Demonstrate the simulation of deadly force techniques.

**Course Number: CJK0422**

**Occupational Completion Point: A**

**Dart-Firing Stun Gun – 8 Hours – SOC Code 33-3051**

- 1464.0 Identify use of a dart-firing stun gun (DFSG) per F.S. § 943.1717 and §790.01(4)(b).
- 1465.0 Identify and articulate legislative concerns regarding DFSGs and their impact on officers in Florida.
- 1466.0 Identify and articulate the possible effects that a DFSG has on the human body.
- 1467.0 Properly and safely operate a DFSG.
- 1468.0 Articulate verbally and in reports justification for tactical options chosen while participating in DFSG simulated scenarios.
- 1469.0 Use verbal skills to de-escalate a situation and avoid the use of a DFSG.
- 1470.0 Summarize basic training or equivalency requirements for dart-firing stun gun use.
- 1471.0 Summarize required annual training for dart-firing stun gun use.
- 1472.0 Describe statutorily authorized use of a dart-firing stun gun.
- 1473.0 Explain lawful possession and use of a dart-firing stun gun by a civilian.
- 1474.0 Provide a brief history of stun guns.
- 1475.0 Describe the basic nomenclature and mechanics of a stun gun.
- 1476.0 Describe the basic nomenclature and mechanics of a dart-firing stun gun.
- 1477.0 Explain use as a drive stun device.
- 1478.0 Describe the proper maintenance, care, and storage of the dart-firing stun gun.
- 1479.0 Explain that a dart-firing stun gun is intended to prevent injury to the subject involved and other persons present.
- 1480.0 Describe the possible effects that a dart-firing stun gun has on the human body.
- 1481.0 Explain medical considerations involving dart-firing stun gun use.
- 1482.0 Explain how to handle an impaired, ill, injured or pregnant subject.
- 1483.0 Explain the after-care considerations of dart-firing stun gun use.
- 1484.0 Explain legal justification of use of a dart-firing stun gun.
- 1485.0 Describe how to properly use verbal skills to de-escalate a situation and avoid the use of the dart-firing stun gun when practical.
- 1486.0 Explain why not every subject displaying an active physical resistance will necessitate the use of a dart-firing stun gun.

- 1487.0 Explain why use of a dart-firing stun gun in a punitive manner is prohibited.
- 1488.0 Identify that a dart-firing stun gun is not a substitute for a firearm.
- 1489.0 Describe primary and alternative sites on the body to target with a dart-firing stun gun.
- 1490.0 Describe areas to avoid targeting with a dart-firing stun gun.
- 1491.0 Describe environmental conditions to consider prior to using a dart-firing stun gun.
- 1492.0 Describe how to properly utilize backup officer(s) to gain compliance and handcuff a subject during use of a dart-firing stun gun.
- 1493.0 Explain the use of multiple exposures to gain compliance.
- 1494.0 Summarize the need to stay current on dart-firing stun gun policy issues and trends.
- 1495.0 Demonstrate how to properly document use of force reports involving dart-firing stun gun use.
- 1496.0 Performance objectives
- 1497.0 Demonstrate how to discharge a dart-firing stun gun.
- 1498.0 Identify tactical options available while participating in dart-firing stun gun simulation scenarios.
- 1499.0 Articulate tactical options used while participating in dart-firing stun gun simulation scenario exercises.

**Course Number: CJK0096**

**Occupational Completion Point: A**

**Criminal Justice Officer Physical Fitness Training/Law Enforcement – 60 Hours – SOC Code 33-3051**

**Criminal Justice Officer Physical Fitness Training Basic Recruit Training Programs - Table Course Numbers and Hours**

<b>Program</b>	<b>Course Number</b>	<b>Physical Fitness Hours</b>	<b>Estimated Fitness Training Hours Per Week</b>
Florida CMS Law Enforcement Basic Recruit Training	CJK0280	*60 Hours	3

**\*Note: The physical fitness training hours are based on the total instructional hours of each of the basic recruit training programs.**

- 1500.0 Increase their physical fitness
- 1501.0 Improve their score on the final fitness evaluation
- 1502.0 Adopt a foundation for lifelong fitness

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Crossover Correctional Probation Officer to Law Enforcement Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

PSAV	
Program Number	P430107
CIP Number	0743010703
Grade Level	30, 31
Standard Length	529 hours
Teacher Certification	CORR OFF @7 G LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3051
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkinsresources.asp">http://www.fldoe.org/workforce/perkins/perkinsresources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

Law enforcement officers have the authority to enforce laws and civil order. This responsibility must never be taken lightly. Officers must always act within the boundaries of their authority and uphold the recognized standards of their profession's code of ethics. This chapter provides an overview of the law enforcement training program and the requirements for students to become sworn officers, gives students instruction on basic criminal justice values and ethics, defines sexual harassment and ways to avoid compromising interactions with other officers and the public, and emphasizes the command structure within a criminal justice agency. Students will also receive a basic understanding of the structure and components of the criminal justice system.

This program is established for the purpose of providing job-related training to candidates for full-time or part-time law enforcement officers (SOC 33-3051) that require entry level certification in accordance with Chapter 11B-35, Florida Administrative Code (F.A.C.), and Chapter 943, Florida Statutes (F.S.). **A student enrolling in this program must hold current certification as a correctional probation officer in accordance with Chapter 11B-35, F.A.C., and Chapter 943, F.S.**

The content includes, but is not limited to, knowledge of codes of ethics; history and evolution of laws; basic law and legal procedures; law enforcement operations; investigation skills; laws, rules, and regulations of arrest; search and seizure; use of force; defensive tactics; physical fitness; weapons skills; controlling and restraining techniques; traffic control and direction, DUI enforcement techniques; communications skills; and human relations skills.

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0221	Correctional Cross-Over to Law Enforcement Introduction and Legal	47 hours	33-3051
	CJK0222	Correctional Cross-Over to Law Enforcement Communications	56 hours	
	CJK0223	Correctional Cross-Over to Law Enforcement Human Issues	32 hours	
	CJK0061	Patrol I	58 hours	
	CJK0062	Patrol II	40 hours	
	CJK0076	Crime Scene Investigations	24 hours	
	CJK0071	Criminal Investigations	56 hours	
	CJK0082	Traffic Stops	24 hours	
	CJK0083	DUI Traffic Stops	24 hours	
CJK0086	Traffic Crash Investigations	32 hours		

OCP	Course Number	Course Title	Course Length	SOC Code
	CJK0020	CMS Law Enforcement Vehicle Operations	48 hours	
	CJK0422	Dart-Firing Stun Gun	8 hours	
	CJK0040	CMS Criminal Justice Firearms	80 hours	

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located at: <http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx>.

### **Career and Technical Student Organization (CTSO)**

N/A

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.



For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Crossover from Correctional Probation Officer to Law Enforcement Officer**

**PSAV Number: P430107**

**Course Number: CJK0221**

**Occupational Completion Point: A**

**Correctional Cross-Over to Law Enforcement Introduction and Legal – 47 Hours –  
SOC Code 33-3051**

- 1.0 Identify the requirements for successful completion of and graduation from the Basic Recruit Training Program.
- 2.0 Identify the role of the Criminal Justice Standards and Training Commission established by the Florida Statutes.
- 3.0 Identify the requirements for certification according to them Florida Statutes.
- 4.0 Identify the reasons the Criminal Justice Standards and Training Commission may take action against an officer's certification.
- 5.0 Identify the penalties that may be imposed in the officer discipline process
- 6.0 Define values.
- 7.0 Define personal values.
- 8.0 Define ethics.
- 9.0 Define ethical principles.
- 10.0 Identify ethical behavior.
- 11.0 Identify unethical behavior.
- 12.0 Define bribery.
- 13.0 Define perjury.
- 14.0 Identify misuse of position of authority.
- 15.0 Define conflict of interest.
- 16.0 Define gratuity.
- 17.0 Define professionalism.
- 18.0 Describe the relationship between ethics, personal values, and professionalism.
- 19.0 Identify ethical standards of conduct based on the Law Enforcement Code of Ethics.
- 20.0 Identify an ethical decision making tool.
- 21.0 Identify the relationship between sexual harassment and discrimination as stated in federal law.
- 22.0 Define discrimination.
- 23.0 Define sexual harassment.
- 24.0 Define quid pro quo.
- 25.0 Define hostile work environment.
- 26.0 Give examples of sexual harassment.
- 27.0 Identify appropriate responses to sexual harassment.
- 28.0 Identify possible consequences to the officer as a result of inappropriate behavior in the workplace.
- 29.0 Identify agency liability as a result of an officer's sexual harassment.
- 30.0 Identify the purpose of organizational structure within a criminal justice agency.
- 31.0 Identify the organizational and command structure of a typical criminal justice agency.
- 32.0 Define chain of command.
- 33.0 Identify why chain of command within a criminal justice agency should be followed.

- 34.0 Identify how chain of command facilitates communication within the organization.
- 35.0 Define delegation of authority.
- 36.0 Describe the history of the American legal system.
- 37.0 Identify types of law in America.
- 38.0 Define constitutional law.
- 39.0 Define statutory law.
- 40.0 Define ordinance.
- 41.0 Define criminal law.
- 42.0 Define case law.
- 43.0 Define civil law.
- 44.0 Identify the key aspects of the Fourth Amendment.
- 45.0 Identify the key aspects of the Fifth Amendment.
- 46.0 Identify the key aspects of the Sixth Amendment.
- 47.0 Identify the key aspects of the Eighth Amendment.
- 48.0 Identify the key aspects of the Fourteenth Amendment.
- 49.0 Describe how case law directs a law enforcement officer's actions.
- 50.0 Define offense.
- 51.0 Identify the classification and category of a criminal offense.
- 52.0 Identify the relevant facts for use in classifying a criminal or noncriminal offense.
- 53.0 Define felony.
- 54.0 Identify the levels of felony offenses.
- 55.0 Define misdemeanor.
- 56.0 Identify the levels of misdemeanor offenses.
- 57.0 Define noncriminal violation.
- 58.0 Identify municipal/county ordinance violation.
- 59.0 Describe the constitutional guarantees related to search and seizure.
- 60.0 Define search.
- 61.0 Define seizure.
- 62.0 Define search warrant.
- 63.0 Identify the legal requirements of a search warrant.
- 64.0 Define the exclusionary rule.
- 65.0 Define the Good Faith Doctrine.
- 66.0 Identify the exceptions to the search warrant requirement.
- 67.0 Identify the abandoned property exception to the search warrant requirement.
- 68.0 Identify the open fields' doctrine as an exception to the search warrant requirement.
- 69.0 Identify the plain view exception to the search warrant requirement.
- 70.0 Identify the probable cause search of a conveyance exception to the search warrant requirement.
- 71.0 Identify the exigent circumstances exception to the search warrant requirement.
- 72.0 Identify a Terry frisk as an exception to the search warrant requirement.
- 73.0 Identify the plain feel doctrine as an exception to the search warrant requirement.
- 74.0 Identify the search incident to arrest exception to the search warrant requirement.
- 75.0 Identify the consent exception to the search warrant requirement.
- 76.0 Identify the vehicle inventory exception to the search warrant requirement.
- 77.0 Identify the importance of regulatory searches.
- 78.0 Define the proper scope of a search.
- 79.0 Identify items that may be seized after a lawful search.
- 80.0 Describe the Florida Forfeiture and Contraband Act.
- 81.0 Identify the four standards of legal justification common to law enforcement.
- 82.0 Define consensual encounter.
- 83.0 Define mere suspicion.

- 84.0 Identify the actions a law enforcement officer may take during a consensual encounter.
- 85.0 Define reasonable suspicion.
- 86.0 Identify the actions a law enforcement officer may take based upon reasonable suspicion.
- 87.0 Define pretext stop.
- 88.0 Define probable cause.
- 89.0 Identify the totality of circumstances test.
- 90.0 Explain ways that probable cause is developed.
- 91.0 Identify sources of probable cause.
- 92.0 Explain photo arrays as a source of probable cause.
- 93.0 Explain lineups as a source of probable cause.
- 94.0 Explain show-ups as a source of probable cause.
- 95.0 Define proof beyond a reasonable doubt.
- 96.0 Identify the authority of a law enforcement officer under Florida law to make an arrest.
- 97.0 Define arrest.
- 98.0 Identify the two types of arrest under Florida Law.
- 99.0 Define arrest warrant.
- 100.0 Identify the four situations under which a Florida law enforcement officer is authorized to make a warrantless arrest.
- 101.0 Identify the exceptions to the misdemeanor arrest requirements.
- 102.0 Define notice to appear.
- 103.0 Explain the concept of fresh pursuit.
- 104.0 Identify jurisdictional issues related to an arrest in fresh pursuit.
- 105.0 Explain the importance of the Miranda decision to law enforcement.
- 106.0 Identify the key aspects of the Miranda decision.
- 107.0 Identify when Miranda warnings are required.
- 108.0 Identify the concept of custody as related to the Miranda decision.
- 109.0 Identify the concept of interrogation as related to the Miranda decision.
- 110.0 Describe how law enforcement should advise Miranda warnings.
- 111.0 Identify the importance of a waiver of Miranda warnings.
- 112.0 Identify the importance of having an advice of rights form signed.
- 113.0 Explain the significance of an invocation of rights.
- 114.0 Identify restrictions on police interview tactics.
- 115.0 Explain how to determine if a crime has been committed.
- 116.0 Define intent.
- 117.0 Identify the four categories of criminal intent.
- 118.0 Define criminal negligence.
- 119.0 Define general intent.
- 120.0 Define specific intent.
- 121.0 Define transferred intent.
- 122.0 List the elements of the crime of Loitering and Prowling.
- 123.0 List the elements of the crime of Assault.
- 124.0 List the elements of the crime of Aggravated Assault.
- 125.0 List the elements of the crime of Assault on a Law Enforcement Officer.
- 126.0 List the elements of the crime of Battery.
- 127.0 List the elements of the crime of Felony Battery.
- 128.0 List the elements of the crime of Aggravated Battery.
- 129.0 List the elements of the crime of Battery on a Law Enforcement Officer.
- 130.0 Define domestic violence from the Florida Statutes.
- 131.0 List the elements of the various levels of Homicide.
- 132.0 List the elements of the crime of Disorderly Conduct.

- 133.0 List the elements of the crime of Disorderly Intoxication.
- 134.0 List the elements of the crime of Open House Party.
- 135.0 List the elements of the crime of Selling or Giving Alcoholic Beverages to a Person under the Age of 21.
- 136.0 List the elements of the crime of Possession of Alcoholic Beverage by a Person under the Age of 21.
- 137.0 List the elements of the crime of Possession of Tobacco Products by a Person under 18 Years of Age.
- 138.0 List the elements of the crime of Selling, Delivering, Bartering, Furnishing, or Giving Tobacco Products to Persons under 18 years of Age.
- 139.0 List the elements of the crime of Sale and/or Delivery of Controlled Substance with intent.
- 140.0 List the elements of the crime of Possession of Controlled Substance.
- 141.0 List the elements of the crime of Possession of Drug Paraphernalia.
- 142.0 List the elements of the crime of Resisting an Officer without Violence.
- 143.0 List the elements of the crime of Resisting an Officer with Violence.
- 144.0 List the elements of the crime of Stalking.
- 145.0 List the elements of the crime of Sexual Battery.
- 146.0 List the elements of the crime of Carrying Concealed Weapon.
- 147.0 List the elements of the crime of Criminal Mischief.
- 148.0 List the elements of the crime of Forgery.
- 149.0 List the elements of the crime of uttering a Forged Instrument.
- 150.0 List the elements of the crime of Uttering a Worthless Check.
- 151.0 Define the various crimes of Elderly Abuse.
- 152.0 List the elements of the crime of Child Abuse.
- 153.0 List the elements of the crime of Kidnapping.
- 154.0 List the elements of the crime of False Imprisonment.
- 155.0 List the elements of the crime of Luring and Enticing a Child.
- 156.0 List the elements of the crime of Human Trafficking.
- 157.0 Identify all persons related to an incident involving a crime.
- 158.0 Define witness.
- 159.0 Define victim.
- 160.0 Define suspected perpetrator.
- 161.0 Identify the criteria for criminal responsibility.
- 162.0 Define principal in the first degree.
- 163.0 Define accessory after the fact.
- 164.0 Define attempt.
- 165.0 Define solicitation.
- 166.0 Define conspiracy.
- 167.0 Identify the legal defenses of criminal responsibility.
- 168.0 Define alibi as a legal defense of criminal responsibility.
- 169.0 Define mistake or ignorance of fact as a legal defense of criminal responsibility.
- 170.0 Define intoxication as a legal defense of criminal responsibility.
- 171.0 Define duress or coercion as a legal defense of criminal responsibility.
- 172.0 Define justifiable use of force as a legal defense of criminal responsibility.
- 173.0 Define self-defense as a legal defense of criminal responsibility.
- 174.0 Define defense of others as a legal defense of criminal responsibility.
- 175.0 Define defense of property as a legal defense of criminal responsibility.
- 176.0 Define entrapment as a legal defense of criminal responsibility.
- 177.0 Define insanity as a legal defense of criminal responsibility.
- 178.0 Define mental incompetence as a legal defense of criminal responsibility.

- 179.0 Define statute of limitations as a legal defense of criminal responsibility.
- 180.0 Define consent as a legal defense of criminal responsibility.
- 181.0 Identify basic concepts and rules of evidence.
- 182.0 Define evidence.
- 183.0 Define direct evidence.
- 184.0 Define indirect or circumstantial evidence.
- 185.0 Identify the three primary categories of evidence.
- 186.0 Define fruits of a crime.
- 187.0 Define instrumentalities of a crime.
- 188.0 Define contraband.
- 189.0 Identify the three basic reasons why evidence is offered in court.
- 190.0 Define admissibility of evidence.
- 191.0 Identify the three primary reasons for evidence rules.
- 192.0 Identify the general rules for excluding evidence.
- 193.0 Define hearsay evidence.
- 194.0 Identify four specific requirements that officers must be aware of to ensure admissibility of evidence.
- 195.0 Identify the types of privileged communication protected under Chapter 90, F.S.
- 196.0 Define probable cause affidavit.
- 197.0 Identify the purpose of a probable cause affidavit.
- 198.0 Identify the elements of a probable cause affidavit.
- 199.0 Identify any supplemental information that may be used with a probable cause affidavit.
- 200.0 Identify when an officer may use deadly force to apprehend a fleeing felon.
- 201.0 Define deadly force pursuant to Florida law.
- 202.0 Identify when a law enforcement officer may use force during an investigative detention.
- 203.0 Identify when a law enforcement officer may use force to prevent an arrested person from escaping custody.
- 204.0 Identify when individuals may use deadly force in self-defense or in defense of others.
- 205.0 Describe the no retreat law.
- 206.0 Identify when individuals may use force in the protection of their property.
- 207.0 Define civil liability.
- 208.0 Define tort.
- 209.0 Identify examples of intentional torts.
- 210.0 Define negligence.
- 211.0 Identify the elements of negligence.
- 212.0 Identify the two major categories of damages.
- 213.0 Define compensatory damages.
- 214.0 Define punitive damages.
- 215.0 Define civil rights violations.
- 216.0 Identify how an officer may be subject to criminal liability.
- 217.0 Define color of law.
- 218.0 Identify the impact on an officer who is found civilly or criminally liable.
- 219.0 Identify the types of agency liability.
- 220.0 Define direct liability.
- 221.0 Define vicarious liability.
- 222.0 Identify situations when an officer may be subject to civil or criminal liability.
- 223.0 Identify the types of legal defenses available if an officer is faced with potential civil or criminal liability.
- 224.0 Describe an officer's response to landlord-tenant disputes.
- 225.0 Identify the three categories of residential or sleeping accommodations.

- 226.0 Describe an officer's response to repossessions of property.
- 227.0 Describe an officer's response to the removal or towing of vehicles or vessels from private property.
- 228.0 Describe an officer's response to recovering vehicles from tow yards.
- 229.0 Describe an officer's response to motor vehicle repair disputes.
- 230.0 Describe an officer's response to child custody disputes.
- 231.0 Describe an officer's response to real property boundaries disputes.
- 232.0 Describe an officer's response to a dispute over stolen property in the custody of a pawnbroker.
- 233.0 Define child, juvenile, or youth.
- 234.0 Describe the procedures for taking a juvenile into custody.
- 235.0 Identify the procedures for handling juvenile traffic offenders.
- 236.0 Define juvenile sex offender.
- 237.0 Identify the procedures for interrogating juveniles.
- 238.0 Identify the standards required for searching a juvenile's personal property at school.

**Course Number: CJK0222**

**Occupational Completion Point: A**

**Correctional Cross-Over to Law Enforcement Communications – 56 Hours –  
SOC Code 33-3051**

- 239.0 Identify the acronyms FCIC and NCIC.
- 240.0 Determine what information is available through FCIC.
- 241.0 Identify the location of FCIC and NCIC.
- 242.0 Identify the relationship between FCIC and NCIC.
- 243.0 Identify the major assets of the FCIC.
- 244.0 Identify the national communication link available through FCIC.
- 245.0 Identify how information becomes available through FCIC.
- 246.0 Identify factors that will ensure officers' efficient and effective use of the FCIC system.
- 247.0 Identify the legal issues for the confidential information that is disseminated for non-law enforcement purposes.
- 248.0 Identify what information to provide when requesting a check.
- 249.0 Obtain information related to desired check.
- 250.0 Submit information to dispatch.
- 251.0 Identify the policies for conducting a check.
- 252.0 Demonstrate proper use of a portable radio unit.
- 253.0 Locate radio equipment in a standard police vehicle.
- 254.0 Identify the duties of the communications officer.
- 255.0 Identify primary components of a portable police radio.
- 256.0 Identify general radio procedures.
- 257.0 Speak into a police radio mic using proper radio protocol.
- 258.0 Identify steps to take prior to voice transmissions.
- 259.0 Identify speech habits that affect clear communications when using a police radio.
- 260.0 Identify appropriate radio system use.
- 261.0 Identify communications privacy when using a mobile radio system.
- 262.0 Identify proper radio protocol.
- 263.0 Identify oral brevity codes.
- 264.0 Identify Phonetic Alphabet.
- 265.0 Demonstrate proper preparation of radio messages.
- 266.0 Communicate essential information using a police radio.

- 267.0 Identify how to write a BOLO (Be On the Look Out) report of the person, property, or vehicle.
- 268.0 Identify essential information based on type of call.
- 269.0 Identify essential information for answering calls.
- 270.0 Identify essential information for checking in and out of unit.
- 271.0 Define community.
- 272.0 Identify officer's response to community expectations.
- 273.0 Identify how an officer's responses can be influenced by his or her thoughts.
- 274.0 Define self-talk.
- 275.0 Describe techniques for self-control.
- 276.0 Define self-knowledge.
- 277.0 Identify emotional triggers that may influence an officer's behavior.
- 278.0 Identify ways to understand and provide feedback.
- 279.0 Define stereotyping.
- 280.0 Define bias/prejudice.
- 281.0 Define perception.
- 282.0 Define assumption.
- 283.0 Identify the impact different age groups may have on the community.
- 284.0 List proper steps to prepare for an interview.
- 285.0 Identify the primary responsibilities of the interviewer.
- 286.0 Identify when to interview.
- 287.0 Identify who to interview.
- 288.0 Identify the primary factors that influence the success of an interview.
- 289.0 Identify an appropriate location for an interview.
- 290.0 Identify the importance for allowing sufficient time for a thorough interview.
- 291.0 Identify factors that influence the order of interviews.
- 292.0 Identify the differences between content and format.
- 293.0 Explain the importance of addressing all of the elements of a crime.
- 294.0 Identify the elements of the preferred method for structuring a report.
- 295.0 Identify the questions a report narrative must answer.

**Course Number: CJK0223**

**Occupational Completion Point: A**

**Correctional Cross-Over to Law Enforcement Human Issues – 32 Hours –  
SOC Code 33-3051**

- 296.0 Identify types of crisis.
- 297.0 Identify behaviors of persons in crisis.
- 298.0 Notify communications center on arrival.
- 299.0 Identify the need to position self safely according to officer safety techniques.
- 300.0 Identify techniques that may be used to stabilize the crisis situation.
- 301.0 Interview the person to identify the problem during a crisis situation.
- 302.0 Initiate the Baker Act or Marchman Act process if criteria exist during a crisis situation.
- 303.0 Identify if the person needs to be removed from a crisis situation.
- 304.0 Identify when referrals are required by Florida Statutes.
- 305.0 Identify services and agencies that are appropriate for an individual during a crisis situation.
- 306.0 Provide appropriate transportation or transport if the person needs to be removed from the situation.
- 307.0 Document incident in a report.
- 308.0 Define disability according to the Americans with Disabilities Act.



- 309.0 Identify common types of disabilities.
- 310.0 Identify the ability to respond to an individual with limitations.
- 311.0 Identify basic information about protecting the rights of individuals with a disability.
- 312.0 Define mental illness.
- 313.0 Identify the most common symptoms of mental illness disorders.
- 314.0 Identify the possible reasons a person may experience the symptoms associated with mental illness.
- 315.0 Identify the rights of a person with a mental illness.
- 316.0 Identify the basic duties of an officer when dealing with a person in a mental health crisis.
- 317.0 Identify Baker Act criteria according to Ch. 394, F.S.
- 318.0 Transport a person with mental illness.
- 319.0 Define mental retardation.
- 320.0 Identify the differences between mental illness and mental retardation.
- 321.0 Identify the characteristics of a person with mental retardation.
- 322.0 Identify facts to consider when responding to persons with mental retardation.
- 323.0 Identify resources available to assist the officer when responding to a person with mental retardation.
- 324.0 Identify the rights of a person with a communication disability.
- 325.0 Define hearing impairment, hard of hearing, and deaf.
- 326.0 Identify indications of a hearing impairment.
- 327.0 Identify how to communicate with a person with a hearing impairment.
- 328.0 Identify the limitations of Miranda rights when dealing with a person who is deaf.
- 329.0 Identify when an interpreter may be required.
- 330.0 Define mobility impairments according to the Americans with Disabilities Act (ADA).
- 331.0 Identify points to remember when dealing with an individual who is mobility impaired.
- 332.0 Define blindness and partially sighted.
- 333.0 Identify special considerations an officer should make when dealing with a victim, witness, or suspect of a crime with a visual impairment.
- 334.0 Identify characteristics of autism.
- 335.0 Identify how to correctly respond to a call involving an individual with autism.
- 336.0 Identify common characteristics of juvenile offenders.
- 337.0 Identify attributes of an officer who is effective in dealing with juveniles.
- 338.0 Identify actions that an officer may take when responding to a juvenile offender.
- 339.0 Identify characteristics of the elderly population.
- 340.0 Identify physiological changes related to the aging process.
- 341.0 Identify how to communicate with an elderly person.
- 342.0 Identify resources that may provide assistance to the elderly.
- 343.0 Identify suicide indicators.
- 344.0 Identify techniques for responding to an individual at risk for suicide.
- 345.0 Define substance use, substance abuse, and substance dependence.
- 346.0 Identify some behavioral characteristics of substance abuse.
- 347.0 Identify some behavioral characteristics of substance dependence.
- 348.0 Identify some factors contributing to substance dependence.
- 349.0 Define terms that relate to substance use.
- 350.0 Identify symptoms of illness that resemble drug or alcohol use.
- 351.0 Identify Marchman Act criteria.
- 352.0 Identify the treatment options available to an officer when responding to a substance abuser.
- 353.0 Identify the Florida statute that addresses the scheduling of substances.
- 354.0 Identify evidence of drugs or alcohol usage.

- 355.0 Identify ways drugs or alcohol are taken.
- 356.0 Identify how fast an effect will typically occur for a specific type of drug (including alcohol).
- 357.0 Identify possible behavioral characteristics of individuals under the influence of drugs (including alcohol).
- 358.0 Identify physical signs and symptoms of individuals under the influence of drugs (including alcohol).
- 359.0 Identify the signs of individuals withdrawing from drugs (including alcohol).

**Course Number: CJK0061**

**Occupational Completion Point: A**

**Patrol 1 – 58 Hours – SOC Code 33-3051**

- 360.0 Identify Herman Goldstein's definition of Community Oriented Policing.
- 361.0 Identify the core components of Community Oriented Policing.
- 362.0 Identify the elements of problem solving as used in the SARA Model.
- 363.0 Define SECURE.
- 364.0 Identify when to use the SECURE problem-solving model.
- 365.0 Identify the meaning of each letter in the acronym SECURE.
- 366.0 Identify safety equipment that an officer can use to remain safe.
- 367.0 Identify factors that may lead to officers' deaths.
- 368.0 Define observation.
- 369.0 Identify the role of memory in observation.
- 370.0 Define perception.
- 371.0 Identify factors that affect perception.
- 372.0 Identify factors affecting an officer's sight.
- 373.0 Identify factors affecting an officer's hearing.
- 374.0 Identify factors affecting an officer's sense of smell.
- 375.0 Identify factors affecting an officer's sense of touch.
- 376.0 Identify why discretion should be applied when using the sense of taste to identify a substance.
- 377.0 Identify basic survival tips that can help an officer respond safely.
- 378.0 Define cover.
- 379.0 Define concealment.
- 380.0 Identify officer safety procedures.
- 381.0 Define stress.
- 382.0 Define fight or flight response.
- 383.0 Identify types of stress.
- 384.0 Identify the causes of post traumatic stress.
- 385.0 Define stressors.
- 386.0 Identify four categories of potential stressors.
- 387.0 Identify short-term and long-term stress responses.
- 388.0 Identify the most common warning signs of stress in an officer.
- 389.0 Identify techniques for reducing stress.
- 390.0 Identify patrol types.
- 391.0 Identify information obtained through roll call that may be useful when patrolling an assigned area.
- 392.0 Identify the need to inspect and review duty equipment.
- 393.0 State how to identify a wanted person or vehicle when preparing a BOLO report.
- 394.0 Identify the appropriate descriptive details for a person, property, or vehicle when preparing a BOLO report.

- 395.0 Identify how to become familiar with the patrol area.
- 396.0 Identify the advantages of foot patrol.
- 397.0 Identify the importance of observing potential safety hazards.
- 398.0 Respond to calls for assistance while on patrol.
- 399.0 Notify dispatch of arrival at the scene when responding to a call.
- 400.0 Identify basic officer safety techniques when arriving at the scene of a call.
- 401.0 Identify assessment techniques when arriving at the scene of a call.
- 402.0 Identify how to gather pertinent information from witnesses and complainants.
- 403.0 Determine the need for backup when approaching a suspect.
- 404.0 Evaluate the situation upon arriving at suspect's location.
- 405.0 Select appropriate officer safety techniques when approaching a suspect.
- 406.0 Obtain identification information from a suspect.
- 407.0 Check for outstanding warrants on a suspect.
- 408.0 Transport to appropriate facility if placing the suspect under arrest.
- 409.0 Identify how to communicate verbally and nonverbally that a suspect is being placed under arrest.
- 410.0 Identify how to secure a prisoner to be escorted.
- 411.0 Identify the appropriate method for loading a prisoner into a vehicle for transport.
- 412.0 Identify potential issues that could occur during the transport of a prisoner.
- 413.0 Identify the process upon arrival at the detention facility.
- 414.0 Identify documentation that must be completed when booking an arrested person.
- 415.0 Identify the specific information needed about the prisoner for booking purposes.
- 416.0 Identify appropriate communication adjustments to use with the prisoner.
- 417.0 Identify the detention procedures for a juvenile.
- 418.0 Explain that the suspect will be fingerprinted during the booking process.
- 419.0 Explain that the suspect will be photographed during the booking process.
- 420.0 Identify the procedure for processing found property.
- 421.0 Identify techniques for directing traffic.
- 422.0 Identify how to enforce parking citations and summons.
- 423.0 Identify ways to park the patrol vehicle an appropriate distance from the scene when responding to an alarm call.
- 424.0 Identify types of alarm calls.
- 425.0 Identify ways to establish a perimeter/search of the building or grounds.
- 426.0 Identify the appropriate techniques for conducting a search of the building.
- 427.0 Identify the different systematic search methods.
- 428.0 Determine how to identify pertinent information on an unattended, abandoned, or disabled vehicle.
- 429.0 Determine whether an unattended, abandoned, or disabled vehicle should be towed.
- 430.0 Identify when an officer is authorized to search an unattended, abandoned, or disabled vehicle.
- 431.0 Identify how to inventory an unattended, abandoned, or disabled vehicle.
- 432.0 Identify how to search an unattended, abandoned, or disabled vehicle.
- 433.0 Complete the appropriate report when conducting an inventory or search of an unattended, abandoned, or disabled vehicle.
- 434.0 Identify how to secure an unattended, abandoned, or disabled vehicle as evidence.

**Course Number: CJK0062**  
**Occupational Completion Point: A**  
**Patrol 2 – 40 Hours – SOC Code 33-3051**

- 435.0 Identify the size and organization of a crowd.

- 436.0 Identify officer safety considerations in a crowd control situation.
- 437.0 Identify potential weapons in a crowd control situation.
- 438.0 Utilize safe positioning and distancing when approaching crowds, demonstrators, or rioters.
- 439.0 Identify the reason the group has gathered and what they want to achieve.
- 440.0 Identify the procedure for approaching and contacting the leader of crowds or demonstrations.
- 441.0 Understand the importance of communicating with the group leaders to identify the problem or the disturbance.
- 442.0 Define criminal street gang.
- 443.0 Identify the importance of gang alliances.
- 444.0 Identify characteristics of Florida gang members.
- 445.0 Identify common motives for juvenile gang membership.
- 446.0 Identify common gang related symbols, graffiti, colors, signs, and tattoos.
- 447.0 Identify the types of extremist groups.
- 448.0 Identify types of extremists known to be currently active in Florida.
- 449.0 Identify the significance of having established local plans with regard to responding to hazardous materials emergencies.
- 450.0 Identify the duty-to-act requirements that apply to public safety employees.
- 451.0 Identify the role of the first responder at the awareness level.
- 452.0 Identify actions to take to isolate the hazardous materials incident.
- 453.0 Identify protective actions that can be taken in accordance with the Emergency Response Guidebook (ERG) in the event of a hazardous materials incident.
- 454.0 Identify information that should be obtained during a hazardous materials incident debriefing.
- 455.0 Identify actions to be taken during termination of a response to a hazardous materials incident.
- 456.0 Identify how methamphetamine is consumed.
- 457.0 Identify the various processes used to manufacture methamphetamine in clandestine laboratories.
- 458.0 Identify the hazards associated with clandestine methamphetamine laboratories.
- 459.0 Identify elements of immediate response protocol to an incident involving a clandestine methamphetamine laboratory.
- 460.0 Identify pertinent information concerning the possible bomb threat prior to arrival.
- 461.0 Identify the potential explosive device's location in relation and proximity to other potential threats.
- 462.0 Identify possible approaches to a location; select a safe and tactical approach.
- 463.0 Identify potential stopping areas which can provide protective cover from the force of an explosion.
- 464.0 Identify potential sites for the command post and staging areas.
- 465.0 Identify any signs that an explosion has occurred.
- 466.0 Identify complainant identity and location.
- 467.0 Identify sources of information about the building.
- 468.0 Identify factors in estimating the credibility of the threat.
- 469.0 Identify the factors in deciding if a bomb search is advisable.
- 470.0 Identify the elements of a potential explosive device an officer should observe to give an accurate description to bomb technicians.
- 471.0 Identify what actions to avoid if a potential explosive device or suspicious item is found.
- 472.0 Identify the importance of leaving an area as soon as possible after identifying the type, description, and location of the suspected device or a potential explosive device.

- 473.0 Identify the importance of advising any fellow officers in the immediate area of a found explosive or suspicious device.
- 474.0 Identify the importance of advising any civilians in the immediate area of a found explosive or suspicious device.
- 475.0 Identify the importance of continued caution due to the possibility of a “secondary device.”
- 476.0 Identify potential evacuation areas in a bomb threat situation.
- 477.0 Identify where to establish the initial perimeter to protect the public during a bomb threat.
- 478.0 Confer with owner, representative, or person in charge during an emergency situation requiring evacuation of a building or area.
- 479.0 Identify the factors in planning an evacuation of a building or area.
- 480.0 Identify means of communicating with occupants or residents of a building or area in an emergency situation.
- 481.0 Define weapons of mass destruction.
- 482.0 Identify the likely location for the use of BNICE weapons.
- 483.0 List environmental indicators of exposure to biological agents.
- 484.0 Identify signs and symptoms for human exposure to biological agents.
- 485.0 Identify signs and symptoms for human exposure to nuclear agents.
- 486.0 List environmental indicators of exposure to nuclear agents.
- 487.0 List environmental indicators of exposure to chemical agents.
- 488.0 Identify signs and symptoms of human exposure to chemical agents.
- 489.0 Identify how to initiate actions to protect officers and others at a nuclear, biological, or chemical incident.
- 490.0 Identify evacuation measures during a BNICE incident.
- 491.0 List notification and communication method in the event of a nuclear, biological, or chemical threat.

**Course Number: CJK0076**

**Occupational Completion Point: A**

**Crime Scene Investigations – 24 Hours – SOC Code 33-3051**

- 492.0 Obtain information regarding crime scene prior to arrival.
- 493.0 Determine if crime or incident is life threatening.
- 494.0 Identify when to request medical assistance.
- 495.0 Survey the scene.
- 496.0 Identify when to continue or relinquish the crime scene.
- 497.0 Identify victims, witnesses, and suspects at a crime scene.
- 498.0 Secure victims, witnesses, and suspects.
- 499.0 Separate victims, witnesses, and suspects.
- 500.0 View injuries first-hand for evidence or testimony.
- 501.0 Brief supervisor or other arriving personnel at the scene.
- 502.0 Identify the requirements for obtaining a valid consent to search.
- 503.0 Continue to develop information while protecting the scene.
- 504.0 Determine probable extent of scene to secure as well as additional surrounding areas.
- 505.0 Secure the scene.
- 506.0 Ensure physical evidence is preserved.
- 507.0 Identify when to arrange for manpower and equipment, if required.
- 508.0 Identify requirements to effectively create a crime scene log: complainant, suspect, victim, witness.
- 509.0 List the types of evidence that may be found at a crime scene.

- 510.0 Conduct a search for evidence.
- 511.0 Identify search procedures to be conducted.
- 512.0 Determine if evidence can be properly collected by the officer or if a crime scene unit should collect evidence.
- 513.0 Demonstrate the ability to dust, lift, and document latent prints.
- 514.0 Define patent, plastic, and elimination prints.
- 515.0 Follow evidence collection procedures if collecting evidence.
- 516.0 Ensure chain of custody is protected.

**Course Number: CJK0071**

**Occupational Completion Point: A**

**Criminal Investigations – 56 Hours – SOC Code 33-3051**

- 517.0 Document activities at a crime scene.
- 518.0 Identify the elements of effective crime scene photography.
- 519.0 Determine if any crime has been committed in a domestic violence situation.
- 520.0 Identify when to photograph injuries resulting from a domestic violence situation.
- 521.0 Determine if an arrest is to be made in a domestic violence situation.
- 522.0 Counsel individuals on possible course of action for problem resolution in a domestic violence situation.
- 523.0 Bring all persons involved back together, if they have calmed down.
- 524.0 Document a domestic violence situation with appropriate paperwork.
- 525.0 Provide victim with a victim's rights brochure.
- 526.0 Escort a DCF child protection team investigator to the scene of an abused or neglected child.
- 527.0 Conduct an initial investigation alleging child abuse or neglect.
- 528.0 Initiate contact with the parent(s) or guardian(s) of the child.
- 529.0 Apply state and local judicial procedures regarding the interview of juveniles.
- 530.0 Initiate contact with victim of child abuse or neglect.
- 531.0 Identify when to provide first aid or obtain medical attention for child abuse or neglect victim.
- 532.0 Identify what to include in field notes regarding child abuse or neglect situation.
- 533.0 Assist DCF in removing an abused or neglected child.
- 534.0 Identify child abuse and neglect reporting requirements.
- 535.0 Verify that a person is being threatened or victimized when responding to an alleged disabled adult or elder abuse situation.
- 536.0 Respond to a disabled adult or elderly person being victimized.
- 537.0 Develop a plan of action to immediately remove the threat to the victim of disabled adult or elder abuse.
- 538.0 Take action as required to protect the victim or threatened person of disabled adult or elder abuse.
- 539.0 Conduct initial assessment of criminal, accidental, or natural cause of death.
- 540.0 Assess the situation prior to approaching a dead body.
- 541.0 Identify how to detect indications of death.
- 542.0 Preserve any evidence on or near the body.
- 543.0 Identify when to contact the Medical Examiner's office.
- 544.0 Identify when to contact the doctor of the deceased.
- 545.0 Obtain medical confirmation of recent death.
- 546.0 Notify a victim's family of death.
- 547.0 Differentiate between human trafficking and smuggling.
- 548.0 Identify the nature and scope of the human trafficking problem.

- 549.0 List related international criminal enterprises that lend themselves to involvement in human trafficking.
- 550.0 Apply the Trafficking Victims Protection Act (TVPA) of 2000.
- 551.0 Apply the Florida Statutes related to human trafficking offenses.
- 552.0 Identify the immigration issues of human trafficking victims.
- 553.0 Identify human trafficking indicators that can be present.
- 554.0 Identify key information to investigate during the initial conversation with the victim.
- 555.0 Identify considerations for victim rescue and restoration.
- 556.0 Identify the community's role in recognizing and reporting human trafficking.
- 557.0 Identify the difference between kidnapping, false imprisonment, and interference with custody.
- 558.0 Obtain descriptive data of a missing, lost, or endangered person, including a photo, if available.
- 559.0 Identify the cause of the search in the case of a missing, lost, or endangered person.
- 560.0 Identify possible physical or psychological problems of a missing, lost, or endangered person.
- 561.0 Conduct an initial search of the scene of a missing, lost, or endangered person situation.
- 562.0 Identify areas to be searched in a missing, lost, or endangered person situation.
- 563.0 Notify supervisor of location and search assignment.
- 564.0 Provide necessary medical care to a missing, lost, or endangered person.
- 565.0 Apply Florida statute in a missing person situation.
- 566.0 Identify appropriate agency to turn investigation over to when unsuccessful in the initial search.
- 567.0 Document a missing and endangered person incident.
- 568.0 Identify the elements of robbery.
- 569.0 Identify common targets of robbery.
- 570.0 Identify procedures to follow in a robbery situation.
- 571.0 Identify items to include in a preliminary robbery report.
- 572.0 Request medical personnel to provide information, as required, in a sexual battery situation.
- 573.0 Identify procedures for dealing with victims of sexual battery.
- 574.0 Define juvenile sexual offender.
- 575.0 Identify the difference between lewd and lascivious battery, molestation, conduct, and exhibition.
- 576.0 Apply Florida Statutes regarding hate crimes.
- 577.0 Identify procedures for dealing with a victim of a hate crime.
- 578.0 Identify procedures for dealing with a loitering and prowling incident.
- 579.0 Identify the legal distinction between disorderly conduct and disorderly intoxication.
- 580.0 Define open house party.
- 581.0 Identify categories of burglaries.
- 582.0 Identify common methods of entry used by burglars.
- 583.0 Respond to an incident involving burglary and trespassing.
- 584.0 Define burglary tools.
- 585.0 Identify the legal requirements for a valid trespass after a warning.
- 586.0 Identify procedures for responding to an archeological site violation.
- 587.0 Identify the elements of criminal mischief.
- 588.0 Identify the difference between misdemeanor and felony criminal mischief.
- 589.0 Identify the elements of defrauding an innkeeper.
- 590.0 Respond to an incident involving defrauding an innkeeper.
- 591.0 Identify the primary responsibility of law enforcement at the scene of a fire.

- 592.0 Respond to an incident involving a fire related crime.
- 593.0 Identify common reasons why vice activity is rarely reported.
- 594.0 Identify sources of illicit drug traffic.
- 595.0 Identify methods used to transport and conceal illicit drugs.
- 596.0 Identify methods used to investigate vice activity.
- 597.0 List types of vice crimes.
- 598.0 Identify the basic characteristics of organized crime operations.
- 599.0 Identify the types of theft victims.
- 600.0 Differentiate between petit or misdemeanor and grand or felony theft.
- 601.0 Identify indicators of a stolen vehicle.
- 602.0 Identify NCIC/FCIC reporting requirements for stolen and/or recovered property.
- 603.0 Identify when someone is dealing in stolen property.
- 604.0 Identify the elements of fraud.
- 605.0 Identify two aspects of forgery.
- 606.0 Identify elements that constitute a worthless check.
- 607.0 Define embezzlement.
- 608.0 List types of computer crimes.
- 609.0 Review all notes and reports on preliminary investigations conducted.
- 610.0 Continue inquiries begun during preliminary investigation.
- 611.0 Identify how to determine the value and disposition of leads during a follow-up investigation.
- 612.0 Interview new contacts, possible witnesses, and informants.
- 613.0 Compile complete notes of all possible leads.
- 614.0 Identify known or possible suspects during a follow-up investigation.
- 615.0 Identify any possible leads through places frequented, possible acquaintances, friends, or co-workers, and workplace.
- 616.0 Study background, criminal history, and modus operandi of suspect.
- 617.0 Conduct live or photo lineup.
- 618.0 Identify how to check with other agencies and public records to discover information, files, and intelligence on known or possible suspects.
- 619.0 Identify how to use field contacts and informants during a follow-up investigation.
- 620.0 Comply with department policy regarding the Read or Waive Option after a deposition.
- 621.0 Review case notes, reports, photographs, and evidence prior to giving testimony.
- 622.0 Discuss the case with appropriate agency personnel and the state attorney in preparation for giving testimony.
- 623.0 Upon arrival at court, check in with prosecutors and follow instructions.
- 624.0 Answer each question clearly, completely, and truthfully without volunteering any statement that is not requested.
- 625.0 Define "off the record."
- 626.0 Identify procedures to follow when the rule of sequestration has been invoked.
- 627.0 Identify procedures to follow when providing testimony during a court proceeding.

**Course Number: CJK0082**

**Occupational Completion Point: A**

**Traffic Stops – 24 Hours – SOC Code 33-3051**

- 628.0 Define a traffic stop according to Florida Legal Guidelines.
- 629.0 Identify important benefits of traffic enforcement.
- 630.0 Identify that F.S. 316 contains criminal and noncriminal traffic violations.
- 631.0 Identify the most common traffic violations.



- 632.0 Identify the need to submit the confiscated driver's license to the appropriate driver's license office.
- 633.0 Identify formatting of the Florida Driver License.
- 634.0 Identify important components of the Florida Driver License.
- 635.0 Identify important components of Florida Vehicle License Plates.
- 636.0 Define discriminatory or bias-based profiling.
- 637.0 Identify protections offered by Title 18 of the United States Code and the Fourteenth Amendment.
- 638.0 Identify the perceptions commonly associated with discriminatory profiling.
- 639.0 Identify how an officer's behavior can help to minimize tension and maximize the cooperation of citizens during a traffic stop.
- 640.0 Identify the characteristics of a professional traffic stop that may help overcome language and other cultural barriers.
- 641.0 Identify reasons a vehicle may be stopped during an unknown risk traffic stop.
- 642.0 Identify traffic conditions that increase the potential for traffic violations during an unknown risk traffic stop.
- 643.0 Identify conditions that would affect traffic flow during an unknown risk traffic stop.
- 644.0 Identify where to park to observe traffic flow for potential traffic violations during an unknown risk traffic stop.
- 645.0 Identify where to position the patrol vehicle where it can safely re-enter traffic during an unknown risk traffic stop.
- 646.0 Identify the need to catch up to the vehicle to be stopped during an unknown risk traffic stop.
- 647.0 Identify the need to request backup as required during an unknown risk traffic stop.
- 648.0 Identify the need to maintain constant observation of vehicle suspected of a violation.
- 649.0 Identify the need to advise communication center of location and description of the vehicle, occupants, and tag number with state of issue during an unknown risk traffic stop.
- 650.0 Identify considerations for determining how to locate a safe stopping area to make a traffic stop during an unknown risk traffic stop.
- 651.0 Identify the need to activate the emergency equipment during an unknown risk traffic stop.
- 652.0 Identify the Florida Statutes that govern the operation of emergency vehicle lights and siren during an unknown risk traffic stop.
- 653.0 Identify how to use the emergency lights.
- 654.0 Identify the need to position patrol vehicle in line directly behind the suspect vehicle during an unknown risk traffic stop.
- 655.0 Identify how to direct the driver as to where to stop during an unknown risk traffic stop.
- 656.0 Identify how to activate the public address system during an unknown risk traffic stop.
- 657.0 Identify officer safety and survival techniques appropriate for the situation during an unknown risk traffic stop.
- 658.0 Identify how to offset the patrol vehicle at the rear of the violator's vehicle after the violator's vehicle stops during an unknown risk traffic stop.
- 659.0 Identify how the officer should prepare him- or herself to complete the stop after the officer has positioned the patrol vehicle during an unknown risk traffic stop.
- 660.0 Identify the need to determine the degree of danger involved during an unknown risk traffic stop.
- 661.0 Identify how to make contact with the vehicle occupants using proper tactics as demanded by the situation during an unknown risk traffic stop.
- 662.0 Identify how to make a safe approach to the violator's vehicle during an unknown risk traffic stop.

- 663.0 Identify the number of additional occupants in the vehicle during an unknown risk traffic stop.
- 664.0 Identify officer safety techniques in getting the violator to exit vehicle during an unknown risk traffic stop.
- 665.0 Identify the need to demonstrate a dignified and commanding presence during an unknown risk traffic stop.
- 666.0 Identify self as a law enforcement officer.
- 667.0 Identify the need to maintain a safe distance when talking to a violator during an unknown risk traffic stop.
- 668.0 Identify the need to explain the reason for the traffic stop during an unknown risk traffic stop.
- 669.0 Identify the need to describe the safety violation to the operator.
- 670.0 Identify the need to ask the driver for a lawful and reasonable explanation for law violation during an unknown risk traffic stop.
- 671.0 Identify how to arrange assistance for the citizen during an unknown risk traffic stop.
- 672.0 Identify documents to request from driver during an unknown risk traffic stop.
- 673.0 Identify the forms of identification that provide the most accurate personal information during an unknown risk traffic stop.
- 674.0 Identify how to compare vehicle registration information to the vehicle's VIN for a match during an unknown risk traffic stop.
- 675.0 Identify where the driver and occupants should wait during an unknown risk traffic stop.
- 676.0 Identify the need to match information received from dispatch with information recorded during an unknown risk traffic stop.
- 677.0 Identify how to determine whether a vehicle is reported stolen through a check of 181 FCIC/NCIC during an unknown risk traffic stop.
- 678.0 Identify the legal issues if confidential information is disseminated for non-law enforcement purposes during unknown risk traffic stop.
- 679.0 Identify undercover law enforcement officers in the execution of their duties during an unknown risk traffic stop.
- 680.0 Identify that an officer may issue a citation, warning, or make an arrest as appropriate during an unknown risk traffic stop.
- 681.0 Identify how an officer decides whether to issue a citation or a warning during an unknown risk traffic stop.
- 682.0 Determine the nature of the offense during an unknown risk traffic stop.
- 683.0 Identify appropriate report forms used during an unknown risk traffic stop.
- 684.0 Identify a Uniform Traffic Citation (UTC).
- 685.0 Identify the need to explain the nature of the offense during an unknown risk traffic stop.
- 686.0 Identify the need to give options for handling the citation during an unknown risk traffic stop.
- 687.0 Identify the need to explain the violator's responsibility to adhere to traffic laws and local ordinances during an unknown risk traffic stop.
- 688.0 Identify the need to explain that the violator needs to sign the citation during an unknown risk traffic stop.
- 689.0 Identify the violation for refusal to sign the citation during an unknown risk traffic stop.
- 690.0 Identify how to close the interview with the violator during an unknown risk traffic stop.
- 691.0 Identify whether or not to make an arrest during an unknown risk traffic stop.
- 692.0 Demonstrate how to make a safe unknown risk traffic stop.
- 693.0 Accurately complete a citation or issue a warning during an unknown risk traffic stop.
- 694.0 Explain how to identify a suspect vehicle using a BOLO during a high risk traffic stop.

- 695.0 Identify matching identification points of the observed vehicle with the suspect vehicle description during a high risk traffic stop.
- 696.0 Identify additional information to give the dispatcher during a high risk traffic stop.
- 697.0 Identify how to maintain surveillance until backup arrives during a high risk traffic stop.
- 698.0 Identify how to follow the suspect vehicle at a safe distance without activating the emergency equipment during a high risk traffic stop.
- 699.0 Identify how to request back up or assistance from other agencies during a high risk traffic stop.
- 700.0 Identify how to maintain radio contact with responding units during a high risk traffic stop.
- 701.0 Identify what information to give to responding backup units during a high risk traffic stop.
- 702.0 Identify how to continually update the communications center of the travel route of the vehicle during a high risk traffic stop.
- 703.0 Identify what information to request from responding backup units during a high risk traffic stop.
- 704.0 Identify the need to locate a safe stopping site during a high risk traffic stop.
- 705.0 List the characteristics of a safe stopping site during a high risk traffic stop.
- 706.0 Identify a stopping site that has a line of unobstructed sight during a high risk traffic stop.
- 707.0 Identify a stopping site that has adequate roadway width to accommodate two patrol vehicles during a high risk traffic stop.
- 708.0 Identify how to coordinate the stopping site with backup units regarding their arrival time during a high risk traffic stop.
- 709.0 Identify that the primary officer should direct other units into position as they arrive at the scene during a high risk traffic stop.
- 710.0 Identify how to use the public address system microphone during a high risk traffic stop.
- 711.0 List the safety emergency equipment which can be used during a high risk traffic stop.
- 712.0 Identify the need to signal the suspect vehicle to pull over to the curb during a high risk traffic stop.
- 713.0 Ensure that emergency lights remain activated during a high risk traffic stop.
- 714.0 Identify the advantage to the officer to use blinding light, day or night, during a high risk traffic stop.
- 715.0 Identify the proper distance between the primary patrol vehicle and the suspect's vehicle for the stop during a high risk traffic stop.
- 716.0 Identify the proper position for the primary patrol vehicle and suspect's vehicle during a high risk traffic stop.
- 717.0 Identify the proper positioning of the backup patrol vehicle in relation to the primary patrol vehicle and suspect vehicle during a high risk traffic stop.
- 718.0 Identify how to take cover using the patrol vehicles during a high risk traffic stop.
- 719.0 Identify how to take cover from within the vehicle during a high risk traffic stop.
- 720.0 Identify how to take cover from behind the vehicle during a high risk traffic stop.
- 721.0 Determine whether or not the pursuit is legal, feasible, necessary, and meets departmental criteria during a high risk traffic stop.
- 722.0 Identify that the primary officer should assume command of the situation during a high risk traffic stop.
- 723.0 Identify that the primary officer will control the suspect and occupants of the vehicle.
- 724.0 Identify the importance of maintaining verbal control of all occupants throughout the stop during a high risk traffic stop.
- 725.0 Identify self and agency to suspect during a high risk traffic stop.

- 726.0 Identify the need to maintain verbal control of suspects using the public address system of the patrol vehicle during a high risk traffic stop.
- 727.0 Identify how to command the suspect(s) to keep their hands visible during a high risk traffic stop.
- 728.0 Identify the need to direct the suspect to raise his or her hands and keep them in a visible position.
- 729.0 Identify the need to direct the suspect to open the driver's door with his or her left hand, using the external door handle, during a high risk traffic stop.
- 730.0 Identify the need to direct the suspect to place ignition keys on top of the vehicle during a high risk traffic stop.
- 731.0 Identify the need to direct the suspect to exit the vehicle facing away from the law enforcement officers during a high risk traffic stop.
- 732.0 Identify the need to direct the suspect to walk backward towards the sound of the officer's voice during a high risk traffic stop.
- 733.0 Identify the need to direct the suspect to walk back to a predetermined point for safe securing during a high risk traffic stop.
- 734.0 Identify that the primary officer should instruct the backup unit to secure the suspect during a high risk traffic stop.
- 735.0 Identify the need to direct the suspect to assume a position of disadvantage during a high risk traffic stop.
- 736.0 Identify the need to retreat to cover with the suspect during a high risk traffic stop.
- 737.0 Identify the importance of maintaining visual contact with all occupants while conversing with the suspect during a high risk traffic stop.
- 738.0 Identify the need to instruct occupants to exit the vehicle one at a time during a high risk traffic stop.
- 739.0 Identify the conveyance to be searched during a high risk traffic stop.
- 740.0 Identify how to search a vehicle during a high risk traffic stop.
- 741.0 Identify the need to inform suspects they are under arrest during a high risk traffic stop.
- 742.0 Identify the need to request backup when searching the vehicle during a high risk traffic stop.
- 743.0 Identify how to accurately complete the appropriate report(s) during a high risk traffic stop.

**Course Number: CJK0083**

**Occupational Completion Point: A**

**DUI Traffic Stops – 24 Hours – SOC Code 33-3051**

- 744.0 Identify Driving Under the Influence (DUI) legal considerations.
- 745.0 Identify processes which occur in a person's body when they consume alcohol.
- 746.0 Identify driving patterns that are characteristic of an impaired operator during a Driving Under the Influence traffic stop.
- 747.0 Identify the speech, motor coordination, odor, and other general observations that would assist in determining the individual's ability to operate the vehicle during a DUI traffic stop.
- 748.0 Identify if the impairment is a result of a medical condition or influenced by chemical substances during a DUI traffic stop.
- 749.0 Identify if the person has a mental illness during a DUI traffic stop.
- 750.0 Identify a person who has Alzheimer's or dementia during a DUI traffic stop.
- 751.0 Identify the condition of the operator's clothing during a DUI traffic stop.
- 752.0 Identify the need to maintain visual observation of the operator's physical condition and/or medical condition during a DUI traffic stop.

- 753.0 Identify odors of alcoholic beverages, vomit, urine, or drugs on the operator during a DUI traffic stop.
- 754.0 Identify signs of intoxication in the operator's responses to basic identification questions during a DUI traffic stop.
- 755.0 Identify if the person is able to understand a request or statement being given during a DUI traffic stop.
- 756.0 Identify uncoordinated movement (walking, standing, and fidgeting) of the operator during a DUI traffic stop.
- 757.0 Identify if a physical or mental impairment exists during a DUI traffic stop.
- 758.0 Identify when to ask the operator to perform the standardized field sobriety exercises.
- 759.0 Identify any physical handicaps the operator may display that may affect the performance of the standardized field sobriety exercises.
- 760.0 Identify how to select appropriate location for standardized field sobriety exercises.
- 761.0 Identify safety precautions for the officer and vehicle operator during a DUI traffic stop.
- 762.0 Identify how to request or assist the operator in moving to the side of the roadway away from the traffic or to a safe area upon exiting the vehicle during a DUI traffic stop.
- 763.0 Identify how to compare the results of the Standardized Field Sobriety Horizontal Gaze Nystagmus (HGN) clues to determine impairment.
- 764.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the Horizontal Gaze Nystagmus exercise.
- 765.0 Identify how to compare the results of the Standardized Field Sobriety Walk and Turn clues to determine impairment.
- 766.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the Walk and Turn exercise.
- 767.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the One Leg Stand exercise.
- 768.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the One Leg Stand exercise.
- 769.0 Identify how to compare the results of the Standardized Field Sobriety One Leg Stand clues to determine impairment.
- 770.0 Identify the additional field sobriety exercises to be administered.
- 771.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the Walk and Turn exercise.
- 772.0 Identify how to complete reports as required during a DUI traffic stop.
- 773.0 Identify the operator's ability to operate a vehicle based on the results of the standardized field sobriety exercises and officer's total observation.
- 774.0 Identify the need to arrange for family or licensed non-impaired driver to remove the vehicle during a DUI traffic stop.
- 775.0 Identify the need to prepare the appropriate traffic citation for the violation during a DUI traffic stop.
- 776.0 Identify appropriate Florida Statute violated during a DUI traffic stop.
- 777.0 Identify the circumstance that requires the holder of a commercial vehicle license to submit to breath, urine, and blood tests during a DUI traffic stop.
- 778.0 Identify the breath alcohol level that an officer may use to administratively suspend the driver's license of someone under the age of 21 during a DUI traffic stop.
- 779.0 Identify potential report forms to complete during a DUI traffic stop.
- 780.0 Identify a person with a comprehension or awareness problem due to medication or a medical condition during a DUI stop.
- 781.0 Identify that a drug may impair the ability of a driver to operate a vehicle safely.
- 782.0 Identify the categories of drugs.
- 783.0 Identify the effects of the drug categories on Horizontal Gaze Nystagmus and Vertical Gaze Nystagmus.
- 784.0 Identify when an officer could request a drug influence evaluation during a DUI stop.
- 785.0 Define polydrug use in relation to a DUI stop.
- 786.0

**Course Number: CJK0086**  
**Occupational Completion Point: A**  
**Traffic Crash Investigations – 32 Hours – SOC Code 33-3051**

- 787.0 Identify the Florida Statutes relating to uniform traffic control when conducting a traffic crash investigation.
- 788.0 Identify the traffic crash management process.
- 789.0 Arrive safely at the traffic crash scene.
- 790.0 Assess the scene involving a traffic crash incident.
- 791.0 Identify any dangers or hazards at the traffic crash scene.
- 792.0 Identify the Department of Transportation's hazardous material identification placard information from placard symbols found in the DOT ERG book of hazardous materials identification.
- 793.0 Assess requirements for additional aid for a vehicle crash, identifying situations that require assistance.
- 794.0 Request assistance needed in a traffic crash situation.
- 795.0 Upon arrival at the traffic crash scene, locate vehicle or property damaged in the crash.
- 796.0 Define first harmful event.
- 797.0 Identify conditions for transferring jurisdiction in a situation involving a traffic crash scene with multi-jurisdictional boundaries.
- 798.0 Identify if a vehicle was involved in a crime.
- 799.0 Request medical and fire assistance if appropriate for a vehicle fire.
- 800.0 Extinguish a vehicle fire, if feasible, with current fire extinguisher equipment.
- 801.0 Complete an incident report for a vehicle fire.
- 802.0 Determine if it is necessary to evacuate persons from the area of a vehicle on fire.
- 803.0 Identify the traffic conditions at a traffic crash incident.
- 804.0 Protect a traffic crash scene by proper positioning of patrol vehicle.
- 805.0 Preserve a traffic crash scene.
- 806.0 Position vehicle and/or warning devices to route traffic around a traffic crash incident.
- 807.0 Set out flares, barricades, or other warning devices with caution to direct traffic away from damage or hazard on a roadway.
- 808.0 Identify when conducting a traffic crash investigation to wear safety vest and gloves.
- 809.0 Re-route traffic from traffic crash scene immediately upon setting up warning devices.
- 810.0 Inventory contents of a vehicle to be towed from a traffic crash incident.
- 811.0 Call for medical assistance, if necessary for victims of a traffic crash incident.
- 812.0 Identify the three phases of a traffic crash incident.
- 813.0 Identify all involved parties in a traffic crash incident.
- 814.0 Obtain the driver's license, registration, and proof of insurance from the operator(s) involved in a traffic crash incident.
- 815.0 Obtain statements from all involved parties in a traffic crash incident.
- 816.0 Interview witnesses, operators, and victims involved in a traffic crash incident.
- 817.0 Identify the owner of vehicle damaged during a traffic crash incident.
- 818.0 Relay facts of property damaged in a traffic crash incident to the owner.
- 819.0 Advise owner of appropriate actions to take to safeguard property damaged in a traffic crash incident.
- 820.0 Identify signs of driver impairment while interviewing the driver involved in a traffic crash incident.
- 821.0 Define "crash privilege" when investigating a traffic crash incident.
- 822.0 Identify "changing of the hats" procedure when investigating a traffic crash incident.
- 823.0 Identify what evidence must be collected at a crash scene.

- 824.0 Locate the area of damage on a vehicle involved in a crash.
- 825.0 Examine the traffic crash scene for area of collision (AOC).
- 826.0 Select which events reported from interviews at a vehicle crash were crucially related to the crash, including road conditions at time of crash.
- 827.0 Verify the AOC based on physical evidence and witness and participant statements.
- 828.0 Take photos of vehicle at a traffic crash scene, if necessary.
- 829.0 Measure skid marks and any other measurements pertinent to the accident at the crash scene, identifying tools and methods of measurement to use.
- 830.0 Identify how to determine vehicle speed from skid mark measurements.
- 831.0 Identify how to sketch a diagram of the crash.
- 832.0 Identify the appropriate crash report forms.
- 833.0 Identify the statutory requirements for the exchange of information.
- 834.0 Explain the use of exchange of information forms to drivers involved in a traffic crash incident.
- 835.0 Complete the appropriate crash report form.
- 836.0 Order driver's exam retest according to Florida Statute 322.221, if the operator requires license retesting for mental or medical reasons.
- 837.0 Identify the Florida Statute requirement to report an individual's disability to drive.
- 838.0 Describe the key events of a vehicle involved in a crash on a DHSMV uniform crash report and DHSMV 90003 form.
- 839.0 Record vehicle damage using available charts and information.
- 840.0 Ensure that the wrecker driver or officer removes all hazardous debris resulting from the traffic crash from the roadway.
- 841.0 Identify violations of traffic laws.
- 842.0 Remove all temporary traffic warning devices.
- 843.0 Submit the completed crash report to the appropriate person for review.
- 844.0 Remain at the scene if property damage poses safety or security risk(s) until notified person arrives or until other security arrangements are made.

**Course Number: CJK0020**

**Occupational Completion Point: A**

**CMS Law Enforcement Vehicle Operations – 48 Hours – SOC Code 33-3051**

\*\*CMS Law Enforcement Vehicle Operations is optional and is based on employing agency requirements. If required, the course shall be taught by a Commission-certified high-liability instructor at a training school or agency (Rule 11B-35.003, F.A.C.).

**Course Number: CJK0422**

**Occupational Completion Point: A**

**Dart-Firing Stun Gun – 8 Hours – SOC Code 33-3051**

- 845.0 Identify the use of a Dart-Firing Stun Gun (DFSG) in accordance with F.S. §943.1717
- 846.0 Identify and articulate CJSTC DFSG considerations and their impact on officers in Florida
- 847.0 Identify and articulate the possible effects that a DFSG has on the human body
- 848.0 Properly and safely operate a DFSG
- 849.0 Articulate (verbally and in reports) the justification for tactical options chosen while participating in DFSG simulated scenarios including the use of verbal skills to de-escalate a situation and avoid the use of a DFSG
- 850.0 Explain the history of F.S. §943.1717 and its legal implications for dart-firing stun gun use by officers in Florida and authorized civilian use.

- 851.0 Explain the CJSTC's considerations concerning DFSG use by officers in Florida.
- 852.0 Explain the history of electronic control devices leading to the invention of the stun guns.
- 853.0 Explain how stun guns work including basic nomenclature.
- 854.0 Explain drive stun use and signature marks.
- 855.0 Demonstrate the maintenance, care, and storage of a DFSG.
- 856.0 Explain possible effects of a DFSG application on the human body including indicators of positional asphyxia which is discussed in the CMS First Aid for Criminal Justice Officers course.
- 857.0 Explain medical considerations involving use of a DFSG including Sudden In-custody Death Syndrome, excited delirium, drug-induced psychosis, and how to follow agency policy in situations involving impaired, ill, or pregnant subjects.
- 858.0 Explain after care considerations of subjects following a DFSG application.
- 859.0 Explain how an officer may articulate tactical option use of a DFSG.
- 860.0 Explain the proper use of verbal skills to de-escalate a situation and avoid the use of the DFSG when practical.
- 861.0 Demonstrate the following:
  - 861.01 drawing from the holster
  - 861.02 deployment and firing a live cartridge onto target
  - 861.03 reloading of the cartridge
  - 861.04 transitioning from a DFSG to another force option
  - 861.05 de-escalation—utilizing verbal commands to control a situation
  - 861.06 contact cover or tactical approaches to a situation utilizing multiple officers
  - 861.07 securing under power—gaining control of subject so restraints can be applied after a simulated DFSG application and full cycle has expired
  - 861.08 transitioning from one force option to another as the situation dictates
- 862.0 Conduct Role-play Scenario, Bar Fight and Wanted Pan-Handler

**Course Number: CJK0040**

**Occupational Completion Point: A**

**CMS Criminal Justice Firearms – 80 Hours – SOC Code 33-3051**

- 863.0 Demonstrate safe weapon handling.
- 864.0 Demonstrate weapons cleaning and maintenance.
- 865.0 Demonstrate handgun holstering and drawing.
- 866.0 Demonstrate weapon loading and unloading.
- 867.0 Demonstrate basic shooting principles.
- 868.0 Proficiency on the CJSTC basic firearms courses of firing with a handgun during daylight and nighttime and a shotgun during daylight.



2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Seaport Security Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

PSAV	
Program Number	P430110
CIP Number	0743012004
Grade Level	30, 31
Standard Length	220 hours
Teacher Certification	LAW ENF @7 G PUB SERV @7G
CTSO	N/A
SOC Codes (all applicable)	33-9032
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

### Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment as Seaport Security Officers (SOC 33-9032) in accordance with the requirements of Chapter 33 of the Code of Federal Regulations (33 CFR), the requirements of the Florida Department of Law Enforcement the

requirements of the Florida Department of Agriculture and Consumer Services (DOACS) Chapter 493, Florida Statutes (F.S.), (Chapter 311, Florida Statutes (F.S.)), and the requirements of the Florida Department of Agriculture and Consumer Services (DOACS) Chapter 493, (F.S.), and Chapter 5N-1, Florida Administrative Code (F.A.C.).

**Licensure as a Class D Security Officer is required prior to, or concurrent with, obtaining certification as a Seaport Security Officer per section 311.121, F.S.**

### **Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	DSC0230	Seaport Security Officer	220 hours	33-9032

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Activities that provide practical experience in managing security include using verbal and nonverbal skills to defuse conflict, cooperating with emergency personnel, directing traffic, preparing and delivering courtroom testimony, and responding to and analyzing results of case studies of security incidents. This program also includes methods and practice in patrolling and securing access, observing and protecting crime scenes and evidence, detecting and reporting incidents, and firearms training.

### **Special Notes**

Initial training for seaport security officers shall be in the form of face-to-face training because Florida Statute does not allow for virtual or online training for initial certification. The last 20 hours of the initial training should be port specific that addresses port threats, port protocol, and port logistics. There may be situations where seaport security officers from other states wish to seek employment in our state; Florida Statute 311 requires the Seaport Security Officer Qualification, Training and Standards Coordinating Council to determine equivalencies and continuing education units (CEUs) for those individuals out of state or those currently employed in Florida but are transferring between ports. It should be noted that continuing education training can be delivered in varied formats (face-to-face, virtual, online, etc.).

Any person wishing to determine if their training meets the intent and standards of Florida Law and Rule should submit their training records to the Chairperson of the Seaport Security Officer

Qualification, Training and Standards Coordinating Council at: Florida Department of Education, Suite 701 Turlington Building, 325 West Gaines Street, Tallahassee, FL 32399-0400, via certified mail. The submission should include the following information: name, mailing address, phone number, copies of training certificates that states the name and series of the training, instructor, and date received, and where the training was given. The council will then review the submitted information and provide an equivalency determination. A letter from the chairperson of the Seaport Security Officer Qualification, Training and Standards Coordinating Council will be provided to the applicant upon completion of the equivalency review. As requests for equivalency determination are approved, a list of all the approved courses will be listed in the current curriculum framework on an annual basis unless otherwise determined by the council.

### **Career and Technical Student Organization (CTSO)**

N/A

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are

limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Explain the primary processes and activities that occur on a port.
- 02.0 Explain the roles of the primary stakeholders in the maritime domain and discriminate between authorized and non-authorized personnel.

- 03.0 Explain the major facilities, equipment and infrastructure present on a port.
- 04.0 Explain the importance of safety and security at seaports.
- 05.0 Describe the port's responsibilities to the community and the community's contributions to the port.
- 06.0 List relevant knowledge, skills and responsibilities required of facility personnel.
- 07.0 Identify the current relevant regulations that govern security requirements at a U.S. port or facility.
- 08.0 Differentiate roles of federal, state, local, port, vessel and facility organizations in establishing and maintaining port and facility security as specified in international and U.S. regulations.
- 09.0 Differentiate security conditions specified in 33CFR by MARSEC Level.
- 10.0 Describe the importance of conducting continuous security assessments at the seaport.
- 11.0 Describe the nature of terrorism.
- 12.0 Summarize the unique nature of a port as a potential terrorism target.
- 13.0 Identify and report Improvised Explosive Devices (IEDs).
- 14.0 Identify and report Weapons of Mass Destruction (WMD) incidents.
- 15.0 Use proper procedures for self-protection during a WMD incident.
- 16.0 Demonstrate relevant background knowledge on inside threats.
- 17.0 Describe the forms of crime that can take place in the seaport environment.
- 18.0 Identify pre-incident indicators using situation awareness.
- 19.0 Develop techniques and skills to increase situation awareness.
- 20.0 Give accurate descriptions of people, places and situations encountered.
- 21.0 Prepare an individual course of action for various security threats.
- 22.0 Identify barriers in achieving and maintaining high situation awareness.
- 23.0 Maintain situation awareness while on duty.
- 24.0 Detect surveillance and suspicious activities.
- 25.0 Make observations.
- 26.0 Evaluate and report surveillance and suspicious activities.
- 27.0 Prevent and counter surveillance.
- 28.0 Demonstrate knowledge on security related communication including the handling of Sensitive Security Information (SSI).
- 29.0 Display professional presence.
- 30.0 Utilize effective communication tactics in dealing with diverse people.
- 31.0 Demonstrate the effective use of various communication equipment and communication systems.
- 32.0 Document and report security incidents.
- 33.0 Validate personal identification and identify imposters.
- 34.0 Identify and report counterfeit and altered documents.
- 35.0 Demonstrate knowledge of the three security levels and the actions required for each level including credential and identification checks at specific access control points.
- 36.0 Monitor control for escorted and unescorted access to port facilities and vessels.
- 37.0 Document the movement of personnel, vehicle, high value property items, HazMat and controlled substances.
- 38.0 Use physical security systems to control access to facilities.
- 39.0 Control access to facility restricted areas.
- 40.0 Test, calibrate and maintain different types of screening equipment.
- 41.0 Screen people seeking entry to the facility.
- 42.0 Screen baggage and personal effects.
- 43.0 Intercept and question people seeking entry to or within restricted areas.
- 44.0 Conduct a thorough but expedient screening of people and baggage in a professional way.

- 45.0 List the screening measures and procedures at the three security levels.
- 46.0 Identify and report dangerous and/or suspicious substances, items and devices.
- 47.0 Monitor, control and report the movement of cleared and uncleared vehicles.
- 48.0 Demonstrate effective communication skills while conducting vehicle inspections.
- 49.0 Collect and issue all documents that are required for vehicle movement according to the port and current MARSEC Level.
- 50.0 Recognize suspicious and dangerous persons, items, agents, devices and hazardous materials.
- 51.0 Detect and report suspicious and dangerous persons, items, agents, devices, and hazardous materials.
- 52.0 Determine when to inspect a vehicle for CBRNE and VBIED.
- 53.0 Identify under what statutory authority and circumstances, Certified Seaport Security Officers may search vehicles in restricted areas for contraband such as money and drugs.
- 54.0 Safely conduct effective vehicle inspections according to the port facility security plan (FSP) and federal, state, and local law.
- 55.0 Recognize and appropriately use vehicle inspection equipment.
- 56.0 Direct flow of crowd traffic.
- 57.0 Direct the movement of people entering ports and restricted areas.
- 58.0 Secure and protect the incident area.
- 59.0 Control crowd in an emergency situation.
- 60.0 Identify government regulations and programs related to cargo and container security.
- 61.0 Identify vulnerabilities associated with cargo and containers.
- 62.0 Recognize false or altered cargo documentation.
- 63.0 Implement security methods to prevent and counter container theft and ensure container security.
- 64.0 Conduct a basic inspection of a container.
- 65.0 Identify current technological methods for scanning cargo and container contents for potential WMD devices.
- 66.0 Identify conflict situations that may arise.
- 67.0 Implement steps to minimize negative impacts of conflicts.
- 68.0 Manage emotions to allow for high performance.
- 69.0 Resolve conflict effectively.
- 70.0 Demonstrate understanding of basic concepts related to crises.
- 71.0 Practice and test contingency plans and crisis procedures.
- 72.0 Respond to a crisis.
- 73.0 Implement established communication and reporting protocols during times of shutdown and recovery.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Seaport Security Officer  
PSAV Number: P430110**

**Course Number: DSC0230  
Occupational Completion Point: A  
Seaport Security Officer – 220 Hours – SOC Code 33-9032**

**Module 1 - The Seaport Environment**

- 01.0 Explain the primary processes and activities that occur on a port--The student will be able to:
- 01.01 Demonstrate awareness of whether the port is a cargo port and/or a cruise ship port.
  - 01.02 Define what primary processes and activities most commonly occur at each type of port.
- 02.0 Explain the roles of the primary stakeholders in the maritime domain and discriminate between authorized and non-authorized unauthorized personnel--The student will be able to:
- 02.01 Discriminate between authorized and non-unauthorized security personnel, including uniforms, vehicles and forms of identification, involved in port security.
  - 02.02 Discriminate between authorized and non-authorized labor, service and subcontracted personnel involved in daily port operations.
- 03.0 Explain the major facilities, equipment and infrastructure present on a port--The student will be able to:
- 03.01 Identify the facilities most commonly located on a port.
  - 03.02 Identify the types of equipment most commonly used on a port.
  - 03.03 Identify the major infrastructure found on a port.
- 04.0 Explain the importance of safety and security at seaports--The student will be able to:
- 04.01 Summarize current threats to the port including piracy and armed attacks, terrorism, smuggling, stowaways and refugees, cargo theft and collateral damage.
  - 04.02 State that there are different security actions required by the three MARSEC security levels.
  - 04.03 Demonstrate awareness of the potential impact of port disruption.
  - 04.04 Describe the safety issues surrounding the facilities and equipment most commonly used on a port.
  - 04.05 Describe security issues surrounding the facilities and equipment most commonly used at a port.
  - 04.06 Describe the safety issues surrounding major port infrastructure.
  - 04.07 Describe security issues surrounding major port infrastructure.

- 04.08 Demonstrate awareness that there are safety issues related to the activities and processes most commonly executed on a port.
- 04.09 Describe security issues related to the activities and processes most commonly executed at a port.
- 05.0 Describe the port's responsibilities to the community and the community's contributions to the port--The student will be able to:
  - 05.01 Describe the port as a system with its inputs, outputs and processes.
  - 05.02 Identify the port's responsibilities including delivering Maritime Security Awareness training to the neighborhood/community.
  - 05.03 Identify the community's contributions to the port including reporting suspicious/dangerous activities, devices and items.

## **Module 2 - Rules and Regulations in Seaport Security**

- 06.0 List relevant knowledge, skills and responsibilities required of facility personnel--The student will be able to:
  - 06.01 Note responsibilities of the owner or operator specified in 33CFR105.200.
  - 06.02 Note knowledge and responsibilities required of the Facility Security Officer (FSO) as specified in 33CFR105.205.
  - 06.03 List knowledge required of facility personnel with security duties specified in 33CFR105.210.
  - 06.04 Note knowledge required of all other facility personnel specified in 33CFR105.215.
- 07.0 Identify the current relevant regulations that govern security requirements at a U.S. port or facility--The student will be able to:
  - 07.01 Identify the regulations that govern international maritime transportation security.
  - 07.02 Identify the regulations that govern U.S. maritime transportation security.
  - 07.03 Identify the regulations that govern Florida port security as specified in Chapter 311, F.S.
- 08.0 Differentiate roles of federal, state, local, port, vessel and facility organizations in establishing and maintaining port and facility security as specified in international and U.S. regulations--The student will be able to:
  - 08.01 Identify roles of the U.S. Coast Guard in establishing and maintaining port and facility security as specified in international and federal regulations.
  - 08.02 Identify roles of U.S. Customs and Border Protection in establishing and maintaining port and facility security as specified in international and federal regulations.
  - 08.03 Identify roles of the Florida Department of Law Enforcement in performing seaport security inspections.
  - 08.04 Identify roles of state law enforcement in establishing and maintaining port and facility security as specified in international, federal and state regulations.
  - 08.05 Identify roles of local law enforcement in establishing and maintaining port and facility security as specified in international, federal and state regulations.



- 08.06 Identify roles of port, vessel and facility security personnel in establishing and maintaining port and facility security as specified in international and U.S. regulations.
- 09.0 Differentiate security conditions specified in 33CFR by MARSEC Level--The student will be able to:
  - 09.01 Identify the security conditions for MARSEC Level 1 specified in 33 CFR.
  - 09.02 Identify the security conditions for MARSEC Level 2 specified in 33 CFR.
  - 09.03 Identify the security conditions for MARSEC Level 3 specified in 33 CFR.
- 10.0 Describe the importance of conducting continuous security assessments at the seaport--The student will be able to:
  - 10.01 Identify the purpose of a security assessment.
  - 10.02 Identify the basic steps in conducting an on-scene survey.
  - 10.03 Identify and describe areas at the port which that may be used for adversarial surveillance.
  - 10.04 Identify potential security weaknesses in building, walls, fences and other structures.

### **Module 3 - Terrorism and Weapons of Mass Destruction**

- 11.0 Describe the nature of terrorism--The student will be able to:
  - 11.01 Discuss the definitions, history and threat of terrorism.
  - 11.02 Compare and contrast domestic and international terrorism.
  - 11.03 List signs of terrorism including surveillance, test of security, acquiring supplies, suspicious people who don't belong, dry runs/trial runs, deploying assets or getting into position.
  - 11.04 Summarize the various types of weapons, dangerous substances and devices, the damage they can cause and their appearance.
  - 11.05 Recognize pre-incident indicators of terrorist activities.
- 12.0 Summarize the unique nature of a port as a potential terrorism target--The student will be able to:
  - 12.01 Describe the unique nature of a port as a potential terrorist target.
  - 12.02 Describe the critical infrastructure/facilities that can be potential terrorist targets at a port.
  - 12.03 Apply concepts learned to identify potential targets of terrorism at a port.
  - 12.04 Check potential areas where security personnel could possibly prevent an attack from happening.
  - 12.05 Identify the route of potential transportation of Weapons of Mass Destruction (WMD) at a port.
  - 12.06 Describe the consequences of a terrorist attack at a port including the economic and psychological impacts.
  - 12.07 Demonstrate how to carry out physical searches in buildings, facilities, and near vessels.
- 13.0 Identify and report Improvised Explosive Devices (IEDS)--The student will be able to:

- 13.01 Identify indicators of a potential IED attack.
- 13.02 Report and accurately describe potential IEDs.

14.0 Identify and report WMD incidents--The student will be able to:

- 14.01 Define the terminology associated with WMD incidents (e.g., BNICE, WMD, CBRNE, and Cyber-terrorism).
- 14.02 Describe the difference between HAZMAT and terrorism incidents involving CBRNE.
- 14.03 Recognize pre-incident indicators of WMD.
- 14.04 Identify signs and symptoms common to initial victims of a WMD-related incident or event.
- 14.05 Describe possible motivations of a terrorist using CBRNE.
- 14.06 Summarize the characteristics of WMD incidents.
- 14.07 Report WMD incidents.

15.0 Use proper procedures for self-protection during a WMD incident--The student will be able to:

- 15.01 Describe the three main concepts in protective measures: time, distance and shielding.
- 15.02 Identify the minimum safe distance from a hazardous materials scene.
- 15.03 Describe the four elements of the Recognize, Avoid, Isolate and Notify (RAIN) concept.

#### **Module 4 - Inside Threats to Security**

16.0 Demonstrate relevant background knowledge on inside threats--The student will be able to:

- 16.01 Define "inside threat."
- 16.02 Distinguish between "inside" and "outside" threats in terms of description, involved persons, and motives.
- 16.03 List common types (categories) of internal threats including those related to fraternization and manipulation.
- 16.04 List the characteristics of internal threats by category.
- 16.05 Describe the nature of potential damage and loss posed by internal threats.
- 16.06 Describe the relationship between inside threats and potential terrorist activities.

17.0 Describe the forms of crime that can take place in the seaport environment--The student will be able to:

- 17.01 List the range of crimes associated with criminal activities in ports.
- 17.02 Describe basic statistics on criminal activity in ports in terms of types of illegal activities.
- 17.03 Define "internal conspiracy."
- 17.04 Compare the potential threat of internal conspiracies as compared to other internal threat types.

#### **Module 5 - Situation Awareness and Decision Making**

- 18.0 Identify pre-incident indicators using situation awareness--The student will be able to:
  - 18.01 Describe the role of situation awareness in preventing and mitigating security incidents.
  - 18.02 Identify current security threats and patterns.
  - 18.03 List techniques used to circumvent security measures.
  - 18.04 Discuss the relationship between job security goals and situation awareness.
  
- 19.0 Develop techniques and skills to increase situation awareness--The student will be able to:
  - 19.01 Identify skills required in looking for perceived threats to security in the port environment.
  - 19.02 Identify skills required to improve comprehension and understanding of perceived threats in the port environment.
  - 19.03 Discuss the role of anticipation and prediction in situation awareness.
  
- 20.0 Give more accurate descriptions of people, places, and situations encountered--The student will be able to:
  - 20.01 Demonstrate the use of reactive observation skills in situation awareness.
  - 20.02 Demonstrate the use of memory improving skills in situation awareness.
  - 20.03 Recognize characteristics and behaviors of persons likely to threaten security.
  - 20.04 Recognize and detect dangerous substances and devices.
  
- 21.0 Prepare an individual course of action for various security threats--The student will be able to:
  - 21.01 Describe how situation awareness is used in formulating a course of action.
  - 21.02 Describe the use of native skills in formulating a course of action.
  - 21.03 Describe the use of imagery in formulating a course of action.
  - 21.04 Identify methods for using prior experience in formulating a course of action.
  - 21.05 Identify questions to ask to gather more information and reduce uncertainty.
  
- 22.0 Identify barriers in achieving and maintaining high situation awareness--The student will be able to:
  - 22.01 Describe the role of perception in situation awareness.
  - 22.02 Describe the effect of distractions and wandering attention on situation awareness.
  - 22.03 Describe the effect of fatigue on situation awareness.
  - 22.04 List stress factors that affect situation awareness.
  - 22.05 Recognize how poor communication affects situation awareness.
  - 22.06 List six cues or signs indicating a loss in situational awareness.
  - 22.07 Describe the effect of complacency on situation awareness.
  
- 23.0 Maintain situation awareness while on duty--The student will be able to:
  - 23.01 Discuss the use of self-assessment in maintaining situation awareness.
  - 23.02 List skills to stay alert and mentally focused.

- 23.03 List ways to manage personal energy levels.
- 23.04 List ways to improve situation awareness.

## **Module 6 - Surveillance and Suspicious Activities**

24.0 Detect surveillance and suspicious activities--The student will be able to:

- 24.01 Identify suspicious behavior (including post 9/11 changes).
- 24.02 Recognize characteristics and behaviors of persons likely to threaten security.
- 24.03 Recognize and respond appropriately to elicitation.
- 24.04 Determine what is suspicious in a scenario.
- 24.05 Identify reasons for surveillance.
- 24.06 Detect indicators of surveillance.

25.0 Make observations--The student will be able to:

- 25.01 Identify areas of critical concern in a port.
- 25.02 Observe and provide descriptions of people and vehicles.
- 25.03 Recognize techniques used to circumvent security measures.
- 25.04 Identify operational deterrents to surveillance/hardening.

26.0 Evaluate and report surveillance and suspicious activities--The student will be able to:

- 26.01 Evaluate and report indicators of surveillance and suspicious activities.
- 26.02 Identify local protocol for reporting surveillance and suspicious activities.

27.0 Prevent and counter surveillance--The student will be able to:

- 27.01 Identify methods for preventing and countering surveillance.
- 27.02 Operate counter surveillance equipment.

## **Module 7 - Communication and Reporting**

28.0 Demonstrate knowledge on security related communication including the handling of Sensitive Security Information (SSI)--The student will be able to:

- 28.01 Identify SSI.
- 28.02 Demonstrate knowledge of the appropriate procedures for handling SSI."
- 28.03 Describe the importance of secure handling of SSI and confidentiality.

29.0 Display professional presence--The student will be able to:

- 29.01 Identify the various nonverbal elements involved in communicating as a professional.
- 29.02 Identify the various verbal elements involved in communicating as a professional.
- 29.03 Describe work ethics of security professionals and the role of ethics in securing ports.
- 29.04 Demonstrate knowledge of public relations principles.

30.0 Utilize effective communication tactics in dealing with diverse people--The student will be able to:

- 30.01 Display effective communication tactics in communicating with different personnel at a port.
  - 30.02 Appreciate the risk of security leaks through communication by improper methods or to the wrong person.
  - 30.03 Demonstrate communication skills when questioning identities of suspicious persons.
  - 30.04 Display effective, non-discriminatory communication techniques in dealing with persons posing potential security risks.
  - 30.05 Utilize effective communication tactics in an emergency.
- 31.0 Demonstrate the effective use of various communication equipment and communication systems--The student will be able to:
- 31.01 Describe backup methods for internal and external communications.
  - 31.02 Employ communications equipment effectively (testing, calibration, operation, and maintenance).
  - 31.03 State the importance of using effective communication skills in radio communication.
  - 31.04 Describe the use of information technology and communications systems in port facility operations and in maintaining security.
- 32.0 Document and report security incidents--The student will be able to:
- 32.01 Ensure the maintenance of records when there are occurrences that threaten the security (Sec. 105.205).
  - 32.02 Ensure the preparation and the submission of any reports as required when there are occurrences that threaten the security.
  - 32.03 Ensure the recording and reporting of attainment changes in MARSEC Levels to the owner or operator and the cognizant COTP. (Sec. 105.205)
  - 32.04 Describe the means by which facility personnel are notified of changes in security conditions.
  - 32.05 Report suspicious verbal and nonverbal behavioral patterns of persons.
  - 32.06 State the reporting requirements in case of a security incident or a breach of security.
  - 32.07 Ensure notification, as soon as possible, to law enforcement personnel and other emergency responders.
  - 32.08 Apply specific communication techniques to achieve goals and objectives of report.

## **Module 8 - Identification and Documentation: Access Control**

- 33.0 Validate personal identification and identify imposters--The student will be able to:
- 33.01 State the key components of personal identification.
  - 33.02 Apply the "Feel, Look, Ask and Give" (FLAG) strategies in checking identification.
  - 33.03 Articulate physical likeness of people.
  - 33.04 List best practices to ensure valid identification.
- 34.0 Identify and report counterfeit and altered documents--The student will be able to:

- 34.01 List the features of counterfeit documents.
  - 34.02 Identify altered documents.
  - 34.03 Compare counterfeit and altered documents to authentic ones.
  - 34.04 Report counterfeit and altered documents.
- 35.0 Demonstrate knowledge of the three security levels and the actions required for each level including credential and identification checks at specific access control points--The student will be able to:
- 35.01 Describe the I.D. check procedures including badging, verifying and controlling the use of identification credentials for MARSEC 1 at specific access control points.
  - 35.02 Describe the I.D. check procedures including badging, verifying and controlling the use of identification credentials for MARSEC 2 at specific access control points.
  - 35.03 Describe the I.D. check procedures including badging, verifying and controlling the use of identification credentials for MARSEC 3 at specific access control points.
- 36.0 Monitor control for escorted and unescorted access to port facilities and vessels--The student will be able to:
- 36.01 List different requirements for escorted and unescorted access to port facility secure areas.
  - 36.02 Identify the features of a Transportation Worker Identification Credential (TWIC) card.
  - 36.03 Describe relevant aspects of the TWIC program and how to carry them out.
  - 36.04 Identify the credentialing requirements prescribed under Florida law.
  - 36.05 Describe relevant aspects of the Florida access control requirements and how to carry them out.
- 37.0 Document the movement of personnel, vehicle, high value property items, HazMat and controlled substances--The student will be able to:
- 37.01 State the documents that shall be available for the movement of personnel, vehicle, high value property items, HazMat and controlled substance.
  - 37.02 Identify the key forms of documentation used.
  - 37.03 Fill up electronic logs for property movement.
- 38.0 Use physical security systems to control access to facilities--The student will be able to:
- 38.01 Use fences, lighting, gates and other counter surveillance measures to control access to facilities.
  - 38.02 Perform access control using physical security systems.
- 39.0 Control access to facility restricted areas--The student will be able to:
- 39.01 Intercept people seeking entry to facility in restricted areas.
  - 39.02 Question people in restricted areas.

## **Module 9 - Screening People and Baggage**

- 40.0 Test, calibrate, and maintain different types of screening equipment--The student will be able to:
  - 40.01 Test screening equipment.
  - 40.02 Calibrate screening equipment.
  - 40.03 Maintain screening equipment.
  
- 41.0 Screen people seeking entry to the facility--The student will be able to:
  - 41.01 Set up a safe and practical screening area.
  - 41.02 Check I.D. and document personal data.
  - 41.03 Describe two different screening approaches (squeeze and head-to-toe).
  - 41.04 Use metal detectors and wand for screening.
  
- 42.0 Screen baggage and personal effects--The student will be able to:
  - 42.01 List the different contents of belongings to be checked between males and females.
  - 42.02 Use screening equipment (X-ray machine) to check baggage and carry-on luggage.
  
- 43.0 Intercept and question people seeking entry to or within restricted areas--The student will be able to:
  - 43.01 List questions for interception.
  - 43.02 Apply questioning techniques.
  - 43.03 Screen persons and parcels within restricted areas.
  
- 44.0 Conduct a thorough but expedient screening of people and baggage in a professional way--The student will be able to:
  - 44.01 Conduct a thorough but expedient screening.
  - 44.02 Show courtesy and foster a positive relationship between security and the community.
  - 44.03 Conduct screening being sensitive to gender, cultural and religious issues.
  - 44.04 Describe legal procedures and policies for seizure, including handling evidence.
  
- 45.0 List the screening measures and procedures at the three security levels--The student will be able to:
  - 45.01 List the screening measures and procedures at MARSEC 1.
  - 45.02 List the screening measures and procedures at MARSEC 2.
  - 45.03 List the screening measures and procedures at MARSEC 3.
  
- 46.0 Identify and report dangerous and/or suspicious substances, items, and devices--The student will be able to:
  - 46.01 Identify dangerous and/or suspicious substances, items, and devices, including hazardous material (HazMat) and their threats.

- 46.02 Report dangerous and/or suspicious substances, items, and devices, including hazardous material (HazMat).

## **Module 10 - Vehicle Screening and Inspection**

- 47.0 Monitor, control, and report the movement of cleared and uncleared vehicles--The student will be able to:
  - 47.01 Name the sections of 33 CFR and state and local laws that address vehicle screening and inspection.
  - 47.02 Select ways to monitor the movement of all vehicles within the facility.
  - 47.03 Select ways to monitor vehicle-borne materials entering the port facility from landside.
  - 47.04 Demonstrate how to complete a vehicle log.
  - 47.05 Methods to appropriately control the movement of all un-cleared vehicles within the facility.
  - 47.06 Report un-cleared vehicles to the appropriate authority.
  
- 48.0 Demonstrate effective communication skills while conducting vehicle inspections--The student will be able to:
  - 48.01 Demonstrate the appropriate communication skills to use with vehicle drivers and passengers.
  
- 49.0 Collect and issue all documents that are required for vehicle movement according to the port and current MARSEC Level--The student will be able to:
  - 49.01 Identify the appropriate authorization documents required at the three MARSEC Levels.
  - 49.02 Determine the authenticity of authorization documents.
  - 49.03 Demonstrate the appropriate procedures for collecting documents from vehicle drivers.
  
- 50.0 Recognize suspicious and dangerous persons, items, agents, devices, and hazardous materials--The student will be able to:
  - 50.01 Identify types of Vehicle Based Improvised Explosive Devices (VBIED).
  - 50.02 Indicate the damage that VBIED can cause.
  - 50.03 Identify and recognize types of conventional weapons which could be included in a port's prohibited list.
  - 50.04 Apply the Bureau of Alcohol, Tobacco and Firearms (BATF) Explosives Standards as they pertain to various types of vehicles, including explosive capacity, lethal air blast range, and minimum evacuation distance.
  - 50.05 Identify types of CBRNE agents.
  - 50.06 Indicate the damage that CBRNE agents can cause.
  - 50.07 Identify types of hazardous materials.
  - 50.08 Indicate the damage that hazardous materials can cause.
  
- 51.0 Detect and report suspicious and dangerous persons, items, agents, devices, and hazardous materials--The student will be able to:



- 51.01 Detect dangerous and suspicious situations, substances, agents, items, and devices.
- 51.02 Detect stowaways.
- 51.03 Report and document stowaways and dangerous and suspicious substances, items, and devices.
  
- 52.0 Determine when to inspect a vehicle for CBRNE and VBIED--The student will be able to:
  - 52.01 Identify suspicious behavior of vehicle occupants.
  - 52.02 Recognize indicators of the presence of CBRNE agents and VBIED.
  - 52.03 Demonstrate the appropriate inspection intervals for each MARSEC Level.
  
- 53.0 Identify under what statutory authority and circumstances, Certified Seaport Security Officers may search vehicles in restricted areas for contraband such as money and drugs.
  
- 54.0 Safely conduct effective vehicle inspections according to the port facility security plan (FSP) and federal, state, and local law--The student will be able to:
  - 54.01 Identify the legal inspection procedures that are in accordance with the FSP and federal, state, and local law.
  - 54.02 Identify the appropriate inspection procedures for each MARSEC Level.
  - 54.03 Identify the structural characteristics of the vehicles being inspected, including the undercarriage.
  - 54.04 Describe the safety precautions that should be taken during vehicle inspections.
  - 54.05 Indicate the appropriate methods for coordinating vehicle inspections.
  - 54.06 Describe ways to ensure that vehicle inspection methods and procedures are reliable, accurate, and effective.
  
- 55.0 Recognize and appropriately use vehicle inspection equipment--The student will be able to:
  - 55.01 Identify vehicle inspection equipment that is used at port facilities.
  - 55.02 Demonstrate how to use the appropriate equipment to inspect vehicles and their contents.

## **Module 11 - Crowd Control/Movement of Personnel**

- 56.0 Direct flow of crowd traffic--The student will be able to:
  - 56.01 Classify different types of crowds.
  - 56.02 List characteristics of crowds in a crisis situation.
  
- 57.0 Direct the movement of people entering ports and restricted areas--The student will be able to:
  - 57.01 Follow the procedures for restricted areas.
  - 57.02 Use techniques to ward crowds off restricted areas.
  
- 58.0 Secure and protect the incident area--The student will be able to:

- 58.01 Follow the procedures for incident area.
- 58.02 Use techniques to secure and protect incident area.
- 58.03 Use general awareness techniques for evidence preservation.

59.0 Control crowd in an emergency situation--The student will be able to:

- 59.01 Demonstrate the importance of keeping order.
- 59.02 Describe the procedures for reducing and avoiding panic in crowds in a crisis situation.
- 59.03 Communicate effectively with crowd during an emergency.
- 59.04 Evacuate crowd appropriately.
- 59.05 Mentally rehearse situation specific evacuation procedures to ensure personal safety.

**Module 12 - Cargo and Container Security**

60.0 Identify government regulations and programs related to cargo and container security--  
The student will be able to:

- 60.01 Explain the role of CBP as the lead agency in responding to cargo or container incidents.
- 60.02 Describe the Customs Trade Partnership Against Terrorism (CT-PAT).
- 60.03 Describe the Container Security Initiative (CSI).
- 60.04 Describe regulations regarding emergency information on HAZMAT cargos contained in 49CFR 172.600.

61.0 Identify vulnerabilities associated with cargo and containers--The student will be able to:

- 61.01 Identify vulnerabilities regarding stowaways on a vessel or in a container.
- 61.02 Identify seaport vulnerabilities associated with contraband in cargo/containers to include human traffic, narcotics, and currency.
- 61.03 Identify vulnerabilities associated with hazardous cargo/containers.
- 61.04 Identify vulnerabilities associated with biological hazards in cargo/containers to include illegal shipping of hazardous waste.
- 61.05 Identify seaport vulnerabilities associated with IED/WMD devices contained in cargo/containers.
- 61.06 Identify seaport vulnerabilities associated with fraud to include document fraud and inside threats.
- 61.07 Identify seaport vulnerabilities associated with theft to include direct theft from cargo facilities, hijacking and driver complicit hijacking, theft of an entire container using false paperwork, and pilferage.

62.0 Recognize false or altered cargo documentation--The student will be able to:

- 62.01 Identify information which should be present on a Bill of Lading.
- 62.02 Identify information which should be present on a Manifest.
- 62.03 Identify information which should be present on a Waybill.
- 62.04 Determine the validity of a container serial number using the following method: identify the components of a container serial number.

63.0 Implement security methods to prevent and counter container theft and ensure container security--The student will be able to:

- 63.01 Identify procedures relevant to the handling of cargo/containers on the port with respect to a change in the MARSEC Level.
- 63.02 Patrol security fence around cargo/containers.
- 63.03 Identify "best practices" for maintaining minimum empty space between containers and fence in a container yard.
- 63.04 Identify "best practices" for maintaining a security zone around cargo/container scanning equipment.
- 63.05 Identify the role of K9 units when inspecting cargo/containers for explosives, chemicals, currency, narcotics, etc.
- 63.06 Identify steps involved in the validation of paperwork prior to accepting or releasing a container.

64.0 Conduct a basic inspection of a container--The student will be able to:

- 64.01 Inspect seals on non-empty containers to verify that they meet or exceed PSA ISO 17712 by using the following methods: identify an intact and proper seal, identify a damaged seal, identify a missing seal, and identify incorrect seal.
- 64.02 Inspect the container door handle rivet to ensure that it has not been compromised.
- 64.03 Inspect empty containers prior to loading using the 7 point 7-point method.
- 64.04 Identify and report suspicious containers, such as: missing or damaged seal, unusual weight, and altered or unreadable container numbers.
- 64.05 Identify Smart Box shipping containers.

65.0 Identify current technological methods for scanning cargo and container contents for potential WMD devices--The student will be able to:

- 65.01 Identify cargo/container radiation scanning devices, such as: Radiation Portal Monitors (CBP), personal radiation detectors, and other radiation monitors.
- 65.02 Identify cargo/container inspection devices, such as: VACIS, X-ray, Gamma Ray, and other non-intrusive inspection devices.
- 65.03 Identify trace detection technologies used in cargo and container inspection.

### **Module 13 - Conflict Management**

66.0 Identify conflict situations that may arise--The student will be able to:

- 66.01 Explain how poor communication can create conflicts.
- 66.02 Explain how poor decision making decision-making can create conflicts.

67.0 Implement steps to minimize negative impacts of conflicts--The student will be able to:

- 67.01 List situations where conflict can be constructive.
- 67.02 List situations where conflict can be destructive.

68.0 Manage emotions to allow for high performance--The student will be able to:

- 68.01 Give examples of the role of stress on human performance.

68.02 List effective anger management strategies.

69.0 Resolve conflict effectively--The student will be able to:

69.01 Apply appropriate stress reduction and anger management techniques.

69.02 Employ conflict resolution strategies.

#### **Module 14 - Crisis Management**

70.0 Demonstrate understanding of basic concepts related to crises--The student will be able to:

70.01 Define crisis.

70.02 Demonstrate basic understanding of the National Incident Management System (NIMS) including completion of the current FEMA course on basic incident management.

70.03 List and describe the types of threats and crises potentially facing ports.

70.04 Describe the various types of crisis-inducing attacks terrorists might make to a port.

71.0 Practice and test contingency plans and crisis procedures--The student will be able to:

71.01 List reasons for conducting drills to practice and test contingency plans and crisis procedures.

72.0 Respond to a crisis--The student will be able to:

72.01 Describe events to expect during a crisis.

72.02 Describe the tasks of the crisis manager during a crisis.

72.03 Given a description of a crisis incident, describe crisis response procedures.

72.04 Implement emergency protocols and procedures.

#### **Module 15 - Port Shutdown and Rapid Recovery**

73.0 Implement established communication and reporting protocols during times of shutdown and recovery--The student will be able to:

73.01 Demonstrate knowledge and skills of appropriate communication methods and systems to be used during shutdown and recovery.

73.02 Demonstrate knowledge of the protocols for communicating following an incident and requesting assistance.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Auxiliary Correctional Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

PSAV	
Program Number	P430112
CIP Number	0743010201
Grade Level	30, 31
Standard Length	254 hours
Teacher Certification	CORR OFF @7 G LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3012
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkinsresources.asp">http://www.fldoe.org/workforce/perkins/perkinsresources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

### **Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion point. Students seeking employment as correctional volunteer personnel (SOC 33-3012) and as auxiliary correctional officers (SOC 33-3012). Correctional volunteer personnel do not have arrest powers or responsibility for care, custody, or control of inmates, are not required to take a licensure examination, and are not registered with the Florida Department of Law Enforcement (FDLE) Criminal Justice Standards and Training Commission (CJSTC). Auxiliary correctional officer is a position that requires entry-level certification in accordance with Chapter 11B-35, Florida Administrative Code (F.A.C.), and Chapter 943, Florida Statutes (F.S.).

Additionally, this is an instructional program that prepares individuals to provide initial care to sick or injured persons. The First Responder is the first to arrive at the scene of an illness or injury but does not have the primary responsibility for treating and transporting the injured person(s). First Responders may include law enforcement, correctional officers, correctional probation officers, life guards, fire services or basic life support non-licensed personnel who act as part of an organized emergency medical services team.

The content includes, but is not limited to, knowledge of codes of ethics; history and evolution of laws; introduction to the criminal justice system; statutory authority of the FDLE CJSTC; corrections rules, rights, and responsibilities; basic law and legal procedures; correctional, correctional probation, and law enforcement operations; laws, rules and regulations of probationer supervision; investigation knowledge and skills; laws, rules, and regulations of arrest; search and seizure; knowledge of use of force; defensive tactics; physical fitness; weapons skills; controlling and restraining techniques; traffic control and direction, DUI enforcement techniques; medical first responder techniques; emergency preparedness techniques; communications skills; and human relations skills.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0263	Fundamentals of Correctional Auxiliary Officer	54 hours	33-3012
	CJK0031	CMS First Aide for Criminal Justice Officer	40 hours	
	CJK0040	CMS Criminal Justice Firearms	80 hours	
	CJK0051	CMS Criminal Justice Defensive Tactics	80 hours	

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

## **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located at: <http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx>.

## **Career and Technical Student Organization (CTSO)**

N/A

## **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

After successfully completing this program, the student will be able to perform the following:



2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Auxiliary Correctional Officer**  
**PSAV Number: P430112**

**Course Number: CJK0263**

**Occupational Completion Point: A**

**Fundamentals of Correctional Auxiliary Officer – 54 Hours – SOC Code 33-3012**

- 01.0 Define ethics as the principles of honor, morality, and accepted rules of conduct that governs an individual or group.
- 02.0 Define professionalism as behavior and attitude patterns exhibiting standards and character marked by pride in oneself and one's career, respect for the people served and commitment to the continued development of skills in the pursuit of excellence.
- 03.0 Explain that a high standard of ethical and moral conduct is an essential ingredient in the development of a professional officer on and off duty.
- 04.0 Identify that, according to ss. 112.311(5), F.S., no officer or employee of a state agency or of a county, city or other political subdivision of the state shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature, which is in substantial conflict with the proper discharge of his/her duties in the public interest.
- 05.0 Define gratuity as anything of value intended to benefit the giver more than the receiver, given to a person because of position and authority rather than because of individual or personal qualities.
- 06.0 Explain questions that an officer should consider when deciding whether a gratuity is being offered.
- 07.0 Identify acts that are considered unethical.
- 08.0 Restate the correctional officer's code of ethics.
- 09.0 Review and discuss important specified portions of the American Correctional Association Code of Ethics.
- 10.0 Define bribery as corruptly giving, offering, or promising to any public servant, or, if a public servant, to corruptly request, solicit, accept or agree to accept any pecuniary or other benefit with an intent or purpose to influence the public servant.
- 11.0 Explain that bribery is a felony.
- 12.0 Identify the factors that would be included in the statutory meaning of the word corruptly.
- 13.0 Explain that corruption by threat against a public servant is considered a felony.
- 14.0 Explain that a bribe involves unlawful compensation or reward for past, present, or future performance by a public servant.
- 15.0 Describe bribery in athletic contests.
- 16.0 Explain that "commercial bribe receiving" and "commercial bribery" is prohibited by ss. 838.15 and 838.16, F.S., respectively.
- 17.0 Define perjury as stated in Chapter 837, F.S., as making a false statement, not believed to be true, under oath, in an official or unofficial proceeding.
- 18.0 Describe "false reports to law enforcement authorities" as knowingly giving false information to any law enforcement officer concerning the alleged commission of any crime.
- 19.0 Describe "false official statements" as knowingly making a false statement in writing with intent to mislead a public servant in the performance of official duty.

- 20.0 Describe “perjury by contradictory statements” as willfully making, in official proceedings, two or more material statements under oath, when in fact two or more statements contradict each other.
- 21.0 Identify that perjury is considered either a misdemeanor or a felony depending upon the circumstances as stated in Chapter 837, F.S.
- 22.0 Define subpoena as a court order or writ, commanding attendance in court, at a deposition, before the state attorney, or under an authorized agency’s authority for a specified purpose, under penalty for failure to do so.
- 23.0 Define subpoena duces tecum as a type of subpoena requiring the person named to “bring with you” documents, papers, or other things specifically listed in the subpoena when appearing in court, at a deposition or before the state attorney, or before an authorized agency.
- 24.0 Explain that the clerk of the court issues a subpoena upon request.
- 25.0 Explain that, in Florida, a subpoena can be served upon the person or entity named in the subpoena only by a sheriff, deputies, state attorney’s investigators, Florida Department of Law Enforcement special agents, or duly-appointed and bonded process servers.
- 26.0 Explain that subpoenas may also be issued by administrative, civil, and regulatory agencies.
- 27.0 Explain that failure to comply with a subpoena is addressed by the court through either civil contempt or criminal contempt proceedings.
- 28.0 Identify steps in a prosecution.
- 29.0 Identify the major steps of a jury trial.
- 30.0 Describe how a mistrial can occur.
- 31.0 Define venue as the circuit or county in which a particular trial may be conducted.
- 32.0 Explain that the State’s right to appeal is more limited than the right of the defendant to appeal in a criminal case.
- 33.0 Explain the pre-trial responsibilities of an officer.
- 34.0 Explain the importance of depositions.
- 35.0 Explain the importance of personal appearance when testifying.
- 36.0 Describe appropriate demeanor to display during a hearing, trial or grand jury appearance.
- 37.0 Identify appropriate behavior for giving testimony.
- 38.0 Identify different kinds of objections that may be raised.
- 39.0 Identify rulings a judge may make on any objection.
- 40.0 Describe tactics used by opposing counsel during cross-examination.
- 41.0 Describe techniques the officer may use to overcome cross examination tactics used by defense counsel.
- 42.0 Demonstrate, via moot court exercise, proper demeanor and methods for effective testimony.
- 43.0 List the primary legal defenses that may be used by defendants.
- 44.0 Describe “burden of proof” in criminal cases as the duty of proving facts disputed in the trial of a case.
- 45.0 Explain that the burden of proof in criminal cases (i.e., proving the guilt of the accused) rests with the prosecution or State.
- 46.0 Explain various standards of proof.
- 47.0 Name the levels of courts within the Florida judiciary.
- 48.0 Identify the principle members of the court.
- 49.0 Explain that information on the Florida court system may be found in Article V of the Florida Constitution.

- 50.0 Describe the elements of the interrelationship between the state attorney's office and law enforcement.
- 51.0 State that as a correctional officer the primary responsibility is the supervision, protection, care, treatment, custody, and control of inmates within a correctional institution.
- 52.0 Demonstrate that one of the responsibilities of a correctional officer is to maintain order within the jail or prison.
- 53.0 Identify that a correctional officer may inspect legal correspondence for contraband only and must do so in the presence of the inmate.
- 54.0 Identify that a correctional officer may move an inmate to an isolating status before a hearing if he poses a real danger to self, others, or property.
- 55.0 Explain that a correctional officer is responsible for preparing a written report for disciplinary actions against inmates for rules and regulations violations.
- 56.0 Identify that a correctional officer has a responsibility to conduct inmate searches to control the introduction and movement of contraband, prevent disruption of the institution, and prevent escapes.
- 57.0 Identify that a correctional officer may search visitors with electronic searching devices prior to contact visits.
- 58.0 Explain that a correctional officer may search the cell and seize contraband at any time and should document these searches and any contraband seized.
- 59.0 Explain that a correctional officer may use only that amount of physical force necessary to subdue a violent inmate or to remove an inmate from the general population if there is immediate danger of destruction of life, limb, or property.
- 60.0 Explain that in a jail situation, pretrial inmates should be kept separate from sentenced inmates whenever possible.
- 61.0 Review the correctional officer Bill of Rights as provided in s.112.532, F.S.
- 62.0 Review correctional officer's rights/responsibilities when contacted by an offender's attorney.
- 63.0 Explain that in all criminal prosecutions the accused has rights.
- 64.0 Explain that inmates have rights.
- 65.0 Explain visitation as it relates convicted inmates and pretrial detainees.
- 66.0 Explain that the inmate has the Fifth Amendment right in cases where he can or will be subject to a disciplinary hearing and court action.
- 67.0 Identify excessive punishments.
- 68.0 Explain "cruel and unusual punishment.
- 69.0 Explain that it is the administration's responsibility to define allowable speech/behavior in their rules and regulations, and the inmate is responsible for adhering to them.
- 70.0 Explain that searches shown to be conducted for the purpose of punishment or harassment cannot be justified as reasonable or supportive of a legitimate penal aim.
- 71.0 Identify those faiths currently recognized as religions.
- 72.0 Explain that inmates' rights may be limited to ensure orderly administration of the institution or compelling state interest.
- 73.0 Define chain of command as that connection or linkage of authority and responsibility that joins one level of an organization to another.
- 74.0 Define organization as a group of two or more people who cooperate to accomplish an objective(s).
- 75.0 Identify the purposes of chains of command and organizations.
- 76.0 Identify important considerations for effective organizations.
- 77.0 Identify important considerations for effective chain of command.
- 78.0 Identify that Florida Statutes outline requirements on areas relevant to corrections.

- 79.0 Identify that the provisions of the Florida Statutes are further expanded by rules in the Florida Administrative Code.
- 80.0 Identify responsibilities of the Department of Corrections.
- 81.0 Identify that Florida Statutes authorize the Department of Corrections to promulgate rules governing the administration of the correctional system and the operation of the Department and that these rules can be found in Chapter 33 of the Florida Administrative Code.
- 82.0 Identify provisions of Chapter 33, F.A.C., pertaining to care of inmates.
- 83.0 Identify provisions of Chapter 33, F.A.C. pertaining to inmate work programs.
- 84.0 Identify provisions of Chapter 33, F.A.C., pertaining to inmate mail.
- 85.0 Identify provisions of Chapter 33, F.A.C., pertaining to inmate legal documents.
- 86.0 Identify provisions of Chapter 33, F.A.C., pertaining to employee conduct.
- 87.0 Identify the provisions of Chapter 33, F.A.C., pertaining to inmate discipline.
- 88.0 Identify that Florida Model Jail Standards presents rules pertaining to all aspects of operation of county and municipal detention facilities.
- 89.0 Explain that it is important for the officer to locate and become thoroughly familiar with the rules and regulations for each institution or jail in which he or she works.
- 90.0 Name the purposes of the use of force.
- 91.0 Explain the basic provisions contained within Chapter 776, F.S., pertaining to use of force.
- 92.0 Describe and define each type force that may be used in making an arrest.
- 93.0 Define reasonable force as it relates to making an arrest as the use of any force which the officer reasonably believes to be necessary to defend himself or another from bodily harm while making the arrest.
- 94.0 Explain that the use of force should be applied only to the degree that it reasonably appears necessary.
- 95.0 Explain the liabilities that are attached to the officer and agency through the use of force.
- 96.0 Identify factors to consider when assessing the need to use force.
- 97.0 Name mental aspects of the use of force.
- 98.0 Identify the types of non-deadly force that may be used by an officer.
- 99.0 List factors an officer must consider when determining whether or not to use deadly force.
- 100.0 Describe situations that may affect a decision to use or not to use deadly force.
- 101.0 Relate the type of force that may be appropriate in various arrests situations.
- 102.0 Explain that s. 776.085, F.S., provides for a legal defense to a civil action for damages filed by a convicted forcible felon.
- 103.0 Define proactive discipline as the training required to ensure obedience to established rules.
- 104.0 Define reactive discipline as action taken in response to a violation of established rules.
- 105.0 Define punishment as a penalty for some offense.
- 106.0 Identify the three purposes of discipline.
- 107.0 Identify the goals of discipline.
- 108.0 Identify portions of laws and rules which refer to discipline/punishment in state correctional facilities.
- 109.0 Identify portions of laws and rules which refer to discipline/punishment in county and municipal correctional facilities.
- 110.0 Identify methods of preventive discipline.
- 111.0 Identify examples of offenses which would be considered **minor** in nature.
- 112.0 Identify actions which may be taken in response to a **minor** offense.
- 113.0 Identify offenses which would be considered **major** in nature.

- 114.0 Identify actions which may be taken in response to a **major** offense (following procedures of due process).
- 115.0 Explain the correctional officer's role in the disciplinary process.
- 116.0 Identify how discipline is to be administered.
- 117.0 Identify who does/does not have the authority to punish inmates.
- 118.0 Explain the disciplinary report process.
- 119.0 Identify responsibilities associated with a disciplinary hearing.
- 120.0 Identify procedures for due process in disciplinary hearings.
- 121.0 Explain that the disciplinary hearing committee makes a recommendation to approving authority which can be, accepted, modified downward, and rejected.
- 122.0 Explain the need for correctional officers to make referrals.
- 123.0 Identify the types of problems/needs for which an officer may make referrals.
- 124.0 Name personnel within the correctional facility to which a correctional officer may refer inmates.
- 125.0 Identify the steps to the referral process.
- 126.0 Identify procedures for the correctional officer to follow when making referrals.
- 127.0 Define investigation as making detailed and systematic inquires and/or observations.
- 128.0 Explain that a preliminary investigation is directed at establishing whether an offense has been committed and, if so, what type of offense.
- 129.0 List the key elements of the preliminary investigation.
- 130.0 Define follow-up investigation as gathering information subsequent to the initial report to establish a case.
- 131.0 List methods of identifying inmates suspected of criminal activity or rule violation.
- 132.0 Identify procedures of a follow-up investigation.
- 133.0 Define chain of custody as the witnessed, written record of all individuals who have maintained unbroken control over the evidence since its acquisition.
- 134.0 Explain that the chain of custody establishes proof that the evidence collected at the crime scene is the same as that being presented in court.
- 135.0 Identify the components of the "chain."
- 136.0 Identify the information needed to establish the "chain."
- 137.0 Explain that it is important to properly store physical evidence to protect admissibility.
- 138.0 Identify safeguards to maintain the chain of custody.
- 139.0 Identify major reasons for rules of evidence.
- 140.0 List some general reasons for excluding evidence.
- 141.0 Identify four specific actions that officers must be aware of to ensure admissibility of evidence.
- 142.0 Define hearsay evidence as any statement made out of court by someone other than the person testifying at trial or hearing which offers evidence to prove or disprove the truth of the matter asserted.
- 143.0 Explain that the "hearsay rule" states that hearsay evidence is inadmissible except as provided by s.90.803, Florida Statutes.
- 144.0 Define exclusionary rule as the principle that evidence will be rejected by the court if it has been obtained in an illegal manner.
- 145.0 Define relevant evidence as anything that logically tends to prove or disprove a material fact at issue in a judicial case or controversy. (s. 90.401, F.S.)
- 146.0 Identify areas having the most impact on evidence.
- 147.0 Identify four important considerations when handling evidence.
- 148.0 Explain that evidence is marked by the recovering officer to establish and maintain the chain of custody.
- 149.0 Explain that the chain of custody identifies who handled evidence and why to preserve the integrity of the evidence for court presentation.

- 150.0 Identify responsibilities of the officer (crime scene technician/prison inspector) as it relates to evidence.
- 151.0 Define trace evidence as those minute articles that assist an investigator in locating a suspect.
- 152.0 List common types of evidence found at various crime scenes.
- 153.0 Describe procedures for collecting, preserving, marking, and transporting evidence.
- 154.0 Demonstrate the correct method for collecting, preserving, marking, and transporting various types of evidence.

## **Report Writing**

- 155.0 Define note taking as brief notations concerning specific events (i.e., accident, crime, incident, etc.) or a general collection of notes concerning many aspects of an officer's job (i.e., an observation).
- 156.0 List uses of notes, to include the following: basis for writing reports, reference for further investigation or testimony, admission as evidence, subject to scrutiny of court, and serves as a general index to help an officer's memory.
- 157.0 Identify kinds of information that might be entered into a notebook/field book.
- 158.0 List procedures to be followed in taking notes.
- 159.0 Demonstrate the ability to accomplish a task involving note taking.
- 160.0 Define a report as a permanent written record that communicates important facts to be used in the future.
- 161.0 List uses of reports.
- 162.0 Identify readers of reports.
- 163.0 Identify types of reports used.
- 164.0 Identify the basic steps in report writing.
- 165.0 Identify the basic requisites of report writing.
- 166.0 Define sentence as a group of words containing a subject and verb and expressing a complete thought.
- 167.0 Demonstrate the ability to properly spell words commonly used in criminal justice.
- 168.0 Distinguish between statements written in the active and the passive voice.
- 169.0 Identify that statements in the active voice are usually clearer than those in the passive voice.
- 170.0 Identify that all reports should be written in the first person (e.g., "I saw" as opposed to "This officer observed").
- 171.0 Define editing as rewriting to improve report content.
- 172.0 Define proofreading as the correction of errors in spelling, capitalization, and punctuation.
- 173.0 Demonstrate the ability to write a report incorporating the requisites as discussed or described in class.
- 174.0 Demonstrate the ability to evaluate reports by editing and proofreading reports written in class for corrections.
- 175.0 Identify reasons for reporting procedures.
- 176.0 Identify the source of reporting procedures (i.e., the authority requiring the collection of information).
- 177.0 Identify the elements of reporting procedures.
- 178.0 Identify where reporting procedures may be found.

## **Safety Issues**

- 179.0 Define riot in a correctional setting as an uncontrolled, violent disturbance by Inmates, usually directed at the central administration of the correctional facility.
- 180.0 Identify causal factors for riots and disturbances.
- 181.0 List indicators of facility tension often preceding riots and disturbances.
- 182.0 Explain that riots and disturbances are sometimes used as “fronts” or diversions for some unauthorized activity, most notably escape.
- 183.0 Indicate that the correctional officer discovering the disturbance will immediately notify the central communications area and secure the disturbance area to prevent the following: other inmates from joining the riot, the taking of hostages, injury of personnel not involved, and damage to other areas.
- 184.0 Identify standard procedures for officers to follow in a riot or disturbance.
- 185.0 Identify items which may be needed in a riotous situation.
- 186.0 Identify priorities in a riotous situation.
- 187.0 Identify general guidelines for riot/disturbance situations.
- 188.0 Explain that the purpose of a riot and disorder plan is to establish policies and procedures and areas of responsibility in the event of a riotous situation in a correctional facility.
- 189.0 Identify types of force that can be used against rioting inmates.
- 190.0 Summarize post-riot procedures that should be followed.
- 191.0 Identify procedures to follow when responding to an inmate's death.
- 192.0 Explain the primary objectives in the event of food poisoning in a correctional facility.
- 193.0 Identify procedures to follow when responding to an apparently intoxicated inmate.
- 194.0 Visually inspect for apparent drugs and identify procedures to follow when responding to an apparently drugged inmate who is comatose or in a stupor.
- 195.0 Identify guidelines to follow in the event he or she is taken hostage within a correctional facility.
- 196.0 Identify the situations which may constitute an emergency within a correctional facility.
- 197.0 Identify the elements of emergency plans for correctional facilities.
- 198.0 Explain that emergency plans are meaningless unless, staff is familiar with emergency plans and procedures, staff is fully trained to implement the plans, and staff regularly practices emergency procedures.
- 199.0 Identify standard procedures for officers to follow in fire emergencies.
- 200.0 Identify items which may be needed in a fire emergency.
- 201.0 Identify standard procedures for officers to follow when dealing with a situation in which hostages have been taken.
- 202.0 Identify important considerations in a hostage situation.
- 203.0 Identify standard procedures for officers to follow in the event an escape occurs.
- 204.0 Identify items which may be needed in an escape situation.
- 205.0 Identify standard procedures for officers to follow in a natural or man-made disaster.
- 206.0 List items which may be needed in a natural or man-made disaster.
- 207.0 Identify standard procedures for officers to follow in the event of a bomb threat.
- 208.0 Identify the document that describes emergency procedures of the agency by which he or she has been employed or sponsored.
- 209.0 Identify factors influencing safety in a correctional setting.
- 210.0 Identify the correctional officer's responsibility as providing safety for him or herself, peers, visitors and inmates supervised.
- 211.0 Identify general areas of safety concern within the correctional setting.
- 212.0 Identify various potential hazards within the housing areas.
- 213.0 Identify various potential hazards while supervising work crews.
- 214.0 Identify various potential hazards within the dining area.
- 215.0 List the components of fire.

- 216.0 List the four classes of fire and give an example of each class.
- 217.0 Identify the products of combustion.
- 218.0 Name three safety checks to perform on portable fire extinguishers.
- 219.0 Relate the classes of fires to the appropriate portable extinguisher that should be used.
- 220.0 List the safety precautions that must be followed when operating a portable fire extinguisher.
- 221.0 Describe the basic procedures for using a portable fire extinguisher.
- 222.0 Demonstrate extinguishing fire using extinguishers appropriately.
- 223.0 Explain the types of drags and carries used in a fire rescue operation.
- 224.0 Explain the primary purpose of fire rescue operations is locating and freeing victims and transporting them to a safe, secure area.
- 225.0 Demonstrate the proper use of a self-contained breathing apparatus.
- 226.0 List the components of a complete environmental health program where, if deficiencies are noted, they should be reported.
- 227.0 Explain the rights of inmates with regard to environmental health.
- 228.0 Explain that management is responsible for the environmental health program in a correctional facility; inmates merely perform tasks as assigned.
- 229.0 Identify the elements of a sanitation plan.
- 230.0 List sanitation equipment and supplies.
- 231.0 Identify areas within a correctional facility which require environmental health inspections.
- 232.0 Identify the role of the correctional officer with regard to the environmental health program.
- 233.0 Identify other special considerations in an environmental health program.
- 234.0 Identify the rights of inmates with regard to the food service program.
- 235.0 Identify the functions of the food service program.
- 236.0 Identify the importance of the food service program.
- 237.0 Identify the duties of the correctional officer with regard to the food service program.
- 238.0 Identify special security considerations in the food service program.
- 239.0 Identify special sanitation considerations in the food service program.
- 240.0 Identify important planning considerations in food service programs.

### **Interpersonal Skills**

- 241.0 Define courtesy as the demonstration of consideration, cooperation, and respect, when interacting with others.
- 242.0 Describe methods that an officer can use to demonstrate courtesy.
- 243.0 Explain why courtesy is an important element of criminal justice work.
- 244.0 Explain that the agency is tax supported and therefore must merit and retain public support.
- 245.0 Demonstrate courtesy in role play situations that may include the following: visitor contact, public speaking, counseling inmate(s), responding to disturbance, taking information of incident from witness/victim, giving orders/instructions to work group, and telephone conversations.
- 246.0 Identify the basic principles that must be followed when taking telephone calls.
- 247.0 Identify the importance of establishing good telephone procedures.
- 248.0 Demonstrate the basic qualities of voice control that should be used in telephone conversation.
- 249.0 Explain methods used to control uncommon types of callers.
- 250.0 Define human behavior in terms of a hierarchy of human needs.
- 251.0 Explain how a need hierarchy influences human behavior.



- 252.0 Explain how gaining insight into the satisfaction of needs will facilitate an understanding of the behavior of inmates.
- 253.0 Explain how gaining insight into the satisfaction of needs will facilitate an understanding of the behavior of officers.
- 254.0 Describe unique characteristics of juvenile offenders.
- 255.0 Explain differences between juvenile inmates and adult inmates.
- 256.0 Explain purposes of juvenile corrections.
- 257.0 Explain reasons for treating juveniles differently from adults in correctional facilities.
- 258.0 Explain the importance of the correctional officer's role with juvenile offenders.
- 259.0 Explain the attributes required for performing duties with juvenile inmates.
- 260.0 Explain basic procedures to follow when disciplining a juvenile inmate.
- 261.0 Explain special care required when dealing with juvenile inmates.
- 262.0 Explain and understand the components human interaction.
- 263.0 Define mental disorder as psychological and/or behavioral problems which impair functioning in daily living.
- 264.0 State that mental disorders do not include mental retardation, developmental disability, simple intoxication or drug addiction.
- 265.0 Identify the most common mental disorders.
- 266.0 Identify signs and symptoms of mental disorders.
- 267.0 Identify the basic duties of an officer when dealing with persons with mental disorders.
- 268.0 Identify factors to observe and report when monitoring an individual's behavior patterns.
- 269.0 Identify actions to take when responding to an individual experiencing an emotional or psychological episode.
- 270.0 Identify applicable portions of the "Corrections Mental Health Act."
- 271.0 Define mental retardation as significantly sub-average general intelligence with deficits in the ability to meet standards of personal independence and social responsibility expected of an individual's age, cultural group, and community.
- 272.0 Identify that mental retardation represents approximately 3% of the general population.
- 273.0 List possible causes of mental retardation.
- 274.0 Identify the characteristics of mental retardation.
- 275.0 Identify symptoms of mental retardation that may be exhibited in an institution.
- 276.0 Identify facts to consider when dealing with persons who are mentally retarded.
- 277.0 Identify that indications of hearing impairment may be discerned by: an inappropriate response from the individual; the individual asking the officer to repeat himself/herself; and the individual pointing to his/her ears.
- 278.0 List procedures to follow when encountering a deaf individual.
- 279.0 Identify that lip reading is the least reliable method of communication; only about 30% of what is said can be lip read.
- 280.0 Name the rights of a deaf person.
- 281.0 Identify handicaps of the visually impaired/blind.
- 282.0 Explain that it is always important to identify yourself because, contrary to popular belief, blind people do not always recognize your voice.
- 283.0 Explain that it is important for the visually-impaired to gain knowledge of his or her surroundings.
- 284.0 Identify ways in which an officer may assist the mobility of a visually-impaired individual.
- 285.0 Identify architectural barriers faced by those with mobility impairments.
- 286.0 Explain that most persons who are mobility-impaired have accepted and adapted to their disability.
- 287.0 Explain that taking away assistive devices can leave the person totally immobile and, therefore, dependent on the officer for such things as movement or personal hygiene;

- however, there have been incidents of canes, crutches, and prostheses being used as weapons or for contraband transport.
- 288.0 Describe that an officer should learn which individuals have special problems, and the nature and special needs of these individuals.
  - 289.0 Identify that there is a coordinator within the Department of Corrections who can assist with appropriate placement and arrangements for physically handicapped inmates.
  - 290.0 Define substance use, substance abuse, and substance dependence.
  - 291.0 Define the following terms that relate to substance use: addiction, tolerance, psychological dependence, withdrawal, physical dependence, and detoxification.
  - 292.0 Identify reasons why people use drugs.
  - 293.0 Identify factors which influence drug effects.
  - 294.0 Identify characteristics of substance abuse.
  - 295.0 Identify characteristics of substance dependence.
  - 296.0 Identify some factors contributing to dependence.
  - 297.0 List common problems associated with substance abuse.
  - 298.0 Describe ways to identify an individual under the influence of drugs or alcohol.
  - 299.0 List ways drugs are taken and how fast an effect occurs.
  - 300.0 Describe possible behavioral characteristics of individuals under the influence of or withdrawing from drugs (including alcohol).
  - 301.0 Identify physical signs and symptoms of individuals under the influence of or withdrawing from drugs (including alcohol).
  - 302.0 Identify symptoms of illness that resemble drunkenness.
  - 303.0 Explain steps to take when encountering a subject possibly under the influence of drugs (including alcohol).
  - 304.0 Define crisis as a crucial or decisive point or situation; an unstable state usually with an impending abrupt or decisive change.
  - 305.0 Identify four major types of crises.
  - 306.0 Identify crises common in correctional facilities.
  - 307.0 Identify factors which can cause a crisis.
  - 308.0 Identify the common stages of a crisis.
  - 309.0 Identify common phases of an emotional response to a crisis.
  - 310.0 Define crisis intervention as the action of coming into a situation that has reached a critical phase in order to modify and defuse the situation.
  - 311.0 Identify the goals of crisis intervention.
  - 312.0 Identify the steps of crisis intervention.
  - 313.0 Identify selected procedures for handling crisis situations in a correctional setting.
  - 314.0 Identify specific calming techniques useful in crisis situations or disputes within correctional facilities.
  - 315.0 Explain that an aggressive approach by officers to resolve crisis situations or disputes can result in negative responses and situations.
  - 316.0 Identify that force may be necessary to handle crisis situations in corrections.
  - 317.0 Identify behaviors which may result in high arousal.
  - 318.0 Identify questions which would be helpful in assessing a crisis situation.
  - 319.0 List the departments/agencies to which a correctional officer may refer an inmate undergoing crisis.
  - 320.0 Demonstrate ability to intervene in a crisis situation of a sexually abused inmate.
  - 321.0 Define fight-or-flight response as the body's preparation when threatened to either stand and fight or run away.
  - 322.0 Define stress as the body's nonspecific response to any demand placed upon it.
  - 323.0 Define stressors as factors with the potential to cause stress.
  - 324.0 Identify four categories of potential stressors and examples of each.

- 325.0 Identify work-related stressors which may impact officers.
- 326.0 Describe Selye's three stages of stress reactions (General Adaptation Syndrome).
- 327.0 Explain the difference between "eustress" and "distress."
- 328.0 Explain the difference between "episodic" and "chronic" stressors.
- 329.0 Identify immediate and long-term stress responses related to personality, health, job performance, and home life.
- 330.0 Identify the most common warning signs of stress in an officer.
- 331.0 Identify impact of high officer stress levels on organizations.
- 332.0 Identify the effects of stress upon officers in confrontational situations.
- 333.0 Describe officer stress reduction methods.
- 334.0 Identify personal stressors in the environmental, personal, work-related, and self-induced categories.
- 335.0 Assess personal level of stress using a life change or other stress assessment inventory and personality type through a personality profile.
- 336.0 List common facts and myths about suicide.
- 337.0 Analyze general facts about suicide.
- 338.0 Identify factors relating to suicidal behavior in a correctional environment.
- 339.0 Identify profile of suicides in jails and correctional institutions.
- 340.0 Describe the differences between attempters and completers of suicide in a jail or correctional institution.
- 341.0 Identify factors which can signal suicide risk.
- 342.0 Identify types of inmates who may be at greater risk for suicide.
- 343.0 Identify symptoms which can signal suicidal risk or intention.
- 344.0 Describe physical warning signs of depression.
- 345.0 Describe behavioral warning signs of depression.
- 346.0 Describe events or situations which can trigger a crisis situation.
- 347.0 Identify times when inmates are more likely to receive news which can trigger a crisis situation.
- 348.0 Describe factors which support suicide prevention in a correctional setting.
- 349.0 Describe operational elements of suicide prevention.
- 350.0 Describe procedures to take when an inmate is threatening to attempt suicide.
- 351.0 Describe procedures to take when an inmate has attempted suicide.
- 352.0 Describe the correctional officer's role in preventing inmate suicide.
- 353.0 Describe the correctional officer's defense in case of suicide.
- 354.0 Assess the degree of risk for potential suicide victims as described or portrayed in situational examples.

### **Security Procedures/Inmate Supervision**

- 355.0 Define supervision as the action, process or occupation of overseeing and directing in order to accomplish task(s).
- 356.0 Identify what supervision should accomplish.
- 357.0 List consequences of poor supervision within a correctional setting.
- 358.0 List problem situations a correctional officer should be aware of when supervising inmates.
- 359.0 Identify areas within the facility of special concern when supervising inmates.
- 360.0 Conclude that failure to recognize the individual differences among inmates is the most common supervising error in the correctional field.
- 361.0 List factors that enhance the chances of positive effects when supervising inmates.
- 362.0 Identify general rules a supervisor who comes in contact with inmates should be aware of.

- 363.0 Identify techniques and principles a correctional employee must master to be successful in supervising inmates.
- 364.0 Identify inmate tactics that officers supervising inmates should be alert to and prepared to deal with.
- 365.0 Demonstrate the appropriate technique(s) in various role-play situations involving inmates who must be supervised.
- 366.0 Identify reasons why inmates engage in manipulation and deception of staff.
- 367.0 Identify considerations for recognition of manipulation and deception.
- 368.0 Explain that victims may be selected intentionally or by accident.
- 369.0 Identify factors in selection of a staff victim of inmate deception and manipulation.
- 370.0 Identify methods which inmates use to gather information about staff for deception and manipulation.
- 371.0 Identify methods inmates use to verify information concerning staff.
- 372.0 List methods used by inmates to deceive or manipulate staff.
- 373.0 Explain that there is a distinction between friendliness and familiarity.
- 374.0 Explain that a correctional officer will encounter problems when exhibiting excessive friendliness, over familiarization, and favoritism.
- 375.0 Identify the types of deception an inmate can use on a correctional officer.
- 376.0 Identify participants in a team deception.
- 377.0 Explain the responsibilities of each member of a deception team.
- 378.0 Identify factors that affect a deception.
- 379.0 Identify considerations that help an officer avoid deception or manipulation.
- 380.0 Demonstrate appropriate responses to manipulation and deception in role-play situations.

## Equipment

- 381.0 Explain reasons why a key control system is necessary.
- 382.0 Identify considerations for maintaining inventory of keys.
- 383.0 Identify elements of a key control log.
- 384.0 Identify considerations for issuing keys.
- 385.0 Identify considerations for proper handling of keys.
- 386.0 Identify considerations for maintenance of key and lock system.
- 387.0 List duties of the duty officer/radio communications officer.
- 388.0 Explain communications privacy when using a mobile radio system as displaying concern for the public by using appropriate procedures so as to lessen distress and apprehension; e.g., during a search for an escaped inmate.
- 389.0 Explain that it is important to establish a good working relationship with the duty officer/radio communications officer.
- 390.0 Identify general radio procedures.
- 391.0 Explain appropriate microphone techniques.
- 392.0 Identify the primary components of a portable radio.
- 393.0 Identify the types of radio codes utilized in transmitting radio communications.
- 394.0 Demonstrate proper use of portable radio unit.
- 395.0 Demonstrate proper use of base station.
- 396.0 Demonstrate proper preparation of radio messages.
- 397.0 Identify reasons for tool control.
- 398.0 List examples of tools that would be considered hazardous (restricted) in a correctional facility.
- 399.0 List examples of tools that would be considered less hazardous (non-restricted) in a correctional facility.

- 400.0 Describe a shadow board as an effective method for displaying and organizing tools; “shadow” of tool is drawn on board in the exact size and shape of tool.
- 401.0 Identify procedures for maintaining proper tool control.
- 402.0 Explain that the officer supervising work details is responsible for tools used by inmates.
- 403.0 Identify procedures for tool control involving private or contract repair and maintenance workers.
- 404.0 List examples of flammable, hazardous, poisonous, or toxic materials which must be controlled within correctional facilities.
- 405.0 Identify guidelines for control of hazardous materials.
- 406.0 Identify guidelines for control of medical supplies and instruments.

## **Facility Movement**

- 407.0 Identify the general purposes of the control center.
- 408.0 Identify some typical tasks of control center personnel.
- 409.0 Identify procedures for maintaining control center logs.
- 410.0 Identify the types of activities which should be recorded on control center logs.
- 411.0 Identify supplies and equipment which may be needed by control center personnel.
- 412.0 Identify general considerations for the control center.
- 413.0 Identify the responsibilities of the control room officer in emergency situations and recall that he or she will need to become familiar with the post orders and special requirements for the facility where he or she will be working.
- 414.0 List the different types of security equipment.
- 415.0 Define sally port as a double gate.
- 416.0 Identify the procedures for proper operation of sally ports or gates.
- 417.0 Describe precautions for manual operation of doors and gates.
- 418.0 Describe the three main types of manual security locks.
- 419.0 Describe procedures for operation of remote control panels for gates and cell doors.
- 420.0 Describe procedures for operation of closed circuit television.
- 421.0 List the types of metal detectors used to detect contraband.
- 422.0 Describe maintenance guidelines for security equipment.
- 423.0 Define perception as the process of organizing and attaching meaning to sensations so that the sensations can be interpreted as part of observation.
- 424.0 Identify factors which affect perception.
- 425.0 Define observation as the accurate noting of what is presented to the five senses through keeping in view; taking notice of; or giving attention to persons, things, or circumstances.
- 426.0 Describe the three parts of a complete observation.
- 427.0 List the five senses involved in observation.
- 428.0 Identify factors affecting an officer’s sight.
- 429.0 Describe techniques for visual adaptation to darkness.
- 430.0 Identify factors affecting an officer’s hearing.
- 431.0 Identify factors affecting an officer’s sense of smell.
- 432.0 Identify factors affecting an officer’s sense of touch.
- 433.0 Identify factors affecting an officer’s sense of taste.
- 434.0 Describe what to do when observations are made.
- 435.0 Identify common circumstances that can affect the perception/observation of an officer or a witness.
- 436.0 Identify ways of improving perception and observation.
- 437.0 Observe simulated scenes, persons, and/or activities and describe the observations from memory or notes.

- 438.0 Identify common circumstances that can affect the perception/observation of an officer or a witness.
- 439.0 Identify the difference between an inspection and a search; an inspection is checking to see that equipment, facilities, etc., meet a standard (i.e., looking for a “known”) while a search is looking for an unknown.
- 440.0 Identify that Florida Statutes address inspection services by stating the following: duties of the inspector general (s. 944.31, F.S.) and duties of prison inspectors (s. 951.02, F.S.)
- 441.0 Identify the purposes of inspection.
- 442.0 Identify categories of official personnel which conduct inspections.
- 443.0 Identify the duties of official prison inspectors.
- 444.0 Explain that officers should request inspections any time a problem is suspected; request through chain of command by advising immediate supervisor.
- 445.0 Identify equipment checks that should be made before and during vehicle operations.
- 446.0 Identify an officer’s responsibility for the operation of a safe vehicle.
- 447.0 Identify that knowing your vehicle is important because it applies to safe vehicle operation.
- 448.0 Demonstrate proper vehicle inspection techniques.
- 449.0 Identify when to perform inspections, to include the following: on routine, regular schedule, before and after any activity, and when problem is suspected.
- 450.0 Identify what to inspect, to include the following:

450.01 Facility

- a. structure
- b. lighting and other electrical
- c. plumbing
- d. heating and ventilation
- e. security (bars, locks, doors, gates, and windows)
- f. alarms
- g. emergency exits
- h. fences

450.02 Equipment and supplies

- a. recreational
- b. cleaning
- c. firefighting
- d. weapons and ammunition
- e. vehicles
- f. communications
- g. security
- h. keys/locks
- i. laundry
- j. food preparation/serving
- k. flammable, combustible materials
- l. medical
- m. furnishings

451.0 Identify where to inspect, to include the following:

451.01 Logs and report forms

451.02 Inventory and identification lists

451.03 Flashlight

- 451.04 Mounted mirror
  - 451.05 Any necessary tools such as screwdriver
  - 451.06 Operating instruction manuals
- 452.0 List items needed to conduct inspections, to include the following:
- 452.01 Logs and report forms
  - 452.02 Inventory and identification lists
  - 452.03 Flashlight
  - 452.04 Mounted mirror
  - 452.05 Any necessary tools such as screwdriver
  - 452.06 Operating instruction manuals
- 453.0 Identify how to perform inspections, to include the following:
- 453.01 Schedule inspection
  - 453.02 Consult agency's inspection guidelines for each type of inspection
  - 453.03 Be thoroughly familiar with agency's standards
  - 453.04 Review safety procedures for inspecting operation of equipment
  - 453.05 Remove inmates from area to be inspected, search inmates, place inmates under supervision until conclusion of inspection
  - 453.06 Check for cleanliness, condition, safety
  - 453.07 Consult inventory and identification lists
  - 453.08 Use these senses, where appropriate:
    - a. vision
    - b. hearing
    - c. smell
    - d. touch
  - 453.09 Begin inspection at a readily recognizable point
  - 453.10 Inspect in orderly sequence
  - 453.11 Operate any equipment
  - 453.12 Record deficiencies as you find them
  - 453.13 Make any on-the-spot corrections possible
  - 453.14 Leave the area the way it was found, never in disorder
- 454.0 Identify criteria for inspections, to include the following:
- 454.01 Thorough
  - 454.02 Systematic
  - 454.03 Timely
  - 454.04 Safe
  - 454.05 In compliance with rules and regulations
- 455.0 Identify what to do with inspection results, to include the following:
- 455.01 Complete appropriate log or report form
  - 455.02 Submit to supervisor
  - 455.03 Notify supervisor immediately of any dangerous situations
  - 455.04 Schedule follow-up inspection, if necessary
- 456.0 Demonstrate inspection techniques for the following:

- 456.01 Cell
- 456.02 Food preparation area
- 456.03 Security equipment

- 457.0 Identify factors which control inmate movement.
- 458.0 Identify reasons for control of inmate movement.
- 459.0 Describe the types of inmate movement.
- 460.0 Identify the criteria for inmate movement.
- 461.0 Identify the correctional officer's responsibilities with regard to inmate movement.
- 462.0 Identify guidelines for escorting one inmate within the facility.
- 463.0 List activities which may require group movements initiated by audible signals from central control.
- 464.0 Identify guidelines for conducting group movement of inmates.
- 465.0 Demonstrate proper procedures for escorting one inmate and a group of inmates.
- 466.0 Identify procedures for responding to unusual clinical events and incidents of an inmate-patient in a hospital environment.
- 467.0 Identify the hospital's channels of clinical, security, and administrative communication.
- 468.0 Identify that on arrival at a hospital, review issues with medical staff to make sure they do not conflict with agency policy.
- 469.0 Describe the distinction between administrative restraints and clinical seclusion and clinical restraint.
- 470.0 Describe procedures for using restraints in a hospital environment.
- 471.0 Identify additional inmate-patient security measures.
- 472.0 Define contraband as any unauthorized article, or any authorized article in excessive quantities.
- 473.0 Identify major categories of contraband.
- 474.0 Explain that anything in the facility is a potential weapon (e.g., toothbrush, silverware, sports equipment, ball point pens, etc.).
- 475.0 Explain the importance of controlling contraband.
- 476.0 Identify common methods of smuggling contraband into correctional facilities.
- 477.0 Describe ways in which contraband may be detected.
- 478.0 Identify the correctional officer's duty in the control of contraband.
- 479.0 Identify the common forms, slang names, appearance or packaging, methods of use, and paraphernalia of each of the major classes of controlled substances and commonly abused drugs.
- 480.0 List rules for collecting contraband substances.
- 481.0 Identify procedures for disposal of contraband.
- 482.0 State those employees should never be recipient of any contraband which is scheduled for disposal.
- 483.0 Identify that the physical accountability of inmates at all times is a primary mission of the facility staff.
- 484.0 Identify that correctional officers have the primary responsibility for the completion of an accurate count.
- 485.0 Identify the general types of counts.
- 486.0 Identify the criteria for the proper conducting of counts.
- 487.0 Identify principles of counting inmates properly.
- 488.0 Identify the criteria for properly preparing "count slips."
- 489.0 Identify the procedures required of the count control officer.
- 490.0 Demonstrate proper procedures/principles for conducting formal counts.



- 491.0 State that the fundamental duty of a correctional officer is to safeguard life and property, including self and others.
- 492.0 List aspects of correctional operations that impact upon officer survival.
- 493.0 Explain that officer survival is dependent upon the overall atmosphere, or climate, of the correctional facility, and that the climate is a reflection of the total correctional process.
- 494.0 Explain that a secure facility is a safe facility for inmates and staff; security is always the number one priority.
- 495.0 Identify the correctional officer as the prime security agent within the correctional facility.
- 496.0 Explain that the safety and security of the correctional facility—and those who live and work within it—is dependent upon the knowledge of and adherence to all rules, policies, and procedures of the facility by all in the facility, staff and inmates alike.

### **Correctional Operations/Intake Procedures**

- 497.0 Identify special problems associated with the intake process.
- 498.0 Identify the elements of a complete and successful intake program.
- 499.0 Identify procedures for intake of an inmate into facility.
- 500.0 Identify items of inmate personal data needed for records.
- 501.0 Identify documentation which must be maintained on file for each inmate.
- 502.0 Identify other important considerations with regard to the intake process.
- 503.0 Describe the different types of releases.
- 504.0 Explain that the release is to be accomplished promptly and accurately.
- 505.0 Describe the types of documentation needed to authorize a release.
- 506.0 Identify elements to be included in the release plan.
- 507.0 Identify standard procedures to follow when releasing an inmate.
- 508.0 Identify special considerations of the release process.

### **Inmate Property**

- 509.0 Explain the possible options for disposition of inmate personal property.
- 510.0 Identify various items of personal property which may be retained in the inmate's possession.
- 511.0 Identify procedures for verification and security of inmate personal property.
- 512.0 Identify procedures for preparing property inventory list/receipt.
- 513.0 Identify procedures for depositing inmate money.
- 514.0 Identify procedures for returning inmate property or money.
- 515.0 Identify special considerations with regard to inmate personal property.
- 516.0 Name two basic types of privileged communication.
- 517.0 List privileged communication resulting from relationships as provided in Chapter 90, Florida Statutes.
- 518.0 Identify methods of ensuring an inmate's right to privileged communications with his or her legal counsel.
- 519.0 Explain that the basic reason for privileged communication is to protect relationships or other rights and interests where the protection is considered more important than the need for the evidence.
- 520.0 Describe the provisions of s. 90.507, F.S., as to waiver of right to privileged communications, to include that the person or his predecessor while holder of the privilege.

### **Search Procedures**

- 521.0 List purposes of patrol.
- 522.0 Identify preventive patrol as the most effective method for maintaining order and control in inmate housing units or cell blocks.
- 523.0 Identify specific objectives of preventive patrol.
- 524.0 Identify proper patrol techniques.
- 525.0 Identify signs of potential problems which an officer may observe on patrol.
- 526.0 Identify the duties of an officer in properly preparing for patrol duty.
- 527.0 Identify the daily inspections that an officer should make as part of patrol and reporting discrepancies.
- 528.0 Recognize the purposes of regular searches.
- 529.0 Recognize items of contraband to be searched for.
- 530.0 Identify typical locations within a cell or within the correctional facility where weapons or contraband are likely to be concealed.
- 531.0 Identify equipment/tools which may be needed for conducting a cell or area search.
- 532.0 Identify correct steps and sequence for conducting a cell or area search.
- 533.0 Identify areas which should be probed.
- 534.0 Describe correct probing techniques, such as using a wire to check grills, door tracks, faucets, and drains.
- 535.0 Demonstrate correct probing techniques using appropriate equipment (hanger, mirror, flashlight, screw driver).
- 536.0 List inmate personal property that should be examined.
- 537.0 Describe correct techniques for examining inmate property items.
- 538.0 Demonstrate correct techniques for examining inmate property items.
- 539.0 Describe structural aspects or furnishings of the correctional facility which should be checked.
- 540.0 Describe correct techniques for checking visible areas of structural aspects or furnishings, such as rubbing your hand or fingers over the surfaces or legs and cracks to detect patches that may conceal contraband.
- 541.0 Explain that any area that cannot be easily seen should be examined by use of a mirror before placing hands in the area.
- 542.0 Demonstrate correct techniques for checking structural aspects or furnishings.
- 543.0 Conduct a full cell and/or area search, demonstrating correct searching techniques and procedures and finding any hidden weapons or contraband.
- 544.0 Define search as an effort to seek out and discover evidence and/or contraband in the possession of another.
- 545.0 Define seizure as the act of taking possession of evidence and/or contraband for a violation of law.
- 546.0 Define contraband as any unauthorized article, or legal articles in excess of the authorized limit.
- 547.0 Explain that the Fourth Amendment prohibition against unreasonable searches and seizures is limited (in a correctional facility) in that reasonableness must be assessed in light of security, order, and rehabilitation needs.
- 548.0 Explain that searches should be performed in a reasonable manner and with discretion.
- 549.0 Explain that no inmate should be strip searched by an employee of the opposite sex except in emergency situations.
- 550.0 Explain that invasive body cavity searches may be conducted only by an employee of the medical staff.

**Course Number: CJK0031**

**Occupational Completion Point: A**

**CMS First Aid for Criminal Justice Officers – 40 Hours – SOC Code 33-3012**

- 551.0 Demonstrate how to ventilate a patient who is not breathing.
- 552.0 Demonstrate how to perform cardiopulmonary resuscitation (CPR) on a patient who has no heartbeat.
- 553.0 Demonstrate how to put on, properly remove, and discard disposable gloves.
- 554.0 Demonstrate how to conduct a scene size-up.
- 555.0 Demonstrate how to assess LOC/AVPU.
- 556.0 Demonstrate how to maintain an open airway.
- 557.0 Demonstrate how to assess breathing, including rate.
- 558.0 Demonstrate how to assess circulation, including pulse rate.
- 559.0 Demonstrate how to assess for uncontrolled bleeding.
- 560.0 Demonstrate how to conduct a physical assessment (DOTS/SAMPLE).
- 561.0 Demonstrate a walking assist.
- 562.0 Demonstrate an emergency drag.
- 563.0 Demonstrate an extremity lift or carry.
- 564.0 Demonstrate a log roll, to include manual stabilization of the head, neck, and cervical spine.
- 565.0 Demonstrate general treatment for shock.
- 566.0 Demonstrate how to stop bleeding.
- 567.0 Demonstrate dressing and bandaging an open wound.
- 568.0 Demonstrate how to splint broken bones in a lower extremity.
- 569.0 Demonstrate how to splint broken bones in an upper extremity.

**Course Number: CJK0040**

**Occupational Completion Point: A**

**CMS Criminal Justice Firearms – 80 Hours – SOC Code 33-3012**

- 570.0 Demonstrate safe weapon handling.
- 571.0 Demonstrate weapons cleaning and maintenance.
- 572.0 Demonstrate handgun holstering and drawing.
- 573.0 Demonstrate weapon loading and unloading.
- 574.0 Demonstrate basic shooting principles.
- 575.0 Proficiency on the CJSTC basic firearms courses of firing with a handgun during daylight and nighttime and a shotgun during daylight.

**Course Number: CJK0051**

**Occupational Completion Point: A**

**CMS Criminal Justice Defensive Tactics – 80 Hours – SOC Code 33-3012**

- 576.0 Demonstrate making an accurate threat assessment of a situation
- 577.0 Demonstrate use force appropriate to the subject resistance and situational factors
- 578.0 Demonstrate a prevailing attitude and the willingness and ability to fight when necessary
- 579.0 Demonstrate use integrated force options.
- 580.0 Demonstrate the ability to escalate, de-escalate, or disengage in a situation as appropriately.
- 581.0 Perform defensive tactics.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Auxiliary Law Enforcement Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

PSAV	
Program Number	P430115
CIP Number	0743010701
Grade Level	30, 31
Standard Length	319 hours
Teacher Certification	LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3051
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

Commission-approved Auxiliary Basic Recruit Training Programs are created to train applicants for employment or appointment by criminal justice agencies, with or without compensation, to assist or aid full-time or part-time officers.

This program provides job-related training to students seeking employment as law enforcement volunteer personnel (SOC 33-3051) and as auxiliary law enforcement officers (SOC 33-3051). Law enforcement volunteer personnel do not have arrest powers or responsibility for care, custody, or control of inmates, are not required to take a licensure examination, and are not registered with the Florida Department of Law Enforcement (FDLE) Criminal Justice Standards and Training Commission (CJSTC). Auxiliary law enforcement officer is a position that requires entry-level certification in accordance with Chapter 11B-35, Florida Administrative Code (F.A.C.), and Chapter 943, Florida Statutes (F.S.).

Additionally, this is an instructional program that prepares individuals to provide initial care to sick or injured persons. The First Responder is the first to arrive at the scene of an injury but does not have the primary responsibility for treating and transporting the injured person(s). First Responders may include law enforcement, correctional officers, correctional probation officers, life guards, fire services or basic life support non-licensed personnel who act as part of an organized emergency medical services team. This program must be approved by the Department of Education (DOE) utilizing standards jointly developed by the Florida Department of Law Enforcement (FDLE), Florida Department of Insurance (DOI) and the Emergency Medical Services (EMS) Bureau of the Department of Health (DOH) as specified in Section 401.435, F.S.

The content includes, but is not limited to, knowledge of codes of ethics; history and evolution of laws; introduction to the criminal justice system; statutory authority of the FDLE Criminal Justice Standards and Training Commission (CJSTC); basic law and legal procedures; law enforcement operations; investigation knowledge and skills; laws, rules, and regulations of arrest; search and seizure; knowledge of use of force; defensive tactics; physical fitness; weapons skills; controlling and restraining techniques; traffic control and direction, DUI enforcement techniques; medical first responder techniques; emergency preparedness techniques; court procedures; patrol procedures; communications skills; and human relations skills.

### Program Structure

This program is a planned sequence of instruction consisting of one occupational completion point.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0240	Law Enforcement Auxiliary Introduction	27 hours	33-3051
	CJK0241	Law Enforcement Auxiliary Patrol and Traffic	19 hours	
	CJK0242	Law Enforcement Auxiliary Investigations	17 hours	
	CJK0422	Dart Firing Stun Gun	8 hours	
	CJK0031	CMS First Aid for Criminal Justice Officers	40 hours	
<b>Law Enforcement Auxiliary Officer Prerequisite Courses Above for a Total of 111 hours</b>				

OCP	Course Number	Course Title	Course Length	SOC Code
	CJK0040	CMS Criminal Justice Firearms	80 hours	
	CJK0051	CMS Criminal Justice Defensive Tactics	80 hours	
	CJK0020	CMS Law Enforcement Vehicle Operations	48 hours	

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located at: <http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx>.

### **Career and Technical Student Organization (CTSO)**

N/A

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in

exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

After successfully completing this program, the student will be able to perform the following:



2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Auxiliary Law Enforcement Officer**  
**PSAV Number: P430115**

**Course Number: CJK0240**  
**Occupational Completion Point: A**  
**Law Enforcement Auxiliary Introduction – 27 Hours – SOC Code 33-3051**

- 01.0 Identify the requirements for successful completion of and graduation from the Basic Recruit Training Program.
- 02.0 Identify the role of the Criminal Justice Standards and Training Commission established by the Florida Statutes.
- 03.0 Identify the requirements for certification according to the Florida Statutes.
- 04.0 Identify the reasons the Criminal Justice Standards and Training Commission may take action against an officer's certification.
- 05.0 Identify the penalties that may be imposed in the officer discipline process.
- 06.0 Understand the values and ethics required for criminal justice officers.
- 07.0 Describe the criminal justice system.
- 08.0 Define values.
- 09.0 Define personal values.
- 10.0 Define ethics.
- 11.0 Define ethical principles.
- 12.0 Identify ethical behavior.
- 13.0 Identify unethical behavior.
- 14.0 Define bribery.
- 15.0 Define perjury.
- 16.0 Identify misuse of position of authority.
- 17.0 Define conflict of interest.
- 18.0 Define gratuity.
- 19.0 Define professionalism.
- 20.0 Describe the relationship between ethics, personal values, and professionalism.
- 21.0 Identify ethical standards of conduct based on the Law Enforcement Code of Ethics.
- 22.0 Identify an ethical decision-making tool.
- 23.0 Identify the major components of the Criminal Justice System.
- 24.0 Identify the responsibility of law enforcement.
- 25.0 Identify the responsibility of the court system.
- 26.0 Identify the responsibility of corrections.
- 27.0 Describe the levels of law enforcement.
- 28.0 Identify the levels of the U.S. Court system.
- 29.0 Identify the levels of the state court system.
- 30.0 Identify the major components of the court system.
- 31.0 Describe the components of the corrections system.
- 32.0 Understand the Fourth Amendment related to search and seizure
- 33.0 Know what constitutes a lawful arrest
- 34.0 Understand the Fifth and Sixth Amendments related to interrogation of suspects
- 35.0 Understand the legal rules and concepts of evidence
- 36.0 Describe the history of the American legal system.
- 37.0 Identify types of law in America.

- 38.0 Define constitutional law.
- 39.0 Define statutory law.
- 40.0 Define ordinance.
- 41.0 Define criminal law.
- 42.0 Define case law.
- 43.0 Define civil law.
- 44.0 Understand the Fourth Amendment related to search and seizure.
- 45.0 Know what constitutes a lawful arrest.
- 46.0 Understand the Fifth and Sixth Amendments related to interrogation of suspects.
- 47.0 Understand the legal rules and concepts of evidence.
- 48.0 Explain the importance of the U.S. Constitution to law enforcement officers.
- 49.0 Identify the Bill of Rights.
- 50.0 Identify basic concepts incorporated in the U.S. Constitution.
- 51.0 State the purpose of the Articles of the Constitution.
- 52.0 Explain the supremacy of the U.S. Constitution.
- 53.0 State the purpose of the Amendments to the Constitution.
- 54.0 Identify the key aspects of the First Amendment.
- 55.0 Identify the key aspects of the Second Amendment.
- 56.0 Identify the key aspects of the Fourth Amendment.
- 57.0 Identify the key aspects of the Fifth Amendment.
- 58.0 Identify the key aspects of the Sixth Amendment.
- 59.0 Identify the key aspects of the Eighth Amendment.
- 60.0 Identify the key aspects of the Fourteenth Amendment.
- 61.0 Describe how case law directs a law enforcement officer's actions.
- 62.0 Define offense.
- 63.0 Identify the classification and category of a criminal offense.
- 64.0 Identify relevant facts for use in classifying the situation as a criminal or noncriminal offense.
- 65.0 Define felony.
- 66.0 Identify the levels of felony offenses.
- 67.0 Define misdemeanor.
- 68.0 Identify the levels of misdemeanor offenses.
- 69.0 Define noncriminal violation.
- 70.0 Identify municipal/county ordinance violation.
- 71.0 Describe the constitutional guarantees related to search and seizure.
- 72.0 Define search.
- 73.0 Define seizure.
- 74.0 Define search warrant.
- 75.0 Identify the legal requirements of a search warrant.
- 76.0 Define the exclusionary rule.
- 77.0 Define the Good Faith Doctrine.
- 78.0 Identify the exceptions to the search warrant requirement.
- 79.0 Identify the abandoned property exception to the search warrant requirement.
- 80.0 Identify the open fields' doctrine as an exception to the search warrant requirement.
- 81.0 Identify the plain view exception to the search warrant requirement.
- 82.0 Identify the probable cause search of a conveyance exception to the search warrant requirement.
- 83.0 Identify the exigent circumstances exception to the search warrant requirement.
- 84.0 Identify a Terry frisk as an exception to the search warrant requirement.
- 85.0 Identify the plain feel doctrine as an exception to the search warrant requirement.
- 86.0 Identify the search incident to arrest exception to the search warrant requirement.

- 87.0 Identify the consent exception to the search warrant requirement.
- 88.0 Identify the vehicle inventory exception to the search warrant requirement.
- 89.0 Identify the importance of regulatory searches.
- 90.0 Define the proper scope of a search.
- 91.0 Identify items that may be seized after a lawful search.
- 92.0 Describe the Florida Forfeiture and Contraband Act.
- 93.0 Identify basic concepts and rules of evidence.
- 94.0 Define evidence.
- 95.0 Define direct evidence.
- 96.0 Define indirect or circumstantial evidence.
- 97.0 Identify the three primary categories of evidence.
- 98.0 Define fruits of a crime.
- 99.0 Define instrumentalities of a crime.
- 100.0 Define contraband.
- 101.0 Identify the three basic reasons why evidence is offered in court.
- 102.0 Define admissibility of evidence.
- 103.0 Identify the three primary reasons for evidence rules.
- 104.0 Identify the general rules for excluding evidence.
- 105.0 Define hearsay evidence.
- 106.0 Identify four specific requirements that officers must be aware of to ensure admissibility of evidence.
- 107.0 Identify the types of privileged communication protected under Chapter 90, F.S.
- 108.0 Identify the factors used in the objective reasonableness standard.
- 109.0 Identify the questions an officer will have to answer in any use of force situation.
- 110.0 Identify the circumstances under which law enforcement officers are faced with use of force decisions.
- 111.0 Identify the law authorizing law enforcement officers' use of force in making an arrest.
- 112.0 Identify when a law enforcement officer may use force to apprehend escaped inmates.
- 113.0 Identify when an officer may use deadly force to apprehend a fleeing felon.
- 114.0 Define deadly force pursuant to Florida law.
- 115.0 Identify when a law enforcement officer may use force during an investigative detention.
- 116.0 Identify when a law enforcement officer may use force to prevent an arrested person from escaping custody.
- 117.0 Identify when individuals may use deadly force in self-defense or in defense of others.
- 118.0 Describe the no retreat law.
- 119.0 Identify when individuals may use force in the protection of their property.
- 120.0 Use radio equipment properly
- 121.0 Identify the communication audience
- 122.0 Gather information at a crime scene
- 123.0 Conduct basic interview
- 124.0 Identify root causes of miscommunication
- 125.0 Organize information chronologically
- 126.0 Organize information categorically
- 127.0 Document information
- 128.0 Take statements
- 129.0 Classify reports appropriately
- 130.0 Apply appropriate grammar mechanics
- 131.0 Write reports
- 132.0 Demonstrate proper use of a portable radio unit.

- 133.0 Locate radio equipment in a standard police vehicle.
- 134.0 Identify the duties of the communications officer.
- 135.0 Identify primary components of a portable police radio.
- 136.0 Identify general radio procedures.
- 137.0 Speak into a police radio mike using proper radio protocol.
- 138.0 Identify steps to take prior to voice transmissions.
- 139.0 Identify speech habits that affect clear communications when using a police radio.
- 140.0 Identify appropriate radio system use.
- 141.0 Identify communications privacy when using a mobile radio system.
- 142.0 Identify proper radio protocol.
- 143.0 Identify oral brevity codes.
- 144.0 Identify Phonetic Alphabet.
- 145.0 Demonstrate proper preparation of radio messages.
- 146.0 Communicate essential information using a police radio.
- 147.0 Identify how to write a BOLO (Be On the Look Out) report of a person, property, or vehicle.
- 148.0 Identify essential information based on type of call.
- 149.0 Identify essential information for answering calls.
- 150.0 Identify essential information for checking in and out of unit.
- 151.0 Use radio equipment properly
- 152.0 Identify the communication audience
- 153.0 Gather information at a crime scene
- 154.0 Conduct basic interview
- 155.0 Identify root causes of miscommunication
- 156.0 Organize information chronologically
- 157.0 Organize information categorically
- 158.0 Document information
- 159.0 Take statements
- 160.0 Classify reports appropriately
- 161.0 Apply appropriate grammar mechanics
- 162.0 Write reports
- 163.0 Complete the arrest/probable cause affidavit
- 164.0 Identify the purpose of interpersonal communication.
- 165.0 Identify terms that describe the process of communication.
- 166.0 Identify the elements that are essential to effective interpersonal communication.
- 167.0 Identify behaviors that convey courtesy.
- 168.0 Identify common forms of nonverbal communication.
- 169.0 Identify barriers that could hinder the communication process.
- 170.0 Define community.
- 171.0 Identify officer's response to community expectations.
- 172.0 Identify how an officer's responses can be influenced by his or her thoughts.
- 173.0 Define self-talk
- 174.0 Describe techniques for self-control.
- 175.0 Define self-knowledge.
- 176.0 Identify emotional triggers that may influence an officer's behavior.
- 177.0 Identify ways to understand and provide feedback.
- 178.0 Define stereotyping.
- 179.0 Define bias/prejudice.
- 180.0 Define perception.
- 181.0 Define assumption.
- 182.0 Identify the impact different age groups may have on the community.

- 183.0 List proper steps to prepare for an interview.
- 184.0 Identify the primary responsibilities of the interviewer.
- 185.0 Identify when to interview.
- 186.0 Identify who to interview.
- 187.0 Identify the primary factors that influence the success of an interview.
- 188.0 Identify an appropriate location for an interview.
- 189.0 Identify the importance for allowing sufficient time for a thorough interview.
- 190.0 Identify factors that influence the order of interviews.
- 191.0 Identify techniques that encourage the person to explain fully.
- 192.0 Identify elements of the interview process.
- 193.0 Identify effective interview techniques.
- 194.0 Identify if the information gained is suitable for submission to court.
- 195.0 Identify how to evaluate the effectiveness of an interview.
- 196.0 Identify how to document the interview
- 197.0 Identify the procedures to follow in taking notes.
- 198.0 Identify when statements should be obtained.
- 199.0 Identify the importance of appropriate location, materials, interpreters, and equipment for taking the statement.
- 200.0 Identify the basic procedures to follow when taking statements.
- 201.0 Identify the need for participant, witness, or suspect to prepare a written statement or give an oral recorded statement.
- 202.0 Identify the importance of separating the interviewees.
- 203.0 Identify the importance of developing questions based on what the witness says.
- 204.0 Identify the person to provide statement.
- 205.0 Identify when an officer can notarize a statement according to Florida law.
- 206.0 Identify when it is necessary to administer an oath.
- 207.0 Identify the importance of interviewee's signature on written statements.
- 208.0 Identify whether the statements should be oral or written.
- 209.0 Identify the basic kinds of information needed in a statement.
- 210.0 Identify the importance of reviewing interviewee's statements for completeness.
- 211.0 Identify the type of assistance that an officer can provide if required, and use a witness to document the assistance.
- 212.0 Identify what to do if a person is unable to sign statement.
- 213.0 Identify what to do if a person is unwilling to sign statement.
- 214.0 Identify the appropriate method of recording the statement.
- 215.0 Document the interview.
- 216.0 Define report.
- 217.0 Identify the purposes of a report.
- 218.0 Identify that agencies use a variety of different forms.
- 219.0 List the categories of operational reports.
- 220.0 Identify the readers of a police report.
- 221.0 Identify common proceedings in which a police report may be used.
- 222.0 Identify the basic steps of report writing.
- 223.0 Identify the purpose of note taking.
- 224.0 Select the correct information to record into notes.
- 225.0 Identify the additional descriptions that may be required to clarify the basic facts.
- 226.0 Identify why it is important to alternate between listening and writing.
- 227.0 Identify the importance of using the correct spelling and recording accurate numbers in notes.
- 228.0 Identify common abbreviations to use in note taking.
- 229.0 Identify how to organize notes.

- 230.0 Identify chronological ordering.
- 231.0 Identify categorical ordering.
- 232.0 Define narrative.
- 233.0 Identify the elements of report writing.
- 234.0 Identify which verb tense should be used in reports.
- 235.0 Identify the differences between content and format.
- 236.0 Explain the importance of addressing all the elements of a crime.
- 237.0 Identify the elements of the preferred method for structuring a report.
- 238.0 Identify the questions a report narrative must answer.
- 239.0 Define sentence.
- 240.0 Define sentence fragment.
- 241.0 Identify tools that can be used to reduce spelling errors.
- 242.0 Identify the rules of punctuation.
- 243.0 Define editing.
- 244.0 Define proofreading.
- 245.0 Identify types of crisis.
- 246.0 Identify behaviors of persons in crisis.
- 247.0 Notify communications center on arrival.
- 248.0 Identify the need to position self safely according to officer safety techniques.
- 249.0 Identify techniques that may be used to stabilize the crisis situation.
- 250.0 Interview the person to identify the problem during a crisis situation.
- 251.0 Initiate the Baker Act or Marchman Act process, if criteria exist, during a crisis situation.
- 252.0 Identify if the person needs to be removed from a crisis situation.
- 253.0 Identify when referrals are required by Florida Statutes.
- 254.0 Identify services and agencies that are appropriate for an individual during a crisis situation.
- 255.0 Provide appropriate transportation or transport if the person needs to be removed from the situation.
- 256.0 Document incident in a report.
- 257.0 Identify characteristics of the elderly population.
- 258.0 Identify physiological changes related to the aging process.
- 259.0 Identify how to communicate with an elderly person.
- 260.0 Identify resources that may provide assistance to the elderly.
- 261.0 Identify safety equipment that an officer can use to remain safe.
- 262.0 Identify factors that may lead to officers' deaths.

**Course Number: CJK0241**

**Occupational Completion Point: A**

**Law Enforcement Auxiliary Patrol and Traffic – 19 Hours – SOC Code 33-3051**

- 263.0 Define observation.
- 264.0 Identify the role of memory in observation.
- 265.0 Define perception.
- 266.0 Identify factors that affect perception.
- 267.0 Identify factors affecting an officer's sight.
- 268.0 Identify factors affecting an officer's hearing.
- 269.0 Identify factors affecting an officer's sense of smell.
- 270.0 Identify factors affecting an officer's sense of touch.
- 271.0 Identify why discretion should be applied when using the sense of taste to identify a substance.

- 272.0 Identify basic survival tips that can help an officer respond safely.
- 273.0 Define cover.
- 274.0 Define concealment.
- 275.0 Identify officer safety procedures.
- 276.0 Identify patrol types.
- 277.0 Identify information obtained through roll call that may be useful when patrolling an assigned area.
- 278.0 Identify the need to inspect and review duty equipment.
- 279.0 State how to identify a wanted person or vehicle when preparing a BOLO report.
- 280.0 Identify the appropriate descriptive details for a person, property, or vehicle when preparing a BOLO report.
- 281.0 Identify how to become familiar with the patrol area.
- 282.0 Identify the advantages of foot patrol.
- 283.0 Identify importance of observation of potential safety hazards.
- 284.0 Determine the need for backup when approaching a suspect.
- 285.0 Evaluate the situation upon arriving at suspect's location.
- 286.0 Select appropriate officer safety techniques when approaching a suspect.
- 287.0 Obtain identification information from a suspect.
- 288.0 Check for outstanding warrants on a suspect.
- 289.0 Transport to appropriate facility if placing the suspect under arrest
- 290.0 Identify how to communicate verbally and nonverbally that a suspect is being placed under arrest.
- 291.0 Identify how to secure a prisoner to be escorted.
- 292.0 Identify the appropriate method for loading a prisoner into a vehicle for transport.
- 293.0 Identify potential issues that could occur during the transport of a prisoner.
- 294.0 Identify the process upon arrival at the detention facility.
- 295.0 Identify the procedure for processing found property.
- 296.0 Identify techniques for directing traffic.
- 297.0 Identify how to enforce parking citations and summons.
- 298.0 Identify the size and organization of a crowd.
- 299.0 Identify officer safety considerations in a crowd control situation.
- 300.0 Identify potential weapons in a crowd control situation.
- 301.0 Utilize safe positioning and distancing when approaching crowds, demonstrators, or rioters.
- 302.0 Identify the reason the group has gathered and what they want to achieve.
- 303.0 Identify the procedure for approaching and contacting the leader of crowds or demonstrations.
- 304.0 Understand the importance of communicating with the group leaders to identify the problem or the disturbance.
- 305.0 Define a traffic stop according to Florida Legal Guidelines.
- 306.0 Identify important benefits of traffic enforcement.
- 307.0 Identify that F.S. §316 contain criminal and noncriminal traffic violations.
- 308.0 Identify the most common traffic violations.
- 309.0 Identify the need to submit the confiscated driver's license to the appropriate driver license office.
- 310.0 Identify formatting of the Florida Driver License.
- 311.0 Identify important components of the Florida Driver License.
- 312.0 Identify important components of Florida Vehicle License Plates.
- 313.0 Identify that an officer may issue a citation, warning, or make an arrest as appropriate during an unknown risk traffic stop.
- 314.0 Identify how an officer decides whether to issue a citation or a warning during an

- unknown risk traffic stop.
- 315.0 Determine the nature of the offense during an unknown risk traffic stop.
  - 316.0 Identify appropriate report forms used during an unknown risk traffic stop.
  - 317.0 Identify a Uniform Traffic Citation (UTC).
  - 318.0 Identify the need to explain the nature of the offense during an unknown risk traffic.
  - 319.0 Identify the need to give options for handling the citation during an unknown risk traffic stop.
  - 320.0 Identify the need to explain the violator's responsibility to adhere to traffic laws and local ordinances during an unknown risk traffic stop.
  - 321.0 Identify the need to explain that the violator needs to sign the citation during an unknown risk traffic stop.
  - 322.0 Identify the violation for refusal to sign the citation during an unknown risk traffic stop.
  - 323.0 Identify how to close the interview with the violator during an unknown risk traffic stop.
  - 324.0 Identify whether or not to make an arrest during an unknown risk traffic stop.
  - 325.0 Demonstrate how to make a safe unknown risk traffic stop.
  - 326.0 Accurately complete a citation or issue a warning during an unknown risk traffic stop.
  - 327.0 Identify the Florida Statutes relating to uniform traffic control when conducting a traffic crash investigation.
  - 328.0 Identify the traffic crash management process.
  - 329.0 Arrive safely at the scene.
  - 330.0 Assess the scene involving a traffic crash incident.
  - 331.0 Identify any dangers or hazards at the crash scene.
  - 332.0 Identify the Department of Transportation's hazardous material identification placard information from placard symbols found in the DOT ERG book of hazardous materials identification.
  - 333.0 Assess requirements for additional aid for a vehicle crash, identifying situations that require assistance.
  - 334.0 Request assistance needed in a traffic crash situation.
  - 335.0 Upon arrival at the crash scene, locate vehicle or property damaged in the crash.
  - 336.0 Define first harmful event.
  - 337.0 Identify conditions for transferring jurisdiction in a situation involving a crash, crime, or incident scene with multi-jurisdictional boundaries.
  - 338.0 Identify if a vehicle was involved in a crime.
  - 339.0 Request medical and fire assistance, if appropriate, for a vehicle fire.
  - 340.0 Extinguish a vehicle fire, if feasible, with current fire extinguisher equipment.
  - 341.0 Complete an incident report for a vehicle fire.
  - 342.0 Determine if it is necessary to evacuate persons from the area of a vehicle on fire.
  - 343.0 Identify the traffic conditions at a traffic crash incident.
  - 344.0 Protect a traffic crash scene by proper positioning of patrol vehicle.
  - 345.0 Preserve a traffic crash scene.
  - 346.0 Position vehicle and/or warning devices to route traffic around a traffic crash incident.
  - 347.0 Identify how to set out flares, barricades, or other warning devices with caution to direct traffic away from damage or hazard on a roadway.
  - 348.0 Identify when conducting a traffic crash investigation to wear safety vest and gloves.
  - 349.0 Re-route traffic from traffic crash scene immediately upon setting up warning devices.
  - 350.0 Inventory contents of a vehicle to be towed from a traffic crash incident.
  - 351.0 Call for medical assistance, if necessary, for victims of a traffic crash incident.
  - 352.0 Ensure that the wrecker driver or officer removes all hazardous debris resulting from the traffic crash from the roadway.
  - 353.0 Identify violations of traffic laws.
  - 354.0 Remove all temporary traffic warning devices.
  - 355.0



- 356.0 Submit the completed crash report to the appropriate person for review.
- 357.0 Remain at the scene if property damage poses safety or security risks until notified person arrives or until other security arrangements are made.

**Course Number: CJK0242**

**Occupational Completion Point: A**

**Law Enforcement Auxiliary Investigations – 17 Hours – SOC Code 33-3051**

- 358.0 Obtain information regarding crime scene prior to arrival.
- 359.0 Determine if crime or incident is life-threatening.
- 360.0 Identify when to request medical assistance.
- 361.0 Survey the scene.
- 362.0 Identify when to continue or relinquish the crime scene.
- 363.0 Identify victims, witnesses, and suspects at a crime scene.
- 364.0 Secure victims, witnesses, and suspects.
- 365.0 Separate victims, witnesses, and suspects.
- 366.0 View injuries first-hand for evidence or testimony.
- 367.0 Brief supervisor or other arriving personnel at the scene.
- 368.0 Identify the requirements for obtaining a valid consent to search.
- 369.0 Continue to develop information while protecting the scene.
- 370.0 Determine probable extent of scene to secure as well as additional surrounding areas.
- 371.0 Secure the scene.
- 372.0 Ensure physical evidence is preserved.
- 373.0 Identify when to arrange for manpower and equipment, if required.
- 374.0 Identify requirements to effectively create a crime scene log.
- 375.0 Determine if any crime has been committed in a domestic violence situation.
- 376.0 Identify when to photograph injuries resulting from a domestic violence situation.
- 377.0 Determine if an arrest is to be made in a domestic violence situation.
- 378.0 Counsel individuals on possible course of action for problem resolution in a domestic violence situation.
- 379.0 Bring all persons involved back together, if they have calmed down.
- 380.0 Document a domestic violence situation with appropriate paperwork.
- 381.0 Provide victim with a victim's rights brochure.
- 382.0 Conduct an initial investigation alleging child abuse or neglect.
- 383.0 Initiate contact with the parent(s) or guardian(s) of the child.
- 384.0 Apply state and local judicial procedures regarding the interview of juveniles.
- 385.0 Initiate contact with victim of child abuse or neglect.
- 386.0 Identify when to provide first aid or obtain medical attention for child abuse or neglect victim.
- 387.0 Identify what to include in field notes regarding child abuse or neglect situation.
- 388.0 Assist DCF in removing an abused or neglected child.
- 389.0 Identify child abuse and neglect reporting requirements.
- 390.0 Differentiate between human trafficking and smuggling.
- 391.0 Identify the nature and scope of the human trafficking problem.
- 392.0 List related international criminal enterprises that lend themselves to involvement in human trafficking.
- 393.0 Apply the Trafficking Victims Protection Act (TVPA) of 2000.
- 394.0 Apply the Florida State Statutes related to human trafficking offenses.
- 395.0 Identify the immigration issues of human trafficking victims.
- 396.0 Identify human trafficking indicators that can be present.
- 397.0 Identify key information to investigate during the initial conversation with the victim.

- 398.0 Identify considerations for victim rescue and restoration.
- 399.0 Identify the community's role in recognizing and reporting human trafficking.
- 400.0 Obtain descriptive data of a missing, lost, or endangered person, including a photo, if available.
- 401.0 Identify the cause of the search in the case of a missing, lost, or endangered person.
- 402.0 Identify possible physical or psychological problems of a missing, lost, or endangered person.
- 403.0 Conduct an initial search of the scene of a missing, lost, or endangered person situation.
- 404.0 Identify areas to be searched in a missing, lost, or endangered person situation.
- 405.0 Notify supervisor of location and search assignment.
- 406.0 Provide necessary medical care to a missing, lost, or endangered person.
- 407.0 Apply Florida Statutes in a missing person situation.
- 408.0 Identify appropriate agency to turn investigation over to when unsuccessful in the initial search.
- 409.0 Document a missing and endangered person's incident.
- 410.0 Identify the elements of robbery.
- 411.0 Identify common targets of robbery.
- 412.0 Identify procedures to follow in a robbery situation.
- 413.0 Identify items to include in a preliminary robbery report.
- 414.0 Request medical personnel to provide information, as required, in a sexual battery situation.
- 415.0 Identify procedures for dealing with victims of sexual battery.
- 416.0 Define juvenile sexual offender.
- 417.0 Identify the difference between lewd and lascivious battery, molestation, conduct, and exhibition.
- 418.0 Apply Florida Statutes regarding hate crimes.
- 419.0 Identify procedures for dealing with a victim of a hate crime.
- 420.0 Identify procedures for dealing with a loitering and prowling incident.
- 421.0 Identify the legal distinction between disorderly conduct and disorderly intoxication.
- 422.0 Define open house party.
- 423.0 Identify categories of burglaries.
- 424.0 Identify common methods of entry used by burglars.
- 425.0 Respond to an incident involving burglary and trespassing.
- 426.0 Define burglary tools.
- 427.0 Identify the legal requirements for a valid trespass after a warning.
- 428.0 Identify procedures for responding to an archeological site violation.
- 429.0 Identify the types of theft victims.
- 430.0 Differentiate between petit or misdemeanor and grand or felony theft.
- 431.0 Identify indicators of a stolen vehicle.
- 432.0 Identify FCIC/NCIC reporting requirements for stolen and/or recovered property.
- 433.0 Identify when someone is dealing in stolen property.
- 434.0 Comply with department policy regarding the Read or Waive Option after a deposition.
- 435.0 Review case notes, reports, photographs, and evidence prior to giving testimony.
- 436.0 Discuss the case with appropriate agency personnel and the state attorney in preparation for giving testimony.
- 437.0 Upon arrival at court, check in with prosecutors, and follow instructions.
- 438.0 Answer each question clearly, completely, and truthfully without volunteering any statement that is not requested.
- 439.0 Define "on or off the record."
- 440.0 Identify procedures to follow when the rule of sequestration has been invoked.

441.0 Identify procedures to follow when providing testimony during a court proceeding.

**Course Number: CJK0422**

**Occupational Completion Point: A**

**Dart-Firing Stun Gun – 8 Hours – SOC Code 33-3051**

442.0 Identify the use of a Dart-Firing Stun Gun (DFSG) in accordance with F.S. 943.1717.

443.0 Identify and articulate CJSTC DFSG considerations and their impact on officers in Florida.

444.0 Identify and articulate the possible effects that a DFSG has on the human body.

445.0 Properly and safely operate a DFSG.

446.0 Articulate (verbally and in reports) the justification for tactical options chosen while participating in DFSG simulated scenarios including the use of verbal skills to de-escalate a situation and avoid the use of a DFSG.

447.0 Explain the history of F.S. 943.1717 and its legal implications for Dart-Firing Stun Gun use by officers in Florida and authorized civilian use.

448.0 Explain the CJSTC's considerations concerning DFSG use by officers in Florida.

449.0 Explain the history of electronic control devices leading to the invention of the stun guns.

450.0 Explain how stun guns work including basic nomenclature.

451.0 Explain drive stun use and signature marks.

452.0 Demonstrate the maintenance, care, and storage of a DFSG.

453.0 Explain possible effects of a DFSG application on the human body including indicators of positional asphyxia which is discussed in the CMS First Aid for Criminal Justice Officers course.

454.0 Explain medical considerations involving use of a DFSG including Sudden In-custody Death Syndrome, excited delirium, drug-induced psychosis, and how to follow agency policy in situations involving impaired, ill, or pregnant subjects.

455.0 Explain after care considerations of subjects following a DFSG application.

456.0 Explain how an officer may articulate tactical option use of a DFSG.

457.0 Explain the proper use of verbal skills to de-escalate a situation and avoid the use of the DFSG when practical.

458.0 Demonstrate the following:

458.01 drawing from the holster

458.02 deployment and firing a live cartridge onto target

458.03 reloading of the cartridge

458.04 transitioning from a DFSG to another force option

458.05 de-escalation—utilizing verbal commands to control a situation

458.06 contact cover or tactical approaches to a situation utilizing multiple officers

458.07 securing under power—gaining control of subject so restraints can be applied after a simulated DFSG application and full cycle has expired

458.08 transitioning from one force option to another as the situation dictates

459.0 Conduct Role-play Scenario, Bar Fight and Wanted Pan-Handler

**Course Number: CJK0031**

**Occupational Completion Point: A**

**CMS First Aid Criminal Justice Officers – 40 Hours – SOC Code 33-3051**

- 460.0 Identify the role of the Emergency Medical Services System (EMS) when preparing to respond to a medical emergency.
- 461.0 Introduction to First Aid.
- 462.0 Identify how the roles and responsibilities of the criminal justice first aid provider differ from other professionals within the EMS system.
- 463.0 Uphold responsibilities for medical treatment in accordance with Criminal Justice Standards and Training Commission (CJSTC) standards when responding to a medical emergency.
- 464.0 Uphold responsibilities for medical treatment in accordance with Criminal Justice Standards and Training Commission (CJSTC) standards when responding to a medical emergency.

**Course Number: CJK0040**

**Occupational Completion Point: A**

**CMS Criminal Justice Firearms – 80 Hours – SOC Code 33-3051**

- 465.0 Demonstrate safe weapon handling.
- 466.0 Demonstrate weapons cleaning and maintenance.
- 467.0 Demonstrate handgun holstering and drawing.
- 468.0 Demonstrate weapon loading and unloading.
- 469.0 Demonstrate basic shooting principles.
- 470.0 Proficiency on the CJSTC basic firearms courses of firing with a handgun during daylight and nighttime and a shotgun during daylight.

**Course Number: CJK0051**

**Occupational Completion Point: A**

**CMS Criminal Justice Defensive Tactics – 80 Hours – SOC Code 33-3051**

- 471.0 Make an accurate threat assessment of a situation
- 472.0 Use force appropriate to the subject resistance and situational factors
- 473.0 Demonstrate a prevailing attitude and the willingness and ability to fight when necessary
- 474.0 Use integrated force options
- 475.0 Escalate, de-escalate, or disengage in a situation as appropriate
- 476.0 Perform defensive tactics techniques with proficiency
- 477.0 Define defensive tactics.
- 478.0 Apply strategies for optimal physical performance during a defensive tactics training program.
- 479.0 Identify elements of the Florida Statutes as related to the use of force by criminal justice officers.
- 480.0 Explain the provisions of Chapters 944 and 945, F.S., related to the use of force by state correctional and correctional probation officers.
- 481.0 Explain the concept of objective reasonableness.
- 482.0 Explain that subject resistance and officer response may change rapidly.
- 483.0 Apply the legal authority for an officer's response to a subject's resistance.
- 484.0 Explain escalation, de-escalation, and disengagement.
- 485.0 Explain how the injury potential to an officer may affect his or her response.
- 486.0 Define passive resistance.
- 487.0 Define active resistance.
- 488.0 Define aggressive resistance.
- 489.0 Define deadly force resistance.
- 490.0 Define physical control.
- 491.0 Define nonlethal weapon.
- 492.0 Define deadly force.

- 493.0 Identify the essential criteria to determine the justification of the use of deadly force.
- 494.0 Identify the subject's ability, opportunity, and intent as it relates to the officer's response to resistance.
- 495.0 Explain the concept of totality of circumstances.
- 496.0 Identify various situational factors that may influence the use of force.
- 497.0 Explain how survival stress affects a physical confrontation between a subject and an officer.
- 498.0 Describe the physiological changes that occur while experiencing survival stress.
- 499.0 Describe the motor performance changes that occur while experiencing survival stress.
- 500.0 Describe the visual changes that occur while experiencing survival stress.
- 501.0 Describe the cognitive function changes that occur while experiencing survival stress.
- 502.0 Identify survival readiness skills for an officer.
- 503.0 Explain the effects of critical incident stress on memory functions.
- 504.0 State methods of controlling the effects of survival stress.
- 505.0 Describe the fundamental principles of applying defensive tactics.
- 506.0 Explain the use of balance in applying defensive tactics.
- 507.0 Explain how leverage is used in the application of defensive tactics.
- 508.0 Explain the use of pain compliance in applying defensive tactics.
- 509.0 Describe the use of mechanical compliance in applying defensive tactics.
- 510.0 Describe the use of joint manipulation to control a resistant subject.
- 511.0 Describe how to use motor dysfunction to control a resistant subject.
- 512.0 Identify the fluid shock principle.
- 513.0 Apply defensive tactics techniques.
- 514.0 Identify the necessity of conducting a threat assessment.
- 515.0 Identify verbal and nonverbal cues in assessing threats.
- 516.0 Identify relative positioning.
- 517.0 Identify the danger zone.
- 518.0 Define reaction time principle.
- 519.0 Demonstrate officer presence.
- 520.0 Demonstrate the interview stance.
- 521.0 Demonstrate the offensive ready stance.
- 522.0 Demonstrate the slide step approach.
- 523.0 Demonstrate how to maintain a minimum reactionary gap.
- 524.0 Demonstrate hand clearing techniques.
- 525.0 Demonstrate evasion techniques.
- 526.0 Demonstrate redirection techniques.
- 527.0 Demonstrate applicable verbal direction.
- 528.0 Demonstrate pressure point techniques.
- 529.0 Demonstrate escort and transporter techniques.
- 530.0 Demonstrate using restraint devices.
- 531.0 Demonstrate conducting physical frisks and searches.
- 532.0 Demonstrate blocking techniques.
- 533.0 Identify target areas for empty-hand strikes.
- 534.0 Demonstrate striking techniques.
- 535.0 Demonstrate kicking techniques.
- 536.0 Demonstrate distraction techniques.
- 537.0 Demonstrate takedown techniques.
- 538.0 Demonstrate upright grappling body hold techniques.
- 539.0 Demonstrate a simulation of a vascular neck restraint technique.
- 540.0 Demonstrate falling techniques.
- 541.0 Demonstrate ground escape techniques.

- 542.0 Demonstrate ground control techniques.
- 543.0 Identify target areas for impact weapon strikes.
- 544.0 Demonstrate impact weapon techniques.
- 545.0 Identify the types of chemical agents used by criminal justice officers.
- 546.0 Identify the active ingredient in oleo capsicum.
- 547.0 Identify the use of the Scoville Heat Unit (SHU) in measuring the burning effect of chemical agents.
- 548.0 Identify the physical effects of a chemical agent on a subject.
- 549.0 Describe the correct responses to a subject's prolonged or severe reactions from chemical agent contamination.
- 550.0 Identify decontamination procedures for contamination from a chemical agent.
- 551.0 Prepare for chemical agent contamination.
- 552.0 Demonstrate the use of defensive tactics techniques while experiencing the effects of contamination to a chemical agent.
- 553.0 Demonstrate decontamination procedures.
- 554.0 Demonstrate weapon retention techniques.
- 555.0 Demonstrate handgun disarming techniques.
- 556.0 Demonstrate defense against edged weapons techniques.
- 557.0 Demonstrate the simulation of deadly force techniques.

**Course Number: CJK0020**

**Occupational Completion Point: A**

**CMS Law Enforcement Vehicle Operations – 48 Hours – SOC Code 33-3051**

- 558.0 Develop the skills to operate a motor vehicle safely.
- 559.0 Understand the role of law enforcement officers as they operate a vehicle.
- 560.0 Understand personal and vehicle limits.
- 561.0 Operate the vehicle in a safe manner while talking to dispatch.
- 562.0 Understand the effects of stress on the driver.
- 563.0 Check the operational readiness of the exterior of the vehicle.
- 564.0 Check the fluid levels, hoses, wires, and belts.
- 565.0 Inspect the rear seat compartment to locate all visible damage, weapons, and contraband.
- 566.0 Inspect the restraint devices, door locks, rear view mirror, and for equipment not properly secured.
- 567.0 Start the vehicle to check for operational readiness.
- 568.0 Identify driving tips for preventing accidents.
- 569.0 Identify the importance of vision in identifying potential hazards.
- 570.0 Describe encountered hazards.
- 571.0 Detect potential hazards through the use of the senses.
- 572.0 Describe techniques that can enhance or impede awareness.
- 573.0 Identify temporary factors that may impact observation.
- 574.0 Identify medical conditions that may impact observation.
- 575.0 Identify corrective action to take upon encountering a road or weather hazard.
- 576.0 Identify types of frequently occurring crashes.
- 577.0 Demonstrate crash avoidance techniques.
- 578.0 Identify possible reactions to take to avoid injury or further vehicle damage.
- 579.0 Describe techniques and principles to enhance awareness, including the two- and four second rules.
- 580.0 Demonstrate how to control the vehicle path while in motion.
- 581.0 Explain the importance of braking to a safe speed prior to entering a turn or corner.

- 582.0 Identify the importance of initiating the steering input prior to entering a turn or corner.
- 583.0 Identify an increasing radius.
- 584.0 Identify a decreasing radius.
- 585.0 Identify a constant radius.
- 586.0 Describe how to locate the apex.
- 587.0 Demonstrate the apexing techniques.
- 588.0 Identify the proper steering input that will decrease the severity of centripetal and centrifugal force.
- 589.0 Identify steering as it relates to vehicle dynamics and traction in a turn.
- 590.0 Identify principles of under steering.
- 591.0 Identify principles of over steering.
- 592.0 Identify principles of wheel tracking.
- 593.0 Identify how to control wheel tracking by properly steering around an object.
- 594.0 Identify how to make the necessary adjustments to the vehicle while seated.
- 595.0 Identify the caster effect.
- 596.0 Identify how to initiate the steering input for directing the vehicle.
- 597.0 Explain principles of threshold braking.
- 598.0 Describe how to avoid applying brakes to maintain rolling friction.
- 599.0 Describe an incipient skid.
- 600.0 Identify type of brake system on the vehicle.
- 601.0 Demonstrate how to maintain pressure on the brake pedal according to the type of vehicle braking system, using threshold braking if necessary to avoid wheel lockup.
- 602.0 Identify incipient spin and its effect on vehicle traction.
- 603.0 Demonstrate how to decrease the rate of acceleration to control for loss of traction.
- 604.0 Describe rolling friction and its effect on vehicle traction.
- 605.0 Identify the importance of not accelerating.
- 606.0 Identify the importance of not braking.
- 607.0 Define counter steering.
- 608.0 Identify the importance of counter steering to avoid a secondary slide.
- 609.0 Position the vehicle for entry into a turn or corner.
- 610.0 Maintain control of the vehicle through the turn.
- 611.0 Demonstrate how to control the amount of steering input.
- 612.0 Identify how to demonstrate the pivot position by turning the upper body to the right, placing the right arm on the top portion of the passenger seat, and looking through the rear window to navigate.
- 613.0 Identify how to steer in reverse with your left hand while slowly accelerating and maintaining control of the steering wheel.
- 614.0 Identify Florida Statutes that govern vehicles operating in emergency mode.
- 615.0 Identify guidelines for operating in emergency mode.
- 616.0 Identify types of sensory influences the driver may experience.
- 617.0 Identify techniques that may improve vision at night.
- 618.0 Identify possible psychological effects on the driver in emergency mode.
- 619.0 Identify possible physiological effects on the driver in emergency mode.
- 620.0 Identify safe emergency driving techniques.
- 621.0 Identify how to make a decision to operate in emergency mode.
- 622.0 Define pursuit.
- 623.0 Explain case law regarding operating a vehicle in emergency mode.
- 624.0 Notify communications and supervisor when a pursuit is initiated.
- 625.0 Activate the emergency equipment.
- 626.0 Identify when to coordinate with other responding units and with dispatch via radio.
- 627.0 Identify the conclusions to a pursuit.

628.0 Choose the appropriate report form for the pursuit report.



2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Correctional Probation Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

PSAV	
Program Number	P430122
CIP Number	0743010202
Grade Level	30, 31
Standard Length	465 hours
Teacher Certification	CORR OFF @7 G LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	21-1092
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkinsresources.asp">http://www.fldoe.org/workforce/perkins/perkinsresources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The content includes but is not limited to knowledge of codes of ethics; history and evolution of laws; introduction to the criminal justice system; statutory authority of the FDLE Criminal Justice

Standards and Training Commission (CJSTC); corrections rules, rights, and responsibilities; basic law and legal procedures; correctional, correctional probation, and law enforcement operations; laws, rules and regulations of probationer supervision; investigation knowledge and skills; laws, rules, and regulations of arrest; search and seizure; knowledge of use of force; defensive tactics; physical fitness; weapons skills; controlling and restraining techniques; traffic control and direction, DUI enforcement techniques; medical first responder techniques; emergency preparedness techniques; communications skills; and human relations skills.

### Program Structure

This program is a planned sequence of instruction consisting of one occupational completion point.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0271	Correctional Probation Legal	57 hours	21-1092
	CJK0272	Correctional Probation Interpersonal Communication Skills	44 hours	
	CJK0273	Correctional Probation Caseload Management	40 hours	
	CJK0274	Correctional Probation Supervision	88 hours	
	CJK0275	Correctional Probation Investigations	39 hours	
	CJK0276	Correctional Probation Management Information Systems	27 hours	
	CJK0051	CMS Criminal Justice Defensive Tactics	80 hours	
	CJK0031	CMS First Aid for Criminal Justice Officers	40 hours	
	CJK0255	CMS Correctional Probation Firearms	16 hours	
CJK0281	Criminal Justice Officer Physical Fitness Training/Probation Officer	34 hours		

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located at: <http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx>.

All instructors must be certified by the CJSTC and the DOE, except Community Colleges where DOE certification is not required. General instructor requirements are found in Rule 11B-20.001, F.A.C., and high-liability instructor requirements are found in Rule 11B-20.0014, F.A.C. Within the Correctional Probation Legal portion of this program (course number CJK 0271), the following topics must be taught by a certified Law Topics Instructor in accordance with sections 11B-20.0014, F.A.C.:

- Constitutional Law
- Probable Cause
- Parties to a Crime
- Civil and criminal Liability
- Classification of Offenses
- Court Rules and Trial Procedures
- Courtroom Demeanor and Testimony
- Use of Force

This program must be offered by a CJSTC certified training center in order for the successfully completing student to be eligible to take the state certification examination for CJSTC certification. When the word “demonstrate” is used in a student performance standard, it shall require that actual performance and operation be accomplished, unless otherwise indicated.

This program may be offered in courses as long as 100% of minimum competencies are taught. Career and technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44, F.S.

### **Career and Technical Student Organization (CTSO)**

N/A

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

**Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

**Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported

accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Know the basic concept of correctional probation and comprehend the various components of the Florida criminal justice system.
- 02.0 Know the definitions, purposes, and important considerations regarding chain of command and organization.
- 03.0 Know the statutory authority, goals, and responsibilities of the Criminal Justice Standards and Training Commission.
- 04.0 Define ethics and professionalism, identify acts that are considered unethical, define common terms associated with ethics and professionalism, and identify behaviors that are considered professional.
- 05.0 Describe the relationship of statutes and rules, how they apply to corrections statewide, and where these rules and regulations can be found.
- 06.0 Know the definitions for legal terms related to the various tasks performed on the job.
- 07.0 Know the basic provisions of the U. S. Constitution and comprehend the officer's responsibility to defend and comply with the U. S. Constitution.
- 08.0 Comprehend the concept of probable cause.
- 09.0 Define the concept of parties to a crime as provided within Florida Law.
- 10.0 Define legal terms associated with civil and criminal liability; identify and describe situations that are likely to result in liability suits and various options an officer could use to defend against them.
- 11.0 Identify and describe offenses in Florida and the purpose of classifying offenses in Florida.
- 12.0 Identify the authorities who can issue and serve a subpoena and know the penalty for not responding to a subpoena.
- 13.0 Know the statutory authority that defines confidential information and dissemination of public information.
- 14.0 Comprehend the crime of perjury as provided within Chapter 837, Florida Statutes (F. S.).
- 15.0 Know the different participants involved in court proceedings, how to prepare a case for a hearing, and identify the process and different types of hearings.
- 16.0 Know how a case is prepared for a trial and understand the basic elements of a trial.
- 17.0 Comprehend the responsibilities of an officer with regard to court proceedings, proper appearance, and appropriate behavior and techniques to employ when testifying in court, and demonstrate those behaviors/techniques in a mock court setting.

- 18.0 Know that Chapter 921, F. S., addresses laws related to court sentences and the purposes of the sentencing guidelines and know the basic concept of the Florida Criminal Punishment Code.
- 19.0 Know the different types of force, purposes of its use, Florida Statutes that pertain to the use of force, and the liabilities and effects associated with the use of force.
- 20.0 Comprehend the law governing executive clemency and identify the types of executive clemency that can be granted.
- 21.0 Understand the basic concept of restoration of civil rights and the eligibility criterion for restoration of civil rights to be automatically granted.
- 22.0 Understand the concept of interpersonal communication and be able to demonstrate the appropriate techniques that will aid in effective interpersonal relationships.
- 23.0 Effectively communicate verbally and/or in writing.
- 24.0 Know officer safety techniques to use when approaching a potentially dangerous situation and know the basic concepts and techniques of street survival skills.
- 25.0 Learn to effectively use skills to resolve conflicts.
- 26.0 Know types of common crises, recognize the signs and symptoms of an individual in crisis, and identify the appropriate techniques to use when assisting an offender in crisis.
- 27.0 Know common facts and misconceptions about suicide; recall support resources available; and comprehend factors and symptoms that signal suicide risk, procedures for intervention and prevention, and an officer's responsibilities.
- 28.0 Define organization and explain the different organizational techniques that contribute to a well-balanced working environment.
- 29.0 Know how to complete an offender's initial intake audit within the appropriate time frame.
- 30.0 Monitor and enforce a court ordered Offender Financial Obligation Agreement (OFOA).
- 31.0 Determine offender compliance by conducting a review of the offender's file, and know how to recognize and correct deficiencies.
- 32.0 Transfer or receive a case within Florida and know how to transfer or receive a case using the rules of the Interstate Compact.
- 33.0 Define supervision, understand the basic responsibilities of supervision, and identify effective supervisory techniques and general rules of supervision for various situations.
- 34.0 Identify and explain the different types of supervision.
- 35.0 Identify why individuals engage in the manipulation and deception of staff and the methods they use; recognize manipulation and deception and understand ways to avoid being deceived and manipulated.
- 36.0 Conduct a thorough offender orientation through understanding the standard and special conditions of supervision, the legal requirements an offender must comply with, and the potential advantages of compliance and consequences of noncompliance with supervision.
- 37.0 Identify appropriate community resources to assist an offender in receiving treatment for personal and/or relationship issues and know the processes to refer an offender to a voluntary self-improvement program(s) as well as to satisfy the conditions of supervision.
- 38.0 Identify the different reasons for conducting field supervision and know how to effectively plan and conduct field supervision.
- 39.0 Know how to verify an offender's employment and the requirements for notifying an offender's employer of supervision status.
- 40.0 Know how to accurately assess the progress of an offender through identifying concerns, needs, and solutions leading to the development of an appropriate plan of action.
- 41.0 Learn the process of safely collecting and testing specimens for the presence of drugs and/or alcohol.

- 42.0 Know how to determine criteria requiring arrest of an offender and be able to conduct an arrest safely and legally.
- 43.0 Identify the criteria for a warrantless arrest and be able to safely execute a warrantless arrest.
- 44.0 Identify the purpose of a violation report, describe the appropriate procedures to follow when preparing and submitting the report, and identify the appropriate procedures to follow when preparing and submitting an affidavit and warrant.
- 45.0 Identify criteria for determining if an offender has absconded and know how to initiate the Be On the Look Out (BOLO) procedure for an offender who has absconded based on established criteria.
- 46.0 Initiate the process for possible deportation if an offender is identified as an illegal alien.
- 47.0 Identify the procedures required for an offender to be used as an informant.
- 48.0 Know the procedure for recognizing and reporting signs of abuse in children, the elderly and disabled adults to the appropriate authorities.
- 49.0 Define domestic violence, understand the procedures for appropriate intervention and referral, and know reasons and theories regarding domestic violence.
- 50.0 Define the meaning of common substance abuse terms and recognize the signs and symptoms of substance abuse based upon observation and/or testing of the offender.
- 51.0 Define mental illness, identify signs and symptoms of mental illness, and know the procedures to follow when communicating with persons with mental illnesses.
- 52.0 Know what the Baker Act is and the criteria for involuntary examination in relation to the Baker Act.
- 53.0 Know the different types of investigations and the techniques necessary to perform a successful investigation.
- 54.0 Identify common interview terms, the interview process, signs of deception during an interview, techniques that contribute to the success of an interview, and the definition of note taking and how it relates to conducting an interview.
- 55.0 Define and describe basic uses of reports and identify the types and basic requisites of reports.
- 56.0 Define observation, surveillance, and related terminology and know the proper techniques when performing observation and surveillance.
- 57.0 Know how to safely and effectively search an offender, an offender's residence, and other approved areas.
- 58.0 Comprehend the basic concepts of evidence; how these concepts relate to criminal proceedings; and describe the importance of proper handling and methods of collecting, preserving, marking and transporting evidence.
- 59.0 Know the importance of the chain of custody as it relates to evidence and comprehend the methods used to protect the chain.
- 60.0 Identify the basic features of the Offender-Based Information System (OBIS), how they pertain to the supervision of offenders, and identify the various types of reports generated by OBIS.
- 61.0 Know the purpose of the Court Ordered Payment System (COPS) and the basic information that is maintained within COPS.
- 62.0 Know the basic concepts of the Florida Crime Information Center II (FCIC II) system and comprehend the usefulness of this system to the entry-level officer.
- 63.0 Know the purpose and basic terminology of the Rapid Identification (Rapid ID) system and the process for conducting a fingerprint transaction using the Rapid ID system.
- 64.0 Obtain information, select and complete the proper forms for entry into appropriate databases.

- 65.0 Understand the importance of unbiased responses when dealing with citizens or other officers; identify appropriate attitude, behavior and professionalism when interacting with members of the community; and identify and preserve individual's safety and security.
- 66.0 Identify various forms of harassment, including sexual harassment in the workplace; recognize negative effects of stereotyping in the work place and community in which the officer works; and identify the positive effect of teamwork on officer safety.
- 67.0 Understand the importance of attitudes, values and perception and how they influence personal beliefs and behavior; practice professional response in various situations in which officer or community safety is at risk.
- 68.0 Identify the importance of an officer's professional response in community relations; discuss cultural and other differences in a diverse community and how the officer's response and behavior can affect the officer's safety.
- 69.0 Response to resistance.
- 70.0 Officer presence.
- 71.0 Communication.
- 72.0 Falling techniques.
- 73.0 Restraint devices.
- 74.0 Physical frisk/physical search.
- 75.0 Transporters.
- 76.0 Takedowns.
- 77.0 Pressure points.
- 78.0 Countermoves.
- 79.0 Escape techniques.
- 80.0 Ground control and defense techniques.
- 81.0 Prisoner transport.
- 82.0 Impact weapons.
- 83.0 Defense against edged weapons.
- 84.0 Handgun retention/disarming.
- 85.0 Chemical agents.
- 86.0 Preparation for responding to medical emergencies.
- 87.0 Responding to medical emergencies.
- 88.0 Musculoskeletal and soft tissue injuries.
- 89.0 Medical related issues.
- 90.0 Firearms familiarization.
- 91.0 Ammunition.
- 92.0 Fundamentals of marksmanship.
- 93.0 Drawing and holstering.
- 94.0 Loading and unloading.
- 95.0 Use of cover with a firearm.
- 96.0 Weapon malfunctions.
- 97.0 Familiarization requirements.
- 98.0 Weapons cleaning.
- 99.0 Increase their physical fitness
- 100.0 Improve their score on the final fitness evaluation



2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Correctional Probation Officer  
PSAV Number: P430122**

**Course Number: CJK0271  
Occupational Completion Point: A  
Correctional Probation Legal – 57 Hours – SOC Code 21-1092**

- 01.0 Know the basic concept of correctional probation and comprehend the various components of the Florida criminal justice system--The student will be able to:
- 01.01 Identify three major components of the criminal justice system, to include:
    - a. law enforcement
    - b. court system
    - c. corrections
  - 01.02 Identify components of the Florida correctional system, to include:
    - a. county and municipal jails
    - b. state institutions and facilities
    - c. treatment and evaluation centers
    - d. probation, parole and community control
  - 01.03 Identify various types of state correctional facilities, to include:
    - a. major institutions
    - b. community correctional centers (work release)
    - c. road prisons
    - d. forestry camps
    - e. work camps
    - f. probation and restitution centers
    - g. contract facilities
    - h. drug treatment centers
    - i. boot camps
- 02.0 Know the definitions, purposes, and important considerations regarding chain of command and organization--The student will be able to:
- 02.01 Define “chain of command” as a connection or link of authority and responsibility that joins one level of an organization to another.
  - 02.02 Define “organization” as a group of two or more persons who cooperate to accomplish an objective(s).
  - 02.03 Identify purposes of chains of command and organizations, to include:
    - a. to facilitate accomplishment of objectives.
    - b. to uniformly channel information, authority, and responsibility throughout the organizational structure.
    - c. to provide a structural relationship between each employee and the chief executive officer.
    - d. to limit the number of people who report to the chief executive officer.
- 03.0 Know the statutory authority, goals, and responsibilities of the criminal justice standards and training commission--The student will be able to:

- 03.01 Explain that the initials CJSTC stand for Criminal Justice Standards and Training Commission.
- 03.02 Identify the primary goals of the CJSTC, to include:
  - a. improve the delivery of quality training
  - b. ensure job-relatedness in employment standards
  - c. increase the professionalism of law enforcement, correctional, and correctional probation officers throughout the state
- 03.03 Identify the primary responsibilities of the CJSTC as established by Chapter 943, F.S., to include:
  - a. establish uniform minimum standards for the employment and training of full-time, part-time, and auxiliary law enforcement, correctional, and correctional probation officers
  - b. establish and maintain minimum curricula requirements for criminal justice training schools
  - c. certify and revoke the certification of law enforcement officers, correctional officers, correctional probation officers, instructors, and criminal justice training schools
  - d. implement and administer a job-related certification examination for law enforcement, correctional, and correctional probation officers
  - e. promulgate rules and procedures to administer various funding programs and the salary incentive program
- 03.04 Explain that rule 11B-27.002, F.A.C., requires that within four years of the beginning date of a Commission-approved Basic Recruit Training Program, an individual shall:
  - a. successfully complete the program
  - b. achieve a passing score on the applicable State Officer Certification Examination
  - c. gain employment as an officer
- 03.05 Identify grounds for revocation, to include:
  - a. failure to maintain good moral character
  - b. having been convicted of any felony or of a misdemeanor involving perjury of a false statement
  - c. having pled guilty or *nolo contendere* to a felony or a misdemeanor involving perjury or a false statement
  - d. intentionally executing a false affidavit of applicant, compliance, or termination form
- 03.06 Explain that an officer who has been issued an in-force final injunction against committing acts of domestic violence while possessing any firearm or ammunition, upon conviction, commits a first degree misdemeanor, section 790.233, F.S. This provision does not apply to an active certified state or local officer, as defined in section 943.10(14), F.S., who receives or possesses a firearm or ammunition for use in performing official duties, unless possession is otherwise prohibited by the employing agency, section 790.233, F.S.
- 03.07 Explain that Federal Public Law 104-208, Omnibus Consolidated Appropriations Act of 1997, states that it is unlawful for any person convicted of a misdemeanor crime of domestic violence to ship, transport, receive, or possess firearms and ammunition, and prohibits the sale of firearms and ammunition, and prohibits the sale of firearms and ammunition to such individuals. Thus, law enforcement officers and other government officials who have been convicted of a

disqualifying misdemeanor may not lawfully possess or receive firearms or ammunition for any purpose, including performance of their official duties.

- 04.0 Define ethics and professionalism, identify acts that are considered unethical, define common terms associated with ethics and professionalism, and identify behaviors that are considered professional--The student will be able to:
- 04.01 State the Department of Corrections' Code of Conduct.
  - 04.02 Define "ethics" as the principles of integrity, loyalty, honesty, morality, and accepted rules of conduct that govern an individual or group.
  - 04.03 Explain that an officer's conduct on and off duty should be in a manner that commands the respect of those the officer works with, those the officer supervises, and the general public.
  - 04.04 Explain that unethical conduct by individual officers is viewed by the public as a reflection on the entire profession and department.
  - 04.05 Identify behavior that is considered unethical, to include:
    - a. dishonesty
    - b. brutality
    - c. prejudice
    - d. favoritism
    - e. offering or accepting gratuities or bribes
    - f. swindling
    - g. giving false or slanted testimony
    - h. violations of laws or regulations
    - i. violations of civil rights
    - j. discourteous conduct
    - k. willful neglect of duty
    - l. divulging confidential information
    - m. violations of privileged communication
  - 04.06 Define "gratuity" as anything of value intended to benefit the giver more than the receiver, given to a person because of position and authority rather than because of individual or personal qualities.
  - 04.07 Define "bribery" as corruptly giving, offering, or promising to any public servant, or, if a public servant, to corruptly request, solicit, accept, or agree to accept any pecuniary or other benefit with an intent or purpose to influence the public servant.
  - 04.08 Explain that a bribe involves unlawful compensation or reward for past, present, or future performance of a public servant.
  - 04.09 Define "obstruction of justice" as actions or lack of actions which impair or prohibit an officer from executing a legal process or duty.
  - 04.10 Identify the penalties for unethical behavior, to include:
    - a. dismissal
    - b. suspension
    - c. demotion
    - d. loss of certification
    - e. reduction in salary
    - f. civil fine
    - g. criminal penalties
    - h. restitution
    - i. public reprimand
    - j. loss of retirement benefits

- 04.11 Explain that employees of the department should not knowingly engage in a personal relationship with an inmate or offender supervised by the department, unless a marital or family relationship exists. (Section 944.35, F. S.)
  - 04.12 Explain that any employee of the department who engages in sexual misconduct with an inmate or offender supervised by the department in the community without committing the crime of sexual battery commits a felony of the third degree.
  - 04.13 Define “professionalism” as behavior and attitude patterns exhibiting standards and character marked by pride in oneself and one’s career, respect for the people served, and commitment to the continued development of skills in the pursuit of excellence.
  - 04.14 List examples of professional behavior, to include:
    - a. showing respect for one’s professional and social responsibility
    - b. positive attitude about one’s job
    - c. making ethical decisions
    - d. respecting diversity within the community
    - e. appearance
    - f. conscientious of one’s behavior, attitude, and work
    - g. reliability
    - h. competence
  - 04.15 Demonstrate the ability to identify behavior that is ethical and unethical in a mock situation.
  - 04.16 Demonstrate the ability to identify behavior that is professional and unprofessional in a mock situation.
- 05.0 Describe the relationship of statutes and rules, how they apply to corrections statewide, and where these rules and regulations can be found--The student will be able to:
- 05.01 Identify Florida Statutes that outline requirements relevant to corrections, to include:
    - a. state correctional system
    - b. Department of Corrections
    - c. parole, probation and community control
    - d. youthful offenders
  - 05.02 Explain that provisions of the Florida Statutes relevant to the Department of Corrections are further expanded by rules in Chapter 33 of the Florida Administrative Code, (F.A.C.), to include:
    - a. provide care, custody and control of inmates, buildings, grounds, property, and all other matters pertaining to existing and future institutions
    - b. oversee facilities and programs for the imprisonment, correction, rehabilitation, and community supervision of adult offenders on parole, probation, community control, and other community release programs
    - c. inspect state, county, and municipal correctional facilities and investigate incidents therein
    - d. provide judges with effective evaluative tools and information for use in sentencing
  - 05.03 Identify provisions of Chapter 33, F.A.C., pertaining to employee conduct, to include:
    - a. reporting of law or rule violations by others
    - b. reporting criminal charges or arrests of self
    - c. physical appearance requirements

- d. relationships with inmates/offenders and their families
  - e. participation in inquiries and investigations relating to official duties
  - f. submission to search and/or inspection of person, personal property, or vehicle when on institution premises
  - g. treatment of inmates/offenders
  - h. working while under the influence of drugs
  - i. insubordination
  - j. falsification of reports or records
  - k. sleeping on duty
  - l. use of force
  - m. giving legal advice
  - n. gambling
  - o. confidential information
  - p. attendance requirements
  - q. financial responsibility
  - r. solicitation
  - s. safety requirements
  - t. use of Department of Corrections equipment and materials
  - u. possession of firearms or other weapons
  - v. political party participation
  - w. violence, fighting, horseplay, and threats
- 05.04 Identify that provisions of Chapter 33.302, F.A.C., include rules relating to Community Corrections.
- 05.05 Demonstrate the ability to identify behavior that violates a rule or law (statute) during a mock situation.

06.0 Know the definitions for legal terms related to the various tasks performed on the job--  
The student will be able to:

***(Note: Legal definitions ending with (BLD) are reprinted from Black's Law Dictionary with the Florida Department of Law Enforcement obtaining permission of Thomson West, 8/21/07.)***

- 06.01 Define the following legal terms:
- a. abscond - abscond - to depart secretly or suddenly to avoid arrest, prosecution, or service of process (*BLD*)
  - b. admission - a confession, statement or acknowledgment made by a party which could be offered against that party in court (Section 90.803(18), F.S.)
  - c. accessory after the fact - one who maintains or assists a person who is known to have committed a felony or been an accessory thereto, with intent that the offender shall avoid or escape detection, arrest, trial or punishment, other than certain statutorily defined relatives standing in a close legal or blood relationship to the offender (Section 777.03, F.S.)
  - d. affidavit - a sworn, written statement
  - e. appeal - the taking of a case to a higher court for correction, modification or endorsement of a judgment or ruling of a lower court
  - f. arraignment - the initial step in a criminal prosecution whereby the defendant is brought before the court to hear the charges and to enter a plea (*BLD*)
  - g. arrest – to legally depriving a person of liberty or freedom to go as one chooses, or taking a person into custody to be held to answer for a crime

- h. bail - the process to procure release of an individual charged with an offense ensuring future attendance in court and compelling the individual to remain within jurisdiction of the court
- i. bailiff - a court officer who maintains order during court proceedings (*BLD*)
- j. burden of proof - a party's duty to prove a disputed assertion or charge (*BLD*)
- k. child - any person under the age of 18 years (Section 827.01(2), F.S.)
- l. clerk of court - a court officer responsible for filing papers, issuing process, and keeping records of court proceedings as generally specified by rule or statute (*BLD*)
- m. confession - a statement made by a person charged with a crime, acknowledging one's own guilt for the offense charged, which, as a minimal requirement for being admitted into evidence, must have been provided voluntarily
- n. confiscate - appropriate property taken or seized for a violation of law, to the use of the government
- o. contraband - goods, property, or other items possessed in violation of the law
- p. corpus delicti ("the body of the offense") - proof that a crime has been committed
- q. court reporter - a person who records testimony, stenographically or by electronic or other means, and when requested prepares a transcript (*BLD*)
- r. cross examination - the questioning of a witness at a trial or hearing by the party opposed to the party who called the witness to testify with the purpose of discrediting the witness (*BLD*)
- s. custody - the retention, care, or keeping of something or someone
- t. deadly force - force that is likely to cause death or great bodily harm (Section 776.06, F.S.)
- u. defendant - the party charged with a crime or party sued in a civil action
- v. defense attorney - a lawyer who represents a defendant in a civil or criminal case (*BLD*)
- w. deposition - a form of pre-trial discovery in which the witness is placed under oath and must answer questions asked by an attorney; may be transcribed for use in impeaching the witness at trial or in special cases, to perpetuate testimony
- x. direct examination - the first questioning of a witness in a trial or other proceeding, conducted by the party who called the witness to testify (*BLD*)
- y. discovery - the act or process of finding or learning something that was previously unknown; compulsory disclosure, at a party's request, of information that relates to the litigation (*BLD*)
- z. disposition - the final settlement of a matter with reference to decisions announced by court
- aa. due process - the legal protection which observes rules for the protection and enforcement of individual rights and liberties, among which are notice of charges, opportunity to appear and be heard, and right to effective counsel and a fair and impartial jury
- bb. evidence - testimony, writings, or material objects offered in proof of an alleged fact or proposition
- cc. exclusionary rule - the principle that evidence will be rejected by the court if it has been obtained in an illegal manner
- dd. ex post facto - a law that impermissibly applies retroactively, especially in a way that negatively affects a person's rights, as by criminalizing an action that

- was legal when it was committed; ex post facto criminal laws are prohibited by the U.S. Constitution (*BLD*)
- ee. felony - any criminal offense punishable by death or imprisonment in a state penitentiary in excess of one year (Section 775.08(1), F.S.)
  - ff. forfeiture - the loss of some right or property as a penalty for some illegal act
  - gg. grand jury - an investigative body of persons whose duty it is, upon hearing the evidence for the prosecution, to decide whether a sufficient case has been developed upon which to hold an accused for trial
  - hh. hearing - a judicial session usually open to the public, held for the purpose of deciding issues of fact or of law, sometimes with witnesses testifying (*BLD*)
  - ii. hearsay - testimony given by a witness who relates not what he or she knows personally, but what others have said, and that is therefore dependent on the credibility of someone other than the witness (*BLD*)
  - jj. hearsay evidence - any statement made out of court by someone other than the person testifying at trial or hearing which offers evidence to prove or disprove the truth of the matter asserted
  - kk. indictment - a formal criminal charge issued by a grand jury
  - ll. informant - an undisclosed person who confidentially discloses material information of a law violation, thereby supplying a lead to law enforcement officers for their investigation of a crime
  - mm. information - a formal criminal charge filed by the state attorney
  - nn. inmate - means any person committed to the custody of the Department of Corrections (Section 945.42(6), F.S.)
  - oo. intent - the state of mind accompanying an act, especially a forbidden act (*BLD*)
  - pp. interrogate - accumulating evidence from suspects by questioning
  - qq. judge - a public official appointed or elected to hear and decide legal matters in court (*BLD*)
  - rr. jurisdiction - the scope over which an authority extends
  - ss. jury - a body of citizens sworn to deliver a true verdict upon evidence submitted to them in a trial
  - tt. mens rea – (“guilty mind”) criminal intent, or a mental state of mind that is required, which leads to criminal liability for a particular crime
  - uu. Miranda Rights – constitutional rights of an individual being arrested to remain silent to avoid self-incrimination, to have an attorney present during questioning, and to have an attorney appointed if the suspect cannot afford one
  - vv. misdemeanor - any criminal offense punishable by a term of imprisonment in a county correctional facility (jail) not in excess of one year; does not include any violation of municipal or county ordinance (Section 775.08(2), F.S.)
  - ww. modus operandi - a method of operating or doing things (MO); term used by police and criminal investigators to describe the particular method or pattern of a criminal’s activity
  - xx. nolle contendere/nolo (“no contest”) - a plea in a criminal case in which the defendant does not admit nor deny the charges; this plea has the same or similar legal effect as pleading guilty
  - yy. nolle prosequi/nolle – (“unwilling to prosecute”) a legal notice that a law suit or prosecution has been dismissed (*BLD*)
  - zz. noncriminal violation (infraction) - any offense punishable under the laws of this state by no other penalty than a fine, forfeiture, or other civil penalty and does not constitute a crime (Section 775.08(3), F.S.)

- aaa. ordinance - designating the enactments of the legislative bodies of a municipal corporation such as zoning, building, and safety
- bbb. parties to the crime - individuals who share or take part with another in a venture with shared risks
- ccc. perjury - making a false statement, not believed to be true, under oath, in an official or unofficial proceeding, (Chapter 837, F.S.)
- ddd. probable cause - a reasonable ground to suspect that a person has committed or is committing a crime or that a place contains specific items connected with a crime; under the Fourth Amendment, probable cause, which amounts to more than a bare suspicion but less than evidence that would justify a conviction, must be shown before an arrest warrant or search warrant may be issued (*BLD*)
- eee. prosecution - a criminal proceeding in which an accused person is tried (*BLD*)
- fff. reasonable doubt - doubt based on reason which arises from evidence or lack of evidence
- ggg. restitution - the restoring of monetary or non-monetary property to a victim for damage or loss caused directly or indirectly by the defendant
- hhh. search - looking for or seeking out that which is otherwise concealed from view as an examination of an individual's person and/or property
- iii. seizure - the act of taking possession of property, things, or persons, including evidence and contraband
- jjj. sentencing authority- refers to the entity that has the statutory or constitutional authority to place an offender on a form of community supervision with the Department of Corrections. For Florida offenders, it is a Florida circuit court or the Florida Parole Commission
- kkk. state attorney/prosecutor - a public official appointed or elected to represent the state in criminal cases in a particular judicial district (*BLD*)
- lll. subpoena - a command to appear at a certain time and place to give testimony upon a certain matter
- mmm. subpoena duces tecum - a type of subpoena requiring the person named to "bring with the student" documents, papers, or other things specifically listed in the subpoena when appearing in court, at a deposition, or before the state attorney, or before an authorized agency
- nnn. suppression of evidence- preventing evidence from being used in a legal proceeding by demonstrating that it was either gathered illegally or that it is irrelevant
- ooo. toll - to temporarily suspend or place supervision on hold
- ppp. vacate - to nullify or cancel; make void; invalidate (*BLD*)
- qqq. venue - the circuit or county in which a particular trial may be conducted
- rrr. voir dire ( "to speak the truth") - a preliminary examination of a witness or prospective juror in order to determine competency to speak the truth or qualifications to serve as a juror
- sss. witness - one who observes an incident or has knowledge of facts or information
- ttt. writ - a court's written order, in the name of a state or other competent legal authority, commanding the addressee to do or refrain from doing some specified act (*BLD*).



- 07.0 Know the basic provisions of the U.S. constitution and comprehend the officer's responsibility to defend and comply with the U.S. constitution--The student will be able to:
- 07.01 Explain the reasons why officers should be aware of the U.S. Constitution and, particularly, the rights of the people, to include:
- a. Officers represent the law.
  - b. The Constitution sets forth parameters under which the government is run and laws are established.
  - c. Generally, Supreme Court decisions involve Constitutional questions.
- 07.02 Identify the purpose of the Amendments of the U.S. Constitution as the establishment of the rights of the people of the United States and place limitations on government to not infringe on these rights.
- 07.03 Explain that the 1<sup>st</sup> through 10<sup>th</sup> Amendments are considered to be the "Bill of Rights", briefly summarized as follows:
- a. 1<sup>st</sup> Amendment - freedom of religion, speech, press, and assembly
  - b. 2<sup>nd</sup> Amendment - right to bear arms
  - c. 3<sup>rd</sup> Amendment - prohibiting quartering of soldiers in private homes
  - d. 4<sup>th</sup> Amendment - right to be secure against unreasonable searches and seizures; probable cause
  - e. 5<sup>th</sup> Amendment - indictment for capital crime; protection from double jeopardy; not required to testify against oneself; not be deprived of life, liberty, or property without due process of law
  - f. 6<sup>th</sup> Amendment - right to speedy and public trial, impartial jury, counsel, confront witnesses, and be informed of the nature of the charges
  - g. 7<sup>th</sup> Amendment - right, at common law, of trial by jury
  - h. 8<sup>th</sup> Amendment - protection from excessive bails, fines, and cruel and unusual punishments
  - i. 9<sup>th</sup> Amendment - retention, by the people, of general rights
  - j. 10<sup>th</sup> Amendment - state's rights preserved
- 07.04 Explain that the 14<sup>th</sup> Amendment protects against the denial of life, liberty, or property without due process by the State and has been used by the U.S. Supreme Court to extend federal right to state matters.
- 08.0 Comprehend the concept of probable cause--The student will be able to:
- 08.01 Identify that probable cause is contingent upon the existence of articulable details constituting:
- a. arrest purposes - facts that would lead a reasonably prudent officer, based upon his or her training and experience, to believe that a crime has been or is being committed; or
  - b. search and seizure purposes - facts and circumstances, which would persuade a reasonably prudent officer, based upon his or her training and experience, that the items sought are connected with criminal activity and will be found in the place to be searched
- 08.02 Explain the continuum of the question of evidence of criminal offenses as:
- a. mere suspicion
  - b. reasonable suspicion
  - c. probable cause
  - d. beyond a reasonable doubt
- 08.03 List possible results that may come from lack of probable cause, to include:

- a. dismissal of the charge
- b. suppression of evidence
- c. civil suit for damages against the officer/agency
- d. criminal charges against the officer
- e. departmental discipline against the officer

09.0 Define the concept of parties to a crime as provided within Florida law--The student will be able to:

- 09.01 Name two possible parties to a crime defined in Florida law, to include:
  - a. principal in the first degree
  - b. accessory after the fact
- 09.02 Explain that a principal in the first degree may be charged, convicted, and punished to the same degree as the violator of the related substantive offenses.
- 09.03 Identify actions listed within Section 777.011, F.S., that would qualify an offender as a principal in the first degree, to include:
  - a. commits any criminal offense
  - b. aids in commission of criminal offense
  - c. abets in commission of criminal offense
  - d. counsels regarding commission of criminal offense
  - e. hires for commission of criminal offense
  - f. procures for commission of criminal offense
- 09.04 Explain that to be a principal in the first degree, the defendant does not have to be present when the crime is committed or attempted

10.0 Define legal terms associated with civil and criminal liability; identify and describe situations that are likely to result in liability suits and various options an officer could use to defend against them--The student will be able to:

- 10.01 Define "civil liability" as a responsibility for a wrongful act committed by one person that injures another person or property; usually involving negligence.
- 10.02 Define "criminal liability" as responsibility for a violation of state or federal criminal law.
- 10.03 Define "tort" as a civil wrong in which the action or inaction of one person causes injury or harm to another in violation of a legal duty imposed by law; not resulting from a contract.
- 10.04 Identify four elements of negligence, to include:
  - a. duty to act with care
  - b. breach of duty
  - c. link between the breach of duty and the harm caused (proximate cause)
  - d. actual injury
- 10.05 Identify examples of intentional torts, to include:
  - a. assault and battery
  - b. trespass
  - c. libel
  - d. slander
  - e. false arrest
  - f. false imprisonment
- 10.06 Explain that a tort case and a criminal case may be filed for the same act.
- 10.07 Define "mere negligence" as the failure to use such care as a reasonably prudent person would use under the same or similar circumstances.

- 10.08 Define “gross negligence” as conduct so reckless or wanting in care that it constituted a conscious disregard or indifference to the life, safety, or rights of persons exposed to such conduct. (Section 768.72(2)(b), F.S.)
- 10.09 Define “intentional misconduct” as when a person has actual knowledge of the wrongfulness of the conduct and the high probability that injury or damage would result and, despite that knowledge, intentionally pursued that course of conduct, resulting in injury or damage. (Section 768.72(2)(a), F.S.)
- 10.10 Identify three types of damages that can be awarded in a civil suit, to include:
- nominal
  - compensatory
  - punitive
- 10.11 Explain that an officer may use immunity and acting in good faith as defenses against a civil liability charge.
- 10.12 Identify two elements of a good faith defense, to include:
- officer was acting sincerely and with a belief that what was done was lawful
  - such belief was reasonable
- 10.13 Define “official immunity” as personal immunity accorded to a public official from liability to anyone injured by actions that are consequences of exerting official authority.
- 10.14 Identify potential liability concerns, to include:
- contents or reports
  - unauthorized disclosure of confidential information
  - mistakes
  - reporting rumors
  - giving legal advice to offenders
  - modifying/adding conditions
  - “blank check” conditions
  - conditions which infringe on fundamental rights
  - search, seizures, and powers of arrest
  - failure to act on direct orders from court
  - too lax supervision
  - community service work
  - special condition enforcement
  - professional versus non-professional contact
  - responsibilities to victims
  - termination/extension of supervision
  - special relationships
  - sexual harassment
  - transportation of offenders
- 10.15 Identify the department’s position on civil suits brought against an officer and-or agency, to include:
- providing legal representation
  - conflicts of interest
  - contact by plaintiff attorneys
  - identification provisions
- 10.16 Define “color of law” as a person using authority given to him or her by local, state, or federal government agency.
- 10.17 Identify practices that will help an officer avoid legal liability, to include:
- document activities
  - keep accurate records

- c. adhere to departmental rules, directive, operating procedures, and state statutes
  - d. arrange for legal counsel and seek legal advice through the chain of command
  - e. act within scope of duties and in good faith
- 10.18 Demonstrate the best course of action when given a scenario involving liability.
- 11.0 Identify and describe offenses in Florida and the purpose of classifying offenses in Florida--The student will be able to:
- 11.01 Identify felonies by penalties and-or fines according to Chapter 775, F.S., to include:
    - a. capital felony - death or life imprisonment with no chance of parole
    - b. life felony - for offenses committed:
      - prior to October 1, 1983, by a term of imprisonment for life or for a term of years not less than 30; up to \$15,000 fine
      - on or after October 1, 1983, by a term of imprisonment for life or by a term of imprisonment not exceeding 40 years; up to \$15,000 fine
      - on or after July 1, 1005, by a term of imprisonment for life or by imprisonment for a term of years not exceeding life imprisonment
    - c. felony of the first degree - by a term of imprisonment not exceeding 30 years or, when specified by statute, not exceeding life imprisonment; up to \$10,000 fine
    - d. felony of the second degree - by a term of imprisonment not exceeding 15 years; up to \$10,000 fine
    - e. felony of the third degree - by a term of imprisonment not exceeding 5 years; up to \$5,000 fine
  - 11.02 List and identify the classification of misdemeanors by type of punishment according to Chapter 775, F.S., to include:
    - a. misdemeanor of the first degree - by a definite term of imprisonment not exceeding 1 year; up to \$1,000 fine
    - b. misdemeanor of the second degree - by a definite term of imprisonment not exceeding 60 days; up to \$500 fine
  - 11.03 Explain that the purpose for classifying felonies and misdemeanors is to identify the degree of seriousness of the crime.
  - 11.04 Explain that laws relating to habitual offenders are defined in section 775.084, F.S., to include:
    - a. violent career criminals
    - b. habitual felony offenders
    - c. habitual violent felony offenders
    - d. three-time violent offenders
- 12.0 Identify the authorities who can issue and serve a subpoena and know the penalty for not responding to a subpoena--The student will be able to:
- 12.01 Explain who can issue a subpoena, to include:
    - a. judge
    - b. state attorney (assistant state attorney)
    - c. defense attorney
    - d. parole commissioner or duly authorized representative
  - 12.02 Identify who can serve a subpoena, to include:

- a. sheriff (deputy)
  - b. state attorney investigators
  - c. Florida Department of Law Enforcement special agents
  - d. Duly appointed and bonded process server
- 12.03 Explain that failure to comply with a subpoena is addressed by the court through either civil contempt or criminal contempt proceedings.
- 12.04 Explain the special actions(s) required of a subpoena, to include:
- a. appear in court
  - b. be available by telecommunications methods
  - c. provide required records
- 13.0 Know the statutory authority that defines confidential information and dissemination of public information--The student will be able to:
- 13.01 Identify aspects of state and federal law that relate to information a requesting agency is authorized to be given about an offender (“need to know” v. “right to know”), to include:
- a. Chapter 119, F.S.
  - b. Health Insurance Portability and Accountability Act of 1996 (HIPAA)
- 13.02 Explain that section 945.10, F.S., specified Department of Corrections’ records or information that are confidential and exempt, to include:
- a. mental health, medical, or substance abuse treatment records
  - b. pretrial intervention, pre-sentence, or post-sentence investigative records
  - c. information regarding a person in the federal witness protection program
  - d. Parole Commission records which are confidential and exempt for public disclosure
  - e. information that, if release, could jeopardize a person’s safety
  - f. information concerning a victim’s statement and identity
  - g. records that are otherwise confidential or exempt from public disclosure by law
- 13.03 Identify that the Health Insurance Portability and Accountability Act of 1996 (HIPAA) prohibits the disclosure of medial information without the authority of a subpoena.
- 13.04 Define “redacting information” as the removal of an offender’s confidential information when releasing requested information to an authorized agency/person.
- 14.0 Comprehend the crime of perjury as provided within Chapter 837, Florida Statutes (F.S.)--The student will be able to:
- 14.01 Describe “false reports to law enforcement authorities” as knowingly giving false information to any law enforcement officer concerning the alleged commission of any crime.
- 14.02 Describe “false official statements” as knowingly making a false statement in writing with intent to mislead a public servant in the performance of official duty.
- 14.03 Describe “perjury by contradictory statements” as willingly making, in official proceedings, two or more material statements under oath, when in fact two or more statements contradict each other.
- 14.04 Identify that perjury is considered either a misdemeanor or a felony depending upon the circumstances, as state in Chapter 837, F.S.

- 15.0 Know the different participants involved in court proceedings, how to prepare a case for a hearing, and identify the process and different types of hearings--The student will be able to:
- 15.01 List the various participants involved in court proceedings, to include:
    - a. judge
    - b. offender
    - c. attorneys
    - d. witnesses
  - 15.02 Explain that the officer will not provide any legal advice.
  - 15.03 Identify the different types of hearings, to include:
    - a. Violation of Probation - relates to the offender violating a condition of supervision
    - b. Restitution - relates to the offender's financial obligations towards the victim
    - c. Modification of Probation - relates to a change in the offender's probation
    - d. Status Hearing - relates to a clarification of sentence
    - e. Early Termination - relates to an early release of supervision
  - 15.04 Identify the procedure for an offender receiving a hearing notice, to include:
    - a. The offender receives notice that provides the time, date, location, and type of hearing.
    - b. The offender complies with the notice.
    - c. An outcome is determined based on the type of hearing.
  - 15.05 Explain the process of preparing a case for a hearing, to include:
    - a. review relevant information
    - b. organize information in a chronological order
    - c. redact information, if necessary
    - d. review violation report to identify witnesses
  - 15.06 Identify the appropriate authority to consult when preparing for a hearing, to include:
    - a. state attorney
    - b. parole examiner
- 16.0 Know how a case is prepared for a trial and understand the basic elements of a trial--The student will be able to:
- 16.01 Identify courtroom personnel, to include:
    - a. judge
    - b. prosecution (state attorney)
    - c. defense (private attorney/public defender)
    - d. clerk of the court
    - e. court reporter
    - f. bailiff
  - 16.02 Identify the major elements of a jury trial, to include:
    - a. jury selection (voir dire)
    - b. statement of charges against the defendant
    - c. opening statements to the jury by the attorneys
    - d. testimony of witnesses and evidence by the prosecution and defense cross-examination
    - e. motion for directed verdict of acquittal
    - f. testimony of witnesses and evidence by the defense and state cross-examination

- g. presentation of additional or rebuttal evidence
  - h. closing arguments by the attorneys
  - i. judge's instructions (charge) to the jury
  - j. deliberations by the jury
  - k. return of the verdict
  - l. sentencing
- 16.03 Explain that the identity of the defendant must be positively verified when preparing a case for a trial.
- 16.04 Explain that the hearing or deposition date, time, and place must be confirmed when preparing a case for court proceedings.
- 17.0 Comprehend the responsibilities of an officer with regard to court proceedings, proper appearance, and appropriate behavior and techniques to employ when testifying in court, and demonstrate those behaviors/techniques in a mock court setting--The student will be able to:
- 17.01 Identify the pre-trial/hearing responsibilities of an officer when preparing to give testimony, to include:
- a. participate in pre-trial/hearing conference
    - review case notes and available reports
    - determine what role officer will play during hearing/trial
    - discuss any questions of concerns
    - clarify admissibility of evidence
    - advise state attorney/supervisor of potential weaknesses in case
    - provide past criminal record of defendant
  - b. testify in pre-trial/hearing proceedings
    - review reports and case notes pertinent to the proceeding noting specifics of the case (i.e., time, place, conditions, etc.)
    - anticipate and prepare for questions regarding testimony
- 17.02 Identify the important factors to review about an offender when providing testimony at legal proceedings, to include:
- a. current/past history
  - b. monetary obligations
  - c. residence
  - d. employment status
  - e. treatment
  - f. violations
  - g. prior probationary periods
- 17.03 Identify different types of legal proceedings that an officer may be required to attend and/or present testimony, to include:
- a. restitution hearing
  - b. violation of probation hearing
  - c. bond hearing
  - d. status conference
  - e. trial
  - f. revocation hearing (Parole Commission)
  - g. deposition
  - h. sentencing hearing
  - i. arraignment
  - j. first appearance

- k. pretrial hearing
- 17.04 Explain different types of questioning an officer may experience in legal proceedings, to include:
  - a. direct examination
    - typically open-ended questions
  - b. cross examination
    - typically closed-ended (leading) questions
- 17.05 Identify different types of tactics that may be used by attorneys during legal proceedings, to include:
  - a. rapid fire questions
    - used to confuse and attempt to force inconsistent answers
  - b. condescending counsel
    - to give the impression that the witness (officer) is inept, lacks confidence, or is unreliable
  - c. suggestive questions
    - attempt to confuse or lead witness (officer)
  - d. demanding a “yes” or “no” answer to a question that needs an explanation
    - to prevent pertinent and mitigating details from being considered
  - e. repetitious questions
    - to obtain inconsistent or conflicting answers from the witness (officer)
  - f. friendly counsel
    - to lull the witness (officer) into a false sense of security to give answers in favor of defense
  - g. badgering, belligerent
    - to make the witness (officer) angry so sense of logic and calmness is lost, and the officer is portrayed as one who can lose his or her temper
- 17.06 Identify appropriate behavior when responding to questions by attorneys in a legal proceeding, to include:
  - a. answer questions honestly, concisely, and clearly
  - b. NEVER guess what an answer is
  - c. be courteous; use proper titles (“your honor”, etc.)
  - d. face the judge or jury when speaking
  - e. look directly at the attorney asking questions
  - f. avoid bias and prejudice when answering
  - g. refrain from fidgeting, showing signs of nervousness
  - h. convey signs of confidence
  - i. pause when answering defense attorney to give the prosecutor (state attorney) time to raise any objection
- 17.07 Identify the appropriate professional attitude and appearance to display during court proceedings, to include:
  - a. testify truthfully
  - b. display a respectful attitude
  - c. dress appropriately
  - d. follow courtroom protocol
  - e. bring relevant case material to hearing
  - f. maintain objectivity
  - g. arrive promptly
- 17.08 Demonstrate proper demeanor and methods for effective testimony in mock court exercises.



- 18.0 Know that chapter 921, F.S., addresses laws related to court sentences and the purposes of the sentencing guidelines and know the basic concept of the Florida criminal punishment code--The student will be able to:
- 18.01 Identify that Chapter 921, F.S., provides guidelines for the sentencing of an offender in Florida.
  - 18.02 List the purposes of sentencing guidelines, to include:
    - a. provides for a uniform set of standards to guide the court in sentencing decisions
    - b. evaluates relevant factors present at sentencing relating to the offense or offenses and the defendant's prior criminal behavior
    - c. eliminates disparity in sentencing decisions
    - d. provides a means to mathematically score the penalty to several areas, including:
      - severity of the crime
      - victim injury
      - prior record
      - legal status
      - other specific considerations
  - 18.03 Explain that the Florida legislature replaced the sentencing guidelines and the Florida Sentencing Commission with the Florida Criminal Punishment Code, which became effective October 1, 1998.
  - 18.04 Identify that under the Florida Criminal Punishment Code, the maximum sentence for any felony offense is determined by the statutory maximums provided in section 775.082, F.S.
  - 18.05 Explain that the Florida legislature gave sole responsibility for the preparation of score-sheets to the State Attorney, effective October 1, 2001.
  - 18.06 Demonstrate the ability to interpret a score-sheet screen in the Offender-Based Information System (OBIS).
- 19.0 Know the different types of force, purposes of its use, Florida statutes that pertain to the use of force, and the liabilities and effects associated with the use of force--The student will be able to:
- 19.01 Name the purposes of the use of force, to include:
    - a. protection of persons and property
    - b. enforce the law
    - c. maintain order and control of law violations
  - 19.02 Explain the basic provisions contained within Chapter 776, F.S., pertaining to use of force, to include:
    - a. defense of person
    - b. defense of others by aggressor
    - c. making an arrest
    - d. resisting arrest
    - e. deadly force
    - f. preventing escape
    - g. forcible felony
  - 19.03 Define "reasonable force" as it relates to making an arrest as the use of any force which the officer reasonably believes to be necessary to defend himself or herself or another from bodily harm while making the arrest.

- 19.04 Explain that the use of force should be applied only to the degree that it reasonably appears necessary.
  - 19.05 Explain the liabilities that are attached to the officer and agency through the use of force, to include:
    - a. legal
    - b. moral
    - c. civil
    - d. administrative
    - e. criminal
    - f. federal civil rights
    - g. community response/reaction
  - 19.06 Explain that section 776.085, F.S., provides for a legal defense to a civil action for damages filed by a convicted forcible felon.
- 20.0 The student will comprehend the law governing executive clemency and identify the types of executive clemency that can be granted--The student will be able to:
- 20.01 Explain that executive clemency is governed by Chapter 940, F.S.
  - 20.02 Explain that executive clemency can be granted by the Governor with the approval of three (3) cabinet members
  - 20.03 Identify the types of executive clemency, to include:
    - a. full pardon
    - b. conditional pardon
    - c. commutation of sentence
    - d. remission of fines and forfeitures
    - e. authority to own or possess firearms
    - f. restoration of civil rights
    - g. commutation of death sentence
- 21.0 Understand the basic concept of restoration of civil rights and the eligibility criterion for restoration of civil rights to be automatically granted--The student will be able to:
- 21.01 Identify that, according to section 940.05, F.S., any person who has been convicted of a felony may be entitled to the restoration of all the rights of citizenship enjoyed prior to conviction it:
    - a. full pardon is received from the Board of Pardons
    - b. maximum term of the sentence imposed is served
    - c. final release has been granted by the Parole Commission
  - 21.02 Indicate that a full pardon forgives guilt and restores all rights except the right to possess a firearm.
  - 21.03 List the eligibility criterion for restoration of civil rights to be automatically granted, to include:
    - a. offender does not have a disqualifying offense
    - b. all restitution costs are paid
    - c. there are no outstanding offenses
    - d. supervision has been successfully terminated

**Course Number: CJK0272**  
**Occupational Completion Point: A**  
**Correctional Probation Interpersonal Communication Skills – 44 Hours –**  
**SOC Code 21-1092**

**This course includes 8 hours for Human Interaction (from CMS Module 1 Unit 6; version 2007.04). Those objectives are numbered 65-68 in this framework.**

- 22.0 Understand the concept of interpersonal communication and be able to demonstrate the appropriate techniques that will aid in effective interpersonal relationships--The student will be able to:
- 22.01 Define “courtesy” as the demonstration of consideration, cooperation, and respect when interacting with others.
  - 22.02 Describe methods that an officer can use to demonstrate courtesy, to include:
    - a. voice tone and inflection
    - b. word selection and usage
    - c. mannerisms
    - d. attitude
    - e. body posture
  - 22.03 Explain why courtesy is an important element of criminal justice work to include:
    - a. builds public relations
    - b. reflects on agency image and self
    - c. creates support for organization
    - d. reflects respect for self and others
  - 22.04 Describe courteous communication, to include:
    - a. answering questions promptly
    - b. using an appropriate greeting and personal identification
    - c. listening actively
    - d. recording information (messages) accurately
    - e. expressing interest and sincerity
    - f. providing requested service of information, if possible
    - g. terminating the interaction in a professional manner
  - 22.05 Identify various individuals that an officer encounters in the course of his or her duties, to include:
    - a. offenders
    - b. offenders’ families
    - c. co-workers
    - d. law enforcement
    - e. court personnel
    - f. community service providers
    - g. victims
    - h. witnesses
    - i. general public
  - 22.06 Define “interpersonal communication” as transmission and receipt of a message to affect some type of action.
  - 22.07 Explain “assessing a situation” as evaluating an individual’s surroundings quickly and accurately to determine what is occurring and develop an appropriate response.
  - 22.08 Explain that nonverbal communication can reflect an individual’s prejudice and attitude.

- 22.09 Describe types of nonverbal communication, to include:
    - a. body language
    - b. facial expressions
    - c. gestures
    - d. eye contact
    - e. clothing/appearance
  - 22.10 Identify steps in listening, to include:
    - a. suspending judgment
    - b. identifying key words in the conversation
    - c. identifying the intensity/tone of the conversation
    - d. identifying the mood of the conversation
  - 22.11 Define “responding to content” as the skill of seeing and hearing what is really happening and the ability to convey that understanding back to the speaker.
  - 22.12 Identify the components of the 5W-H method of communication, to include:
    - a. who
    - b. what
    - c. where
    - d. when
    - e. why
    - f. how
  - 22.13 Explain that asking open-ended questions during a conversation may elicit additional information rather than close-ended questions, which usually result in one word answers.
  - 22.14 Define “reinforcing behavior” as the use of rewards to encourage the continuation of a desired behavior.
  - 22.15 Identify that an officer may use both verbal and nonverbal techniques to reinforce desired behavior.
  - 22.16 Demonstrate effective interpersonal communication techniques in role-play situations.
- 23.0 Effectively communicate verbally and/or in writing--The student will be able to:
- 23.01 Identify the steps used to process requested information, to include:
    - a. organizing the materials
    - b. redacting confidential information
  - 23.02 Explain the process to compose a written document, to include:
    - a. gather necessary information
    - b. verify accuracy of information
    - c. organize information in a logical order
    - d. use proper grammar
    - e. apply proper mechanics
      - spelling
      - capitalization
      - punctuation
      - document format
    - f. write the document using standard English avoiding slang, jargon, and obscure terms
    - g. edit the document to improve the content
    - h. proofread the document to correct mechanical errors

- 23.03 Explain that email is a written communication document that can be easily misinterpreted for many reasons, to include:
- all capital letters may imply anger
  - tone of email may be misinterpreted
  - abbreviated jargon may appear unprofessional
- 23.04 Discuss the methods that may be used to provide requested information, to include:
- written communication
    - email
    - fax
    - letter
  - verbal communication
    - telephone
    - personal conversation
- 23.05 State that all requests for information will be documented in case notes.
- 23.06 Demonstrate how to correctly write, edit, and proofread written documents.
- 23.07 Demonstrate how to correctly write, edit, and proofread an email document.
- 24.0 Know officer safety techniques to use when approaching a potentially dangerous situation and know the basic concepts and techniques of street survival skills--The student will be able to:
- 24.01 Identify factors that could compromise officer safety, to include:
- improper vehicle maintenance
  - inappropriate dress
  - careless or aggressive attitude
  - lack of preparation
- 24.02 Identify officer safety techniques that should be used when approaching a potentially dangerous situation, to include:
- be conscious of the surroundings
  - use extreme caution when approaching the situation
  - be prepared to execute a plan instinctively
  - be alert for clues or danger signs
  - recognize hazardous chemicals
  - use universal safety precautions
  - be cautious of animals
  - be familiar with the layout of the residence, if possible
  - be familiar with the number of persons living in the residence, if possible
  - use sight, smell, and hearing when assessing the situation
  - maximize distance from the potential danger area
  - think survival
- 24.03 Identify that many times an officer can survive being shot or seriously injured merely by mentally refusing to give up or accept death.
- 24.04 List street survival skills an officer should acquire when performing his or her duties, to include:
- thorough observation of surroundings
  - recognition of visual clues of different types of gangs
  - recognition of paraphernalia that is associated with methamphetamine labs
  - recognition of common drugs and paraphernalia
  - display effective verbal and nonverbal communication

- 24.05 Demonstrate the ability to apply officer safety and street survival skills in a mock situation.
- 25.0 Learn to effectively use skills to resolve conflicts--The student will be able to:
- 25.01 Define "conflict resolution" as the act of resolving a dispute or disagreement.
- 25.02 List common conflict resolution techniques that are used to settle situations, to include:
- a. mediation
  - b. de-escalation
- 25.03 Explain that mediation involves counseling an offender (or other parties) and trying to find an acceptable solution.
- 25.04 Identify the components of counseling an offender (or other parties), to include:
- a. listening
    - active
    - unbiased
  - b. identifying the problem
  - c. reviewing the options available
  - d. determining the most appropriate response based on professional experience and knowledge
- 25.05 Explain that de-escalation is an attempt to reduce the size or intensity of a conflict.
- 25.06 Identify de-escalation techniques an officer should use when attempting to resolve a conflict, to include:
- a. appear calm, self-controlled, and confident
  - b. allow for greater body space than normal
  - c. give clear, brief, assertive instructions
  - d. present options and avoid threats
  - e. show concern through nonverbal and verbal responses
  - f. avoid dismissive, overbearing, or patronizing attitude
- 25.07 Identify situations where notifying a supervisor is required, to include:
- a. use of force
  - b. potential agency liability
  - c. submission of an Incident Report
- 25.08 Demonstrate the ability to apply conflict resolution techniques in a mock situation.
- 26.0 Know types of common crises, recognize the signs and symptoms of an individual in crisis, and identify the appropriate techniques to use when assisting an offender in crisis-The student will be able to:
- 26.01 Define "crisis" as a crucial, decisive point or situation, or an unstable state that usually has an impending, abrupt, or decisive change.
- 26.02 Explain common types of personal crises that an individual may experience, to include:
- a. unemployment
  - b. loss of loved one
  - c. divorce/family problems
  - d. drug/alcohol problems
  - e. mental/emotional problems
  - f. financial loss
  - g. health issues

- h. legal issues
- 26.03 Explain the emotional phases an individual may go through when responding to a crisis, to include:
  - a. high anxiety
  - b. denial
  - c. anger
  - d. remorse
  - e. withdrawal
  - f. grief
  - g. reconciliation
- 26.04 Explain that traumatic events or crisis could increase an offender's possibility of reoffending.
- 26.05 Define "crisis intervention" as the action of coming into a situation that has reached a critical phase in order to modify and defuse the situation.
- 26.06 Identify goals of crisis intervention, to include:
  - a. protect the individual in crisis from additional stress
  - b. assist the individual in organizing and mobilizing resources to de-escalate the crisis situation.
- 26.07 Identify the steps of crisis intervention, to include:
  - a. assessment of the crisis
  - b. identification of the crisis
  - c. response to the crisis
    - counseling
    - referral
    - involuntary treatment (Chapters 394 and 397, F.S.)
    - arrest
- 27.0 Know common facts and misconceptions about suicide; recall support resources available; and comprehend factors and symptoms that signal suicide risk, procedures for intervention and prevention, and an officer's responsibilities—The student will be able to:
  - 27.01 Identify general facts about suicide, to include:
    - a. depression is a major factor associated with suicide
    - b. three times as many men commit suicide as do women, but women attempt suicide far more often than men
    - c. suicide is a leading cause of death for teenagers
    - d. alcohol and drug use increases the possibility of suicidal behavior
    - e. many suicides, especially among young people, are a result of impulsiveness
    - f. many suicide victims make their distress known either directly or indirectly prior to attempt
    - g. the risk of suicide is very high among persons who threaten suicide if no intervention is provided
    - h. all types of individuals commit suicide
  - 27.02 Identify factors that may contribute to suicide risk, to include:
    - a. history of mental illness
    - b. previous suicide attempt(s)
    - c. suicide of family member or significant other
    - d. recent loss of status or loved one
      - job
      - position of esteem

- financial
  - history of drug or alcohol abuse
  - incarcerated for the first time
  - major illness
  - sexual, mental, or physical abuse
- 27.03 Describe the differences between attempters and completers of suicide, to include:
- a. attempters
    - use less lethal method
    - want to change situation; call for help
  - b. completers
    - use lethal method
    - have made the decision to end the pain
- 27.04 Identify signs and symptoms which may indicate suicidal intentions, to include:
- a. depression
  - b. sudden or extreme changes
    - mood
    - eating or sleeping pattern
    - personal appearance/hygiene
  - c. references to death (direct or indirect)
  - d. self-destructive behavior
  - e. agitation
  - f. overt psychosis
  - g. loss of interest in activities or relationships previously enjoyed
    - marked reduction in recreation or exercise activities
    - isolation
  - h. violent and aggressive behavior
  - i. feeling hopeless or full of self-hate
- 27.05 Identify the five basic steps in the suicide intervention process, to include:
- a. establishing a relationship with the person at risk
    - remain non-judgmental and supportive
    - convey patience, interest, self-assurance, hope, and knowledge
  - b. identifying and focusing on central problems
    - divert the person's attention from self-destruction
    - stay with the individual until medical assistance arrives
  - c. evaluating the risk
    - conduct a lethality assessment
    - try to uncover recent significant changes in behavior, which would indicate that the person will take drastic action
  - d. obtaining assistance for the person
    - place the person in protective custody if reasonable cause exists
    - involve mental health professionals
  - e. following up on any referrals to make sure help has reached the person
    - notify the hospital or treatment facility of the incoming attempted suicide
- 27.06 Identify officer safety factors when responding to an attempted suicide, to include:
- a. respond quickly and quietly to avoid creating additional stress for the suicidal person, but avoid rushing onto the scene
  - b. assess own safety and that of others in immediate vicinity



- c. move onlookers or potentially disruptive persons from the scene
  - d. separate suicidal person from any weapon as a first priority
  - e. establish contact and begin intervention procedure
  - f. attempt to lead suicidal person away from any immediate danger
  - g. avoid placing self in a position where life and safety depend on the suicidal person
  - h. remain alert for any sudden attack or another self-destruction attempt by the suicidal person (e.g., suicide by cop)
- 27.07 Identify factors that support suicide prevention, to include:
- a. thorough intake screening to gather suicide risk information
  - b. knowledge of offender history and current situation
  - c. sensitivity to special circumstances that are likely to trigger crisis situations
  - d. alertness to signs of serious depression
- 27.08 Identify resources in a community that can assist in suicide prevention and intervention, to include:
- a. friends
  - b. clergy
  - c. relatives
  - d. mental health personnel
  - e. family physician
  - f. school guidance counselors or teachers
  - g. school resources or liaison officers
  - h. social workers
  - i. crisis center or suicide intervention hotline
  - j. hospital emergency room
  - k. police suicide response teams
- 27.09 Identify procedures to use when an individual has attempted suicide, to include:
- a. alert medical staff and supervisor immediately
  - b. presume victim is alive until pronounced dead by a medical authority
  - c. administer first aid, as appropriate, until medical help arrives
  - d. prepare complete report as soon as possible following the incident
- 27.10 Identify the officer's responsibilities regarding suicide, to include:
- a. identification and response (referral) to suicidal behavior
  - b. taking reasonable measures to protect the individual from acting on decision
  - c. recognizing legal consequences of failure to act
  - d. acting in "good faith"
  - e. keeping good records
  - f. using common sense
- 27.11 Explain that the officer is not responsible for the individual's decision to take his or her own life.
- 27.12 Demonstrate how to accurately assess the degree of risk (low, medium, or high) for potential suicide victims.

**Course Number: CJK0273**

**Occupational Completion Point: A**

**Correctional Probation Caseload Management – 40 Hours – SOC Code 21-1092**

28.0 Define organization and explain the different organizational techniques that contribute to a well-balance working environment--The student will be able to:

28.01 Define "organization" as placing items in an orderly or structured manner.

- 28.02 Explain that organization can contribute to efficiency, effectiveness, and positive time management while reducing errors.
  - 28.03 List different organizational techniques, to include:
    - a. grouping
    - b. prioritizing
    - c. placing items in chronological order (i.e., oldest to newest)
  - 28.04 Explain that file maintenance is a method of organization that includes placing documents in correct order and purging files as necessary.
  - 28.05 Demonstrate the ability to apply organizational skills to a mock file.
- 29.0 Know how to complete an offender's initial intake audit within the appropriate time frame--  
-The student will be able to:
- 29.01 Explain that section 945.25, F.S., specifies the documentation that should be maintained within an offender's file.
  - 29.02 Define "intake audit" as a supervisor's review of an offender's file within the first 60 days of supervision.
  - 29.03 State that in preparing for the supervisor's review, the items listed on the initial intake audit will be completed.
  - 29.04 State that any deficiencies noted on the initial intake audit will be addressed within established time frames.
  - 29.05 Demonstrate how to accurately perform an initial intake review by completing required forms and electronically recording relevant information into the appropriate databases.
- 30.0 Monitor and enforce a court offered offender financial obligation agreement (OFOA)--  
The student will be able to:
- 30.01 Explain that the Offender Financial Obligation Agreement (OFOA) is established and maintained based on the information within the Court Ordered Payment System (COPS) database.
  - 30.02 Explain that the OFOA will be reviewed with the offender, to include:
    - a. instruct on monetary obligations
    - b. obtain required signatures
    - c. provide offender with copy of the signed OFOA
  - 30.03 Explain the follow-up for missed monthly payments, to include:
    - a. determine offender's ability to pay
    - b. determine offender's eligibility for Cost of Supervision exemption
    - c. submit violations, if required
  - 30.04 Explain that section 948.09, F.S., provides the authority for the Department of Corrections to exempt part or all costs of an offender's supervision.
  - 30.05 Identify the condition(s) specified in section 948.09, F.S., that an offender must meet to become eligible for Cost of Supervision exemption in part or whole, to include:
    - a. has attempted to diligently gain employment without success
    - b. is a fulltime student
    - c. has a disability that prevents employment
    - d. age prevents employment
    - e. is responsible for the support of dependents, and the payment creates an undue hardship on the offender
    - f. is transferred out of state pursuant to an interstate compact

- g. receives any of the following monies from the federal government:
    - Supplemental Security Income (SSI)
    - Aid for Dependent Children (AFDC)
    - Veteran's Disability Pension (VDP)
  - h. receives exemption from the sentencing authority
  - i. has other extenuating circumstances, as determined by the Secretary of Corrections
- 30.06 Explain that the offender must provide documentation of household income to determine his or her ability to pay supervision costs.
- 30.07 Explain that any modification of the financial obligation agreement will include:
- a. recalculating the OFOA
  - b. obtaining appropriate signatures
  - c. providing offender a copy of the signed OFOA
- 30.08 Demonstrate how to generate and recalculate an OFOA.
- 31.0 Determine offender compliance by conducting a review of the offender's file, and know how to recognize and correct deficiencies--The student will be able to:
- 31.01 Define "offender compliance" as the offender abiding by the supervision order.
- 31.02 Identify the case material that should be continuously reviewed for monitoring offender compliance, to include:
- a. Supervision Order
  - b. Offender-Based Information System (OBIS)
  - c. approved community service programs/referrals
  - d. termination date for each component of the offender's sentence
  - e. risk classification for appropriate level
- 31.03 Explain that a part of case management is determining if an offender is eligible for early termination.
- 31.04 Discuss the different components of an offender's probation that must be analyzed when determining early termination, to include:
- a. history of supervision
  - b. appropriate amount of supervision term has been completed
  - c. current compliance with conditions of supervision
  - d. special conditions have been fulfilled
  - e. monetary conditions have been fulfilled
  - f. justification for early termination
- 31.05 Explain that the officer will verify that the termination date is accurate.
- 31.06 Identify the different information within the OBIS that should be reviewed for case management purposes, to include:
- a. termination date of each sentencing component
  - b. risk classification
  - c. employment
  - d. personal characteristics
  - e. photo date
  - f. DNA collection date
  - g. residence
  - h. community service hours
  - i. drug testing
  - j. program referral
  - k. case notes
  - l. contact standards

- m. special conditions
  - 31.07 State that preparing a file for audit will include ensuring that the case review printout is current.
  - 31.08 Identify the process of verifying the accuracy of an offender's information for case management purposes, to include:
    - a. compare and contrast the offender's file with all appropriate databases
    - b. review al discrepancies
    - c. investigate discrepancies
    - d. resolve discrepancies
  - 31.09 Explain that the offender's risk classification should be continuously monitored.
  - 31.10 Explain that a case review exception is a deficiency that needs to be addressed within mandated time frames.
  - 31.11 State that all corrections to cast review exceptions must be approved by the supervisor.
  - 31.12 Demonstrate how to locate special conditions of supervision in OBIS.
  - 31.13 Demonstrate how to accurately verify the sentence structure screen in OBIS with court material.
  - 31.14 Demonstrate how to locate at least two screens in OBIS that display an offender's risk classification.
- 32.0 Transfer or receive a case within Florida and know how to transfer or receive a case using the rules of the interstate compact--The student will be able to:
- 32.01 State that the officer may initiate a transfer upon an offender's request.
  - 32.02 State that review of the case material will determine if the offender is eligible for transfer.
  - 32.03 Explain the process of transferring an offender within the State of Florida, to include:
    - a. approve the proposed residential information
    - b. approve the proposed employment information
    - c. review file for conflicts with Supervision Order
    - d. identify public safety concerns
    - e. update the Offender-Based Information System (OBIS)
    - f. advise offender of the reporting instructions from the receiving office
    - g. complete required documents
    - h. obtain supervisor's approval
  - 32.04 Explain the process of receiving a transferred case within the State of Florida, to include:
    - a. make contact with the offender
    - b. identify the offender
    - c. review case material to assess the appropriateness of the transfer
    - d. reinstruct the offender on the Supervision Order
    - e. verify offender residence through personal field contact
    - f. complete required documents
  - 32.05 Explain that the Interstate Compact for Adult Supervision is an agreement that promotes cooperation and coordination among participating states in the transfer of supervised offenders across state boundaries. (section 949.07, F.S.)
  - 32.06 Identify the criteria for mandatory transfer of an offender out of state under the Interstate Compact Agreement, to include:
    - a. have more than 90 days of supervision pending
    - b. have a valid plan of supervision

- c. is in substantial compliance with supervision within the sending state
  - d. is a resident of the receiving state or has family within the receiving state that indicates a willingness and ability as specified in his or her plan of supervision
  - e. is employed within the receiving state or has means of support
- 32.07 Identify the criteria for the discretionary transfer of an offender out of state under the Interstate Compact Agreement, to include:
- a. the sending state may request transfer of supervision of an offender who does not meet the eligibility requirements
  - b. the sending state must provide sufficient documentation to justify the requested transfer
  - c. the receiving state shall have the discretion to accept or reject the transfer of supervision in a manner consistent with the purpose of the compact
- 32.08 Explain that the Compact Administrator is responsible for transactions between Florida offices and other states regarding transfers.
- 32.09 Explain the process of transferring an offender out of the state, to include:
- a. review the Interstate Compact criteria for eligibility
  - b. verify reason for transfer
  - c. verify residence
  - d. verify employment or means of support
  - e. submit interstate transfer packet to the compact administrator

**Course Number: CJK0274**

**Occupational Completion Point: A**

**Correctional Probation Supervision – 88 Hours – SOC Code 21-1092**

- 33.0 Define supervision, understand the basic responsibilities of supervision, and identify effective supervisory techniques and general rules of supervision for various situations--  
The student will be able to:
- 33.01 Define “supervision” as the action, process, or occupation of overseeing and directing in order to accomplish task(s).
  - 33.02 Explain that the goal of supervision is to successfully reintegrate the offender back into society.
  - 33.03 Identify that failure to recognize individual differences among those being supervised is the most common supervision error.
  - 33.04 Identify factors that enhance the chances of positive effects when supervising offenders, to include:
    - a. “firm, but fair”
    - b. job knowledge
    - c. self-confidence
    - d. consistent temperament
    - e. ability to give clear, understandable instructions
    - f. ability to recognize individual differences
    - g. ability to correct and praise (give praise in private)
    - h. ability to make positive corrective comments (give corrective comments in private)
    - i. ability to keep one’s word
    - j. ability to consider all factors before reaching conclusions
  - 33.05 Identify general rules that officers should be aware of regarding supervision, to include:
    - a. avoid over-familiarization with individuals under supervision

- b. do not gossip with individuals under supervision
  - c. do not give legal advice to individuals under supervision
  - d. do not show
    - favoritism
    - bias
    - prejudices
    - opinions
  - e. never make a promise
  - f. do not discuss other staff members with individuals under supervision
- 33.06 Identify principles of successful supervision, to include:
- a. positive reinforcement is a powerful motivator of human action
  - b. an individual is more likely to do something if he or she understands the reason for the action
  - c. suggest alternatives to the actions that the individual wishes to pursue
  - d. a decision will be more meaningful and forceful if the offender is able to make it himself or herself
  - e. use “no” judiciously, convincingly, and fairly
  - f. refrain from using profanity or vulgarity
  - g. bullying or belittling will arouse resentment and antagonism
  - h. recognizing deception and manipulation
- 33.07 Identify consequences of poor supervision, to include:
- a. non-compliance to conditions of supervision
  - b. conflict between the officer and individual under supervision
- 33.08 Demonstrate effective supervision techniques in a mock situation.
- 34.0 Identify and explain the different types of supervision--The student will be able to:
- 34.01 Explain types of supervision to different audiences, to include:
- a. offenders
  - b. family members
  - c. employers
  - d. court officials
  - e. media
  - f. general public
- 34.02 List the different types of supervision, to include:
- a. Administrative - non-reporting status, but periodic record checks are completed to verify the offender has not violated the law
  - b. Probation - a term or sentence imposed by the court with standard statutory conditions as well as special conditions
  - c. Drug Offender - intensive supervision that emphasizes treatment of the offender
  - d. Community Control I - a community-based punishment alternative to incarceration or regular probation
  - e. Community Control II (electronic monitoring) - a type of community control that involves placing community controlees on electronic monitoring
  - f. Sex Offender Probation - the standard terms and conditions of probation or community control apply to persons on sex offender probation, along with additional terms and conditions specified in statutes

- g. Conditional Release - applies to certain inmates convicted for committing very serious crimes who are released from incarceration prior to completion of their sentence due to application of gain time credits.
- h. Pre-Trial Intervention - a state attorney diversion program requiring contact with a probation officer for persons charged with a crime, with delayed disposition until successful completion of imposed conditions
- i. Addiction Recovery - a release program under the authority of the Florida Parole Commission for inmates with a history of drug use
- j. Parole - applies to inmates released from prison under the authority of the Florida Parole Commission for offenses committed prior to October 1, 1983

35.0 Identify why individuals engage in the manipulation and deception of staff and the methods they use; recognize manipulation and deception and understand ways to avoid being deceived and manipulated--The student will be able to:

- 35.01 Identify reasons individuals engage in the manipulation and deception of staff, to include:
  - a. status among peers
  - b. personal reward and gain
  - c. control of staff
- 35.02 Identify possible signs of manipulation and deception, to include:
  - a. over-friendliness of individual toward officer
  - b. excessive praise and flattery, building ego of officer
  - c. sharing rumors concerning the staff members or others
  - d. requesting personal information
  - e. forming bond between individual and staff member
  - f. excessive dependency of individual on staff member and vice versa
- 35.03 Identify factors that influence the selection of a staff member as a victim of deception and manipulation, to include:
  - a. new employee
  - b. overly trusting or naïve
  - c. overly familiar
  - d. not confident
  - e. complacent
- 35.04 Identify methods used to gather information about staff for deception and manipulation, to include:
  - a. observing behavior of staff member with other staff, supervisors, offenders
  - b. asking questions
  - c. listening to conversations among staff members
- 35.05 Identify methods used to deceive or manipulate staff, to include:
  - a. breaking small rules to test reaction
  - b. refusing to cooperate
  - c. devising methods to modify the officer's behavior
  - d. circumventing or disobeying rules
  - e. willingness to do something wrong regardless of the punishment
  - f. distraction
  - g. mood changes
  - h. using special circumstances or situations, i.e., physical conditions, illnesses or injuries
- 35.06 Explain that an officer will encounter problems when exhibiting excessive friendliness, over familiarization, and favoritism.

- 35.07 Identify types of deception that can be used on an officer, to include:
  - a. individual (one-on-one)
  - b. team (may be a long-term and complex effort)
- 35.08 Identify factors that help an officer avoid deception or manipulation, to include:
  - a. knowing job and performing it properly
  - b. communicating and acting in a manner that identifies the officer as a person of skill and knowledge
  - c. treating everyone firmly, but fairly
  - d. documenting individual's behavior
  - e. maintaining professional appearance
  - f. monitoring remarks, gestures, actions
  - g. enforcing rules and regulations
  - h. exhibiting self-esteem and self-confidence
- 35.09 Demonstrate appropriate responses to manipulation and deception in role-play situations.
- 35.10 Demonstrate the ability to accurately respond to an offender who is behaving in an overly familiar manner.
  
- 36.0 Conduct a thorough offender orientation through understanding the standard and special conditions of supervision, the legal requirements an offender must comply with, and the potential advantages of compliance and consequences of noncompliance with supervision--The student will be able to:
  - 36.01 Identify the process for instructing the offender to report to the appropriate supervision office, to include:
    - a. verify offender's current address
    - b. consult the supervision office directory
    - c. locate the nearest office for the offender
    - d. provide directions to the designated office
    - e. advise the time frame requirements
    - f. discuss the consequences of not reporting
  - 36.02 Explain that the department will provide an approved interpreter during initial orientation, when necessary, and any other time required by law.
  - 36.03 Identify the process for verifying the offender's identity, to include:
    - a. conduct a Rapid Identification (ID) transaction
    - b. obtain photo identification
    - c. complete intake documentation forms
  - 36.04 Identify that correctional probation officers of the Florida Department of Corrections are authorized to collect biological specimens (e.g., saliva) from specified offenders for DNA testing. (section 943.325, F.S.)
  - 36.05 Determine the relevant case materials that must be reviewed to conduct an offender orientation, to include:
    - a. court minutes
    - b. Supervision Order
    - c. Cost Order
    - d. Instructions to the Offender form
  - 36.06 Discuss the role of the officer and offender, to include:
    - a. officer's role is to enforce the supervision order and provide offender with assistance in locating resources needed to successfully complete supervision
    - b. offender's role is to appropriately follow instructions and to comply with the supervision order



- 36.07 List the standard conditions of supervision an offender shall comply with, to include:
- a. report to the probation office as instructed
  - b. permit the officer to visit residence, employment, or other approved areas
  - c. maintain suitable employment
  - d. support any legal dependents to the best of ability
  - e. remain within a specified area
  - f. remain lawful
  - g. make restitution for damage(s) or loss(es), as required
  - h. submit to random drug and alcohol testing
  - i. submit DNA, if required
  - j. avoid using intoxicants to excess or possessing any drugs or narcotics unless prescribed by physician
  - k. refrain from visiting places where intoxicants, drugs, or other dangerous substances are unlawfully sold, dispensed, or used
  - l. refrain from associating with person(s) engaged in criminal activity
  - m. pay monetary obligations
  - n. refrain from carrying, possessing, or owning any firearm(s)
- 36.08 List the special conditions of supervision an offender shall comply with, to include:
- a. community service conditions
  - b. treatment conditions
  - c. educational conditions
  - d. curfew regulations
  - e. any other conditions ordered by the sentencing authority
- 36.09 Explain that special conditions of supervision are defined by the sentencing authority.
- 36.10 Explain the different legal requirements an offender must comply with, to include:
- a. registration with local law enforcement
  - b. provide DNA, if required
  - c. pay child support
  - d. maintain valid driver's license
  - e. comply with all other legal requirements
- 36.11 State that a violation of probation can be submitted to the sentencing authority as a penalty for noncompliance with the conditions of supervision.
- 36.12 Explain that the sentencing authority has the final determination for defining the penalty for noncompliance with the conditions of supervision.
- 36.13 List the potential advantages for compliance with the conditions of supervision, to include:
- a. early termination
  - b. successful completion of supervision
  - c. reduction of supervision level
- 36.14 Explain procedures for developing a supervision plan, to include:
- a. evaluate offender's educational needs
  - b. identify offender's employment needs
  - c. evaluate offender's financial status
  - d. evaluate offender's environment
  - e. identify available resources
  - f. discuss time frames
  - g. document in case notes
- 36.15 Explain the process for documenting offender orientation, to include:

- a. obtain the offender's signature on all required documentation
- b. enter instructions given to the offender through the appropriate database
- 36.16 State that offender supervision may involve family support and cooperation.
- 36.17 Explain that information and referrals may be provided to the offender's family, if requested.
- 36.18 Explain that special supervision needs and expectations may be identified, to include:
  - a. potential safety concerns
  - b. domestic or other needs of the offender
  - c. expectations of supervision
- 36.19 Demonstrate the ability to use the DC website to locate a probation office closest to the residence of an offender who is requesting a transfer.
- 36.20 Demonstrate the ability to complete an intake data sheet.
- 36.21 Instruct an offender on the conditions of supervision through a mock orientation.
- 36.22 Demonstrate the ability to enter and update the residence and employment screens using OBIS.
  
- 37.0 Identify appropriate community resources to assist an offender in receiving treatment for personal and/or relationship issues and know the processes to refer an offender to a voluntary self-improvement program(s) as well as to satisfy the conditions of supervision--The student will be able to:
  - 37.01 Identify reasons why an officer would make community resource referrals for an offender, to include:
    - a. providing professional support to aid the offender in resolving personal issues
    - b. complying with a mandate of the offender's order of supervision
  - 37.02 Explain the steps of the offender referral process, to include:
    - a. assess the offender's needs/Supervision Order
    - b. obtain other staff and/or agency recommendations
    - c. refer to the appropriate agency based on identified solutions
    - d. submit referral form
  - 37.03 Identify the appropriate social service agency(s) to refer an offender, based on an evaluation of the offender's needs and/or to satisfy the conditions of supervision, to include:
    - a. mental health
    - b. alcohol and drug services/substance abuse
    - c. legal aid
    - d. vocational counseling
    - e. financial assistance
    - f. child care
    - g. family counseling
    - h. health services
    - i. housing services
    - j. aging and adult services
    - k. domestic abuse centers
  - 37.04 Identify that the officer will answer court inquiries related to available community resources specific to the offender's needs
  - 37.05 Explain that the officer will only make referrals to approved treatment providers.
  
- 38.0 Identify the different reasons for conducting field supervision and know how to effectively plan and conduct field supervision--The student will be able to:

- 38.01 Identify the various reasons for conducting field supervision, to include:
  - a. to obtain information
  - b. to verify information
  - c. to observe environment
  - d. for surveillance
  - e. to provide temporary supervision upon request from another office
  - f. to provide information
- 38.02 List the different databases that could be reviewed when planning to make a field visit, to include:
  - a. Offender-Based Information System (OBIS)
  - b. Comprehensive Case Information System (CCIS)
  - c. Florida Crime Information Center II/National Crime Information Center 2000 (FCIC II/NCIC 2000)
  - d. other local computerized court record services
  - e. maps
- 38.03 Identify the case materials that are needed to plan and conduct field supervision, to include:
  - a. offender identification
  - b. offender's criminal history
  - c. residence information
  - d. employment information
  - e. case notes
  - f. Supervision Order
  - g. information alleging violation
  - h. current state of compliance with supervision
- 38.04 Explain the process for completing a field itinerary, to include:
  - a. consider time frames, geographic area, and supervision priorities
  - b. prepare field itinerary
  - c. submit field itinerary to supervisor
- 38.05 Explain that local law enforcement may need to be notified when conducting field supervision.
- 38.06 Identify the process for verifying the suitability of an offender's residence, to include:
  - a. review Supervision Order(s)
  - b. conduct a personal home visit
  - c. survey the environment
  - d. verify the residence plan with other home occupants or owner/landlord, if necessary
  - e. ensure residence is not in violation of supervision conditions, local ordinances, and state/federal law
- 38.07 Identify the proper safety equipment to use when conducting field supervision, to include:
  - a. body armor
  - b. cell phone
  - c. flashlight
  - d. handcuffs
  - e. chemical agents
  - f. radio
  - g. firearm, if certified
- 38.08 State the required components for documenting field contacts, to include:

- a. time frame
  - b. contact type
  - c. military time
  - d. date
  - e. person contacted
  - f. pertinent observations, information discussed, and other relevant data
  - g. officer initials
- 38.09 Demonstrate how to accurately record field supervision in electronic case notes.
- 39.0 Know how to verify an offender's employment and the requirements for notifying an offender's employer of supervision status--The student will be able to:
- 39.01 Identify information necessary for verification of employment, to include:
    - a. employer contact information
    - b. employment duties
    - c. employment schedule
    - d. employment compensation
    - e. self-employment documentation
  - 39.02 Explain that the offender's employer will be notified of supervision status within 30 days of employment.
  - 39.03 State that the offender will be informed of the officer's duty to notify the employer of the offender's supervision status.
- 40.0 Know how to accurately assess the progress of an offender through identifying concerns, needs, and solutions leading to the development of an appropriate plan of action--The student will be able to:
- 40.01 Explain the process for evaluating an offender's progress, to include:
    - a. reviewing case materials
    - b. conducting a criminal records check
    - c. discussing progress with the offender
    - d. identifying problems and concerns
  - 40.02 Explain that the officer should consider all information when determining approaches or solutions for an offender, to include:
    - a. past history
    - b. treatment history
    - c. collateral sources
  - 40.03 Explain that a plan of action will be developed based upon the offender's needs, concerns, and recommended solutions.
  - 40.04 Identify the process for developing a plan of action, to include:
    - a. initiate an appropriate treatment plan
    - b. reinforce positive behavior through positive communication
    - c. reassess progress
  - 40.05 Demonstrate how to locate an offender's treatment history using OBIS.
- 41.0 Learn the process of safely collecting and testing specimens for the presence of drugs and/or alcohol--The student will be able to:
- 41.01 List the necessary safety precautions to use in collecting specimens for drug and/or alcohol testing, to include:
    - a. personal protection equipment

- b. appropriate cleaning supplies
- c. appropriate disposal using universal precautions
- 41.02 Identify the steps in collecting urine specimens for drug and/or alcohol testing, to include:
  - a. identify offender
  - b. wear protective safety equipment
  - c. instruct offender to wash his or her hands
  - d. provide the offender an unused specimen container
  - e. directly observe the offender provide the specimen (mirrors may be used)
  - f. accept specimen container from the offender
  - g. visually inspect the sample
- 41.03 Explain that an on-site testing device will be used in the presence of the offender.
- 41.04 Explain the process if the urine sample is negative, to include:
  - a. discard specimen
  - b. discard testing device in collection container
  - c. record test result
- 41.05 Explain that if the urine sample is positive, the officer will:
  - a. notify offender of the result
  - b. give offender the opportunity to sign admission form
  - c. submit specimen to lab, if required
  - d. conduct warrantless arrest, if required
  - e. report positive test results to sentencing authority
- 41.06 Describe the procedure when a specimen test positive and the offender denies use, to include:
  - a. process specimen using chain of custody
  - b. provide specimen to lab
  - c. discard testing container and testing device
  - d. report positive test results to sentencing authority
- 42.0 Know how to determine criteria requiring arrest of an offender and be able to conduct an arrest safely and legally--The student will be able to:
  - 42.01 Explain that section 947.22, F.S., and section 948.06, F.S., give correctional probation officers the authority to arrest supervised Florida offenders, with or without a warrant.
  - 42.02 List reasons that may require an offender to be arrested, to include:
    - a) active warrant
    - b) reasonable ground to believe a violation of supervision has occurred
  - 42.03 List steps involved in the safe and legal arrest of an offender, to include:
    - a. verify that a warrant is active, if required
    - b. notify supervisor
    - c. complete probable cause affidavit
    - d. call for local law enforcement assistance
    - e. identify self to the offender
    - f. advise offender of reason for arrest
    - g. follow Response to Resistance Matrix
  - 42.04 Explain that an officer will verify that a warrant is active by contacting the originating agency.
  - 42.05 Describe that case material should be reviewed to determine if an arrest should be initiated, to include:
    - a. information indicating a violation has occurred

- b. criteria that has been met for a warrantless arrest
- c. an active warrant
- 42.06 State that the probation officer will assist law enforcement in conducting an arrest, as needed.
- 42.07 List the appropriate documents to be completed upon the arrest of an offender, to include:
  - a. probable cause affidavit
  - b. violation report
  - c. affidavit
  - d. warrant, if required
- 43.0 Identify the criteria for a warrantless arrest and be able to safely execute a warrantless arrest--The student will be able to:
  - 43.01 Define "warrantless arrest" as the authority to arrest an offender without a warrant under section 947.22, F.S.
  - 43.02 Explain that the officer has to have reasonable grounds to believe that the probationer/offender has violated conditions of supervision in a material respect.
  - 43.03 List the criteria in which an officer has the authority to conduct a warrantless arrest, to include:
    - a. The offender is an immediate threat if not taken into custody.
    - b. A sex offender has changed residence without permission.
    - c. A sex offender has violated any other condition that presents a threat to the community.
    - d. The offender has committed a new offense and has a history of violence.
    - e. The offender has committed a violent offense.
    - f. The offender has a history of violence and has committed one of the following:
      - curfew violation
      - positive drug test (with admission)
      - contact with victim when prohibited
      - community control violation
  - 43.04 Explain that local law enforcement will need to assist the officer when a warrantless arrest is conducted.
  - 43.05 Explain that the officer will advise the offender about the violation, to include:
    - a. condition of supervision that has been violated
    - b. how the condition was violated
  - 43.06 List the required documents that must be completed when conducting a warrantless arrest, to include:
    - a. probable cause affidavit listing alleged violation
    - b. sworn statements from victim/witness
    - c. other local law enforcement required documents
- 44.0 Identify the purpose of a violation report, describe the appropriate procedures to follow when preparing and submitting the report, and identify the appropriate procedures to follow when preparing and submitting an affidavit and warrant--The student will be able to:
  - 44.01 Explain the process of investigating the accuracy of an alleged violation or accusation, to include:

- a. interview witness(es), if necessary
  - b. conduct necessary investigative work
  - c. obtain the offender's statement
  - d. evaluate relevant documentation obtained through the investigation
- 44.02 Explain that hearsay evidence is admissible in a violation of probation hearing.
- 44.03 Explain that the offender's statement must be obtained before completing the violation report.
- 44.04 Explain that the officer needs to evaluate the circumstances of the violation to determine if it is willful
- 44.05 Identify the different elements of a violation report, to include:
- a. how the violation occurred
  - b. offender statement
  - c. history of supervision
  - d. recommendation for disposition
- 44.06 Identify that an affidavit is required to obtain a warrant from the court.
- 44.07 Explain that the violation report, affidavit, and warrant must be approved by the supervisor.
- 44.08 Explain that an affidavit is not required for a Florida Parole Commission case.
- 44.09 List the documentation that must be submitted to the court, to include:
- a. violation report
  - b. affidavit
  - c. warrant
- 44.10 Explain that the supervision period may be tolled under certain circumstances.
- 44.11 Identify that the officer must submit an amended affidavit and addendum to the violation report if an offender continues to violate the conditions of supervision after the violation report, affidavit, and warrant have been submitted.
- 44.12 Explain that the officer can conduct an arrest after the warrant has been activated by the sentencing authority.
- 44.13 Demonstrate the ability to accurately complete a violation report, affidavit, and warrant.
- 45.0 Identify criteria for determining if an offender has absconded and know how to initiate the Be On The Look Out (BOLO) procedure for an offender who has absconded based on established criteria--The student will be able to:
- 45.01 Explain that an absconder is an offender who ceases to make himself or herself available for supervision, after attempts to locate (and make contact with) the offender has been unsuccessful.
  - 45.02 Define "Be On the Look Out" (BOLO) as a Florida administrative message, in Florida Crime Information Center II, for law enforcement officers.
  - 45.03 Explain that an officer, prior to filing an affidavit and/or warrant, will attempt to locate an absconded offender by various means, to include:
    - a. contacting the offender by phone
    - b. conducting field visit(s) to locations that the offender is known to frequent, including approved residence
    - c. contacting the offender's employer
    - d. contacting local jails
    - e. conducting a records check on the offender
  - 45.04 Explain that an officer will complete a thorough investigation to determine if the offender has absconded who poses a threat to public safety.

- 45.05 Identify that an officer will request a BOLO for an absconder that is a violent/high risk offender who poses a threat to public safety.
- 45.06 Explain that the purpose of the BOLO is to direct Florida law enforcement agencies to detain the offender for questioning or potential arrest.
- 45.07 List the steps necessary to initiate a BOLO, to include:
  - a. verify offender has absconded
  - b. notify supervisor
  - c. request BOLO
  - d. verify with FDLE that BOLO was received
  - e. notify Fugitive Apprehension Coordination Team (FACT), if applicable
  
- 46.0 Initiate the process for possible deportation if an offender is identified as an illegal alien--  
The student will be able to:
  - 46.01 Define "Immigration and Customs Enforcement (ICE)" as the federal agency responsible for enforcing immigration and customs laws within the United States. The ICE agency is a division of the Department of Homeland Security (DHS).
  - 46.02 Define an "illegal alien" as a foreign person entering the United States contrary to the laws governing immigration.
  - 46.03 List documentation that could be used to identify immigration status, to include:
    - a. birth certificate
    - b. Certificate of Naturalization
    - c. U.S. Passport
  - 46.04 List the responsibilities of the officer initiating the process for possible deportation, to include:
    - a. obtain the information regarding the immigration status
    - b. verify the offender's immigration status
    - c. notify ICE of the immigration issue
    - d. discuss with supervisor
  
- 47.0 Identify the procedures required for an offender to be used as an informant--The student will be able to:
  - 47.01 State that the requesting law enforcement agency will provide the details concerning the informant's activities.
  - 47.02 Identify considerations that should be reviewed when an offender is being considered as an informant, to include:
    - a. conflict with conditions of supervision
    - b. officer/public safety concerns
    - c. rehabilitative efforts
    - d. coercion
  - 47.03 Explain that an offender informant request must be approved through the proper chain of command.
  
- 48.0 Know the procedure for recognizing and reporting signs of abuse in children, the elderly and disabled adults to the appropriate authorities--The student will be able to:
  - 48.01 Identify that law enforcement officers are required by section 39.301, F.S., to immediately report child/elder/disabled adult abuse, abandonment, or neglect using the abuse hotline number



- 48.02 Explain that the definition of “child abuse and neglect” is found in section 827.03, F.S.
- 48.03 Describe the types and signs of abuse that may occur in children, to include:
- a. physical
    - suspicious bruises, welts, burns, and bite marks on the skin
    - bone fractures
  - b. behavioral
    - fear of going home
    - wary of adult contact
    - frightened by caregiver (parent)
  - c. emotional
    - feelings of worthlessness
    - humiliation
    - extreme withdrawal
  - d. sexual
    - difficulty walking or sitting
    - bruising and/or bleeding in the vaginal or anal areas
    - sexually transmitted diseases, especially in children under thirteen
    - withdrawal; engages in fantasy or infantile behavior
- 48.04 Identify signs of neglect and abandonment, to include:
- a. leaving child home alone
  - b. inadequate food, clothing, or shelter
  - c. inadequate healthcare
  - d. positive drug or alcohol test by adult living in same residence
- 48.05 Define “elderly person” as an individual 60 years of age or older who is suffering from the infirmities of aging to the extent that the person’s ability to adequately provide for his or her own care or protection is impaired.
- 48.06 Explain that “elder or disabled adult abuse and neglect” is defined in section 825.102, F.S.
- 48.07 Describe the signs of elderly or disabled adult abuse, to include:
- a. physical
    - suspicious cuts, burns, welts, bruises and/or bite marks on the skin
    - bone fractures
    - abuse of medication
  - b. emotional
    - agitation
    - apathy, withdrawal, depression, non-communication
  - c. sexual
    - scared and timid behavior
    - odd or misplaced comments about sex or sexual behavior
    - pregnancy
- 48.08 Identify that the primary concern of an officer is the safety of the abused individual.
- 48.09 Describe the procedure that an officer must perform if abuse is suspected, to include:
- a. collect information regarding suspected abuse
  - b. determine if immediate intervention is necessary to protect the individual
  - c. contact the Abuse Hotline to report the incident

- 49.0 Define domestic violence, understand the procedures for appropriate intervention and referral, and know reasons and theories regarding domestic violence--The student will be able to:
- 49.01 Define “domestic violence”, in accordance with section 741.28(1), F.S., as any assault, aggravated assault, battery, aggravated battery, sexual assault, sexual battery, stalking, aggravated stalking, kidnapping, false imprisonment, or any criminal offense resulting in physical injury.
  - 49.02 Define “family or household member”, in accordance with section 741.28(2), F.S., as any spouse, former spouse, persons related by blood or marriage, persons who are presently residing together as if a family or who have resided together in the past as if a family and persons who are parents of a child in common regardless of whether they have been married. With the exception of persons who have a child in common, the family or household members must be currently residing or have in the past resided together in the same single-dwelling unit.
  - 49.03 Identify reasons for domestic violence, to include:
    - a poor self-image
    - b economic pressures
    - c stereotyped view of women/men
    - d poor childhood experiences
    - e alcohol and substance abuse
  - 49.04 Identify reasons why people remain in abusive situations, to include:
    - a fear, shame
    - b low self-esteem
    - c isolation (loneliness, social isolation)
    - d financial dependence
    - e lack of alternative housing
    - f cultural and religious constraints
    - g lack of job skills
    - h denial
  - 49.05 Identify reasons victims typically under-report cases of domestic violence, to include:
    - a psychological disassociation from violence
    - b fear of reprisal
    - c fear of involvement in the justice system process
    - d guilt about failure of the relationship and its effect on the children
    - e belief that their partner (spouse, boyfriend, girlfriend, etc.) will change
    - f anxiety and fear over making formidable life changes
    - g social stigma
    - h tendency of victim to minimize severity of abusive behavior
  - 49.06 Identify appropriate response procedures for intervention, to include:
    - a counseling for individual(s)
    - b referral to appropriate resources
    - c notification of law enforcement authorities
    - d notification of Department of Children and Families, if appropriate
    - e teaming with another officer (if possible, with a team member of the opposite gender)
  - 49.07 State that various calming techniques may be helpful when de-escalating domestic violence situations.
  - 49.08 Demonstrate the ability to resolve a mock domestic violence situation.

50.0 Define the meaning of common substance abuse based upon observation and/or testing of the offender--The student will be able to:

- 50.01 Define “substance use”, “substance abuse”, and “substance dependence”.
- a. substance use - the use of a substance which alters mental or physical functioning, whether use is legal or illegal, therapeutic or recreational
  - b. substance abuse - the continued use of a substance despite the knowledge that the substance causes or worsens a recurring or persistent social, occupational, psychological, or physical problem, or repeated use of the substance in situations when its use is physically hazardous
  - c. substance dependence - the associated cognitive, behavioral, and physiological symptoms indicating that a person has lost control of substance use and continues to use the substance regardless of adverse consequences
- 50.02 State that the offender’s behavior and/or environment will be observed to determine the presence of alcohol and/or drugs.
- 50.03 List indicators of substance abuse that may be observed in an offender’s environment, to include:
- a. paraphernalia
  - b. suspicious odors
  - c. actual substances
  - d. suspicious activity
- 50.04 Identify commonly abused substances and paraphernalia, to include:
- a. marijuana
    - pipes
    - rolling/cigarette papers
    - roach clips
    - bongs/water pipes
    - baggies
    - blunts
    - stems
    - seeds
  - b. methamphetamine
    - Psuedophrine/Sudafed
    - household chemicals
    - steel Brillo pads
    - glass pipes
    - acetone
    - coffee filters
    - ether
    - phosphorous (excess of match strips)
    - trash can containing chemicals
  - c. cocaine/crack
    - mirrors
    - pipes
    - dented or burnt soda cans with holes
    - plastic bags
    - scales
    - straws
    - white rocks

- d. MDMA (3, 4 methylenedioxyamphetamine)/ecstasy
    - nasal inhalers
    - decongestant rubs
    - Blow Pops
    - baby pacifiers
    - plastic bags
    - aspirin-sized, various colored pills
    - small blue and white capsule/"smurf"
  - e. heroin
    - hypodermic needles
    - bottle caps
    - razor blades
    - pipes
    - tourniquets
    - white or brown crystalline powder or liquid
  - f. prescription drugs
    - Oxycontin
    - Xanax
    - Valium
    - Percocet
    - Vicodin
    - Methadone
    - prescription bottles
    - capsules/tablets/wafers
    - baggies
  - g. alcohol
  - h. empty bottles or containers
  - i. strong odor
- 50.05 Identify the signs and symptoms of commonly abused substances, to include:
- a. marijuana - glassy, red eyes; loud talking and laughter; sleepiness; loss of interest and motivation; increased appetite; panic attacks
  - b. methamphetamine - increased alertness; paranoia; hallucinations; aggressive behavior; uncontrollable movements (twitching, jerking); dry, itchy skin; sores; rotting teeth; extreme rise in body temperature; false sense of confidence or power
  - c. cocaine/crack - frequent sniffing or bloody nose; anxiety; panic attacks; increased energy; talking rapidly; paranoia; dilated pupils; confusion; hyperactivity; weight loss
  - d. MDMA/ecstasy - teeth grinding; panic attacks; seizures; euphoria; abundant energy; aggressive sexual behavior; physical touching, body massaging to intensify the high; profuse perspiration; body overheating
  - e. heroin - sweating; vomiting; coughing and sniffing; twitching; loss of appetite; contracted pupils; no response of pupils to light
  - f. prescription drugs - appears drunk, as if from alcohol, but without the associated odor of alcohol; difficulty concentrating; clumsiness; poor judgment; slurred speech; sleepiness; contracted pupils
  - g. alcohol - clumsiness; difficulty walking; slurred speech; sleepiness; poor judgment; dilated pupils; impairment of motor skills

- 50.06 Demonstrate the ability to identify different forms of controlled substances and signs and symptoms of commonly abused substances or associated paraphernalia when given actual or simulated examples.
- 51.0 Define mental illness, identify signs and symptoms of mental illness, and know the procedures to follow when communicating with persons with mental illnesses.--The student will be able to:
- 51.01 Define “mental illness” as an impairment of the mental or emotional processes that exercise conscious control of one’s actions or of the ability to perceive or understand reality, which impairment substantially interferes with a person’s ability to meet the ordinary demands of living, regardless of etiology (cause of condition). (section 394.455(18), F.S.)
- 51.02 Explain that mental illness does not include mental retardation, developmental disabilities, intoxication, or drug addiction.
- 51.03 Identify the most common mental illness disorders as:
- a. thought disorders - disturbance of speech, communication, or content of thought
  - b. mood disorders - disturbance in feeling or emotions
  - c. personality disorders - lifelong, maladaptive learned behavior
- 51.04 Identify signs and symptoms of mental illnesses, to include:
- a. hallucinations
    - hearing voices not present
    - seeing something not present
  - b. intense anxiety
    - shaking
    - sweating
    - inability to speak
    - signs of terror or panic in absence of real danger or threat
  - c. unrealistic physical complaints
    - “My heart doesn’t work anymore.”
    - “There is a hole in my head and my thoughts are leaking out.”
    - “My stomach has rotted away.”
  - d. paranoia
    - irrational distrust of others
    - irrational feelings of persecution
    - “Aliens are trying to abduct me.”
  - e. delusions
    - person believes he or she is someone famous
    - person believes he or she is God
    - false belief having no basis in reality
  - f. loss of memory
  - g. talking to non-existent entity
  - h. major changes in behavior
  - i. dangerous behavior
  - j. difficulty paying attention or concentrating
  - k. intense depression
    - feelings of hopelessness, loneliness
    - pessimism
    - isolation

- 51.05 Identify actions to take when responding to an individual experiencing an emotional or psychological episode, to include:
- a. document what was said or done so it can be reported
  - b. summon assistance
  - c. position self to ensure safety
  - d. be patient
  - e. move person to a quiet, calm surrounding
  - f. remain calm and respond without anxiety
  - g. don't dispute statements or visions
  - h. don't provoke or alienate the individual
  - i. use simple, precise instructions
  - j. treat individual with respect and courtesy

52.0 Know what the Baker Act is and the criteria for involuntary examination in relation to the Baker Act--The student will be able to:

- 52.01 Explain that the Baker Act is outlined in Chapter 394, F.S.
- 52.02 Identify that the Baker Act provides for emergency service and temporary detention for evaluation and voluntary or involuntary short-term community inpatient treatment, if necessary.
- 52.03 Identify that a person may be taken to a receiving facility for involuntary examination if there is reason to believe that the person has a mental illness and because of his or her mental illness:
- a. the person has refused voluntary examination after conscientious explanation and disclosure of the purpose of the examination; or
  - b. the person is unable to determine for himself or herself whether examination is necessary; and
    - without care or treatment, the person is likely to suffer from neglect or refuse to care for himself or herself;
    - such neglect or refusal poses a real and present threat of substantial harm to his or her well-being; and
    - it is not apparent that such harm may be avoided through the help of willing family members or friends or the provisions of other services; or
  - c. there is substantial likelihood that without care or treatment the person will cause serious bodily harm to himself or herself or others in the near future, as evidenced by recent behavior
- 52.04 Explain that an individual can only be held involuntarily up to 72 hours upon admission to a receiving facility

**Course Number: CJK0275**

**Occupational Completion Point: A**

**Correctional Probation Investigations – 39 Hours – SOC Code 21-1092**

53.0 Know the different types of investigations and the techniques necessary to perform a successful investigation--The student will be able to:

- 53.01 State the types of investigations, to include:
- a. pre-sentence
  - b. placement
  - c. violation report
  - d. pretrial intervention background

- e. transfer/receive
  - f. transfer/send
  - g. other state
- 53.02 Identify events that may initiate an investigation, to include:
- a. a new arrest
  - b. new information discovered about the offender
  - c. a review of background information from the offender's file
- 53.03 Identify the process involved in conducting an investigation, to include:
- a. conduct interviews
  - b. obtain information
  - c. verify information
  - d. complete investigative report
- 53.04 List the various databases used when conducting an investigation, to include:
- a. Florida Crime Information Center II/National Crime Information Center 2000 (FCIC II/NCIC 2000)
  - b. Driver And Vehicle Information Database (DAVID)
  - c. Comprehensive Case Information System (CCIS)
  - d. Offender-Based Information System (OBIS)
  - e. internet/public records
- 53.05 Explain that during an investigation, an officer may need to review an offender's information, to include:
- a. residence
  - b. employment
  - c. supervision compliance
  - d. education
  - e. socio-economic condition
  - f. criminal history
  - g. mental and physical health
  - h. associates
- 53.06 Identify that offender information may be obtained from a variety of sources, to include:
- a. court personnel
  - b. law enforcement
  - c. victims
  - d. offender
  - e. general public
- 53.07 State that the offender's signature is required on a release of information form to obtain confidential information during an investigation.
- 53.08 Identify the information that needs to be analyzed when conducting an investigation, to include:
- a. seriousness of the offense
  - b. circumstances of the offense
  - c. victim impact/injury
  - d. threat to public safety
  - e. appropriateness of the supervision plan
- 53.09 Explain the process for formulating a recommendation after an investigation has been conducted, to include:
- a. reviewing all information obtained
  - b. reviewing sentencing guidelines
  - c. assessing available community resources
  - d. assessing victim impact

- e. assessing offender amenability to supervision
  - f. assessing offender supervision plan
  - 53.10 Describe the steps in correctly preparing an investigative report, to include:
    - a. determine the type of report
    - b. collect necessary information
    - c. extract relevant facts from collected information
    - d. organize information
    - e. complete appropriate report using applicable information
    - f. obtain appropriate signature/approvals
  - 53.11 Demonstrate how to perform an investigation during a mock situation.
- 54.0 Identify common interview terms, the interview process, signs of deception during an interview, techniques that contribute to the success of an interview, and the definition of note taking and how it relates to conducting an interview--The student will be able to:
- 54.01 Define "interview" as a conversation held to generate information from persons who have knowledge of a situation so that an investigation can be continued or concluded.
  - 54.02 Identify basic elements of the interview process, to include:
    - a. beginning - warm-up period when the interviewer establishes rapport
    - b. main portion - the interviewer acquires the desired information about the case
    - c. end - the interviewer concludes the interview
  - 54.03 Identify the primary responsibilities of the interviewer, to include:
    - a. obtaining significant information
    - b. reducing the information obtained to a form that can be integrated and compared with other case information
    - c. preserving the information for future use
  - 54.04 State that the most effective interview style will bring out the most relevant information.
  - 54.05 Explain that the interviewer may change his or her approach with the interviewee if the interview is not providing the needed information.
  - 54.06 State that the interview time and location are important considerations when conducting an interview.
  - 54.07 Identify effective interview techniques, to include:
    - a. interviewing witnesses promptly
    - b. identifying the reason for lack of cooperation and how to overcome it
    - c. pointing out when an interviewee is being contradictory and ask for clarification
    - d. showing courtesy, consideration, and patience
    - e. not suggesting a conclusion or supplying information to help an interviewee fill gaps in story
    - f. not relying upon an interviewee simply because of the appearance of sincerity
  - 54.08 Identify common signs which may indicate deception in a subject being interviewed, to include:
    - a. increased perspiration
    - b. skin color changes
    - c. nervous movements
    - d. refusal to look at interviewer
    - e. inconsistent responses
    - f. repeated insistence that simple questions are not understood



- 54.09 Explain that an interviewer should take notes while conducting an interview.
  - 54.10 Define “note taking” as making brief notations concerning specific events or a general collection of notes concerning many aspects of an officer’s job (e.g., observation)
  - 54.11 Identify procedures to follow when taking notes, to include:
    - a. use a notebook
    - b. write legibly
    - c. use quotation marks when quoting an interviewee
    - d. identify all notes (names, date, and case number, if appropriate)
    - e. record all relevant facts
    - f. check spelling, numbers, and dates as they are recorded
    - g. use common abbreviations
  - 54.12 Demonstrate various note taking skills while conducting a mock interview.
- 55 Define and describe basic uses of reports and identify the types and basic requisites of reports--The student will be able to:
- 55.01 Define “report” as a permanent written record which communicates important facts to be used in the future.
  - 55.02 List uses of reports, to include:
    - a. creates accountability for behavior
    - b. determines course of action
    - c. records facts into a permanent record
    - d. provides research and statistical data
    - e. provides reference material
    - f. provides sources for officer evaluation
    - g. serves as a basis of action by other agencies
  - 55.03 Identify readers of reports, to include:
    - a. supervisors
    - b. attorneys
    - c. judges
    - d. treatment sources
    - e. other officers
  - 55.04 Identify the basic steps in report writing, to include:
    - a. gather the facts
    - b. record the facts
    - c. organize the facts
    - d. write the report
    - e. evaluate the report
  - 55.05 Identify basic characteristics of well written reports, to include:
    - a. factual
    - b. clear
    - c. complete
    - d. concise
    - e. accurate
    - f. legible
    - g. grammatically correct
  - 55.06 Explain that all reports can be used as evidence.
  - 55.07 Discuss the different types of reports, to include:
    - a. Pre-sentence Investigation
    - b. Pretrial background

- c. Violation Report
  - d. Incident Report
  - e. Progress Report
  - f. Out of State Investigations
  - g. Use of Force
- 55.08 Identify required time frames for completing each report.
- 55.09 Explain proper distribution of each report.
- 55.10 Demonstrate how to accurately write a report.
- 55.0 Define observations, surveillance, and related terminology and know the proper techniques when performing observation and surveillance--The student will be able to:
- 56.01 Define "observation" as the accurate noting of what is presented to the five senses through keeping in view, taking notice of, or giving attention to persons, things, or circumstances.
- 56.02 Define "perception" as the process of organizing and attaching meaning to sensations so that the sensations can be interpreted as part of observation.
- 56.03 Identify factors which affect perception, to include:
- a. past experience and education of observer
  - b. maturity of observer
  - c. prejudice and bias of observer
  - d. physical condition of observer (e.g., poor eyesight, color blindness, depth perception problems, fatigue)
  - e. mental condition of observer (e.g., stress, personal problems, emotional involvement)
  - f. environmental conditions
- 56.04 Explain that observation through the senses could assist an officer in drawing inferences and conclusions about the behavior of an offender.
- 56.05 List the five senses involved in observation, to include:
- a. sight
  - b. hearing
  - c. smell
  - d. touch
  - e. taste
- 56.06 Describe what to do when observations are made, to include:
- a. decide whether to discard the information gained, commit it to memory, or make some kind of written record
  - b. make appropriate associated observations (e.g., loiterers may actually be lookouts for a crime in progress)
  - c. classify observations as to the particular violations, hazard, or crime involved
  - d. trust what is seen over what is heard when there is an apparent conflict
- 56.07 Identify that Chapter 948, F.S., provides the authority for correctional probation officers to supervise and conduct surveillance of offenders.
- 56.08 Define "surveillance" as continual observation of a person or group, especially one suspected of doing something illegal.
- 56.09 Describe factors that can make surveillance successful, to include:
- a. observing surroundings carefully
  - b. observing offender behavior
  - c. moving in and out of an area under surveillance
  - d. notating observations

- 56.10 Observe simulated scenes, persons, and/or activities and describe the observations from memory or notes.
- 57.0 Know how to safely and effectively search an offender, an offender's residence, and other approved areas--The student will be able to:
- 57.01 Identify that an officer may need to search an offender or an offender's residence based upon:
    - a. Supervision Order
    - b. Reasonable suspicion
  - 57.02 State that coordination of a search with other probation officers and/or law enforcement authorities will involve completing a pre-search report and contacting others for assistance.
  - 57.03 Explain that the Fourth Amendment prohibiting unreasonable searches and seizures is limited in that reasonableness must be assessed in light of security, order, and rehabilitation needs.
  - 57.04 Identify considerations when conducting a search, to include:
    - a. limit search to the offender's person, residence, vehicle, and other approved areas
    - b. obtain supervisor's approval for a planned search
    - c. have supervisor or another officer present during search
    - d. conduct search with assistance from law enforcement, when possible
    - e. conduct post-search review
  - 57.05 Explain that searches should be performed in a reasonable manner and with discretion.
  - 57.06 Define "throw downs" as prohibited items that the offender discards from his or her possession.
  - 57.07 Identify the steps in conducting a search, to include:
    - a. completing pre-search report
    - b. using necessary safety equipment
    - c. isolating offender from others, if possible
    - d. visually checking for "throw downs"
    - e. conducting search of appropriate areas
    - f. collecting evidence, if applicable
    - g. maintaining chain of custody if evidence is collected
  - 57.08 State that an officer will maintain control of the offender at all time during the search.
  - 57.09 Demonstrate how to perform a proper search during a mock situation.
- 58.0 Comprehend the basic concepts of evidence; how these concepts relate to criminal proceedings; describe the importance of proper handling and methods of collecting, preserving, marking and transporting evidence--The student will be able to:
- 58.01 Describe that the difference between evidence and proof is that evidence is information, which is allowed in court, while proof is the effect produced by this information.
  - 58.02 Identify three major categories of evidence, to include:
    - a. testimonial - verbal evidence solicited from a witness
    - b. documentary - written or printed evidence offered to prove or disprove a fact
    - c. physical/real - material objects such as guns, knives, clothing, etc., from which inferences can be drawn

- 58.03 Identify three reasons why evidence is offered in court, to include:
    - a. to prove a crime
    - b. to support or disprove evidence
    - c. to determine sentence
  - 58.04 Define “relevant evidence” as anything that logically tends to prove or disprove a fact at issue in a judicial case or controversy.
  - 58.05 Identify the process for handling evidence, to include:
    - a. use protective gear
    - b. document evidence
    - c. log evidence
    - d. tag evidence
    - e. evaluate evidence
    - f. secure evidence
    - g. preserve evidence
    - h. leave searched area in same condition
    - i. turn evidence over to appropriate authority
  - 58.06 Explain that evidence will not be retained within the officer’s vehicle, office, or residence.
  - 58.07 List considerations when handling evidence, to include:
    - a. submit sufficient quantities of evidence
    - b. protect evidence from contamination
    - c. limit the individuals handling the evidence
    - d. maintain chain of custody
  - 58.08 Demonstrate the correct method for collecting, preserving, marking, and transporting evidence.
- 59.0 Know the importance of the chain of custody as it relates to evidence and comprehend the methods used to protect the chain--The student will be able to:
- 59.01 Define “chain of custody” as the witnessed written record of all individuals who have maintained unbroken control over the evidence since its acquisition.
  - 59.02 Explain that the chain of custody protects the integrity of the evidence for admissibility into court.
  - 59.03 Identify the components of the chain, to include:
    - a. who had contact with the evidence
    - b. date and time evidence was handled
    - c. circumstances in which the evidence was handled
  - 59.04 Identify the safeguards for maintaining the chain of custody, to include:
    - a. limit the number of individuals handling the evidence
    - b. obtain appropriate signed documents when transferring evidence
  - 59.05 Explain that the officer should advise the appropriate entity if any alternations have been made to the evidence.

**Course Number: CJK0276**  
**Occupational Completion Point: A**  
**Correctional Probation Management Information Systems – 27 Hours –**  
**SOC Code 21-1092**

- 56.0 Identify the basic features of the offender-based information system (OBIS), how they pertain to the supervision of offenders, and identify the various types of reports generated by OBIS--The student will be able to:

- 60.01 Explain that the goal of the Offender-Based Information System (OBIS) is to store and maintain all offender information.
  - 60.02 Identify uses of OBIS, to include:
    - a. documenting an offender's sentence
    - b. calculating an offender's termination date
    - c. tracking the offender's location
    - d. facilitating offender file/audit reviews by administrative staff
    - e. maintaining an active listing and count of offenders categorized by type, status, location, and risk classification
    - f. tracking investigations
    - g. generating various reports for case management purposes
    - h. generating various reports for administrative use
  - 60.03 Identify that selected official department personnel have access to OBIS information, except that which is confidential, including offender health information.
  - 60.04 Identify types of reports and information generated by OBIS, to include:
    - a. case notes
    - b. offender residence
    - c. offender characteristics
    - d. offender employment
    - e. offender treatment
    - f. special conditions of supervision
  - 60.05 Demonstrate how to properly complete forms using OBIS.
  - 60.06 Demonstrate how to retrieve appropriate screen information using OBIS.
  - 60.07 Demonstrate how to recognize and assess screen content within OBIS.
- 61.0 Know the purpose of the court ordered payment system (cops) and the basic information that is maintained within cops--The student will be able to:
- 61.01 Explain that the Court Ordered Payment System (COPS) is a database within the Offender-Based Information System (OBIS) that tracks court obligations and payments.
  - 61.02 Identify that the court provides a synopsis of the offender's financial obligations.
  - 61.03 Identify that an input form must be entered into COPS that contains:
    - a. offender's name and DC number
    - b. payee's contact information
    - c. monetary obligation
  - 61.04 Demonstrate how to complete a COPS input and change form.
- 62.0 Know the basic concepts of the Florida Crime Information Center II (FCIC II) system and comprehend the usefulness of this system to the entry-level officer--The student will be able to:
- 62.01 Identify the agency and location of the FCIC II, NCIC 2000, and the MCIC, which are:
    - a. FCIC II - Florida Crime Information Center II, Florida Department of Law Enforcement; Tallahassee, Florida
    - b. NCIC 2000 - National Crime Information Center 2000, Federal Bureau of Investigation; Washington, D.C.

- c. MCIC - Missing Children Information Clearinghouse, Florida Department of Law Enforcement; Tallahassee, Florida
- 62.02 List the major assets of FCIC II, to include:
  - a. provides computerized information system
  - b. provides information available on :
    - wanted/missing persons
    - stolen property
    - vehicle/vessel identification data
    - computerized criminal history
    - sexual predator/offender file
    - protection orders
- 62.03 Identify procedures for proper storage and disposal of FCIC II/NCIC 2000 information found in offender records.
- 63.0 Know the purpose and basic terminology of the Rapid Identification (Rapid ID) system and the process of conducting a fingerprint transaction using the rapid id system--The student will be able to:
  - 63.01 Explain the purpose of the Rapid Identification (Rapid ID) system is to positively identify an offender.
  - 63.02 Explain the Rapid ID system is located within one central area within the probation office.
  - 63.03 State that the Rapid ID system accesses FCIC II and Warrants.
  - 63.04 Explain that the officer can conduct a search or a match transaction with the Rapid ID system.
  - 63.05 Identify the difference between “search” and “match” in relation to the Rapid ID system, to include:
    - a. “Search” is when an offender does not have a state identification number (SID) or FDLE number.
    - b. “Match” is when an offender has an established SID or FDLE number within the system.
  - 63.06 Explain the process for using the Rapid ID system, to include:
    - a. enter the established SID or FDLE number if conducting a match transaction
    - b. have the offender press his or her right index and middle fingers onto the fingerprint pad for three seconds
    - c. use the left hand if the offender has a damaged or missing finger
    - d. assess the quality of the fingerprints (results must be 50% or above)
    - e. lock the fingerprints through the appropriate screen
    - f. transmit the fingerprints through the appropriate screen
    - g. submit the fingerprints through the appropriate screen
  - 63.07 Explain that the fingerprints have been successfully submitted and received if a transaction number appears on the screen and the offender’s identifiers can be accessed.
  - 63.08 List the different responses the system provides once the offender’s fingerprints have been received, to include:
    - a. “Hit” - the offender’s fingerprints are an exact match
    - b. “No Hit” - the system is unable to find a match
    - c. “Ambiguous” - multiple records are located that are potential matches for the fingerprint images submitted

- 63.09 Explain that if the system provides a “hit” response, the offender’s criminal history can be accessed.
- 63.10 Demonstrate the ability to conduct a Rapid ID transaction.
- 64.0 Obtain information, select and complete the proper forms for entry into appropriate databases--The student will be able to:
- 64.01 Identify the proper forms to enter information into the Management Information System databases, to include:
- a. Sentence Structure
  - b. Transaction Register/Intake Data
  - c. Court Ordered Payment System (COPS)
- 64.02 Explain that the officer will confirm the accuracy of the database by comparing it with official court documents.
- 64.03 Explain that appropriate signatures/approvals are required prior to submitting a completed database form.
- 64.04 Explain that the internet can be used to obtain information regarding an offender.
- 64.05 Identify that computerized court systems can be used to gather information regarding an offender through a docket or name search.
- 64.06 Explain that computerized traffic systems can provide an offender’s civil and criminal traffic offenses.

## Human Interaction

- 65.0 Understand the importance of unbiased responses when dealing with citizens or other officers; identify appropriate attitude, behavior and professionalism when interacting with members of the community; and identify and preserve individual’s safety and security--  
The student will be able to:
- 65.01 Given a statement, define community.
- 65.02 Given a situation, identify that respect is important for an officer’s personal and professional behavior.
- 65.03 Given a situation, identify how an officer’s response can be influenced by thoughts.
- 65.04 Given a request, define self-talk
- 65.05 Given a request, define self-control.
- 65.06 Given a situation, identify that positive self talk messages may influence the student’s respect for others.
- 65.07 Given a situation, describe self-control using self talk as a strategy.
- 65.08 Given a situation, identify that an officer’s response is influenced by verbal and nonverbal actions.
- 65.09 Given a situation, identify that verbal communication may have different meanings that are insensitive to a person or group.
- 65.10 Given a situation, identify the role that (speed/tone/inflection) convey in verbal communication.
- 65.11 Given a situation, identify that emotional trigger points may influence behavior.
- 65.12 Given a situation, identify officer behavior where self-control was demonstrated.
- 65.13 Given a situation, identify that an officer’s response is influenced by self-control of emotions.
- 65.14 Given a situation, identify the role that appearance has in nonverbal communication.

- 65.15 Given a situation, identify that nonverbal communication may have different cultural meanings.
  - 65.16 Given statements regarding human interaction, identify the most accurate.
  - 65.17 Given a situation involving human interaction, identify the most likely outcome.
- 66.0 Identify various forms of harassment, including sexual harassment in the workplace; recognize negative effects of stereotyping in the work place and community in which the officer works; and identify the positive effect of teamwork on officer safety--The student will be able to:
- 66.01 Given the Title VII of the Civil Rights Act of 1964, identify sexual harassment is a form of sexual discrimination.
  - 66.02 Given a situation, identify that avoiding stereotypes may increase officer safety.
  - 66.03 Given a request, discuss that stereotypes may be based on bias.
  - 66.04 Given a situation, identify that personal perceptions of other's cultures and traditions may change with experience and understanding.
  - 66.05 Given a situation, identify harassment.
  - 66.06 Given a situation, define quid pro quo.
  - 66.07 Given a situation, define hostile work environment.
  - 66.08 Given a situation, define sexual harassment.
  - 66.09 Given a request, identify a possible way to avoid harassment.
  - 66.10 Given a situation, identify that an agency may be liable as a result of an officer's sexual harassment.
  - 66.11 Given a situation, identify possible consequences of the student's behavior.
  - 66.12 Given a situation involving bias, identify how other officers perceive the student's behavior.
  - 66.13 Given a situation, identify officer liability and likely decertification based upon officer sexual harassment.
  - 66.14 Given a situation, identify how a diverse workplace strengthens the agency and improves community relations.
  - 66.15 Given a situation, identify that different cultures and traditions strengthen the expertise of an agency.
  - 66.16 Given a situation, identify that an officer's respect for teamwork maximizes the desired outcome.
  - 66.17 Given a situation, identify disadvantages of poor teamwork.
  - 66.18 Given a situation, identify that personal health awareness supports teamwork.
- 67.0 Understand the importance of attitudes, values and perception and how they influence personal beliefs and behavior; practice professional response in various situations in which officer or community safety is at risk--The student will be able to:
- 67.01 Given a situation, identify that personal values, if biased, impact behavior.
  - 67.02 Given a situation, identify that an officer's safety may be related to understanding the community environment.
  - 67.03 Given a request, define assumptions related to bias.
  - 67.04 Given a request, identify that assumptions may influence mental thought response.
  - 67.05 Given a situation, identify that mental thoughts, and verbal and nonverbal behavior, help overcome reaction to emotions.
  - 67.06 Given a situation, identify how assumptions may impact officer safety.
  - 67.07 Given a situation, identify that planning for response aids officer safety.



- 67.08 Given a situation, identify response needed for the situation.
  - 67.09 Given a situation, identify personal morals, values, and beliefs related to overcoming bias.
  - 67.10 Given a situation, identify officer responsibility to assess the situation and act without bias.
  - 67.11 Given a discussion, identify that other people form assumptions based on an officer's verbal and nonverbal responses.
  - 67.12 Given a situation, identify that mental thoughts influence verbal and nonverbal responses.
  - 67.13 Given a law, identify information concerning age discrimination.
  - 67.14 Given Florida demographic information, identify estimations of future age demographics.
  - 67.15 Given Florida demographic information, identify estimations of future impact on the role of the criminal justice system.
  - 67.16 Given a selected community, identify that an officer's safety may be related to knowing the demographics of the community.
  - 67.17 Given a discussion, identify how different age groups may impact the community.
  - 67.18 Given a request, identify stereotypes that are made about different age groups.
  - 67.19 Given a situation, identify perceptions concerning age discrimination.
  - 67.20 Given a situation, identify that increased knowledge is gained in a diverse environment.
- 68.0 Identify the importance of an officer's professional response in community relations; discuss cultural and other differences in a diverse community and how the officer's response and behavior can affect the officer's safety--The student will be able to:
- 68.01 Given a situation involving a possible bias, identify how the student's behavior is perceived in the community.
  - 68.02 Given agency policy and procedure, know that agencies have policy and procedure to maximize officer success.
  - 68.03 Given a request, identify that the badge represents public trust and respect.
  - 68.04 Given a situation, identify that officers represent the government to the community.
  - 68.05 Given a situation, identify that community trust of officers is harmed when officers commit harassment.
  - 68.06 Given a situation, define community as customers.
  - 68.07 Given a request, identify an officer's responsibility to the community.
  - 68.08 Given a situation, identify advantages of a diverse organization serving the public.
  - 68.09 Given a situation, identify that bias may exist within groups in the community.
  - 68.10 Given a situation, identify that there are people who have bias against others.
  - 68.11 Given a discussion, identify that there are people who harass others in the community.
  - 68.12 Given a discussion, identify that cultural groups may be targets of hate crimes.
  - 68.13 Given current legislation, locate section 775.085, F.S., evidencing prejudice while committing offense; reclassification.
  - 68.14 Given section 775.085, F.S., identify that the common term "hate crime" is also evidencing prejudice while committing offense.
  - 68.15 Given a situation, identify how an officer's behavior may maximize the desired outcome.

**Course Number: CJK0051**  
**Occupational Completion Point: A**  
**CMS Criminal Justice Defensive Tactics – 80 Hours – SOC Code 21-1092**

- 69.0 Response to resistance--The student will be able to:
- 69.01 Understand the structure and goals of the defensive tactics training program.
  - 69.02 Be prepared to participate in the defensive tactics training program and demonstrate stretching exercises.
  - 69.03 Understand the use of reasonable and necessary force when taking a suspect into custody or defending self or others.
  - 69.04 Understand the effects of survival stress on the body and mind and how to control its effects.
  - 69.05 Understand the fundamental principles that are used in defensive tactics techniques.
  - 69.06 Understand the process of assessing a threat and demonstrate appropriate responses.
  - 69.07 Demonstrate giving appropriate verbal direction.
  - 69.08 Given statements regarding Defensive Tactics, identify the one that is most accurate.
  - 69.09 Given a discussion of response to resistance, identify the legal sources that address use of force issues.
  - 69.10 Given a subject demonstrating level 1 resistance (presence), identify the appropriate level(s) of officer response.
  - 69.11 Given a subject demonstrating level 2 resistance (verbal), identify the appropriate level(s) of officer response.
  - 69.12 Given a subject demonstrating level 3 resistance (passive physical), identify the appropriate level(s) of officer response.
  - 69.13 Given a subject demonstrating level 4 resistance (active physical), identify the appropriate level(s) of officer response.
  - 69.14 Given a subject demonstrating level 5 resistance (aggressive physical), identify the appropriate level(s) of officer response.
  - 69.15 Given a subject demonstrating level 6 resistance (aggravated physical), identify the appropriate level(s) of officer response.
  - 69.16 Given a subject showing resistance, identify that levels of subject resistance may increase or decrease without going through intermediate levels.
  - 69.17 Given a subject showing resistance, identify that the levels of officer response may increase or decrease without going through intermediate levels depending on the resistance from the subject.
  - 69.18 Given a subject showing resistance, identify that there is always an option to escalate or disengage at any time.
  - 69.19 Given a subject showing resistance, identify the various subject factors that may influence the escalation and de-escalation of force.
  - 69.20 Given a subject showing resistance, identify the various officer factors that may influence the escalation and de-escalation of force.
  - 69.21 Given a subject, identify that escalation of force is an appropriate option when the amount of force used is reasonable.
  - 69.22 Given a subject, identify that a de-escalation of force is required when the subject is under control or compliant. It is not an option; it is necessary.
  - 69.23 Given a verbally resistant subject, identify the injury potential to the officer.

- 69.24 Given a subject showing passive physical resistance, identify the injury potential to the officer.
- 69.25 Given a subject showing active physical resistance, identify the injury potential to the officer.
- 69.26 Given a subject showing aggressive physical resistance, identify the injury potential to the officer.
- 69.27 Given a subject showing aggravated physical resistance, identify the injury potential to the officer.
- 69.28 Given a subject, officer presence and communication, identify the injury potential to the subject.
- 69.29 Given a resistant subject and physical control, identify the injury potential to the subject.
- 69.30 Given a resistant subject and an intermediate weapon, identify the injury potential to the subject.
- 69.31 Given a resistant subject and incapacitation, identify the injury potential to the subject.
- 69.32 Given a resistant subject and use of deadly force, identify the injury potential to the subject.
- 69.33 Given a resistant subject, identify the recommended striking areas.
- 69.34 Given a resistant subject, identify deadly force.
- 69.35 Given a discussion of deadly force, identify section 776.06, F.S., as it relates to the use of deadly force.
- 69.36 Given a discussion of deadly force, identify the essential criteria to meet when determining the justification of the use of deadly force.
- 69.37 Given a subject, identify ability as it relates to response to resistance.
- 69.38 Given a subject, identify opportunity as it relates to response to resistance.
- 69.39 Given a subject, identify intent as it relates to response to resistance.

70.0 Officer presence--The student will be able to:

- 70.01 Given a subject to contact, identify officer presence.
- 70.02 Given a subject, identify officer body movement.
- 70.03 Given a subject, identify the minimum reactionary gap distance when the officer has visual control of the subject's hands.
- 70.04 Given a subject, identify the minimum reactionary gap distance when the officer does not have visual control of the subject's hands or weapons are present.
- 70.05 Given a subject, identify the danger zone.
- 70.06 Given a subject, demonstrate relative positioning.
- 70.07 Given a subject, demonstrate the slide step approach method.
- 70.08 Given a subject to contact, demonstrate an interview stance.
- 70.09 Given an aggressive subject, demonstrate the ready stance.
- 70.10 Given an aggressive subject, demonstrate the offensive ready stance.
- 70.11 Given an attacking subject, demonstrate how to evade an approaching threat.

71.0 Communication--The student will be able to:

- 71.01 Given an encounter with a subject, demonstrate applicable verbal direction.
- 71.02 Given a subject, demonstrate the hand clearing technique.
- 71.03 Given a subject, demonstrate the touch technique.

72.0 Falling techniques--The student will be able to:

- 72.01 Given a situation where pushed from behind or tripped, demonstrate a front fall.
- 72.02 Given a situation where pushed from behind or tripped, regain balance to a kneeling or standing position and assume an offensive ready stance.
- 72.03 Given a situation where pushed from behind or tripped, give loud, clear, concise verbal commands to "Stay away!" or "Get back!".
- 72.04 Given a situation where pushed from the front or tripped, demonstrate a rear fall.
- 72.05 Given a situation where pushed from the front or tripped, complete a rear fall, regain balance to a kneeling or standing position and assume an offensive ready position.
- 72.06 Given a situation where pushed from the front or tripped, complete a rear fall while giving loud, clear, concise verbal commands.
- 72.07 Given a situation where pushed from behind or tripped, demonstrate a side fall.
- 72.08 Given a situation where pushed from the front or tripped, complete a side fall, regain balance to a kneeling or standing position and assume an offensive ready position.
- 72.09 Given a situation where pushed from the front or tripped, complete a side fall while giving loud, clear, concise verbal commands.
- 72.10 Given a situation where falling, demonstrate a forward roll.
- 72.11 Given a situation where falling, complete a forward roll, regain balance to a kneeling or standing position and assume the offensive ready position.
- 72.12 Given a situation where falling, complete a forward roll while giving loud, clear, concise verbal commands.

73.0 Restraint devices--The student will be able to:

- 73.01 Given a standing subject, apply handcuffs to the subject.
- 73.02 Given handcuffs and handcuff key, identify the proper working mechanisms and nomenclature of handcuffs and the handcuff key.
- 73.03 Given handcuffs and a handcuff case on a belt, properly holster handcuffs in handcuff case.
- 73.04 Given a standing subject to handcuff, assume an interview stance.
- 73.05 Given a standing subject to handcuff, position the subject for handcuffing.
- 73.06 Given a standing subject to handcuff, draw and hold handcuffs from the case using proper technique.
- 73.07 Given a standing subject to handcuff, safely approach the subject from the rear.
- 73.08 Given a standing subject to handcuff, gain control of the subject.
- 73.09 Given a standing subject to be handcuffed, apply the handcuffs to the subject's first wrist using proper technique.
- 73.10 Given a standing subject to handcuff, apply the handcuffs to the subject's other wrist using proper technique.
- 73.11 Given a standing handcuffed subject, check the tightness of the handcuffs.
- 73.12 Given a standing handcuffed subject, double lock the handcuffs.
- 73.13 Given a standing handcuffed subject, maintain balance and wrist compression to control the subject.
- 73.14 Given a standing handcuffed subject to be uncuffed, position the subject for uncuffing.
- 73.15 Given a handcuffed subject to be uncuffed, approach the subject from behind.
- 73.16 Given a handcuffed subject to be uncuffed, remove the handcuffs using proper technique.

- 73.17 Given a standing uncuffed subject, disengage from the subject using the proper technique.
- 73.18 Given a kneeling subject, apply handcuffs to the subject.
- 73.19 Given a subject to handcuff, assume an interview stance.
- 73.20 Given a subject to be handcuffed in the kneeling position, position the subject.
- 73.21 Given a subject to be handcuffed in the kneeling position, remove the handcuffs from the case.
- 73.22 Given a subject to be handcuffed in the kneeling position, safely approach the subject from the rear.
- 73.23 Given a subject to be handcuffed in the kneeling position, gain control of the subject.
- 73.24 Given a subject to be handcuffed in the kneeling position, handcuff the subject's first wrist.
- 73.25 Given a subject to be handcuffed in the kneeling position, handcuff the subject's other wrist using proper technique.
- 73.26 Given a subject handcuffed in the kneeling position, check the tightness of the handcuffs.
- 73.27 Given a subject handcuffed in the kneeling position, double lock the handcuffs.
- 73.28 Given a subject handcuffed in the kneeling position, stand the handcuffed subject up.
- 73.29 Given a prone subject, apply handcuffs to the subject.
- 73.30 Given a prone subject to handcuff, assume an interview stance.
- 73.31 Given a subject to be handcuffed in the prone position, position the subject.
- 73.32 Given a prone subject to be handcuffed, safely approach the subject from the front.
- 73.33 Given a prone subject to be handcuffed, control the subject using the proper technique.
- 73.34 Given a prone subject to be handcuffed, remove the handcuffs from the case.
- 73.35 Given a prone subject to be handcuffed, place the handcuffs on the first wrist.
- 73.36 Given a prone subject to be handcuffed, place the handcuffs on uncuffed hand.
- 73.37 Given a prone, handcuffed subject, check the tightness of the handcuffs.
- 73.38 Given a prone, handcuffed subject, double lock the handcuffs.
- 73.39 Given a prone, handcuffed subject, assist the subject to a standing position using proper technique.
- 73.40 Given a subject to be transported, apply waist chains.
- 73.41 Given a subject, approach, identify and verbally control the subject to be transported.
- 73.42 Given a subject, approach the front of the subject.
- 73.43 Given a subject, place the handcuff on the subject's wrist.
- 73.44 Given a handcuffed subject, double lock the handcuffs.
- 73.45 Given a subject, while maintaining contact acquire the black box, open it and apply to the handcuffs.
- 73.46 Given a handcuffed subject, maintain contact with the handcuffs or the black box.
- 73.47 Given a male or female subject, insert the chain through the belt loops using the proper technique.
- 73.48 Given a subject, direct the subject to bring their hands tight into their abdomen and tighten the chain.
- 73.49 Given a subject with waist chains applied, apply a padlock to the chains and maintain possession of the key.
- 73.50 Given a compliant handcuffed subject with waist chains applied, disengage from the subject.

- 73.51 Given a compliant handcuffed subject with waist chains applied, remove the waist chains, black box and handcuffs.
  - 73.52 Given a subject to transport, apply leg irons to the subject.
  - 73.53 Given a subject to transport, position the subject with verbal commands.
  - 73.54 Given a subject to transport, properly position the leg irons in the student's hand.
  - 73.55 Given a subject to transport with leg irons applied, disengage from the subject.
  - 73.56 Given a subject with leg irons applied, remove the leg irons.
  - 73.57 Given a resisting handcuffed subject, apply leg restraints.
  - 73.58 Given an aggressive, handcuffed subject, apply the leg restraint device.
  - 73.59 Given an aggressive, handcuffed subject, tighten the restraint device to restrict movement of the legs.
  - 73.60 Given an aggressive, handcuffed subject, secure the excess portion of the restraint device to maintain custody of the subject.
  - 73.61 Given an aggressive handcuffed subject, move the subject to a seated position while maintaining control of the subject.
  - 73.62 Given an aggressive, handcuffed subject, use clear, concise, loud verbal commands throughout the application of the leg restraints.
- 74.0 Physical frisk/physical search--The student will be able to:
- 74.01 Given a subject, conduct a frisk.
  - 74.02 Given a subject to be frisked, assume an interview stance.
  - 74.03 Given a subject to be frisked, conduct a visual scan of the subject.
  - 74.04 Given a subject to be frisked, position the subject off balance.
  - 74.05 Given a subject to be frisked, approach the subject from the rear.
  - 74.06 Given a subject to be frisked, gain control of the subject.
  - 74.07 Given a subject to be frisked, conduct a frisk of the outer clothing and waistline area.
  - 74.08 Given a subject to be frisked, frisk the opposite side of the subject.
  - 74.09 Given a subject to be frisked, communicate with the subject throughout the frisk process.
  - 74.10 Given a frisked subject, disengage from the subject.
  - 74.11 Given a handcuffed subject to search, perform a custodial search.
  - 74.12 Given a handcuffed subject to search, position the subject.
  - 74.13 Given a handcuffed subject to search, ask the subject if there are any hazardous materials (i.e. needles, razor blades, etc.) concealed in the clothing.
  - 74.14 Given a handcuffed subject to search, conduct a predetermined, pattern search of the subject.
  - 74.15 Given a handcuffed subject to search, safely control and secure any hazardous material or contraband found.
  - 74.16 Given a handcuffed subject to search, communicate with the subject throughout the search process.
  - 74.17 Given a handcuffed, searched subject, disengage from the subject.
  - 74.18 Given a subject to be searched in an institution, control, inspect and secure any hazardous material, contraband, miscellaneous items, removed or found.
  - 74.19 Given a subject to be searched in an institution, communicate with the subject throughout the search process.
  - 74.20 Given a subject to be searched in an institution, perform an institutional search.
  - 74.21 Given a subject to be searched in an institution, select a proper location.
  - 74.22 Given a subject to be searched in an institution, assume an interview stance.

- 74.23 Given a subject to be searched in an institution, direct the subject to remove and place any hazardous materials, contraband, and/or miscellaneous personal items that may hamper the search in a designated area.
  - 74.24 Given a subject to be searched in an institution, conduct a visual search and scan of the subject.
  - 74.25 Given a subject to be searched in an institution, position the subject off balance for the search.
  - 74.26 Given a subject to be searched in an institution, approach the subject from the rear.
  - 74.27 Given a subject to be searched in an institution, conduct a search of the subject using both hands to search the subject from back of collar to feet.
  - 74.28 Given a searched subject in an institution, return any noncontraband items to the subject and disengage.
  - 74.29 Given a subject to be searched in an institution, perform an unclothed, institutional search.
  - 74.30 Given a subject on whom to conduct an unclothed, institutional search, select a proper location for the search.
  - 74.31 Given a subject on who to conduct an unclothed, institutional search, select an officer and/or authorized staff of the same gender to perform the search.
  - 74.32 Given a subject on whom to conduct an unclothed, institutional search, direct the subject to remove and place any hazardous materials, contraband or miscellaneous personal items in a designated area.
  - 74.33 Given a subject on whom to conduct an unclothed, institutional search, conduct a visual scan of subject.
  - 74.34 Given a subject on whom to conduct an unclothed, institutional search, approach the subject from the rear.
  - 74.35 Given a subject on whom to conduct an unclothed, institutional search, maintain visual contact with the subject while searching the subject's articles of clothing.
  - 74.36 Given a subject on whom to conduct an unclothed, institutional search, communicate with the subject throughout the search process.
- 75.0 Transporters--The student will be able to:
- 75.01 Given a subject demonstrating passive physical resistance or greater, demonstrate the escort position.
  - 75.02 Given a subject demonstrating passive physical resistance or greater, safely approach the subject.
  - 75.03 Given a subject demonstrating passive physical resistance or greater, communicate with the subject until compliance is gained.
  - 75.04 Given a subject resisting the escort position, demonstrate a bent wrist transporter.
  - 75.05 Given a subject resisting the escort position, communicate with the subject until the student gain compliance.
  - 75.06 Given a subject resisting the escort position, facilitate the application of the bent wrist transporter through the use of a simulated knee strike.
  - 75.07 Given a subject resisting the escort position, demonstrate the finger lock transporter.
  - 75.08 Given a subject resisting an escort position, communicate with the subject until compliance is gained.
  - 75.09 Given a subject resisting an escort position, facilitate the application of the finger lock transporter through the use of a simulated knee strike.

- 75.10 Given a resisting subject in the escort position, demonstrate the hammer lock transporter.
- 75.11 Given a resisting subject in the escort position, throughout the application of the techniques communicate with the subject until compliance is gained.
- 75.12 Given a resisting subject in the escort position, facilitate the application of the hammer lock transporter through the use of a simulated knee strike.
- 75.13 Given a subject resisting the escort position, demonstrate the shoulder lock transporter.
- 75.14 Given a subject resisting the escort position, communicate with the subject until compliance is gained.
- 75.15 Given a subject resisting the escort position, facilitate the application of the shoulder lock transporter through the use of a simulated knee strike.

76.0 Takedowns--The student will be able to:

- 76.01 Given a subject resisting the escort position, demonstrate a straight arm bar take down.
- 76.02 Given a resisting subject, on the ground, demonstrate a "three point pin".
- 76.03 Given a resisting subject, the escort position, communicate with the subject until compliance is gained.
- 76.04 Given a resisting subject, demonstrate a bent wrist take down.
- 76.05 Given a subject who is grabbing the student, demonstrate an outside wrist take down.
- 76.06 Given a subject who grabs the student, demonstrate an inside wrist takedown.
- 76.07 Given a resisting subject in a hammer lock transporter, demonstrate a hammer lock takedown.
- 76.08 Given a resisting subject in a shoulder lock transporter, demonstrate a shoulder lock takedown.
- 76.09 Given a resisting subject, who grabs the student with both hands, demonstrate a hip roll takedown.
- 76.10 Given a resisting subject, who grabs the student with one hand, demonstrate a leg sweep.
- 76.11 Given a resisting subject with a handcuff on one wrist, demonstrate a takedown of the handcuffed subject.

77.0 Pressure points--The student will be able to:

- 77.01 Given a subject demonstrating passive physical resistance or greater, demonstrate the pressure point under the jaw technique.
- 77.02 Given a subject demonstrating passive physical resistance or greater, demonstrate the pressure point in the hollow behind the ear technique.
- 77.03 Given a subject demonstrating passive physical resistance or greater, demonstrate the hollow behind the collarbone technique.

78.0 Countermoves--The student will be able to:

- 78.01 Given an advancing subject, demonstrate a redirection technique.
- 78.02 Given a subject attacking with an overhead strike, demonstrate a high forearm block.
- 78.03 Given a subject attacking with a mid-level strike, demonstrate a mid forearm block.



- 78.04 Given a subject attacking with a lower strike or kick, demonstrate a low block.
- 78.05 Given an attacking subject, demonstrate a vertical punch.
- 78.06 Given an attacking subject, demonstrate a hammer fist strike.
- 78.07 Given an attacking subject, demonstrate a forearm strike.
- 78.08 Given an attacking subject, demonstrate a palm heel strike.
- 78.09 Given an attacking subject, demonstrate a backhand strike.
- 78.10 Given an attacking subject, demonstrate a front elbow strike.
- 78.11 Given an attacking subject, demonstrate a rear elbow strike.
- 78.12 Given an attacking subject, demonstrate a knee strike.
- 78.13 Given an attacking subject, demonstrate a front kick.
- 78.14 Given an attacking subject, demonstrate an angle kick.

79.0 Escape techniques--The student will be able to:

- 79.01 Given a subject demonstrating active physical resistance or greater, demonstrate a shin scrape.
- 79.02 Given a subject demonstrating aggressive physical resistance or greater, demonstrate a head butt.
- 79.03 Given a subject demonstrating active physical resistance or greater, demonstrate a foot stomp.
- 79.04 Given a subject demonstrating aggressive physical resistance or greater, demonstrate a groin strike.
- 79.05 Given a subject demonstrating active physical resistance or greater, demonstrate a knuckle strike.
- 79.06 Given a subject who has the student in a front extended choke, demonstrate how to escape from a front extended choke.
- 79.07 Given a subject who has the student in a front body hold (under the arms) demonstrate how to escape.
- 79.08 Given a subject who has the student in a front body hold (over the arms), demonstrate how to escape.
- 79.09 Given a subject who has the student in a rear body hold under the arms, demonstrate how to escape.
- 79.10 Given a subject who has the student in a rear body hold (over the arms), demonstrate how to escape.
- 79.11 Given a subject who has the student in a headlock, demonstrate how to escape.
- 79.12 Given a subject who has the student in a rear chokehold, demonstrate how to escape.
- 79.13 Given a subject who has the student in a football tackle, demonstrate how to escape.
- 79.14 Given a subject who has the student in a full nelson, demonstrate how to escape.

80.0 Ground control and defense techniques--The student will be able to:

- 80.01 Given a subject who has knocked the student to the ground, demonstrate leg defense techniques.
- 80.02 Given a subject who has knocked the student to the ground, execute a proper fall and transition to a defensive ground control position.
- 80.03 Given a subject who has placed the student in a side headlock, demonstrate a back-out escape.
- 80.04 Given a subject who has forced the student to the ground in a supine position and is straddling the student's torso, demonstrate how to escape.

80.05 Given a resistant subject on his or her hands and knees on the ground, demonstrate how to break down the subject.

81.0 Prisoner transport--The student will be able to:

81.01 Given an aggressive, handcuffed subject, demonstrate placing the subject in a vehicle.

81.02 Given an aggressive, handcuffed subject in the back seat of the police vehicle, identify how to direct the back-up officer as needed for application of the belt.

81.03 Given a restrained subject, in a police vehicle, demonstrate how to remove him or her from the vehicle.

81.04 Given a restrained, hostile subject, in a police transport vehicle, identify how to evaluate potential danger before opening the door.

81.05 Given a restrained, hostile subject, in a police transport vehicle, with a back-up officer present, identify how to position safely and open the vehicle door while maintaining a reactionary gap.

81.06 Given a restrained, hostile subject, in a police transport vehicle, with a back-up officer present, identify how to control the subject.

81.07 Given a restrained, hostile subject, in a police transport vehicle, with a back-up officer present, identify how to direct the subject to exit the vehicle while maintaining control of the subject.

82.0 Impact weapons--The student will be able to:

82.01 Given a baton, demonstrate a proper draw with the strong hand to the ready position.

82.02 Given a baton, identify the parts of the baton.

82.03 Given a subject demonstrating active physical resistance or greater, draw the baton from the holder.

82.04 Given a subject no longer demonstrating active physical resistance or greater, return the baton to holder.

82.05 Given a subject demonstrating active physical resistance or greater, from a ready stance, demonstrate drawing the baton with the strong hand to an offensive ready position.

82.06 Given a subject demonstrating active physical resistance or greater, demonstrate a draw with the weak hand to a ready position.

82.07 Given a subject demonstrating active physical resistance or greater, grip the baton with weak hand.

82.08 Given a subject demonstrating active physical resistance or greater, remove the baton from the holder with the weak hand.

82.09 Given a subject demonstrating active physical resistance or greater, transfer the grip of the baton from the weak to the strong hand.

82.10 Given a subject demonstrating active physical resistance or greater, demonstrate a draw with the weak hand to an offensive ready position.

82.11 Given a subject demonstrating active physical resistance or greater, demonstrate a front jab.

82.12 Given a subject demonstrating active physical resistance or greater, demonstrate a rear jab with a baton.

82.13 Given a subject demonstrating active physical resistance or greater, demonstrate a proper forehand strike with a baton.

- 82.14 Given a subject demonstrating active physical resistance or greater, demonstrate a backhand strike with a baton.
- 82.15 Given a subject demonstrating active physical resistance or greater, demonstrate a proper two-handed strike with a baton.
- 82.16 Given a subject who has grabbed the student's holstered baton, demonstrate defense against a front baton grab.
- 82.17 Given a subject who has grabbed the student's holstered baton from the rear, demonstrate a defense against a rear baton grab.
- 82.18 Given a subject who has grabbed the student's un-holstered baton with one hand, demonstrate a defense against a one-handed grab.
- 82.19 Given a subject who has grabbed the student's un-holstered baton with two hands, demonstrate a defense against a two-handed grab.

83.0 Defense against edged weapons--The student will be able to:

- 83.01 Given a subject executing an overhead strike with an edged training weapon, demonstrate a defense against the overhead strike.
- 83.02 Given a subject attacking with a straight thrust, using an edged weapon, demonstrate a straight thrust arm bar takedown.
- 83.03 Given a subject side slashing with an edged weapon, demonstrate a side slash arm bar takedown.

84.0 Handgun retention/disarming--The student will be able to:

- 84.01 Given a subject facing the student, holding onto the muzzle of the student's weapon, demonstrate the cradle retention technique.
- 84.02 Given a subject facing the student, attempting to grab the student's handgun from its holster, demonstrate defending against a front holster grab.
- 84.03 Given a subject behind the student, attempting to grab the student's handgun from its holster, demonstrate defense against a rear holster grab.
- 84.04 Given a subject grabbing the student's holstered gun while the student is in a kneeling position, demonstrate the hook and roll defense against being disarmed.
- 84.05 Given a subject, pointing a handgun at the student's chest, demonstrate a front disarming technique.
- 84.06 Given a subject, behind the student pointing a handgun at the student's back, demonstrate a rear disarming technique.

85.0 Chemical agents--The student will be able to:

- 85.01 Given a situation involving chemical agents, identify the chemical types.
- 85.02 Given a situation involving chemical agents, identify the acronyms for various chemical agents.
- 85.03 Given a situation involving chemical agents, identify the most commonly used chemical agent in Florida.
- 85.04 Given a situation involving chemical agents, identify the active ingredient in oleo capsicum.
- 85.05 Given a situation involving chemical agents, identify the term Scoville Heat Unit (SHU).
- 85.06 Given a situation involving chemical agents, identify five different deployment systems of chemical agents.

- 85.07 Given an arrest situation involving chemical agents, identify the correct responses to signs of the onset of Sudden Death Syndrome.
- 85.08 Given a situation involving chemical agents, identify the effects of a direct chemical discharge into the eyes.
- 85.09 Given a situation involving chemical agents, identify the anatomical part of the body where chemical agents have the most effect.
- 85.10 Given a situation involving chemical agents, identify contamination.
- 85.11 Given a situation involving chemical agents, identify general decontamination procedures.
- 85.12 Given a situation involving chemical agents, identify how to evacuate the student from the contaminated area.
- 85.13 Given a situation involving chemical agents, identify how to remain calm.
- 85.14 Given a situation involving chemical agents, identify that chemical agents are non-lethal and the effects will dissipate over time.
- 85.15 Given a situation involving chemical agents, identify how to strobe the eyes.
- 85.16 Given a situation involving chemical agents, identify how to forcefully blink the eyes.
- 85.17 Given a situation involving chemical agents, identify how to use all of the muscles in the face and forehead to blink the eyes.
- 85.18 Given a situation involving chemical agents, identify how to continue breathing and clear sinuses.
- 85.19 Given a situation involving chemical agents, identify how to repeatedly inhale through the mouth.
- 85.20 Given a situation involving chemical agents, identify how to forcefully exhale through the nose.
- 85.21 Given a situation involving chemical agents, expose face and skin to air, water, or other available de-contaminants.
- 85.22 Given a situation involving chemical agents, use defensive tactics techniques as necessary to defend or protect the student or others.

**Course Number: CJK0031**

**Occupational Completion Point: A**

**CMS First Aid for Criminal Justice Officers – 40 Hours – SOC Code 21-1092**

86.0 Preparation for responding to medical emergencies--The student will be able to:

- 86.01 Given statements regarding first aid for criminal justice officers, identify one that is most accurate.
- 86.02 Given the need to prepare for responding to medical emergencies, identify the Emergency Medical Services (EMS) system.
- 86.03 Given the EMS system, identify how the roles and responsibilities of the criminal justice first aid provider differ from other out-of-hospital care providers.
- 86.04 Given the need to prepare for responding to medical emergencies, identify how to uphold responsibilities for medical treatment in accordance with CJSTC standards.
- 86.05 Given the need to prepare for responding lawfully to medical emergencies, identify legal and ethical issues regarding criminal justice first aid provider.
- 86.06 Given a request, define duty to act for criminal justice first aid provider.
- 86.07 Given a request, define criminal justice first aid provider standard or scope of care.

- 86.08 Given criminal justice first aid provider legal and ethical issues, identify purpose of Good Samaritan Act.
- 86.09 Given criminal justice first aid provider legal and ethical issues, identify issues of abandonment, negligence, Battery, and their implications.
- 86.10 Given a request, define consent.
- 86.11 Given criminal justice first aid provider legal and ethical issues, identify types of consent.
- 86.12 Given criminal justice first aid provider legal and ethical issues, identify difference between express and implied consent.
- 86.13 Given criminal justice first aid provider legal and ethical issues, identify role of consent with minors and mentally ill patients.
- 86.14 Given a Do Not Resuscitate (DNR) Order, identify implications for criminal justice first aid provider in patient refusal of care.
- 86.15 Given criminal justice first aid provider legal and ethical issues, identify Do Not Resuscitate (DNR) Order.
- 86.16 Given criminal justice first aid provider legal and ethical issues, identify role of criminal justice first aid provider in recognition of organ donor notification.
- 86.17 Given HIPPA, identify the importance, necessity, and legality of patient confidentiality.
- 86.18 Given criminal justice first aid provider legal and ethical issues, identify Health Insurance Portability and Accountability Act of 1996 (HIPAA).
- 86.19 Given criminal justice first aid provider legal and ethical issues, identify actions a criminal justice first aid provider should take to assist in preservation of a crime scene.
- 86.20 Given a need to communicate professionally while responding to medical emergencies, identify rationale for maintaining professional demeanor when on duty or responding to calls.
- 86.21 Given a need to communicate professionally while responding to medical emergencies, identify why it is inappropriate to judge a patient and vary the standard of care rendered because of that judgment, based on a cultural, gender, age, or socioeconomic model.
- 86.22 Given a request, define confident manner.
- 86.23 Given a need to communicate professionally while responding to medical emergencies, identify how to reassure patients, family members, and bystanders while working in a confident and efficient manner.
- 86.24 Given patients, family members, and bystanders to reassure, identify patient as main concern.
- 86.25 Given patients, family members, and bystanders to reassure, identify family members and bystanders as secondary concern.
- 86.26 Given patients, family members, and bystanders to reassure, identify how to express empathy and compassion with patients and family.
- 86.27 Given patients, family members, and bystanders to reassure, identify how to exhibit caring attitude.
- 86.28 Given a need to communicate professionally while responding to medical emergencies, identify communication skills used to interact with patients with special considerations.
- 86.29 Given communication skills used to interact with patients, identify special considerations of visually impaired patients.
- 86.30 Given communication skills used to interact with patients, identify special considerations of hearing impaired patients.

- 86.31 Given communication skills used to interact with patients, identify special considerations of elderly patients.
- 86.32 Given communication skills used to interact with patients, identify special considerations of chronically ill patients.
- 86.33 Given communication skills used to interact with patients, identify special considerations of patients who speak a language foreign to the criminal justice officer.
- 86.34 Given communication skills used to interact with patients, identify special considerations of developmentally disabled patients.
- 86.35 Given communication skills used to interact with patients, identify special considerations in treatment of infants and children.
- 86.36 Given a need to communicate professionally while responding to medical emergencies, identify how to approach a family confronted with death and dying.
- 86.37 Given a situation involving a patient and family confronted with death and dying, identify importance of communicating clearly.
- 86.38 Given a situation involving a patient and family confronted with death and dying, identify possible reactions they may exhibit.
- 86.39 Given possible steps to reduce stress, identify signs and symptoms of stress.
- 86.40 Given criminal justice officer health issues, identify possible steps the officer may take to help reduce/alleviate stress.
- 86.41 Given possible steps to reduce stress, identify possible long-term emotional reactions that an officer may experience when facing death and dying.
- 86.42 Given the need to apply first aid, identify ways an officer is exposed to blood borne pathogens and infectious diseases.
- 86.43 Given a request, define blood borne pathogens.
- 86.44 Given the need to apply first aid, identify importance of body substance isolation (BSI).
- 86.45 Given the need to apply first aid, identify emergencies that require specialized personal protective equipment (PPE).
- 86.46 Given a request, define personal protective equipment (PPE).
- 86.47 Given the need to apply first aid, demonstrate how to put on, properly remove, and discard disposable gloves.
- 86.48 Given a request to demonstrate how to put on, properly remove, and discard disposable gloves, identify appropriate hand washing technique.
- 86.49 Given a request to demonstrate how to put on, properly remove, and discard disposable gloves, identify warning labels, symbols, or color-coding for handling and disposing of biomedical waste.
- 86.50 Given the need to apply first aid, identify personal behaviors that may help reduce risk of contracting a blood borne disease.
- 86.51 Given a request to demonstrate how to put on, properly remove, and discard disposable gloves, identify how to complete disinfection/cleaning.
- 86.52 Given a request to demonstrate how to put on, properly remove, and discard disposable gloves, identify responsibility to report and document occupational exposure.
- 86.53 Given criminal justice officer health issues, identify how to prevent contracting hepatitis A.
- 86.54 Given criminal justice officer health issues, identify how hepatitis A infects a person.
- 86.55 Given criminal justice officer health issues, identify basic symptoms of hepatitis A.

- 86.56 Given criminal justice officer health issues, identify how hepatitis B infects a person.
- 86.57 Given criminal justice officer health issues, identify basic symptoms of hepatitis B.
- 86.58 Given criminal justice officer health issues, identify how to prevent contracting hepatitis B.
- 86.59 Given criminal justice officer health issues, identify how hepatitis C infects a person.
- 86.60 Given criminal justice officer health issues, identify basic symptoms of hepatitis C.
- 86.61 Given criminal justice officer health issues, identify how to prevent contracting hepatitis C.
- 86.62 Given criminal justice officer health issues, identify how Human Immunodeficiency Virus infects a person.
- 86.63 Given criminal justice officer health issues, identify basic symptoms of Human Immunodeficiency Virus.
- 86.64 Given criminal justice officer health issues, identify how to prevent contracting Human Immunodeficiency Virus.
- 86.65 Given criminal justice officer health issues, identify health hazards associated with airborne communicable diseases.
- 86.66 Given criminal justice officer health issues, identify difference between tuberculosis infection and tuberculosis disease.
- 86.67 Given criminal justice officer health issues, identify how tuberculosis is transmitted.
- 86.68 Given criminal justice officer health issues, identify groups of people that are at higher risk to get tuberculosis disease.
- 86.69 Given criminal justice officer health issues, identify basic symptoms of tuberculosis.
- 86.70 Given the need to apply first aid, identify personal behaviors that may help reduce the risk of contracting tuberculosis.
- 86.71 Given criminal justice officer health issues, identify general symptoms of most food-borne illnesses.
- 86.72 Given criminal justice officer health issues, identify most common sexually transmitted diseases.
- 86.73 Given a patient requiring first aid, identify main anatomical body systems.
- 86.74 Given the basic anatomy of the human body, identify function of skeletal system and six main parts.
- 86.75 Given the basic anatomy of the human body, identify function of muscular system and types of muscle.
- 86.76 Given the basic anatomy of the human body, identify function of nervous system and two main parts.
- 86.77 Given the basic anatomy of the human body, identify function of respiratory system and basic parts.
- 86.78 Given the basic anatomy of the human body, identify function of circulatory system and four major arteries.
- 86.79 Given the basic anatomy of the human body, identify function of digestive system and main organs.
- 86.80 Given the basic anatomy of the human body, identify function of endocrine system.
- 86.81 Given the basic anatomy of the human body, identify function of genitourinary system.

- 86.82 Given the basic anatomy of the human body, identify function of the skin.
- 87.0 Responding to medical emergencies--The student will be able to:
- 87.01 Given a request to respond to a medical emergency, demonstrate how to ventilate a patient that is not breathing.
  - 87.02 Given a request to respond to a medical emergency, demonstrate how to perform cardio pulmonary resuscitation (CPR) on a patient that has no heartbeat.
  - 87.03 Given the need to assess a scene, identify components of scene size-up.
  - 87.04 Given a request to respond to a medical emergency, identify how to visually assess scene upon arrival to determine if scene is safe to enter.
  - 87.05 Given the need to assess a scene, identify common or potential dangers or hazards found at scene.
  - 87.06 Given the need to assess a scene, identify how to maintain awareness that even though some situations may be similar they may not be the same.
  - 87.07 Given a request to respond to a medical emergency, identify how to determine difference between trauma patient and medical patient.
  - 87.08 Given a request to respond to a medical emergency, identify how to locate patient or patients requiring treatment.
  - 87.09 Given a request to respond to a medical emergency, identify need for additional or specialized help or assistance.
  - 87.10 Given the need for additional or specialized help or assistance, identify how to report verbally to responding unit or communications center as to scene safety, nature and extent of injuries, and number of patients.
  - 87.11 Given the need for additional or specialized help or assistance, identify rationale for communicating nature and extent of injuries, and number of patients to responding medical assistance.
  - 87.12 Given the need for additional or specialized help or assistance, identify rationale for communicating scene hazards to responding assistance prior to their entrance to the scene.
  - 87.13 Given a request to conduct an initial assessment, identify components of an initial assessment.
  - 87.14 Given a request to conduct an initial assessment, identify reasons for obtaining general observation of patient.
  - 87.15 Given a request to demonstrate how to assess for patient mental status, identify techniques for assessing for altered mental status.
  - 87.16 Given a patient with an altered mental status, identify differences between assessing mental status in the adult, child, and infant patient.
  - 87.17 Given a request to demonstrate assessing if patient is breathing, identify methods used for assessing if patient is breathing.
  - 87.18 Given a request to demonstrate assessing if patient is breathing, identify how to differentiate between patient with adequate and inadequate breathing.
  - 87.19 Given a request to demonstrate assessing if patient is breathing, identify normal breathing rates for adult, child, and infant.
  - 87.20 Given a request to demonstrate assessing if patient is breathing, identify methods used to obtain breathing rate.
  - 87.21 Given a request to demonstrate assessing if patient is breathing, identify terms that describe quality of breathing.
  - 87.22 Given a request to demonstrate how to assess patient for circulation, identify techniques for assessing the patient's pulse.



- 87.23 Given a request to demonstrate how to assess patient for circulation, identify pulse points for conscious and unconscious adult, child, and infant.
- 87.24 Given a request to demonstrate how to assess patient for circulation, identify normal pulse rates for adult, child, and infant.
- 87.25 Given a request to demonstrate how to assess patient for circulation, identify terms that describe quality of pulse.
- 87.26 Given a request to demonstrate how to assess patient for circulation, identify techniques for determining skin temperature.
- 87.27 Given a request to demonstrate how to assess patient for circulation, identify skin qualities that could indicate circulation abnormalities.
- 87.28 Given a request to demonstrate how to determine patient responsiveness, identify four levels of patient responsiveness (AVPU).
- 87.29 Given the four levels of patient responsiveness, identify how to determine if patient is alert.
- 87.30 Given the four levels of patient responsiveness, identify how to determine if patient is verbal.
- 87.31 Given the four levels of patient responsiveness, identify how to determine if patient responds to external (pain) stimulus.
- 87.32 Given the four levels of patient responsiveness, identify how to determine if patient is unresponsive.
- 87.33 Given a request to demonstrate how to perform a patient physical assessment, identify components of the physical assessment.
- 87.34 Given a request to demonstrate how to perform a patient physical assessment, identify special medical considerations or identifications the student may encounter during patient assessment.
- 87.35 Given a request to demonstrate how to perform a patient physical assessment, identify techniques for assessing patient for external bleeding.
- 87.36 Given a request to demonstrate how to perform a patient physical assessment, identify how to assess for obvious physical irregularities.
- 87.37 Given a request to demonstrate how to perform a patient physical assessment, identify areas of the body that are evaluated during physical assessment.
- 87.38 Given a request to conduct an initial assessment, identify methods used to assess pupils.
- 87.39 Given a medical emergency and a patient to assess, identify when to stabilize manually patient's head and neck.
- 87.40 Given a medical emergency and a patient to assess, identify how to stabilize manually patient's head and neck.
- 87.41 Given a medical emergency and a patient to assess, identify how to question patient to obtain SAMPLE history.
- 87.42 Given the need to obtain patient history, identify the difference between a sign and a symptom.
- 87.43 Given the need to obtain patient history, identify what additional questions to ask during physical assessment.
- 87.44 Given the need to obtain patient history, identify components of SAMPLE history.
- 87.45 Given the need to obtain patient history, identify value of questioning patient and family.
- 87.46 Given a medical emergency and a patient to assess, identify need for on-going assessment while awaiting additional EMS resources.
- 87.47 Given the need to perform an on going patient assessment, identify components of on going assessment.

- 87.48 Given a medical emergency and a patient to assess, demonstrate how to conduct initial assessment.
  - 87.49 Given a medical emergency and a patient to assess, demonstrate techniques for assessing mental status.
  - 87.50 Given a medical emergency and a patient to conduct an initial assessment, demonstrate techniques for assessing if patient has an open airway and is breathing.
  - 87.51 Given a medical emergency and a patient to conduct an initial assessment, demonstrate techniques to assess circulation to include taking a pulse.
  - 87.52 Given a medical emergency and a patient to conduct an initial assessment, demonstrate how to determine patient responsiveness.
  - 87.53 Given a medical emergency and a patient to assess, demonstrate skills involved in performing the physical assessment to include assessing for external bleeding.
  - 87.54 Given a medical emergency and the arrival of emergency medical services, identify how to update EMS.
  - 87.55 Given the need to update EMS, identify importance of effective verbal communication of patient information.
  - 87.56 Given the need to update EMS, identify importance of accurately reporting and recording baseline pulse and respiration.
  - 87.57 Given a medical emergency and the arrival of emergency medical services, identify need to check all equipment to ensure adequate working condition and supply for next emergency medical response.
  - 87.58 Given the need to check all equipment for next emergency medical response, identify appropriate disinfecting procedures to clean equipment.
  - 87.59 Given a request, define multiple casualty incident.
  - 87.60 Given a multiple casualty incident or disaster area, identify the role of the officer first on the scene of a multiple causality incident.
  - 87.61 Given a request, define triage.
  - 87.62 Given a multiple casualty incident or disaster area, identify steps of triage.
  - 87.63 Given a multiple casualty incident or disaster area, identify how to assist in multiple agency response.
- 88.0 Musculoskeletal and soft tissue injuries--The student will be able to:
- 88.01 Given a medical emergency with a bleeding patient, identify parts and function of circulatory system.
  - 88.02 Given the circulatory system, identify function of heart.
  - 88.03 Given the circulatory system, identify function of blood.
  - 88.04 Given the circulatory system, identify types of bleeding.
  - 88.05 Given a patient that does not show signs of external bleeding, identify the types of closed soft tissue injuries.
  - 88.06 Given a request, define bruising.
  - 88.07 Given a request, define swelling.
  - 88.08 Given a soft tissue injury, identify treatment for closed soft tissue injuries.
  - 88.09 Given treatment for closed soft tissue injuries, identify appropriate BSI precautions.
  - 88.10 Given treatment for closed soft tissue injuries, identify the need to apply cold compresses to swelling.
  - 88.11 Given treatment for closed soft tissue injuries, identify the need to treat patients with internal bleeding for shock.

- 88.12 Given treatment for closed soft tissue injuries, identify need to perform on going assessment for life-threatening injuries.
- 88.13 Given treatment for an open soft tissue injury, identify types of open soft tissue injuries.
- 88.14 Given a patient with external bleeding, identify treatment for open soft tissue injuries.
- 88.15 Given treatment for an open soft tissue injury, identify appropriate BSI precautions.
- 88.16 Given treatment for an open soft tissue injury, identify need to prevent further contamination.
- 88.17 Given treatment for an open soft tissue injury, identify when to apply direct pressure.
- 88.18 Given treatment for open soft tissue injuries, identify the need to treat patients with external bleeding for shock.
- 88.19 Given treatment for open soft tissue injuries, identify need to perform on going assessment for life-threatening injuries.
- 88.20 Given a request to demonstrate how to stop bleeding, identify appropriate BSI precautions.
- 88.21 Given a request to demonstrate how to stop bleeding, identify how to apply direct pressure.
- 88.22 Given a request to demonstrate how to stop bleeding, identify how to elevate.
- 88.23 Given a request to demonstrate how to stop bleeding, identify how to apply pressure on pressure points.
- 88.24 Given the need to apply pressure to pressure points, identify pressure points.
- 88.25 Given a request to demonstrate how to stop bleeding, identify need for dressing and bandaging a wound.
- 88.26 Given a request to demonstrate how to stop bleeding, identify need to prevent further contamination.
- 88.27 Given a request to demonstrate how to stop bleeding, identify need to expose entire injury site.
- 88.28 Given a request to demonstrate dressing and bandaging an open wound, identify difference between dressing and bandage.
- 88.29 Given a request, define dressing.
- 88.30 Given a request, define bandage.
- 88.31 Given a request to demonstrate how to stop bleeding, identify need to perform on going assessment for life-threatening injuries.
- 88.32 Given a request to demonstrate how to stop bleeding, identify need to monitor for shock.
- 88.33 Given a request, define shock.
- 88.34 Given a request to demonstrate treatment for shock, identify signs and symptoms of shock.
- 88.35 Given a request to demonstrate treatment for shock, identify causes of shock.
- 88.36 Given a request to demonstrate treatment for shock, identify treatment for shock.
- 88.37 Given a request to demonstrate treatment for shock, identify how to maintain open airway.
- 88.38 Given a request to demonstrate treatment for shock, identify how to position patient properly.
- 88.39 Given a request to demonstrate treatment for shock, identify how to maintain normal body temperature.
- 88.40 Given a request to demonstrate treatment for shock, identify how to monitor ABCs.

- 88.41 Given a medical emergency with patient that is bleeding, demonstrate how to stop bleeding.
- 88.42 Given a medical emergency with a patient that is bleeding, demonstrate dressing and bandaging an open wound.
- 88.43 Given a medical emergency with patient that is in shock, demonstrate general treatment for shock.
- 88.44 Given a request, define puncture wound.
- 88.45 Given a medical emergency with a patient with a chest injury, identify factors that affect the severity of the wound.
- 88.46 Given a request, define closed chest injury.
- 88.47 Given a medical emergency with a patient with closed chest injury, identify treatment for a closed chest injury.
- 88.48 Given a request, define open chest injury.
- 88.49 Given a medical emergency with a patient with open chest injury, identify treatment for an open chest injury.
- 88.50 Given a request, define impaled object.
- 88.51 Given a medical emergency with a patient with an impaled object, identify treatment for an impaled object.
- 88.52 Given treatment for an impaled object, identify when to remove object.
- 88.53 Given treatment for an impaled object, identify how to apply stabilizing dressing around the object.
- 88.54 Given a request, define stabilizing dressing.
- 88.55 Given treatment for an impaled object, identify when to apply direct pressure to control bleeding.
- 88.56 Given a medical emergency with a patient with a human or animal bite, identify treatment to control bleeding of human or animal bite.
- 88.57 Given treatment for a human or animal bite, identify need to clean wound if appropriate.
- 88.58 Given treatment for a human or animal bite, identify how to dress the wound.
- 88.59 Given treatment for a human or animal bite, identify how to apply direct pressure.
- 88.60 Given treatment for a human or animal bite, identify type of bite and possible need to call specialized unit.
- 88.61 Given treatment for a gunshot wound, identify complications resulting from a gunshot wound.
- 88.62 Given complications of a gun shot wound, identify that a gunshot victim may have internal organ injury.
- 88.63 Given complications of a gun shot wound, identify that a gunshot victim may have an entrance and exit wound.
- 88.64 Given a medical emergency with a patient with a gunshot wound, identify treatment for a gunshot wound.
- 88.65 Given treatment for a gun shot wound, identify need to expose the entire injury site.
- 88.66 Given treatment for a gun shot wound, identify how to dress the wound.
- 88.67 Given a medical emergency with a patient with a head, face, or scalp wound, identify treatment to control bleeding of head, face, and scalp wound.
- 88.68 Given treatment for a head, face, or scalp wound, identify when to apply direct pressure.
- 88.69 Given treatment for a head, face, or scalp wound, identify how to dress the wound.
- 88.70 Given a medical emergency with a patient with a nose-bleed, identify treatment to control bleeding.

- 88.71 Given treatment for a nose-bleed, identify when to apply pressure unless fracture is suspected.
- 88.72 Given treatment for an eye injury, identify types of eye injuries.
- 88.73 Given a medical emergency with a patient with an eye injury, identify treatment for various types of eye injuries.
- 88.74 Given treatment for a large open neck wound, identify important structures of the neck.
- 88.75 Given a medical emergency with a patient with a large open neck wound, identify treatment for a large open neck wound.
- 88.76 Given treatment for a large open neck wound, identify how to dress wound.
- 88.77 Given treatment for a large open neck wound, identify when to apply direct pressure.
- 88.78 Given treatment for burns, identify seriousness of a burn as it relates to degree, location, and extent of burn.
- 88.79 Given a request, define first-degree burn.
- 88.80 Given a request, define second-degree burn.
- 88.81 Given a request, define third-degree burn.
- 88.82 Given a request, define thermal burns.
- 88.83 Given a request, define chemical burns.
- 88.84 Given a request, define electrical burns.
- 88.85 Given treatment for inhalation injuries, identify relationship between airway management and patients with burns.
- 88.86 Given treatment for burns, identify treatment for patient with inhalation injuries.
- 88.87 Given treatment for burns, identify the need to prevent further infection.
- 88.88 Given treatment for burns, identify the need to provide on going assessment for shock.
- 88.89 Given treatment for burns, identify special considerations for elderly and small patients who have burns.
- 88.90 Given a medical emergency with a patient with burns, identify treatment for burns.
- 88.91 Given treatment for burns, identify treatment for patient with thermal burns.
- 88.92 Given treatment for burns, identify treatment for patient with chemical burns.
- 88.93 Given treatment for burns, identify treatment for patient with electrical burns.
- 88.94 Given treatment for electric injuries, identify complications associated with electrical injuries.
- 88.95 Given a request, define evisceration.
- 88.96 Given a medical emergency with a patient with an evisceration, identify treatment for an evisceration.
- 88.97 Given treatment for an evisceration, identify treatment of exposed organs.
- 88.98 Given treatment for an evisceration, identify need to prevent further contamination.
- 88.99 Given treatment for an evisceration, identify how to dress the wound.
- 88.100 Given a medical emergency with a patient with a genital wound, identify treatment for a genital wound.
- 88.101 Given treatment for a genital wound, identify when to apply direct pressure.
- 88.102 Given treatment for a genital wound, identify how to dress the wound.
- 88.103 Given treatment for a broken bone, identify classifications of broken bone injuries.
- 88.104 Given treatment for a broken bone, identify the mechanisms of injury for a broken bone.

- 88.105 Given treatment for a broken bone, identify how to assess for open wound, painful swelling, deformity, and bruising.
- 88.106 Given treatment for a broken bone, identify how to assess for pulse, motor, and sensation.
- 88.107 Given a medical emergency and a patient with a broken bone, identify treatment for a broken bone.
- 88.108 Given treatment for a broken bone, identify how to cover an open wound.
- 88.109 Given a medical emergency involving a patient with an extremity injury, identify treatment for a dislocation, sprain, and strain.
- 88.110 Given a request to demonstrate how to splint a broken bone in a lower extremity, identify proper techniques for splinting a lower extremity.
- 88.111 Given a request to demonstrate how to splint a broken bone in an upper extremity, identify proper techniques for splinting an upper extremity.
- 88.112 Given a medical emergency with a patient with an amputation, identify treatment for an amputation.
- 88.113 Given treatment for an amputation, identify when to apply direct and/or indirect pressure, elevate and/or pressure point.
- 88.114 Given treatment for an amputation, identify how to dress the wound.
- 88.115 Given treatment for an amputation, identify procedures for treatment of amputated part.
- 88.116 Given a medical emergency with a patient with a broken bone, demonstrate how to splint broken bones in a lower extremity.
- 88.117 Given a medical emergency with a patient with a broken bone, demonstrate how to splint broken bones in an upper extremity.

89.0 Medical related issues--The student will be able to:

- 89.01 Given a medical emergency and a patient that is pregnant, identify the anatomical structures: uterus, birth canal, placenta, umbilical cord, and amniotic sac.
- 89.02 Given a request, define labor.
- 89.03 Given a request, define crowning.
- 89.04 Given a medical emergency and a patient that requires assistance in childbirth, identify the steps in the pre-delivery preparation of the mother.
- 89.05 Given a medical emergency and a patient that requires assistance in childbirth, identify the indications of an imminent delivery.
- 89.06 Given a medical emergency and a patient that requires assistance in childbirth, identify the steps to assist in the delivery.
- 89.07 Given a patient that requires assistance in childbirth, identify care of the baby as the head appears.
- 89.08 Given a patient that requires assistance in childbirth, identify the steps in caring for a newborn.
- 89.09 Given a patient that requires assistance in childbirth, identify the steps in delivery of the placenta.
- 89.10 Given a medical emergency and a patient that requires assistance in childbirth, identify post delivery care of the mother.
- 89.11 Given a patient that is pregnant with complications, identify specific complications of pregnancy.
- 89.12 Given a medical emergency and a patient that is pregnant with complications, identify treatment for a patient who is suffering from complications of pregnancy.

- 89.13 Given a patient that requires assistance in childbirth with complications, identify specific complications of childbirth.
- 89.14 Given a medical emergency and a patient that requires assistance in childbirth with complications, identify treatment for a patient who is suffering from complications of childbirth.
- 89.15 Given a request, define diabetes.
- 89.16 Given treatment for a diabetic emergency, identify types of diabetic emergencies.
- 89.17 Given a request, define diabetic coma.
- 89.18 Given a request, define insulin shock.
- 89.19 Given treatment for a diabetic emergency, identify signs and symptoms.
- 89.20 Given a medical emergency with a diabetic patient, identify treatment for patient with diabetic emergency.
- 89.21 Given a request, define seizure.
- 89.22 Given treatment for seizures, identify causes of seizures.
- 89.23 Given a medical emergency with a patient experiencing seizures, identify treatment for a patient with seizures.
- 89.24 Given treatment for seizures, identify how to prevent further injury to patient experiencing seizure.
- 89.25 Given a medical emergency with a patient with heat or cold related injuries, identify various ways the body adjusts to heat and cold.
- 89.26 Given treatment for cold related injuries, identify signs and symptoms of exposure to cold.
- 89.27 Given a medical emergency with a patient with cold related injuries, identify treatment for cold related injuries.
- 89.28 Given a patient with frostbite, identify signs and symptoms of frostbite.
- 89.29 Given a patient with cold related injuries, identify treatment for frostbite.
- 89.30 Given treatment for heat related injuries, identify signs and symptoms of heat cramps.
- 89.31 Given a patient with heat related injuries, identify signs and symptoms of heat exhaustion.
- 89.32 Given a patient with heat related injuries, identify signs and symptoms of heatstroke.
- 89.33 Given a medical emergency with a patient with heat related injuries, identify treatment for heat related injuries.
- 89.34 Given a patient with heat related injuries, identify treatment for heat cramps.
- 89.35 Given a patient with heat related injuries, identify treatment for heat exhaustion.
- 89.36 Given a patient with heat related injuries, identify treatment for heatstroke.
- 89.37 Given treatment for abdominal pain or distress, identify signs and symptoms of abdominal pain or distress.
- 89.38 Given a medical emergency with a patient with acute abdominal pain, identify treatment for a patient with abdominal pain or distress.
- 89.39 Given treatment for poisoning, identify modes of poisoning.
- 89.40 Given treatment for poisoning, identify signs and symptoms of poisoning.
- 89.41 Given a medical emergency with a patient who has been poisoned, identify treatment for poisoning.
- 89.42 Given treatment for poisoning, identify need for specialized assistance in caring for patient with poisoning.
- 89.43 Given treatment for insect bites or stings, identify signs and symptoms of insect bites or stings.
- 89.44 Given a medical emergency with a patient with an insect bite or sting, identify treatment for insect bites or stings.

- 89.45 Given treatment for snake-bites, identify signs and symptoms of snake-bites.
- 89.46 Given a medical emergency with a patient with a snake-bite, identify treatment for snake-bites.
- 89.47 Given treatment for marine life stings, identify the signs and symptoms of marine life stings.
- 89.48 Given a medical emergency with a patient with marine life sting, identify treatment for marine life stings.
- 89.49 Given treatment for an allergic reaction, identify signs and symptoms of an allergic reaction.
- 89.50 Given a medical emergency with a patient with an allergic reaction, identify treatment for an allergic reaction.
- 89.51 Given treatment for drug overdose, identify signs and symptoms for drug overdose.
- 89.52 Given a medical emergency with a patient with a drug overdose, identify treatment for drug overdose.
- 89.53 Given a patient that the student may have to move, identify under what circumstances a criminal justice first aid provider moves a patient.
- 89.54 Given the need to determine under what circumstances to move a patient, identify when to perform emergency move.
- 89.55 Given the need to determine under what circumstances to move a patient, identify when to perform non-emergency move.
- 89.56 Given a patient that the student may have to move, identify appropriate BSI precautions.
- 89.57 Given proper lifting techniques, identify how good posture and physical fitness can decrease likelihood of injury when moving patients.
- 89.58 Given proper lifting techniques, identify rationale for properly lifting and moving patients.
- 89.59 Given a patient that the student may have to move, identify how to lift patient properly.
- 89.60 Given a patient that the student may have to move, identify how to place patient in recovery position.
- 89.61 Given a patient to place in a recovery position, identify indications of recovery position.
- 89.62 Given a patient to place in a recovery position, identify purpose of recovery position.
- 89.63 Given a request to demonstrate a walking assist, identify a walking assist.
- 89.64 Given a request to demonstrate an emergency drag, identify steps needed to perform clothes drag.
- 89.65 Given a request to demonstrate an emergency drag, identify steps needed to perform blanket drag.
- 89.66 Given a request to demonstrate an emergency drag, identify steps needed to perform shoulder drag/carry.
- 89.67 Given a request to demonstrate an extremity lift or carry, identify steps to perform a two-person extremity lift.
- 89.68 Given a request to demonstrate an extremity lift or carry, identify steps to perform two-person seat carry.
- 89.69 Given the need to perform a log roll, identify how to perform log roll using two or three officers.
- 89.70 Given an emergency involving an entrapped patient, identify the student role in assisting EMS.



- 89.71 Given a patient that the student may have to move, demonstrate a walking assist.
- 89.72 Given a patient that the student may have to move, demonstrate emergency drag.
- 89.73 Given a patient that the student may have to move, demonstrate extremity lift or carry.
- 89.74 Given a patient that the student may have to move, demonstrate a log roll.
- 89.75 Given the need to perform a log roll, demonstrate how to apply manual stabilization to head, neck, and cervical spine.

**Course Number: CJK0255**

**Occupational Completion Point: A**

**CMS Correctional Probation Firearms – 16 Hours – SOC Code 21-1092**

90.0 Firearms familiarization--The student will be able to:

- 90.01 Given a request, identify strong or dominant hand.
- 90.02 Given a request, identify weak or non-dominant hand.
- 90.03 Given a firearm to use, identify the most important element of firearms training.
- 90.04 Given a request, identify the most common cause of most firearm accidents.
- 90.05 Given a firearm to point in a safe direction, identify a safe direction.
- 90.06 Given a firearm to use, identify the general rule of safety that should be applied to all firearms.
- 90.07 Given a firearm to use on a firing range, identify what safety rules to follow on the range.
- 90.08 Given a request, identify the requirements in the Florida Statutes for storing a firearm.
- 90.09 Given statements about firearms, identify the one that is most accurate.
- 90.10 Given an unloaded revolver, identify revolver parts with correct nomenclature.
- 90.11 Given an unloaded revolver, identify function of revolver parts.
- 90.12 Given a firearm to use, identify the steps to follow to hand a revolver to another person.
- 90.13 Given an unloaded shotgun, identify shotgun parts with correct nomenclature.
- 90.14 Given an unloaded shotgun, identify function of shotgun parts.

91.0 Ammunition--The student will be able to:

- 91.01 Given a request and ammunition, identify ammunition parts and nomenclature.
- 91.02 Given a request and shotgun ammunition, identify shotgun ammunition parts and nomenclature.
- 91.03 Given ammunition, identify ammunition by appearance and caliber.
- 91.04 Given a request, identify shotgun ammunition by appearance and gauge.
- 91.05 Given ammunition, identify a scrape.
- 91.06 Given ammunition, identify an indentation (dent).
- 91.07 Given ammunition, identify corrosion.
- 91.08 Given ammunition, identify a puncture.
- 91.09 Given a request, identify proper storage procedures for ammunition.
- 91.10 Given a request, define duty life.
- 91.11 Given a request, define shelf life.
- 91.12 Given stored or distributed ammunition, ensure that the ammunition has been properly stored and/or handled.

- 91.13 Given a request, identify proper handling procedures for ammunition.
- 91.14 Given ammunition, examine the ammunition for abnormalities or defects.
- 91.15 Given ammunition, locate any abnormalities or defects.

92.0 Fundamentals of marksmanship--The student will be able to:

- 92.01 Given a request, identify shooting stances to use when shooting a handgun.
- 92.02 Given various shooting stances, identify Isosceles stance.
- 92.03 Given various shooting stances, identify Weaver stance.
- 92.04 Given various shooting stances, identify Modified Weaver stance.
- 92.05 Given a handgun, acquire a proper grip.
- 92.06 Given a handgun, obtain sight alignment.
- 92.07 Given a handgun, obtain sight picture.
- 92.08 Given a request, identify how to control breathing when shooting a handgun.
- 92.09 Given a handgun, pull/squeeze the trigger until the handgun discharges.
- 92.10 Given a discharged handgun and a depressed trigger, release pressure on the trigger until the trigger reengages.
- 92.11 Given a discharged handgun, follow through after the cartridge is fired.
- 92.12 Given a request, identify the importance of maintaining concentration when shooting a handgun.
- 92.13 Given various shooting stances and a handgun, assume a proper shooting stance.
- 92.14 Given a request, identify shooting stances to use when shooting a shotgun.
- 92.15 Given various shooting stances, identify ready stance.
- 92.16 Given various shooting stances to use with a shotgun, identify low ready stance.
- 92.17 Given various shooting stances to use with a shotgun, identify Modified Weaver stance.
- 92.18 Given a request and a shotgun, shoulder the shotgun.
- 92.19 Given a shotgun, acquire a proper grip.
- 92.20 Given a shotgun, obtain sight alignment using a rifle-sighted shotgun.
- 92.21 Given a shotgun, obtain sight alignment using a bead-sighted shotgun.
- 92.22 Given a shotgun, obtain sight picture.
- 92.23 Given a request, identify how to control breathing when shooting a shotgun.
- 92.24 Given a shotgun, pull/squeeze the trigger until the shotgun discharges.
- 92.25 Given a discharged shotgun and a depressed trigger, release pressure on the trigger until the trigger reengages.
- 92.26 Given a discharged shotgun, follow through after the shell is fired.
- 92.27 Given a request, identify the importance of maintaining concentration when shooting a shotgun.
- 92.28 Given a type of shooting stance and a shotgun, assume the stance.

93.0 Drawing and holstering--The student will be able to:

- 93.01 Given a holstered handgun, disengage the holster retention device(s).
- 93.02 Given a holstered handgun, acquire a proper grip.
- 93.03 Given a holstered handgun with the retention devices unfastened, lift the handgun upward.
- 93.04 Given an unholstered handgun, point the muzzle toward the threat.
- 93.05 Given a handgun, maintain a proper grip.
- 93.06 Given a handgun and a holster, move the handgun alongside the holster.
- 93.07 Given a holster, lift the handgun upward.

- 93.08 Given a handgun and a holster, seat the handgun in the holster.
- 93.09 Given a handgun and a holster, use touch pressure to locate holster retention device(s).
- 93.10 Given a handgun and a holster, align components of retention device(s).
- 93.11 Given a handgun and a holster, secure/snap the retention device(s) together until locked.
- 93.12 Given a semiautomatic pistol to holster, use the thumb of the shooting hand on the rear of the slide to prevent cocking the firearm.
- 93.13 Given a handgun and a holster, secure the handgun in the holster using retention device(s).

94.0 Loading and unloading--The student will be able to:

- 94.01 Given an empty speed loader and ammunition, insert ammunition into a speed loader.
- 94.02 Given a revolver, point the muzzle in a safe direction.
- 94.03 Given a revolver, disengage the cylinder release latch.
- 94.04 Given a revolver, push/pull the cylinder out of frame alignment.
- 94.05 Given a revolver and ammunition, insert ammunition into the cylinder by hand.
- 94.06 Given a revolver and a speed loader containing ammunition, insert the ammunition into the cylinder using a speed loader.
- 94.07 Given a revolver with an open cylinder loaded with ammunition, close the loaded cylinder.
- 94.08 Given a revolver with the cylinder loaded with spent cartridge casings, extract the spent cartridge casings.
- 94.09 Given a revolver with the ejected spent cartridge casings, visually inspect the cylinder chambers to ensure that all spent cartridge casings have been extracted.
- 94.10 Given a shotgun, hold the shotgun by the stock.
- 94.11 Given a shotgun, point the barrel in a safe direction.
- 94.12 Given a shotgun, move the safety to the "on" or "safe" position.
- 94.13 Given a shotgun, move the forend/slide forward, away from the receiver.
- 94.14 Given a shotgun and four shells, insert the shells into the magazine tube.
- 94.15 Given a shotgun with shells inserted into the magazine tube, chamber a shell.
- 94.16 Given a loaded shotgun, hold the shotgun by the pistol grip.
- 94.17 Given a loaded shotgun, engage the action/slide release.
- 94.18 Given a loaded shotgun, remove any chambered shell through the ejection port.
- 94.19 Given a loaded shotgun, remove the shell(s) from the magazine tube.
- 94.20 Given a loaded shotgun, remove the shell(s) from the magazine tube using the pinch technique.
- 94.21 Given a recently unloaded shotgun, visually and manually inspect the chamber and magazine tube to ensure that no shell is remaining.

95.0 Use of cover with a firearm--The student will be able to:

- 95.01 Given a request, identify cover.
- 95.02 Given a request, identify concealment.
- 95.03 Given a request, identify the objective of concealment.
- 95.04 Given a request, identify the objective of cover.
- 95.05 Given a request, identify tactical considerations in the use of cover.
- 95.06 Given a threat, locate appropriate cover and/or concealment.
- 95.07 Given a situation, identify the size of cover and/or concealment.

- 95.08 Given a situation, identify density of cover and/or concealment.
- 95.09 Given a situation, identify location of cover and/or concealment.
- 95.10 Given a situation, identify how to use cover to your advantage.
- 95.11 Given a request and a threat, identify factors to consider before moving.
- 95.12 Given a threat, determine whether to move.
- 95.13 Given a threat, use cover properly.
- 95.14 Given a request, identify how to hide an officer's body behind cover.
- 95.15 Given a request, identify how to keep a firearm behind cover.
- 95.16 Given a request, identify how not to "crowd cover."
- 95.17 Given a situation, identify appropriate shooting stances from behind cover.

96.0 Weapon malfunctions--The student will be able to:

- 96.01 Given a loaded revolver and a malfunction, remove finger from trigger.
- 96.02 Given a loaded revolver, a malfunction and the finger removed from the trigger, point the barrel in a safe direction.
- 96.03 Given a loaded revolver and a malfunction, determine the malfunction.
- 96.04 Given a loaded revolver and a malfunction, correct the malfunction using the proper technique.
- 96.05 Given a request, identify the types of revolver malfunctions.
- 96.06 Given various revolver malfunctions, identify a squib load.
- 96.07 Given a request, identify the cause of a squib load.
- 96.08 Given a request, identify the sound a revolver makes due to a squib load, by description only.
- 96.09 Given a loaded revolver with a discharged squib load, switch to a secondary weapon. This will be cleared by the instructor, only.
- 96.10 Given various revolver malfunctions, identify a failure to fire.
- 96.11 Given a loaded revolver failing to fire, identify the causes of a failure to fire.
- 96.12 Given a loaded revolver with a failure to fire, correct a failure to fire.
- 96.13 Given various revolver malfunctions, identify a misfire.
- 96.14 Given a loaded revolver with a misfire, identify the cause(s) of a misfire.
- 96.15 Given a loaded revolver with a misfire, correct the misfire.
- 96.16 Given various revolver malfunctions, identify when a casing is caught under the extractor.
- 96.17 Given a loaded revolver with a casing caught under the extractor, correct for a casing caught under the extractor.
- 96.18 Given various revolver malfunctions, identify a frozen/locked cylinder.
- 96.19 Given a request, identify the cause(s) of a frozen/locked cylinder.
- 96.20 Given a loaded revolver, correct a frozen/locked cylinder.
- 96.21 Given a loaded shotgun with a malfunction, take finger off of trigger.
- 96.22 Given a loaded shotgun with a malfunction, keep muzzle pointed in a safe direction.
- 96.23 Given a loaded shotgun with a malfunction, determine the malfunction.
- 96.24 Given a loaded shotgun with a malfunction, correct the malfunction using the proper technique(s).
- 96.25 Given a request, identify the types of malfunctions that may occur with a shotgun.
- 96.26 Given a loaded shotgun, identify when a shell fails to load from the magazine.
- 96.27 Given a shotgun, identify the cause(s) for a shell failing to feed from the magazine.
- 96.28 Given a loaded shotgun with a shell failing to feed from the magazine, identify the correction for when a shell fails to feed from the magazine.

- 96.29 Given a loaded shotgun, identify when the forend/slide fails to fully close.
  - 96.30 Given a loaded shotgun, identify the cause(s) of the failure of the forend/slide to fully close.
  - 96.31 Given a loaded shotgun with a forend/slide that fails to fully close, correct a forend/slide that fails to fully close.
  - 96.32 Given a loaded shotgun, identify a failure to feed.
  - 96.33 Given a loaded shotgun, identify the cause(s) of a failure to feed.
  - 96.34 Given a loaded shotgun with a failure to feed, correct a failure to feed.
  - 96.35 Given a shotgun, identify a double feed.
  - 96.36 Given a loaded shotgun, identify the cause(s) of a double feed.
  - 96.37 Given a loaded shotgun with a double feed, correct a double feed.
  - 96.38 Given a loaded shotgun, identify a stacked feed.
  - 96.39 Given a loaded shotgun, identify the cause(s) of a stacked feed.
  - 96.40 Given a loaded shotgun with a stacked feed, correct a stacked feed.
  - 96.41 Given a loaded shotgun, identify a failure to fire.
  - 96.42 Given a loaded shotgun, identify the cause(s) of a failure to fire.
  - 96.43 Given a loaded shotgun with a failure to fire, correct the failure to fire.
  - 96.44 Given a loaded shotgun, identify a failure to extract.
  - 96.45 Given a loaded shotgun, identify the cause(s) for a failure to extract.
  - 96.46 Given a loaded shotgun with a failure to extract, correct a failure to extract.
  - 96.47 Given a loaded shotgun, identify the weapon will not open.
  - 96.48 Given a loaded shotgun, identify the cause(s) of a shotgun not opening.
  - 96.49 Given a loaded shotgun that will not open, correct a shotgun that will not open.
  - 96.50 Given a shotgun, identify a failure to eject.
  - 96.51 Given a shotgun, identify the cause(s) for a failure to eject.
  - 96.52 Given a loaded shotgun with a failure to eject, correct a failure to eject.
  - 96.53 Given a shotgun, identify a stovepipe.
  - 96.54 Given a loaded shotgun, identify the cause(s) of a stovepipe.
  - 96.55 Given a loaded shotgun with a stovepipe, correct a stovepipe.
- 97.0 Familiarization requirements--The student will be able to:
- 97.01 Given the completion of classroom training and live fire exercises, fire the state familiarization course of fire for the revolver.
  - 97.02 Given a discharged revolver, reload if necessary.
  - 97.03 Given the completion of classroom training and live fire exercises, fire the state familiarization course of fire for the shotgun.
- 98.0 Weapons cleaning--The student will be able to:
- 98.01 Given a revolver to be cleaned, obtain weapon-cleaning supplies/tools.
  - 98.02 Given a revolver to be cleaned, select a safe, properly ventilated location.
  - 98.03 Given a revolver to be cleaned, fieldstrip the revolver based on make and model of weapon.
  - 98.04 Given a request, identify the proper supplies/tools to use when cleaning the revolver.
  - 98.05 Given a revolver to be cleaned, clean the revolver removing all lead powder, debris and dirt.
  - 98.06 Given a cleaned revolver, lightly lubricate the revolver.
  - 98.07 Given a cleaned and lubricated revolver, reassemble the revolver dependent upon the make and model of the weapon.

- 98.08 Given a clean, reassembled revolver, function check the revolver.
- 98.09 Given a cleaned revolver, safe storage for the revolver and/or a holster, return the revolver to safe storage and/or securely re-holster the weapon.
- 98.10 Given debris and contaminated/used cleaning supplies, appropriately dispose of all debris and contaminated/used cleaning supplies.
- 98.11 Given the completion of cleaning a revolver and a shooter's/cleaner's soiled hands, the shooter/cleaner should wash his/her hands.
- 98.12 Given a shotgun to be cleaned, obtain weapon-cleaning supplies/tools.
- 98.13 Given a shotgun to be cleaned, select a safe, properly ventilated location.
- 98.14 Given an unloaded shotgun, field strip the shotgun according to manufacturer's manual.
- 98.15 Given a request, identify the proper supplies/tools to use when cleaning the shotgun.
- 98.16 Given a shotgun to be cleaned, clean shotgun removing all lead, powder, debris, and dirt.
- 98.17 Given a cleaned shotgun, lubricant, and cloth/patches; lubricate the shotgun.
- 98.18 Given a cleaned, field stripped shotgun, reassemble the shotgun according to manufacturer's manual.
- 98.19 Given a cleaned, reassembled shotgun, function check the shotgun.
- 98.20 Given a cleaned shotgun, and safe storage for the shotgun and/or a case, return the shotgun to safe storage and/or securely re-case the weapon.
- 98.21 Given debris and/or contaminated/used shotgun cleaning supplies, appropriately dispose of all debris and contaminated/used cleaning supplies.
- 98.22 Given the completion of cleaning shotgun and a shooter's/cleaner's soiled hands, the shooter/cleaner will wash his/her hands.

**Course Number: CJK0281**

**Occupational Completion Point: A**

**Criminal Justice Officer Physical Fitness Training/Probation Officer – 34 Hours –  
SOC Code 21-1092**

- 99.0 Increase their physical fitness
- 100.0 Improve their score on the final fitness evaluation
  - 100.01 vertical jump
  - 100.02 one minute sit-ups
  - 100.03 300 meter run
  - 100.04 maximum push-ups
  - 100.05 1.5 mile run

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Crossover from Correctional Officer to Law Enforcement Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

PSAV	
Program Number	P430125
CIP Number	0743010702
Grade Level	30, 31
Standard Length	457 hours
Teacher Certification	CORR OFF @7 G PUB SERV @7 G LAW ENF @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3051
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkinsresources.asp">http://www.fldoe.org/workforce/perkins/perkinsresources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The Criminal Justice Standards and Training Commission have established basic recruit cross-over training programs to provide lateral movement of Florida officers between criminal justice

disciplines. Within this program, selected sections of the Florida CMS Law Enforcement Basic Recruit Training Program have been modified to fit the needs of Correctional officers wanting to become certified Florida Law Enforcement Officers. The Florida CMS Law Enforcement Basic Recruit Training Program is published in two volumes: 1) Florida Basic Recruit Training Program Law Enforcement and 2) Florida Basic Recruit Training Program High Liability Lessons.

### Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

This program is established for the purpose of providing job-related training to students that require certification, in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.) as full-time or part-time Law Enforcement Officers (SOC 33-3051). **A student enrolling in this program must possess current certification as a correctional officer in accordance with Chapters 943, F.S., and 11B-35, F.A.C.**

The content includes, but is not limited to, knowledge of codes of ethics; laws, rules, and regulations of arrest; search and seizure; patrol procedures; traffic control and direction; law enforcement vehicle operations; investigation of traffic crashes; DUI enforcement techniques; crime scene investigation techniques; trial procedures and testimony; communications.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0221	Correctional Cross-Over to Law Enforcement Introduction and Legal	47 hours	33-3051
	CJK0222	Correctional Cross-Over to Law Enforcement Communications	56 hours	
	CJK0223	Correctional Cross-Over to Law Enforcement Human Issues	32 hours	
	CJK0061	Patrol 1	58 hours	
	CJK0062	Patrol 2	40 hours	
	CJK0076	Crime Scene Investigations	24 hours	
	CJK0071	Criminal Investigations	56 hours	
	CJK0082	Traffic Stops	24 hours	
	CJK0083	DUI Traffic Stops	24 hours	
	CJK0086	Traffic Crash Investigations	32 hours	
	CJK0020	CMS Law Enforcement Vehicle Operations	48 hours	



OCP	Course Number	Course Title	Course Length	SOC Code
	CJK0422	Dart-Firing Stun Gun	8 hours	
	CJK0212	Cross-Over Correctional to Law Enforcement CMS High-Liability (End of Course Examination Not Required)	8 hours	

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located at: <http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx>.

### **Career and Technical Student Organization (CTSO)**

N/A

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fl DOE.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

After successfully completing this program, the student will be able to perform the following:

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Crossover from Correctional Officer to Law Enforcement Officer**  
**PSAV Number: P430125**

**Course Number: CJK0221**

**Occupational Completion Point: A**

**Correctional Cross-Over to Law Enforcement Introduction and Legal – 47 Hours –  
SOC Code 33-3051**

- 01.0 Understand the values and ethics required for criminal justice officers.
- 02.0 Understand the consequences of sexual harassment.
- 03.0 Understand the Fourth Amendment related to search and seizure.
- 04.0 Know what constitutes a lawful arrest.
- 05.0 Understand the Fifth and Sixth Amendments related to interrogation of suspects.
- 06.0 Determine when a crime has been committed and the elements necessary to make an arrest for that crime.
- 07.0 Understand the legal rules and concepts of evidence.
- 08.0 Draft a probable cause affidavit.
- 09.0 Articulate the legal justification for the use of force.
- 10.0 Understand civil and criminal liability related to an officer's performance of duties.
- 11.0 Understand an officer's duties and options in civil (noncriminal) incidents.
- 12.0 Understand the legal considerations when dealing with juveniles.
- 13.0 Role-play Practicum #1: Search and Seizure.
- 14.0 Role-play Practicum #2: Standards of Legal Justification.
- 15.0 Criminal Intent Scenarios.
- 16.0 Role-play Practicum #3: Elements of Crimes.
- 17.0 Role-play Practicum #4: Levels of Criminal Involvement.
- 18.0 Classification of Offenses.
- 19.0 Understand the values and ethics required for criminal justice officers.
- 20.0 Understand the consequences of sexual harassment.
- 21.0 Understand the Fourth Amendment related to search and seizure.
- 22.0 Know what constitutes a lawful arrest.
- 23.0 Understand the Fifth and Sixth Amendments related to interrogation of suspects.
- 24.0 Determine when a crime has been committed and the elements necessary to make an arrest for that crime.
- 25.0 Understand the legal rules and concepts of evidence.
- 26.0 Know how to draft a probable cause affidavit.
- 27.0 Be able to articulate the legal justification for the use of force.
- 28.0 Understand civil and criminal liability related to an officer's performance of duties.
- 29.0 Understand an officer's duties and options in civil (noncriminal) incidents.
- 30.0 Be familiar with the legal considerations when dealing with juveniles.
- 31.0 Give examples of sexual harassment and provide solutions to the scenario exercises.
- 32.0 Discuss the basic concepts of the U.S. Constitution and how they relate to law enforcement, giving particular attention to the 1st, 2nd, 4th, 5th, 6th, 8th, and 14th Amendments.
- 33.0 Explain the differences between and give examples of felonies, misdemeanors, noncriminal, and ordinance violations, and give examples of each.

- 34.0 Use Florida Statute 784.03 to demonstrate the different levels of a crime (for example, battery/misdemeanor and aggravated battery/felony).
- 35.0 Provide examples to illustrate the various levels and penalties/fines.
- 36.0 Provide an example of a case that was dismissed or lost because of an improper search or seizure.
- 37.0 Discuss the constitutional issues related to search and seizure, general legal requirements for a search warrant to be deemed valid, the exclusionary rule, and the Good Faith Doctrine.
- 38.0 Emphasize the numerous exceptions to search warrants, and give examples of each exception. Discuss relevant case law related to each of the exceptions. You should check for recent court cases that may affect these rulings.
- 39.0 Discuss standing and authority as related to consent searches.
- 40.0 Discuss the Chimel case as it relates to the scope of a search, i.e., “wingspan” of the suspect.
- 41.0 Discuss *Warden v. Hayden*, 387 U.S. 294 (1967), as it relates to the items that may be seized after a lawful search.
- 42.0 Describe the difference between seizure and forfeiture.
- 43.0 Describe and give examples about the four levels of legal justification: mere suspicion, reasonable suspicion, probable cause, and proof beyond a reasonable doubt
- 44.0 Emphasize the importance of being able to articulate reasonable suspicion and probable cause.
- 45.0 Describe sources of probable cause, including line-ups and show-ups.
- 46.0 Explain how the totality of circumstances test is applied to probable cause.
- 47.0 Conduct Role-play Practicum #2: Standards of Legal Justification.
- 48.0 Discuss a law enforcement officer’s authority to make arrests. Describe the types of arrests and the statutory provisions under Florida Statutes §901.02 and §901.15 by which officers may make warrantless arrests.
- 49.0 Explain the misdemeanor exceptions.
- 50.0 Explain the function of a notice to appear.
- 51.0 Discuss the doctrine of fresh pursuit. Relate F.S. 901.25 and case law to the conditions and procedures for an officer to follow if involved in a fresh pursuit.
- 52.0 Discuss the importance of the *Miranda* decision and its key elements. Explain the negative consequences of giving an abbreviated version of the *Miranda* warnings and restrictions on police interviewing tactics.
- 53.0 Discuss custody. Give examples.
- 54.0 Discuss interrogation. Give examples.
- 55.0 Explain the importance of waiver of *Miranda* warnings, completion of Advice of Rights form, and invocation of rights.
- 56.0 Apply the concept of intent and explain its significance in proving a criminal act. Discuss the categories of intent and give examples of each.
- 57.0 Use the Instructor Material or a similar resource to illustrate criminal intent. Provide the scenarios and identify the category of intent.
- 58.0 Provide the elements of each crime, and give examples for each.
- 59.0 Ensure that students understand each category of crime and the elements needed to prove probable cause that the crime occurred.
- 60.0 Apply the Florida Statutes to crimes for which there are no Criminal Jury Instructions, such as Fraudulent Use of a Credit Card and Criminal use of Personal Identification Information (Identity Theft).
- 61.0 Conduct Role-play Practicum, elements of crimes.
- 62.0 Describe the role of victims, witnesses, and suspected perpetrators involved in an incident.

- 63.0 Discuss the levels of criminal responsibility to include criminal attempt, solicitation, and conspiracy.
- 64.0 Conduct Role-play levels of criminal involvement.
- 65.0 Explain the concept of exculpatory evidence.
  
- 66.0 Explain each of the following legal defenses and give examples:
  - 66.01 alibi
  - 66.02 mistake or ignorance of fact
  - 66.03 intoxication
  - 66.04 duress or coercion
  - 66.05 justifiable use of force
  - 66.06 self-defense
  - 66.07 defense of property
  - 66.08 entrapment
  - 66.09 insanity
  - 66.10 mental incompetence
  - 66.11 statute of limitations
  - 66.12 consent
  
- 67.0 Discuss types of evidence and give examples of each.
  - 67.01 Direct—fingerprints, DNA, stolen property
  - 67.02 Testimonial—witness' verbal account of the facts
  - 67.03 Documentary—worthless check, forged prescription
  - 67.04 Physical or real—murder weapon, surveillance tape, money
  - 67.05 Indirect or circumstantial—facts establishing the likelihood of guilt
  
- 68.0 Give an overview of issues related to evidence and provide examples:
  - 68.01 relevance to the case and supported by sworn testimony
  - 68.02 importance of documentation
  - 68.03 hearsay (including spontaneous statements and excited utterances)
  - 68.04 problems in handling evidence (e.g., failure to document statements, not preserving a crime scene, allowing witnesses to commingle statements, not maintaining a proper chain of custody)
  - 68.05 legal and departmental consequences of improper handling evidence (case is dismissed, officer's actions and departmental policies come under review)
  - 68.06 application of the exclusionary rule related to illegally obtained evidence
  
- 69.0 Explain the purpose of a probable cause affidavit and the elements required in completing a legally sufficient probable cause affidavit. Stress the importance of legible handwriting in any report.
  
- 70.0 Discuss the legal basis for the use of force and concepts and pertinent court cases including:
  - 70.01 objective reasonableness
  - 70.02 Graham v. Conner, 490 U.S. 386 (1989)
  - 70.03 Tennessee v. Garner, 471 U.S. 1 (1985)
  - 70.04 State v. Hendrex, 865 So.2d 531(Fla. 2nd DCA 2003)
  
- 71.0 Discuss Chapter 776, Florida Statutes, and the three main circumstances under which force may be used (arrest and detention, prevent escapes, and defense of persons).

- 72.0 Discuss the differences in civil and criminal liability. Give examples of the types of actions that may cause an officer to be held civilly and criminally liable.
- 73.0 Discuss the possible consequences of officer liability.
- 74.0 Discuss how an officer can reduce the risk of liability.
- 75.0 Discuss the various types of civil issues an officer may encounter, including landlord-tenant disputes, repossessions of property, removal or towing of vehicles or vessels from private property, recovering vehicles from tow yards, motor vehicle repair disputes, child custody disputes, real property boundaries disputes, and disputes over stolen property in the custody of a pawnbroker. Ensure that officers understand their lawful response options.
  
- 76.0 Discuss the following issues and related laws:
  - 76.01 taking a juvenile into custody
  - 76.02 interrogating a juvenile
  - 76.03 traffic offenses committed by juveniles
  - 76.04 juvenile sex offenders
  - 76.05 school search issues

**Course Number: CJK0222**

**Occupational Completion Point: A**

**Correctional Cross-Over to Law Enforcement Communications – 56 Hours –  
SOC Code 33-3051**

- 77.0 Use radio equipment properly.
- 78.0 Identify the communication audience.
- 79.0 Gather information at a crime scene.
- 80.0 Conduct basic interview.
- 81.0 Identify root causes of miscommunication.
- 82.0 Organize information chronologically.
- 83.0 Organize information categorically.
- 84.0 Document information.
- 85.0 Take statements.
- 86.0 Classify reports appropriately.
- 87.0 Apply appropriate grammar mechanics.
- 88.0 Write reports.
- 89.0 Complete the arrest/probable cause affidavit.
- 90.0 Discuss triggers, biases, and stereotypes that may influence behaviors.
- 91.0 Discuss citizens' expectations and how an officers' response can impact law enforcement's relationship with the community.
- 92.0 Discuss techniques for self control.
- 93.0 Describe how the makeup of the populations may affect types and volume of service calls and therefore law enforcement's response.
- 94.0 Discuss the interviewer's responsibilities and factors that influence a successful interview.
- 95.0 Discuss at-scene versus post-scene interviews.
- 96.0 Discuss types of interviewees and factors that influence the order of interviews.
- 97.0 Discuss the basic elements of the interview process and effective interview techniques. Give examples.
- 98.0 Discuss ways to evaluate the effectiveness of the interview and determine what information is suitable for court submission.
- 99.0 Describe methods of documenting the interview and procedures for taking notes.

- 100.0 Explain the importance of and methods for the following:
  - 100.01 separating the interviewees
  - 100.02 identifying location
  - 100.03 using an interpreter
  - 100.04 recording the statement
  - 100.05 using writing materials
  - 100.06 administering the oath
  - 100.07 obtaining the interviewee's signature
  - 100.08 developing questions based on what the witness says
- 101.0 Discuss situations when an officer may be required to assist in preparing a written statement.
- 102.0 Describe when an officer can notarize a statement.
- 103.0 Emphasize the importance reviewing statements for completeness.
- 104.0 Discuss basic procedures for taking statement, including when statements should be obtained.
- 105.0 Describe details to be included in a recorded statement.
- 106.0 Discuss juvenile interviews to include transport issues, juvenile suspects and Miranda, parental consent and notification, statutory limits on the number of interviews, and statutory requirements regarding law enforcement role when interacting with the Department of Children and Families.
- 107.0 Conduct Role-play, battery interview.
- 108.0 Discuss why officers write reports.
- 109.0 Discuss the different types of report forms and how they are used.
- 110.0 Describe the basic steps in writing a report.
- 111.0 Explain the purpose for taking field notes and the details that should be included.
- 112.0 Explain the importance of alternating between listening and writing.
- 113.0 Explain how to record field notes.
- 114.0 Discuss the basic facts included in note taking.
- 115.0 Explain the narrative of a report.
- 116.0 Explain the two ways notes can be organized.
- 117.0 Describe elements of effective report writing:
  - 117.01 factual
  - 117.02 clear
  - 117.03 concise
  - 117.04 complete
  - 117.05 accurate
  - 117.06 written in standard English
  - 117.07 grammatically and structurally correct
  - 117.08 legible
  - 117.09 timely
- 118.0 Describe questions a report narrative must answer and methods for structuring a report.
- 119.0 Explain the difference between content and format.
- 120.0 Emphasize the importance of addressing all elements of a crime.
- 121.0 Emphasize the importance of proper grammar, punctuation, and spelling within the content of a report.
- 122.0 Describe proper sentence structure and methods for ensuring correct grammar and spelling.



- 123.0 Provide steps for proofreading and editing.
- 124.0 Conduct role-play, loitering at the convenience store.

**Course Number: CJK0223**

**Occupational Completion Point: A**

**Correctional Cross-Over to Law Enforcement Human Issues – 32 Hours –  
SOC Code 33-3051**

- 125.0 Respond to a crisis call, identify the crisis, recognize the legal responsibilities and options available to the officer, and provide the most appropriate intervention to complete the call
- 126.0 Respond to a call involving an individual with a disability, recognize the signs and symptoms specific to the disability, and provide the most appropriate intervention respond to a crisis call involving a suicidal individual, assess the risk of suicide, and provide the most appropriate intervention to help calm the situation
- 127.0 Respond to a call involving an elderly individual, assess the crisis, and provide the most appropriate intervention
- 128.0 Respond to a call involving a juvenile, assess the behavioral characteristics, and provide the most appropriate intervention
- 129.0 Respond to a call involving substance abuse, apply officer safety concerns, identify the substance and paraphernalia at the scene, and provide the most appropriate intervention
- 130.0 Describe the types of crises an officer encounters and behavioral characteristics of individuals in crisis. Give examples.
- 131.0 Explain techniques for responding to and stabilizing a crisis situation.
- 132.0 Discuss the different response options available in a crisis situation, with emphasis on when referrals are required by Florida Statute.
- 133.0 Discuss elements of a crisis situation that may be included in an incident report.
- 134.0 Respond to a crisis call, identify the crisis, recognize the legal responsibilities and options available to the officer, and provide the most appropriate intervention to complete the call.
- 135.0 Respond to a call involving an individual with a disability, recognize the signs and symptoms specific to the disability, and provide the most appropriate intervention.
- 136.0 Respond to a crisis call involving a suicidal individual, assess the risk of suicide, and provide the most appropriate intervention to help calm the situation.
- 137.0 Respond to a call involving an elderly individual, assess the crisis, and provide the most appropriate intervention.
- 138.0 Respond to a call involving a juvenile, assess the behavioral characteristics, and provide the most appropriate intervention.
- 139.0 Respond to a call involving substance abuse, apply officer safety concerns, identify the substance and paraphernalia at the scene, and provide the most appropriate intervention.
- 140.0 Explain the purpose of the Americans with Disabilities Act (ADA) and the elements involved in recognizing, working with, and protecting the rights of individuals with disabilities. Give examples.
- 141.0 Emphasize the importance of the officer's role in relation to the Americans with Disabilities Act (ADA).
- 142.0 Discuss stereotypes associated with individuals who have disabilities and those individuals overcoming disabilities.
- 143.0 Explain mental illness, its signs and symptoms, and the conditions that mimic it.

- 144.0 Explain the Baker Act, with emphasis on Section 394.463, F.S., criteria for voluntary and involuntary examination, and steps for completing the BA-52.
- 145.0 Explain the difference between mental illness and mental retardation.
- 146.0 Discuss the different levels and characteristics of mental retardation, facts to consider when communicating with persons with mental retardation, and resources available.
- 147.0 Discuss indicators of speech and hearing impairments and ways to interact with a person with a communication disability.
- 148.0 Discuss the rights of persons with a communication disability with emphasis on when an interpreter is required and Miranda rights.
- 149.0 Discuss the ADA definition of mobility impairments and facts to consider when interacting with individuals with mobility impairment.
- 150.0 Describe the difference between blindness and partial sight.
- 151.0 Discuss special considerations for interacting with a person who is blind or partially sighted.
- 152.0 Explain what autism is, the associated characteristics, and factors to consider when responding to an individual with autism.
- 153.0 Discuss the different characteristics and issues associated with juvenile offenders.
- 154.0 Describe the characteristics an officer should display when interacting with juveniles.
- 155.0 Discuss the different resources available for juveniles with emphasis on providing guidance for the youth and family.
- 156.0 Discuss effective methods for responding to juvenile offenders.
- 157.0 Describe the general characteristics of the elderly.
- 158.0 Discuss the aging process, age-related medical conditions, and ways to properly interact with the elderly.
- 159.0 Discuss resources that are available to assist the elderly.
- 160.0 Conduct role-play, crisis intervention.
- 161.0 Describe signs and indicators of suicide risks.
- 162.0 Discuss how to communicate and interact with persons who may be suicidal.
- 163.0 Discuss officer safety issues when interacting with a suicidal person.
- 164.0 Emphasize the importance of notifying the receiving facility when transporting a person who may be suicidal.
- 165.0 Describe referrals that may be available to assist persons who appear suicidal.
- 166.0 Discuss the difference between substance use, abuse, and dependence, and the associated behavioral characteristics of each.
- 167.0 Describe symptoms and conditions that sometimes mimic substance abuse.
- 168.0 Discuss treatment options available for substance abusers with emphasis on the Marchman Act.
- 169.0 Describe characteristics, methods of use, physical signs and symptoms, and withdrawal symptoms associated with the different substances.
- 170.0 Discuss the Florida Comprehensive Drug Abuse Prevention and Control Act with emphasis on how the different substances are scheduled.

**Course Number: CJK0061**

**Occupational Completion Point: A**

**Patrol 1 – 58 Hours – SOC Code 33-3051**

- 171.0 Understand Community Oriented Policing and how it is implemented as a problem-solving model, identifying the SECURE problem-solving model and its application in real life situations.
- 172.0 Understand officer safety issues, identify and avoid fatal errors, identify and manage stress, maintain mental and physical fitness.

- 173.0 Respond to a call, approach a suspect, make an arrest, transport a prisoner, and process the prisoner at a detention facility.
- 174.0 Understand how to direct traffic, how to enforce traffic citations, identify how to respond to alarms and conduct a building search, and search, inventory and impound vehicles.
- 175.0 Provide a brief history and explanation of what Community Oriented Policing (COP) encompasses.
- 176.0 Explain the core components of Community Oriented Policing.
- 177.0 Explain the principles, advantages, and benefits of COP.
- 178.0 Describe the SARA model and explain how it is incorporated into COP decision making.
- 179.0 Explain the use of a community assessment in assisting a law enforcement officer in job performance.
- 180.0 Review the concept of bridging SECURE and Community Policing (SARA).
- 181.0 Describe how SECURE can be used as a problem-solving model and apply it to real life situations.
- 182.0 Discuss how stress can affect an officer's performance and ways of managing it.
- 183.0 Describe different types of equipment that an officer uses to maintain safety.
- 184.0 Describe and give examples of safety hazards and fatal errors that can cause officer injury or death.
- 185.0 Review observation and perception as keys to officer survival.
- 186.0 Explain why discretion should be applied when using the senses.
- 187.0 Emphasize the importance of maintaining an awareness of cover and concealment areas while patrolling.
- 188.0 Describe safety tactics to use during an arrest or in the event of a shooting.
- 189.0 Define stressor.
- 190.0 Explain the difference between good and bad stress, and how good stress can benefit the officer.
- 191.0 Review the various types of stressors and explain how to deal with each.
- 192.0 Emphasize the importance of recognizing the early signs of stress.
- 193.0 Describe the information received in roll call such as BOLOs, officer safety issues, and special attention locations.
- 194.0 Emphasize the importance of being familiar with the assigned patrol area and equipment.
- 195.0 Explain what a BOLO is and how it is used.
- 196.0 Provide the content to students through lecture and/or guided classroom discussion. Where practical, provide hands-on activities that will allow students to learn by doing.
- 197.0 Explain and identify reactive, proactive, and coactive patrolling techniques.
- 198.0 Explain vehicle and foot patrol procedures.
- 199.0 Emphasize the importance of knowing the different aspects of the officers patrol area resources; i.e., crime hazards, hospitals, geography.
- 200.0 Define crime analysis and how it assists the patrol officer.
- 201.0 Conduct role-play, Johnson Street Mall.
- 202.0 Explain procedures for responding to a call for service and determining the nature of the call (civil vs. criminal).
- 203.0 Stress the officer safety issues with arriving on scene and dealing with complainants.
- 204.0 Explain procedures for interviewing witnesses and complainants.
- 205.0 Explain the procedures for approaching a suspect at the scene of a call.
- 206.0 Discuss legal limitations of frisk or pat down.
- 207.0 Emphasize officer safety issues when approaching a suspect.
- 208.0 Discuss factors which may influence an officer's decision to arrest a subject with an outstanding warrant.
- 209.0 Conduct Role-play, auto theft.

- 210.0 Conduct Role-play, knife.
- 211.0 Discuss the proper procedure for making a physical custody arrest.
- 212.0 Emphasize officer safety issues with arresting a suspect.
- 213.0 Explain the procedure, officer safety concerns, and special considerations relating to escorting, loading, and transporting a prisoner.
- 214.0 Explain the procedure for arriving and removing the prisoner at the booking facility.
- 215.0 Discuss procedure and officer safety concerns when transporting to a medical facility.
- 216.0 Explain the procedures, officer safety concerns, and special considerations relating to processing a prisoner for intake.
- 217.0 Explain and demonstrate the proper methods for directing traffic.
- 218.0 List the basic types of alarms which an officer may have to answer.
- 219.0 Describe how to construct a perimeter around an area which must be searched.
- 220.0 Describe techniques for searching the interior and exterior of a building including, "Cutting the Pie," "Crisscross," and "Leap Frog."
- 221.0 List the safety concerns when searching a building.
- 222.0 Demonstrate how to search a building with and without a flashlight.
- 223.0 Explain the difference in the levels of citizen contact and the laws of governing the contact.
- 224.0 Discuss applicable legal statues regarding towing, inventory, and searching of vehicles.
- 225.0 Discuss the most common traffic-related methods of citizen contact.
- 226.0 Explain and demonstrate the proper method for directing traffic.
- 227.0 Demonstrate the proper method for directing traffic.

**Course Number: CJK0062**

**Occupational Completion Point: A**

**Patrol 2 – 40 Hours – SOC Code 33-3051**

- 228.0 Complete and pass Unit 1, ICS-100 Introduction to the Incident Management System and Unit 2, IS-700 National Incident Management System (NIMS).
- 229.0 Identify the crowd control procedures to safely and effectively disperse or control a large group of people.
- 230.0 Identify issues affecting an officer's ability to protect and enforce the law when dealing with criminal street gangs and extremist groups.
- 231.0 Understand local emergency response plans, law enforcement duty-to-act requirements and their role as first responders, be aware of hazardous material class, name, or identification number, identify actions to take to isolate a HAZMAT incident and choose protective actions to take in accordance with the Emergency Response Guidebook (ERG), describe methamphetamine, methamphetamine users, and the paraphernalia and chemicals used to manufacture methamphetamine.
- 232.0 Respond to a bomb threat, assess the scene, search and evacuate a building or suspected bomb sight, identify weapons of mass destruction (WMD), and properly respond to a WMD incident.
- 233.0 Complete and pass examination for Unit 1, ICS-100 Introduction to the Incident Management System lesson plans and course descriptions are available through the following site: <http://training.fema.gov/EMIWeb/IS/is100.asp>
- 234.0 Complete and pass examination for Unit 2, IS-700 National Incident Management System (NIMS), an Introduction lesson plans and course descriptions are available through the following site: <http://training.fema.gov/EMIWeb/IS/is700.asp>
- 235.0 Discuss the proper method for responding to a call for service relating to a large crowd or group.

- 236.0 Discuss how to determine the nature of the gathering (hostile vs. non-hostile).
- 237.0 Explain the procedure for developing information about the event and leader.
- 238.0 Discuss the officer safety issues that may arise when arriving on scene and dealing with large crowds or groups.
- 239.0 Discuss elements of criminal street gangs present statewide.
- 240.0 Discuss the general structure of gangs and their alliances.
- 241.0 Emphasize common gang related symbols, graffiti, colors, signs, and tattoos.
- 242.0 Discuss different types of extremist groups and their motivations.
- 243.0 Discuss the extremist groups known to be active in Florida.
- 244.0 Identify a law enforcement officer's duty to act and the requirements of the duty to act.
- 245.0 Discuss the role of a law enforcement officer acting as the first responder at the awareness level in responding to a hazardous material incident.
- 246.0 Discuss the six characteristic signs (clues) as to the presence of hazardous materials.
- 247.0 Identify the classes of hazardous materials.
- 248.0 Describe the functions and use of the Emergency Response Guidebook (ERG).
- 249.0 Discuss the basic protective actions to take during a hazardous material incident.
- 250.0 Describe the functions and use of the ERG pages.
- 251.0 Discuss the OSHA requirements of the termination process.
- 252.0 Discuss an awareness level first responders duties after the termination of a HAZMAT situation.
- 253.0 Describe methamphetamine, its physical appearance, and how it is ingested.
- 254.0 Discuss the various processes, paraphernalia, and chemicals used to manufacture methamphetamine.
- 255.0 Describe the hazards associated with clandestine methamphetamine laboratories and the immediate response protocol.
- 256.0 Discuss important information when responding to bomb threat.
- 257.0 Identify necessary individuals to interview.
- 258.0 Discuss an officer's approach to a bomb threat.
- 259.0 Discuss the use of radios at the scene of a bomb threat.
- 260.0 Discuss who can authorize a building search.
- 261.0 Describe different types of searches and how they are conducted.
- 262.0 Discuss proper safety procedures to follow when conducting building searches.
- 263.0 Discuss evacuation of a building during a bomb threat.
- 264.0 Emphasize important information to obtain prior to conducting an evacuation.
- 265.0 Describe different types of areas to be evacuated.
- 266.0 Describe proper safety procedures to follow when conducting an evacuation.
- 267.0 Discuss laws concerning Weapons of Mass Destruction (WMD).
- 268.0 Describe possible targets of WMDs.
- 269.0 Explain the acronym BNICE and detail dissemination methods, routes of exposure, noticeable effect times, and levels of protection.
- 270.0 Discuss the categories of WMDs and the different types of agents.
- 271.0 Identify potential environmental indicators of each category.
- 272.0 Discuss evacuation of a WMD scene.
- 273.0 Discuss proper notification and communication of the threat.
- 274.0 Discuss establishing a perimeter at WMD scene.
- 275.0 Explain the role of the patrol officer within the span of control of the Incident Command System.

**Course Number: CJK 0076**  
**Occupational Completion Point: A**  
**Crime Scene Investigations – 24 Hours – SOC Code 33-3051**

- 276.0 Respond to a crime scene.
- 277.0 Protect and survey a crime scene.
- 278.0 Process a crime scene.
- 279.0 Dust for latent prints.
- 280.0 Document a crime scene by sketching.
- 281.0 Distribute copies of Student Course Summary to students (see handout).
- 282.0 Discuss pertinent information an officer should attempt to gather prior to or upon arriving at a crime scene. Emphasize the importance of taking field notes.
- 283.0 Describe a safe approach to the crime scene and common threats that should be considered.
- 284.0 Reemphasize from previous lessons (First Aid Course) the officer's responsibility to assess medical injuries, provide proper treatment, and request medical assistance.
- 285.0 Describe techniques for determining the extent of the crime scene and establishing a perimeter.
- 286.0 Discuss jurisdictional issues and when a crime scene may be relinquished to a secondary investigator or other agency.
- 287.0 Initiate role-play or discussion regarding victim and/or witness reluctance to get involved and provide variations on identifying who actually is the victim, witness, or suspect.
- 288.0 Participate in a mock crime scene and establish a perimeter and a crime scene log.
- 289.0 Discuss the key concepts found in Mincey v. Arizona, 437 U.S. 385 (1978).
- 290.0 Discuss the following Florida Statutes: 893.03 Standards and schedules and 918.13 tampering with or fabricating physical evidence.
- 291.0 Demonstrate how to dust, lift, and document latent prints.
- 292.0 Demonstrate the ability to document a crime scene.

**Course Number: CJK0071**  
**Occupational Completion Point: A**  
**Criminal Investigations – 56 Hours – SOC Code 33-3051**

- 293.0 Respond appropriately to a crime against a person or property, victim, witness, and suspect.
- 294.0 Conduct a preliminary investigation on crimes against persons, and crimes against property offenses.
- 295.0 Conduct a follow-up investigation to establish a suspect's identity and/or ascertain facts of the case.
- 296.0 Give testimony in different types of court proceedings.
- 297.0 Understand the following Florida Statutes:
  - 297.01 741.28 Domestic violence definitions.
  - 297.02 856.011 Disorderly intoxication.
  - 297.03 784.046 Action by victim of repeat violence, sexual violence, or dating violence for protective injunction; powers and duties of court and clerk of court; filing and form of petition; notice and hearing; temporary injunction; issuance; statewide verification system; enforcement.
  - 297.04 741.31 Violation of an injunction for protection against domestic violence.
  - 297.05 741.29 Domestic violence; investigation of incidents; notice to victims of legal rights and remedies; reporting.

- 297.06 960.001 Guidelines for fair treatment of victims and witnesses in the criminal justice and juvenile justice systems.
- 298.0 Provide an example of a domestic violence injunction.
- 299.0 Discuss the local Rights and Remedies brochure.
- 300.0 Discuss and understand the following Florida Statutes:
  - 300.01 787.06 Human trafficking.
  - 300.02 Chapter 895 Offenses concerning racketeering and illegal debts.
  - 300.03 796.03 Procuring person under age of 18 for prostitution.
- 301.0 Discuss the following Florida Statutes:
  - 301.01 787.01 Kidnapping; kidnapping of child under age 13, aggravating circumstances
  - 301.02 787.02 False imprisonment; false imprisonment of child under age 13, aggravating circumstances
  - 301.03 787.03 Interference with custody
  - 301.04 787.04 Removing minors from state or concealing minors contrary to state agency order or court order.
- 302.0 Provide examples of kidnapping, false imprisonment, and interference with custody that illustrate the differences between them.
- 303.0 Discuss and understand the following Florida Statute:
  - 303.01 Chapter 937 Missing Persons Investigations.
  - 303.02 409.441 Runaway youth programs and centers.
- 304.0 Provide examples of when to apply the Amber Alert and the circumstances behind it.
- 305.0 Discuss and understand the following Florida Statutes:
  - 305.01 812.13, Robbery
- 306.0 Review the elements of each type of robbery and describe the differences.
- 307.0 Discuss the following Florida Statutes:
  - 307.01 39 Proceedings Related to Children.
  - 307.02 784.046 Action by victim of repeat violence, sexual violence, or dating violence for protective injunction; powers and duties of court and clerk of court; filing and form of petition; notice and hearing; temporary injunction; issuance; statewide verification system; enforcement.
  - 307.03 Chapter 794 Sexual Battery.
  - 307.04 Chapter 787 Kidnapping; False Imprisonment; Luring or Enticing a Child; Custody Offenses.
  - 307.05 Chapter 800 Lewdness; Indecent exposure.
  - 307.06 827.071 Sexual performance by a child; penalties.
  - 307.07 810.14 Voyeurism prohibited; penalties.
- 308.0 Provide an example of a rape kit.
- 309.0 Provide an example of a checklist of interview questions to ask the victim, witness, and suspect.
- 310.0 Discuss terms and behaviors of deviant sexual behavior, perversions, and obsessions

and the parameters of legal and illegal activity they may encounter on the job.

- 311.0 Discuss the following Florida Statutes:
  - 311.01 775.085 Evidencing prejudice while committing offense; reclassification.
- 312.0 Conduct role-play, domestic violence.
- 313.0 Discuss and understand the following Florida Statutes:
  - 313.01 856.021 Loitering or prowling: penalty.
  - 313.02 877.03 Breach of the peace, disorderly conduct.
  - 313.03 870.01 Affray and riots.
  - 313.04 856.011 Disorderly intoxication.
  - 313.05 856.015 Open house parties.
- 314.0 Discuss and understand the following Florida Statutes.
  - 314.01 810.06 Possession of Burglary Tools.
  - 314.02 267.13 Prohibited practices; penalties.
- 315.0 Discuss the following Florida Statutes:
  - 315.01 806.13 Criminal mischief; penalties; penalty for minor.
- 316.0 Discuss the following Florida Statutes:
  - 316.01 509.151 Obtaining food or lodging with intent to defraud; penalty.
- 317.0 Discuss the following Florida Statutes:
  - 317.01 806.101 False alarms of fires.
  - 317.02 806.111 Fire bombs.
- 318.0 Discuss the following Florida Statutes:
  - 318.01 Chapter 895 Offenses concerning racketeering and illegal debts.
- 319.0 Discuss the following Florida Statutes:
  - 319.01 812.014 Theft.
  - 319.02 812.022 Evidence of theft or dealing in stolen property.
- 320.0 Discuss the following Florida Statutes:
  - 320.01 831.01 Forgery.
  - 320.02 831.02 Uttering forged instruments.
- 321.0 Provide examples of worthless documents, forgery, etc.
- 322.0 Provide examples of types of crimes and initiate discussion regarding how they would conduct a canvass and how they would interact with witnesses and neighbors, etc.
- 323.0 Discuss organizing field notes, copies of documentation, etc., for future court use.
- 324.0 Discuss the following Florida Statutes:
  - 324.01 90.603 Disqualification of witness.
  - 324.02 90.403 Exclusion on grounds of prejudice or confusion.
- 325.0 Discuss organizing field notes, copies of documentation, etc., for future court use.
- 326.0 Discuss how respect plays into developing relationships with informants.



- 327.0 Discuss the following Florida Statutes:
  - 327.01 90.802 Hearsay rule.
  - 327.02 Chapter 90 Evidence code.
  - 327.03 914.15 Law Enforcement officers; nondisclosure of personal information.
  - 327.04 90.616 Exclusion of witnesses.
- 328.0 Provide information about the various court proceedings that occur after the arrest through the trial, including pre-file meeting with state attorney, deposition, suppression hearing, pretrial meeting, etc.
- 329.0 Provide guidelines for giving testimony. Spend sufficient time on this topic to ensure that officers understand the importance of being an effective witness in court.
- 330.0 Conduct role-play, court room testimony.

**Course Number: CJK0082**

**Occupational Completion Point: A**

**Traffic Stops – 24 Hours – SOC Code 33-3051**

- 331.0 Define a traffic stop according to Florida Legal Guidelines.
- 332.0 Identify important benefits of traffic enforcement.
- 333.0 Identify that F.S. 316 contains criminal and noncriminal traffic violations.
- 334.0 Identify the most common traffic violations.
- 335.0 Identify the need to submit the confiscated driver's license to the appropriate driver's license office.
- 336.0 Identify formatting of the Florida Driver License.
- 337.0 Identify important components of the Florida Driver License.
- 338.0 Identify important components of Florida Vehicle License Plates.
- 339.0 Define discriminatory or bias-based profiling.
- 340.0 Identify protections offered by Title 18 of the United States Code and the Fourteenth Amendment.
- 341.0 Identify the perceptions commonly associated with discriminatory profiling.
- 342.0 Identify how an officer's behavior can help to minimize tension and maximize the cooperation of citizens during a traffic stop.
- 343.0 Identify the characteristics of a professional traffic stop that may help overcome language and other cultural barriers.
- 344.0 Identify reasons a vehicle may be stopped during an unknown risk traffic stop.
- 345.0 Identify traffic conditions that increase the potential for traffic violations during an unknown risk traffic stop.
- 346.0 Identify conditions that would affect traffic flow during an unknown risk traffic stop.
- 347.0 Identify where to park to observe traffic flow for potential traffic violations during an unknown risk traffic stop.
- 348.0 Identify where to position the patrol vehicle where it can safely re-enter traffic during an unknown risk traffic stop.
- 349.0 Identify the need to catch up to the vehicle to be stopped during an unknown risk traffic stop.
- 350.0 Identify the need to request backup as required during an unknown risk traffic stop.
- 351.0 Identify the need to maintain constant observation of vehicle suspected of a violation.
- 352.0 Identify the need to advise communication center of location and description of the vehicle, occupants, and tag number with state of issue during an unknown risk traffic stop.
- 353.0 Identify considerations for determining how to locate a safe stopping area to make a traffic stop during an unknown risk traffic stop.

- 354.0 Identify the need to activate the emergency equipment during an unknown risk traffic stop.
- 355.0 Identify the Florida Statutes that govern the operation of emergency vehicle lights and siren during an unknown risk traffic stop.
- 356.0 Identify how to use the emergency lights.
- 357.0 Identify the need to position patrol vehicle in line directly behind the suspect vehicle during an unknown risk traffic stop.
- 358.0 Identify how to direct the driver as to where to stop during an unknown risk traffic stop.
- 359.0 Identify how to activate the public address system during an unknown risk traffic stop.
- 360.0 Identify officer safety and survival techniques appropriate for the situation during an unknown risk traffic stop.
- 361.0 Identify how to offset the patrol vehicle at the rear of the violator's vehicle after the violator's vehicle stops during an unknown risk traffic stop.
- 362.0 Identify how the officer should prepare him- or herself to complete the stop after the officer has positioned the patrol vehicle during an unknown risk traffic stop.
- 363.0 Identify the need to determine the degree of danger involved during an unknown risk traffic stop.
- 364.0 Identify how to make contact with the vehicle occupants using proper tactics as demanded by the situation during an unknown risk traffic stop.
- 365.0 Identify how to make a safe approach to the violator's vehicle during an unknown risk traffic stop.
- 366.0 Identify the number of additional occupants in the vehicle during an unknown risk traffic stop.
- 367.0 Identify officer safety techniques in getting the violator to exit vehicle during an unknown risk traffic stop.
- 368.0 Identify the need to demonstrate a dignified and commanding presence during an unknown risk traffic stop.
- 369.0 Identify self as a law enforcement officer.
- 370.0 Identify the need to maintain a safe distance when talking to a violator during an unknown risk traffic stop.
- 371.0 Identify the need to explain the reason for the traffic stop during an unknown risk traffic stop.
- 372.0 Identify the need to describe the safety violation to the operator.
- 373.0 Identify the need to ask the driver for a lawful and reasonable explanation for law violation during an unknown risk traffic stop.
- 374.0 Identify how to arrange assistance for the citizen during an unknown risk traffic stop.
- 375.0 Identify documents to request from driver during an unknown risk traffic stop.
- 376.0 Identify the forms of identification that provide the most accurate personal information during an unknown risk traffic stop.
- 377.0 Identify how to compare a vehicle registration information to the vehicle's VIN for a match during an unknown risk traffic stop.
- 378.0 Identify where the driver and occupants should wait during an unknown risk traffic stop.
- 379.0 Identify the need to match information received from dispatch with information recorded during an unknown risk traffic stop.
- 380.0 Identify how to determine whether a vehicle is reported stolen through a check of 181 FCIC/NCIC during an unknown risk traffic stop.
- 381.0 Identify the legal issues if confidential information is disseminated for non-law enforcement purposes during unknown risk traffic stop.
- 382.0 Identify undercover law enforcement officers in the execution of their duties during an unknown risk traffic stop.

- 383.0 Identify that an officer may issue a citation, warning, or make an arrest as appropriate during an unknown risk traffic stop.
- 384.0 Identify how an officer decides whether to issue a citation or a warning during an unknown risk traffic stop.
- 385.0 Determine the nature of the offense during an unknown risk traffic stop.
- 386.0 Identify appropriate report forms used during an unknown risk traffic stop.
- 387.0 Identify a Uniform Traffic Citation (UTC).
- 388.0 Identify the need to explain the nature of the offense during an unknown risk traffic stop.
- 389.0 Identify the need to give options for handling the citation during an unknown risk traffic stop.
- 390.0 Identify the need to explain the violator's responsibility to adhere to traffic laws and local ordinances during an unknown risk traffic stop.
- 391.0 Identify the need to explain that the violator needs to sign the citation during an unknown risk traffic stop.
- 392.0 Identify the violation for refusal to sign the citation during an unknown risk traffic stop.
- 393.0 Identify how to close the interview with the violator during an unknown risk traffic stop.
- 394.0 Identify whether or not to make an arrest during an unknown risk traffic stop.
- 395.0 Demonstrate how to make a safe unknown risk traffic stop.
- 396.0 Accurately complete a citation or issue a warning during an unknown risk traffic stop.
- 397.0 Explain how to identify a suspect vehicle using a BOLO during a high risk traffic stop.
- 398.0 Identify matching identification points of the observed vehicle with the suspect vehicle description during a high risk traffic stop.
- 399.0 Identify additional information to give the dispatcher during a high risk traffic stop.
- 400.0 Identify how to maintain surveillance until backup arrives during a high risk traffic stop.
- 401.0 Identify how to follow the suspect vehicle at a safe distance without activating the emergency equipment during a high risk traffic stop.
- 402.0 Identify how to request back up or assistance from other agencies during a high risk traffic stop.
- 403.0 Identify how to maintain radio contact with responding units during a high risk traffic stop.
- 404.0 Identify what information to give to responding backup units during a high risk traffic stop.
- 405.0 Identify how to continually update the communications center of the travel route of the vehicle during a high risk traffic stop.
- 406.0 Identify what information to request from responding backup units during a high risk traffic stop.
- 407.0 Identify the need to locate a safe stopping site during a high risk traffic stop.
- 408.0 List the characteristics of a safe stopping site during a high risk traffic stop.
- 409.0 Identify a stopping site that has a line of unobstructed sight during a high risk traffic stop.
- 410.0 Identify a stopping site that has adequate roadway width to accommodate two patrol vehicles during a high risk traffic stop.
- 411.0 Identify how to coordinate the stopping site with backup units regarding their arrival time during a high risk traffic stop.
- 412.0 Identify that the primary officer should direct other units into position as they arrive at the scene during a high risk traffic stop.
- 413.0 Identify how to use the public address system microphone during a high risk traffic stop.
- 414.0 List the safety emergency equipment which can be used during a high risk traffic stop.
- 415.0 Identify the need to signal the suspect vehicle to pull over to the curb during a high risk traffic stop.
- 416.0 Ensure that emergency lights remain activated during a high risk traffic stop.
- 417.0 Identify the advantage to the officer to use blinding light, day or night, during a high risk traffic stop.

- 418.0 Identify the proper distance between the primary patrol vehicle and the suspect's vehicle for the stop during a high risk traffic stop.
- 419.0 Identify the proper position for the primary patrol vehicle and suspect's vehicle during a high risk traffic stop.
- 420.0 Identify the proper positioning of the backup patrol vehicle in relation to the primary patrol vehicle and suspect vehicle during a high risk traffic stop.
- 421.0 Identify how to take cover using the patrol vehicles during a high risk traffic stop.
- 422.0 Identify how to take cover from within the vehicle during a high risk traffic stop.
- 423.0 Identify how to take cover from behind the vehicle during a high risk traffic stop.
- 424.0 Determine whether or not the pursuit is legal, feasible, necessary, and meets departmental criteria during a high risk traffic stop.
- 425.0 Identify that the primary officer should assume command of the situation during a high risk traffic stop.
- 426.0 Identify that the primary officer will control the suspect and occupants of the vehicle.
- 427.0 Identify the importance of maintaining verbal control of all occupants throughout the stop during a high risk traffic stop.
- 428.0 Identify self and agency to suspect during a high risk traffic stop.
- 429.0 Identify the need to maintain verbal control of suspects using the public address system of the patrol vehicle during a high risk traffic stop.
- 430.0 Identify how to command the suspect(s) to keep their hands visible during a high risk traffic stop.
- 431.0 Identify the need to direct the suspect to raise his or her hands and keep them in a visible position.
- 432.0 Identify the need to direct the suspect to open the driver's door with his or her left hand, using the external door handle, during a high risk traffic stop.
- 433.0 Identify the need to direct the suspect to place ignition keys on top of the vehicle during a high risk traffic stop.
- 434.0 Identify the need to direct the suspect to exit the vehicle facing away from the law enforcement officers during a high risk traffic stop.
- 435.0 Identify the need to direct the suspect to walk backward towards the sound of the officer's voice during a high risk traffic stop.
- 436.0 Identify the need to direct the suspect to walk back to a predetermined point for safe securing during a high risk traffic stop.
- 437.0 Identify that the primary officer should instruct the backup unit to secure the suspect during a high risk traffic stop.
- 438.0 Identify the need to direct the suspect to assume a position of disadvantage during a high risk traffic stop.
- 439.0 Identify the need to retreat to cover with the suspect during a high risk traffic stop.
- 440.0 Identify the importance of maintaining visual contact with all occupants while conversing with the suspect during a high risk traffic stop.
- 441.0 Identify the need to instruct occupants to exit the vehicle one at a time during a high risk traffic stop.
- 442.0 Identify the conveyance to be searched during a high risk traffic stop.
- 443.0 Identify how to search a vehicle during a high risk traffic stop.
- 444.0 Identify the need to inform suspects they are under arrest during a high risk traffic stop.
- 445.0 Identify the need to request backup when searching the vehicle during a high risk traffic stop.
- 446.0 Identify how to accurately complete the appropriate report(s) during a high risk traffic stop.

**Course Number: CJK0083**  
**Occupational Completion Point: A**  
**DUI Traffic Stops – 24 Hours – SOC Code 33-3051**

- 447.0 Identify Driving Under the Influence (DUI) legal considerations.
- 448.0 Identify processes which occur in a person's body when they consume alcohol.
- 449.0 Identify driving patterns that are characteristic of an impaired operator during a Driving under the Influence traffic stop.
- 450.0 Identify the speech, motor coordination, odor, and other general observations that would assist in determining the individual's ability to operate the vehicle during a DUI traffic stop.
- 451.0 Identify if the impairment is a result of a medical condition or influenced by chemical substances during a DUI traffic stop.
- 452.0 Identify if the person has a mental illness during a DUI traffic stop.
- 453.0 Identify a person who has Alzheimer's or dementia during a DUI traffic stop.
- 454.0 Identify the condition of the operator's clothing during a DUI traffic stop.
- 455.0 Identify the need to maintain visual observation of the operator's physical condition and/or medical condition during a DUI traffic stop.
- 456.0 Identify odors of alcoholic beverages, vomit, urine, or drugs on the operator during a DUI traffic stop.
- 457.0 Identify signs of intoxication in the operator's responses to basic identification questions during a DUI traffic stop.
- 458.0 Identify if the person is able to understand a request or statement being given during a DUI traffic stop.
- 459.0 Identify uncoordinated movement (walking, standing, and fidgeting) of the operator during a DUI traffic stop.
- 460.0 Identify if a physical or mental impairment exists during a DUI traffic stop.
- 461.0 Identify when to ask the operator to perform the standardized field sobriety exercises.
- 462.0 Identify any physical handicaps the operator may display that may affect the performance of the standardized field sobriety exercises.
- 463.0 Identify how to select appropriate location for standardized field sobriety exercises.
- 464.0 Identify safety precautions for the officer and vehicle operator during a DUI traffic stop.
- 465.0 Identify how to request or assist the operator in moving to the side of the roadway away from the traffic or to a safe area upon exiting the vehicle during a DUI traffic stop.
- 466.0 Identify how to compare the results of the Standardized Field Sobriety Horizontal Gaze Nystagmus (HGN) clues to determine impairment.
- 467.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the Horizontal Gaze Nystagmus exercise.
- 468.0 Identify how to compare the results of the Standardized Field Sobriety Walk and Turn clues to determine impairment.
- 469.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the Walk and Turn exercise.
- 470.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the One Leg Stand exercise.
- 471.0 Identify how to compare the results of the Standardized Field Sobriety One Leg Stand clues to determine impairment.
- 472.0 Identify the additional field sobriety exercises to be administered.
- 473.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the One Leg Stand exercise.
- 474.0 Identify how to complete reports as required during a DUI traffic stop.
- 475.0 Identify the operator's ability to operate a vehicle based on the results of the standardized field sobriety exercises and officer's total observation.

- 478.0 Identify the need to arrange for family or licensed non-impaired driver to remove the vehicle during a DUI traffic stop.
- 479.0 Identify the need to prepare the appropriate traffic citation for the violation during a DUI traffic stop.
- 480.0 Identify appropriate Florida Statute violated during a DUI traffic stop.
- 481.0 Identify the circumstance that requires the holder of a commercial vehicle license to submit to breath, urine, and blood tests during a DUI traffic stop.
- 482.0 Identify the breath alcohol level that an officer may use to administratively suspend the driver's license of someone under the age of 21 during a DUI traffic stop.
- 483.0 Identify potential report forms to complete during a DUI traffic stop.
- 484.0 Identify a person with a comprehension or awareness problem due to medication or a medical condition during a DUI stop.
- 485.0 Identify that a drug may impair the ability of a driver to operate a vehicle safely.
- 486.0 Identify the categories of drugs.
- 487.0 Identify the effects of the drug categories on Horizontal Gaze Nystagmus and Vertical Gaze Nystagmus.
- 488.0 Identify when an officer could request a drug influence evaluation during a DUI stop.
- 489.0 Define polydrug use in relation to a DUI stop.

**Course Number: CJK0086**

**Occupational Completion Point: A**

**Traffic Crash Investigations – 32 Hours – SOC Code 33-3051**

- 490.0 Know the terms associated with traffic crash investigations.
- 491.0 Safely respond to a traffic crash scene.
- 492.0 Assess the scene of the crash.
- 493.0 Provide emergency assistance to injured persons, if necessary.
- 494.0 Obtain pertinent information to investigate the crash.
- 495.0 Document the crash on the Florida Crash Report Form.
- 496.0 Return the scene to normal as quickly as possible.
- 497.0 Take appropriate enforcement action.
  
- 498.0 Discuss the importance of assessing and securing the scene by identifying:
  - 498.01 need for medical or other assistance
  - 498.02 magnitude of incident
  - 498.03 dangers and hazards
  - 498.04 fatalities
  
- 499.0 Discuss conditions that may affect an officer's response to a traffic crash incident.
- 500.0 Demonstrate how to manage and control traffic at a crash scene using various devices including a marked vehicle, cones, flares, and barricades.
- 501.0 Demonstrate how to position a vehicle and other devices to protect a traffic crash scene.
- 502.0 Identify the different types of driver licenses and the difference between driver licenses and the Florida Identification Card.
- 503.0 Explain procedures for obtaining proper information from vehicle operators and witnesses at a traffic crash scene.
- 504.0 Explain how to respond to a traffic crash involving possible criminal charges. Emphasize response to crashes involving DUI with regard to crash privilege and "changing of the hats".
- 505.0 Demonstrate how evidence such as types of marks, runoffs/fluid trails, debris, property damage, other items struck or moved, skid marks, and faulty equipment at a traffic crash

- scene should be examined and collected to determine the actions of vehicles involved and the causation of a traffic crash.
- 506.0 Explain the purpose and demonstrate the procedures for taking photographs and completing a field sketch of the scene.
  - 507.0 Discuss other evaluation methods of traffic crash scene investigation such as comparing interview statements to evidence, observing environmental conditions, posted signs and traffic control devices.
  - 508.0 Demonstrate how to collect evidence and evaluate a traffic crash scene to include using measuring devices and completing a field sketch.
  - 509.0 Calculating the Drag Factor.
  - 510.0 Calculate the Drag Factor Using a Drag Sled.
  - 511.0 Calculating the Drag Factor (f) in the Minimum Speed Formula.
  - 512.0 Calculating Drag Factor Using Test Skids.
  - 513.0 Approximate Drag Factor when the drag factor cannot be calculated through the use of the drag sled or test skids.
  - 514.0 Calculating Drag Factor using a Computer.
  - 515.0 Describe the statutory requirements and procedures for the exchange of driver information.
  - 516.0 Provide a step by step demonstration and have students complete the DHSMV short form, long form, update continuation form and medical report form including diagrams and narratives.
  - 517.0 Conduct Role Play, Traffic Crash Investigation.
  - 518.0 Explain that an officer must identify all violations (not just the primary) at a traffic crash scene and issue citations as appropriate. Emphasize that careless driving citations are not catchall.
  - 519.0 Conduct role play, Traffic Crash Investigation—DUI.

**Course Number: CJK0020**

**Occupational Completion Point: A**

**CMS Law Enforcement Vehicle Operations – 48 Hours – SOC Code 33-3051**

- 520.0 Develop the skills to operate a motor vehicle safely.
- 521.0 Understand the role of law enforcement officers as they operate a vehicle.
- 522.0 Understand personal and vehicle limits.
- 523.0 Operate the vehicle in a safe manner while talking to dispatch.
- 524.0 Understand the effect of stress on the driver.
- 525.0 Discuss the importance of the operational readiness of the vehicle's engine, exterior, and interior.
- 526.0 Discuss the importance of forming a habit of checking under the seat before and after each shift and after each transport.
- 527.0 Inspect a vehicle and complete a vehicle inspection form.
- 528.0 Develop the skills to operate a motor vehicle safely.
- 529.0 Understand the role of law enforcement officers as they operate a vehicle.
- 530.0 Understand personal and vehicle limits.
- 531.0 Operate the vehicle in a safe manner while talking to dispatch.
- 532.0 Understand the effect of stress on a driver
- 533.0 Discuss road hazards and ways to prevent accidents.
- 534.0 Describe methods for maintaining awareness and factors and conditions impacting observation.
- 535.0 Describe and discuss corrective actions when encountering road or weather hazards.
- 536.0 Discuss types of recurrent crashes and techniques to avoid them.

- 537.0 Discuss the two-second rule and the four-second rule for following other vehicles safely.
- 538.0 Explain how physical force affects your ability to control and safely maneuver the vehicle with emphasis on the following:
  - 538.01 increasing, decreasing, and constant radius
  - 538.02 braking to a safe speed
  - 538.03 apexing
  - 538.04 proper steering
  - 538.05 wheel tracking
- 539.0 Discuss proper seating and hand positions for steering the vehicle.
- 540.0 Discuss shuffle steering and the caster effect.
- 541.0 Review and demonstrate the Figure 8 exercise.
- 542.0 Review and demonstrate the Serpentine exercise.
- 543.0 Explain what threshold braking is and how it is performed.
- 544.0 Describe incipient skid and how to maintain control of the vehicle when it occurs.
- 545.0 Describe incipient spin and how to maintain control of the vehicle when it occurs.
- 546.0 Review and demonstrate threshold braking exercise.
- 547.0 Review and demonstrate evasive maneuver exercise.
- 548.0 Demonstrate using the skid pad; demonstrate how to control the vehicle during a slide.
- 549.0 Demonstrate using the skid pad, have the students demonstrate how to control the vehicle during a slide.
- 550.0 Describe the basic steps for positioning the vehicle, steering, and maintaining control through a 90-degree turn.
- 551.0 Demonstrate how to enter an intersection safely and make a 90-degree turn to the right and left.
- 552.0 Demonstrate how to properly execute backing from an intersection.
- 553.0 Demonstrate how to properly drive in reverse in a serpentine manner.
- 554.0 Demonstrate how to properly execute emergency backing with one lane change in each direction.
- 555.0 Discuss pursuit.
- 556.0 Review statutes and understand:
  - 556.01 316.003(1),
  - 556.02 316.271(6),
  - 556.03 316.126(3)(5),
  - 556.04 316.126(1), and
  - 556.05 316.072(5) (5c).
- 557.0 Discuss the several factors that may influence driving performance at night and techniques officers can use to improve vision and react properly to oncoming vehicular traffic.
- 558.0 Understand the Nighttime Emergency Evasive Exercise.
- 559.0 Demonstrate proper nighttime emergency evasive techniques.
- 560.0 Demonstrate proper nighttime emergency evasive techniques.
- 561.0 Demonstrate proper nighttime emergency forward serpentine techniques.
- 562.0 Demonstrate proper nighttime reverse serpentine techniques.
- 563.0 Define pursuit, and emphasize the importance of following agency policy and federal and state law.
- 564.0 Discuss case law impacting driving a vehicle in pursuit mode including:



- 564.01 DeShaney v. Winnebago County Department of Social Services, 489 U.S. 189 (1989)
  - 564.02 City of Pinellas Park v. Brown, 604 So.2d.1222 (Fla. 1992)
  - 564.03 Brower v. Inyo County, 489 U.S. 593 (1989)
  - 564.04 Tennessee v. Garner, 471 U.S. 1 (1985)
  - 564.05 Graham v. Connor, 490 U.S. 386 (1989)
  - 564.06 County of Sacramento v. Lewis, 523 U.S. 833 (1998)
- 565.0 Summarize tactics used to bring vehicle pursuits to a safer and more rapid conclusion:
- 565.01 roadblocks
  - 565.02 tire deflation
  - 565.03 pursuit intervention technique.
- 566.0 Give examples of possible conclusions to a pursuit.

**Course Number: CJK0422**

**Occupational Completion Point: A**

**Dart-Firing Stun Gun – 8 Hours – SOC Code 33-3051**

- 567.0 Identify the use of a Dart-Firing Stun Gun (DFSG) in accordance with F.S. 943.1717
  - 568.0 Identify and articulate CJSTC DFSG considerations and their impact on officers in Florida
  - 569.0 Identify and articulate the possible effects that a DFSG has on the human body
  - 570.0 Properly and safely operate a DFSG
  - 571.0 Articulate (verbally and in reports) the justification for tactical options chosen while participating in DFSG simulated scenarios including the use of verbal skills to de-escalate a situation and avoid the use of a DFSG
  - 572.0 Explain the history of F.S. 943.1717 and its legal implications for dart-firing stun gun use by officers in Florida and authorized civilian use.
  - 573.0 Explain the CJSTC's considerations concerning DFSG use by officers in Florida.
  - 574.0 Explain the history of electronic control devices leading to the invention of the stun guns.
  - 575.0 Explain how stun guns work including basic nomenclature.
  - 576.0 Explain drive stun use and signature marks.
  - 577.0 Demonstrate the maintenance, care, and storage of a DFSG.
  - 578.0 Explain possible effects of a DFSG application on the human body including indicators of positional asphyxia which is discussed in the CMS First Aid for Criminal Justice Officers course.
  - 579.0 Explain medical considerations involving use of a DFSG including Sudden In-custody Death Syndrome, excited delirium, drug-induced psychosis, and how to follow agency policy in situations involving impaired, ill, or pregnant subjects.
  - 580.0 Explain after care considerations of subjects following a DFSG application.
  - 581.0 Explain how an officer may articulate tactical option use of a DFSG.
  - 582.0 Explain the proper use of verbal skills to de-escalate a situation and avoid the use of the DFSG when practical.
- 583.0 Demonstrate the following:
- 583.01 drawing from the holster.
  - 583.02 deployment and firing a live cartridge onto target.
  - 583.03 reloading of the cartridge.
  - 583.04 transitioning from a DFSG to another force option.
  - 583.05 de-escalation—utilizing verbal commands to control a situation.

- 583.06 contact cover or tactical approaches to a situation utilizing multiple officers.
- 583.07 securing under power—gaining control of subject so restraints can be applied after a simulated DFSG application and full cycle has expired.
- 583.08 transitioning from one force option to another as the situation dictates.

584.0 Conduct Role-play Scenario, Bar Fight and Wanted Pan-Handler.

**Course Number: CJK0212**

**Occupational Completion Point: A**

**Cross-Over Correctional to Law Enforcement CMS High-Liability – 8 Hours –  
SOC Code 33-3051**

585.0 Safe weapon handling.

586.0 Basic shooting principles while firing handgun at night.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Crossover from Correctional Officer to Correctional Probation Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

<b>PSAV</b>	
Program Number	P430132
CIP Number	0743010203
Grade Level	30, 31
Standard Length	172 hours
Teacher Certification	CORR OFF @7 G PUB SERV @7 G LAW ENF @7 G
CTSO	N/A
SOC Codes (all applicable)	21-1092
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkinsresources.asp">http://www.fldoe.org/workforce/perkins/perkinsresources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The Criminal Justice Standards and Training Commission has established basic recruit crossover training programs to provide lateral movement of officers between criminal justice disciplines. Within this program, selected sections of the Florida Correctional Probation Officer Basic Recruit Training Program have been modified to fit the needs of Correctional Officers wanting to become certified Florida Correctional Probation Officers.

### Program Structure

This program is a planned sequence of instruction consisting of one occupational completion point.

This program is established for the purpose of providing job-related training to students that require certification as full-time or part-time correctional probation officers (SOC 21-1092) in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.). **Students enrolling in this program must possess current certification as a correctional officer in accordance with Chapters 943, F.S., and 11B-35, F.A.C.**

The content includes, but is not limited to, introduction to the criminal justice system; laws, rules and regulations of probationer supervision; laws of arrest and search and seizure limits; correctional probation operational procedures; human relations skills; weapons skills; communications skills; and supervisory skills.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0230	Correctional Cross-Over to Correctional Probation Legal and Communications	18 hours	21-1092
	CJK0231	Correctional Cross-Over to Correctional Probation Supervision	57 hours	
	CJK0232	Correctional Cross-Over to Correctional Probation Investigations	30 hours	
	CJK0276	Correctional Probation Management Information Systems	27 hours	
	CJK0273	Correctional Probation Caseload Management	40 hours	

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

## **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located at: <http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffc5d9ddcfd/Curriculum-Home-Page.aspx>.

## **Career and Technical Student Organization (CTSO)**

N/A

## **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the program-specific OJT framework apply.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

## **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

## **Standards**

After successfully completing this program, the student will be able to perform the following:

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Correctional Officer Cross-Over to Correctional Probation**  
**PSAV Number: P430132**

**Course Number: CJK0230**  
**Occupational Completion Point: A**  
**Correctional Cross-Over to Correctional Probation Legal and Communications –**  
**18 Hours – SOC Code 21-1092**

**Confidential Information and Public Records**

- 01.0 Identify aspects of state and federal law that relate to information a requesting agency is authorized to be given about an offender (“need to know” v. “right to know”), to include the following:
  - 01.01 Chapter 119, F. S.
  
- 02.0 Health Insurance Portability and Accountability Act of 1996 (HIPAA), Explain that Section 945.10, F.S. specifies Department of Corrections’ records or information that are confidential and exempt, to include the following:
  - 02.01 mental health, medical, or substance abuse treatment records
  - 02.02 pretrial intervention, pre-sentence, or post-sentence investigative records
  - 02.03 information regarding a person in the federal witness protection program
  - 02.04 Parole Commission records which are confidential and exempt from public disclosure
  - 02.05 information that, if released, could jeopardize a person’s safety
  - 02.06 information concerning a victim’s statement and identity
  - 02.07 records that are otherwise confidential or exempt from public disclosure by law
  
- 03.0 Identify that the Health Insurance Portability and Accountability Act of 1996 (HIPAA) prohibits the disclosure of medical information without the authority of a subpoena.
- 04.0 Define “redacting information” as the removal of an offender’s confidential information when releasing requested information to an authorized agency/person.

**Hearing Procedures**

- 05.0 Participants involved in court proceedings, to include the following:
  - 05.01 judge
  - 05.02 offender
  - 05.03 attorneys
  - 05.04 witnesses
  
- 06.0 Explain that the officer will not provide any legal advice.
  
- 07.0 Identify the different types of hearings, to include:
  - 07.01 Violation of Probation—relates to the offender violating a condition of supervision
  - 07.02 Restitution—relates to the offender’s financial obligations towards the victim
  - 07.03 Modification of Probation—relates to a change in the offender’s probation
  - 07.04 Status Hearing—relates to a clarification of sentence

- 07.05 Early Termination—relates to an early release of supervision
- 07.06 Identify the procedure for an offender receiving a hearing notice, to include the following:
  - 07.07 The offender receives notice that provides the time, date, location, and type of hearing.
  - 07.08 The offender complies with the notice.
  - 07.09 An outcome is determined based on the type of hearing.
  - 07.10 Explain the process of preparing a case for a hearing, to include the following:
    - 07.11 review relevant information
    - 07.12 organize information in a chronological order
    - 07.13 redact information, if necessary
    - 07.14 review violation report to identify witnesses
  - 07.15 Identify the appropriate authority to consult when preparing for a hearing, to include the following:
    - 07.16 state attorney
    - 07.17 parole examiner

### **Courtroom Demeanor and Testimony**

- 08.0 Identify the pre-trial/hearing responsibilities of an officer when preparing to give testimony, to include the following:
  - 08.01 participate in pre-trial/hearing conference
    - a. review case notes and available reports
    - b. determine what role officer will play during hearing/trial
    - c. discuss any questions or concerns
    - d. clarify admissibility of evidence
    - e. advise state attorney/supervisor of potential weaknesses in case
    - f. provide past criminal record of defendant
  - 08.02 testify in pre-trial/hearing proceedings
    - a. Review reports and case notes pertinent to the proceeding noting specifics of the case (i.e., time, place, conditions, etc.)
    - b. anticipate and prepare for questions regarding testimony
- 09.0 Identify the important factors to review about an offender when providing testimony at legal proceedings, to include the following:
  - 09.01 current/past history
  - 09.02 monetary obligations
  - 09.03 residence
  - 09.04 employment status
  - 09.05 treatment
  - 09.06 violations
  - 09.07 prior probationary periods
- 10.0 Identify different types of legal proceedings that an officer may be required to attend and/or present testimony, to include the following:
  - 10.01 restitution hearing
  - 10.02 violation of probation hearing
  - 10.03 bond hearing
  - 10.04 status conference
  - 10.05 trial
  - 10.06 revocation hearing (Parole Commission)



- 10.07 deposition
  - 10.08 sentencing hearing
  - 10.09 arraignment
  - 10.10 first appearance
  - 10.11 pretrial hearing
- 11.0 Explain different types of questioning an officer may experience in legal proceedings, to include the following:
- 11.01 direct examination
    - a. typically open-ended questions
  - 11.02 cross examination
    - a. typically closed-ended (leading) questions
- 12.0 Identify different types of tactics that may be used by attorneys during legal proceedings, to include the following:
- 12.01 rapid fire questions
    - a. used to confuse and attempt to force inconsistent answers
  - 12.02 condescending counsel
    - a. to give the impression that the witness (officer) is inept, lacks confidence, or is unreliable
  - 12.03 suggestive questions
    - a. attempt to confuse or lead witness (officer)
  - 12.04 demanding a “yes” or “no” answer to a question that needs an explanation
    - a. to prevent pertinent and mitigating details from being considered
  - 12.05 repetitious questions
    - a. to obtain inconsistent or conflicting answers from the witness (officer)
  - 12.06 friendly counsel
    - a. to lull the witness (officer) into a false sense of security to give answers in favor of defense
  - 12.07 badgering, belligerent
    - a. to make the witness (officer) angry so sense of logic and calmness is lost, and the officer is portrayed as one who can lose his or her temper
- 13.0 Identify appropriate behavior when responding to questions by attorneys in a legal proceeding, to include the following:
- 13.01 answer questions honestly, concisely, and clearly
  - 13.02 NEVER guess what an answer is
  - 13.03 be courteous; use proper titles (“your honor”, etc.)
  - 13.04 face the judge or jury when speaking
  - 13.05 look directly at the attorney asking questions
  - 13.06 avoid bias and prejudice when answering
  - 13.07 refrain from fidgeting, showing signs of nervousness
  - 13.08 convey signs of confidence
  - 13.09 pause when answering defense attorney to give the prosecutor (state attorney) time to raise any objection
- 14.0 Identify the appropriate professional attitude and appearance to display during court proceedings, to include the following:
- 14.01 testify truthfully
  - 14.02 display a respectful attitude
  - 14.03 dress appropriately

- 14.04 follow courtroom protocol
  - 14.05 bring relevant case material to hearing
  - 14.06 maintain objectivity
  - 14.07 arrive promptly
- 15.0 Demonstrate proper demeanor and methods for effective testimony in mock court exercises.

### **Sentencing Alternatives and Guidelines**

- 16.0 Identify that Chapter 921, F.S., provides guidelines for the sentencing of an offender in Florida.
- 17.0 List the purposes of sentencing guidelines, to include the following:
- 17.01 provides for a uniform set of standards to guide the court in sentencing decisions
  - 17.02 evaluates relevant factors present at sentencing relating to the offense or offenses and the defendant's prior criminal behavior
  - 17.03 eliminates disparity in sentencing decisions
  - 17.04 provides a means to mathematically score the penalty to several areas, including:
    - a. severity of the crime
    - b. victim injury
    - c. prior record
    - d. legal status
    - e. other specific considerations
- 18.0 Explain that the Florida legislature replaced the sentencing guidelines and the Florida Sentencing Commission with the Florida Criminal Punishment Code, which became effective October 1, 1998.
- 19.0 Identify that under the Florida Criminal Punishment Code, the maximum sentence for any felony offense is determined by the statutory maximums provided in Section 775.082, F.S.
- 20.0 Explain that the Florida legislature gave sole responsibility for the preparation of score-sheets to the State Attorney, effective October 1, 2001.
- 21.0 Demonstrate the ability to interpret a score-sheet screen in the Offender-Based Information System (OBIS).

### **Executive Clemency**

- 22.0 Explain that executive clemency is governed by Chapter 940, F.S.
- 23.0 Explain that executive clemency can be granted by the Governor with the approval of three (3) cabinet members.
- 24.0 Identify the types of executive clemency, to include the following:
- 24.01 full pardon
  - 24.02 conditional pardon
  - 24.03 commutation of sentence
  - 24.04 remission of fines and forfeitures
  - 24.05 authority to own or possess firearms
  - 24.06 restoration of civil rights
  - 24.07 commutation of death sentence

## **Restoration of Civil Rights**

- 25.0 Identify that, according to Section 940.05 F.S., any person who has been convicted of a felony may be entitled to the restoration of all the rights of citizenship enjoyed prior to conviction if:
  - 25.01 full pardon is received from the Board of Pardons
  - 25.02 maximum term of the sentence imposed is served
  - 25.03 final release has been granted by the Parole Commission
- 26.0 Indicate that a full pardon forgives guilt and restores all rights except the right to possess a firearm.
- 27.0 List the eligibility criterion for restoration of civil rights to be automatically granted, to include the following:
  - 27.01 offender does not have a disqualifying offense
  - 27.02 all restitution costs are paid
  - 27.03 there are no outstanding offenses
  - 27.04 supervision has been successfully terminated

## **Officer Safety and Street Survival Skills**

- 28.0 Identify factors that could compromise officer safety, to include the following:
  - 28.01 improper vehicle maintenance
  - 28.02 inappropriate dress
  - 28.03 careless or aggressive attitude
  - 28.04 lack of preparation
- 29.0 Identify officer safety techniques that should be used when approaching a potentially dangerous situation, to include the following:
  - 29.01 be conscious of the surroundings
  - 29.02 use extreme caution when approaching the situation
  - 29.03 be prepared to execute a plan instinctively
  - 29.04 be alert for clues or danger signs
  - 29.05 recognize hazardous chemicals
  - 29.06 use universal safety precautions
  - 29.07 be cautious of animals
  - 29.08 be familiar with the layout of the residence, if possible
  - 29.09 be familiar with the number of persons living in the residence, if possible
  - 29.10 use sight, smell, and hearing when assessing the situation
  - 29.11 maximize distance from the potential danger area
  - 29.12 think survival
- 30.0 Discuss that many times an officer can survive being shot or seriously injured by mentally refusing to give up or accept death.
- 31.0 List street survival skills an officer should acquire when performing his or her duties, to include the following:
  - 31.01 thorough observation of surroundings
  - 31.02 recognition of visual clues of different types of gangs
  - 31.03 recognition of paraphernalia that is associated with methamphetamine labs

- 31.04 recognition of common drugs and paraphernalia
  - 31.05 display effective verbal and nonverbal communication
- 32.0 Demonstrate the ability to apply officer safety and street survival skills in a mock situation.

**Course Number: CJK 0231**

**Occupational Completion Point: A**

**Correctional Cross-Over to Correctional Probation Supervision – 57 Hours –  
SOC Code 21-1092**

### **Types of Supervision**

- 33.0 List the different types of supervision, to include the following:
- 33.01 Administrative—non-reporting status, but periodic record checks are completed to verify the offender has not violated the law
  - 33.02 Probation—a term or sentence imposed by the court with standard statutory conditions as well as special conditions
  - 33.03 Drug Offender—intensive supervision that emphasizes treatment of the offender
  - 33.04 Community Control I—a community-based punishment alternative to incarceration or regular probation
  - 33.05 Community Control II (electronic monitoring)—a type of community control that involves placing community controlees on electronic monitoring
  - 33.06 Sex Offender Probation—the standard terms and conditions of probation or community control apply to persons on sex offender probation, along with additional terms and conditions specified in statutes
  - 33.07 Conditional Release—applies to certain inmates convicted for committing very serious crimes who are released from incarceration prior to completion of their sentence due to application of gain time credits
  - 33.08 Pre-Trial Intervention—a state attorney diversion program requiring contact with a probation officer for persons charged with a crime, with delayed disposition until successful completion of imposed conditions
  - 33.09 Addiction Recovery—a release program under the authority of the Florida Parole Commission for inmates with a history of drug use
  - 33.10 Parole—applies to inmates released from prison under the authority of the Florida Parole Commission for offenses committed prior to October 1, 1983
- 34.0 Explain types of supervision to different audiences, to include the following:
- 34.01 offenders
  - 34.02 family members
  - 34.03 employers
  - 34.04 court officials
  - 34.05 media
  - 34.06 general public

### **Offender Orientation**

- 35.0 Identify the process for instructing the offender to report to the appropriate supervision office, to include the following:
- 35.01 verify offender's current address
  - 35.02 consult the supervision office directory

- 35.03 locate the nearest office for the offender
  - 35.04 provide directions to the designated office
  - 35.05 advise the time frame requirements
  - 35.06 discuss the consequences of not reporting
- 36.0 Explain that the department will provide an approved interpreter during initial orientation, when necessary, and any other time required by law.
- 37.0 Identify the process for verifying the offender's identity, to include the following:
- 37.01 conduct a Rapid Identification (ID) transaction
  - 37.02 obtain photo identification
  - 37.03 complete the intake documentation forms
  - 37.04 Identify that correctional probation officers of the Florida Department of Corrections are authorized to collect biological specimens (e.g., saliva) from specified offenders for DNA testing. (Section 943.325, F.S.)
  - 37.05 Determine the relevant case materials that must be reviewed to conduct an offender orientation, to include the following:
    - a. Court minutes
    - b. Supervision Order
    - c. Cost Order
    - d. Instructions to the Offender form
  - 37.06 Discuss the role of the officer and offender, to include the following:
    - a. officer's role is to enforce the supervision order and provide offender with assistance in locating resources needed to successfully complete supervision
    - b. offender's role is to appropriately follow instructions and to comply with the supervision order
  - 37.07 List the standard conditions of supervision an offender shall comply with, to include the following:
    - a. report to the probation office as instructed
    - b. permit the officer to visit residence, employment, or other approved areas
    - c. maintain suitable employment
    - d. support any legal dependents to the best of ability
    - e. remain within a specified area
    - f. remain lawful
    - g. make restitution for damage(s) or loss(es), as required
    - h. submit to random drug and alcohol testing
    - i. submit DNA, if required
    - j. avoid using intoxicants to excess or possessing any drugs or narcotics unless prescribed by physician
    - k. refrain from visiting places where intoxicants, drugs, or other dangerous substances are unlawfully sold, dispensed, or used
    - l. refrain from associating with person(s) engaged in criminal activity
    - m. pay monetary obligations
    - n. refrain from carrying, possessing, or owning any firearm(s)
- 38.0 List the special conditions of supervision an offender shall comply with, to include the following:
- 38.01 community service conditions
  - 38.02 treatment conditions
  - 38.03 educational conditions
  - 38.04 curfew regulations

- 38.05 any other conditions ordered by the sentencing authority
- 39.0 Explain that special conditions of supervision are defined by the sentencing authority.
- 40.0 Explain the different legal requirements an offender must comply with, to include the following:
  - 40.01 registration with local law enforcement
  - 40.02 provide DNA, if required
  - 40.03 pay child support
  - 40.04 maintain valid driver's license
  - 40.05 comply with all other legal requirements
- 41.0 State that a violation of probation can be submitted to the sentencing authority as a penalty for noncompliance with the conditions of supervision.
- 42.0 Explain that the sentencing authority has the final determination for defining the penalty for noncompliance with the conditions of supervision.
- 43.0 List the potential advantages for compliance with the conditions of supervision, to include the following:
  - 43.01 early termination
  - 43.02 successful completion of supervision
  - 43.03 reduction of supervision level
- 44.0 Explain procedures for developing a supervision plan, to include the following:
  - 44.01 evaluate offender's educational needs
  - 44.02 identify offender's employment needs
  - 44.03 evaluate offender's financial status
  - 44.04 evaluate offender's environment
  - 44.05 identify available resources
  - 44.06 discuss time frames
  - 44.07 document in case notes
- 45.0 Explain the process for documenting offender orientation, to include the following:
  - 45.01 obtain the offender's signature on all required documentation
  - 45.02 enter instructions given to the offender into the appropriate database
  - 45.03 State that offender supervision may involve family support and cooperation.
- 46.0 Explain that information and referrals may be provided to the offender's family, if requested.
- 47.0 Explain that special supervision needs and expectations may be identified, to include the following:
  - 47.01 potential safety concerns
  - 47.02 domestic or other needs of the offender
  - 47.03 expectations of supervision
- 48.0 Demonstrate the ability to use the DC website to locate a probation office closest to the residence of an offender who is requesting a transfer.
- 49.0 Demonstrate the ability to complete an intake data sheet.
- 50.0 Instruct an offender on the conditions of supervision through a mock orientation.
- 51.0 Demonstrate the ability to enter and update the residence and employment screens using OBIS.

## **Community Resources**

- 52.0 Identify reasons why an officer would make community resource referrals for an offender, to include the following:
  - 52.01 providing professional support to aid the offender in resolving personal issues
  - 52.02 complying with a mandate of the offender's order of supervision
  
- 53.0 Explain the steps of the offender referral process, to include the following:
  - 53.01 assess the offender's need/Supervision Order
  - 53.02 obtain other staff and/or agency recommendations
  - 53.03 refer to the appropriate agency based on identified solutions
  - 53.04 submit referral form
  
- 54.0 Identify the appropriate social service agency(s) to refer an offender, based on an evaluation of the offender's needs and/or to satisfy the conditions of supervision, to include the following:
  - 54.01 mental health
  - 54.02 alcohol and drug services/substance abuse
  - 54.03 legal aid
  - 54.04 vocational counseling
  - 54.05 financial assistance
  - 54.06 child care
  - 54.07 family counseling
  - 54.08 health services
  - 54.09 housing services
  - 54.10 aging and adult services
  - 54.11 domestic abuse centers
  
- 55.0 Identify that the officer will answer court inquiries related to available community resources specific to the offender's needs.
- 56.0 Explain that the officer will only make referrals to approved treatment providers.

## **Field Supervision**

- 57.0 Identify the various reasons for conducting field supervision, to include the following:
  - 57.01 to obtain information
  - 57.02 to verify information
  - 57.03 to observe environment
  - 57.04 for surveillance
  - 57.05 to provide temporary supervision upon request from another office
  - 57.06 to provide information
  
- 58.0 List the different databases that could be reviewed when planning to make a field visit, to include the following:
  - 58.01 Offender-Based Information System (OBIS)
  - 58.02 Comprehensive Case Information System (CCIS)
  - 58.03 Florida Crime Information Center II/National Crime Information Center 2000 (FCIC II/NCIC 2000)
  - 58.04 other local computerized court record services
  - 58.05 maps

- 59.0 Identify the case materials that are needed to plan and conduct field supervision, to include the following:
  - 59.01 offender identification
  - 59.02 offender's criminal history
  - 59.03 residence information
  - 59.04 employment information
  - 59.05 case notes
  - 59.06 Supervision Order
  - 59.07 information alleging violation
  - 59.08 current state of compliance with supervision
  
- 60.0 Explain the process for completing a field itinerary, to include the following:
  - 60.01 consider time frames, geographic area, and supervision priorities
  - 60.02 prepare field itinerary
  - 60.03 submit field itinerary to supervisor
  
- 61.0 Explain that local law enforcement may need to be notified when conducting field supervision.
  
- 62.0 Identify the process for verifying the suitability of an offender's residence, to include the following:
  - 62.01 review Supervision Order(s)
  - 62.02 conduct a personal home visit
  - 62.03 survey the environment
  - 62.04 verify the residence plan with other home occupants or owner/landlord, if necessary
  - 62.05 ensure residence is not in violation of supervision conditions, local ordinances, and state/federal law
  
- 63.0 Identify the proper safety equipment to use when conducting field supervision, to include the following:
  - 63.01 body armor
  - 63.02 cell phone
  - 63.03 flashlight
  - 63.04 handcuffs
  - 63.05 chemical agents
  - 63.06 radio
  - 63.07 firearm, if certified
  
- 64.0 State the required components for documenting field contacts, to include the following:
  - 64.01 time frames
  - 64.02 contact type
  - 64.03 military time
  - 64.04 date
  - 64.05 person contacted
  - 64.06 pertinent observations, information discussed, and other relevant data
  - 64.07 officer initials
  
- 65.0 Demonstrate how to accurately record field supervision in electronic case notes.



## **Offender Employment**

- 66.0 Identify information necessary for verification of employment, to include the following:
  - 66.01 employer contact information
  - 66.02 employment duties
  - 66.03 employment schedule
  - 66.04 employment compensation
  - 66.05 self-employment documentation
- 67.0 Explain that the offender's employer will be notified of supervision status within 30 days of employment.
- 68.0 State that the offender will be informed of the officer's duty to notify the employer of the offender's supervision status.

## **Offender Supervision Progress**

- 69.0 Explain the process for evaluating an offender's progress, to include the following:
  - 69.01 reviewing case materials
  - 69.02 conducting a criminal records check
  - 69.03 discussing progress with the offender
  - 69.04 identifying problems and concerns
- 70.0 Explain that the officer should consider all information when determining approaches or solutions for an offender, to include the following:
  - 70.01 past history
  - 70.02 treatment history
  - 70.03 collateral sources
- 71.0 Explain that a plan of action for supervision will be developed based upon the offender's needs, concerns, and recommended solutions.
- 72.0 Identify the process for developing a plan of action, to include the following:
  - 72.01 initiate an appropriate treatment plan
  - 72.02 reinforce positive behavior through positive communication
  - 72.03 reassess progress
- 73.0 Demonstrate how to locate an offender's treatment history using OBIS.

## **Drug and Alcohol Testing**

- 74.0 List the necessary safety precautions to use in collecting specimens for drug and/or alcohol testing, to include the following:
  - 74.01 personal protection equipment
  - 74.02 appropriate cleaning supplies
  - 74.03 appropriate disposal using universal precautions
- 75.0 Identify the steps in collecting urine specimens for drug and/or alcohol testing, to include the following:
  - 75.01 identify offender
  - 75.02 wear protective safety equipment
  - 75.03 instruct offender to wash his or her hands
  - 75.04 provide the offender an unused specimen container
  - 75.05 directly observe the offender provide the specimen (mirrors may be used)
  - 75.06 accept specimen container from the offender
  - 75.07 visually inspect the sample
- 76.0 Explain that an on-site testing device will be used in the presence of the offender.
- 77.0 Explain the process if the urine sample is negative, to include the following:

- 77.01 discard specimen
- 77.02 discard testing device in collection container
- 77.03 record test result
- 78.0 Explain that if the urine sample is positive, the officer will:
  - 78.01 notify offender of the result
  - 78.02 give offender the opportunity to sign admission form
  - 78.03 submit specimen to lab, if required
  - 78.04 conduct warrantless arrest, if required
  - 78.05 report positive test results to sentencing authority
- 79.0 Describe the procedure when a specimen tests positive and the offender denies use, to include the following:
  - 79.01 process specimen using chain of custody.
  - 79.02 provide specimen to lab.
  - 79.03 discard testing container and testing device.
  - 79.04 report positive test results to sentencing authority.

### **Arrest Procedures**

- 80.0 Explain that Section 947.22, F.S. and Section 948.06, F.S., give correctional probation officers the authority to arrest supervised Florida offenders, with or without a warrant.
- 81.0 List reasons that may require an offender to be arrested, to include the following:
  - 81.01 active warrant
  - 81.02 reasonable grounds to believe a violation of supervision has occurred
- 82.0 List steps involved in the safe and legal arrest of an offender, to include the following:
  - 82.01 verify that a warrant is active, if required
  - 82.02 notify supervisor
  - 82.03 complete probable cause affidavit
  - 82.04 call for local law enforcement assistance
  - 82.05 identify self to the offender
  - 82.06 advise offender of reason for arrest
  - 82.07 follow Response to Resistance Matrix
- 83.0 Explain that an officer will verify that a warrant is active by contacting the originating agency.
- 84.0 Describe that case material should be reviewed to determine if an arrest should be initiated, to include the following:
  - 84.01 information indicating a violation has occurred
  - 84.02 criteria that has been met for a warrantless arrest
  - 84.03 an active warrant
- 85.0 State that the probation officer will assist law enforcement in conducting an arrest, as needed.
- 86.0 List the appropriate documents to be completed upon the arrest of an offender, to include the following:
  - 86.01 probable cause affidavit
  - 86.02 violation report
  - 86.03 affidavit
  - 86.04 warrant, if required

### **Warrantless Arrest**

- 87.0 Define warrantless arrest as the authority to arrest an offender without a warrant under Section 947.22, F.S.

- 88.0 Explain that the officer has to have reasonable grounds to believe that the probationer/offender has violated conditions of supervision in a material respect.
- 89.0 List the criteria in which an officer has the authority to conduct a warrantless arrest, to include the following:
  - 89.01 The offender is an immediate threat if not taken into custody.
  - 89.02 A sex offender has changed residence without permission.
  - 89.03 A sex offender has violated any other condition that presents a threat to the community.
  - 89.04 The offender has committed a new offense and has a history of violence.
  - 89.05 The offender has committed a violent offense.
  - 89.06 The offender has a history of violence and has committed one of the following:
    - a. curfew violation
    - b. positive drug test (with admission)
    - c. contact with victim when prohibited
    - d. community control violation
- 90.0 Explain that local law enforcement will need to assist the officer when a warrantless arrest is conducted.
- 91.0 Explain that the officer will advise the offender about the violation, to include the following:
  - 91.01 condition of supervision that has been violated
  - 91.02 how the condition was violated
- 92.0 List the required documents that must be completed when conducting a warrantless arrest, to include the following:
  - 92.01 probable cause affidavit listing alleged violation
  - 92.02 sworn statements from victim/witness
  - 92.03 other local law enforcement required documents

### **Violation and Warrant Procedures**

- 93.0 Explain the process of investigating the accuracy of an alleged violation or accusation, to include the following:
  - 93.01 interview witness(es), if necessary
  - 93.02 conduct necessary investigative work
  - 93.03 obtain the offender's statement
  - 93.04 evaluate relevant documentation obtained through the investigation
- 94.0 Explain that hearsay evidence is admissible in a violation of probation hearing.
- 95.0 Explain that the offender's statement must be obtained before completing the violation report, unless the offender has absconded.
- 96.0 Explain that the officer needs to evaluate the circumstances of the violation to determine if it is willful.
- 97.0 Identify the different sections of a violation report, to include the following:
  - 97.01 how the violation occurred
  - 97.02 offender statement
  - 97.03 history of supervision
  - 97.04 recommendation for disposition
- 98.0 Identify that an affidavit is required to obtain a warrant from the court.
- 99.0 Explain that the violation report, affidavit, and warrant must be approved by the supervisor.
- 100.0 Explain that an affidavit is not required for a Florida Parole Commission case.
- 101.0 List the documentation that must be submitted to the court, to include the following:
  - 101.01 violation report

- 101.02 affidavit
- 101.03 warrant
- 102.0 Explain that the supervision period may be tolled under certain circumstances.
- 103.0 Identify that the officer must submit an amended affidavit and addendum to the violation report if an offender continues to violate the conditions of supervision after the violation report, affidavit, and warrant have been submitted.
- 104.0 Explain that the officer can conduct an arrest after the warrant has been activated by the sentencing authority.
- 105.0 Demonstrate the ability to accurately complete a violation report, affidavit, and warrant.

### **Absconder Procedures**

- 106.0 Explain that an absconder is an offender who ceases to make himself or herself available for supervision, after attempts to locate (and make contact with) the offender has been unsuccessful.
- 107.0 Define "Be On the Look Out" (BOLO) as a Florida administrative message, in Florida Crime Information Center II, for law enforcement officers.
- 108.0 Explain that an officer, prior to filing an affidavit and/or warrant, will attempt to locate an absconded offender by various means, to include the following:
  - 108.01 contacting the offender by phone
  - 108.02 conducting field visit(s) to locations that the offender is known to frequent, including approved residence
  - 108.03 contacting the offender's employer
  - 108.04 contacting local jails
  - 108.05 conducting a records check on the offender
- 109.0 Explain that an officer will complete a thorough investigation to determine if the offender has absconded and file a violation report.
- 110.0 Identify that an officer will request a BOLO for an absconder that is a violent/high risk offender who poses a threat to public safety.
- 111.0 Explain that the purpose of the BOLO is to direct Florida law enforcement agencies to detain the offender for questioning or potential arrest.
- 112.0 List the steps necessary to initiate a BOLO, to include the following:
  - 112.01 verify offender has absconded
  - 112.02 notify supervisor
  - 112.03 request BOLO
  - 112.04 verify with FDLE that BOLO was received
  - 112.05 notify the Absconder Unit, if applicable

### **Offender Deportation**

- 113.0 Define Immigration and Customs Enforcement (ICE) as the federal agency responsible for enforcing immigration and custom laws within the United States. The Immigration and Customs Enforcement agency is a division of Homeland Security.
- 114.0 Define illegal alien as a foreign person entering the United States contrary to the laws governing immigration.
- 115.0 List documentation that could be used to identify immigration status, to include the following:
  - 115.01 Birth certificate
  - 115.02 Certificate of Naturalization
  - 115.03 U.S. Passport

- 116.0 List the responsibilities of the officer initiating the process for possible deportation, to include the following:
  - 116.01 obtain the information regarding the immigration status
  - 116.02 verify the offender's immigration status
  - 116.03 notify ICE of the immigration issue
  - 116.04 discuss with supervisor

### **Offender Informant Procedures**

- 117.0 State that the requesting law enforcement agency will provide the details concerning the informant's activities.
- 118.0 Identify considerations that should be reviewed when an offender is being considered as an informant, to include the following:
  - 118.01 conflict with conditions of supervision
  - 118.02 officer/public safety concerns
  - 118.03 rehabilitative efforts
  - 118.04 coercion
- 119.0 Explain that an offender informant request must be approved through the proper chain of command.

### **Child and Elderly Abuse**

- 120.0 Identify that law enforcement officers are required by Section 39.201, F.S., to immediately report child/elder/disabled adult abuse, abandonment, or neglect using the abuse hotline number.
- 121.0 Explain that the definition of child abuse and neglect is found in Section 827.03, F.S.
- 122.0 Describe the types and signs of abuse that may occur in children, to include the following:
  - 122.01 physical
  - 122.02 suspicious bruises, welts, burns, and bite marks on the skin
  - 122.03 bone fractures
  - 122.04 behavioral
  - 122.05 fear of going home
  - 122.06 wary of adult contact
  - 122.07 frightened by caregiver (parent)
  - 122.08 emotional
  - 122.09 feelings of worthlessness
  - 122.10 humiliation
  - 122.11 extreme withdrawal
  - 122.12 sexual
  - 122.13 difficulty walking or sitting
  - 122.14 bruising and/or bleeding in the vaginal or anal areas
  - 122.15 sexually transmitted diseases, especially in children under thirteen
  - 122.16 withdrawal; engages in fantasy or infantile behavior
- 123.0 Identify signs of neglect and abandonment, to include the following:
  - 123.01 leaving child home alone
  - 123.02 inadequate food, clothing, or shelter
  - 123.03 inadequate healthcare
  - 123.04 positive drug or alcohol test by adult living in same residence

- 124.0 Define elderly person as an individual 60 years of age or older who is suffering from the infirmities of aging to the extent that the person's ability to adequately provide for his or her own care or protection is impaired.
- 125.0 Explain that "elder or disabled adult abuse and neglect" is defined in Section 825.102, F.S.
- 126.0 Describe the signs of elderly or disabled adult abuse, to include the following:
- 126.01 physical
    - a. suspicious cuts, burns, welts, bruises and/or bite marks on the skin
    - b. bone fractures
    - c. abuse of medication
  - 126.02 emotional
    - a. agitation
    - b. apathy, withdrawal, depression, non-communication
  - 126.03 sexual
    - a. scared and timid behavior
    - b. odd or misplaced comments about sex or sexual behavior
    - c. pregnancy
- 127.0 Identify that the primary concern of an officer is the safety of the abused individual.
- 128.0 Describe the procedure that an officer must perform if abuse is suspected, to include the following:
- 128.01 collect information regarding suspected abuse
  - 128.02 determine if immediate intervention is necessary to protect the individual
  - 128.03 contact the Abuse Hotline to report the incident

### **Domestic Violence Intervention**

- 129.0 Define domestic violence, in accordance with Section 741.28(1), F.S., as any assault, aggravated assault, battery, aggravated battery, sexual assault, sexual battery, stalking, aggravated stalking, kidnapping, false imprisonment, or any criminal offense resulting in physical injury.
- 130.0 Define family or household member, in accordance with Section 741.28(2), F.S., as any spouse, former spouse, persons related by blood or marriage, persons who are presently residing together as if a family or who have resided together in the past as if a family and persons who are parents of a child in common regardless of whether they have been married. With the exception of persons who have a child in common, the family or household members must be currently residing or have in the past resided together in the same single-dwelling unit.
- 131.0 Identify reasons for domestic violence, to include the following:
- 131.01 poor self-image
  - 131.02 economic pressures
  - 131.03 stereotyped view of women/men
  - 131.04 poor childhood experiences
  - 131.05 alcohol and substance abuse
- 132.0 Identify reasons why people remain in abusive situations, to include the following:
- 132.01 fear, shame
  - 132.02 low self-esteem
  - 132.03 isolation (loneliness, social isolation)
  - 132.04 financial dependence
  - 132.05 lack of alternative housing
  - 132.06 cultural and religious constraints
  - 132.07 lack of job skills

- 132.08 denial
- 133.0 Identify reasons victims typically under-report cases of domestic violence, to include the following:
  - 133.01 psychological disassociation from violence
  - 133.02 fear of reprisal
  - 133.03 fear of involvement in the justice system process
  - 133.04 guilt about failure of the relationship and its effect on the children
  - 133.05 belief that their partner (spouse, boyfriend, girlfriend, etc.) will change
  - 133.06 anxiety and fear over making formidable life changes
  - 133.07 social stigma
  - 133.08 tendency of victim to minimize severity of abusive behavior
- 134.0 Identify appropriate response procedures for intervention, to include the following:
  - 134.01 counseling for individual(s)
  - 134.02 referral to appropriate resources
  - 134.03 notification of law enforcement authorities
  - 134.04 notification of Department of Children and Families, if appropriate
  - 134.05 teaming with another officer (if possible, with a team member of the opposite gender)
- 135.0 State that various calming techniques may be helpful when de-escalating domestic violence situations.
- 136.0 Demonstrate the ability to resolve a mock domestic violence situation.

**Course Number: CJK 0232**

**Occupational Completion Point: A**

**Correctional Cross-Over to Correctional Probation Investigations – 30 Hours –  
SOC Code 21-1092**

### **Investigative Procedures**

- 137.0 State the types of investigations, to include the following:
  - 137.01 pre-sentence
  - 137.02 placement
  - 137.03 violation report
  - 137.04 pretrial intervention background
  - 137.05 transfer/receive
  - 137.06 transfer/send
  - 137.07 other state
- 138.0 Identify events that may initiate an investigation, to include the following:
  - 138.01 a new arrest
  - 138.02 new information discovered about the offender
  - 138.03 a review of background information from the offender's file
- 139.0 Identify the process involved in conducting an investigation, to include the following:
  - 139.01 conduct interviews
  - 139.02 obtain information
  - 139.03 verify information
  - 139.04 complete investigative report
- 140.0 List the various databases used when conducting an investigation, to include the following:
  - 140.01 Florida Crime Information Center II/National Crime Information Center 2000 (FCIC II/NCIC 2000)
  - 140.02 Driver And Vehicle Information Database (DAVID)

- 140.03 Comprehensive Case Information System (CCIS)
- 140.04 Offender-Based Information System (OBIS)
- 140.05 internet/public records
- 141.0 Explain that during an investigation, an officer may need to review an offender's information, to include the following:
  - 141.01 residence
  - 141.02 employment
  - 141.03 supervision compliance
  - 141.04 education
  - 141.05 socio-economic condition
  - 141.06 criminal history
  - 141.07 mental and physical health
  - 141.08 associates
- 142.0 Identify that offender information may be obtained from a variety of sources, to include the following:
  - 142.01 court personnel
  - 142.02 law enforcement
  - 142.03 victims
  - 142.04 offender
  - 142.05 general public
- 143.0 State that the offender's signature is required on a release of information form to obtain confidential information during an investigation.
- 144.0 Identify the information that needs to be analyzed when conducting an investigation, to include the following:
  - 144.01 seriousness of the offense
  - 144.02 circumstances of the offense
  - 144.03 victim impact/injury
  - 144.04 threat to public safety
  - 144.05 appropriateness of the supervision plan
- 145.0 Explain the process for formulating a recommendation after an investigation has been conducted, to include the following:
  - 145.01 reviewing all information obtained
  - 145.02 reviewing sentencing guidelines
  - 145.03 assessing available community resources
  - 145.04 assessing victim impact
  - 145.05 assessing offender amenability to supervision
  - 145.06 assessing offender supervision plan
- 146.0 Describe the steps in correctly preparing an investigative report, to include the following:
  - 146.01 determine the type of report
  - 146.02 collect necessary information
  - 146.03 extract relevant facts from collected information
  - 146.04 organize information
  - 146.05 complete appropriate report using applicable information
  - 146.06 obtain appropriate signature/approvals
- 147.0 Demonstrate how to perform an investigation during a mock situation.

### **Interviewing Skills**

- 148.0 Define interview as a conversation held to generate information from persons who have knowledge of a situation so that an investigation can be continued or concluded.



- 149.0 Identify basic elements of the interview process, to include the following:
  - 149.01 beginning—warm-up period when the interviewer establishes rapport
  - 149.02 main portion—the interviewer acquires the desired information about the case
  - 149.03 end—the interviewer concludes the interview
- 150.0 Identify the primary responsibilities of the interviewer, to include the following:
  - 150.01 obtaining significant information
  - 150.02 reducing the information obtained to a form that can be integrated and compared with other case information
  - 150.03 preserving the information for future use
- 151.0 State that the most effective interview style will bring out the most relevant information.
- 152.0 Explain that the interviewer may change his or her approach with the interviewee if the interview is not providing the needed information.
- 153.0 State that the interview time and location are important considerations when conducting an interview.
- 154.0 Identify effective interview techniques, to include the following:
  - 154.01 interviewing witnesses promptly
  - 154.02 identifying the reason for lack of cooperation and how to overcome it
  - 154.03 pointing out when an interviewee is being contradictory and ask for clarification
  - 154.04 showing courtesy, consideration, and patience
  - 154.05 not suggesting a conclusion or supplying information to help an interviewee fill gaps in story
  - 154.06 not relying upon an interviewee simply because of the appearance of sincerity
- 155.0 Identify common signs which may indicate deception in a subject being interviewed, to include the following:
  - 155.01 increased perspiration
  - 155.02 skin color changes
  - 155.03 nervous movements
  - 155.04 refusal to look at interviewer
  - 155.05 inconsistent responses
  - 155.06 repeated insistence that simple questions are not understood
- 156.0 Explain that an interviewer should take notes while conducting an interview.
- 157.0 Define note taking as making brief notations concerning specific events or a general collection of notes concerning many aspects of an officer's job (e.g., observation).
- 158.0 Identify procedures to follow when taking notes, to include the following:
  - 158.01 use a notebook
  - 158.02 write legibly
  - 158.03 use quotation marks when quoting an interviewee
  - 158.04 identify all notes (names, date, and case number, if appropriate)
  - 158.05 record all relevant facts
  - 158.06 check spelling, numbers, and dates as they are recorded
  - 158.07 use common abbreviations
- 159.0 Demonstrate various note taking skills while conducting a mock interview.

## **Report Writing**

- 160.0 Define report as a permanent written record which communicates important facts to be used in the future.
- 161.0 List uses of reports, to include the following:
  - 161.01 creates accountability for behavior
  - 161.02 determines course of action
  - 161.03 records facts into a permanent record

- 161.04 provides research and statistical data
- 161.05 provides reference material
- 161.06 provides sources for officer evaluation
- 161.07 serves as a basis of action by other agencies
- 162.0 Identify readers of reports, to include the following:
  - 162.01 supervisors
  - 162.02 attorneys
  - 162.03 judges
  - 162.04 treatment sources
  - 162.05 other officers
- 163.0 Identify the basic steps in report writing, to include the following:
  - 163.01 gather the facts
  - 163.02 record the facts
  - 163.03 organize the facts
  - 163.04 write the report
  - 163.05 evaluate the report
- 164.0 Identify basic characteristics of well written reports, to include the following:
  - 164.01 factual
  - 164.02 clear
  - 164.03 complete
  - 164.04 concise
  - 164.05 accurate
  - 164.06 legible
  - 164.07 grammatically correct
- 165.0 Explain that all reports can be used as evidence.
- 166.0 Discuss the different types of reports, to include the following:
  - 166.01 Pre-sentence Investigation
  - 166.02 Pretrial background
  - 166.03 Violation Report
  - 166.04 Incident Report
  - 166.05 Progress Report
  - 166.06 Out of State Investigations
  - 166.07 Use of Force
- 167.0 Identify required time frames for completing each report.
- 168.0 Explain proper distribution of each report.
- 169.0 Demonstrate how to accurately write a report.

### **Observation and Surveillance**

- 170.0 Define observation as the accurate noting of what is presented to the five senses through keeping in view, taking notice of, or giving attention to persons, things, or circumstances.
- 171.0 Define perception as the process of organizing and attaching meaning to sensations so that the sensations can be interpreted as part of observation.
- 172.0 Identify factors which affect perception, to include the following:
  - 172.01 past experience and education of observer
  - 172.02 maturity of observer
  - 172.03 prejudice and bias of observer
  - 172.04 physical condition of observer (e.g., poor eyesight, color blindness, depth perception problems, fatigue)

- 172.05 mental condition of observer (e.g., stress, personal problems, emotional involvement)
- 172.06 environmental conditions
- 173.0 Explain that observation through the senses could assist an officer in drawing inferences and conclusions about the behavior of an offender.
- 174.0 List the five senses involved in observation, to include the following:
  - 174.01 sight
  - 174.02 hearing
  - 174.03 smell
  - 174.04 touch
  - 174.05 taste
- 175.0 Describe what to do when observations are made, to include the following:
  - 175.01 decide whether to discard the information gained, commit it to memory, or make some kind of written record
  - 175.02 make appropriate associated observations (e.g., loiterers may actually be lookouts for a crime in progress)
  - 175.03 classify observations as to the particular violations, hazard, or crime involved
  - 175.04 trust what is seen over what is heard when there is an apparent conflict
- 176.0 Identify that Chapter 948, F.S. provides the authority for correctional probation officers to supervise and conduct surveillance of offenders.
- 177.0 Define surveillance as continual observation of a person or group, especially one suspected of doing something illegal.
- 178.0 Describe factors that can make surveillance successful, to include the following:
  - 178.01 observing surroundings carefully
  - 178.02 observing offender behavior
  - 178.03 moving in and out of an area under surveillance
  - 178.04 notating observations
- 179.0 Observe simulated scenes, persons, and/or activities and describe the observations from memory or notes.

### **Conducting Searches**

- 180.0 Identify that an officer may need to search an offender or an offender's residence based upon:
  - 180.01 Supervision Order
  - 180.02 Reasonable suspicion
- 181.0 State that coordination of a search with other probation officers and/or law enforcement authorities will involve completing a pre-search report and contacting others for assistance.
- 182.0 Explain that the Fourth Amendment prohibiting unreasonable searches and seizures is limited in that reasonableness must be assessed in light of security, order, and rehabilitation needs.
- 183.0 Identify considerations when conducting a search, to include the following:
  - 183.01 limit search to the offender's person, residence, vehicle, and other approved areas
  - 183.02 obtain supervisor's approval for a planned search
  - 183.03 have supervisor or another officer present during search
  - 183.04 conduct search with assistance from law enforcement, when possible
  - 183.05 conduct post-search review
- 184.0 Explain that searches should be performed in a reasonable manner and with discretion.

- 185.0 Define throw downs as prohibited items that the offender discards from his or her possession.
- 186.0 Identify the steps in conducting a search, to include the following:
  - 186.01 completing pre-search report
  - 186.02 using necessary safety equipment
  - 186.03 isolating offender from others, if possible
  - 186.04 visually checking for “throw downs”
  - 186.05 conducting search of appropriate areas
  - 186.06 collecting evidence, if applicable
  - 186.07 maintaining chain of custody if evidence is collected
- 187.0 State that an officer will maintain control of the offender at all times during the search.
- 188.0 Demonstrate how to perform a proper search during a mock situation.

### **Evidence Handling**

- 189.0 Describe that the difference between evidence and proof is that evidence is information, which is allowed in court, while proof is the effect produced by this information.
- 190.0 Identify three major categories of evidence, to include the following:
  - 190.01 testimonial—verbal evidence solicited from a witness
  - 190.02 documentary—written or printed evidence offered to prove or disprove a fact
  - 190.03 physical/real—material objects such as guns, knives, clothing, etc., from which inferences can be drawn
- 191.0 Identify three reasons why evidence is offered in court, to include the following:
  - 191.01 to prove a crime
  - 191.02 to support or disprove evidence
  - 191.03 to determine sentence
- 192.0 Define relevant evidence as anything that logically tends to prove or disprove a fact at issue in a judicial case or controversy.
- 193.0 Identify the process for handling evidence, to include the following:
  - 193.01 use protective gear
  - 193.02 document evidence
  - 193.03 log evidence
  - 193.04 tag evidence
  - 193.05 evaluate evidence
  - 193.06 secure evidence
  - 193.07 preserve evidence
  - 193.08 leave searched area in same condition
  - 193.09 turn evidence over to appropriate authority
- 194.0 Explain that evidence will not be retained within the officer’s vehicle, office, or residence.
- 195.0 List considerations when handling evidence, to include the following:
  - 195.01 submit sufficient quantities of evidence
  - 195.02 protect evidence from contamination
  - 195.03 limit the individuals handling the evidence
  - 195.04 maintain chain of custody
- 196.0 Demonstrate the correct method for collecting, preserving, marking, and transporting evidence.

**Course Number: CJK 0276**  
**Occupational Completion Point: A**  
**Correctional Probation Management Information Systems – 27 Hours –**  
**SOC Code 21-1092**

**Offender-Based Information System (OBIS)**

- 197.0 Explain that the goal of the Offender-Based Information System (OBIS) is to store and maintain all offender information.
- 198.0 Identify uses of OBIS, to include the following:
  - 198.01 documenting an offender's sentence
  - 198.02 calculating an offender's termination date
  - 198.03 tracking the offender's location
  - 198.04 facilitating offender file/audit reviews by administrative staff
  - 198.05 maintaining an active listing and count of offenders categorized by type, status, location, and risk classification
  - 198.06 tracking investigations
  - 198.07 generating various reports for case management purposes
  - 198.08 generating various reports for administrative use
- 199.0 Identify that selected official department personnel have access to OBIS information, except that which is confidential, including offender health information.
- 200.0 Identify types of reports and information generated by OBIS, to include the following:
  - 200.01 case notes
  - 200.02 offender residence
  - 200.03 offender characteristics
  - 200.04 offender employment
  - 200.05 offender treatment
  - 200.06 special conditions of supervision
- 201.0 Demonstrate how to properly complete forms using OBIS.
- 202.0 Demonstrate how to retrieve appropriate screen information using OBIS.
- 203.0 Demonstrate how to recognize and assess screen content within OBIS.

**Court Ordered Payment System (COPS)**

- 204.0 Explain that the Court Ordered Payment System (COPS) is a database within the Offender-Based Information System (OBIS) that tracks court obligations and payments.
- 205.0 Identify that the court provides a synopsis of the offender's financial obligations.
- 206.0 Identify that an input form must be entered into COPS that contains the following:
  - 206.01 offender's name and DC number
  - 206.02 payee's contact information
  - 206.03 monetary obligation
- 207.0 Demonstrate how to complete a COPS input and change form.

**Florida Crime Information Center II (FCIC II)**

- 208.0 Identify the agency and location of the FCIC II, NCIC 2000, and the MCIC, which are:
  - 208.01 FCIC II—Florida Crime Information Center II, Florida Department of Law Enforcement; Tallahassee, Florida
  - 208.02 NCIC 2000—National Crime Information Center 2000, Federal Bureau of Investigation; Washington, DC

- 208.03 MCIC—Missing Children Information Clearinghouse, Florida Department of Law Enforcement; Tallahassee, Florida
- 209.0 List the major assets of FCIC II, to include the following:
  - 209.01 provides computerized information system
  - 209.02 provides information available on
    - a. wanted/missing persons
    - b. stolen property
    - c. vehicle/vessel identification data
    - d. computerized criminal history
    - e. sexual predator/offender file
    - f. protection orders
- 210.0 Identify procedures for proper storage and disposal of FCIC II/NCIC 2000 information found in offender records.

### **Rapid Identification System (Rapid ID)**

- 211.0 Explain the purpose of the Rapid Identification system is to positively identify an offender.
- 212.0 Explain the Rapid ID system is located within one central secure area within the probation office, State that the Rapid ID system accesses FCIC II and Warrants.
- 213.0 Explain that the officer can conduct a search or a match transaction with the Rapid ID system.
- 214.0 Identify the difference between “search” and “match” in relation to the Rapid ID system, to include:
  - 214.01 “Search” is when an offender does not have a state identification number (SID) or FDLE number.
  - 214.02 “Match” is when an offender has an established SID or FDLE number within the system.
- 215.0 Explain the process for using the Rapid ID system, to include:
  - 215.01 enter the established SID or FDLE number if conducting a match transaction
  - 215.02 have the offender press his or her right index and middle finger onto the fingerprint pad for three seconds (only the right index finger is used if conducting a match transaction)
  - 215.03 use the left hand if the offender has a damaged or missing finger
  - 215.04 assess the quality of fingerprints (results must be 50% or above)
  - 215.05 lock the fingerprints through the appropriate screen
  - 215.06 transmit the fingerprints through the appropriate screen
  - 215.07 submit the fingerprints through the appropriate screen
- 216.0 Explain that the fingerprints have been successfully submitted and received if a transaction number appears on the screen and the offender’s identifiers can be accessed.
- 217.0 List the different responses the system provides once the offender’s fingerprints have been received, to include:
  - 217.01 “Hit”—the offender’s fingerprints are an exact match
  - 217.02 “No hit”—the system is unable to find a match
  - 217.03 “Ambiguous”—multiple records are located that are potential matches for the fingerprint images submitted
- 218.0 Explain that if the system provides a “hit” response, the offender’s criminal history can be accessed.
- 219.0 Demonstrate the ability to conduct a Rapid ID transaction.

## **Electronic Information Systems**

- 220.0 Identify the proper forms to enter information into the Management Information System databases, to include the following:
  - 220.01 Sentence Structure
  - 220.02 Transaction Register/Intake Data
  - 220.03 Court Ordered Payment System (COPS)
- 221.0 Explain that the officer will confirm the accuracy of the database by comparing it with official court documents.
- 222.0 Explain that appropriate signatures/approvals are required prior to submitting a completed database form.
- 223.0 Explain that the internet can be used to obtain information regarding an offender.
- 224.0 Identify that computerized court systems can be used to gather information regarding an offender through a docket or name search.
- 225.0 Explain that computerized traffic systems can provide an offender's civil and criminal traffic offenses.

**Course Number: CJK 0273**

**Occupational Completion Point: A**

**Correctional Probation Caseload Management – 40 Hours – SOC Code 21-1092**

## **Organizational Skills**

- 226.0 Define organization as placing items in an orderly or structured manner.
- 227.0 Explain that organization can contribute to efficiency, effectiveness, and positive time management while reducing errors.
- 228.0 List different organizational techniques, to include the following:
  - 228.01 grouping
  - 228.02 prioritizing
  - 228.03 placing items in chronological order (i.e., oldest to newest)
- 229.0 Explain that file maintenance is a method of organization that includes placing documents in correct order and purging files as necessary.
- 230.0 Demonstrate the ability to apply organizational skills to a mock file.

## **Initial Intake Audit**

- 231.0 Explain that Section 945.25, F.S. specifies the documentation that should be maintained within an offender's file.
- 232.0 Define intake audit as a supervisor's review of an offender's file within the first 60 days of supervision.
- 233.0 State that in preparing for the supervisor's review, the items listed on the initial intake audit.
- 234.0 State that any deficiencies noted on the initial intake audit will be addressed within established time frames.
- 235.0 Demonstrate how to accurately perform an initial intake review by completing required forms and electronically recording relevant information into the appropriate databases.

## **Offender Financial Obligation Agreement (OFOA)**

- 236.0 Explain that the Offender Financial Obligation Agreement (OFOA) is established and maintained based on the information within the Court Ordered Payment System (COPS) database.
- 237.0 Explain that the OFOA will be reviewed with the offender, to include the following:
  - 237.01 instruct on monetary obligations
  - 237.02 obtain required signatures
  - 237.03 provide offender with copy of the signed OFOA
- 238.0 Explain the follow-up for missed monthly payments, to include the following:
  - 238.01 determine offender's ability to pay
  - 238.02 determine offender's eligibility for Cost of Supervision exemption
  - 238.03 submit violation, if required
- 239.0 Explain that Section 948.09, F.S., provides the authority for the Department of Corrections to exempt part or all costs of an offender's supervision.
- 240.0 Identify the condition(s) specified in Section 948.09, F.S. that an offender must meet to become eligible for Cost of Supervision exemption in part or whole, to include the following:
  - 240.01 has attempted to diligently gain employment without success
  - 240.02 is a fulltime student
  - 240.03 has a disability that prevents employment
  - 240.04 age prevents employment
  - 240.05 is responsible for the support of dependents, and the payment creates an undue hardship on the offender
  - 240.06 is transferred out of state pursuant to an interstate compact
  - 240.07 receives any of the following monies from the federal government:
    - a. Supplemental Security Income (SSI)
    - b. Aid for Dependent Children (AFDC)
    - c. Veteran's Disability Pension (VDP)
  - 240.08 receives exemption from the sentencing authority
  - 240.09 has other extenuating circumstances, as determined by the Secretary of Corrections
- 241.0 Explain that the offender must produce documentation of household income to determine his or her ability to pay supervision costs.
- 242.0 Explain that any modification of the financial obligation agreement will include the following:
  - 242.01 recalculating the OFOA
  - 242.02 obtaining appropriate signatures
  - 242.03 providing offender a copy of the signed OFOA
- 243.0 Demonstrate how to generate and recalculate an OFOA.

### **Case Management**

- 244.0 Define offender compliance as the offender abiding by the supervision order.
- 245.0 Describe the steps involved in reviewing case materials, to include the following:
  - 245.01 determine offender's compliance with supervision
  - 245.02 determine the suitability of the program
  - 245.03 determine termination date for each component
  - 245.04 determine appropriate risks
  - 245.05 compare information in case file to that contained in the database
- 246.0 Explain that case material should be continuously reviewed for monitoring offender compliance.



- 247.0 Identify the case material that should be continuously reviewed for monitoring offender compliance, to include the following:
- 248.0 Explain that a part of case management is determining if an offender is eligible for early termination.
- 249.0 Discuss the different components of an offender's probation that must be analyzed when determining early termination, to include the following:
  - 249.01 history of supervision
  - 249.02 appropriate amount of supervision term has been completed
  - 249.03 current compliance with conditions of supervision
  - 249.04 special conditions have been fulfilled
  - 249.05 monetary conditions have been fulfilled
  - 249.06 justification for early termination
- 250.0 Explain that the officer will verify that the termination date is accurate.
- 251.0 Identify the different information within the OBIS that should be reviewed for case management purposes, to include the following:
  - 251.01 termination date of each sentencing component
  - 251.02 risk classification
  - 251.03 employment
  - 251.04 personal characteristics
  - 251.05 photo date
  - 251.06 DNA collection date
  - 251.07 residence
  - 251.08 community service hours
  - 251.09 drug testing
  - 251.10 program referral
  - 251.11 case notes
  - 251.12 contact standards
  - 251.13 special conditions
- 252.0 State that preparing a file for audit will include ensuring that the case review printout is current.
- 253.0 Identify the process of verifying the accuracy of an offender's information for case management purposes, to include the following:
  - 253.01 compare and contrast the offender's file with all appropriate databases
  - 253.02 review all discrepancies
  - 253.03 investigate discrepancies
  - 253.04 resolve discrepancies
- 254.0 Explain that the offender's risk classification should be continuously monitored.
- 255.0 Explain that a case review exception is a deficiency that needs to be addressed within mandated time frames.
- 256.0 State that all corrections to case review exceptions must be approved by the supervisor.
- 257.0 Demonstrate how to locate special conditions of supervision in OBIS.
- 258.0 Demonstrate how to accurately verify the sentence structure screen in OBIS with court material.
- 259.0 Demonstrate how to locate at least two screens in OBIS that display an offender's risk classification.

### **Transfer of Supervision**

- 260.0 State that the officer may initiate a transfer upon an offender's request.
- 261.0 State that review of the case material will determine if the offender is eligible for transfer.

- 262.0 Explain the process of transferring an offender within the State of Florida, to include the following:
  - 262.01 approve the proposed residential information
  - 262.02 approve the proposed employment information
  - 262.03 review file for conflicts with Supervision Order
  - 262.04 identify public safety concerns
  - 262.05 update the Offender-Based Information System (OBIS)
  - 262.06 advise offender of the reporting instructions from the receiving office
  - 262.07 complete required documents
  - 262.08 obtain supervisor's approval
- 263.0 Explain the process of receiving a transferred case within the State of Florida, to include the following:
  - 263.01 make contact with the offender
  - 263.02 identify the offender
  - 263.03 review case material to assess the appropriateness of the transfer
  - 263.04 reinstruct the offender on the Supervision Order
  - 263.05 verify offender residence through personal field contact
  - 263.06 complete required documents
- 264.0 Explain that the Interstate Compact for supervision of adult offenders is an agreement that promotes cooperation and coordination among participating states in the transfer of supervised offenders across state boundaries. (Section 949.07, F.S.)
- 265.0 Identify the criteria for mandatory transfer of an offender out of state under the Interstate Compact Agreement, to include the following:
  - 265.01 have more than 90 days of supervision pending
  - 265.02 have a valid plan of supervision
  - 265.03 is in substantial compliance with supervision within the sending state
  - 265.04 is a resident of the receiving state or has family within the receiving state that indicates a willingness and ability as specified in his or her plan of supervision
  - 265.05 is employed within the receiving state or has means of support
- 266.0 Identify the criteria for the discretionary transfer of an offender out of state under the Interstate Compact Agreement, to include the following:
  - 266.01 the sending state may request transfer of supervision of an offender who does not meet the eligibility requirements
  - 266.02 the sending state must provide sufficient documentation to justify the requested transfer
  - 266.03 the receiving state shall have the discretion to accept or reject the transfer of supervision in a manner consistent with the purpose of the compact
- 267.0 Explain that the Compact Administrator is responsible for transactions between Florida offices and other states regarding transfers.
- 268.0 Explain the process of transferring an offender out of the state, to include the following:
  - 268.01 review the Interstate Compact criteria for eligibility
  - 268.02 verify reason for transfer
  - 268.03 verify residence
  - 268.04 verify employment or means of support
  - 268.05 submit interstate transfer packet to the compact administrator

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Bail Bond Agent  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

PSAV	
Program Number	P430135
CIP Number	0743019900
Grade Level	30, 31
Standard Length	120 hours
Teacher Certification	LAW ENF @7 G
CTSO	N/A
SOC Codes (all applicable)	13-2099
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Agriculture and Consumer Services/Division of Licensing for information regarding basic skills.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment or advanced training in the bail bonding industry. This program prepares students for employment as bail bond agents

(SOC 13-2099), in accordance with Chapter 648, Florida Statutes, and Chapter 4-221, Florida Administrative Code.

This program focuses on broad, transferable skills, stresses the understanding of all aspects of the bail bonding industry, and demonstrates such elements of the industry as planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

**Program Structure**

This program is a planned sequence of instruction consisting of consisting of one occupational completion points.

This program is a planned sequence of instruction consisting of several courses with one occupational completion point. The recommended sequence allows students to achieve the competencies necessary for employment in the industry.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Program Title	Course Length	SOC Code
A	SCY0050	Bail Bond Agent	120 hours	13-2099

**Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Classroom, shop, and laboratory activities are an integral part of this program. These activities include training in the general maintenance and safe use of all instructional resources. Equipment and supplies should be provided to enhance hands-on experiences for students in the chosen occupation.

**Special Notes**

All questions and requests for information about examinations and examination administration should be directed to Prometric, A Division of Capstar, 1260 Energy Lane, St. Paul, Minnesota, 55108, fax number (800) 347-9242, TDD users (800) 790-3926, phone number (800) 343-6001 or <http://www.prometric.com/default.htm>.

Questions about licensing applications should be directed to the Florida Department of Financial Services (DFS), Bureau of Licensing, Qualifications Section, 200 East Gaines Street, Tallahassee, Florida, 32399-0319, phone number (850) 413-3137, extension 1 or [www.fldfs.com](http://www.fldfs.com).

To qualify as a Bail Bond Agent (Professional Bail Bond Agent or Limited Surety Agent) a student must first be issued a temporary limited license as a Professional Bail Bond Agent or Limited Surety Agent for 18 months. Licensure as a temporary limited licensee is a prerequisite in order to be able to apply for licensure as a regular Bail Bond Agent.

To qualify for a temporary Professional Limited Surety/Bail Bond Agent license, the DFS requires a student to complete at least 120 hours of classroom instruction with a passing score of 80 percent or higher in an approved basic certification course in the criminal justice system and successful completion of a 20 hour correspondence course for Bail Bond Agents approved by DFS.

The *Bail and Bail Bond Insurance in Florida Study Guide* for the 20 hour correspondence course may be obtained online at <http://www.correspondencestudy.ufl.edu/PrintCatalog.aspx?c=N> or from the Division of Continuing Education, Department of Correspondence Study, 2209 NW 13th Street Suite D, Gainesville, FL 32609, telephone number (352) 392-1711, fax number: (352) 392-6950, toll free: 800-327-4218, [learn@dce.ufl.edu](mailto:learn@dce.ufl.edu).

### **Career and Technical Student Organization (CTSO)**

For this program Bail Bond Agent Florida Surety Agents Association may provide leadership training and reinforce specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical

students to complete this program are: Mathematics 9, Language 9, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fl DOE.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

## **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Bail bond laws, rules and regulations.
- 02.0 Professional relationships.
- 03.0 Operating a bail bond agency.
- 04.0 Arrest laws.
- 05.0 Arrest techniques and search and seizure.
- 06.0 Defense.
- 07.0 Collateral.
- 08.0 Forfeitures, estreatures and judgments.
- 09.0 Civil law.
- 10.0 Courtroom demeanor and court organization.
- 11.0 Criminal law.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Bail Bond Agent**  
**PSAV Number: P430135**

**Course Number: SCY 0050**  
**Occupational Completion Point: A**  
**Bail Bond Agent – 120 Hours – SOC Code 13-2099**

- 01.0 Bail bond laws, rules and regulations--The student will be able to:
- 01.01 Locate and discuss Chapters 648, Bail, and Chapter 903, Regulation of Limited Surety Agents, in the Florida Statutes (F.S.).
  - 01.02 Discuss the rules and regulations contained in Chapter 69B-221, Regulation of Limited Surety Agents, in the Florida Administrative Code (F.A.C.).
- 02.0 Professional relationships--The student will be able to:
- 02.01 Discuss the relationship between the agent and the client:
    - a. Initial contact, s. 69B-221.095, F.A.C.
    - b. Disposition of cases, s. 648.571, 903.105(4) (a), 903.105(5), 903.331, F.S.
    - c. Court appearances, s. 648.44(1) (n).
    - d. Posting a bond, s. 69B-105 and .145, F.A.C.
    - e. Taking collateral, s. 69B-120, .125, .130, .135 F.A.C. and s. 648.442, F.S.
  - 02.02 Discuss the relationship between the agent and the family of the client, s. 648.44(1) (c), F.S.
  - 02.03 Discuss the relationship between the agent and the indemnitor, s. 69B-140, F.A.C.
  - 02.04 Describe the relationship with court system personnel, s. 648.42, .421 and .44(2), F.S.
  - 02.05 Describe the relationship between the agent and the client's attorney, s. 648.44(1) (a), F.S.
  - 02.06 Discuss how to relate to law enforcement personnel, s. 648.42, .44(2), and .30, F.S.
  - 02.07 Understand how to refer clients to helpful programs for their specific needs (i.e. A.A., drug rehabilitation, etc.)
- 03.0 Operating a bail bond agency--The student will be able to:
- 03.01 Understand the general office procedures of an agent, s. 648.285, F.S.
  - 03.02 Review the forms used to execute a bail bond, s. 69B-055, F.A.C., including bond power, s. 648.43, F.S., affidavit form, statement form and appearance bond.
  - 03.03 Review and complete an application for bail, s. 69B-055(2), F.A.C.
  - 03.04 Review and complete an indemnity agreement, s. 69B-055(1), F.A.C.
  - 03.05 Maintain a daily bond register, s. 69B-055(1), F.A.C.
  - 03.06 Maintain an individual file for each client, s. 69B-055(2), F.A.C.



- 03.07 Correctly complete a pre-numbered receipt for money, collateral, or any other consideration accepted for any bail bond or other undertaking which they execute, s. 69B-055.115 and .120, F.A.C.
- 03.08 Understand the required forms and conditions for accepting and handling collateral, s. 69B-.120, .125, .130, .135, F.A.C. and 648.442, F.S.
- 03.09 Understand advertising requirements and limitations, s. 648.44(1), F.S.
- 03.10 Describe the procedure for the use of credit cards and cash advance facilities in conjunction with issuing bail bonds, s. 69B-145, F.A.C.
- 03.11 Understand the requirements for the use of bank accounts for collateral security, s. 648.442(3), F.S.
- 03.12 Understand the terms of a certificate of cancellation (bond discharge).
- 03.13 Discuss premium refunds, s. 69B-105(5), F.A.C.
- 03.14 Discuss appeal bonds, s. 924.15, 903.131 and 903.132, F.S.
- 03.15 Discuss who may own an agency and the licensing requirements for agency owners, s. 648.285(1), F.S.
- 03.16 Understand the appointment requirements and responsibilities of primary bail bond agents, s. 69B-051, F.A.C., and s. 648.387, F.S.
- 03.17 Understand the restrictions on temporary limited surety agents, s. 648.382, F.S.
- 03.18 Understand the duties, responsibilities and required supervision of temporary limited surety agents, s. 648.25(9), F.S.
- 04.0 Arrest laws--The student will be able to:
- 04.01 Explain the following:
- s. 903.21, F.S., Method of surrender; exoneration of obligers
  - s. 903.22, F.S., Arrest of principal by surety before forfeiture
  - s. 903.29, F.S., Arrest of principal by surety after forfeiture
  - s. 843.15, F.S., Bail jumping
- 04.02 Discuss the following case law relating to arrest powers:
- Taylor v. Taintor – U.S. Supreme Court
  - Masterson v. Hathaway
  - Com. V. Brickett
  - Nicolls v. Inersoll
- 04.03 Describe conditions of arrest, s. 648.30, s. 903.29, F.S.:
- Agent's right to delegate arrest power, s. 648.30(3), F.S.
  - Value of certified copy of bond, s. 903.21, F.S.
  - Positive identification of defendant
  - Custody and control of defendant after arrest by surety
    - Most direct route to deliver defendant to court jurisdiction
    - Surrender slip from detention facility
    - DFS Statement of Surrender Form, s. 648.4425, F.S.
- 04.04 Describe the liability of the agent and of the surety company for false arrest.
- 05.0 Arrest techniques and search and seizure--The student will be able to:
- 05.01 Discuss skip tracing techniques:
- Estreature of failure to appear with no estreature, s. 903.1, .20, .22, F.S.)
  - Importance of application, photograph, and certified copy of bond
- 05.02 Demonstrate handcuffing techniques.
- 05.03 Check for weapons per the Florida Stop and Frisk Law, s. 901.151, F.S.

06.0 Defense--The student will be able to:

- 06.01 Demonstrate defense techniques.
- 06.02 Understand safety precautions.
- 06.03 Discuss the history of unarmed self-defense.
- 06.04 Know the elements of attack; surprise, speed, skill and strength.
- 06.05 Demonstrate methods of approach; mental alertness, position, and defensive stance.
- 06.06 Understand the use of pressure points and sensitive areas.
- 06.07 Discuss the importance of body fitness, exercises for body toning and practice of holds and breaking holds.

07.0 Collateral--The student will be able to:

- 07.01 Identify forms of collateral, s. 69B-135, F.A.C. and s. 648.442, F.S.
- 07.02 Appraise collateral offered.
- 07.03 Record documents/documentary stamps and name of indemnitor, and issue receipts for return of collateral, s. 69B-105 and .120, F.A.C.
- 07.04 Discuss collateral risks.

08.0 Forfeitures, estreatures and judgments--The student will be able to:

- 08.01 Discuss why a stay order would apply.
- 08.02 Discuss why a "rule to show cause" would be file against a surety company.
- 08.03 Discuss certified judgments, s. 627.427 and 903.27, F.S.
- 08.04 Discuss surrender of the defendant before breach of bond, s. 903.20, .22 and .28, F.S.
- 08.05 Describe payments/nonpayments of estreatures/forfeitures, s. 903.26, and .29, F.S.
- 08.06 Discuss ramifications for non-payment of forfeitures and judgments, s. 903.29, F.S.

09.0 Civil law--The student will be able to:

- 09.01 Understand the difference between:
  - a. Civil and criminal law
  - b. Case law, Florida Statutes, and Constitutional Law
  - c. Civil law-agent liability for client injury
- 09.02 Know the types of damages; compensatory and punitive.
- 09.03 Know the courts of civil law:
  - a. Federal Court – jurisdiction
  - b. Florida State Court – jurisdiction
  - c. County court
  - d. Circuit court
  - e. Appellate courts
  - f. Florida Supreme Court
- 09.04 Discuss intentional torts:
  - a. Malicious prosecution action
  - b. Six elements necessary in posing a Mal Pro action
  - c. False arrest action and grounds for defense

- 09.05 Understand the concepts of a civil suit; complaint, answer, discovery, summary judgment, trial, motion for new trial, appeal, certification to the Supreme Court of Florida, and final disposition.
- 09.06 Understand conduct to avoid a civil law suit.
- 09.07 Understand privileged information as applied to surety agent and client relationship and as applied to attorney and client relationship.

10.0 Courtroom demeanor and court organization--The student will be able to:

- 10.01 Discuss demeanor regarding:
  - a. Appearance before the court
  - b. Responding to court questions
  - c. Approaching the bench
  - d. Conduct as a witness
  - e. Perjury
  - f. Promptness
- 10.02 Discuss court organization:
  - a. Circuit Court
    - General Jurisdiction (Civil)
    - Juvenile and Family Division
    - Probate
    - Criminal Division
  - b. County Court
    - Civil Division
    - Magistrate Division
    - Crimes Division
    - Branch Court Division/Full Branch Courts/Traffic Branch Courts

11.0 Criminal law--The student will be able to:

- 11.01 Know what constitutes a felony, misdemeanor, traffic offense and infraction.
- 11.02 Know the basic elements of a crime:
  - a. Actus Reus
    - Voluntary acts
    - Acts forbidden by law
    - Negative acts
  - b. Mens Rea
  - c. Se Inter
- 11.03 Understand specific intent relative to knowledge and relative to motive.
- 11.04 Understand liabilities:
  - a. For the crimes of others
    - 18 U.S. Code Sec. 2
    - Chapter 843, F.S. – Obstructing Justice
      - A. Refusing assistance to a prison officer
      - B. Neglect or refusal to aid a peace officer
      - C. Falsely impersonating an officer
      - D. Compounding a felony
  - b. Forgery
- 11.05 Define common law, statutory law and rules and regulations of administrative branches.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Crossover From Correctional Probation Officer Training to Traditional Correctional Officer (BRTP)  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

PSAV	
Program Number	P430142
CIP Number	0743010204
Grade Level	30, 31
Standard Length	256 hours
Teacher Certification	CORR OFF @7 G LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3012
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkinsresources.asp">http://www.fldoe.org/workforce/perkins/perkinsresources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The Criminal Justice Standards and Training Commission has established basic recruit crossover training programs to provide lateral movement of officers between criminal justice disciplines. Within this program, selected sections of the Traditional Correctional Officer Basic Recruit Training Program have been modified to fit the needs of Correctional Probation Officers wanting to become certified Florida Correctional Officers. This program is established for the purpose of providing job-related training to candidates for full-time or part-time correctional officers (SOC 33-3012) that require entry level certification in accordance with Chapter 11B-35, Florida Administrative Code (F.A.C.), and Chapter 943, Florida Statutes (F.S.). **A student enrolling in this program must hold current certification as a correctional probation officer in accordance with Chapters 943, F.S. and 11B-35, F.A.C.**

The content includes, but is not limited to, knowledge of codes of ethics; history and evolution of laws; corrections rules, rights, and responsibilities; basic law and legal procedures; correctional operations; laws, search and seizure; use of force; defensive tactics; physical fitness; weapons skills; controlling and restraining techniques; emergency preparedness techniques; communications skills; and human relations skills.

### Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0277	Correctional Probation Cross-Over to Correctional Legal and Communications	16 hours	33-3012
	CJK0278	Correctional Probation Cross-Over to Correctional Interpersonal Skills 1	35 hours	
	CJK0279	Correctional Probation Cross-Over to Correctional Interpersonal Skills 2	35 hours	
	CJK0480	Emergency Preparedness	26 hours	
	CJK0102	Correctional Operations	64 hours	
	CJK0040	CMS Criminal Justice Firearms	80 hours	

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

## **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located at: <http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx>.

## **Career and Technical Student Organization (CTSO)**

Currently there are no appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are

limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

After successfully completing this program, the student will be able to perform the following:

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Crossover From Correctional Probation Officer Training to  
Traditional Correctional Officer (B RTP)**

**PSAV Number: P430142**

**Course Number: CJK0277**

**Occupational Completion Point: A**

**Correctional Probation Cross-Over to Correctional Legal and Communications –  
16 Hours – SOC Code 33-3012**

- 01.0 Define ethics as the principles of honor, morality, and accepted rules of conduct that govern an individual or group.
- 02.0 Define professionalism as behavior and attitude patterns exhibiting standards and character marked by pride in oneself and one's career, respect for the people served and commitment to the continued development of skills in the pursuit of excellence.
- 03.0 Explain that a high standard of ethical and moral conduct is an essential ingredient in the development of a professional officer on and off duty.
- 04.0 Identify that, according to s. 112.311(5), F.S., no officer or employee of a state agency or of a county, city or other political subdivision of the state shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature, which is in substantial conflict with the proper discharge of his or her duties in the public interest.
- 05.0 Define gratuity as anything of value intended to benefit the giver more than the receiver, given to a person because of position and authority rather than because of individual or personal qualities.
- 06.0 Identify questions that an officer should consider when deciding whether a gratuity is being offered:
  - 06.01 Would this person have given this to me if I were not a correctional officer?
  - 06.02 Does this place me under any obligation?
- 07.0 Explain the importance of ethical conduct in corrections, to include the following:
  - 07.01 to maintain professionalism
  - 07.02 unethical conduct by individual officers is viewed by the public as a reflection of the entire profession
- 08.0 Identify acts that are considered unethical, to include the following:
  - 08.01 dishonesty
  - 08.02 brutality
  - 08.03 prejudice
  - 08.04 offering or accepting gratuities
  - 08.05 swindling
  - 08.06 conversion of inmate's property
  - 08.07 giving false or slanted testimony
  - 08.08 violation of laws and regulations
  - 08.09 violation of civil rights
  - 08.10 discourteous conduct
  - 08.11 willful neglect of duty



- 08.12 divulging confidential information
- 08.13 violation of privileged communication
  
- 09.0 Recite the correctional officer's code of ethics.
  
- 10.0 Review important portions of the American Correctional Association Code of Ethics:
  - 10.01 Relationships with clients/colleagues/other professions/the public:
    - a. members will respect and protect the civil and legal rights of all clients
    - b. members will serve each case with appropriate concern for the client's welfare and with no purpose of personal gain
    - c. relationships with colleagues will be of such character as to promote mutual respect within the profession and improvement of its quality of service
    - d. statements critical of colleagues or agencies will be made only as these are verifiable and constructive in purpose
    - e. members will respect the importance of all elements of the criminal justice system and cultivate a professional cooperation with each
    - f. subject to the client's rights of privacy, members will respect the public's right to know and will share information with the public with openness and candor
    - g. members will respect and protect the right of the public to be safeguarded from criminal activity.
  - 10.02 Professional conduct/practices:
    - a. no member will use his official position to secure privileges or advantages for himself
    - b. no member will act in his official capacity in any matter in which he has personal interest that could in the least degree impair his objectivity
    - c. no member will use his official position to promote any partisan political purposes
    - d. no member will accept any gift or favor of a nature to imply an obligation that is inconsistent with the free and objective exercise of his professional responsibilities
    - e. in any public statement members will clearly distinguish between those that are personal views and those that are statements and positions on behalf of an agency
    - f. each member will be diligent in his responsibility to record and make available for review any and all case information which could contribute to sound decisions affecting a client or the public safety
    - g. each member will report without reservation any corrupt or unethical behavior which could affect either a client or the integrity of the organization
    - h. members will not discriminate against any client, employee or prospective employee on the basis of race, sex, creed or national origin
    - i. each member will maintain the integrity of private information; he will neither seek personal data beyond that needed to perform his responsibilities, nor reveal case information to anyone not having proper professional use for such
    - j. any member who is responsible for agency personnel actions will make all appointments, promotions or dismissals only on the basis of merit and not in furtherance of partisan political interests

## **History of Corrections**

- 11.0 Explain that in ancient times the reaction to crime and criminals was personal revenge.

- 12.0 Explain that as societies became more complex, the individualized response to crime through personal revenge became less and less acceptable.
- 13.0 Explain that in medieval Europe, crime was thought of as acts that threatened the King's authority.
- 14.0 Explain that throughout history, retribution has usually taken the form of punishment.
- 15.0 Explain that the earliest European form of jails was centers for the detention of inmates awaiting trial.
- 16.0 Explain that in 1790, the Pennsylvania State Legislature called for renovation of the prison system, which influenced similar developments in neighboring states.
- 17.0 Explain that the Walnut Street Jail in Pennsylvania is seen as the beginning of the penitentiary system in the United States.
- 18.0 Explain that in 1816, the Auburn Prison was built with the philosophy that crime prevention could be accomplished through fear of punishment and silent confinement.
- 19.0 Explain that in Auburn-like institutions, inmates were marched from place to place, and their time was regulated by bells telling them to wake up, sleep, and work.
  
- 20.0 Explain the distinction, beginning in the 1850s, between jails and prisons, to include the following:
  - 20.01 jails—local facilities to hold inmates before trial and to house some non-dangerous inmates serving short sentences for minor offenses
  - 20.02 prisons—to house convicted felons serving long sentences
  
- 21.0 Explain that the American Prison Association was founded in 1870 with the goal of strong prison reform.

### **Philosophies of Corrections**

- 22.0 Identify four philosophical perspectives on why criminals are punished, to include the following:
  - 22.01 incapacitation
  - 22.02 retribution
  - 22.03 deterrence
  - 22.04 rehabilitation
  
- 23.0 Explain that incapacitation includes the concepts of restraint and deterrence, and can be specific to an individual offender (restraint) or general to society as a whole (deterrence).
- 24.0 Explain that retaliation and retribution imply that persons are accountable for their own acts, and confinement is a way to seek repayment for the debt owed to society for having violated its laws.
- 25.0 Explain that revenge includes the concepts of retaliation and retribution.
- 26.0 Explain that deterrence means that punishment for an act should be so severe that others seeing the punishment will be motivated to avoid the act.
- 27.0 Explain that rehabilitation or reform implies that while in prison inmates undergo change, so that when they are released they will be less likely to commit further crimes.
- 28.0 Explain that a philosophy of rehabilitation or reform is one reason why there are education, counseling, and vocational training programs in prisons.
- 29.0 Explain that reintegration/resocialization starts from the idea that not only the individual offender must change, but change must also occur within the environment he or she will return to, to include the following:
  - 29.01 family
  - 29.02 job

- 29.03 friends and associates
- 29.04 neighborhood

- 30.0 Explain that one of the responsibilities of corrections is to provide inmates with opportunities to change themselves and to provide encouragement for them to change.

### **Inmate Rights and Responsibilities**

- 01.0 Explain that in all criminal prosecutions the accused has the right to
- a) be informed of the nature and cause of accusation(s) against him
  - b) be furnished a copy of the charges
  - c) be allowed to call witnesses
  - d) be able to confront trial adverse witnesses
  - e) be heard in person
  - f) have a speedy trial
- 02.0 Explain that inmates have a right to
- a) freedom from excessive punishments
  - b) legal counsel, including help from other inmates in preparation of writs, petitions and other legal papers
  - c) access to an adequate law library
  - d) freedom of expression
  - e) freedom from unreasonable search and seizure
  - f) freedom to worship and exercise religious beliefs without interference from staff if no danger is posed to security
  - g) exercise and fresh air
  - h) adequate medical treatment
  - i) send and receive mail, including correspondence with the courts
  - j) food that meets minimum nutritional standards
- 03.0 Explain the following regarding visitation:
- a) convicted inmates—privileges are a matter subject to the discretion of correctional officials (*Jones v. North Carolina Prisoners' Union*)
  - b) pretrial detainees—must be allowed reasonable privileges and this right may not be arbitrarily restricted (*Jones v. Diamond*)
- 04.0 Explain that the inmate has the Fifth Amendment right in cases where he can or will be subject to a disciplinary hearing and court action.
- 05.0 Identify excessive punishments, to include the following:
- a) excessive fines
  - b) cruel and unusual punishment
  - c) indefinite imprisonment
- 06.0 Explain that the following situations can be interpreted as cruel and unusual punishment:
- a) gross overcrowding
  - b) inadequate staff
  - c) lack of sanitation
  - d) inappropriate housing assignment
  - e) inadequate programs
- 07.0 Explain that it is the administration's responsibility to define allowable speech/behavior in their rules and regulations, and the inmate is responsible for adhering to them.
- 08.0 Explain that searches shown to be conducted for the purpose of punishment or harassment cannot be justified as reasonable or supportive of a legitimate penal aim.
- 09.0 Identify those faiths currently recognized as religions, to include the following:
- a) Jewish

- b) Muslim
  - c) Catholic
  - d) Protestant
- 10.0 Explain that inmates' rights may be limited to ensure orderly administration of the institution or compelling state interest.

### **Privileged Communication**

- 01.0 Name two basic types of privileged communication, to include the following:
- a) communications resulting from relationships
  - b) communications relating to disclosure of persons who made the communication
- 02.0 List privileged communication resulting from relationships as provided in Chapter 90, Florida Statutes, to include the following:
- c) husband and wife (s. 90.504, F.S.)
  - d) attorney and client (s. 90.502, F.S.)
  - e) clergy and penitent (s. 90.505, F.S.)
  - f) psychotherapist and patient (s. 90.503, F.S.)
  - g) accountant and client (s. 90.5055, F.S.)
  - h) sexual assault counselor and victim (s. 90.5035, F.S.)
  - i) journalistic privilege and source identity (s. 90.5015, F.S.)
- 03.0 Identify methods of ensuring an inmate's right to privileged communications with his legal counsel, to include the following:
- a) visits do not have to conform to normal visiting hours
  - b) visits with legal counsel may be observed but not overheard
  - c) legal correspondence may be opened to inspect for contraband, but must be opened in the presence of the inmate
- 04.0 Explain that the basic reason for privileged communication is to protect relationships or other rights and interests where the protection is considered more important than the need for the evidence.
- 05.0 Describe the provisions of s. 90.507, F.S., as to waiver of right to privileged communications, to include that the person or his predecessor while holder of the privilege
- a) voluntarily discloses or makes the communication when there is not reasonable expectation of privacy; or
  - b) consents to disclosure of any significant part of the matter or communication

### **Correctional Officer Rights and Responsibilities**

- 01.0 State that as a correctional officer the primary responsibility is the supervision, protection, care, treatment, custody, and control of inmates within a correctional institution.
- 02.0 Demonstrate that one of the responsibilities of a correctional officer is to maintain order within the jail or prison.
- 03.0 Identify that a correctional officer may inspect legal correspondence for contraband only and must do so in the presence of the inmate.
- 04.0 Identify that a correctional officer may move an inmate to an isolating status before a hearing if he poses a real danger to self, others, or property.
- 05.0 Explain that a correctional officer is responsible for preparing a written report for disciplinary actions against inmates for rules and regulations violations.

- 06.0 Identify that a correctional officer has a responsibility to conduct inmate searches to control the introduction and movement of contraband, prevent disruption of the institution, and prevent escapes.
- 07.0 Identify that a correctional officer may search visitors with electronic searching devices prior to contact visits.
- 08.0 Explain that a correctional officer may search the cell and seize contraband at any time and should document these searches and any contraband seized.
- 09.0 Explain that a correctional officer may use only that amount of physical force necessary to subdue a violent inmate or to remove an inmate from the general population if there is immediate danger of destruction of life, limb, or property.
- 10.0 Explain that in a jail situation, pretrial inmates should be kept separate from sentenced inmates whenever possible.
- 11.0 Review the correctional officer Bill of Rights as provided in s.112.532, F.S., to include the following:
  - a) correctional officer rights and privileges extend to investigations and interrogations by member of his or her agency
  - b) rights and privileges apply to investigation/interrogation for any reason which could lead to disciplinary action, demotion, or dismissal
  - c) interrogation shall be conducted at a reasonable hour, preferable when the office is on duty.
  - d) interrogation shall take place at the office of the command of the investigating officer or at the office of correctional unit in which the alleged incident occurred
  - e) the correctional officer under investigation shall be informed of the rank, name, and command of the officer in charge of the investigation, the interrogating officer, and all persons present during the interrogation
  - f) all questions directed to the correctional officer under interrogation, shall be asked by one investigator at any one time
  - g) the officer shall be informed of the nature of the investigation prior to any interrogation
  - h) the officer shall be informed of the name of all complainants and be allowed to review the complaint and all statements made by the complainant(s) and witness(es) regardless of form, immediately prior to the investigative review
  - i) interrogation sessions shall be for reasonable periods and shall be timed to allow for such personal necessities and rest periods as are reasonably necessary
  - j) the officer shall not be subject to offensive language or be threatened with transfer, dismissal or disciplinary action
  - k) no promise or reward shall be made as an inducement to answer any questions
  - l) if the officer under interrogation is under arrest or likely to be placed under arrest as a result of the interrogation, he or she shall be completely informed of all his or her rights, prior to commencement of the interrogation
  - m) any officer under investigation may request representation by counsel or any other representative of his or her choice, who shall be present at all times during the interrogation, whenever the interrogation relates to the officers continued fitness for service
  - n) complaint review board shall be comprised of three members
  - o) agencies with more than 100 officers shall have a complaint review board with five members
  - p) the board members shall be officers

- q) audio tape recordings shall be made of formal interrogations
  - r) audio tape recordings shall be made of recess periods
  - s) no unrecorded questions or statements shall be made during formal interrogation of the correctional officer
  - t) upon request, the correctional officer shall be provided a transcript copy within 72 hours, excluding holidays and weekends, following said interrogation
  - u) the correctional officer shall have the right to review their personnel file, during a reasonable time and place under the supervision of the designated records custodian
  - v) the correctional officer may file a written statement in response to items the officer identifies as derogatory in the personnel file.
  - w) copies of items identified as derogatory by the officer in the personnel file shall be made available to the officer
  - x) willful investigation material disclosure by any participant, upon conviction, commits a misdemeanor of the first degree
  - y) every officer shall have the right to bring civil suit against any person, group of persons, organization or corporation, for damages, either pecuniary or otherwise, suffered during performance of the officer's duties or for abridgement of the officer's civil rights arising out of the performance of official duties
  - z) no dismissal, demotion, transfer, or reassignment, or other personnel action which might result in loss of pay or benefits or other punitive action may be taken against the officer unless the officer is notified of the action and the reason(s) for such action prior to the effective date
- 12.0 Review correctional officer's rights/responsibilities when contacted by an offender's attorney.

## **History and Evolution of Laws**

- 01.0 Explain that law begins as a method for the peaceful ordering of society.
- 02.0 List various forms of social control, to include the following:
- a) law
  - b) morality
  - c) religion
- 03.0 Explain that the Code of Hammurabi is important because it is the first known written legal document that represents the idea of natural law.
- 04.0 Explain that law, sin and morality are historically connected when discussing the origins of crime.
- 05.0 Explain that American law originated from English common or case law.
- 06.0 List the different types of law, to include the following:
- a) natural
  - b) criminal
  - c) civil
  - d) common
  - e) case
  - f) statutory
  - g) constitutional
  - h) administrative
- 07.0 Identify the purposes of laws, to include the following:
- a) protect ownership

- b) define the parameters of public and private property
  - c) regulate business
  - d) raise revenue
  - e) provide for redress when agreements are broken
  - f) preserve order
  - g) maintain the status quo
  - h) protect persons and property
- 08.0 Identify basic concepts incorporated into the United States Constitution, to include the following:
- a) all people stand equal before the law, and therefore have certain rights
  - b) the purpose of government is to secure these rights
  - c) government is the agent of the people, not their master

### **Elements of a Crime**

- 01.0 Explain that the basic two elements of criminal liability require proof that
- a) a crime has been committed, and
  - b) the person charged committed the crime
- 02.0 Explain that, generally, to prove that a crime has been committed it must be shown that
- a) an act or omission is specifically prohibited by a criminal statute, and
  - b) the person committing the act or omission at the time did so knowingly or intentionally
- 03.0 Explain that there are variations in the degree of knowledge or intent which are required to be proven for different crimes.

### **Intent**

- 01.0 Define intent as purposely doing that which the law declares to be a crime; proof of this intent will assist the prosecution.
- 02.0 Define mensrea as criminal intent, or a mental state of mind that is required which leads to criminal liability for a particular crime.
- 03.0 Identify categories of intent, to include the following:
- a) criminal negligence/recklessness
  - b) specific intent
  - c) general intent
  - d) transferred intent
- 04.0 Describe causation or the causal relationship between the defendant's act and the resulting harm, to include the following:
- a) defendant's act or omission was the cause of harm
  - b) no legal defense applies to defendant's act or omission
- 05.0 Explain that criminal liability can occur when an act or omission produces results that were not anticipated (e.g., felony murder, culpable negligence).

### **Bribery**

- 01.0 Define bribery as corruptly giving, offering, or promising to any public servant, or, if a public servant, to corruptly request, solicit, accept or agree to accept any pecuniary or other benefit with an intent or purpose to influence the public servant.
- 02.0 Explain that bribery is a felony.
- 03.0 Identify the factors that would be included in the statutory meaning of the word corruptly to include the following:

- a) done with a wrongful intent
  - b) for the purpose of obtaining compensation
  - c) act or omission of a public servant
  - d) inconsistent with proper performance by public duties
- 04.0 Explain that corruption by threat against a public servant is considered a felony.
- 05.0 Explain that a bribe involves unlawful compensation or reward for past, present, or future performance by a public servant.
- 06.0 Describe bribery in athletic contests, as follows:
- a) to give, offer, etc., compensation to anyone connected with an athletic event for the purpose of influencing the outcome of the event
  - b) to request, receive, etc., compensation of a person, actually or purportedly connected with an athletic event with promise to influence the outcome of the event
- 07.0 Explain that commercial bribe receiving and commercial bribery are prohibited by s.s 838.15 and 838.16, F.S., respectively.

### **Legal Defense**

- 01.0 List some legal defenses that may be used by defendants, to include the following:
- a) immunity
  - b) mistake or ignorance of fact
  - c) intoxication
  - d) duress or coercion
  - e) justifiable use of force
  - f) entrapment
  - g) temporary insanity
  - h) mental incompetence
  - i) statute of limitations expired
  - j) self defense

### **Burden of Proof**

- 01.0 Describe "burden of proof" in criminal cases as the duty of proving facts disputed in the trial of a case.
- 02.0 Explain that the burden of proof in criminal cases (i.e., proving the guilt of the accused) rests with the prosecution or State.
- 03.0 Explain various standards of proof, to include the following:
- a) beyond a reasonable doubt (refers to criminal cases)
  - b) with a preponderance of evidence (refers to civil cases)
  - c) clear and convincing evidence (refers to special civil cases, e.g., forfeiture) as referenced in s. 932.704(8), F.S.

### **Court Structure**

- 01.0 Name the levels of courts within the Florida judiciary, to include the following:
- a) supreme court
  - b) district courts of appeal
  - c) circuit courts
  - d) county courts
- 02.0 Identify the principle members of the court, to include the following:
- a) judge
  - b) state attorney



- c) defense attorney
  - d) stenographer/reporter
  - e) clerk
  - f) bailiff or marshal
- 03.0 Explain that information on the Florida court system may be found in Article V of the Florida Constitution.
- 04.0 Describe the elements of the interrelationship between the state attorney's office and law enforcement, to include the following:
- a) assure proper case preparation
  - b) file information
  - c) assist investigation
  - d) assist in obtaining writs
  - e) prosecute suspects
  - f) court
  - g) request and serve subpoena

### **Use of Force**

- 01.0 Name the purposes of the use of force, to include the following:
- a) protection of persons, property
  - b) enforce the law
  - c) maintain order and control of law violators
- 02.0 Explain the basic provisions contained within Chapter 776, F.S., pertaining to use of force, to include the following:
- a) defense of person
  - b) defense of others
  - c) by aggressor
  - d) making an arrest
  - e) resisting or making arrest; prohibition
  - f) deadly force
  - g) prevent escape
  - h) forcible felony
- 03.0 Define each type force that may be used in making an arrest, to include the following:
- a) controlling force—force required to bring a situation and/or subject under control without injury
  - b) injuring force—force which is likely to result in some injury to subject, but not grievous
  - c) deadly force—force which is likely to cause death or great bodily harm
- 04.0 Define reasonable force as it relates to making an arrest as the use of any force which the officer reasonably believes to be necessary to defend himself or another from bodily harm while making the arrest.
- 05.0 Explain that the use of force should be applied only to the degree that it reasonably appears necessary.
- 06.0 Explain the liabilities that are attached to the officer and agency through the use of force:
- a) legal limitations on use of force
  - b) moral limitations on use of force
  - c) civil liabilities
  - d) administrative liabilities
  - e) criminal liabilities
  - f) federal civil rights liabilities
  - g) community response/reaction

- 07.0 Identify factors to consider when assessing the need to use force, to include the following:
  - a) suspect's demeanor and actions
  - b) nature of the crime or incident
  - c) weapons involved
  - d) number of suspects involved
  - e) potential danger to the officer and others
  - f) last resort
- 08.0 Name mental aspects of the use of force, to include the following:
  - a) concept of control
  - b) self-confidence
  - c) concept of pain; applied and received
  - d) emotions, attitudes or prejudices
  - e) mental alertness through concentration
  - f) instinctive reactions
- 09.0 Identify the types of non-deadly force that may be used by an officer, to include the following:
  - a) baton/PR 24
  - b) hands and legs
  - c) restraining devices
  - d) assistance from others
  - e) chemical agents
  - f) electrical devices
- 10.0 List factors an officer must consider when determining whether or not to use deadly force, to include the following:
  - a) type of crime and suspect(s) involved
  - b) threat to the lives of persons
  - c) the environment
  - d) the law
  - e) threatening weapon's capabilities
  - f) the immediacy of the threat
  - g) departmental policy
- 11.0 Describe situations that may affect a decision to use or not to use deadly force, to include the following:
  - a) moving vehicles
  - b) suspect armed and/or aggressive
  - c) appearance versus reality
  - d) congested areas
  - e) actions of other officers
  - f) capability or danger of firearm projectile
- 12.0 Relate the type of force that may be appropriate in various arrests situations, to include the following:
  - a) single, armed suspect
  - b) multiple, unarmed suspects
  - c) submissive suspect
  - d) aggressive unarmed suspect
- 13.0 Explain that s. 776.085, F.S., provides for a legal defense to a civil action for damages filed by a convicted forcible felon.

## **Evidence Concepts**

- 01.0 Define evidence as anything presented in a court of law to prove or disprove the existence of a fact or issue.
- 02.0 Describe the difference between evidence and proof: evidence is information which is allowed in court, while proof is the effect produced by this information.
- 03.0 Identify each of the two major types of evidence, to include the following:
  - a) direct evidence—directly proves a fact, without an inference or presumption, and which in itself, if true, conclusively establishes that fact
  - b) indirect or circumstantial evidence—establishes a fact indirectly, and necessitates an inference or presumption
- 04.0 Identify the three major categories of evidence:
  - a) testimonial—verbal evidence solicited from a witness
  - b) documentary—written or printed evidence offered to prove or disprove a fact (i.e. checks, letters)
  - c) physical/real—material objects such as guns, knives, clothing, etc., from which inferences can be drawn
- 05.0 Define fruits of a crime, instrumentalities of a crime, and contraband as follows:
  - a) fruits of a crime—that which is obtained by the defendant as a result of committing a crime
  - b) instrumentalities of a crime—articles used to commit a crime
  - c) contraband—goods, property, or other thing possessed in violation of the law
- 06.0 Identify three reasons why evidence is offered in court, to include the following:
  - a) to prove a crime
  - b) to support or disprove other evidence
  - c) to determine sentence

### **Evidence Rules**

- 01.0 Identify major reasons for rules of evidence, to include the following:
  - a) protect jurors from being confused or misled
  - b) expedite the trial
- 02.0 List some general reasons for excluding evidence, to include the following:
  - a) reduce violations of Constitutional rights
  - b) avoid undue prejudice to the accused
  - c) prohibit consideration of unreliable evidence
  - d) protect valued interests and relationships
- 03.0 Identify four specific actions that officers must be aware of to ensure admissibility of evidence, to include that
  - a) evidence is relevant to the case
  - b) evidence must be legally obtained
  - c) evidence must be properly preserved
  - d) chain of custody must be preserved
- 04.0 Define hearsay evidence as any statement made out of court by someone other than the person testifying at trial or hearing which offers evidence to prove or disprove the truth of the matter asserted.
- 05.0 Explain that the hearsay rule states that hearsay evidence is inadmissible except as provided by s. 90.803, Florida Statutes.
- 06.0 Define exclusionary rule as the principle that evidence will be rejected by the court if it has been obtained in an illegal manner.

### **Arrest Laws**

- 01.0 Define arrest as legally depriving a person of liberty or freedom to go as one chooses, or taking a person into custody to be held to answer for a crime.
- 02.0 Identify Chapter 901, F.S., as a primary section of Florida law which gives officers the authority to arrest.
- 03.0 Explain that under certain statutory sections and under Florida common law, citizens may have the right to make an arrest.
- 04.0 Name the manners of arrest provided in Chapter 901, F.S., to include the following:
  - a) arrest with a warrant
  - b) arrest without a warrant
- 05.0 Identify the elements of a criminal arrest, to include the following:
  - a) an intent to make an arrest
  - b) real or pretended authority to make an arrest
  - c) seizure or restraint, actual or constructive
  - d) understanding by person being seized that he or she is being arrested
- 06.0 Explain that all arrests must be made upon probable cause.
- 07.0 Explain that case law opinions have held that circumstances surrounding the custody of a subject may convert a detention into an arrest, even when an officer may not have originally intended to make an arrest.
- 08.0 Explain that in situations where a person has been arrested for a misdemeanor or ordinance violation, an arresting officer or booking officer may issue a "notice to appear" to the arrested person (Fla. R. Crim. P. 3.125).
- 09.0 Define notice to appear as a written order issued by a law enforcement officer in lieu of physical arrest, requiring a person accused of violating the law to appear in a designated court or government office at a specified date and time (Fla. R. Crim. P. 3.125 ).
- 10.0 Explain that it is unlawful for a person who has been arrested or lawfully detained by a law enforcement officer to give a false name, or otherwise falsely identify himself or herself in any way, to the law enforcement officer or any county jail personnel. (s.901.36, F.S.)

### **Search and Seizure Concepts**

- 01.0 Define search as an effort to seek out and discover evidence and/or contraband in the possession of another.
- 02.0 Define seizure as the act of taking possession of evidence and/or contraband for a violation of law.
- 03.0 Define contraband as any unauthorized article, or legal articles in excess of the authorized limit.
- 04.0 Explain that the Fourth Amendment prohibition against unreasonable searches and seizures is limited (in a correctional facility) in that reasonableness must be assessed in light of security, order, and rehabilitation needs.
- 05.0 Explain that searches should be performed in a reasonable manner and with discretion.
- 06.0 Explain that no inmate should be strip searched by an employee of the opposite sex except in emergency situations.
- 07.0 Explain that invasive body cavity searches may be conducted only by an employee of the medical staff.

### **Criminal Mischief**

- 01.0 List elements of criminal mischief as outlined in s. 806.13, F.S., to include the following:
  - a) the defendant injured or damaged property
  - b) the property belongs to an identifiable victim

- c) it was done willfully and maliciously
- 02.0 Explain that the injury or damage to property can include the placement of graffiti or the commission of other acts of vandalism.
- 03.0 Explain that according to s. 806.13, F.S., criminal mischief is considered a misdemeanor unless the amount is \$1,000 or more.
- 04.0 Explain that according to s. 806.13, F.S., it is a third degree felony to willfully and maliciously deface, injure or damage a sexually violent predator detention or commitment facility.
- 05.0 Explain that any person who willfully and maliciously damages any place of worship or religious article therein is guilty of a third degree felony if the damage is over \$200 (s. 806.13, F.S.)
- 06.0 Explain that destruction of or damage to a public pay telephone with posted warnings which renders the instrument inoperative, or illegally opening the body of the instrument, is a third degree felony.
- 07.0 Explain that a person with a prior criminal mischief conviction will have any subsequent sentences for convictions of misdemeanor criminal mischief offenses enhanced to a third degree felony (s. 806.13(1)(a), F.S.).
- 08.0 Explain that an officer may make a warrantless arrest when the officer has probable cause that a person has committed an act of criminal mischief or a graffiti related offense.

### **Involuntary Admissions Procedures/ Substance Abuse Services**

- 01.0 Identify the Treatment and Rehabilitation of Drug Dependents Act as that legislation dealing with treatment and services of substance abuse impaired persons, to include the following:
  - a) drugs
  - b) alcohol
  - c) inhalants
- 02.0 Identify that a law enforcement officer may implement protective custody measures when a minor or an adult who appears to meet the involuntary admission criteria is
  - a) brought to the attention of law enforcement; or
  - b) in a public place. (s. 397.677, F.S.)
- 03.0 Explain that a person meets the criteria for involuntary admission if there is a good faith reason to believe the person is substance abuse impaired and, because of such impairment,
  - a) has lost the power of self-control with respect to substance abuse; and either
  - b) has inflicted, or threatened or attempted to inflict, or unless admitted is likely to inflict, physical harm upon himself or another; or
  - c) is in need of substance abuse services and, by reason of substance abuse impairment, his judgment has been so impaired that he is incapable of appreciating his need for such services and of making a rational decision. (s. 397.675, F.S.)
- 04.0 Explain that mere refusal to receive such services does not constitute evidence of lack of judgment with respect to the person's need for such services. (s. 397.675, F.S.)
- 05.0 Explain that a person in circumstances which justify protective custody, may consent to be assisted by a law enforcement officer to his home, to a hospital, or to a licensed detoxification or addictions receiving facility, whichever the officer determines is most appropriate. (s. 397.6771, F.S.)
- 06.0 Explain that if a person in circumstances which justify protective custody fails or refuses to consent to assistance and a law enforcement officer has determined that a hospital or

- a licensed detoxification or addictions receiving facility is the most appropriate place for the person, the officer may, after giving due consideration to the expressed wishes of the person
- a) take the person to a hospital or to a licensed detoxification or addictions receiving facility against the person's will but without using unreasonable force; or
  - b) in the case of an adult, detain the person for his own protection in any municipal or county jail or other appropriate detention facility. (s. 397.6772 (1), F.S.)
- 07.0 Explain that once a person is taken into protective custody, it is the responsibility of the law enforcement officer to notify
- a) the nearest relative of an adult, unless the adult requests that there be no notification; or
  - b) the nearest relative of a minor taken into protective custody. (s. 397.6772(2), F.S.)
- 08.0 Explain that a detention for protective custody is not to be considered an arrest for any purpose and no entry or other record may be made to indicate that the person has been detained or charged with a crime. (s. 397.6772(1)(b), F.S.)
- 09.0 Explain that the officer in charge of the detention facility must notify the nearest appropriate licensed service provider within the first 8 hours after detention that the person has been detained. (s. 397.6772, F.S.)
- 10.0 Explain it is the duty of the detention facility to arrange, as necessary, for transportation of the person to an appropriate licensed service provider with an available bed.
- 11.0 Explain that persons taken into protective custody must be assessed by the attending physician within the 72-hour period and without unnecessary delay to determine the need for further services. (s. 397.6772, F.S.)
- 12.0 Explain that a law enforcement officer acting in good faith may not be held criminally or civilly liable for false imprisonment when taking a person into protective custody for substance abuse impairment. (s. 397.6775, F.S.)

### **Obstruction of Justice**

- 01.0 Define obstruction of justice as actions or lack of actions which impair or prohibit an officer from executing a legal process or duty.
- 02.0 Explain that resisting an officer is considered either a misdemeanor or felony depending on the circumstances as listed in s. 843.01 and .02, and s. 784.07, F.S.
- 03.0 Identify actions that are considered to be obstructing justice under Chapter 843, F.S., to include the following:
- a) resisting an officer with or without violence
  - b) obstruction by disguised person
  - c) refusal to assist officer
  - d) impersonating an officer
  - e) compounding felony
  - f) depriving an officer of means of protection or communication
  - g) injuring police dog or horse
  - h) unlawful use of law enforcement radio frequency
  - i) fleeing or eluding law enforcement officer by boat
  - j) possession of concealed handcuff key
- 04.0 List actions relating to escape of an individual in custody which are considered to be obstructing justice, to include the following:
- a) escape allowed by officer

- b) escape by negligence of officer
  - c) conveying tools into jail
  - d) aiding escape
- 05.0 Explain that it is a felony to use two-way radio communications to facilitate or further the commission of a felony crime.

### **Extortion**

- 01.0 Define extortion as a method of obtaining money or other pecuniary benefit from someone or compelling that person to do any act or refrain from doing any act against his will by threats of ill treatment, libelous accusations or exposure of faults.
- 02.0 List elements and intent of the crime of extortion (actual or threat), to include the following:
- a) can be verbal or written
  - b) accuses another of a crime; or
  - c) injures another person's property or reputation; or
  - d) exposes another's secrets; or
  - e) exposes another to disgrace; or
  - f) causes bodily harm or threatens to commit bodily harm; or
  - g) intends to obtain money or other pecuniary benefit or to compel another to do an act against his or her will or not to do an intended act
- 03.0 Explain that extortion is a second degree felony.

### **Arson**

- 01.0 Define arson per s. 806.01, F.S., as willfully and unlawfully, or while in the commission of any felony, by fire or explosion, damaging or causing to be damaged
- a) any dwelling, structure, or the contents thereof
  - b) any structure or its contents where persons are normally present (i.e., jails, hospitals, etc.)
  - c) any structure known, or believed to be, occupied by a human being
- 02.0 Define fire bomb per s. 806.111, F.S., as a container containing flammable or combustible liquid, or any incendiary chemical mixture or compound, having a wick or similar device capable of being ignited or other means capable of causing ignition; but no device commercially manufactured primarily for the purpose of illumination, heating, or cooking shall be deemed a fire bomb.
- 03.0 Identify that, in the context of arson, the term structure includes the following:
- a) any building of any kind
  - b) any enclosed area with a roof over it
  - c) any real property and appurtenances thereto
  - d) any tent or other portable building
  - e) any vehicle
  - f) any vessel or watercraft
  - g) any aircraft
- 04.0 List actions relative to arson other than those listed above that, according to Florida Statutes, constitute felonies, to include willfully and unlawfully
- a) making false reports about planting a bomb or explosive
  - b) making false reports of bombing or arson against state-owned property
  - c) burning lands
  - d) illegally possessing a fire bomb
  - e) damaging, destroying, removing, etc. any firefighting equipment

- f) interfering with a firefighter in the performance of duty
- 05.0 List the responsibilities of the State Fire Marshal in reference to arson, according to Chapter 633, F.S., to include the following:
  - a) suppression of arson
  - b) investigation of fires (including those within correctional facilities)
- 06.0 Explain that a person who perpetuates any arson can be charged with a felony or misdemeanor if another person is injured as a result of his or her act (s. 806.031, (1)(2)(3), F.S.).
- 07.0 Explain that a person who manufactures, possesses, sells, delivers, displays, uses, attempts to use or threatens to use a weapon of mass destruction or a hoax weapon of mass destruction can be charged with a felony.

### **Assault/Battery**

- 01.0 Define assault as threatening to strike or harm.
- 02.0 Define battery as unlawful touching, beating, wounding or laying hold of another's person or clothing without his or her consent.
- 03.0 Define aggravated assault as an assault made with a deadly weapon without intent to kill or with an intent to commit a felony on the victim. (784.021, F.S.).
- 04.0 Define aggravated battery as battery intentionally or knowingly causing great bodily harm, permanent disability or permanent disfigurement or committed with a deadly weapon (s. 784.045, F.S.).
- 05.0 Explain that the difference between assault and battery is that assault is only the threat of injury; battery is the actual completed act where the threat has been carried out.
- 06.0 Identify situations where acts that might otherwise be ruled battery are lawful for officers, to include the following:
  - a) executing criminals legally convicted and sentenced to death
  - b) using reasonable force in making an arrest or subduing inmate
  - c) preventing offenses or serious injury
  - d) lawfully ejecting a trespasser, if force is used in moderation
- 07.0 Identify the elements of assault/battery on the following statutorily protected individuals, as stated in s. 784.07, F.S., and s. 784.083, F.S., as knowingly committing assault or battery while the protected individual is engaged in the lawful performance of his duties and relate that such an act enhances the crime by one degree:
  - a) law enforcement officer (s. 784.07, F.S.)
  - b) correctional officer (s. 784.07, F.S.)
  - c) correctional probation officer (s. 784.07, F.S.)
  - d) firefighter (s. 784.07, F.S.)
  - e) emergency medical care provider
  - f) traffic accident investigation officer (s. 784.07, F.S.)
  - g) traffic infraction enforcement officer (s. 784.07, F.S.)
  - h) parking enforcement specialist (s. 784.07, F.S.)
  - i) code inspector (s. 784.083, F.S.)
  - j) security officer employed by the board of trustees of a community college (s. 784.07, F.S.)
  - k) public transit employees or agents (s. 784.07, F.S.)
  - l) juvenile probation officer (s. 784.075, F.S.)
- 08.0 Explain that enhanced penalties are provided in s.775.0823, F.S., for violent offenses committed against law enforcement or correctional officers.



- 09.0 Explain that enhanced penalties are provided in s. 775.074, F.S., for violent offenses committed against the staff of a sexually violent predator detention or commitment facility.
- 10.0 Explain that s. 784.078, F.S., was created making it a third degree felony to throw, toss or expel certain fluids or materials on an employee of specified correctional and detention facilities, including state prisons and county, municipal and regional jails.
- 11.0 Any person who knowingly and willfully shines, points, or focuses the beam of a laser lighting device at a law enforcement officer, engaged in the performance of his or her official duties, in such a manner that would cause a reasonable person to believe that a firearm is pointed at him or her commits a noncriminal violation. (s. 784.062, F.S.)

### **Sexual Battery and Sex Crimes**

- 01.0 List examples of sex crimes, to include the following:
  - a) prostitution
  - b) sexual battery
  - c) child molestation
  - d) exhibitionism
  - e) voyeurism
- 02.0 Define the following sex crimes:
  - a) prostitution—the giving or receiving of the body for sexual activity for hire
  - b) sexual battery—the act of having sexual intercourse with a male or female by force and against his or her will
  - c) child molestation—making indecent advances towards children in order to obtain sexual gratification
  - d) exhibitionism—the exposure of sexual organs in a public place
  - e) voyeurism—a person who commits the offense of voyeurism when he or she, with lewd, lascivious, or indecent intent, secretly observes, photographs, films, vidoetapes, or records another person when such other person is located in a dwelling, structure or conveyance and such location provides a reasonable expectation of privacy.
- 03.0 List Florida Statutes that relate to sex crimes, to include the following:
  - a) Chapter 796—prostitution
  - b) Chapter 798—adultery; cohabitation
  - c) Chapter 800—lewdness; indecent exposure
  - d) Chapter 826—bigamy; incest
  - e) Chapter 810—voyeurism
- 04.0 Define sexual battery in accordance with s. 794.011(1)(h), F.S., as oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object (except for a bona fide medical purpose).
- 05.0 Explain that if the victim is under the age of 12 and the offender is 18 or older, the sexual battery is a capital felony; however, the defendant is not subject to the death penalty due to case law decisions.
- 06.0 Explain that if the victim is under the age of 12 and the offender is under the age of 18, the sexual battery is a life felony.
- 07.0 Explain that a person who commits sexual battery upon a person 12 years of age or older, without the person's consent, and the offender uses or threatens to use a deadly weapon or uses actual physical force likely to cause serious physical injury, commits a life felony. (s.794.011(4), F.S.)
- 08.0 Identify elements of sexual battery that constitute a first degree felony, upon a person 12 years of age or older, to include the following:

- a) victim was physically helpless to resist
  - b) victim was coerced to submit by threats of force or violence likely to cause serious injury
  - c) victim was coerced to submit by threats of future retaliation to the victim or other person
  - d) offender, without knowledge or consent of victim, administered victim a narcotic, anesthetic, or intoxicant that mentally or physically incapacitated the victim
  - e) victim is mentally defective and the offender has reason to believe this or has actual knowledge of that fact
  - f) when victim is physically incapacitated
  - g) when offender is a law enforcement officer, correctional officer, or correctional probation officer as defined by s. 943.10, F.S.
- 09.0 List the various types of sexual batteries, to include the following:
- a) forcible
  - b) under 18 years of age
  - c) homosexual
- 10.0 Explain that the element of sexual battery that constitutes a second degree felony on a person 12 years of age or older, without that person's consent, is that the offender does not use physical force and violence likely to cause serious personal injury. (s. 794.011(5), F.S.)
- 11.0 Explain that there are enhanced penalties for a sexual battery which is committed by multiple perpetrators, per s. 794.023, Florida Statutes.
- 12.0 Without regard to the willingness or consent of the victim, which is not a defense to prosecution under s. 794.011(8), F.S., a person who is in a position of familial or custodial authority to a person less than 18 years of age and who:
- a) solicits that person to engage in any act which constitutes sexual battery commits a felony of the third degree
  - b) engages in any act with that person while the person is 12 years of age or older but less than 18 years of age commits a felony of the first degree
  - c) engages in any act with that person while the person is less than 12 years of age or in an attempt to commit sexual battery injures the sexual organs of such person commits a capital or life felony
- 13.0 Explain that the majority of sexual batteries are not reported.
- 14.0 Explain that the age of legal consent, according to Florida Statutes, is 18 years of age.
- 15.0 Explain that reputation evidence relating to a victim's prior sexual conduct or evidence presented for the purpose of showing that the manner of the dress of the victim at the time of the offense incited the sexual battery shall not be admitted into evidence in a presentation. (s. 794.022(3), F.S.)
- 16.0 Explain that it is a felony for a psychotherapist to commit sexual misconduct with a client or former client when the professional relationship was terminated primarily for the purpose of engaging in sexual conduct.
- 17.0 Explain that the victim of a sexual offense has the right to know whether the person charged with the offense has tested positive for HIV infection and that a court can order the person charged to be tested for such infection.
- 18.0 Explain that a person who knowingly has HIV/AIDS and has sexual intercourse with a non-consenting person(s) who are not aware of the HIV infection has committed a first degree felony (s. 384.34(5), s. 384.24(2), F.S.)

## Homicide

- 01.0 Identify the elements of murder as stated in s. 782.04, F.S., as the unlawful killing of a human being when:
- a) there is premeditated design to effect the death of the person killed or any human being; or
  - b) it is committed by a person engaged in or attempting to engage in the following:
    - trafficking in drugs and controlled substances as stated in s. 893.135, F.S.; or
    - arson; or
    - sexual battery; or
    - robbery; or
    - burglary; or
    - kidnapping; or
    - escape; or
    - aggravated child abuse; or
    - aircraft piracy; or
    - unlawful throwing, placing, or discharging of a destructive device or bombs; or
    - carjacking; or
    - home-invasion robbery; or
    - aggravated stalking; or
    - murder of another human being; or
    - resisting an officer with violence to his or her person; or
  - b) results from the unlawful distribution of any substance controlled under s. 893.03 (1), F.S., or cocaine as described in s. 893.03 (2) (a)4, F.S., or opium or any synthetic or natural salt, compound, derivative, or preparation of opium or cocaine by a person 18 or older, and such drug is proven to be the proximate cause of death of the user.
- 02.0 Identify the elements of manslaughter as stated in s. 782.07, F.S. as the killing of a human being by the act, procurement, or culpable negligence of another without lawful justification when such killing is not excusable homicide or murder.
- 03.0 Define justifiable use of deadly force as stated in s. 782.02, F.S., as the use of deadly force when a person is resisting any attempt to murder such person, or to commit any felony upon him/her or upon or in any dwelling house in which such person shall be.
- 04.0 Identify the elements of excusable homicide as stated in s. 782.03, F.S., as killing a person:
- a) by accident or misfortune in doing any lawful act by lawful means with the usual caution, and without any unlawful intent; or
  - b) by accident or misfortune in the heat of passion, upon any sudden and sufficient provocation; or
  - c) upon sudden combat, without using a dangerous weapon, and not done in a cruel or unusual manner
- 05.0 Identify elements of vehicular or vessel homicide as stated in s. 782.071 and 782.072, F.S., to include:
- a) killing of a human being; or
  - b) the killing of a viable fetus by any injury to the mother; or
  - c) the death was caused by a motor vehicle or vessel being operated in a reckless manner likely to cause the death or great bodily harm to another
- 06.0 List the different types of homicide, to include the following:
- a) first degree murder
  - b) second degree murder
  - c) third degree murder
  - d) manslaughter

- e) vehicular homicide
  - f) vessel homicide
- 07.0 Identify elements of a first degree felony murder, to include the following:
- a) victim is dead
  - b) death occurred as a result of and while the defendant engaged in the commission of, or attempted to commit a felony (i.e., arson, sexual battery, robbery, burglary, kidnapping, drug trafficking)
  - c) defendant or co-defendant killed the victim
- 08.0 Identify elements of a second degree felony murder, to include:
- a) victim is dead
  - b) death occurred as a result of and while one of the felonies listed under first degree felony murder was being committed or during the attempt to commit the felony
  - c) victim was killed by someone other than the felon
- 09.0 Identify elements of a third degree felony murder, to include the following:
- a) victim is dead
  - b) death occurred as a result of and while the defendant was engaged in the commission of, or attempting to commit, a felony other than those listed in first degree felony murder
- 10.0 List the different types of manslaughter, to include the following:
- a) voluntary
  - b) involuntary
  - c) culpable negligence
- 11.0 Identify the minimal elements of proof in homicide cases, to include the following:
- a) fact of death
  - b) criminal agency of another person as cause of death
- 12.0 Identify that a person who causes the death through culpable negligence of an officer, as defined in s. 943.10(14), a firefighter, an emergency medical technician, or a paramedic, while the officer or rescue worker is performing duties that are within the course of his or her employment, commits aggravated manslaughter, a first degree felony.

### **Theft/Dealing in Stolen Property**

- 01.0 Define theft as knowingly obtaining, using, or endeavoring to obtain or use property of another with intent to temporarily or permanently deprive the other person, or to appropriate the property for his or another unauthorized person's use.
- 02.0 Explain that theft of any of the following will constitute a felony:
- a) money or property valued at \$300 or more
  - b) a will or other testamentary instrument
  - c) a firearm
  - d) a motor vehicle
  - e) any commercially farmed animal or fishes
  - f) a fire extinguisher
  - g) 2,000 pieces of citrus fruit
  - h) property from a posted construction site
  - i) money or property valued at \$100 or more during a burglary to a dwelling
  - j) any stop sign
  - k) any person who has been convicted of two or more petit thefts in the past
  - l) property, funds or assets from a person 65 years of age or older
- 03.0 Define petit theft as taking an item (money or property) valued at less than \$300.

- 04.0 Define retail theft as taking possession of or carrying away of merchandise, money, or negotiable instruments; altering or removing a label or price tag; transferring merchandise from one container to another of lower price or removal of a shopping cart with intent to deprive the merchant of possession, use, benefit, or full retail value.
- 05.0 Identify the elements of s. 812.022, F.S., pertaining to evidence of theft or dealing in stolen property, to include any of the following:
  - a) defendant presented false identification
  - b) defendant possesses property recently stolen
  - c) merchandise purchased at price substantially below fair market value
  - d) merchandise purchased or sold (by dealer) out of regular course of business
- 06.0 Explain that the charge for dealing in stolen property, according to s. 812.019, F.S., is a second degree felony.
- 07.0 Explain that the charge for initiating, organizing, managing the trafficking of stolen property is a first degree felony, according to s. 812.019, Florida Statutes.

### **Robbery**

- 01.0 Identify the elements of robbery as the taking of money or other property from a person or custody of another by force, violence, assault, or putting in fear.
- 02.0 Explain that all robberies listed under s. 812.13, F.S., are considered felonies.
- 03.0 Explain that the penalty increases for wearing a hood, mask or other device that hides an individual's identity during the commission of a robbery (s. 775.0845, F.S.).
- 04.0 Explain the act of "robbery by sudden snatching" under s. 812.131 F.S., to include the following:
  - a) the taking of money or other property from the victim's person, with intent to permanently or temporarily deprive the victim or the owner of the money or other property, when, in the course of the taking, the victim was or became aware of the taking
  - b) It is not necessary to show that the offender used any amount of force beyond that effort necessary to obtain possession of the money or other property.
  - c) It is not necessary to show that there was any resistance offered by the victim to the offender or that there was injury to the victim.
- 05.0 Explain that an act will be deemed "in the course of committing the robbery" under s. 812.13(3), F.S., if:
  - a) it occurs in an attempt to commit a robbery or in flight after the attempt or commission; or
  - b) it occurs either prior to, contemporaneous with, or subsequent to the taking of the property and if it and the act of taking constitute a continuous series of acts or events.

### **Taking Statements**

- 01.0 Identify incidents when statements should be obtained, such as:
  - a) criminal offenses
  - b) non-criminal incidents
  - c) investigative processes
- 02.0 Identify sources from which information for statements is obtained, such as:
  - a) offenders/suspects
  - b) witnesses
  - c) victims

- d) citizens with information
  - e) criminal justice personnel
- 03.0 Identify the types of information to be obtained for criminal offenses and/or noncriminal incidents, to include if applicable:
- a) offenses or incidents
    - what was seen or heard
      - who
      - what
      - when
      - where
      - why
      - how
    - nature and extent of injuries
    - possible cause of injury
    - seriousness of injury
  - b) description of persons (i.e., suspects)
    - race, sex, age
    - height, weight
    - description of features and hair color type, style
    - description of clothing worn
    - identifying marks or scars
    - identifying speech patterns
    - identifying mannerisms (i.e., twitches, nervous habits)
    - physical disabilities
    - right or left handed
  - c) description of weapon
  - d) description of vehicle, to include:
    - make
    - model
    - style
    - color
    - tag number
    - identifying marks (i.e., dents, bumper stickers, etc.)
  - e) description of property, to include:
    - type of property
    - characteristics (i.e., model, year, serial number)
    - identifying marks or inscriptions
    - estimated value
    - owner's name
- 04.0 Explain the basic procedures to follow when taking statements, to include:
- a) Review elements of case.
  - b) Review all notes and evidence.
  - c) Determine if individual is witness, victim, or suspect.
  - d) Arrange for date, time, place for taking statement.
  - e) Decide on appropriate mode for obtaining statement:
    - written by officer
    - written by person being interviewed or interrogated
    - dictated to a stenographer
    - tape recorded statement
    - videotaped statement
  - f) perform a statement interview.

- g) Arrange for legal counsel for person giving statement, if desired; or parent's presence if a juvenile; or a witness to the taking of a statement, if necessary.
  - h) Review rights with individual (i.e., Miranda, collect signed waiver or administer oath) if required.
  - i) Provide for notary service, if applicable.
  - j) Review statement for completeness.
- 05.0 Demonstrate the ability to take statements in a practical exercise.

### **Reporting Procedures**

- 01.0 Identify reasons for reporting procedures, to include the following:
- a) ensure uniformity of documents
  - b) eliminate errors through consistency
  - c) ensure completeness of reports
  - d) ensure accuracy of reports
  - e) aid in training to make reports
- 02.0 Identify the source of reporting procedures (i.e., the authority requiring the collection of information).
- 03.0 Identify the elements of reporting procedures, to include the following:
- a) a description of what information is to be reported
  - b) circumstances that necessitate the report
  - c) listing of facts that should be reported
  - d) forms that constitute the report
  - e) distribution of completed report—recipients
  - f) follow-up on report, if appropriate
  - g) who is responsible for making the report
- 04.0 Identify where reporting procedures may be found, to include the following:
- a) Florida Statutes
  - b) administrative rules
  - c) department/agency standard operating procedures
  - d) on the form or report

### **Radio Procedures, Equipment and Codes**

- 01.0 List duties of the duty officer/radio communications officer, to include the following:
- a) operate and monitor radio frequencies for dispatching units and receiving messages
  - b) maintain up-to-the-minute status of all units
- 02.0 Explain communications privacy when using a mobile radio system as displaying concern for the public by using appropriate procedures so as to lessen distress and apprehension; e.g., during a search for escaped inmate.
- 03.0 Explain that it is important to establish a good working relationship with the duty officer/radio communications officer.
- 04.0 Identify general radio procedures, to include the following:
- a) plan messages before transmitting
  - b) avoid interrupting other units
  - c) give the receiver of the message time to acknowledge before repeating
  - d) pay attention to transmissions from other units
  - e) acknowledge all calls promptly
  - f) use courtesy
  - g) avoid humor and horseplay

- h) avoid arguments and sarcasm
- i) never use communications systems for illegal or personal purposes
- 05.0 Explain appropriate microphone techniques, to include the following:
  - a) place mouth one to three inches from microphone, speak directly into it
  - b) speak slowly and distinctly
  - c) use evenly modulated tone of voice
  - d) avoid displays of emotion
- 06.0 Identify the primary components of a portable radio, to include the following:
  - a) transceiver
  - b) battery
  - c) remote microphone
  - d) speaker
  - e) push-to-talk switch
- 07.0 Identify the types of radio codes utilized in transmitting radio communications, to include the following:
  - a) standardized 10 signal code
  - b) alpha
  - c) alpha-numeric
  - d) numeric
- 08.0 Demonstrate proper use of portable radio unit.
- 09.0 Demonstrate proper use of base station.
- 10.0 Demonstrate proper preparation of radio messages.
- 11.0 Demonstrate knowledge of radio, to include the following:
  - a) routine maintenance check
  - b) common failures and repair

**Course Number: CJK 0278**

**Occupational Completion Point: A**

**Correctional Probation Cross-Over to Correctional Interpersonal Skills 1 – 35 Hours –  
SOC Code 33-3012**

### **Human Behavior/Human Needs**

- 01.0 Define human behavior in terms of a hierarchy of human needs, to include the following:
  - a) basic needs
    - food
    - clothing
    - shelter
  - c) safety needs
    - security
    - orderliness
    - protective rules
    - risk avoidance
  - d) relationship needs
    - need to belong
    - family
    - friends
    - group membership
  - e) ego-status needs
    - social rewards
    - professional rewards



- e) self-actualization needs
    - personal growth
    - need to be challenged
    - need to be creative
- 02.0 Explain how a need hierarchy influences human behavior, to include the following:
- a) individual motivation
    - can be positive or negative motivation depending on need to be met
    - tension created to meet need is manifested by motivational behavior; behavior is a result of positive or negative motivation
    - the longer the lower order needs are left unmet the more urgent the motivation
  - b) setting priorities
    - lower order needs (i.e., basic safety) are met first
    - higher order needs are not usually met until lower order needs are met
  - c) action taken
    - behavior is directed toward meeting need
    - inability to fulfill a lower order need may result in immature or illegal behavior; normally law-abiding individuals may become driven to seek desperate alternatives, i.e., gambling, loan sharks, organized crime, etc.
- 03.0 Explain how gaining insight into the satisfaction of needs will facilitate an understanding of the behavior of inmates, to include the following:
- a) basic needs
    - of immediate concern to new inmates
    - often display fear/anxiety
    - once met, easier to accept rules, routine, etc.
  - c) safety needs
    - often most important need
    - often exploited by other inmates to coerce new inmate
  - d) belongingness
    - need for socialization
    - often displays loneliness, depression
    - motivation for gangs, ethnic solidarity
    - can be exploited by inmates
    - can lead to social tension
  - d) ego-status
    - need to assert individuality
    - often manifests in aggressive or criminal behavior/rule breaking
  - e) self-actualization
    - difficult to achieve in institution
    - requires support
    - often regarded as eccentricity or non-conformity
- 04.0 Explain how gaining insight into the satisfaction of needs will facilitate an understanding of the behavior of officers, to include the following:
- a) basic needs (usually met)
    - job security
    - money
  - b) safety
    - stress of profession with regard to safety of officers
    - training helps alleviate some fear for personal safety
    - policies, procedures, guidelines provide order, security
  - c) belongingness

- family ties, church, social group
- professional associations
- e) ego-status
  - may be difficult at times to achieve
  - work conditions/perceptions of inmates create tension in meeting this need
  - must recognize importance of maintaining professional confidence in order to do job
  - correctional image not always positive
- f) self-actualization
  - important personal need
  - should strive to improve self through education and training
  - will result in projection of better image of authority
  - will increase productive behavior

### **Juvenile and Youthful Offenders**

- 01.0 Describe unique characteristics of juvenile offenders, to include the following:
- a) may come from broken homes
  - b) may come from low income families
  - c) high degree of irresponsibility
  - d) unpredictable behavior patterns
  - e) rapid changes in behavior and/or performance
  - f) greatly influenced by peer pressure
  - g) attitude is fresh, forward, with no respect for authority
  - h) demand explanations
  - i) often defiant, no realization of seriousness of actions or consequences
  - j) question authority
  - k) high incidence of drug/alcohol involvement
  - l) may be quite manipulative
  - m) need additional education and training
  - n) question disparity of justice system, i.e., many youthful offenders have committed the same crime in the past for which they now have been incarcerated under the adult system
- 02.0 Explain differences between juvenile inmates and adult inmates, such as:
- a) adult inmates more motive-oriented; juvenile inmates more impulsive
  - b) adult inmates moderate behavior; juvenile inmates more reactive
  - c) juvenile inmates more “playful” than adult inmates
  - d) juvenile inmates more difficult to deal with
- 03.0 Explain purposes of juvenile corrections, to include the following:
- a) protect society
  - b) protect juvenile
  - c) carry out dispositional orders of court (return individual to society with more than they came in with)
  - d) plan, develop, and implement necessary correctional programs, services (such as recreation, rehabilitation and religion)
- 04.0 Explain reasons for treating juveniles differently from adults in correctional facilities, which are:
- a) recognize unique physical, psychological, and social characteristics of juveniles
  - b) give juveniles access to opportunities for normal growth and development through training, education, counseling, athletics and religion

- 05.0 Explain the importance of the correctional officer's role with juvenile offenders, to include:
- a) role model (despite seemingly unappreciated attitude on part of inmate, officer's behavior is observed and valued)
  - b) most important influence for behavioral change is correctional officer
- 06.0 Explain the attributes required for performing duties with juvenile inmates, to include:
- a) patience
    - inmates are impatient
    - inmates are compulsive and reactive
  - b) good humor
    - inmates tend to be playful
    - can defuse tense situation; reduce escalation
    - enjoys being around young people
  - c) flexibility
    - willing to try new things
    - inventive
  - d) understanding
    - knows special needs of youth
    - compassionate
  - e) mental alertness
  - f) physical vigor
  - g) professionalism
  - h) self-control
- 07.0 Explain basic procedures to follow when disciplining a juvenile inmate, such as:
- a) recognize that behavior is truly unacceptable rather than a normal behavior for juvenile
  - b) keep incident from escalating
    - juveniles act without thinking of consequences
    - officer should remain calm, in control
  - c) attempt individual counseling as first step, if applicable one-on-one, in private
  - d) attempt, if behavior persists, corrective counseling (not formally processed)
  - e) take formal disciplinary action, if appropriate
    - probation
    - extra duty
    - loss of gain time
    - confinement
- 08.0 Explain special care required when dealing with juvenile inmates, to include the following:
- a) use of force
    - juveniles hostile to authority
    - no concern for consequences
  - b) be aware of potential for suicide
    - third leading cause of death for juveniles and on rise
    - watch for signs of behavior change
    - take all threats seriously
    - do not leave alone
    - secure professional assistance
  - c) protective custody supervision
    - size
    - age
    - handicaps—physical or emotional

## **Mentally Retarded Persons**

- 01.0 Define mental retardation as significantly sub average general intelligence with deficits in the ability to meet standards of personal independence and social responsibility expected of an individual's age, cultural group and community.
- 02.0 Identify that mental retardation represents approximately 3% of the general population.
- 03.0 List possible causes of mental retardation to include:
  - a) genetic abnormalities, such as those present in Down syndrome and X-linked mental retardation
  - b) prenatal injuries, illnesses or lack of care, such as rubella, maternal rubella, or maternal drug abuse
  - c) illnesses such as encephalitis or meningitis
  - d) trauma to the brain due to events such as auto accidents, severe head injuries, near drowning
- 04.0 Identify the characteristics of mental retardation as:
  - a) a distinct disability that lasts a lifetime and can never be cured
  - b) limited communication skills, impaired impulse control, poor memory and slow learning
  - c) limited ability to distinguish between right and wrong and situations beyond a person's control
  - d) a lack of abstract reasoning sufficient to form intent.
- 05.0 Identify symptoms of mental retardation that may be exhibited in an institution, such as:
  - a) inability to learn from observation
  - b) confusion in a new situation
  - c) inability to understand and follow instructions
- 06.0 Identify facts to consider when dealing with persons who are mentally retarded, to include the following:
  - a) persons who are mentally retarded are not usually more violent than the general population
  - b) persons who are mentally retarded should be asked only questions that can be easily understood and not have literal interpretations which alter the meaning of the question; e.g., "waive" misunderstood for "wave"
  - c) people with mental retardation may need additional time to respond to questions
  - d) people with mental retardation should be given clear, simple instructions
  - e) generally, people with mental retardation do not have abnormal physical characteristics and may not immediately demonstrate characteristics of mental retardation
  - f) individuals with mental retardation may be unable to remember instructions or rules
  - g) an individual who is mentally retarded may be coerced by other inmates to break rules
  - h) an inmate who appears to be mentally retarded should be referred to counseling and special education programs
  - i) people with mental retardation are the most likely victims of sexual attacks and abuse in jail or prison; they are easily manipulated and have a strong desire to please.

## **Physically Handicapped Persons**

- 01.0 Identify that indications of hearing impairment may be discerned by:
  - a) an inappropriate response from the individual
  - b) the individual asking the officer to repeat himself/herself
  - c) the individual pointing to his/her ears
- 02.0 List procedures to follow when encountering a deaf individual:
  - a) Always face the deaf person when speaking.
  - b) Identify use of auxiliary means of communication, to include the following:
    - sign language
    - lip reading
    - writing
- 03.0 Identify that lip reading is the least reliable method of communication; only about 30% of what is said can be lip read.
- 04.0 Name the rights of a deaf person:
  - a) right to a professional interpreter (s. 90.6063, F.S., s. 901.245, F.S.)
  - b) right to make a phone call using telecommunication device for the deaf
- 05.0 Identify handicaps of the visually impaired/blind, to include the following:
  - a) mobility
  - b) negative public attitude
- 06.0 Explain that it is always important to identify yourself because, contrary to popular belief, blind people do not always recognize your voice.
- 07.0 Explain that it is important for the visually-impaired to gain knowledge of his/her surroundings.
- 08.0 Identify ways in which an officer may assist the mobility of a visually-impaired individual, to include the following:
  - a) asking the person to take your arm
  - b) not grabbing the person
  - c) never pushing the person ahead
- 09.0 Identify architectural barriers faced by those with mobility impairments, to include the following:
  - a) stairways
  - b) doors too narrow for wheelchairs
  - c) curbs
- 10.0 Explain that most persons who are mobility-impaired have accepted and adapted to their disability.
- 11.0 Explain that taking away assistive devices can leave the person totally immobile and, therefore, dependent on the officer for such things as movement or personal hygiene; however, there have been incidents of canes, crutches, and prostheses being used as weapons or for contraband transport.
- 12.0 Describe that an officer should learn which individuals have special problems, and the nature and special needs of these individuals.
- 13.0 Identify that there is a coordinator within the Department of Corrections who can assist with appropriate placement and arrangements for physically handicapped inmates.

### **Orientation to Crisis Intervention Techniques**

- 01.0 Define crisis as a crucial or decisive point or situation; an unstable state usually with an impending abrupt or decisive change.
- 02.0 Identify four major types of crises, to include the following:
  - a) economic
  - b) personal/social
  - c) psychological

- d) physical
- 03.0 Identify crises common in correctional facilities, such as:
- a) reaction to arrest/imprisonment
  - b) loss of loved one
  - c) divorce/family problems due to imprisonment; inmate inability to act on situation
  - d) conflicts between inmates
  - e) mental/emotional problems
  - f) drug/alcohol problems
  - g) suicide attempt
  - h) assault by another inmate—physical and/or verbal
  - i) self-injury
  - j) a significant disciplinary infraction
  - k) recommended transfer that is perceived to be adverse
  - l) significant conflicts with others that would endanger the safety and welfare of the institution
- 04.0 Identify factors which can cause a crisis, to include the following:
- a) stress and emotional strain
  - b) normal coping mechanism fails
  - c) unable to resolve problem(s)
  - d) staff
    - intimidation (threats)
    - goading
    - belittling statements
    - inappropriate physical contact and gestures
    - inappropriate intervention
    - inappropriate verbal comments/responses
- 05.0 Identify the common stages of a crisis, to include the following:
- a) pre-symptomatic level—stage in which there are few observable symptoms even though the crisis producing dynamics are present
  - b) symptomatic level—stage in which symptoms of a developing crisis begin to appear, though the person is still able to function effectively in most situations
  - c) crucial level—stage in which the stress level has reached such proportions that the person is no longer able to function effectively
  - d) acute level—stage in which the person has mostly lost control
- 06.0 Identify common phases of an emotional response to a crisis, to include the following:
- a) high anxiety
  - b) denial
  - c) anger
  - d) remorse
  - e) withdrawal
  - f) grief
  - g) reconciliation
- 07.0 Define crisis intervention as the action of coming into a situation that has reached a critical phase in order to modify and defuse the situation.
- 08.0 Identify the goals of crisis intervention, to include the following:
- h) shield the crisis victim from any additional stress
  - i) assist the victim in organizing and mobilizing resources
  - d) return the victim to a pre-crisis level of functioning as much as possible
- 09.0 Identify the steps of crisis intervention:
- a) assessment

- b) decision point
  - c) referral
- 10.0 Identify selected procedures for handling crisis situations in a correctional setting, such as
- a) observe closely to detect any signs of early stages of crisis
  - b) anticipate possibility of crisis when stressful events happen in the life of an inmate
  - c) discuss observations and concerns with inmate, if possible
  - d) display understanding, respect, and objectivity
  - e) ask inmate for suggestions to resolve crisis
  - f) refer inmate to resources inside or outside facility for assistance as needed; work through appropriate channels
  - g) always allow the inmate to save face
  - h) use calming techniques to defuse a volatile situation
  - i) use force only to the degree necessary to gain control of the situation
  - j) deal with all individual crises; individual crises left unattended can become institutional crises
- 11.0 Identify specific calming techniques useful in crisis situations or disputes within correctional facilities, to include the following:
- a) model appropriate behavior
  - b) speak with calm, confident voice
  - c) break visual contact between disputants
  - d) respect every individual's personal space—be aware of results of touching and verbalization of key words
  - e) verbally defuse the situation
  - f) try to get the individual(s) involved to sit down
  - g) treat the situation professionally; do not make light of the problem(s)
  - h) do not make promises that cannot be kept
- 12.0 Explain that an aggressive approach by officers to resolve crisis situations or disputes can result in negative responses and situations.
- 13.0 Identify that force may be necessary to handle crisis situations in corrections.
- 14.0 Identify behaviors that may result in high arousal, to include the following:
- a) physical contact between disputants
  - b) profane or insulting language
  - c) interruption of one disputant by another
- 15.0 Identify questions that would be helpful in assessing a crisis situation, such as:
- a) Is the crisis related to a specific event or chronic problem?
  - b) Is the crisis situation mild, moderate, or severe?
  - c) Is the crisis interpersonal, intrapersonal, or situational?
  - d) Does the person need additional help from other sources?
  - e) What resources are practical and available?
- 16.0 List the departments/agencies to which a correctional officer may refer an inmate undergoing crisis, to include the following:
- a) medical department
  - b) psychologist/psychiatrist
  - c) counselor
  - d) alcohol or drug abuse programs
  - e) chaplain/clergy
  - f) mental health facility
  - g) financial department
  - h) legal options—grievance procedures, court remedies

17.0 Demonstrate ability to intervene in a crisis situation of a sexually abused inmate.

### **Stress Recognition and Reduction**

01.0 Define fight-or-flight response as the body's preparation when threatened to either stand and fight or run away.

02.0 Define stress as the body's nonspecific response to any demand placed upon it.

03.0 Define stressors as factors with the potential to cause stress.

04.0 Identify four categories of potential stressors and examples of each, to include:

- a) environmental (noise level, temperature, lighting, etc.)
- b) personal (divorce, vacation, concern for future, etc.)
- c) work-related (change in policy, poor supervision, etc.)
- d) self-induced (perception of situations or events, etc.)

05.0 Identify work-related stressors which may impact officers, to include the following:

#### External to the organization

- a) leniency of criminal justice system with offenders
- b) negative or distorted media presentations
- c) unfavorable attitudes of community members
- d) ineffectiveness of rehabilitation programs
- e) adverse local government or administrative body decisions impacting on salary or funding
- f) too few and generally lacking community resources
- g) political interference

#### Internal to the organization

- h) poor training
- i) poor supervision
- j) poor equipment
- k) poor pay and/or fringe benefits
- l) inadequate career development opportunities
- m) poor reward or reinforcement system for work well done
- n) offensive departmental policies
- o) shift work
- p) inadequate staffing and/or manpower allocation
- q) poor management
- r) poor or lack of leadership
- s) internal politics
- t) corruption
- u) perceived or actual unequal treatment and/or discipline

#### Inherent in criminal justice work

- v) role conflict (punishment vs. rehabilitation)
- w) fear and danger
- x) boredom contrasted with need to be constantly alert
- y) responsibility for other people's safety and welfare
- z) need to present authority image at all times

#### Confronting the individual officer

- aa) worry about one's competency
- bb) personal trauma of handling situations involving injury or death; post-crisis trauma
- cc) marital or family difficulties
- dd) necessity to conform
- ee) problems involving social status in the community



- ff) need to take a second job to meet financial burdens
  - gg) need to continue education to aid in professional advancement
- 06.0 Describe Selye's three stages of stress reactions (General Adaptation Syndrome), to include:
- a) alarm reaction stage
    - human organism is totally aroused
    - all resources are focused for fight or flight
  - b) resistance stage
    - human body attempts to adjust to the continued stressor and repair damage or bring the effects of the stressor within tolerable limits
  - c) exhaustion stage
    - body defenses give way and the body no longer adjusts to the stressor
    - the effects of stress become dominant in the individual
- 07.0 Explain the difference between eustress and distress, to include:
- a) eustress—any stress associated with pleasant experiences or positive emotions
  - b) distress—any stress reaction resulting from unpleasant or harmful events or consequences
- 08.0 Explain the difference between episodic and chronic stressors, to include:
- a) episodic stressors—specific changes, disruptions, or events that directly cause the stress reaction
  - b) chronic stressors—long-term or persistent conditions or situations that indirectly cause the stress reaction
- 09.0 Identify immediate and long-term stress responses related to personality, health, job performance, and home life, to include the following:
- a) immediate stress responses
    - personality
      - temporary increases in
      - anxiety
      - tension
      - irritability
      - feeling “uptight”
    - health
      - temporary increases in
      - smoking rate
      - headaches
      - heart rate
      - blood pressure
      - cholesterol level
      - eating
      - drinking
    - job performance
      - job tension
      - “flying off the handle”
      - erratic work habits
      - temporary decrease in productivity
    - home life
      - spats with spouse
      - periodic withdrawal
      - anger displaced to spouse and children
      - increased extra-marital activity

- b) long-term stress responses
  - personality
    - psychosis
    - chronic depression
    - alienation
    - general malaise
    - low self-esteem
    - low self-actualization
    - suicide
  - health
    - chronic disease states
    - ulcers
    - high blood pressure
    - coronary heart disease
    - asthmatic attacks
    - diabetes
    - alcoholism
  - job performance
    - decreased productivity
    - increased error rate
    - job dissatisfaction
    - accidents
    - withdrawal
    - serious errors in judgment
    - slower reaction time
  - home life
    - divorce
    - poor relations with others
    - social isolation
    - loss of friends

10.0 Identify the most common warning signs of stress in an officer, to include the following:

- a) sudden changes in behavior (opposite to usual behavior)
- b) more gradual change in behavior pointing to deterioration of the officer
- c) erratic work habits
- d) increased sick time due to minor problems
- e) inability to maintain a train of thought
- f) excessive worrying
- g) grandiose behavior
- h) excessive use of alcohol and/or drugs
- i) fatigue
- j) peer complaints
- k) excessive offender/inmate complaints
- l) consistency in complaint pattern
- m) sexual promiscuity/dysfunction
- n) excessive accidents and/or injuries
- o) manipulation of fellow officers, offenders, supervisors, and citizens
- p) sleeping and eating disorders

11.0 Identify impact of high officer stress levels on organizations, to include the following:

- a) increased officer sick time and/or absenteeism
- b) high turnover
- c) increased number of lawsuits

- d) increased cost of liability insurance
  - e) increased worker compensation costs
  - f) increased amount of complaints
- 12.0 Identify the effects of stress upon officers in confrontational situations, to include the following:
- a) situational stressor
    - a competitive environment
    - real or imagined threat
    - an ambiguous/unknown situation
  - b) physical response
    - increased perspiration
    - feeling of unsteadiness
    - increased muscle tension
    - stomach problems
    - increased heart rate
  - c) psychological response
    - narrowing of attention
    - inner-directed attention
    - mental rigidity
    - loss of control
    - feeling of confusion
  - d) performance consequences
    - physical:
      - impairment of timing and fine motor coordination (jerky/clumsy movements)
      - increased neck and shoulder muscle tensions
    - attentional:
      - missing task-relevant cues
      - feeling of being rushed/confused
      - internal preoccupation causes distractions by task-irrelevant cues
    - mental:
      - decisional deficits cause inflexible/indecisive thinking and/or impulsiveness
- 13.0 Describe officer stress reduction methods, to include the following:
- a) physical exercise
    - organized sports
    - aerobic exercise (running, swimming, bicycling, etc.)
    - martial arts
  - b) proper diet
    - nutritious foods
    - vitamin and mineral supplements
    - avoidance of excessive amounts of fat, sugar, caffeine, and alcohol
  - c) sleep
    - 7-8 hours average
    - drugs/alcohol interfere with sleep
    - exercise, relaxation, certain dietary factors promote sleep
  - d) formal relaxation/self awareness
    - deep breathing
    - biofeedback
    - progressive muscle relaxation
    - meditation

- time out
  - imagery
  - self-hypnosis
  - e) improved mental health
    - positive thinking
    - reasonable, rational thinking
    - assertiveness
    - goal setting/time management
    - support groups
    - effective communication
    - professional counseling
    - relaxation (vacations, positive escape activities, hobbies, and outside interests)
- 14.0 Identify personal stressors in the environmental, personal, work-related, and self-induced categories.
- 15.0 Assess personal level of stress using a life change or other stress assessment inventory and personality type through a personality profile.

### **Suicide Prevention and Intervention**

- 01.0 List common facts and myths about suicide, to include the following:
- a) Myth: Very few people ever think about suicide.  
Fact: Thinking is different from doing. Many people do consider suicide at some point in their lives, although they never attempt it.
  - b) Myth: People who talk about suicide don't kill themselves.  
Fact: Eight out of ten people who commit suicide tell someone that they're thinking about hurting themselves before they actually do it.
  - c) Myth: Only certain types of people commit suicide.  
Fact: All types of people commit suicide: male and female, young and old, rich and poor, country people and city people. It happens in every racial, ethnic, and religious group.
  - d) Myth: Suicide among youth is decreasing.  
Fact: The suicide rate for young people has tripled in the last ten years.
  - e) Myth: Most people who kill themselves really want to die.  
Fact: Most people who kill themselves are confused about whether or not they want to die. Suicide is often intended as a cry for help.
  - f) Myth: When a person talks about suicide, you should change the subject and try to get his or her mind off it.  
Fact: Take them seriously and listen carefully to what they are saying.
- 02.0 Analyze general facts about suicide, to include:
- a) 70% - 80% of suicides are associated with depression
  - b) three times as many men commit suicide as do women, but women attempt suicide far more often than men
  - c) suicide is the third leading cause of death for teenagers aged 15-19
  - d) studies show that only about 5% of persons attempting or committing suicide are intent on dying

- e) alcohol and drug use increases the possibility of suicidal behavior
  - f) many suicides—especially among young people—are a result of impulsiveness
  - g) 75% of suicide victims make their distress known either directly or indirectly prior to attempt
  - h) the risk of suicide is very high among persons who threaten suicide if no intervention is provided
- 03.0 Identify factors relating to suicidal behavior in a correctional environment, to include:
- a) There is a higher incidence of suicidal behavior in correctional facilities than in any other setting.
  - b) Mentally disturbed persons often end up in jail since institutional mental health care has been de-emphasized.
  - c) Inmate populations are generally made up of a high proportion of persons at suicide risk:
    - alcoholics
    - sex offenders
    - drug addicts
    - persons with character disorders
  - d) People are more likely to end up in jail in a crisis time of life than at any other time.
  - e) The correctional environment is conducive to suicidal behavior:
    - is authoritarian (inmate has no control over future)
    - isolates inmate from family, friends, and community
    - causes shame of being incarcerated
    - dehumanizes inmates
  - f) One suicide in a correctional facility is often followed by a rash of suicides or attempted suicides; juveniles particularly affected.
- 04.0 Identify profile of suicides in jails and correctional institutions, to include the following:
- a) Over half the suicides occur within 12 hours after incarceration.
  - b) More suicides occur during the hours of darkness.
  - c) Suicide attempts occur more often during the afternoon/evening.
  - d) Young people (ages 17-26) represent the highest incidence of suicide, particularly juveniles within adult institutions.
- 05.0 Describe the differences between attemptors and completors of suicide in a jail or correctional institution, to include the following:
- a) attemptors
    - use less lethal method
    - make attempt between 3 p.m. - 10 p.m.
    - want to change situation; call for help
  - b) completors
    - use lethal method (88% by hanging)
    - commit act between midnight - 7 a.m.
    - have a desire to die and end situation
- 06.0 Identify factors which can signal suicide risk, to include the following:
- a) history of mental illness
  - b) previous suicide attempt(s)
  - c) suicide of family member or significant other
  - d) recent loss of a loved one or status
    - job
    - position of esteem
    - money

- e) poor marital or family relationships
  - f) history of drug or alcohol abuse
  - g) in jail for the first time on a serious charge
  - h) in jail for killing a loved one or relative
  - i) inmate speaks little or no English
- 07.0 Identify types of inmates who may be at greater risk for suicide, to include the following:
- a) seriously depressed
  - b) facing a crisis situation
  - c) manipulative or impulsive
- 08.0 Identify symptoms which can signal suicidal risk or intention, to include the following:
- a) depression
  - b) sudden mood changes
  - c) references to death (direct and indirect)
  - d) self-destructive behavior
  - e) questions about death (burial costs, wills, etc.)
  - f) agitation
  - g) overt psychoses
  - h) loss of interest in activities or relationships previously enjoyed
    - marked reduction in recreation or exercise activities
    - refusal to receive visitors
  - i) giving away possessions
  - j) violent and aggressive behavior
- 09.0 Describe physical warning signs of depression, to include the following:
- a) sleep difficulties
  - b) depressed physical appearance
  - c) slumping
  - d) weight loss or loss of appetite
  - e) tiredness and fatigue
  - f) general loss of energy
  - g) sitting in fetal position
- 10.0 Describe behavioral warning signs of depression, to include the following:
- e) frequent crying for no apparent reason
  - f) slow thinking and speaking
  - g) apathy and despondence
  - h) sudden social withdrawal
  - i) feelings of helplessness and hopelessness
  - j) loss of touch with reality
  - k) suicidal gestures
- 11.0 Describe events or situations which can trigger a crisis situation, to include the following:
- a) spouse files for divorce
  - b) parole denial
  - c) death in family or of loved one
  - d) sexual assault
  - e) reality of confinement sinks in
- 12.0 Identify times when inmates are more likely to receive news which can trigger a crisis situation, to include the following:
- a) visitation
  - c) mail call
  - d) telephone calls
  - e) court visits
  - f) parole hearings

- 13.0 Describe factors which support suicide prevention in a correctional setting, to include the following:
- a) thorough intake screening to gather suicide risk information
  - b) correctional officer knowledge of inmate history and current situation
  - c) correctional officer sensitivity to special circumstances which are likely to trigger crisis situations
  - d) correctional officer alertness to signs of serious depression
- 14.0 Describe operational elements of suicide prevention, to include the following:
- a) House suicidal inmates where they are constantly visible, if possible.
  - b) Increase frequency of cell checks to intervals specified by local policy.
  - c) Remove clothing if situation and policy so dictate.
  - d) Remove harmful items (razor blades, belts, matches, pens, pencils, mirrors, glasses, any sharp items).
  - e) Place inmate alone in a cell if violent or dangerous while awaiting medical attention.
  - f) Place inmate with other inmates to provide for social contact.
  - g) Anticipate potential suicidal weapons and opportunities that may exist.
  - h) Establish and maintain good rapport with inmates.
  - i) Have other inmates notify officer if an inmate threatens or attempts suicide.
  - j) Conduct rounds/patrol at unscheduled times and without established pattern.
  - k) Maintain communication with other shifts and personnel.
  - l) Refer potentially suicidal inmates to the counseling staff.
  - m) Report all suicide threats and/or attempts, whether real or fake, to supervisor and counseling staff.
- 15.0 Describe procedures to take when an inmate is threatening to attempt suicide, to include the following:
- a) Do not rush in and attempt a rescue.
  - b) Call for help and secure area immediately.
  - c) Start a non-threatening conversation with the inmate.
  - d) Listen to the inmate and try to get him to talk about problem.
  - e) Assure the inmate he has control over immediate situation.
  - f) Respond to and reflect back what the inmate says.
  - g) Do not judge, belittle, or make fun of the inmate.
- 16.0 Describe procedures to take when an inmate has attempted suicide, to include the following:
- a) Alert supervisor and medical staff immediately.
  - b) Presume victim to be alive until pronounced dead by a medical authority.
  - c) Administer first aid as appropriate until medical help arrives (if inmate has attempted hanging, administer artificial respiration).
  - d) Prepare complete report as soon as possible following the incident.
- 17.0 Describe the correctional officer's role in preventing inmate suicide, to include the following:
- a) identification and response (referral) to inmate suicidal behavior
  - b) is not responsible for the inmate's decision to take his own life
  - c) is responsible for taking reasonable measures to protect the inmate from acting on that decision
  - d) legal consequences of failure to act
- 18.0 Describe the correctional officer's defense in case of suicide, to include the following:
- a) acting in "good faith"
  - b) keeping good records
  - c) using common sense

- 19.0 Assess the degree of risk for potential suicide victims as described or portrayed in situational examples. The suicide risk potential in each situation will be assessed as low, moderate, or high considering these factors:
- a) existence of environmental factors which signal suicide risk
  - b) existence of a crisis situation inherently conducive to suicidal thoughts and feelings
  - c) existence of depression warning signs
  - d) existence of physical symptoms which signal suicide risk or intention

**Course Number: CJK0279**

**Occupational Completion Point: A**

**Correctional Probation Cross-Over to Correctional Interpersonal Skills 2 – 35 Hours – SOC Code 33-3012**

### **Human Adjustment to Imprisonment**

- 01.0 Explain that prison society is characterized by forced equality.
- 02.0 List the greatest pressures inmate in prison faces, to include the following:
- a) mistreatment by other inmates made possible by inadequate control within the prison
  - b) inappropriate behavior of correctional officers toward inmates
    - insensitivity toward inmate problems
    - failure to enforce rules and regulations
    - failure to be firm and fair
    - complacency; poor job performance
  - c) environmental conditions
  - d) stigma of being sent to prison: shame, guilt, fear
- 03.0 List deprivations that cause problems for individuals being imprisoned, to include the following:
- a) goods and services
  - b) heterosexual relationships
  - c) autonomy
  - d) relative freedom from rules
  - e) security by being forced into association with vicious and unpredictable fellow inmates
  - f) ability to make free choices
- 04.0 Identify attributes that psychological and material deprivations jeopardize, to include the following:
- a) self-esteem
  - b) personal defense systems and social adaptation
  - c) life goals
  - d) heterosexuality
  - e) emotional security
- 05.0 Identify factors that affect an individual's ability to adjust to imprisonment, to include the following:
- a) social class
  - b) age
  - c) criminal career
- 06.0 State that some inmates adjust to the deprivation of goods and services in prison by running a "store."



- 07.0 State that some inmates adjust to the deprivation of heterosexual relationships in prison by engaging in homosexual activities.
- 08.0 Identify defense mechanisms inmates may utilize when adjusting to imprisonment, to include the following:
  - a) denial of reality
  - b) fantasy; escapism
  - c) repression
  - d) rationalization
  - e) emotional insulation
  - f) intellectualization
  - g) regression
  - h) compensation
  - i) displacement
  - j) gang membership
  - k) religion or cults

### **Inmate Societies**

- 01.0 List generalized characteristics of inmate population, to include the following:
  - a) young, unmarried males
  - b) may be products of broken homes
  - c) frequent products of society's lower social and economic levels
  - d) poorly educated, unskilled with unstable work records
  - e) low self-esteem
- 02.0 List the broad categories of inmates within a prison, to include the following:
  - a) anti-social
  - b) mentally ill
  - c) racial/ethnic minority
  - d) gang members
  - e) homosexuals
  - f) youthful offenders
  - g) older offenders
  - h) long term
  - i) career criminals
  - j) politically dissident
  - k) sex offenders
  - l) infamous inmates; those who have committed publicized crimes
  - m) religious groups
- 03.0 State that the main purpose of inmate social system is to provide status for inmates.
- 04.0 List what inmate social system is based upon, to include the following:
  - a) loyalty
  - b) inmate solidarity
  - c) affection
  - d) respect
  - e) social cohesion
- 05.0 Name functions of inmate social system, to include the following:
  - a) solves the problem of personal security and fear of further isolation
  - b) redefines the meaning of "material possessions"
  - c) helps inmate recapture his "male" role (ability to take it and hand it out)
- 06.0 List slang terms that identifies positions within inmate group, to include the following:
  - a) rats

- b) center men
  - c) gorillas
  - d) merchants (peddlers)
  - e) wolves
  - f) punks
  - g) fags
  - h) ball busters
  - i) toughs
  - j) hipsters
- 07.0 Define gang as a group of persons gathered together for some antisocial or criminal purpose.
- 08.0 Identify concerns of the facility with regard to prison gangs, to include the following:
- a) transfer of control from prison authorities to a small group of inmates
  - b) increase of narcotics and other illegal contra-band within a prison
  - c) protection rackets
  - d) petty thievery, gambling and loan sharking to control other goods and services
  - e) homosexual prostitution
  - f) cults or fanatical groups whose purposes are other than providing goods and services
- 09.0 Describe forms of control within inmate societies, to include the following:
- a) segregation
  - b) incentives
  - c) illegitimate opportunities
  - d) threats or actual physical violence
- 10.0 List elements of the "inmate code," to include the following:
- a) loyalty to other inmates within the group
  - b) inmates are not to snitch
  - c) inmates are not to lose their heads
  - d) inmates should not take advantage of each other by means of force, fraud or chicanery
  - e) inmates are admonished to "be tough, be a man"; do not weaken
  - f) inmates are expected to be sharp and not be suckers

### **Criminal Types and Careers**

- 01.0 State that a career criminal is normally a property offender.
- 02.0 List characteristics of a "professional thief," to include the following:
- a) involved in confidence games, shoplifting, pocket-picking
  - b) frequent contacts with underworld
  - c) seldom in prison because of cleverness in avoiding arrest
- 03.0 List characteristics of a professional "heavy" criminal, to include the following:
- a) highly skilled and full-time
  - b) involved in armed robbery, burglary and other direct assaults on property
  - c) team or mob operations
  - d) satisfied with lifestyle
- 04.0 Name characteristics of the semiprofessional property criminal, to include the following:
- a) limited criminal skills
  - b) involved in robberies, holdups, burglaries, larcenies
  - c) view themselves as victims of a corrupt society
- 05.0 List characteristics of the property offender ("one-time loser"), to include the following:

- a) unskilled loner without a previous record
  - b) commits one serious property crime
  - c) often arrested and placed on probation
- 06.0 List characteristics of the “naive check forger,” to include the following:
- a) no previous record
  - b) unsophisticated recidivistic check passer
  - c) attempts to rationalize away offenses as minor infractions
- 07.0 State that white collar criminals include persons within business and corporate organizations who violate state and federal regulatory statutes.
- 08.0 State that a professional fringe violator is a person who is a member of a legitimate profession who utilizes professional skills in the commission of crimes
- 09.0 Define “embezzler” as an individual who steals money from an employer, usually through the alteration of business records.
- 10.0 State that there are differences between the crimes of violence and nonviolent sex offenders.
- 11.0 List various types of recidivist criminals, to include the following:
- a) the inadequate, dependent repeater involved in vagrancy, petit larceny, disorderly conduct, etc.
  - b) the asocial or sub cultural repeater (moonshiners, prostitutes, pimps, gamblers, etc.)
  - c) the compulsive recidivist who repeats the same crime over and over
  - d) the impulsive recidivist who may repeat a variety of crimes over and over
- 12.0 Identify factors that impact and influence an individual’s decision whether or not to pursue a career as a criminal, to include the following:
- a) socialization skills
  - b) broken homes
  - c) cognitive development
  - d) biological development
  - e) influence of parents
  - f) separation and loss
  - g) discipline and family climate
  - h) inability to find and keep employment

### **Institutional Criminalities**

- 01.0 List the types of crimes that occur within a correctional setting, to include the following:
- a) petty theft
  - b) gambling
  - c) loan sharking
  - d) blackmail
  - e) sale of contraband
  - f) homicide
  - g) sex crimes
  - h) assault and battery on staff and inmates
  - i) bribery
- 02.0 Identify factors that impact and influence institutional criminality, to include the following:
- a) length of sentence
  - b) past behavioral history
  - c) type of crime sentenced for
  - d) recidivism
  - e) gang membership

- 03.0 List the leading motives for single assailant events, to include the following:
- a) homosexuality
  - b) arguments
  - c) debts
- 04.0 List the leading motives for multiple assailant events, to include the following:
- a) snitching
  - b) gang phenomena
  - c) drug quarrels
  - d) homosexuality
  - e) institutional disturbances and riots
- 05.0 Identify actions and procedures that can reduce the crime rate within a correctional setting, to include the following:
- a) proper classification and diagnosis
  - b) close observation by staff; proper patrolling techniques
  - c) effective contraband control
  - d) developing rapport with inmates
  - e) swift disciplinary sanctions

### **Female Inmates**

- 01.0 Identify statistics concerning female inmates based on statistics available from the current Department of Corrections Annual Report.
- 02.0 Identify general types of crimes for which females are incarcerated based on statistics available from the current Department of Corrections Annual Report.
- 03.0 Identify generalized characteristics of female offender population using typical offender profile from current Department of Corrections Annual Report.
- 04.0 Identify behavioral characteristics of female inmates, to include the following:
- a) low self-esteem
  - b) depression, guilt, worry over care and custody of children
  - c) freely express anger, fear, affection, especially verbally
  - d) desire belongingness—separation from family causes formation of surrogate families within facility
  - e) homosexual activities more for affection and companionship than sexual gratification
  - f) less force applied for participation in homosexual activities among female inmates than among male inmates
- 05.0 Describe special needs of female inmates, to include the following:
- a) economic
    - need to improve job-related skills
    - need same range and quality of training programs as those available to male inmates
  - b) social—need response and visitation from family and friends
  - c) physical—specialized health needs
    - gynecological services
    - prenatal care
    - obstetrical care
    - post-partum care
    - child placement services
  - d) psychological
    - need to improve self-image
    - need to improve decision-making skills to reduce dependency

- need for privacy
- 06.0 Identify legal considerations with regard to intake, housing, and supervision of female inmates in Florida, to include the following:
- a) female inmates must be housed separately from male inmates
  - b) a female officer must be present to admit and process female inmates
  - c) a female employee must be on duty at all times when the facility houses female inmates
  - d) male employees must be accompanied by a female employee when entering a female housing area unless an emergency situation dictates otherwise
- 07.0 Explain that staff should be constantly alert to physical danger with male and female inmates; do not be lulled into false sense of security because of smaller size of females and seeming lack of strength.

### **Inmate Homosexuality**

- 01.0 Define lifestyle homosexuality as:
- a) voluntary, consenting acts of homosexuality
  - b) homosexuality that developed before entry into the correctional institution
- 02.0 Define situational homosexuality as homosexuality brought about inside the institution through coercion, force or by choice through the lack of appropriate sexual release.
- 03.0 Describe the effects of situational homosexuality on inmates, such as:
- a) emasculation, or loss of femininity (in females)
  - b) fear, stress
  - c) suicide
  - d) homicide
- 04.0 Describe the dynamics of coercion with lifestyle and situational homosexuality in an institution, such as:
- a) "love triangles"
  - b) assaults upon inmates or staff
  - c) murder
- 05.0 Identify the health hazards associated with homosexual activity, such as:
- a) venereal disease
  - b) herpes
  - c) AIDS
- 06.0 Explain the responsibilities an officer has with respect to incidences involving homosexuality, such as:
- a) prevention
  - b) protective management
  - c) counseling referral
  - d) appropriate professional behavior (i.e., avoid derogatory remarks, name-calling, etc).
- 07.0 Describe institutional factors which contribute to homosexual behavior, to include the following:
- a) a single sex environment
  - b) close, overcrowded housing areas
  - c) lack of meaningful work and recreational activities
  - d) demands of the prison "caste system"
  - e) absence of opportunities for physical release of the sex drive
  - f) need for emotional reinforcement and sense of "family"
  - g) inmate's need to demonstrate masculine role and dominance
  - h) housing of younger inmates with older inmates

- i) presence of homosexual prostitutes
- 08.0 Describe guidelines to help control homosexual behavior in correctional facilities, to include the following:
- a) keep all cell windows and bars clear
  - b) check to make sure inmates are in their assigned areas
  - c) keep a close watch on both the aggressive potential "rapist" and the younger, weaker potential victims
  - d) try to discourage feminine/masculine traits among male/female inmates; do not call them by female/male names
  - e) supervise shower activities closely
  - f) encourage inmates to participate in recreational activities as outlets for their energies
  - g) observe closely the inmates under your control

### Supervision Techniques

- 01.0 Define supervision as the action, process or occupation of overseeing and directing in order to accomplish task(s).
- 02.0 Identify what supervision should accomplish, to include the following:
- a) getting people to do what is required of them
  - b) developing an orderly, controlled environment
- 03.0 List consequences of poor supervision within a correctional setting, to include the following:
- a) disciplinary problems
  - b) conflict between staff and inmates
  - c) poor inmate morale
  - d) escapes
- 04.0 List problem situations a correctional officer should be aware of when supervising inmates, to include the following:
- a) fighting
  - b) diversionary tactics
  - c) insults and disobedience
  - d) approaching inmates who are disobeying rules; use caution
  - e) cell and inmate searches
  - f) contact visits or exposure to public
- 05.0 Identify areas within the facility of special concern when supervising inmates, to include the following:
- a) food service
  - b) recreation
  - c) chapel
  - d) classrooms
  - e) medical
  - f) work location
  - g) dorms
- 06.0 Conclude that failure to recognize the individual differences among inmates is the most common supervising error in the correctional field.
- 07.0 List factors that enhance the chances of positive effects when supervising inmates, to include the following:
- a) "firm, but fair"
  - b) job knowledge
  - c) self confidence

- d) consistent temperament
  - e) ability to give clear, understandable orders
    - materials needed
    - time required for task
    - training for task
  - f) ability to recognize individual differences
  - g) ability to correct and praise; give praise in private
  - h) ability to make positive corrective comments; give corrective comments in private
  - i) keep your word
- 08.0 Identify general rules a supervisor who comes in contact with inmates should be aware of, to include the following:
- a) Avoid familiarity with inmates.
  - b) Do not gossip with inmates.
  - c) Do not give advice to inmates.
  - d) Do not show favoritism:
    - bias
    - prejudices
    - opinions
  - e) Never make a promise that you cannot keep.
  - f) Do not discuss other staff members with inmates.
- 09.0 Identify techniques and principles a correctional employee must master to be successful in supervising inmates, to include the following:
- a) Bullying or belittlement will arouse resentment and antagonism.
  - b) Suggestion or influence is a powerful motivator of human action.
  - c) Inmate is more likely to do something if he understands the reason for the action.
  - d) Where desirable, suggest alternative action to that which the inmate wishes to pursue.
  - e) A decision will be more meaningful and forceful if the inmate is able to make it himself.
  - f) The word no should be used judiciously, convincingly, and fairly.
  - g) Refrain from the use of profanity or vulgarity.
- 10.0 Identify inmate tactics that officers supervising inmates should be alert to and prepared to deal with, to include the following:
- a) discussing an officer's personal life/affairs
  - b) expecting favors in return for information
  - c) playing one officer against another
  - d) discussing another officer or inmate with an officer
  - e) blackmailing officers who grant minor favors
- 11.0 Demonstrate the appropriate technique(s) in various role-play situations involving inmates who must be supervised.

### **Preventing Sexual Assault**

- 01.0 Define sexual misconduct as described in the Protection Against Sexual Violence in Florida Jails and Prisons Act and 944.35(3)(b)1, F.S. The term sexual misconduct means the oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object. Sexual misconduct can occur with both consent and non-consent to participate in sexual activity.

- 02.0 Define exceptions to the Protection Against Sexual Violence in Florida Jails and Prisons Act (PASV):
- a) The term sexual misconduct does not include an act done for a bona fide medical purpose or an internal search conducted in the lawful performance of the employee's duty.
  - b) Sexual misconduct does not apply to any employee of a correctional facility who is legally married to an inmate or an offender supervised by the Department of Corrections in the community.
  - c) It does not apply to any employee who has no knowledge, and would have no reason to believe, that the person with whom the employee has engaged in sexual activity is an inmate or an offender under community supervision of the Department of Corrections.
- 03.0 Define sexual battery as oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object; however, sexual battery does not include an act done for a bona fide medical purpose. Sexual battery usually refers to a sexual act, committed without consent.
- 04.0 Define sexual activity as the oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object; however, sexual activity does not include an act done for a bona fide medical purpose.
- 05.0 Describe the penalties for sexual misconduct.
- a) Any employee of a correctional facility who engages in sexual misconduct with an inmate or an offender supervised by the Department of Corrections in the community, without committing the crime of sexual battery, commits a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084, F.S.
  - b) Penalties for a felony of the third degree, by a term of imprisonment not exceeding 5 years.
  - c) A person who has been convicted of an offense other than a capital felony may be sentenced to pay a fine in addition to any punishment described in s. 775.082, F.S.
  - d) Multiple convictions of sexual battery may result in the offender being defined and sentenced as a habitual felon.
  - e) Notwithstanding prosecution, any violation of the provisions of this subsection shall constitute sufficient cause under s. 110.227, F.S., for dismissal from employment with the department, and such person shall not again be employed in any capacity in connection with the correctional system.
- 06.0 Describe appropriate methods to identify signs indicating an inmate or offender may be a victim of sexual assault.
- a) Non-consent to participate in sexual activity (sexual assault) may be identified through the following:
    - direct reporting from another inmate—most likely to happen when the reporting inmate may reap something from the exposure
    - request from an inmate for medical assistance, protective management, transfer to another facility, change of job assignment or dorm assignment
    - observation of inappropriate appearance, both physical and mental—untidy dress, disease, bruises, scratches, attempted suicide, depression, withdrawal, non-eating, pregnancy in females, etc.
    - observation of inmate obsessions, belligerent, self-destructive, and aggressive behavior; and speaking about escaping or suicide



- inmate exhibiting phobias, nightmares (disturbing sexual fantasies)
  - slow or inaudible speech are signs of abuse
  - review and observation of written and verbal communications by the inmate to family or other outside contacts
  - reports from the inmate's family or friends
  - observation and suspicion by other staff
- b) Consent to participate in sexual activity (sexual misconduct) may be identified through the following:
- direct reporting from the assaulted inmate or another inmate; inmate asking for a specific officer on a regular basis
  - observation of inmates and officer/staffs that appear together in excess or outside the normal routines, including but not limited to these areas: canteen, control room, inmate housing, staff housing, work, education, and medical areas, unoccupied or closed areas
  - A correctional officer is constantly justifying an inmate's behavior or getting him/her out of trouble.
  - observation of inmates getting special and excessive privileges including but not limited to: additional phone access, extra canteen access and items, deposit to the inmates cashless canteen I.D. by staff, additional clothing from the laundry, extra food, more TV time, and absence from cells or dorm areas
  - observation of officer/staff providing leniency toward a certain inmate regarding rules and regulations, searches, mail or any other privilege
  - observations that the inmate possesses additional items (gifts) such as jewelry, clothing, or other unauthorized items that do not appear on his or her approved property list
  - observation of excessive communication between officer/staff and inmate, officer/staff detailed inquiry of inmate records, knowledge by the inmate of personal officer/staff information, excessive officer/staff protection of inmate
  - pregnancy of a female officer or female inmate
- 07.0 Explain the condition where consent" of the inmate or offender may not be raised as a defense to the prosecution for this offense. The consent of the inmate or offender supervised by the department in the community to any act of sexual misconduct shall not be raised as a defense to a prosecution. Consent means intelligent, knowing, and voluntary consent and does not include coerced submission. Consent shall not be deemed or construed to mean the failure by the alleged victim to offer physical resistance to the offender.
- 08.0 Identify staff reporting requirements with regard to sexual misconduct allegations. Each employee who witnesses, or has reasonable cause to suspect, that an inmate or an offender under the supervision of the Department of Corrections in the community has been unlawfully abused or is the subject of sexual misconduct pursuant to this subsection shall immediately prepare, date, and sign an independent report specifically describing the nature of the force used or the nature of the sexual misconduct, the location and time of the incident, and the persons involved. Section. 794.027, F.S.—A person who observes the commission of the crime of sexual battery and who:
- a) has reasonable grounds to believe that he or she has observed the commission of a sexual battery;
  - b) has the present ability to seek assistance for the victim or victims by immediately reporting such offense to a law enforcement officer/staff;
  - c) fails to seek such assistance;

- d) would not be exposed to any threat of physical violence for seeking such assistance;
  - e) is not the husband, wife, parent, grandparent, child, grandchild, brother, or sister of the offender or victim, by consanguinity or affinity; and
  - f) is not the victim of such sexual battery
  - g) is guilty of a misdemeanor of the first degree, punishable as provided in s. 775.082 (imprisonment not exceeding one year) or s. 775.083, F.S., (fine not exceeding \$1,000).
- 09.0 Explain the penalties for failure to meet those reporting requirements, to include the following:
- a) any employee required to report pursuant to this section who knowingly or willfully fails to do so, or who knowingly or willfully prevents another person from doing so, commits a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083, F.S.
  - b) any person who knowingly or willfully submits inaccurate, incomplete, or untruthful information with regard to reports required in this section commits a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083, F.S.
  - c) any person who knowingly or willfully coerces or threatens any other person with the intent to alter either testimony or a written report regarding an incident where force was used or an incident of sexual misconduct commits a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084, F.S.
- 10.0 Describe methods and techniques that can be used to prevent sexual misconduct and sexual assault to include the following:
- a) video surveillance
  - b) closer supervision of housing units, unoccupied and closed areas within the facility
  - c) frequent alternating job assignments for inmates and/or staff
  - d) extensive training of basic recruits, certified officer/staffs, non-certified staff, contracted employees, volunteers, and interns
- 11.0 Given the fact that a correctional administrator has determined that sexual misconduct has occurred, describe how this determination affects the employment of those who violated the act:
- a) formal investigation of allegation
  - b) disciplinary action against staff member
  - c) administrative reassignment of staff member
  - d) termination of employment
  - e) loss of officer/staff certification
  - f) criminal prosecution
  - g) incarceration of assailant
  - h) fining of assailant
- 12.0 Identify the consequences of other sexual activities not described in this act, to include the following:
- a) sexually transmitted diseases
  - b) compromise/breach of security
  - c) termination of staff person's family relationships
  - d) potential threats to family
  - e) alienation between peers/family/friends
  - f) loss of future possible employment
  - g) if found guilty, loss of certification

- h) possibility of civil law suits

**Course Number: CJK0480**

**Occupational Completion Point: A**

**Emergency Preparedness – 26 Hours – SOC Code 33-3012**

**Riot and Disturbance Control: Prevention Procedures and Techniques**

- 01.0 Define “riot” in a correctional setting as an uncontrolled, violent disturbance by inmates, usually directed at the central administration of the correctional facility.
- 02.0 Identify causal factors for riots and disturbances, to include:
  - a) food
  - b) mail
  - c) inhumanity
  - d) medical treatment
  - e) staff shortage and low morale
    - change in administration
    - too many changes too quickly
- 03.0 List indicators of facility tension often preceding riots and disturbances, to include:
  - a) increase in requests for transfers
  - b) many inmates spending more time in their cells
  - c) increase in disciplinary cases
  - d) increase in voluntary lock-ups and inmate violence
  - e) increase in number of weapons found in shake-downs
  - f) increased separation by racial or ethnic groups
  - g) inmates making excessive and/or specific demands
  - h) warnings to “friendly” officers to take leave

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  - i) inmates too quiet and calm
- 04.0 Explain that riots and disturbances are sometimes used as “fronts” or diversions for some unauthorized activity, most notably escape.
- 05.0 Indicate that the correctional officer discovering the disturbance will immediately notify the central communications area and secure the disturbance area to prevent:
  - a) other inmates from joining the riot
  - b) the taking of hostages
  - c) injury of personnel not involved
  - d) damage to other areas
- 06.0 Identify standard procedures for officers to follow in a riot or disturbance, to include:
  - a) notify control center; secure the area
  - b) control center alerts designated persons, other areas of facility, and other agencies as necessary
  - c) report to assigned post but do not enter the area of the disturbance
  - d) follow interactions of officer in charge, such as:
    - contain the disorder to a specific area
    - secure possible escape routes
    - help non-participants out of the area
    - attempt to identify leaders; take notes
    - use force only to the degree required and only under order

- 07.0 Identify items which may be needed in a riotous situation, to include:
  - a) communications equipment
  - b) alarm/signal
  - c) riot gear
  - d) emergency keys
  - e) amplifiers and public address system
  - f) firefighting equipment
  - g) medical-supplies
  - h) emergency power source
  - i) camera and film
  - j) chemical agents
  - k) firearms and ammunition
  - l) logs/report forms
  - m) restraint devices (handcuffs, shackles, flex cuffs, electronic restraining devices, shields, etc.)
  - n) tools (screwdrivers, pliers, etc.)
  - o) flashlights and batteries
  - p) food
- 08.0 Identify priorities in a riotous situation in the following order:
  - a) safety of general public
  - b) safety of all hostages
  - c) welfare and safety of staff and inmates
  - d) protection of property
  - e) restoration of order and control
  - f) identification, arrest and legal prosecution
- 09.0 Identify general guidelines for riot/disturbance situations, to include:
  - a) all officers should not rush to the scene
  - b) personnel not trained with firearms should never be given assignments requiring firearms
  - c) have a plan ready
  - d) each officer should know duties and responsibilities
- 10.0 Explain that the purpose of a riot and disorder plan is to establish policies and procedures and areas of responsibility in the event of a riotous situation in a correctional facility.
- 11.0 Identify types of force that can be used against rioting inmates, to include:
  - a) show of force
  - b) use of water
  - c) use of chemical agents
  - d) use of physical force
  - e) batons
  - f) use of firearms
- 12.0 Summarize post-riot procedures that should be followed, to include:
  - a) segregate ringleaders and agitators
  - b) perform strip search of all inmates
  - c) have institution count
  - d) administer first-aid to injured
  - e) check security of institution
  - f) conduct a thorough investigation of incident
  - g) repair damage
  - h) debrief staff and inmates
  - i) adopt effective measures to prevent repetition

## Techniques for Handling Unusual Occurrences

- 01.0 Identify procedures to follow when responding to an inmate's death, to include:
- a) verify apparent death and notify supervisor
  - b) notify medical personnel
  - c) secure the area and body while awaiting medical personnel and prison inspectors
  - d) notify state attorney's office or county judge of the county in which the death occurred
  - e) notify chaplain and hospital social worker of the death
  - f) prepare a report containing all known facts related to the death
- 02.0 Explain the primary objectives in the event of food poisoning in a correctional facility, to include:
- a) alert medical experts
  - b) assist in care for the affected inmates
- 03.0 Identify procedures to follow when responding to an apparently intoxicated inmate, to include:
- a) identify the inmate
  - b) summon assistance as needed
  - c) move the inmate to a secure area
  - d) contact medical staff if necessary
  - e) record results
  - f) release inmate or move to confinement based upon test result and conduct of inmate
  - g) log in incident report
  - h) take disciplinary action as appropriate
- 04.0 Visually inspect for apparent drugs and identify procedures to follow when responding to an apparently drugged inmate who is comatose or in a stupor, to include:
- a) call for assistance as situation dictates
  - b) ensure area is secured
  - c) notify medical staff
  - d) provide emergency medical procedures as necessary
  - e) protect inmate from self-injury in case of violent reactions from drugs
  - f) transport to medical facility
  - g) search for the drug(s) taken by the inmate
  - h) prepare a report

## Procedures If Taken Hostage

- 01.0 Identify guidelines to follow in the event he/she is taken hostage within a correctional facility, to include:
- a) cooperate with captors
  - b) keep a low profile
  - c) do not interfere with discussions being held by your captors
  - d) appear disinterested, but be aware of what is taking place
  - e) do not appear to witness inmate crimes; keep your face down or look away
  - f) remain calm; don't appear frightened or panicked
  - g) attempt to rest and relax by thinking about pleasant scenes or memories
  - h) drink water and eat even if you are not thirsty or hungry in order to maintain strength

- i) give up your possessions, if asked, but avoid giving up uniform items
- j) allow the hostage-takers to talk; say as little as possible about the situation, but encourage them to be more reasonable
- k) do not refer to your captors by name, unless their faces are uncovered
- l) transmit messages readily, without editing them, if you are chosen as an intermediary between rioters and correctional officials
- m) do not volunteer to communicate with the authorities yourself
- n) encourage your captors to inform the authorities that you are being held and, if possible, tell them where you are being held
- o) think ahead of an escape route
- p) drop quickly to the floor and put your hands on your head if there is an assault and shots are fired
- q) identify yourself to the officials, when appropriate; do not resist being apprehended until positive identification is made
- r) try to remember the inmate leaders, agitators, and others actively involved in the incident without being obvious
- s) try to remember specific acts of violence and other experiences that you witnessed
- t) ensure that you are thoroughly debriefed
- u) make notes immediately after you are released to help in subsequent prosecution

## Emergency Procedures

- 01.0 Identify the situations which may constitute an emergency within a correctional facility, to include:
  - a) fire
  - b) riot or disturbance
  - c) hostage-taking
  - d) escape
  - e) natural, man-made, or health disaster
  - f) bomb threat
  - g) external threats to security
- 02.0 Identify the elements of emergency plans for correctional facilities, to include:
  - a) signals which communicate the emergency to staff
  - b) decision-making authority in emergency situations
  - c) definitions of when emergencies exist
  - d) agencies and officials to notify
  - e) facility layout
    - diagrams of evacuation routes
    - location of emergency exits, equipment, keys, etc.
  - f) responsibilities of each position/area
  - g) provisions for records and logs to be kept
  - h) specific plans for each type of emergency
- 03.0 Explain that emergency plans are meaningless unless:
  - a) staff is familiar with emergency plans and procedures
  - b) staff is fully trained to implement the plans
  - c) staff regularly practices emergency procedures
- 04.0 Identify standard procedures for officers to follow in fire emergencies, to include:
  - a) notify control center by:
    - activating fire alarm system

- calling control center with exact description of the situation
  - b) realize control room may:
    - call local fire department
    - notify affected areas
    - direct available personnel to affected area
    - alert outside perimeter posts to maintain high security levels
    - notify personnel on emergency notification roster
    - alert maintenance and medical departments
    - make emergency keys available to officer in charge
    - maintain emergency log
  - c) assess fire
    - type
    - size
    - location
  - d) evacuate area or attempt to extinguish/control fire depending upon prior assessment
    - evacuate
      - upon direction of supervisor, move persons in orderly fashion to safe, secure area
      - close windows and doors along evacuation route
      - do not use elevators for evacuation
      - turn off all electrical switches
      - conduct inmate count
      - account for all persons known to have been in area
    - extinguish/control
      - use appropriate type of extinguisher for type of fire
      - use short bursts from extinguisher at base of flame
  - e) maintain high level of security; possibility of escape is increased during an emergency
  - f) perform all duties as assigned by officer in charge
    - authority for facility shall be highest rank-ing officer on duty
    - authority for controlling/extinguishing fire shall be highest ranking fire department official
  - g) perform/arrange for immediate medical attention for injured persons
  - h) protect fire scene
  - i) write appropriate reports and debrief
- 05.0 Identify items which may be needed in a fire emergency, to include:
- a) communications equipment
  - b) emergency keys
  - c) alarm system
  - d) firefighting equipment
  - e) protective breathing apparatus
  - f) emergency power source
  - g) medical supplies
  - h) logs/report forms
- 06.0 Identify standard procedures for officers to follow when dealing with a situation in which hostages have been taken, to include:
- a) notify control center
  - b) realize control center alerts designated persons, other areas of facility, other agencies, and hostage negotiating team

- c) be aware that officer in charge will define problem as quickly as possible: hostage situation due to escape attempt, grievance, emotionally disturbed inmate, etc.
  - d) follow instructions of officer in charge, such as to:
    - determine weapons which inmates possess
    - secure hostage area to limit access
    - limit the captors' view of the situation
    - remove inmates who are not participating to another area and secure them as soon as possible
    - count and identify all secured inmates to determine those inmates involved in the hostage situation
    - use force to the degree required and only under orders
  - e) write appropriate reports and debrief
- 07.0 Identify important considerations in a hostage situation, to include:
- a) employees taken hostage have no authority while being held as hostages, regardless of rank or position
  - b) officers should not enter an area where a disturbance is occurring
  - c) response techniques differ depending upon the number of inmates involved in the hostage incident
    - when only a few inmates have taken hostages, usually the best approach is to wait and negotiate
    - when a large group of inmates have taken hostages, it is usually more advantageous to immediately attempt to free the hostages
  - d) hostage situations arising from escape attempts are more likely to have been planned and organized than those in riot situations
  - e) officers involved must exercise complete and absolute self-control throughout the hostage episode, especially with regard to firearms
  - f) the safety of the hostages must be the primary concern of everyone, after consideration for the general public
  - g) officers should not attempt to negotiate with the hostage takers or give in to their demands; tell them that you do not have the authority to make decisions as to their demands and they must wait for higher authority
  - h) if participating in a tactical response team, rescue by use of force only if it would not jeopardize the life of a hostage or if the hostage is in immediate danger of death or grievous bodily harm
- 08.0 Identify standard procedures for officers to follow in the event an escape occurs, to include:
- a) notify control center
  - b) realize control center alerts designated persons, other areas of facility such as perimeter posts, law enforcement agencies, State Attorney's Office and Sentencing Judge
  - c) follow instructions of officer in charge, such as to:
    - perform complete lock-down of inmate population
    - secure exterior
    - remove visitors
    - conduct count; identify escapee
    - locate and secure means of escape
    - gather information, if available, on direction of escapee's travel, if armed, etc.; search escapee's property for clues (letters, maps, etc.)
    - search for escapee(s)
    - apprehend escapee(s) or discontinue search when advised



- d) write appropriate reports and debrief
- 09.0 Identify items which may be needed in an escape situation, to include:
  - a) communications equipment with batteries
  - b) alarm/signal device
  - c) floor plan, layout, and maps
  - d) flashlight with batteries
  - e) spotlight
  - f) dogs
  - g) vehicles
  - h) restraint devices
  - i) weapons
  - j) log/report forms
- 10.0 Identify standard procedures for officers to follow in a natural or man-made disaster, to include:
  - a) contact officer in charge for specific instructions, such as to:
    - suspend normal operations
    - secure inmates
    - perform inmate count
    - secure all buildings and portable equipment
    - provide medical treatment as required
    - arrange for transport to medical facility if required
    - assist with emergency distribution of food and provisions for inmates and staff
  - b) write appropriate reports and debrief
- 11.0 List items which may be needed in a natural or man-made disaster, to include:
  - a) back-up communications equipment
  - b) back-up power source
  - c) flashlights with batteries
  - d) emergency food supplies (non-perishable)
  - e) stored water
  - f) medical supplies
  - g) additional bedding and linens
  - h) vehicles for evacuation
  - i) emergency vehicles
- 12.0 Identify standard procedures for officers to follow in the event of a bomb threat, to include:
  - a) if receiving bomb threat call, attempt to obtain as much information as possible, such as:
    - exact location of device
    - time set for detonation
    - description of device or packaging
    - reason for call or threat
    - make note of:
      - time and date of call
      - exact language used by caller
      - gender of caller
      - estimated age of caller
      - peculiar or identifiable accent of caller

- identifiable background noises

- b) notify control center
  - c) realize control center alerts designated persons, appropriate law enforcement agencies, local fire department, appropriate bomb disposal units
  - d) follow instructions of officer in charge, such as to:
    - evacuate area
    - secure inmates outside of suspected area
    - search systematically for device
  - e) if device is found, do not disturb, instead:
    - notify officer in charge
    - evacuate area if ordered
    - open all doors and windows in area
    - control access to area
    - communicate via telephone, intercom or runner; walkie-talkie or signal radios must not be used as this can activate some bomb components
  - f) if explosive device detonates within the facility, officers should:
    - secure area to prevent escapes
    - care for injured
    - guard against further injury
    - curtail gas and electric power to area if necessary
    - stay out of area until cleared by the bomb disposal units, fire department, and officer in charge
  - g) write appropriate reports and debrief
- 13.0 Identify the document that describes emergency procedures of the agency by which he/she has been employed or sponsored.

### **Firefighting Principles/Procedures**

- 01.0 List components of fire, which include:
- a) heat
  - b) fuel
  - c) oxygen
  - d) chemical chain reaction
- 02.0 List the four classes of fire and give an example of each class, to include:
- a) Class A: ordinary combustibles; e.g., wood, cloth, paper, etc.
  - b) Class B: flammable liquids; e.g., gasoline, kerosene, propane, butane, alcohol, grease, oil, lacquer, lacquer thinners, etc.
  - c) Class C: electrical; e.g., involving energized electrical equipment (appliances, panels, switches, etc.)
  - d) Class D: combustible metals; e.g., magnesium, titanium, potassium, sodium, etc.
- 03.0 Identify the products of combustion, to include:
- a) heat
  - b) flame or light
  - c) smoke
  - d) fire gases
- 04.0 Name three safety checks to perform on portable fire extinguishers, to include:
- a) charge
  - b) hose
  - c) nozzle

- 05.0 Relate the classes of fires to the appropriate portable extinguisher that should be used.
- 06.0 List the safety precautions that must be followed when operating a portable fire extinguisher, to include:
- a) use water on class A fires only
  - b) never aim an extinguisher at anyone
  - c) replace partially used extinguishers
- 07.0 Describe the basic procedures for using a portable fire extinguisher, to include:
- a) Pull pin
  - b) Aim nozzle
  - c) Squeeze handle
  - d) Sweep at the base of the flame (from side to side and front to back)
- 08.0 Demonstrate extinguishing fire using extinguishers appropriately, to include:
- a) ABC multipurpose dry chemical
  - b) water-base
  - c) hose handling units
- 09.0 Explain the types of drags and carries used in a fire rescue operation, to include:
- a) lone rescuer
  - b) extremities
  - c) cradle-in-arms
  - d) seat
  - e) bunker coat or blanket drags
- 10.0 Explain the primary purpose of fire rescue operations is locating and freeing victims and transporting them to a safe, secure area.
- 11.0 Demonstrate the proper use of a self-contained breathing apparatus.

### **Response to Hazardous Materials/Waste Incidents**

- 01.0 Define hazardous materials as substances (solids, liquids, or gases) that when released are capable of causing harm to people, the environment, and property.
- 02.0 Identify the differences between hazardous materials emergencies and other emergencies as:
- a) seldom any prior warning
  - b) greater potential for long term health problems
  - c) requires multiple agency response
  - d) more likely to need outside assistance
  - e) individual event is likely to be longer lasting
  - f) may involve unseen hazards
- 03.0 Identify the responsibilities associated with a hazardous materials response, to include:
- a) detect the presence of hazardous materials
  - b) survey the incident from a safe location  
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  - c) identify the materials
  - d) collect hazard information
  - e) implement protective actions
  - f) initiate the notification process
- 04.0 Identify the DOT hazard classes of hazardous materials using the DOT ERG, and the primary hazards associated with each class as:

Class 1 - Explosives: exposure to heat, shock or contamination could result in thermal and mechanical hazards

- Class 2 - Gases: under pressure, container may rupture violently (fire and non-fire); may be flammable, poisonous, a corrosive an asphyxiant, an/or an oxidizer; may cause frostbite
- Class 3 - Flammable and combustible liquids: flammable; container may rupture violently from heat/fire; may be corrosive, toxic, and/or thermally unstable
- Class 4 - Flammable solids: flammable, some spontaneously; may be water reactive, toxic, and/or corrosive; may be extremely difficult to extinguish
- Class 5 - Oxidizing substances: supplies oxygen to support combustion; sensitive to heat, shock, friction, and/or contamination
- Class 6 - Poisons and infectious substances: toxic by inhalation, ingestion, and skin and eye absorption; may be flammable
- Class 7 - Radioactive substances: may cause burns and biologic effects; contamination of surroundings
- Class 8 - Corrosives: disintegration of contacted tissues; may be fuming, water reactive, destructive to metals
- Class 9 - Miscellaneous hazardous materials
- 05.0 Identify typical locations within the institution or detention facility where hazardous materials are stored, transported, used, or disposed of, such as:
- maintenance areas
  - warehouse
  - automotive shop
- 06.0 Identify that hazardous materials may be found in various types of containers, such as:
- wooden boxes
  - metal drums
  - cylinders
  - multi-wall paper bags
- 07.0 Identify typical facility and transportation markings and other sources of information that indicate the presence of hazardous materials, including:
- United Nations/North American (UN/NA) identification number
  - National Fire Protection Association (NFPA) 704 marking system
  - special hazard communication
  - pipeline markings
  - container markings
  - materials safety data sheets
  - shipping papers (air, water, rail, highway) (location) (shipper, receiver, manufacturer) (contacts)
  - placards and labels
  - colors
- 08.0 Identify how to read and understand information found on Materials Safety Data Sheets (MSDS's) to include:
- Manufacturer's Name
  - Product Name (chemical and/or generic name)
  - Hazardous Ingredients
  - Physical Data
  - Toxicological Information
  - Health Hazard Data
  - Reactivity Data
  - Spill and Leak Procedures
  - Special Protection Information

- 09.0 Identify the procedures to follow in the event of a hazardous materials incident of any type, to include:
- a) notify the state warning points within 15 minutes of spill and provide the following information:
    - the name of the chemical or material
    - type and quantity of spill
    - the location
    - whether or not there is a possibility of water contamination
    - what action has been taken for containment
  - b) follow any and all procedures as required by the local authorities (county and/or city)
- 10.0 Identify that an officer can obtain additional assistance during a hazardous materials/waste spill situation by contacting the Chemical Transportation Emergency Center (CHEMTREC) at 1-800-424-9300. CHEMTREC has the capability to contact the shipper, manufacturer, or other sources for more detailed assistance and follow-up support.
- 11.0 Identify the capabilities and limitations of the use of human senses at a hazardous materials incident, to include:
- vision - plays key role in determining presence of hazardous materials, smoke, fire, vapor or gas clouds; limited when light or visibility is poor
  - hearing - important, especially when witnesses are present or there are unusual sounds
  - taste, touch or smell - use of these senses risks exposure to the substance; should not be used intentionally in an incident
- 12.0 Identify the three methods for determining the appropriate guide number for a specific hazardous material in the DOT Emergency Response Guidebook (ERG) as:
- a) find the 4-digit ID number of a placard, orange panel, or after UN/NA on a shipping paper or package
  - b) find the name of the material on a shipping paper, placard or package
  - c) use the table of placards
- 13.0 Identify the way hazardous materials are harmful to people, the environment, and property at hazardous materials incidents, such as:
- people - immediate and long term health hazards, e.g., asphyxiation, chemical burns, tissue destruction, cancer
  - environment - pollution to water sources, air and land; death or serious injury to wildlife and domestic animals
  - property - immediate destruction of property through fires, explosion; long term contamination
- 14.0 Identify the general routes of entry for human exposure to hazardous materials.
- a) inhalation
  - b) ingestion
  - c) skin absorption
  - d) injection
- 15.0 Identify the basic precautions to be taken to protect oneself and others in a hazardous materials incident, as:
- a) approach from upwind, uphill
  - b) use binoculars if available, or observe from a safe distance
  - c) vehicle can be an ignition source
  - d) look for hazards, avoid tunnel vision, relay information/notification
  - e) try to stay as far away as practical (a minimum of 500 feet if possible) and keep others out of area

- 16.0 Identify precautions necessary when providing emergency medical care to hazardous materials incident victims as:
- identify the hazardous material substance
  - make sure that contaminated victims and equipment are decontaminated prior to your contact with them
  - use barrier protection such as face mask, protective gloves and gown
  - use as much disposable equipment as possible
  - if contaminated, make sure that you and your clothing are fully decontaminated as soon as possible
- 17.0 Identify typical ignition sources and precautions at flammable liquid or gas incidents as:
- fires - extinguish as quickly as possible
  - flares - do not use in hazardous materials emergencies; use traffic cones or reflective triangles
  - vehicles - park away, upwind and uphill from the scene; control access; if vehicles are on the scene, have engines turned off to avoid engine heat and backfiring
  - smoking - prohibit all smoking
- 18.0 Identify the techniques used to isolate and deny entry to unauthorized persons during evacuation and hazardous conditions as:
- seal off contaminated area in accordance with institution/detention facility standard operating procedure
  - perimeter control
- 19.0 Demonstrate, given a hazardous materials incident scenario, the role of an officer at the awareness level, to include:
- recognize that hazardous materials are present
  - protect themselves
  - call for trained personnel
  - secure the area
- 20.0 Identify those situations where hazardous materials are present, given incident scenarios involving a state/county correctional facility and/or transportation situations with and without hazardous materials present.
- 21.0 Given a simulated state/county correctional facility and transportation hazardous materials incident, identify the actions to be taken to protect themselves and others and to control access to the scene, using the DOT ERG.

**Course Number: CJK0102**

**Occupational Completion Point: A**

**Correctional Operations – 64 Hours – SOC Code 33-3012**

### **Inspection Services**

- 01.0 Identify the difference between an inspection and a search as: an inspection is checking to see that equipment, facilities, etc., meet a standard (i.e., looking for a “known”) while a search is looking for an unknown.
- 02.0 Identify that Florida Statutes address inspection services by stating:
- duties of the inspector general (s. 944.31, F.S.)
  - duties of prison inspectors (s. 944.31, F.S.)
- 03.0 Identify the purposes of inspection, to include:
- ensure security of facility
  - ensure safety of inmates, staff, and visitors
  - ensure healthy conditions within facility

- d) ensure proper operation of equipment
- 04.0 Identify categories of official personnel which conduct inspections, to include:
- a) officers
  - b) supervisors/managers
  - c) prison inspectors
  - d) state fire inspector
  - e) facility safety officers
- 05.0 Identify the duties of official prison inspectors, to include inspection of:
- a) physical conditions
  - b) cleanliness
  - c) sanitation
  - d) safety
  - e) comfort
  - f) quality and supply of all bedding
  - g) quality, quantity and diversity of food
  - h) manner in which food is served
  - i) number and condition of inmates
  - j) general conditions of each facility
  - k) all rules and regulations are observed
- 06.0 Explain that officers should request inspections any time a problem is suspected; request through chain of command by advising immediate supervisor.

### **Facility Inspection Techniques**

- 01.0 Identify when to perform inspections, to include:
- a) on routine, regular schedule
  - b) before and after any activity
  - c) when problem is suspected
- 02.0 Identify what to inspect, to include:
- a) facility
    - structure
    - lighting and other electrical
    - plumbing
    - heating and ventilation
    - security
      - bars
      - locks
      - doors and gates
      - windows
    - alarms
    - emergency exits
    - fences
  - b) equipment and supplies
    - recreational
    - cleaning
    - firefighting
    - weapons and ammunition
    - vehicles
    - communications
    - security
    - keys/locks

- laundry
  - food preparation/serving
  - flammable, combustible materials
  - medical
  - furnishings
- 03.0 Identify where to inspect, to include:
- a) cells and dorms
  - b) recreational areas (inside and outside)
  - c) kitchens
  - d) dining halls
  - e) toilets and showers
  - f) storage areas
  - g) work areas
  - h) facility service areas: hospital, library, cosmetology, etc.
  - i) warehouses
  - j) dayrooms
  - k) perimeter buildings and fences
  - l) visitation areas
  - m) compound
- 04.0 List items needed to conduct inspections, to include:
- a) logs and report forms
  - b) inventory and identification lists
  - c) flashlight
  - d) mounted mirror
  - e) any necessary tools such as screwdriver
  - f) operating instruction manuals
- 05.0 Identify how to perform inspections, to include:
- a) schedule inspection
  - b) consult agency's inspection guidelines for each type of inspection
  - c) be thoroughly familiar with agency's standards
  - d) review safety procedures for inspecting operation of equipment
  - e) remove inmates from area to be inspected, search inmates, place inmates under supervision until conclusion of inspection
  - f) check for cleanliness, condition, safety
  - g) consult inventory and identification lists
  - h) use these senses, where appropriate:
    - vision
    - hearing
    - smell
    - touch
  - i) begin inspection at a readily recognizable point
  - j) inspect in orderly sequence
  - k) operate any equipment
  - l) record deficiencies as you find them
  - m) make any on-the-spot corrections possible
  - n) leave the area the way it was found, never in disorder
- 06.0 Identify criteria for inspections, to include:
- a) thorough
  - b) systematic
  - c) timely
  - d) safe



- e) in compliance with rules and regulations
- 07.0 Identify what to do with inspection results, to include:
  - a) complete appropriate log or report form
  - b) submit to supervisor
  - c) notify supervisor immediately of any dangerous situations
  - d) schedule follow-up inspection, if necessary
- 08.0 Demonstrate inspection techniques for:
  - a) cell
  - b) food preparation area
  - c) security equipment

### **Vehicle Inspection Techniques**

- 01.0 Identify equipment checks that should be made before and during vehicle operations, to include:
  - a) physical damage
  - b) lighting equipment
  - c) horn, siren, and emergency lights
  - d) gas, oil, and water levels
  - e) brakes
  - f) tires (including spare)
  - g) windshield, windows, and mirrors
  - h) windshield wipers
  - i) all departmental equipment assigned to the vehicle such as flares, first aid kit, and other supplies
  - j) vehicle operation during tour; note abnormalities
- 02.0 Identify an officer's responsibility for the operation of a safe vehicle, to include:
  - a) inspect before and after use
  - b) ensure maintenance/repair will be performed
  - c) recheck vehicle after maintenance
  - d) determine when and if vehicle is unsafe
- 03.0 Identify that knowing your vehicle is important because it applies to safe vehicle operation.
- 04.0 Demonstrate proper vehicle inspection techniques.

### **Safety Requirements/Procedures**

- 01.0 Identify factors influencing safety in a correctional setting, to include:
  - a) close proximity of people
  - b) unusual stress situations
  - c) improper handling of tools and equipment
  - d) improper use/storage of hazardous materials
- 02.0 Identify the correctional officer's responsibility as providing safety for him/herself, peers, visitors and inmates supervised.
- 03.0 Identify general areas of safety concern within the correctional setting, to include:
  - a) housing
  - b) workcrews
  - c) recreational areas
  - d) food services
  - e) medical/health services
- 04.0 Identify various potential hazards within the housing areas, to include:

- a) exits covered and not accessible, or exit light not operating and visible
  - b) walkways cluttered or furniture protruding which could cause injury
  - c) accumulation of paper material
  - d) spills on floor areas
  - e) water fountains leaking or overflowing
  - f) inadequate number of fire extinguishers
  - g) inmates smoking in bed or other unauthorized area
  - h) frayed electrical cords
  - i) inadequate electrical grounds
  - j) loose items on floors (paper clips, pencils, etc.)
  - k) failure to be familiar with emergency procedures
- 05.0 Identify various potential hazards while supervising work crews, to include:
- a) improper use of tools and equipment
  - b) failure to wear safety equipment
  - c) improper lifting techniques
  - d) improper driving techniques
- 06.0 Identify various potential hazards within the dining area, to include:
- a) spills on floor surfaces
  - b) lids off of pots and other cooking utensils
  - c) grease build-ups around cooking surfaces
  - d) disorderly conduct in dining area
  - e) improperly maintained fire extinguishing equipment

### **Environmental Health Requirements/Procedures**

- 01.0 List the components of a complete environmental health program where, if deficiencies are noted, they should be reported, to include:
- a) sanitary food
  - b) effective program to eliminate rodents
  - c) water supply sanitary and adequate to meet demands
  - d) heat, electricity, ventilation meet demand load
  - e) adequate lighting
  - f) adequate space
  - g) proper sewage and liquid waste disposal
  - h) measures to prevent spread of communicable diseases
  - i) clean bedding
  - j) adequate laundry
  - k) maintenance of facility: floors, walls, ceilings, bars, equipment clean and in good repair
  - l) designed for minimum noise
  - m) designed to accommodate handicapped
  - n) designed and constructed to minimize dangers of explosion, fire, and fire spread
  - o) safe storage of drugs; poisons; flammable, caustic, and toxic materials
  - p) sanitation inspections by governmental health officials
- 02.0 Explain the rights of inmates with regard to environmental health, to include:
- a) right to clean, orderly and safe surroundings
  - b) unsanitary facilities constitute cruel and unusual punishment; violation of Eighth Amendment
- 03.0 Explain that management is responsible for the environmental health program in a correctional facility; inmates merely perform tasks as assigned.

- 04.0 Identify the elements of a sanitation plan, to include:
- a) daily routine and schedules
    - housekeeping
      - cells and housing areas cleaned
      - toilets, sinks, showers cleaned
      - activity and service areas cleaned
      - garbage cans emptied and cleaned
      - special areas cleaned after use
      - food service area cleaned after each meal
    - laundry
      - clothing laundered minimum three times per week
      - linens laundered weekly
  - b) established methods and procedures
  - c) assignments
    - who is responsible for task
    - who performs task
  - d) schedule of inspections
  - e) description of each required report/log
    - type of form
    - who completes form
    - when form is to be completed
    - how to complete form
    - routing of form
- 05.0 List sanitation equipment and supplies, to include:
- a) soaps and cleaning compounds
  - b) detergent and scouring powders
  - c) mops
  - d) brooms
  - e) brushes
  - f) cleaning cloths
- 06.0 Identify areas within a correctional facility which require environmental health inspections, to include:
- a) general areas
    - housing
    - activity
  - b) special consideration areas
    - holding rooms
    - confinement areas
    - receiving shower areas
    - observation rooms
    - detoxification
    - hospital/infirmary
    - food storage and preparation
    - garbage and trash disposal areas
    - food processing industries
- 07.0 Identify the role of the correctional officer with regard to the environmental health program, to include:
- a) be thoroughly familiar with facility's requirements, methods, schedule
  - b) constantly observe for unsanitary conditions
  - c) enforce housekeeping standards for cells and activity areas
  - d) assign sanitation tasks

- fairly and consistently
  - rotate so all inmates learn all tasks
  - e) supervise inmates performing clean-up duties
  - f) praise inmates when work is good
  - g) perform regular inspections
  - h) issue/inventory/receive cleaning supplies and equipment
  - i) write appropriate reports/logs
- 08.0 Identify other special considerations in an environmental health program, to include:
- a) provide paper drinking cups unless water fountain is available
  - b) need thermostatically controlled water to prevent scalding in showers
  - c) assure security of all cleaning agents
  - d) thoroughly train inmates assigned to operate equipment in special cleaning tasks

### **Health Care Service Requirements/Procedures**

- 01.0 Define “health care” as the sum of all action taken, preventive and therapeutic, to provide for the physical and mental well-being of a population, to include:
- a) medical
  - b) dental
  - c) personal hygiene
  - d) dietary
  - e) mental
- 02.0 Explain the rights of inmates with regard to health care, to include:
- a) health care services comparable in quality to those available to the general citizen populace of the state
  - b) each inmate has access to quality service that meets professional standards
  - c) indifference to medical needs of inmates (by physician or correctional officer) is a violation of the Eighth Amendment
  - d) healthful surroundings
  - e) medical treatment in private setting; consideration of patient’s dignity and feelings
  - f) informed consent required for all examinations, treatments, procedures; record refusals in inmate’s medical records
  - g) informed consent of parent or guardian required for juveniles
  - h) no medical or drug experimentation on inmates by medical staff or outside researchers
- 03.0 Describe the importance of health care services, to include:
- a) failure to provide adequate services can result in inmate injury or death
  - b) possible personal liability and damages
- 04.0 Identify the functions of health care services, to include:
- a) inform inmates of available services
  - b) make written policies and procedures available to inmates concerning services
  - c) perform medical screening upon intake
  - d) provide dental screening, hygiene, examination and treatment
  - e) provide screening, referral and care of mentally ill and mentally retarded
  - f) maintain medical and dental care; sick call
  - g) perform physical examinations
  - h) administer medications
  - i) conduct body cavity searches

- 05.0 Identify the duties of a correctional officer with regard to health care, to include:
- a) observe, question inmates for referral to medical services
  - b) report medical concerns to supervisor
  - c) respond to requests for medical attention
  - d) log inmates visiting or transferred to medical facility
  - e) provide supervision for inmates receiving health care services
  - f) distribute special diets to inmates as directed by medical personnel
  - g) notify medical personnel in an emergency
  - h) perform first responder techniques if necessary
  - i) transport injured if necessary
  - j) write appropriate logs/reports
- 06.0 Identify general guidelines for observation of health of inmates, to include:
- a) general appearance
    - color
    - posture
    - energy level
    - emotional response
  - b) appetite
  - c) chills
  - d) convulsions
    - continuous tension or alternation of rigidity and relaxation
    - remained conscious or lost consciousness
  - e) cough
    - frequency
    - sound
  - f) parts of body
    - size - protruding, enlarged
    - appearance - rigid, eruptions
    - drainage - amount, type, color
    - color - flushed, pale, jaundiced (yellow)
    - feel - dry, moist, warm, cold
  - g) speech
    - hoarse
    - weak
    - abnormalities
  - h) pain
    - type of - dull, severe, stabbing, transient
    - location
  - i) posture
    - lying - relaxed; straight and rigid; back arched and rigid
    - standing - stooped; unsteady
    - walking - shuffling; staggering
- 07.0 Identify procedures to follow when an individual is suspected of, or confirmed to have, a communicable disease, to include:
- a) arrange medical attention
  - b) remove individual from general population
  - c) house in isolation area
  - d) observe closely
  - e) record progress accurately
  - f) assure sanitation procedures
    - safe food handling

- frequent hand washing
- g) provide good ventilation

### Hospital Requirements and Procedures

- 01.0 Identify procedures for responding to unusual clinical events and incidents of an inmate-patient in a hospital environment, to include:
- a) notifying the nearest medical personnel for assistance if the inmate exhibits any of the following:
    - unusual or excessive bleeding
    - complaint of pain
    - other signs of medical distress (e.g., sweating, nausea, shortness of breath, paralysis)
    - dislodging of medical devices or equipment (e.g., intravenous (IV) lines or monitors)
  - b) assisting in completing incident report forms when requested
- 02.0 Identify the hospital's channels of clinical, security, and administrative communication, to include:
- a) security and administrative communication is directed to the hospital's security department or representative
  - b) clinical or medical communication is directed to the nurse or patient care team assigned to care for the inmate-patient
- 03.0 Identify that on arrival at a hospital, review issues with medical staff to make sure they do not conflict with agency policy, to include:
- visitation
  - suicide precautions
  - phone access
  - visitation and access to telephones are usually prohibited to the patient-inmate
- 04.0 Describe the distinction between administrative restraints and clinical seclusion and clinical restraint:
- a) administrative restraints are devices used by correctional officers to secure an inmate while in the hospital
  - b) hospital employees apply clinical seclusion and restraint only under specific medical criteria
- 05.0 Describe procedures for using restraints in a hospital environment, to include:
- a) hospitals usually require that inmates be administratively restrained at all times; (the level of restraint may depend on medical procedures being administered; refer to both departmental policy and each hospital's policy or procedure)
  - b) administrative restraints may be removed temporarily, with the knowledge of the facility officer-in-charge, to conduct medical tests or procedures; administrative restraints must be re-applied once the test, procedure or examination has been completed; removing handcuffs and leg restraints at the same time is prohibited (refer to departmental policy)
- 06.0 Identify additional inmate-patient security measures, to include:
- a) stay in close proximity to the inmate-patient at all times; if the patient-inmate is in isolation the officer will be stationed outside the door
  - b) if the inmate-patient is in the operating room (OR) or intensive care unit (ICU), follow directions of hospital employees but do not violate agency policy
  - c) during a fire alarm, prepare the inmate-patient to be moved if directed by hospital employees

- d) if you see fire or smoke, notify the nearest hospital employee or pull the handle on the nearest fire alarm

### **Food Service Requirements/Procedures**

- 01.0 Identify the rights of inmates with regard to the food service program, to include:
  - a) nutritionally balanced, wholesome diet
  - b) three meals per day
  - c) proper amounts - adequate and equal
  - d) properly prepared - sanitary
  - e) at least two hot meals per day
  - f) breakfast never more than 14 hours following beginning of evening meal
  - g) food never withheld as punishment or given as reward
  - h) special diets for medical problems - diabetes, ulcers, cardiac conditions, etc.
  - i) special diets for religious preferences
- 02.0 Identify the functions of the food service program, to include:
  - a) prepare and serve palatable food to inmates and staff under optimum custody, security, economy, sanitary, and healthful conditions
  - b) train food service personnel and assigned inmates
- 03.0 Identify the importance of the food service program, to include:
  - a) nutritionally adequate to prevent vitamin deficiencies and disease
  - b) improper food service can be serious management problem
  - c) subject of many lawsuits
  - d) influences jail climate
  - e) poor food is major cause of riots
- 04.0 Identify the duties of the correctional officer with regard to the food service program, to include:
  - a) supervise inmates preparing food
    - sanitary methods
    - proper amounts
    - correct ingredients
    - proper behavior
  - b) supervise inmates serving food
    - sanitary methods
    - no favoritism or carelessness
  - c) supervise inmates performing clean-up duties
    - proper chemicals used; safe use
    - properly cleaned
    - proper disposal of refuse
  - c) assure orderly serving of food
  - d) observe inmates in dining hall
  - e) maintain order during meal
  - f) ensure inmates receive diet prepared for them
  - g) account for number of food trays with inmate count; one per inmate
  - h) check for proper return of trays and silverware, where applicable
  - i) account for trays, silverware, utensils, equipment, food at end of meal, where applicable
  - j) distribute/remove trays in cell areas
  - k) issue/inventory/receive food service supplies
  - l) inspect food service facilities, supplies and equipment for sanitation
  - m) inspect food/water for sanitation, portion size, bacterial growth, contraband

- n) complete appropriate reports/logs
- 05.0 Identify special security considerations in the food service program, to include:
- a) large number of inmates congregated in one area; potential for disturbances
  - b) shadow boards for knives and other items which could be used as weapons which must be inventoried for each shift
  - c) strict accounting of silverware which could be fashioned into weapons, where applicable
  - d) possibility of contraband transmitted in food supplies
  - e) secure food items which can be used to produce illegal substances
    - yeast
    - dried fruits
    - vanilla or other extracts
    - nutmeg
    - pepper
    - mace
    - sugar
  - f) strictly account for all controlled substances by measuring accurately and recording each use in log
- 06.0 Identify special sanitation considerations in the food service program, to include:
- a) follow sanitation requirements in food preparation, serving, clean-up and storage
  - b) all food service workers - staff and inmates - require pre-entry physical examinations and regular inspections
  - c) hygiene of food handlers
    - clean clothes/gloves
    - hair covered
    - wash hands and nails with soap and hot water before work and after using toilet
    - no open sores, burns, etc.
    - no communicable diseases
    - no upper respiratory infections
  - d) no smoking, use of tobacco, or spitting near food
  - e) approximately one-half of all communicable diseases may be transmitted through unsanitary production, handling, preparing, serving food
  - f) when meals are served in cells, remove trays and silverware, if applicable, as soon as meal is finished
  - g) sterilize all utensils at 180 degrees F.
  - h) hot foods must reach 150 degrees F.
  - i) proper storage of foods
    - dry shelf storage - 45 - 80 degrees F.
    - refrigeration - 35 - 40 degrees F.
    - freezer - 0 or below degrees F.
  - j) store food in covered containers
  - k) poisons and toxins should be stored in locked cabinet away from food
- 07.0 Identify important planning considerations in food service programs, to include:
- a) management is responsible for food service program; inmates only perform assigned duties
  - b) menu reviewed by dietitian for well-balanced nutrition and kept on file in facility
  - c) avoid monotony with careful menu preparation
  - d) master menu cycle simplifies projection of food needs



- e) avoid starchy foods, particularly with juveniles
- f) commissary should be in addition to, not as a substitute for, a good food program
- g) prepare and serve food at correct temperature
- h) serve food promptly after it is prepared

### **Control Room Operations/Procedures**

- 01.0 Identify the general purposes of the control center, to include:
  - a) functions as the nerve center of the facility
  - b) integrates all external and internal security and communication networks
  - c) controls access to and from the facility and within the facility (pedestrian and vehicle gates)
  - d) monitors all activities of inmates, staff, and visitors
- 02.0 Identify some typical tasks of control center personnel, to include:
  - a) monitor activities constantly and notify shift supervisor of any problems
  - b) tabulate count; maintain inmate status board
  - c) maintain information on inmate lock-ups, releases, movements
  - d) control access; operate remote control panels for gates, doors, sally ports
  - e) issue and receive keys
  - f) maintain control center log of routine and emergency activities
  - g) complete routine forms, documentation, correspondence
  - h) receive and direct telephone calls
  - i) account for all control center equipment and keys and ensure area is in proper order
  - j) conduct checks of all control center equipment
  - k) receive security call-ins or checks from designated posts
  - l) coordinate all communications where officers request assistance
  - m) operate emergency alarms
  - n) maintain list of employee telephone numbers and all emergency telephone numbers
  - o) contact designated persons/agencies in case of emergency
  - p) maintain continuous communication with any area of disturbance
  - q) issue weapons, ammunition, restraints, riot control equipment on order of shift supervisor
  - r) control lighting and power as needed
- 03.0 Identify procedures for maintaining control center logs, to include:
  - a) obtain appropriate log book
  - b) open log for specific shift
  - c) make entries for each activity
  - d) leave space between each entry
  - e) enter date, time, specifics of activity or incident
  - f) close out log for shift
  - g) have shift supervisor sign log to authenticate
- 04.0 Identify the types of activities which should be recorded on control center logs, to include:
  - a) security call-ins or checks from designated post or areas
  - b) institutional counts
  - c) unusual incidents occurring within facility
  - d) inmates received and/or discharged
  - e) escape or escape attempt information

- f) fog or weather assignments
  - g) maintenance or repair requirements
  - h) vehicle or equipment breakdowns
- 05.0 Identify supplies and equipment which may be needed by control center personnel, to include:
- a) copies of all policies and procedures, facility layout, maps
  - b) communications equipment
  - c) monitoring system
  - d) alarm system
  - e) inmate status/count log
  - f) keys
  - g) emergency telephone numbers
  - h) power switches
  - i) logs/report forms
- 06.0 Identify general considerations for the control center, to include:
- a) must be staffed 24 hours per day, 7 days per week
  - b) access strictly limited; doors remain locked at all times; no unauthorized personnel
  - c) only correctional employees should perform cleaning duties in control center
  - d) should be staffed by specially trained correctional officers who are thoroughly familiar with security manual and control center daily operations
  - e) must remain calm and gather and relay information in thorough manner during emergencies
  - f) staff used as resource, not decision makers
- 07.0 Identify the responsibilities of the control room officer in emergency situations and recall that he/she will need to become familiar with the post orders and special requirements for the facility where he/she will be working.

### **Intake Procedures**

- 01.0 Identify special problems associated with the intake process, to include:
- a) may be traumatic situation for inmate
  - b) high anxiety can be manifested by physical resistance and violence
  - c) potentially dangerous for inmate and correctional officer
  - d) many emergency situations occur during intake process
- 02.0 Identify the elements of a complete and successful intake program, to include considerations designed to:
- a) reduce anxiety level for newly committed inmates
  - b) ensure that all inmates are properly identified
  - c) ensure that court papers are complete and accurate
  - d) properly record authorized inmate property and remove unauthorized property
  - e) ensure that each inmate has bathed and changed into newly issued clothing
  - f) ensure complete medical and dental health screenings
  - g) record basic personal data
  - h) explain temporary mail and visiting regulations
  - i) explain basic rules and regulations
  - j) assign a registered number
  - k) assign housing after evaluation
  - l) issue clothing
- 03.0 Identify procedures for intake of inmate into facility, to include:

- a) examine credentials of escorting officer
- b) receive commitment order from escorting officer
- c) review commitment order
  - certified, valid, accurate
  - if inaccuracies exist, refuse inmate and contact committing court
- d) refuse to admit any unconscious, ill, or injured inmate
- e) sign any detainer; give copy to escorting officer, retain original in records
- f) complete physical identification of inmate:
  - ask inmate questions from record
  - compare photos, fingerprints, other identify-ing characteristics
- g) prepare admissions receipt for escorting officer, central control, records
- h) prepare inmate personal data records and assign inmate number
- i) inventory inmate personal property
- j) store inmate property which he cannot retain in own possession
- k) search inmate
- l) allow inmate to bathe; delouse as necessary
- m) issue clothing
- n) provide health screening
- o) establish identifying records
  - photographs
  - fingerprints
  - record of identifying marks
  - physical description
- p) allow inmate to make necessary telephone calls - family or friend, bondsperson, if applicable

04.0 Identify items of inmate personal data needed for records, to include:

- a) name
- b) known aliases
- c) social security number
- d) age
- e) date of birth
- f) place of birth
- g) race
- h) height
- i) weight
- j) scars, tattoos and other identifiable features
- k) last known address and telephone number
- l) name and address of next of kin
- m) marital status
- n) religion
- o) information on health insurance, if available
- p) date and time admitted
- q) offense charged for, or for what crime sentenced
- r) legal authority for commitment
- s) name of attorney, if available
- t) bond information
- u) signature of person delivering inmate
- v) written inventory of all inmate personal property and money
- w) assigned number

05.0 Identify documentation which must be maintained on file for each inmate, to include:

- a) information obtained for inmate personal data record

- b) medical, dental or psychological information
  - c) classification information and progress report
  - d) disciplinary reports including investigations and dispositions, use of force reports, special reviews
  - e) all temporary absences and granting authority
  - f) fingerprint card and photographs
  - g) record of any detainees or other civil or criminal process
  - h) date, terms or conditions of release; authority for release; signature of releasing employee
- 06.0 Identify other important considerations with regard to the intake process, to include:
- a) provide armory outside of security perimeter where escorting law enforcement officer is to leave weapon
  - b) admit no juveniles except under court order
  - c) officer responsible for processing should be of same gender as inmate being admitted
  - d) use frisk search procedures for un-sentenced persons charged with minor offenses, strip search for others
  - e) may need to provide special assistance during orientation for language/reading problems
  - f) records should be unavailable to inmates and protected from fire or other possible loss

### **Inmate Property Control Procedures**

- 01.0 Explain the possible options for disposition of inmate personal property, to include:
- a) return to inmate to be retained in his possession
  - b) return to home or family address
  - c) deposit money in inmate account
- 02.0 Identify various items of personal property which may be retained in the inmate's possession, to include:
- a) legal documents
  - b) family pictures up to a specific quantity and size
  - c) prescription glasses
  - d) address book or list
  - e) materials authorized by management
    - hobby/craft supplies
    - educational supplies
    - religious materials
- 03.0 Identify procedures for verification and security of inmate personal property, to include:
- a) prepare written property record form
  - b) complete form in presence of inmate
  - c) have inmate sign form
  - d) provide copy of form to inmate, original to property control
  - e) address and seal packages to be shipped
  - f) seal containers to be stored and identify with inmate's name and number
  - g) keep in locked area until delivered to shipper or returned to inmate upon departure
- 04.0 Identify procedures for preparing property inventory list/receipt, to include:
- a) record date, inmate's name and number on property inventory form
  - b) write accurate description of all property by appearance
  - c) list all currency by serial number and all credit cards by number, if applicable

- d) count each item and enter quantity
  - e) document other items of value, i.e., old coins, collectibles
  - f) complete form by signing
  - g) explain review process to inmate to ensure agreement that list/receipt correctly identifies all property
  - h) obtain inmate's signature on form; if inmate refuses, have second employee review the property form and sign; note refusal on form
  - i) provide inmate with copy of form as a receipt
  - j) update form as property status changes with deletions and additions
- 05.0 Identify procedures for depositing inmate money, to include:
- a) receive all money in inmate's possession, except in cases where inmates are allowed to retain a minimal amount of money in their possession
  - b) direct inmate to count out money and provide total
  - c) count money after inmate and verify total amount
  - d) describe money in unit currency (e.g., 5 ones, 3 fives, etc.), if applicable
  - e) describe coins in units (e.g., 3 pennies, 2 quarters, etc.), if applicable
  - f) complete money receipt with all pertinent information (i.e., name, number, date, etc.)
  - g) have inmate review receipt for accuracy
  - h) have inmate sign to verify accuracy of receipt
  - i) sign receipt
  - j) give copy of signed receipt to inmate
  - k) obtain inmate's fund account number
  - l) complete deposit slip for all money received
  - m) place deposit slip in inmate's fund account record
  - n) place in money bag, seal bag, and deliver bag to the appropriate depository
- 06.0 Identify procedures for returning inmate property or money, to include:
- a) obtain money or property from storage area
  - b) verify identity of inmate receiving the property or money as that of the owner
  - c) verify authorization to return
  - d) check against record
  - e) obtain inmate signature confirming receipt
  - f) return to inmate
  - g) make appropriate log entries
- 07.0 Identify special considerations with regard to inmate personal property, to include:
- a) medicines possessed by inmate upon intake should be turned over to medical personnel with appropriate notation on inmate record
  - b) need written authorization from inmate before releasing any of inmate's personal property to family or friends
  - c) if inmate is transferred, personal property should be transported with him in sealed container

### **Classification Procedures**

- 01.0 Define "classification" as the systematic grouping of inmates into categories based on shared characteristics and/or behavioral patterns to ensure the safety and security of the individual inmate as well as the smooth operation of the facility. It is an ongoing process that occurs at frequent intervals throughout the inmate's confinement.
- 02.0 Identify the importance of a well-defined and correctly implemented classification system, to include:
- a) ensures public safety by correctly determining necessary custody levels

- b) ensures safety and security of the individual inmate
  - c) aids in the smooth operation of the correctional facility - maximum compatibility within each area
  - d) reduces recidivism
  - e) facilitates rehabilitation programs
  - f) provides for cost-effective operation
- 03.0 Identify the two types of classifications:
- a) initial reception and classification
  - b) institutional classification
- 04.0 Identify broad categories of initial segregation necessary in county and municipal facilities, such as separating:
- a) pretrial detainees from convicted
  - b) males from females
  - c) adults from juveniles
  - d) violent inmates from nonviolent and from other violent inmates
  - e) special needs inmates from the general population
- 05.0 Identify types of special needs inmates, to include:
- a) drug abusers/addicts
  - b) alcohol abusers/addicts
  - c) emotionally disturbed
  - d) mentally handicapped
  - e) sexual deviates
  - f) aged
  - g) physically handicapped
  - h) educationally/vocationally deprived
  - i) medical
- 06.0 Identify the custody classifications/levels for inmates in state correctional facilities:
- a) minimum
  - b) medium
  - c) close
  - d) maximum
- 07.0 Identify types of information used in the initial classification, to include:
- a) investigative reports
  - b) arrest history
  - c) interviews
  - d) personal history review
  - e) medical and psychological screening
  - f) observation
  - g) county jail report
  - h) commitment papers
- 08.0 Identify topics for discussion in the initial classification interview, to include:
- a) family background, family unit and visitation procedures
  - b) offense for which inmate has been sentenced and sentence structure
  - c) inmate's attitude about sentence
  - d) educational and/or vocational background
  - e) inmate's desire for self-improvement while incarcerated and following return to society
- 09.0 Explain that an inmate's appropriate custody level may determine the following:
- a) most appropriate housing assignment
  - b) amount of movement, freedom of inmates within the facility during daytime and evening hours

- c) degree of supervision and/or escort required
  - d) conditions under which the inmate may leave the facility grounds
  - e) access to programs and activities
- 10.0 Identify procedures of the classification process, to include:
- a) review background information on inmate
  - b) conduct interview with inmate:
    - obtain secure, private location
    - explain purpose of interview to inmate
    - identify major areas of concern
    - ask questions that are easily answered
    - do not formulate questions that are too complex for inmate to understand
    - ask questions designed to gather as much information as possible
  - c) record information on standardized agency/institution form
  - d) consult with other team members, if appropriate
  - e) make recommendations
  - f) forward recommendations to appropriate persons
- 11.0 Identify elements of progress reports, to include:
- a) continuous process of evaluating and observing inmate
  - b) on routine schedule and as special circumstances dictate
  - c) assures special programs are placed into operation
  - d) recognizes efforts and accomplishments
  - e) means for making changes when circumstances warrant
- 12.0 Explain reasons for changes in custody levels and supervision, to include:
- a) institutional adjustment
  - b) request from inmate
  - c) request from staff person
  - d) change of inmate's legal status
  - e) completion of inmate's program or assignment
  - f) change in sentence and release status
- 13.0 Identify special considerations with regard to classification, to include:
- a) changes should be made with the inmate present and participating in the deliberations whenever possible
  - b) reclassification evaluations should occur at frequent intervals
  - c) segregation should not be determined by race, creed or national origin
  - d) classification manual should be available to all personnel involved in the classification process

## **Fingerprinting**

- 01.0 Explain the importance of obtaining clear fingerprints:
- a) to establish the Automated Fingerprint Identification System (AFIS)
    - ten print data base
    - latent cognizant data base
    - unsolved latent data base
  - b) to make an identification against existing records
- 02.0 Explain how the Florida Department of Law Enforcement uses fingerprint cards, to include:
- a) create computerized criminal history file for State of Florida
  - b) disseminate information to criminal justice agencies
- 03.0 List the routing of the fingerprint card, to include:

- a) to originating agency
  - b) to FDLE
  - c) to FBI
- 04.0 Identify types of fingerprint cards, to include:
- a) arrest
  - b) applicant
  - c) personal identification
- 05.0 Identify the two types of fingerprint impressions:
- a) rolled
  - b) plain or simultaneous
- 06.0 List the equipment needed to fingerprint an individual, to include:
- a) fingerprint card holder
  - b) standard fingerprint cards
    - arrest
    - applicant
    - personal identification
  - c) porelon pad or tube of fingerprint ink
  - d) printer's roller
  - e) inking plate
  - f) table at elbow height from floor
- 07.0 Identify general procedures for fingerprinting an individual, to include:
- a) direct subject to wash and dry hands thoroughly
  - b) inspect subject's hands for cleanliness and any special problems
  - c) direct subject on proper stance
  - d) direct subject to relax and instruct him/her not to try to help operator
  - e) stand to left of subject when printing left hand, to right of subject when printing right hand
  - f) if using inking plate, cover evenly with fresh ink
    - start with two daubs of ink rolled to a thin film
    - add more ink if necessary
  - g) ink the finger (on the inking plate or pre-inked porelon pad) to just below the first joint
  - h) fasten fingerprint card to card holder
  - i) roll the inked finger in the indicated space of the fingerprint card
    - begin with the right thumb and then, in order, the index, middle, ring and little finger
    - repeat in same order for left hand
    - hold the subject's hand with a firm grip
    - use both hands when rolling fingerprints
      - use one hand to hold the tip of the subject's finger
      - use one hand to hold the middle joint of the finger
    - apply pressure uniformly, depending upon subject's ridges
      - usually less pressure is better
      - too much pressure will cause distortion of ridge contour appearance
    - roll the thumb toward subject's body and fingers away from subject's body
    - roll fingers fully
      - nail to nail
      - fingertip to ¼" below first joint
  - j) make the plain or simultaneous impressions - press straight down



- four fingers for each hand
  - thumbs one at a time
- k) check the fingerprint card (if unacceptable, reprint subject on another card)
- cores, deltas, ridges visible and clear
  - prints placed in proper sequence
- l) direct subject to clean ink from his/her hands
- m) sign fingerprint card
- n) have subject sign fingerprint card
- o) complete all other information on fingerprint card, or see that it is completed
- p) clean and cover equipment
- denatured alcohol
  - benzene
  - commercial cleaning solvent
  - do not use paper towels to clean roller and inking plate
- q) place fingerprint card in appropriate bin for forwarding
- 08.0 Identify procedures for fingerprinting a subject with special problems, such as:
- a) if pattern is not clear:
- assure cleanliness of hands
  - vary amount of pressure used
  - vary amount of ink used
- b) if finger is bandaged or amputated, write “bandaged” or “amputated” in correct location on the plain impressions
- c) if hands perspire excessively:
- dry each finger separately before each print is taken
  - use alcohol on fingertips to keep them dry
- d) if fingerprints are smooth:
- use small amount of petroleum jelly (with porelon pad, wipe petroleum jelly completely off; used as moisturizer only)
  - use commercial ridge builder
- e) if crippled hands:
- cut the rolled impression area for each hand from the fingerprint card in one continuous strip
  - roll the impression area on the strip to the corresponding finger
  - glue or tape the strip to the correct position on another fingerprint card
  - note the condition of the hands on the finger-print card
  - use a coroner’s spoon to obtain correct pressure, if needed
- 09.0 List the criteria for an acceptable fingerprint card, to include:
- a) pattern visible and clear
  - b) fingerprints in proper spaces
  - c) fingerprints on proper type of card
  - d) proper notations for special problems
  - e) all information complete and accurate
- 10.0 Demonstrate proper techniques of fingerprinting.
- 11.0 Given samples of unacceptable fingerprint impressions, identify possible problems and the corresponding solutions to obtain acceptable prints.
- 12.0 Identify common reasons for return of fingerprint cards as unacceptable for processing, to include:
- a) lack of sufficient ridge detail
  - b) lack of complete identifying information
    - incomplete personal data on subject
    - lack of signatures

- operator
- subject
- c) lack of charge(s) noted on card or lack of reason for fingerprinting on applicant card

## Transfer Procedures

- 01.0 Describe different types of transfers, to include:
- a) to state facility from county or municipal facility
  - b) routine transfer between facilities
  - c) for management reasons
  - d) for security reasons
  - e) for medical, psychological, dental reasons
  - f) emergency transfer due to disturbances
  - g) Interstate Correctional Compact
  - h) to community correctional center or women's adjustment center
  - i) due to federal or circuit court order; to location requested by court
  - j) to community drug treatment program
  - k) to Department of Children and Families
    - mentally handicapped
    - mental health program
  - l) to Department of Juvenile Justice
    - youth services
  - m) youthful offender transfers
- 02.0 Identify procedures for transferring an inmate, to include:
- a) receive authorization for transfer
  - b) review transfer order for accuracy and completeness
  - c) identify inmate subject of transfer order
  - d) obtain files/records of inmate
  - e) complete custody receipt
  - f) arrange transportation
  - g) call up inmate from housing area
  - h) make positive identification of inmate with information in file
    - comparing pictures to actual inmate
    - comparing identifying marks to inmate's marks
    - asking questions which would uniquely identify the inmate
    - comparing fingerprints
  - i) perform strip search
  - j) obtain all items in inmate's possession
  - k) obtain all stored personal property
  - l) update inventory lists/receipts for inmate personal property and money
  - m) obtain inmate's signature for updated inventory lists/receipts and give copy to inmate
  - n) instruct inmate to dress out in personal clothing or other clothing as provided
  - o) isolate inmate from other inmates
  - p) determine restraints needed
  - q) apply restraints
  - r) transfer all property with transporting officer; allow new facility to make determination of what inmate may keep
  - s) close out files
  - t) perform transportation count, if transferring several inmates

- u) supervise inmates during transport
  - v) send institutional file and medical, dental and psychological records with transporting officer
  - w) forward custody receipt to proper authority or give to transporting officer
  - x) have receiving officer sign custody receipt
  - y) file custody receipt copies as required
- 03.0 Identify elements of a custody receipt, to include:
- a) date
  - b) inmate name, number, race and/or picture as required
  - c) facility assignment
  - d) facility destination
  - e) issuing officer's signature
  - f) receiving officer's signature

### Release Procedures

- 01.0 Describe the different types of releases, to include:
- a) bonds
  - b) parole
  - c) expiration of sentence
  - d) release by other legally constituted authority
- 02.0 Explain that the release is to be accomplished promptly and accurately.
- 03.0 Describe the types of documentation needed to authorize a release, to include:
- a) court order
  - b) writ
  - c) posting of bond
  - d) pretrial release form
  - e) record indicating expiration of sentence
- 04.0 Identify elements to be included in the "release plan", to include:
- a) proposed residence - name, address, relationship
  - b) employment possibilities - name, address, type of work
  - c) special needs - medical, vocational rehabilitation, education, detoxification or drug counseling
  - d) restitution - party to whom restitution is owed and payment schedule
- 05.0 Identify standard procedures to follow when releasing an inmate, to include:
- a) receive documentation with authority to release inmate, or receive telephone call from proper authority
  - b) verify release authorization by return call if notification was received by telephone
  - c) verify release documentation
    - review order for accuracy and completeness
    - confirm that release order was issued for the specific inmate you have identified
    - confirm that release order was issued by proper authority
  - d) check documentation authorizing release to be sure all special conditions have been satisfied
  - e) notify others within facility as required
  - f) notify inmate
  - g) develop release plan
  - h) run NCIC/FCIC check
  - i) check to make sure all holds and detainers have been satisfied

- j) make positive identification of inmate being released
  - photographs
  - fingerprints
  - questions
  - identifying marks
  - signature comparison
- k) resolve any grievances or claims for damage or loss
- l) complete facility release papers
- m) arrange physical examination as required or if any medical complaints are indicated by inmate
- n) arrange for clothing for release
- o) determine need for transportation
- p) direct inmate to dress out
- q) return inmate money
- r) obtain signed receipt from inmate for gratuities, returned money, discharge certificate, personal property
- s) provide appropriate instructions, such as court return dates
- t) obtain forwarding address
- u) sign facility release papers
- v) provide inmate with all necessary papers
- w) inspect inmate for proper attire and to make sure no facility property leaves with inmate
- x) search inmate before passing through sally port
- y) return inmate personal property
- z) escort inmate through sally port
- aa) retain release information in inmate file
  - terms and conditions of release
  - authority for release
  - signature of releasing officer
- bb) notate file with date and type of discharge
- cc) close out file and store as required

06.0 Identify special considerations of the release process, to include:

- a) fugitives and detainees
- b) federal inmates (never release without authorization from a deputy marshal)

### **Bonding Procedures**

01.0 Define “bond” as a written agreement, usually involving a sum of money, wherein a person accused of a crime is released from custody pending trial and forfeits the sum of money if the agreement is violated.

02.0 Identify advantages of releasing a person on bond, to include:

- a) confinement is punishment; punishment should only occur after trial and sentence by court
- b) accused often loses job while in custody
- c) if free, accused can support family and earn money for counsel of choosing
- d) increases prospects for a successful defense
- e) accused will appear if there is sufficient financial incentive
- f) reduces financial burden of jails
- g) reduces jail overcrowding

03.0 Identify disadvantages of releasing a person on bond and of money bond system, to include:

- a) accused may flee
  - b) accused may intimidate or harass witnesses
  - c) accused may commit other crimes
  - d) money bond system denies release to poor, but rich are released
  - e) bond often set at arbitrary amount without regard to personal or financial circumstances
- 04.0 Identify legal rights of the accused with regard to the bond system, to include:
- a) right to reasonable bond guaranteed by Eighth Amendment
  - b) right to be free under reasonable bond until properly convicted
  - c) right to bond binding on states through Fourteenth Amendment
  - d) right to have bond set is recognized except in certain circumstances, mainly capital cases
  - e) bond must be for sole purpose of assuring presence at trial
  - f) high bond cannot be set to keep accused in jail as punishment, but only to assure presence or if danger of interfering with justice, e.g., witnesses
  - g) bond must be set in light of each individual accused
    - seriousness of crime is one factor; the greater the punishment the greater the temptation to jump bail
    - consider community ties - family, job, length of residence
    - should not consider danger to society—"preventive detention"—unless there is proof beyond a reasonable doubt of crime already committed
  - h) Federal Bail Reform Act of 1966 - accused persons should be released without bail (on own recognizance) unless magistrate decides something more than a promise to appear is needed
- 05.0 Identify the most prevalent types of bonds:
- a) cash bonds
  - b) surety bonds
  - c) supersede as bonds - processed through court system
  - d) recognizance bonds
- 06.0 Explain that a correctional officer cannot recommend a bail bondsperson.

### **Contraband: Recognition, Control and Disposal**

- 01.0 Define "contraband" as any unauthorized article, or any authorized article in excessive quantities.
- 02.0 Identify major categories of contraband, to include:
- a) hard/hazardous contraband - any item that poses a serious threat to the security of the institution (e.g. intoxicating beverages, drugs, firearms/weapons, poisons, caustic or toxic materials, inhalants)
  - b) nuisance contraband - any item which may be or has been authorized for possession at one time, but which is prohibited when excessive or altered (e.g., excess clothing, linen, money, etc.)
- 03.0 Explain that anything in the facility is a potential weapon (e.g., toothbrush, silverware, sports equipment, ball point pens, etc.).
- 04.0 Explain the importance of controlling contraband, to include:
- a) security and safety of life
  - b) security and safety of property
  - c) sanitation
- 05.0 Identify common methods of smuggling contraband into correctional facilities, to include:

- a) visiting room - contraband exchanged via kiss; inmate swallows balloon or condom filled with contraband
  - b) mail room - in letters or packages, under stamps, on glue to seal envelop
  - c) inmate returning from community/work programs - keistering or swallowing of balloon or condom
  - d) employee smuggling in lunch pails, pockets, etc.
  - e) group visitors/tours from community
  - f) stolen from prison hospital
- 06.0 Describe ways in which contraband may be detected, to include:
- a) use appropriate senses during constant, close observation and supervision
  - b) daily, regular, and irregular searches
  - c) cell and area searches
  - d) frisk and strip searches of inmates
  - e) searches of visitors and staff
  - f) searches of mail and packages
- 07.0 Identify the correctional officer's duty in the control of contraband, to include:
- a) know what items constitute contraband in the particular facility
  - b) constantly be alert
  - c) closely observe/supervise inmates
  - d) perform frequent inspections and searches
  - e) secure all equipment and supplies which could be contraband
  - f) follow guidelines for tool and sensitive item control
  - g) conduct frequent inventories
  - h) confiscate, store or dispose of contraband, as directed
  - i) notify supervisor of found contraband
  - j) maintain appropriate logs
  - k) write appropriate reports
- 08.0 Identify the common forms, slang names, appearance or packaging, methods of use, and paraphernalia of each of the major classes of controlled substances and commonly abused drugs, to include:
- a) narcotics
    - forms: opium, heroin, morphine, Demerol, Dilaudid, codeine, methadone
    - slang names: (heroin) smack, horse, snow, powder (opium) black, (opiates) dreams, dollies
    - appearance/packaging: heroin - white or brown crystalline powder; others - powder, capsules, liquid
    - CJD 752 (N), Contraband: Correctional Operations Recognition, Control and Disposal PAGE 3 Effective-1/1/93 Revised-4/1/06
    - methods of use: (opium and opiates) smoking, oral ingestion, injection; (heroin) smoking, snorting, injection
    - paraphernalia: opium pipe; "cooking" and "shooting" equipment - burnt bottle cap or spoon, matches, syringe or hypodermic, cotton and tourniquet; plastic bag, capsules, papers, other containers
  - b) depressants
    - forms: chloral hydrate, barbiturates, sleeping pills, tranquilizers (Valium, Librium, diazepam), sedatives, alcohol, flunitrazepam, carisoprodol (Soma)
    - slang names: downers, barbs, candy, goof-balls, sleepers, reds, yellows, rainbows, blues, roofies

- appearance/packaging: brightly colored capsules or tablets, liquids in injection ampules
  - methods of use: oral ingestion and injection
  - paraphernalia: capsules, ampules, hypodermic
- c) stimulants
- forms: amphetamines, methamphetamines, cocaine
  - slang names: uppers, dexies, bennies, coke, flake, snow, speed, gofast, meth, crack
  - appearance/packaging: amphetamines, methamphetamines colored tablets or capsules, liquids, powders; white crystalline powder (kilo/pound in heat-sealed clear plastic bags; ounce quantities in smaller plastic bags; gram quantities in baggies, glass vials, tin foil, balloons)
  - methods of use: oral ingestion, injection, snorting, freebasing, smoking
  - paraphernalia: capsules, ampules, hypodermic, straw or rolled up paper, cutting material (for cocaine), crack cocaine pipes
- d) inhalants
- forms: solvents, anesthetic gases (ether, nitrous oxides) aerosol propellants, gasoline
  - slang names: gloom, gas, fluid
  - appearance/packaging: liquids, glues, gas containers, aerosol cans, balloons
  - methods of use: sniffing (inhalation)
  - paraphernalia: plastic or paper bags, rags, aerosol cans, balloons
- e) hallucinogens
- forms: LSD, DMT, STP, MDA, Mescaline (peyote), morning glory seeds, psilocybin/psilocin, PCP
  - slang names: acid, peace pills, mesc, big "D", buttons, mushrooms, angel dust, crystal
  - appearance/packaging: LSD - odorless, color-less, tasteless and may be in any form (liquid, powder, pill, capsule, blotter paper, gelatin); DMT, STP, MDA - powder, tablet, capsule, liquid; mescaline and psilocybin -crystalline powder in capsules or liquid in ampules or vials; PCP - liquid or powder in tin foil, plastic baggies, vials, paper bindles, capsules or tablets
  - methods of use: LSD - oral ingestion, injection; DMT, STP, MDA - oral ingestion, smoking, snorting, injection; mescaline and psilocybin - oral ingestion, smoking, snorting
  - paraphernalia: LSD - gelatin, sugar cubes, paper squares, candy; DMT, STP, MDA - tobacco, parsley leaves, marijuana, hypodermic equipment, capsules; mescaline and psilocybin - alcohol, mortar and pestle; PCP - tobacco, parsley leaves, marijuana
- f) cannabis
- forms: marijuana, hashish, hashish oil
  - slang names: pot, Mary Jane, hash, oil, weed, roach, straw, love weed, hemp, loco weed, Acapulco gold, reefer, grass
  - appearance/packaging: marijuana - green plant with serrated leaves with 5 - 11 lobes (greenish-brown when dried); hashish - cakes or loaves of dark brown resinous powder or compressed leaf mixture;

- hashish oil-brown to amber, thick substance the consistency of oil (usually in vials)
  - methods of use: oral ingestion, smoking
  - paraphernalia: pipes, cigarette papers, tin foil, items used as a “crutch” or “bridge”
- g) over-the-counter-drugs
  - forms: diet pills, sleeping pills, caffeine pills, cold medications containing ephedrine, pseudoephedrine, phenylpropanolamine, or other substances prohibited by s. 893.1495, F. S.
  - appearance/packaging: capsules or tablets
  - methods of use: oral ingestion
- 09.0 List rules for collecting contraband substances, to include:
  - a) do not taste or smell any material suspected of being contraband
  - b) do not handle suspected substances more than is absolutely necessary; wash hands thoroughly as soon as possible after handling
  - c) handle and store all chemical material with care (may be highly flammable, caustic or explosive)
  - d) tag and identify substance as to date, time, area or inmate collected from
  - e) transfer substance to proper investigative authority (maintain chain of custody)
  - f) document in log and/or proper report
- 10.0 Identify procedures for disposal of contraband, to include:
  - a) deliver contraband to person authorized to dispose or dispose of contraband as prescribed by agency:
    - discard
    - compact
    - flush
  - b) document disposal or destruction as required
  - c) store or return unauthorized inmate property to inmate’s family, if appropriate
  - d) return facility property to supply when inmate possesses over limit, if reusable
- 11.0 State that employees should never be recipient of any contraband which is scheduled for disposal.

## **Disciplinary Procedures**

- 01.0 Define “proactive discipline” as the training required to ensure obedience to established rules.
- 02.0 Define “reactive discipline” as action taken in response to a violation of established rules.
- 03.0 Define “punishment” as a penalty for some offense.
- 04.0 Identify the three purposes of discipline, to include:
  - a) training
  - b) controlling
  - c) punishing
- 05.0 Identify the goals of discipline, to include:
  - a) maintain order within the correctional facility
  - b) protect the safety and welfare of those who live and work in the correctional facility
  - c) develop ability and desire to conform to accepted standards in free society
- 06.0 Identify portions of laws and rules which refer to discipline/punishment in state correctional facilities, to include:



- a) Eighth Amendment to the U.S. Constitution - prohibits cruel and unusual punishments
  - b) s. 944.35, F.S. - punishment permitted as necessary, but no cruel or inhuman punishment allowed
  - c) s. 944.35, F.S. - cruel or inhuman treatment of inmates is a third degree felony
- 07.0 Identify portions of laws and rules which refer to discipline/punishment in county and municipal correctional facilities, to include:
- a) Eighth Amendment to the U.S. Constitution - prohibits cruel and unusual punishments
  - b) s. 950.09, F.S. - willful inhumanity and oppression to any inmate is a second degree misdemeanor
- 08.0 Identify methods of preventive discipline, to include:
- a) effective initial orientation
  - b) continuing group and individual instruction
  - c) adequate food, housing and medical attention
  - d) sufficient exercise and recreation
  - e) fair and impartial treatment of all inmates
  - f) positive role modeling by personnel
- 09.0 Identify examples of offenses which would be considered minor in nature, to include:
- a) failure to maintain acceptable hygiene or appearance of housing area
  - b) willfully wasting state property or property belonging to another - any waste of edible or usable property
  - c) feigning illness or malingering as determined by a physician or medical authority
  - d) insufficient work
- 10.0 Identify actions which may be taken in response to a minor offense, to include:
- a) counsel the inmate
  - b) counsel the inmate and document same as a "verbal reprimand" on the contact card
  - c) counsel the inmate and document same as a "corrective consultation" on the contact card; provide inmate a copy within 24 hours
  - d) write a disciplinary report when continued violation occurs
- 11.0 Identify offenses which would be considered major in nature, to include:
- a) failure to comply with count procedure
  - b) escape or escape attempt
  - c) possession of weapons, ammunition or explosives
  - d) other assault or battery or attempted assault or battery
  - e) destruction of state property or property of another
  - f) refusing to work
- 12.0 Identify actions which may be taken in response to a major offense (following procedures of due process), to include:
- a) probation
  - b) loss of unearned gain time (must document justification)
  - c) restitution
  - d) confiscate contraband
  - e) individual review and counseling
  - f) disciplinary squad
  - g) extra duty during leisure hours
  - h) suspension of privileges (i.e., mail, visitation, etc.)
  - i) loss of gain time

- j) disciplinary confinement
- 13.0 Explain the correctional officer's role in the disciplinary process, to include:
- know rules and regulations thoroughly
  - advise inmate that disciplinary action will result from violation of rules
  - write incident reports when warranted
  - use physical force when necessary to subdue violent inmate(s) or prevent an escape
  - serve on disciplinary hearing committees as required
- 14.0 Identify how discipline is to be administered, to include:
- in compliance with laws, rules, and policies and procedures
  - promptly
  - consistently
  - fairly
  - impartially
  - firmly
  - professionally
  - privately
- 15.0 Identify who does/does not have the authority to punish inmates:
- does have authority - hearing officers, disciplinary hearing team
  - does not have authority - correctional officers, other inmates
- 16.0 Explain the disciplinary report process, to include:
- statement of facts
  - investigation
    - delivery of charges
    - obtaining witness statements
    - obtaining evidence and other reports
  - designating authority review
  - team/hearing officer findings and actions
  - review and final action
- 17.0 Identify responsibilities associated with a disciplinary hearing, to include:
- gathering facts, when necessary
  - evaluating circumstances
  - reaching final disposition
- 18.0 Identify procedures for due process in disciplinary hearings, to include:
- the inmate must receive a copy of the statement of facts at least 24 hours before the hearing, except when:
    - inmate waives 24 hour period, or
    - inmate is within 24 hours of release
  - the inmate must be given time to prepare a defense
  - the inmate may call witnesses and present evidence, within the limits of security and the discretion of team chairman
  - the inmate has right to remain silent
  - the inmate may refuse to be present at the hearing
  - the inmate has no right to counsel but may have staff assistance
  - the inmate does not have the right to confront accusers
  - the inmate does not have the right to cross-examine witnesses
  - the inmate is entitled to a written statement of the decision
  - the inmate has the right to appeal the decision to a higher authority
  - it is not double jeopardy for an inmate to have a disciplinary report and be tried in court for the same offense

- 19.0 Explain that the disciplinary hearing committee makes a recommendation to approving authority which can be:
- a) accepted
  - b) modified downward
  - c) rejected

### **Confinement Procedures**

- 01.0 Identify and define the different types of confinement as:
- a) administrative confinement - removal of an inmate from the general inmate population to ensure his safety, the safety and security of the facility, or safety of inmates in general population; not punitive in nature (includes protective management)
  - b) disciplinary confinement - removal of inmate from general inmate population after being found guilty of violations of rules and regulations by an impartial board; may forfeit any or all privileges; used where other dispositions are inadequate to regulate inmate's behavior and where presence in general population poses a threat
  - c) close management - long-term single cell confinement of an inmate apart from the general population, where the inmate, through his own behavior, has demonstrated an inability to live in the general population; has abused the rights and privileges of other inmates or disturbed the security, order or operation of the institution
- 02.0 Identify legal considerations relevant to confinement, to include:
- a) by nature may limit rights and privileges of inmates
  - b) protected from cruel and unusual punishments by Eighth Amendment
  - c) due process guaranteed by Fifth Amendment
- 03.0 Identify reasons for placement in confinement, to include:
- a) administrative confinement - upon written confinement order by director or designee for:
    - pending disciplinary hearing
    - pending investigation for serious rule violation or criminal act
    - pending transfer or holdover during transfer
    - pending classification
  - b) disciplinary confinement - upon disposition of disciplinary hearing committee
  - c) protective management - upon request of inmate or recommendation of correctional officer
  - d) close management - upon assessment and recommendation by classification team contingent on approval by appropriate authority
- 04.0 Identify reasons for release from confinement, to include:
- a) upon recommendation by officials; when reason(s) for initial placement are no longer valid
  - b) when inmate no longer poses threat to self, others, or security
  - c) when disciplinary confinement period is completed
- 05.0 Describe conditions which are to be maintained in confinement, to include:
- a) housing assignments - more restrictive than general population
  - b) furnishing and equipment - as security permits
  - c) food - same quantity and quality as general population
  - d) recreation - minimum of three hours per week out of doors if confinement exceeds 30 days

- e) hygiene - same as general population except may have limit on number of showers per week
  - f) legal access - same as general population except may have limit on availability of law library
  - g) personal property - may be limited more than general population for security reasons
  - h) visiting - may be limited by practicality or may be denied for inmates in disciplinary confinement
  - i) telephone - may be limited to legal counsel only
  - j) medical - same or more frequent than general population; upon entry and exit
  - k) programs - same as general population where possible, except for inmates in disciplinary confinement
- 06.0 Identify procedures for monitoring inmates in confinement, to include:
- a) correctional officer – at least every 30 minutes, but on an irregular schedule
  - b) shift supervisor - once each shift
  - c) medical staff - once per day
  - d) counselor - once per week
  - e) chaplain - once per week
  - f) psychologist/psychiatrist - as requested by inmate or staff; visit any inmate in administrative confinement, protective management or close management over 30 days
  - g) warden in state facility - once per week
- 07.0 Identify elements to be included in confinement logs, to include:
- a) main confinement log
    - entries and departures from cell block including inmates, staff or others
      - time in
      - purpose
      - action taken
      - time out
    - inmates in confinement
      - name
      - number
      - cell assignment
    - current confinement count
  - b) individual confinement logs
    - personal data
    - date of placement in confinement
    - reasons for confinement
    - authority for confinement
    - activities
    - conduct
    - physical condition
    - medical attention
    - date, time, signature of officials visiting
- 08.0 Identify special considerations/procedures for correctional officers working in the confinement unit, to include:
- a) should be more experienced officers
  - b) require backup officer when placing inmate into or removing from cell
  - c) do not open or enter a cell occupied by an inmate without two or more officers present

- d) communicate verbally with each inmate while patrolling
- e) make frequent patrols, checks of all doors
- f) search inmates and cells frequently
- g) be very attuned to attitudes, behaviors, and activities of inmates
- h) log all activities, unusual behavior of inmates

## Referral Procedures

- 01.0 Explain the need for correctional officers to make referrals, to include:
  - a) provide expert assistance to help inmates solve their problems/address their needs
  - b) officers do not have the resources and time to help inmates with serious problems/needs
- 02.0 Identify the types of problems/needs for which an officer may make referrals, to include:
  - a) medical problems
  - b) alcohol, drug problems
  - c) emotional problems
  - d) family problems
  - e) financial problems
  - f) mental retardation or learning difficulties
- 03.0 Name personnel within the correctional facility to which a correctional officer may refer an inmate, to include:
  - a) medical
  - b) psychologist/psychiatrist
  - c) counselor
  - d) chaplain
  - e) business office
  - f) education
  - g) classification
- 04.0 Identify the steps to the referral process, to include:
  - a) assessment of need/problem
  - b) decision point - identify alternative solutions
  - c) referral
- 05.0 Identify procedures for the correctional officer to follow when making referrals, to include:
  - a) become familiar with resources available to inmates
  - b) become familiar with facility's policies and procedures for making referrals to each type of resource
  - c) receive request/complaint from inmate, information from others, or observe need/problem
  - d) record observations, information to substantiate concerns
  - e) notify supervisor of concerns and any action taken
  - f) interview inmate in private concerning need/problem
    - explain observations, information (summarize)
    - ask questions
    - ask for inmate's suggestions for solving problem
    - be specific with referral - one department/ agency only
    - explain services offered by department/agency
    - answer inmate's questions
    - be considerate, positive, professional in dealing with inmate
    - do not make promises that cannot be kept
  - g) notify department/agency by telephone for immediate needs

- h) complete or provide assistance for completion of required form(s) to request special assistance for an inmate
- i) record action taken in making referral
- j) coordinate with department/agency and inmate for scheduling
- k) make arrangements relative to nature/severity of problem
- l) inform department/agency of need/problem
  - identify inmate and situation
  - provide detailed, accurate information to substantiate concerns
- m) transport inmate to provider or arrange visit from provider
- n) supervise inmate during visit, if required
- o) ensure that inmate has received assistance that was requested
- p) follow special instructions of provider

### Cell and Area Search Techniques

- 01.0 Recognize the purposes of regular searches, to include:
  - a) prevent introduction of weapons or other dangerous contraband into the correctional facility
  - b) discover and suppress trafficking between employees and inmates
  - c) detect manufacture of weapons, escape devices, etc., within the correctional facility
  - d) detect possible attempts or means of escape
  - e) enforce rules designed to eliminate usual causes of inmate dissension and strife (gambling, petit theft, whiskey, narcotics, etc.)
  - f) discourage theft of and trafficking in institutional stores
  - g) check for any malicious waste or destruction of correctional facility property
  - h) discover any hazards to health or safety that go unnoticed during routine inspections
- 02.0 Recognize items of contraband to be searched for, to include:
  - a) weapons
  - b) drugs
  - c) money
  - d) food
  - e) other locally recognized items of contraband
- 03.0 Identify typical locations within a cell or within the correctional facility where weapons or contraband are likely to be concealed, to include:
  - a) bed frames
  - b) toilet tanks
  - c) door frames
  - d) false ceilings
  - e) air ducts
- 04.0 Identify equipment/tools which may be needed for conducting a cell or area search, to include:
  - a) flashlight
  - b) screwdriver
  - c) mirror
  - d) probing device
  - e) gloves
- 05.0 Identify correct steps and sequence for conducting a cell or area search, to include:
  - a) remove keys from belt, and place in a secured area
  - b) remove inmate from cell or area

- c) enter cell or area; stop and scan
  - d) note anything unusual or out of place
  - e) select appropriate, systematic search pattern
  - f) select starting point; make mental plan for conducting search
  - g) search one area or item completely before going on to next
  - h) continue search until completed, even if contraband is found
  - i) return inmate property or furnishings to original condition and/or position
  - j) write appropriate reports/logs as required
- 06.0 Identify areas which should be probed, to include:
- a) holes or cracks
  - b) hollow areas
- 07.0 Describe correct probing techniques, such as using a wire to check grills, door tracks, faucets, and drains.
- 08.0 Demonstrate correct probing techniques using appropriate equipment (hanger, mirror, flashlight, screwdriver).
- 09.0 List inmate personal property that should be examined, to include:
- a) clothing
  - b) wallet
  - c) containers
  - d) small articles
  - e) books
  - f) letters and papers
  - g) razor
  - h) smoking materials
- 10.0 Describe correct techniques for examining inmate property items, to include:
- a) open all books and papers
  - b) check containers (boxes, bottles, etc.) for false compartments
  - c) replace items as they were found
  - d) thoroughly examine all clothing items
- 11.0 Demonstrate correct techniques for examining inmate property items.
- 12.0 Describe structural aspects or furnishings of the correctional facility which should be checked, to include:
- a) cell bars
  - b) locks
  - c) windows
  - d) doors
  - e) walls and ceilings
  - f) lighting, heating, and plumbing fixtures
  - g) baseboards and moldings
  - h) bed, mattress, and bedding
  - i) furniture
- 13.0 Describe correct techniques for checking visible areas of structural aspects or furnishings, such as rubbing your hand or fingers over the surfaces or legs and cracks to detect patches that may conceal contraband.
- 14.0 Explain that any area that cannot be easily seen should be examined by use of a mirror before placing hands in the area.
- 15.0 Demonstrate correct techniques for checking structural aspects or furnishings.
- 16.0 Conduct a full cell and/or area search, demonstrating correct searching techniques and procedures and finding any hidden weapons or contraband.

## Officer Survival Considerations

- 01.0 State that the fundamental duty of a correctional officer is to safeguard life and property, including self and others.
- 02.0 List aspects of correctional operations that impact upon officer survival, to include:
- a) close observation/listening
  - b) accurate visual perception/discrimination
  - c) frequent patrols
  - d) frequent and thorough searches and inspections
  - e) adequate key and tool control
  - f) frequent counts
  - g) close supervision
  - h) proper classification
  - i) proper movement/transport of inmates
  - j) adequate emergency procedures
  - k) appropriate interpersonal communication
  - l) adequate facility communication system
  - m) proper application of defense techniques
  - n) clear understanding of hostage procedures
  - o) proper application of crime prevention techniques
  - p) structure and physical design of facility
- 03.0 Explain that officer survival is dependent upon the overall atmosphere, or climate, of the correctional facility, and that the climate is a reflection of the total correctional process, as described by:
- a) unhealthy atmosphere breeds:
    - resentment
    - hostility
    - tension
    - disturbances
  - b) healthy atmosphere is:
    - positive
    - professional
    - fair
    - firm
    - orderly
    - flexible
    - concerned
    - secure
- 04.0 Explain that a secure facility is a safe facility for inmates and staff; security is always the number one priority.
- 05.0 Identify the correctional officer as the prime security agent within the correctional facility.
- 06.0 Explain that the safety and security of the correctional facility—and those who live and work within it—is dependent upon the knowledge of and adherence to all rules, policies, and procedures of the facility by all in the facility, staff and inmates alike.

## Patrol Concepts and Techniques

- 01.0 List purposes of patrol, to include:
- a) prevent criminal activity
  - b) maintain order
  - c) protect life and property



- d) enforce institutional regulations
- 02.0 Identify preventive patrol as the most effective method for maintaining order and control in inmate housing units or cell blocks.
- 03.0 Identify specific objectives of preventive patrol, to include detection of:
  - a) escape attempts
  - b) disturbances
  - c) potential trouble
  - d) fires
  - e) tampering with institution equipment
  - f) suicide attempts
  - g) illegal activities
  - h) inmates with emotional or medical problems
  - i) sexual assaults
- 04.0 Identify proper patrol techniques, to include:
  - a) do not rely on audio-visual monitoring devices to maintain surveillance
  - b) be alert at all times for suspicious activity or things out of place
  - c) make complete rounds continually in accordance with established procedures
  - d) do not patrol with a regular or routine pattern or time schedule
  - e) backtrack frequently to keep inmates off balance
  - f) stop and listen before turning corners or approaching "blind spots"
  - g) be alert for impending attack, particularly when patrolling in an open housing, work, or activity area where inmates congregate in groups
  - h) check showers and toilets frequently in open inmate areas
  - i) check equipment, locks, and emergency alarms for working condition
  - j) report to supervisor any signs of impending trouble
  - k) listen to inmates
  - l) warn officers on other shifts if inmates plan to cause trouble
- 05.0 Identify signs of potential problems which an officer may observe on patrol, to include:
  - a) burning smell
  - b) draped blanket hanging from top bunk over bottom bunk
  - c) towels or blankets draped in front of a cell door
  - d) two inmates in a shower with lots of steam or visibility otherwise obstructed
  - e) clothesline with clothing hanging on it strung from one side of a cell to the other
  - f) inmates who avert their eyes when an officer looks at them
  - g) inmates who are extremely quiet, appear to be depressed or angry, or exhibit mood changes
  - h) unauthorized items hung on walls, stuffed between bars, or sitting on window sills blocking view
  - i) noises out of place such as heavy breathing, metal scraping sounds, or absolute quiet or excessive noise
  - j) a cutoff of conversation when the officer approaches
  - k) obvious tension in the air
  - l) increased number of fights within or between inmate groups
  - m) racial or ethnic slurs being shouted by inmates at each other or at officers
  - n) increased violations of institution rules
- 06.0 Identify the duties of an officer in properly preparing for patrol duty, to include:
  - a) be properly uniformed and equipped
  - b) receive briefing from officer on previous shift
  - c) review log book and note any unusual conditions or changes that must be tended to

- d) gain basic knowledge about inmates in the assigned area (identities, problems and special needs, normal behavioral patterns)
  - e) become totally familiar with the geography and environment of the assigned patrol area
- 07.0 Identify the daily inspections that an officer should make as part of patrol and reporting discrepancies, to include:
- a) test all openings with security coverings or locks
  - b) check for broken windows, cut screens, cracked skylights, defective hinges, loose or scarred bars, uplifted floor tiles, or holes in walls
  - c) check audible alarms for proper function
  - d) check emergency exits for free operation
  - e) test communications and audio-visual monitoring devices for proper function
  - f) examine fire extinguishers and fire hoses for working condition
  - g) check lights

### **Patrol Hazards**

- 01.0 Identify the kinds of hazards to inmate life and property which may occur in a patrol situation, to include:
- a) escape attempts
  - b) inmate fights
  - c) inmate suicide attempts
  - d) inmate use of drugs or alcohol
  - e) inmate assaults on each other
  - f) sexual battery
  - g) inmate riots or disturbances
  - h) fire
  - i) weather conditions
- 02.0 Identify potential hazards to the officer that are inherent in patrol in a correctional setting, to include:
- a) attack
  - b) taken hostage
  - c) hit by items thrown
  - d) injury resulting from responding to emergency situations
- 03.0 Explain common hazards inherent in vehicle patrol in a correctional setting, to include:
- a) vehicle accidents
  - b) assault by outside penetration

### **Tool and Sensitive Item Control Concepts/Procedures**

- 01.0 Identify reasons for tool control, to include:
- a) some tools can be used in escapes
  - b) some tools can be used as weapons
  - c) to keep tools organized for ease in locating
  - d) to maintain close inventory and prevent unnecessary costs for replacement
- 02.0 List examples of tools that would be considered hazardous (restricted) in a correctional facility, to include:
- a) hacksaw blades
  - b) files
  - c) pipe wrenches
  - d) cutting tips

- e) pipe cutters
  - f) ice picks
  - g) barber tools
  - h) medical/dental instruments with sharp points or cutting edges
  - i) culinary knives, cleavers, cooking forks, spits or skewers
  - j) grounds maintenance tools
  - k) wire cutters
  - l) chisels
- 03.0 List examples of tools that would be considered less hazardous (non-restricted) in a correctional facility, but still require control, such as:
- a) hammers
  - b) pliers
  - c) shovels
- 04.0 Describe a shadow board as an effective method for displaying and organizing tools; "shadow" of tool is drawn on board in the exact size and shape of tool.
- 05.0 Identify procedures for maintaining proper tool control, to include:
- a) mark new tools for inventory:
    - identify tool with facility markings
    - etch inventory number on tool
    - color code by classification (restricted or non-restricted)
    - enter description and number on all inventory lists
    - prepare space on shadow board
  - b) issue restricted tools to employees only or to inmates who are under direct supervision
  - c) maintain log of tools issued/returned:
    - date
    - staff or inmate name/number
    - time of issue
    - time of return
  - d) instruct inmates on proper use of tools
  - e) store on shadow board or in locked drawer or cabinet if not appropriate tool for shadow board; only one tool per shadow on board
  - f) post inventory lists conspicuously on shadow boards, tool boxes, cabinets, etc.
  - g) perform frequent inventories
    - check shadow board after each work detail
    - inventory tool boxes, drawers, cabinets daily
  - h) request replacement when tool unserviceable, worn-out or broken; dispose of properly
  - i) report lost or misplaced tools immediately
  - j) perform shakedown or cell search if tool is not accounted for
- 06.0 Explain that the officer supervising work details is responsible for tools used by inmates.
- 07.0 Identify procedures for tool control involving private or contract repair and maintenance workers, to include:
- a) inventory all tools prior to admittance or release
  - b) provide staff escort for workers
- 08.0 List examples of flammable, hazardous, poisonous or toxic materials which must be controlled within correctional facilities, such as:
- a) wood alcohol
  - b) methyl alcohol
  - c) photocopy fluids

- d) acids
  - e) glue
  - f) gasoline
- 09.0 Identify guidelines for control of hazardous materials, to include:
- a) issue only to staff
  - b) record staff name, date, amount, description of material issued and returned
  - c) supervise inmates closely while using hazardous materials
  - d) perform frequent inventories
  - e) keep in secured storage area
  - f) store in original containers
  - g) store gasoline in approved safety cans
- 10.0 Identify guidelines for control of medical supplies and instruments, to include:
- a) inventory instruments daily
  - b) inventory needles and syringes daily
  - c) dispose needles and syringes in a safe and secure manner after use
  - d) control all drugs in manner prescribed by state and local pharmaceutical regulations
  - e) dispose contaminated linens and clothing in safe, secure manner after use

### **Key Control Concepts/Procedures**

- 01.0 Explain reasons why a key control system is necessary, to include:
- a) prevent escapes
  - b) prevent takeover of facility
  - c) control property (i.e., tools, weapons, commodities, etc.)
  - d) provide access to emergency keys for emergency care for staff and inmates
- 02.0 Identify considerations for maintaining inventory of keys, to include:
- a) maintain key control log
  - b) store keys in locked cabinet in central, secured location
  - c) label keys and corresponding hooks on key board
  - d) perform frequent inventory of key board
  - e) ensure that all hooks on key board contain keys or key chit (indicator that key is checked out by person specified on key chit) or an indication that the hook is not in use
  - f) maintain locator map of all permanent locks, accurate records of all padlocks
  - g) maintain keys on key rings which are soldered closed and contain metal tags with hook number
  - h) require employees who inadvertently carry a key home to notify control promptly
  - i) prohibit unauthorized possession, alteration, marking, duplication, manufacture or impression-making of keys
  - j) maintain emergency keys apart from operational keys
  - k) report lost, broken or malfunctioning keys or locks immediately; provide alternative security for area until repaired
  - l) do not duplicate keys; duplication is responsibility of designated key control officer
  - m) change locks if sufficient reason to believe security may have been compromised
- 03.0 Identify elements of a key control log, to include:
- a) inventory
    - number of each key

- trade name of key and lock it fits
  - trade name and location of locks
  - code number of ring on which key is located
  - number of keys on each ring
  - person(s) authorized for issue
- b) activities (item, date, time, initials):
- keys issued
  - keys turned in
  - keys exchanged
  - keys lost
  - keys replaced
  - keys damaged
  - keys inventoried
  - locks changed or rotated
  - locks not functioning
  - locks inventoried or checked
  - locks replaced
- 04.0 Identify considerations for issuing keys, to include:
- a) issue from central control point
  - b) issue by one employee
  - c) do not issue "pattern keys"
  - d) require signed receipt for permanently-issued keys
  - e) use key chits for any keys drawn from operational key board
  - f) exchange key chits at central control when relieving another officer; carry key chit to officer being relieved
  - g) issuing/receiving officer makes appropriate entries in key control log
- 05.0 Identify considerations for proper handling of keys, to include:
- a) carry and use keys inconspicuously
  - b) fasten keys by chain to belt and carry in pants pocket or leather pouch attached to belt
  - c) avoid reference to key numbers in presence of inmates
  - d) never allow inmates to handle any security keys
  - e) check assigned keys frequently
  - f) do not force keys to operate locks
  - g) check number of keys when exchanging keys from one employee to another
  - h) exchange hand-to-hand, never toss or throw keys
  - i) never use keys for any other than the intended purpose
  - j) never leave keys unattended or stored in desk drawers
  - k) never carry keys to both inside and outside doors at the same time
  - l) never enter an inmate's cell with security keys on your person unless a life depends on it
- 06.0 Identify considerations for maintenance of key and lock system, to include:
- a) report malfunctioning locks or keys immediately
  - b) report missing locks or keys immediately
  - c) report unlocked area which should be locked in a timely manner

### **Accountability Concepts/Procedures**

- 01.0 Identify that the physical accountability of inmates at all times is a primary mission of the facility staff.

- 02.0 Identify that correctional officers have the primary responsibility for the completion of an accurate count.
- 03.0 Identify the general types of counts, to include:
- a) formal - counts that are conducted at specific times of the day and night in an organized manner
  - b) informal, irregular, census checks - counts made while inmates are working or engaged in regular activities; made at irregular times and reported only when an inmate is missing
  - c) out counts - counts of inmates that are not conducted in their quarters or accustomed counting areas
  - d) transportation counts - counts of inmates, by name and identification, as they board a transport vehicle, during the trip, and upon reaching destination
  - e) emergency counts - counts of inmates due to unusual circumstances such as escapes, riots, disturbances, fires, etc.
- 04.0 Identify the criteria for the proper conducting of counts, to include:
- a) frequent
  - b) prompt
  - c) accurate
  - d) recorded
  - e) in accordance with facility procedures
- 05.0 Identify principles of counting inmates properly, to include:
- a) perform official, formal counts minimum once per shift
  - b) schedule for as little interference as possible with daily work and activities
  - c) conduct frequent informal counts while supervising
  - d) know the number of inmates under your supervision at all times
  - e) do not allow anything—short of an emergency—to interrupt or distract while counting
  - f) allow no movement of inmates during formal counts
  - g) use two officers when counting in an open area - one to count and one to watch inmates' movement
  - h) remain in count area until count is verified as correct
  - i) ensure inmate presence
    - use enough light during night counts to see human flesh
    - beware of “dummy” setups
    - move bed linens as necessary
  - j) visually identify inmates, not by roll call
  - k) never allow inmates to participate in conducting or documenting counts
  - l) report count by telephone to control officer
  - m) prepare written “count slip” to verify count and submit to control officer
  - n) if interrupted or in doubt of correctness of count, conduct complete recount
  - o) enforce all rules regarding count without any exceptions
  - p) encourage inmate acceptance of the count as a necessity
  - q) remind inmates that the count is a mutual responsibility of officers and inmates
  - r) remind inmates that interference with a count is reason for disciplinary action
- 06.0 Identify the criteria for properly preparing “count slips,” to include:
- a) complete
  - b) no erasures
  - c) no strikeouts
  - d) no alterations
  - e) written in ink

- f) signed by all officers involved with count
- 07.0 Identify the procedures required of the count control officer, to include:
- a) maintain up-to-the-minute master count record in secure location
  - b) collect information needed to maintain accurate record:
    - housing moves
    - work assignment changes
    - admissions to hospital
    - commitments
    - releases
    - other changes affecting counts
  - c) receive results of formal counts
  - d) tabulate results of formal counts
  - e) record results of formal count in master count record; date, time, initial
  - f) announce when count has cleared (verified as accurate) and staff and inmates can resume activities
  - g) order recount when discrepancies occur
- 08.0 Demonstrate proper procedures/principles for conducting formal counts.

### Security Equipment

- 01.0 List the different types of security equipment, to include:
- a) gates, sally ports
  - b) doors
  - c) locks
  - d) surveillance devices
    - binoculars
    - lights
    - cameras
    - listening monitors
  - f) alarm systems
  - g) contraband detection systems
- 02.0 Define "sally port" as a double gate.
- 03.0 Identify the procedures for proper operation of sally ports or gates, to include:
- a) identify person(s) or vehicle(s) to be admitted or released
  - b) verify authorization for admittance or release
  - c) report presence if required by standard operating procedures
  - d) open outer gate or sally port
  - e) close outer gate or sally port after person(s) or vehicle(s) have cleared gate threshold
  - f) open inner gate after outer gate, or sally port, has closed; never have both gates open at the same time
  - g) close inner gate after person(s) or vehicle(s) have cleared threshold
  - h) report action if required by standard operating procedure
  - i) record movement of person(s) or vehicle(s) through gates or sally ports
  - j) search person(s) or vehicle(s) after admittance or before release
- 04.0 Describe precautions for manual operation of doors and gates, to include:
- a) never leave key in lock
  - b) keep gate or door closed and locked when not in use
  - c) know and enforce proper procedures for movement through gates and doors
  - d) maintain accurate records of movement through gates
- 05.0 Describe the three main types of manual security locks:

- a) simple deadlock system - requires key to open and lock; cannot be slam locked
  - b) combination spring and deadlock system - requires key to open and place on deadlock, but spring lock allows you to slam lock without key
  - c) automatic spring and deadlock - requires key to open but will automatically deadlock when it is shut
- 06.0 Describe procedures for operation of remote control panels for gates and cell doors, to include:
- a) gate operation
    - observe officer(s) or authorized personnel approaching gate
    - check to see if inmates are nearby
    - instruct any inmates in area to move away from gate
    - open gate when area is clear of inmates
    - close door when traffic has passed through
  - b) cell door operation
    - open or close cell doors upon signal from other officers
    - open or close cell doors at scheduled lockdown or deadlock times or as directed or required for an emergency
- 07.0 Describe procedures for operation of closed circuit television, to include:
- a) scan TV monitors with a roving eye pattern rather than a fixed stare
  - b) stop or focus camera, if possible, for a closer look at an object
  - c) direct camera to desired area or request adjustment of camera range, if necessary
  - d) request another officer to check out the suspicious circumstances if the camera cannot be used
  - e) direct officer(s) to potential or actual trouble spots
  - f) report activities in log
- 08.0 List the types of metal detectors used to detect contraband, to include:
- a) fixed pass-through
  - b) hand-held body
  - c) other metal detectors
- 09.0 Describe maintenance guidelines for security equipment, to include:
- a) use equipment as directed by equipment manuals
  - b) keep equipment clean and in good repair
  - c) check frequently to ensure proper working order
  - d) report malfunctions immediately

### **Inmate Movement Requirements/Procedures**

- 01.0 Identify factors which control inmate movement, to include:
- a) physical design of facility
  - b) security control points
  - c) facility schedule
  - d) authorization
  - e) classification system
  - f) staff
- 02.0 Identify reasons for control of inmate movement, to include:
- a) aid in control of contraband
  - b) provide supervision of inmates
  - c) reduce assaults on inmates and staff
  - d) prevent escapes



- 03.0 Describe the types of inmate movement, to include:
- a) escorted - movement of inmates supervised by officer(s)
  - b) unescorted - movement of inmates not supervised (physically) by officer(s)
- 04.0 Identify the criteria for inmate movement, to include:
- a) orderly
  - b) prompt
  - c) accurate
  - d) consistent
  - e) safe
  - f) secure
- 05.0 Identify the correctional officer's responsibilities with regard to inmate movement, which may include:
- a) approve passes
  - b) issue passes
  - c) compile master pass list
  - d) apply restraints
  - e) escort inmate(s)
  - f) monitor movement - examine trip passes
  - g) conduct movement
  - h) report problems
  - i) record actions
- 06.0 Identify guidelines for escorting one inmate within the facility, to include:
- a) verify authorization for inmate movement
  - b) apply restraints as required
  - c) place self behind, and slightly to the right or left of the inmate; stay out of the inmate's reach
  - d) move inmate in the least amount of time possible; do not allow inmate to loiter or speak with others while en route
  - e) keep inmate apart from other persons
  - f) stay with inmate while he conducts business and return inmate to point of origin, unless told otherwise by supervisor
- 07.0 List activities which may require group movements initiated by audible signals from central control, to include:
- a) work call
  - b) meals
  - c) recreation (indoor/yard)
  - d) sick call
- 08.0 Identify guidelines for conducting group movement of inmates, to include:
- a) obtain necessary authorization
  - b) direct inmates to form as many columns as necessary to facilitate orderly movement
  - c) count inmates present to be moved
  - d) notify control room of inmate count, starting time of movement, and destination
  - e) place self to rear and to one side of formation if there is only one escorting officer; stay out of inmates' reach
  - f) order inmates to proceed to destination, maintaining organized formation
  - g) keep inmates in view at all times; do not allow anyone or anything to pass between officer and group, or pass through group
  - h) never leave group alone; if inmate runs, stay with group and notify supervisor as soon as possible

- i) observe for diversionary tactics
  - j) count inmates when formation reaches destination
  - k) notify control room of count and time movement is completed
- 09.0 Demonstrate proper procedures for escorting one inmate and a group of inmates.

### **Preliminary and Follow-Up Investigation Procedures**

- 01.0 Define “investigation” as making detailed and systematic inquiries and/or observations.
- 02.0 Explain that a preliminary investigation is directed at establishing whether an offense has been committed and, if so, what type.
- 03.0 List the key elements of the preliminary investigation, to include:
- a) request medical aid, if necessary
  - b) determine if offense has been committed and, if so, what type
  - c) preserve the integrity of the crime scene
  - d) identify and retain witnesses and segregate, if necessary
  - e) document case and gather evidence
  - f) prepare a report stating facts
  - g) secure evidence
- 04.0 Define “follow-up investigation” as gathering information subsequent to the initial report to establish a case.
- 05.0 List methods of identifying inmates suspected of criminal activity or rule violation, to include:
- a) confessions
  - b) witness testimony
  - c) circumstantial evidence
  - d) physical evidence
- 06.0 Identify procedures of a follow-up investigation, to include:
- a) review the disciplinary report to follow-up or develop leads
  - b) view all evidence seized and ensure submission to proper authority for analysis, if appropriate
  - c) conduct interviews with the reporting officer, victim, any witnesses, etc.
  - d) evaluate statements, evidence, and laboratory results
  - e) consider, where appropriate, physical or electronic surveillance, and polygraph examinations
  - f) identify and locate suspect
  - g) recover stolen property, if applicable
  - h) effect liaison with prosecutor, if necessary

### **Crime Scene Search Procedures**

- 01.0 List responsibilities of the first officer at the crime scene, to include:
- a) arrive quickly but safely
  - b) render first aid, if necessary
  - c) apprehend suspect(s)
  - d) protect and preserve the scene
  - e) communicate the situation to control center
  - f) retain witnesses and suspects
  - g) record the events
- 02.0 Identify that the primary consideration when dealing with a crime scene is to protect and preserve evidence.

- 03.0 Define “crime scene search” as a planned and coordinated legal search of a crime scene to locate physical evidence and witnesses to the crime under investigation.
- 04.0 List purposes of the crime scene search, to include:
- a) develop facts of the crime
  - b) identify, collect and preserve evidence
  - c) identify the criminal
- 05.0 List the steps of a crime scene search conducted by an investigator or prison inspector, to include:
- a) surveying the scene
  - b) recording the scene by taking photographs and drawing sketches
  - c) measuring, locating and documenting all physical evidence
  - d) searching for prints
- 06.0 State that the general rule of crime scene searches is to collect evidence and information of a fragile nature before collecting material that is less likely to be lost or destroyed.
- 07.0 Explain major considerations involving crime scene searches, to include:
- a) protection of scene
  - b) boundary determination
  - c) choice of search pattern
  - d) instruction of personnel
  - e) coordination of personnel
  - f) termination of search
  - g) documentation
- 08.0 Stress that during any crime scene search only one officer should be in charge.
- 09.0 Describe the fundamental methods of searching a crime scene, to include:
- a) strip or line search pattern
  - b) grid search pattern
  - c) spiral search pattern
  - d) quadrant or zone search pattern
  - e) pie or wheel search pattern

### **Inmate Transport Methods**

- 01.0 Describe the elements of safe inmate transport, to include:
- a) clear and comprehensive agency guidelines are established and followed
  - b) an adequate number of personnel are available
  - c) vehicle used for transport is properly equipped and in good working order
  - d) seat belts for the inmate(s)
- 02.0 Identify reasons for searching and restraining inmates prior to transport, to include:
- a) prevent escapes
  - b) confiscate weapons/evidence
  - c) officer safety
- 03.0 Demonstrate the proper technique for placing an inmate in a vehicle to be used for transport.
- 04.0 Identify that additional precautionary procedures are needed when transporting juveniles, injured persons, or members of the opposite sex.
- 05.0 List three basic mistakes that should be avoided in inmate transports, to include:
- a) wasting time in the transport process
  - b) making assumptions of inmate’s potential threat based on appearance
  - c) using seriousness of crime as an indicator of potential threat

- 06.0 Identify that it is necessary to search the vehicle for contraband before and after transporting inmate.

### **Custody Responsibilities/ Custody Process Requirements**

- 01.0 Explain that the inmate has not lost his/her constitutional rights, and that it is the officer's responsibility to see that they are not violated.
- 02.0 Explain that illegal use of force cannot be used against an inmate.
- 03.0 Name arresting authorities that may confine inmates to the jail, to include:
- a) local law enforcement officers
  - b) state law enforcement officers
  - c) law enforcement officers from other states and jurisdictions
  - d) U. S. Marshals or Deputy Marshals
  - e) parole and probation officers
- 04.0 Name the admission requirements for accepting an individual for confinement in a jail, to include:
- a) obtain proper identification of person delivering inmate; may be local law enforcement officer, U. S. Marshal or Deputy Marshal, probation/parole officer
  - b) obtain proper legal papers giving authority for commitment/detention
  - c) complete appropriate admission forms
- 05.0 Identify information needed on jail records for each inmate, to include:
- a) name
  - b) the charge(s)
  - c) age/sex/race
  - d) current residence
  - e) marital status
  - f) social security number
  - g) employment
- 06.0 Explain that the officer must not ask about the details of the crime when gathering personal data, as this can be considered a violation of the inmate's rights.
- 07.0 Explain that whenever a weapon or other personal property is taken, it is the duty of the property officer to give a receipt to the person without delay.
- 08.0 Explain that searching the inmate and his/her clothing is a major responsibility of a custody and confinement officer as well as the arresting officer.
- 09.0 List basic rules for assigning custody classification and housing assignments, to include:
- a) violent aggressive inmates should be housed alone
  - b) known homosexuals should be housed alone, if possible
  - c) youthful inmates shall be kept apart from older, more experienced inmates
  - d) handicapped, sick or injured inmates should be housed in an area where medical services are readily available
  - e) mentally ill inmates should be housed and carefully watched until other more suitable arrangements outside the jail can be made
  - f) inmates believed to be under the influence of drugs or alcohol should be monitored and observed
  - g) inmates of opposite sexes must be housed separately
  - h) pre-trial detainees must be housed separately from convicted inmates
  - i) "elderly offenders," inmates age 50 and older, incarcerated by the Department of Corrections are to be held in a separate correctional facility, apart from other inmates.

**Course Number: CJK0040**  
**Occupational Completion Point: A**  
**CMS Criminal Justice Firearms – 80 Hours – SOC Code 33-3012**

- 01.0 Demonstrate safe weapon handling.
- 02.0 Demonstrate weapons cleaning and maintenance.
- 03.0 Demonstrate handgun holstering and drawing.
- 04.0 Demonstrate weapon loading and unloading.
- 05.0 Demonstrate basic shooting principles.

Proficiency on the CJSTC basic firearms courses of firing with a handgun during daylight and nighttime and a shotgun during daylight

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Combined CJSTC Law Enforcement and Corrections Basic Dual Certification  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

<b>PSAV</b>	
Program Number	P430145
CIP Number	0743010707
Grade Level	30, 31
Standard Length	969 hours
Teacher Certification	LAW ENF @7 G CORR OFF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3051, 33-3012
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkinsresources.asp">http://www.fldoe.org/workforce/perkins/perkinsresources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

Law enforcement officers have the authority to enforce laws and civil order. This responsibility must never be taken lightly. Officers must always act within the boundaries of their authority and uphold the recognized standards of their profession's code of ethics. This chapter provides an overview of the law enforcement training program and the requirements for students to become sworn officers, gives students instruction on basic criminal justice values and ethics, defines sexual harassment and ways to avoid compromising interactions with other officers and the public, and emphasizes the command structure within a criminal justice agency. Students will also receive a basic understanding of the structure and components of the criminal justice system.

## **Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

This program is established for the purpose of providing job-related training to candidates for full-time or part-time law enforcement officers (SOC 33-3051) that require entry level certification in accordance with Chapter 11B-35, Florida Administrative Code (F.A.C.), and Chapter 943, Florida Statutes (F.S.).

The Florida Department of Law Enforcement (FDLE) Criminal Justice Standards and Training Commission (CJSTC) has statutory responsibility for developing and maintaining the basic recruit training curricula for law enforcement officers through Chapter 943, F.S. This is accomplished by FDLE through the use of a Curriculum Maintenance System (CMS); a formal process for identifying and collecting information relating to job tasks, knowledge, skills, attitudes, and abilities required for entry into this profession.

The CMS process provides information for the development of the officer basic recruit training curriculum and examination questions for the State Officer Certification Examination. It ensures that officers in the state are being trained appropriately and that the officer certification examination is legally defensible as a tool for establishing entry into the profession.

The content includes, but is not limited to, knowledge of codes of ethics; history and evolution of laws; introduction to the criminal justice system; statutory authority of the FDLE CJSTC; basic law and legal procedures; law enforcement operations; investigation knowledge and skills; laws, rules, and regulations of arrest; search and seizure; knowledge of use of force; defensive tactics; physical fitness; weapons skills; controlling and restraining techniques; traffic control and direction, DUI enforcement techniques; first aid techniques; communications skills; and human relations skills.

The SECURE Problem-solving Model provides a guide to identifying the effectiveness of the officer's actions. The SECURE model provides a guide to identifying problems, analyzing information, identifying options, responding, and evaluating the effectiveness of the officer's actions. The threaded key concepts that an officer must apply in SECURE integrate the knowledge, skill or attitude into their behavior. Threading is the repeated application of key concepts to each major subject in the curriculum. Threaded concepts include Officer Safety,

Legal, Human Interaction, Ethics, Communications, Interpersonal Skills, and Community-oriented Policing.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0007	Introduction to Law Enforcement	11 hours	33-3051
	CJK0008	Legal	69 hours	
	CJK0017	Communications	76 hours	
	CJK0011	Human Issues	40 hours	
	CJK0061	Patrol 1	58 hours	
	CJK0062	Patrol 2	40 hours	
	CJK0076	Crime Scene Investigations	24 hours	
	CJK0071	Criminal Investigations	56 hours	
	CJK0082	Traffic Stops	24 hours	
	CJK0083	DUI Traffic Stops	24 hours	
	CJK0086	Traffic Crash Investigations	32 hours	
	CJK0020	CMS Law Enforcement Vehicle Operations	48 hours	
	CJK0031	CMS First Aide for Criminal Justice Officers	40 hours	
	CJK0040	CMS Criminal Justice Firearms	80 hours	
	CJK0051	CMS Criminal Justice Defensive Tactics	80 hours	
CJK0422	Dart-Firing Stun Gun	8 hours		
CJK0096	Criminal Justice Officer Physical Fitness Training/Law Enforcement	60 hours		
B	CJK0204	Law Enforcement Cross-Over to Correctional Introduction	59 hours	33-3012
	CJK0101	Interpersonal Skills 2	50 hours	
	CJK0480	Emergency Preparedness	26 hours	
	CJK0102	Correctional Operations	64 hours	

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located at:



<http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx>.

### **Career and Technical Student Organization (CTSO)**

N/A

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if

needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

After successfully completing this program, the student will be able to perform the following:

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Combined CJSTC Law Enforcement and Corrections Basic Dual  
Certification**

**PSAV Number: P430145**

**Course Number: CJK0007**

**Occupational Completion Point: A**

**Introduction to Law Enforcement – 11 Hours – SOC Code 33-3051**

- 01.0 Understand the values and ethics required for criminal justice officers
- 02.0 Understand the consequences of sexual harassment
- 03.0 Describe the criminal justice system
- 04.0 Identify the requirements for successful completion of and graduation from the Basic Recruit Training Program.
- 05.0 Identify the role of the Criminal Justice Standards and Training Commission established by the Florida Statutes.
- 06.0 Identify the requirements for certification according to the Florida Statutes.
- 07.0 Identify the reasons the Criminal Justice Standards and Training Commission may take action against an officer's certification.
- 08.0 Identify the penalties that may be imposed in the officer discipline process.
- 09.0 Define values.
- 10.0 Define personal values.
- 11.0 Define ethics.
- 12.0 Define ethical principles.
- 13.0 Identify ethical behavior.
- 14.0 Identify unethical behavior.
- 15.0 Define bribery.
- 16.0 Define perjury.
- 17.0 Identify misuse of position of authority.
- 18.0 Define conflict of interest.
- 19.0 Define gratuity.
- 20.0 Define professionalism.
- 21.0 Describe the relationship between ethics, personal values, and professionalism.
- 22.0 Identify ethical standards of conduct based on the Law Enforcement Code of Ethics.
- 23.0 Identify an ethical decision-making tool.
- 24.0 Identify the relationship between sexual harassment and discrimination as stated in federal law.
- 25.0 Define discrimination.
- 26.0 Define sexual harassment.
- 27.0 Define quid pro quo.
- 28.0 Define hostile work environment.
- 29.0 Give examples of sexual harassment.
- 30.0 Identify appropriate responses to sexual harassment.
- 31.0 Identify possible consequences to the officer as a result of inappropriate behavior in the workplace.
- 32.0 Identify agency liability as a result of an officer's sexual harassment.
- 33.0 Identify the major components of the Criminal Justice System.
- 34.0 Identify the responsibility of law enforcement.

- 35.0 Identify the responsibility of the court system.
- 36.0 Identify the responsibility of corrections.
- 37.0 Describe the levels of law enforcement.
- 38.0 Identify the levels of the U.S. court system.
- 39.0 Identify the levels of the state court system.
- 40.0 Identify the major components of the court system.
- 41.0 Describe the components of the corrections system.
- 42.0 Identify the purpose of organizational structure within a criminal justice agency.
- 43.0 Identify the organizational and command structure of a typical criminal justice agency.
- 44.0 Define chain of command.
- 45.0 Identify why chain of command within a criminal justice agency should be followed.
- 46.0 Identify how chain of command facilitates communication within the organization.
- 47.0 Define delegation of authority.

**Course Number: CJK0008**

**Occupational Completion Point: A**

**Legal – 69 Hours – SOC Code 33-3051**

- 01.0 Understand the Fourth Amendment related to search and seizure
- 02.0 Know what constitutes a lawful arrest
- 03.0 Understand the Fifth and Sixth Amendments related to the interrogation of suspects
- 04.0 Determine when a crime has been committed and the elements necessary to make an arrest for that crime
- 05.0 Understand the legal rules and concepts of evidence
- 06.0 Know how to draft a probable cause affidavit
- 07.0 Be able to articulate the legal justification for the use of force
- 08.0 Understand civil and criminal liability related to an officer's performance of duties
- 09.0 Understand an officer's duties and options in civil (noncriminal) incidents
- 10.0 Be familiar with the legal considerations when dealing with juveniles
- 11.0 Describe the history of the American legal system.
- 12.0 Identify types of law in America.
- 13.0 Define constitutional law.
- 14.0 Define statutory law.
- 15.0 Define ordinance.
- 16.0 Define criminal law.
- 17.0 Define case law.
- 18.0 Define civil law.
- 19.0 Understand the Fourth Amendment related to search and seizure
- 20.0 Know what constitutes a lawful arrest
- 21.0 Understand the Fifth and Sixth Amendments related to interrogation of suspects
- 22.0 Determine when a crime has been committed and the elements necessary to make an arrest for that crime
- 23.0 Understand the legal rules and concepts of evidence
- 24.0 Know how to draft a probable cause affidavit
- 25.0 Be able to articulate the legal justification for the use of force
- 26.0 Understand civil and criminal liability related to an officer's performance of duties
- 27.0 Understand an officer's duties and options in civil (noncriminal) incidents
- 28.0 Be familiar with the legal considerations when dealing with juveniles
- 29.0 Explain the importance of the U.S. Constitution to law enforcement officers.
- 30.0 Identify the Bill of Rights.
- 31.0 Identify basic concepts incorporated in the U.S. Constitution.

- 32.0 State the purpose of the Articles of the Constitution.
- 33.0 Explain the supremacy of the U.S. Constitution.
- 34.0 State the purpose of the Amendments to the Constitution.
- 35.0 Identify the key aspects of the First Amendment.
- 36.0 Identify the key aspects of the Second Amendment.
- 37.0 Identify the key aspects of the Fourth Amendment.
- 38.0 Identify the key aspects of the Fifth Amendment.
- 39.0 Identify the key aspects of the Sixth Amendment.
- 40.0 Identify the key aspects of the Eighth Amendment.
- 41.0 Identify the key aspects of the Fourteenth Amendment.
- 42.0 Describe how case law directs a law enforcement officer's actions.
- 43.0 Define offense.
- 44.0 Identify the classification and category of a criminal offense.
- 45.0 Identify the relevant facts for use in classifying a criminal or noncriminal offense.
- 46.0 Define felony.
- 47.0 Identify the levels of felony offenses.
- 48.0 Define misdemeanor.
- 49.0 Identify the levels of misdemeanor offenses.
- 50.0 Define noncriminal violation.
- 51.0 Identify municipal/county ordinance violation.
- 52.0 Describe the constitutional guarantees related to search and seizure.
- 53.0 Define search.
- 54.0 Define seizure.
- 55.0 Define search warrant.
- 56.0 Identify the legal requirements of a search warrant.
- 57.0 Define the exclusionary rule.
- 58.0 Define the Good Faith Doctrine.
- 59.0 Identify the exceptions to the search warrant requirement.
- 60.0 Identify the abandoned property exception to the search warrant requirement.
- 61.0 Identify the open field's doctrine as an exception to the search warrant requirement.
- 62.0 Identify the plain view exception to the search warrant requirement.
- 63.0 Identify the probable cause search of a conveyance exception to the search warrant requirement.
- 64.0 Identify the exigent circumstances exception to the search warrant requirement.
- 65.0 Identify a Terry frisk as an exception to the search warrant requirement.
- 66.0 Identify the plain feel doctrine as an exception to the search warrant requirement.
- 67.0 Identify the search incident to arrest exception to the search warrant requirement.
- 68.0 Identify the consent exception to the search warrant requirement.
- 69.0 Identify the vehicle inventory exception to the search warrant requirement.
- 70.0 Identify the importance of regulatory searches.
- 71.0 Define the proper scope of a search.
- 72.0 Identify items that may be seized after a lawful search.
- 73.0 Describe the Florida Forfeiture and Contraband Act.
- 74.0 Identify the four standards of legal justification common to law enforcement.
- 75.0 Define consensual encounter.
- 76.0 Define mere suspicion.
- 77.0 Identify the actions a law enforcement officer may take during a consensual encounter.
- 78.0 Define reasonable suspicion.
- 79.0 Identify the actions a law enforcement officer may take based upon reasonable suspicion.
- 80.0 Define pretext stop.

- 81.0 Define probable cause.
- 82.0 Identify the totality of circumstances test.
- 83.0 Explain ways that probable cause is developed.
- 84.0 Identify sources of probable cause.
- 85.0 Explain photo arrays as a source of probable cause.
- 86.0 Explain lineups as a source of probable cause.
- 87.0 Explain show-ups as a source of probable cause.
- 88.0 Define proof beyond a reasonable doubt.
- 89.0 Identify the authority of a law enforcement officer under Florida law to make an arrest.
- 90.0 Define arrest.
- 91.0 Identify the two types of arrest under Florida Law.
- 92.0 Define arrest warrant.
- 93.0 Identify the four situations under which a Florida law enforcement officer is authorized to make a warrantless arrest.
- 94.0 Identify the exceptions to the misdemeanor arrest requirements.
- 95.0 Define notice to appear.
- 96.0 Explain the concept of fresh pursuit.
- 97.0 Identify jurisdiction issues related to an arrest in fresh pursuit.
- 98.0 Explain the importance of the Miranda decision to law enforcement.
- 99.0 Identify the key aspects of the Miranda decision.
- 100.0 Identify when Miranda warnings are required.
- 101.0 Identify the concept of custody as related to the Miranda decision.
- 102.0 Identify the concept of interrogation as related to the Miranda decision.
- 103.0 Describe how law enforcement should advise Miranda warnings.
- 104.0 Identify the importance of a waiver of Miranda warnings.
- 105.0 Identify the importance of having an advice of rights form signed.
- 106.0 Explain the significance of an invocation of rights.
- 107.0 Identify restrictions on police interview tactics.
- 108.0 Explain how to determine if a crime has been committed.
- 109.0 Define intent.
- 110.0 Identify the four categories of criminal intent.
- 111.0 Define criminal negligence.
- 112.0 Define general intent.
- 113.0 Define specific intent.
- 114.0 Define transferred intent.
- 115.0 List the elements of the crime of Theft.
- 116.0 List the elements of the crime of Retail Theft.
- 117.0 List the elements of the crime of Robbery.
- 118.0 List the elements of the crime of Burglary.
- 119.0 List the elements of the crime of Trespass in structure or conveyance.
- 120.0 List the elements of the crime of Trespass on property.
- 121.0 List the elements of the crime of Loitering and Prowling.
- 122.0 List the elements of the crime of Assault.
- 123.0 List the elements of the crime of Aggravated Assault.
- 124.0 List the elements of the crime of Assault on a Law Enforcement Officer.
- 125.0 List the elements of the crime of Battery.
- 126.0 List the elements of the crime of Felony Battery.
- 127.0 List the elements of the crime of Aggravated Battery.
- 128.0 List the elements of the crime of Battery on a Law Enforcement Officer.
- 129.0 Define domestic violence from the Florida Statutes.
- 130.0 List the elements of the various levels of Homicide.

- 131.0 List the elements of the crime of Disorderly Conduct.
- 132.0 List the elements of the crime of Disorderly Intoxication.
- 133.0 List the elements of the crime of Open House Party.
- 134.0 List the elements of the crime of Selling or Giving Alcoholic Beverages to a Person under the Age of 21.
- 135.0 List the elements of the crime of Possession of Alcoholic Beverage by a Person under the Age of 21.
- 136.0 List the elements of the crime of Possession of Tobacco Products by a Person under 18 Years of Age.
- 137.0 List the elements of the crime of Selling, Delivering, Bartering, Furnishing, or Giving Tobacco Products to Persons under 18 years of Age.
- 138.0 List the elements of the crime of Sale and/or Delivery of Controlled Substance with intent.
- 139.0 List the elements of the crime of Possession of Controlled Substance.
- 140.0 List the elements of the crime of Possession of Drug Paraphernalia.
- 141.0 List the elements of the crime of Resisting an Officer without Violence.
- 142.0 List the elements of the crime of Resisting an Officer with Violence.
- 143.0 List the elements of the crime of Stalking.
- 144.0 List the elements of the crime of Sexual Battery.
- 145.0 List the elements of the crime of Carrying Concealed Weapon.
- 146.0 List the elements of the crime of Criminal Mischief.
- 147.0 List the elements of the crime of Forgery.
- 148.0 List the elements of the crime of uttering a Forged Instrument.
- 149.0 List the elements of the crime of Uttering a Worthless Check.
- 150.0 Define the various crimes of Elderly Abuse.
- 151.0 List the elements of the crime of Child Abuse.
- 152.0 List the elements of the crime of Kidnapping.
- 153.0 List the elements of the crime of False Imprisonment.
- 154.0 List the elements of the crime of Luring and Enticing a Child.
- 155.0 List the elements of the crime of Human Trafficking.
- 156.0 Identify all persons related to an incident involving a crime.
- 157.0 Define witness.
- 158.0 Define victim.
- 159.0 Define suspected perpetrator.
- 160.0 Identify the criteria for criminal responsibility.
- 161.0 Define principal in the first degree.
- 162.0 Define accessory after the fact.
- 163.0 Define attempt.
- 164.0 Define solicitation.
- 165.0 Define conspiracy.
- 166.0 Identify the legal defenses of criminal responsibility.
- 167.0 Define alibi as a legal defense of criminal responsibility.
- 168.0 Define mistake or ignorance of fact as a legal defense of criminal responsibility.
- 169.0 Define intoxication as a legal defense of criminal responsibility.
- 170.0 Define duress or coercion as a legal defense of criminal responsibility.
- 171.0 Define justifiable use of force as a legal defense of criminal responsibility.
- 172.0 Define self-defense as a legal defense of criminal responsibility.
- 173.0 Define defense of others as a legal defense of criminal responsibility.
- 174.0 Define defense of property as a legal defense of criminal responsibility.
- 175.0 Define entrapment as a legal defense of criminal responsibility.
- 176.0 Define insanity as a legal defense of criminal responsibility.

- 177.0 Define mental incompetence as a legal defense of criminal responsibility.
- 178.0 Define statute of limitations as a legal defense of criminal responsibility.
- 179.0 Define consent as a legal defense of criminal responsibility.
- 180.0 Identify basic concepts and rules of evidence.
- 181.0 Define evidence.
- 182.0 Define direct evidence.
- 183.0 Define indirect or circumstantial evidence.
- 184.0 Identify the three primary categories of evidence.
- 185.0 Define fruits of a crime.
- 186.0 Define instrumentalities of a crime.
- 187.0 Define contraband.
- 188.0 Identify the three basic reasons why evidence is offered in court.
- 189.0 Define admissibility of evidence.
- 190.0 Identify the three primary reasons for evidence rules.
- 191.0 Identify the general rules for excluding evidence.
- 192.0 Define hearsay evidence.
- 193.0 Identify four specific requirements that officers must be aware of to ensure admissibility of evidence.
- 194.0 Identify the types of privileged communication protected under Chapter 90, F.S.
- 195.0 Define probable cause affidavit.
- 196.0 Identify the purpose of a probable cause affidavit.
- 197.0 Identify the elements of a probable cause affidavit.
- 198.0 Identify any supplemental information that may be used with a probable cause affidavit.
- 199.0 Identify the factors used in the objective reasonableness standard.
- 200.0 The questions an officer will have to answer in any use of force situation.
- 201.0 Identify the circumstances under which law enforcement officers are faced with use of force decisions.
- 202.0 Identify the law authorizing law enforcement officers' use of force in making arrest.
- 203.0 Identify when a law enforcement officer may use force to apprehend escaped inmates.
- 204.0 Identify when an officer may use deadly force to apprehend a fleeing felon.
- 205.0 Define deadly force pursuant to Florida law.
- 206.0 Identify when a law enforcement officer may use force during an investigative detention.
- 207.0 Identify when a law enforcement officer may use force to prevent an arrested person from escaping custody.
- 208.0 Identify when individuals may use deadly force in self-defense or in defense of others.
- 209.0 Describe the no retreat law.
- 210.0 Identify when individuals may use force in the protection of their property.
- 211.0 Define civil liability.
- 212.0 Define tort.
- 213.0 Identify examples of intentional torts.
- 214.0 Define negligence.
- 215.0 Identify the elements of negligence.
- 216.0 Identify the two major categories of damages.
- 217.0 Define compensatory damages.
- 218.0 Define punitive damages.
- 219.0 Define civil rights violations.
- 220.0 Identify how an officer may be subject to criminal liability.
- 221.0 Define color of law.
- 222.0 Identify the impact on an officer who is found civilly or criminally liable.
- 223.0 Identify the types of agency liability.
- 224.0 Define direct liability.



- 225.0 Define vicarious liability.
- 226.0 Identify situations when an officer may be subject to civil or criminal liability.
- 227.0 Identify the types of legal defenses available if an officer is faced with potential civil or criminal liability.
- 228.0 Identify the effect of the Sovereign Immunity Law, Section 768.28, Florida Statutes, in state civil actions.
- 229.0 Define acting within the scope of employment.
- 230.0 Identify the key aspects of Chapter 111 of the Florida Statutes.
- 231.0 Explain the concept of qualified immunity.
- 232.0 Describe an officer's response to landlord-tenant disputes.
- 233.0 Identify the three categories of residential or sleeping accommodations.
- 234.0 Describe an officer's response to repossessions of property.
- 235.0 Describe an officer's response to the removal or towing of vehicles or vessels from private property.
- 236.0 Describe an officer's response to recovering vehicles from tow yards.
- 237.0 Describe an officer's response to motor vehicle repair disputes.
- 238.0 Describe an officer's response to child custody disputes.
- 239.0 Describe an officer's response to real property boundaries disputes.
- 240.0 Describe an officer's response to a dispute over stolen property in the custody of a pawnbroker.
- 241.0 Define child, juvenile, or youth.
- 242.0 Describe the procedures for taking a juvenile into custody.
- 243.0 Identify the procedures for handling juvenile traffic offenders.
- 244.0 Define juvenile sex offender.
- 245.0 Identify the procedures for interrogating juveniles.
- 246.0 Identify the standards required for searching a juvenile's personal property at school.

**Course Number: CJK0017**

**Occupational Completion Point: A**

**Communications – 76 Hours – SOC Code 33-3051**

- 01.0 Use radio equipment properly
- 02.0 Identify elements of a crime
- 03.0 Identify the communication audience
- 04.0 Gather information at a crime scene
- 05.0 Conduct basic interview
- 06.0 Identify root causes of miscommunication
- 07.0 Organize information chronologically
- 08.0 Organize information categorically
- 09.0 Document information
- 10.0 Take statements
- 11.0 Classify reports appropriately
- 12.0 Apply appropriate grammar mechanics
- 13.0 Write reports
- 14.0 Complete the arrest/probable cause affidavit
- 15.0 Identify the acronyms FCIC and NCIC.
- 16.0 Determine what information is available through FCIC.
- 17.0 Identify the location of FCIC and NCIC.
- 18.0 Identify the relationship between FCIC and NCIC.
- 19.0 Identify the major assets of the FCIC.
- 20.0 Identify the national communication link available through FCIC.

- 21.0 Identify how information becomes available through FCIC.
- 22.0 Identify factors that will ensure officers' efficient and effective use of the FCIC system.
- 23.0 Identify the legal issues for the confidential information that is disseminated for non-law enforcement purposes.
- 24.0 Identify what information to provide when requesting a check.
- 25.0 Obtain information related to desired check.
- 26.0 Submit information to dispatch.
- 27.0 Identify the policies for conducting a check.
- 28.0 Demonstrate proper use of a portable radio unit.
- 29.0 Locate radio equipment in a standard police vehicle.
- 30.0 Identify the duties of the communications officer.
- 31.0 Identify primary components of a portable police radio.
- 32.0 Identify general radio procedures.
- 33.0 Speak into a police radio mic using proper radio protocol.
- 34.0 Identify steps to take prior to voice transmissions.
- 35.0 Identify speech habits that affect clear communications when using a police radio.
- 36.0 Identify appropriate radio system use.
- 37.0 Identify communications privacy when using a mobile radio system.
- 38.0 Identify proper radio protocol.
- 39.0 Identify oral brevity codes.
- 40.0 Identify Phonetic Alphabet.
- 41.0 Demonstrate proper preparation of radio messages.
- 42.0 Communicate essential information using a police radio.
- 43.0 Identify how to write a BOLO (Be on the Look Out) report of the person, property, or vehicle.
- 44.0 Identify essential information based on type of call.
- 45.0 Identify essential information for answering calls.
- 46.0 Identify essential information for checking in and out of unit.
- 47.0 Identify the purpose of interpersonal communication.
- 48.0 Identify terms that describe the process of communication.
- 49.0 Identify the elements that are essential to effective interpersonal communication.
- 50.0 Identify behaviors that convey courtesy.
- 51.0 Identify common forms of nonverbal communication.
- 52.0 Identify barriers that could hinder the communication process.
- 53.0 Define community.
- 54.0 Identify officer's response to community expectations.
- 55.0 Identify how an officer's responses can be influenced by his or her thoughts.
- 56.0 Define self-talk.
- 57.0 Describe techniques for self-control.
- 58.0 Define self-knowledge.
- 59.0 Identify emotional triggers that may influence an officer's behavior.
- 60.0 Identify ways to understand and provide feedback.
- 61.0 Define stereotyping.
- 62.0 Define bias/prejudice.
- 63.0 Define perception.
- 64.0 Define assumption.
- 65.0 Identify the impact different age groups may have on the community.
- 66.0 List proper steps to prepare for an interview.
- 67.0 Identify the primary responsibilities of the interviewer.
- 68.0 Identify when to interview.
- 69.0 Identify who to interview.

- 70.0 Identify the primary factors that influence the success of an interview.
- 71.0 Identify an appropriate location for an interview.
- 72.0 Identify the importance for allowing sufficient time for a thorough interview.
- 73.0 Identify factors that influence the order of interviews.
- 74.0 Identify techniques that encourage the person to explain fully.
- 75.0 Identify elements of the interview process.
- 76.0 Identify effective interview techniques.
- 77.0 Identify if the information gained is suitable for submission to court.
- 78.0 Identify how to evaluate the effectiveness of an interview.
- 79.0 Identify how to document the interview.
- 80.0 Identify the procedures to follow in taking notes.
- 81.0 Identify when statements should be obtained.
- 82.0 Identify appropriate location, materials, interpreters, and equipment for taking the statement.
- 83.0 Identify the basic procedures to follow when taking statements.
- 84.0 Identify the need for participant, witness, or suspect to prepare a written statement or give an oral recorded statement.
- 85.0 Identify the importance of separating the interviewees.
- 86.0 Identify developing questions based on what the witness says.
- 87.0 Identify the person to provide statement.
- 88.0 Identify when an officer can notarize a statement according to Florida law.
- 89.0 Identify when it is necessary to administer an oath.
- 90.0 Identify the importance of interviewee's signature on written statements.
- 91.0 Identify whether the statements should be oral or written.
- 92.0 Identify the basic kinds of information needed in a statement.
- 93.0 Identify the importance of reviewing interviewee's statements for completeness.
- 94.0 Identify the type of assistance that an officer can provide if required, and use a witness to document the assistance.
- 95.0 Identify what to do if a person is unable to sign statement.
- 96.0 Identify what to do if a person is unwilling to sign statement.
- 97.0 Identify the appropriate method of recording the statement.
- 98.0 Document the interview.
- 99.0 Define report.
- 100.0 Identify the purposes of a report.
- 101.0 Identify that agencies use a variety of different forms.
- 102.0 List the categories of operational reports.
- 103.0 Identify the readers of a police report.
- 104.0 Common proceedings in which a police report may be used.
- 105.0 Identify the basic steps of report writing.
- 106.0 Identify the purpose of note taking.
- 107.0 Select the correct information to record into notes.
- 108.0 Identify the additional descriptions that may be required to clarify the basic facts.
- 109.0 Identify why it is important to alternate between listening and writing.
- 110.0 Identify the importance of using the correct spelling and recording accurate numbers in notes.
- 111.0 Identify common abbreviations to use in note taking.
- 112.0 Identify how to organize notes.
- 113.0 Identify chronological ordering.
- 114.0 Identify categorical ordering.
- 115.0 Define narrative.
- 116.0 Identify the elements of report writing.

- 117.0 Identify which verb tense should be used in reports.
- 118.0 Identify the differences between content and format.
- 119.0 Explain the importance of addressing all the elements of a crime.
- 120.0 Identify the elements of the preferred method for structuring a report.
- 121.0 Identify the questions a report narrative must answer.
- 122.0 Define sentence.
- 123.0 Define sentence fragment.
- 124.0 Identify tools that can be used to reduce spelling errors.
- 125.0 Identify the rules of punctuation.
- 126.0 Define editing.
- 127.0 Define proofreading.

**Course Number: CJK0011**

**Occupational Completion Point: A**

**Human Issues – 40 Hours – SOC Code 33-3051**

- 01.0 Identify types of crisis.
- 02.0 Identify behaviors of persons in crisis.
- 03.0 Notify communications center on arrival.
- 04.0 Identify the need to position self safely according to officer safety techniques.
- 05.0 Identify techniques that may be used to stabilize the crisis situation.
- 06.0 Interview the person to identify the problem during a crisis situation.
- 07.0 Initiate the Baker Act or Marchman Act process if criteria exist during a crisis situation.
- 08.0 Identify if the person needs to be removed from a crisis situation.
- 09.0 Identify when referrals are required by Florida Statutes.
- 10.0 Identify services and agencies that are appropriate for an individual during a crisis situation.
- 11.0 Provide appropriate transportation or transport if the person needs to be removed from the situation.
- 12.0 Document incident in a report.
- 13.0 Define disability according to the Americans with Disabilities Act.
- 14.0 Identify common types of disabilities.
- 15.0 Identify the ability to respond to an individual with limitations.
- 16.0 Identify basic information about protecting the rights of individuals with a disability.
- 17.0 Define mental illness.
- 18.0 Identify the most common symptoms of mental illness disorders.
- 19.0 Identify the possible reasons a person may experience the symptoms associated with mental illness.
- 20.0 Identify the rights of a person with a mental illness.
- 21.0 Identify the basic duties of an officer when dealing with a person in a mental health crisis.
- 22.0 Identify Baker Act criteria according to Ch. 394, F.S.
- 23.0 Transport a person with mental illness.
- 24.0 Define mental retardation.
- 25.0 Identify the differences between mental illness and mental retardation.
- 26.0 Identify the characteristics of a person with mental retardation.
- 27.0 Identify facts to consider when responding to persons with mental retardation.
- 28.0 Identify resources available to assist the officer when responding to a person with mental retardation.
- 29.0 Identify the rights of a person with a communication disability.
- 30.0 Define hearing impairment, hard of hearing, and deaf.

- 31.0 Identify indications of a hearing impairment.
- 32.0 Identify how to communicate with a person with a hearing impairment.
- 33.0 Identify the limitations of Miranda rights when dealing with a person who is deaf.
- 34.0 Identify when an interpreter may be required.
- 35.0 Define mobility impairments according to the Americans with Disabilities Act (ADA).
- 36.0 Identify points to remember when dealing with an individual who is mobility impaired.
- 37.0 Define blindness and partially sighted.
- 38.0 Identify special considerations an officer should make when dealing with a victim, witness, or suspect of a crime with a visual impairment.
- 39.0 Identify characteristics of autism.
- 40.0 Identify how to correctly respond to a call involving an individual with autism.
- 41.0 Identify common characteristics of juvenile offenders.
- 42.0 Identify attributes of an officer who is effective in dealing with juveniles.
- 43.0 Identify actions that an officer may take when responding to a juvenile offender.
- 44.0 Identify characteristics of the elderly population.
- 45.0 Identify physiological changes related to the aging process.
- 46.0 Identify how to communicate with an elderly person.
- 47.0 Identify resources that may provide assistance to the elderly.
- 48.0 Define substance use, substance abuse, and substance dependence.
- 49.0 Identify some behavioral characteristics of substance abuse.
- 50.0 Identify some behavioral characteristics of substance dependence.
- 51.0 Identify some factors contributing to substance dependence.
- 52.0 Define terms that relate to substance use
- 53.0 Identify symptoms of illness that resemble drug or alcohol use.
- 54.0 Identify Marchman Act criteria.
- 55.0 Identify the treatment options available to an officer when responding to a substance abuser.
- 56.0 Identify the Florida Statute that addresses the scheduling of substances.
- 57.0 Identify evidence of drugs or alcohol usage.
- 58.0 Identify ways drugs or alcohol is taken.
- 59.0 Identify how fast an effect will typically occur for a specific type of drug (including alcohol).
- 60.0 Identify possible behavioral characteristics of individuals under the influence of drugs (including alcohol).
- 61.0 Identify physical signs and symptoms of individuals under the influence of drugs (including alcohol).
- 62.0 Identify the signs of individuals withdrawing from drugs (including alcohol).

**Course Number: CJK0061**

**Occupational Completion Point: A**

**Patrol 1 – 58 Hours – SOC Code 33-3051**

- 01.0 Identify Herman Goldstein's definition of Community Oriented Policing.
- 02.0 Identify the core components of Community Oriented Policing.
- 03.0 Identify the elements of problem solving as used in the SARA Model.
- 04.0 Define SECURE.
- 05.0 Identify when to use the SECURE problem-solving model.
- 06.0 Identify the meaning of each letter in the acronym SECURE.
- 07.0 Define observation.
- 08.0 Identify the role of memory in observation.
- 09.0 Define perception.

- 10.0 Identify factors that affect perception.
- 11.0 Identify factors affecting an officer's sight.
- 12.0 Identify factors affecting an officer's hearing.
- 13.0 Identify factors affecting an officer's sense of smell.
- 14.0 Identify factors affecting an officer's sense of touch.
- 15.0 Identify why discretion should be applied when using the sense of taste to identify a substance.
- 16.0 Identify basic survival tips that can help an officer respond safely.
- 17.0 Define cover.
- 18.0 Define concealment.
- 19.0 Know officer safety procedures.
- 20.0 Define stress.
- 21.0 Define fight-or-flight response.
- 22.0 Identify types of stress.
- 23.0 Identify the causes of post-traumatic stress.
- 24.0 Define stressors.
- 25.0 Identify four categories of potential stressors.
- 26.0 Identify short-term and long-term stress responses.
- 27.0 Identify the most common warning signs of stress in an officer.
- 28.0 Identify techniques for reducing stress.
- 29.0 Identify patrol types.
- 30.0 Identify information obtained through roll call that may be useful when patrolling an assigned area.
- 31.0 Identify the need to inspect and review duty equipment.
- 32.0 State how to identify a wanted person or vehicle when preparing a BOLO report.
- 33.0 Identify the appropriate descriptive details for a person, property, or vehicle when preparing a BOLO report.
- 34.0 Identify how to become familiar with the patrol area.
- 35.0 Identify the advantages of foot patrol.
- 36.0 Identify importance of observation of potential safety hazards.
- 37.0 Respond to calls for assistance while on patrol.
- 38.0 Notify dispatch of arrival at the scene when responding to a call.
- 39.0 Identify assessment techniques when arriving at the scene of a call.
- 40.0 Identify basic officer safety techniques when arriving at the scene of a call.
- 41.0 How to gather pertinent information from witnesses and complainants.
- 42.0 Determine the need for backup when approaching a suspect.
- 43.0 Evaluate the situation upon arriving at suspect's location.
- 44.0 Select appropriate officer safety techniques when approaching a suspect.
- 45.0 Obtain identification information from a suspect.
- 46.0 Check for outstanding warrants on a suspect.
- 47.0 Transport to appropriate facility if placing the suspect under arrest.
- 48.0 Identify how to communicate verbally and nonverbally that a suspect is being placed under arrest.
- 49.0 Identify how to secure a prisoner to be escorted.
- 50.0 Identify the appropriate method for loading a prisoner into a vehicle for transport.
- 51.0 Identify potential issues that could occur during the transport of a prisoner.
- 52.0 Identify the process upon arrival at the detention facility.
- 53.0 Identify documentation that must be completed when booking an arrested person.
- 54.0 Identify the specific information needed about the prisoner for booking purposes.
- 55.0 Identify appropriate communication adjustments to use with the prisoner.
- 56.0 Identify the detention procedures for a juvenile.

- 57.0 Explain that the suspect will be fingerprinted during the booking process.
- 58.0 Explain that the suspect will be photographed during the booking process.
- 59.0 Identify the procedure for processing found property.
- 60.0 Identify techniques for directing traffic.
- 61.0 Identify how to enforce parking citations and summons.
- 62.0 Identify ways to park the patrol vehicle when responding to an alarm call.
- 63.0 Identify types of alarm calls.
- 64.0 Identify ways to establish a perimeter/search of the building or grounds.
- 65.0 Identify the appropriate techniques for conducting a search of the building.
- 66.0 Identify the different systematic search methods.
- 67.0 Determine how to identify pertinent information on an unattended, abandoned, or disabled vehicle.
- 68.0 Determine whether an unattended, abandoned, or disabled vehicle should be towed.
- 69.0 Identify when an officer is authorized to search an unattended, abandoned, or disabled vehicle.
- 70.0 Identify how to inventory an unattended, abandoned, or disabled vehicle.
- 71.0 Identify how to search an unattended, abandoned, or disabled vehicle.
- 72.0 Complete the appropriate report when conducting an inventory or search of an unattended, abandoned, or disabled vehicle.
- 73.0 Identify how to secure an unattended, abandoned, or disabled vehicle as evidence.

**Course Number: CJK0062**

**Occupational Completion Point: A**

**Patrol 2 – 40 Hours – SOC Code 33-3051**

- 01.0 Identify the size and organization of a crowd.
- 02.0 Identify officer safety considerations in a crowd control situation.
- 03.0 Identify potential weapons in a crowd control situation.
- 04.0 Utilize safe positioning and distancing when approaching crowds, demonstrators, or rioters.
- 05.0 Identify the reason the group has gathered and what they want to achieve.
- 06.0 Identify the procedure for approaching and contacting the leader of crowds or demonstrations.
- 07.0 Understand the importance of communicating with the group leaders to identify the problem or the disturbance.
- 08.0 Define criminal street gang.
- 09.0 Identify the importance of gang alliances.
- 10.0 Identify characteristics of Florida gang members.
- 11.0 Identify common motives for juvenile gang membership.
- 12.0 Identify common gang-related symbols, graffiti, colors, signs, and tattoos.
- 13.0 Identify the types of extremist groups.
- 14.0 Identify types of extremists known to be currently active in Florida.
- 15.0 Identify the significance of having established local plans with regard to responding to hazardous materials emergencies.
- 16.0 Identify the duty-to-act requirements that apply to public safety employees.
- 17.0 Identify the role of the first responder at the awareness level.
- 18.0 Identify actions to take to isolate the hazardous materials incident.
- 19.0 Identify protective actions that can be taken in accordance with the Emergency Response Guidebook (ERG) in the event of a hazardous materials incident.
- 20.0 Identify information that should be obtained during a hazardous materials incident debriefing.

- 21.0 Identify actions to be taken during termination of a response to a hazardous materials incident.
- 22.0 Identify how methamphetamine is consumed.
- 23.0 Identify the various processes used to manufacture methamphetamine in clandestine laboratories.
- 24.0 Identify the hazards associated with clandestine methamphetamine laboratories.
- 25.0 Identify elements of immediate response protocol to an incident involving a clandestine methamphetamine laboratory.
- 26.0 Identify pertinent information concerning the possible bomb threat prior to arrival.
- 27.0 Identify the potential explosive device's location in relation and proximity to other potential threats.
- 28.0 Identify possible approaches to a location; select a safe and tactical approach.
- 29.0 Identify potential stopping areas which can provide protective cover from the force of an explosion.
- 30.0 Identify potential sites for the command post and staging areas.
- 31.0 Identify any signs that an explosion has occurred.
- 32.0 Identify complainant identity and location.
- 33.0 Identify sources of information about the building.
- 34.0 Identify factors in estimating the credibility of the threat.
- 35.0 Identify the factors in deciding if a bomb search is advisable.
- 36.0 Identify the elements of a potential explosive device an officer should observe to give an accurate description to bomb technicians.
- 37.0 Identify what actions to avoid if a potential explosive device or suspicious item is found.
- 38.0 Identify the importance of leaving an area as soon as possible after identifying the type, description, and location of the suspected device or a potential explosive device.
- 39.0 Identify the importance of advising any fellow officers in the immediate area of a found explosive or suspicious device.
- 40.0 Identify the importance of advising any civilians in the immediate area of a found explosive or suspicious device.
- 41.0 Identify the importance of continued caution due to the possibility of a "secondary device."
- 42.0 Identify potential evacuation areas in a bomb threat situation.
- 43.0 Identify where to establish the initial perimeter to protect the public during a bomb threat.
- 44.0 Confer with owner, representative, or person in charge during an emergency situation requiring evacuation of a building or area.
- 45.0 Identify the factors in planning an evacuation of a building or area.
- 46.0 Identify means of communicating with occupants or residents of a building or area in an emergency situation.
- 47.0 Define weapons of mass destruction.
- 48.0 Identify the likely location for the use of BNICE weapons.
- 49.0 List environmental indicators of exposure to biological agents.
- 50.0 Identify signs and symptoms of human exposure to biological agents.
- 51.0 Identify signs and symptoms of human exposure to nuclear agents.
- 52.0 List environmental indicators of exposure to nuclear agents.
- 53.0 List environmental indicators of exposure to chemical agents.
- 54.0 Identify signs and symptoms of human exposure to chemical agents.
- 55.0 Identify how to initiate actions to protect officers and others at a nuclear, biological, or chemical incident.
- 56.0 Identify evacuation measures during a BNICE incident.
- 57.0 List notification and communication method in the event of a nuclear, biological, or chemical threat.



**Course Number: CJK0076**  
**Occupational Completion Point: A**  
**Crime Scene Investigations – 24 Hours – SOC Code 33-3051**

- 01.0 Obtain information regarding crime scene prior to arrival.
- 02.0 Determine if crime or incident is life threatening.
- 03.0 Identify when to request medical assistance.
- 04.0 Survey the scene.
- 05.0 Identify when to continue or relinquish the crime scene.
- 06.0 Identify victims, witnesses, and suspects at a crime scene.
- 07.0 Secure victims, witnesses, and suspects.
- 08.0 Separate victims, witnesses, and suspects.
- 09.0 View injuries first-hand for evidence or testimony.
- 10.0 Brief supervisor or other arriving personnel at the scene.
- 11.0 Identify the requirements for obtaining a valid consent to search.
- 12.0 Continue to develop information while protecting the scene.
- 13.0 Determine probable extent of scene to secure as well as additional surrounding areas.
- 14.0 Secure the scene.
- 15.0 Ensure physical evidence is preserved.
- 16.0 Identify when to arrange for manpower and equipment, if required.
- 17.0 Identify requirements to effectively create a crime scene log.
- 18.0 List the types of evidence that may be found at a crime scene.
- 19.0 Conduct search for evidence.
- 20.0 Identify search procedures to be conducted.
- 21.0 Determine if evidence can be properly collected by the officer or if crime scene unit should collect evidence.
- 22.0 Demonstrate the ability to dust, lift, and document latent prints.
- 23.0 Define patent, plastic, and elimination prints.
- 24.0 Follow evidence collection procedures if collecting evidence.
- 25.0 Ensure chain of custody is protected.
- 26.0 Document activities at a crime scene.
- 27.0 Identify the elements of effective crime scene photography.

**Course Number: CJK0071**  
**Occupational Completion Point: A**  
**Criminal Investigations – 56 Hours – SOC Code 33-3051**

- 01.0 Determine if any crime has been committed in a domestic violence situation.
- 02.0 Identify when to photograph injuries resulting from a domestic violence situation.
- 03.0 Determine if an arrest is to be made in a domestic violence situation.
- 04.0 Counsel individuals on possible course of action for problem resolution in a domestic violence situation.
- 05.0 Bring all persons involved back together, if they have calmed down.
- 06.0 Document a domestic violence situation with appropriate paperwork.
- 07.0 Provide victim with a victim's rights brochure.
- 08.0 Conduct an initial investigation alleging child abuse or neglect.
- 09.0 Initiate contact with the parent(s) or guardian(s) of the child.
- 10.0 Apply state and local judicial procedures regarding the interview of juveniles.
- 11.0 Initiate contact with victim of child abuse or neglect.

- 12.0 Identify when to provide first aid or obtain medical attention for child abuse or neglect victim.
- 13.0 Identify what to include in field notes regarding child abuse or neglect situation.
- 14.0 Assist DCF in removing an abused or neglected child.
- 15.0 Identify child abuse and neglect reporting requirements.
- 16.0 Verify that a person is being threatened or victimized when responding to an alleged disabled adult or elder abuse situation.
- 17.0 Respond to a disabled adult or elderly person being victimized.
- 18.0 Develop a plan of action to immediately remove the threat to the victim of disabled adult or elder abuse.
- 19.0 Take action as required to protect the victim or threatened person of disabled adult or elder abuse.
- 20.0 Conduct initial assessment of criminal, accidental, or natural cause of death.
- 21.0 Assess the situation prior to approaching a dead body.
- 22.0 Identify how to detect indications of death.
- 23.0 Preserve any evidence on or near the body.
- 24.0 Identify when to contact the Medical Examiner's office.
- 25.0 Identify when to contact the doctor of the deceased.
- 26.0 Obtain medical confirmation of recent death.
- 27.0 Notify a victim's family of death.
- 28.0 Differentiate between human trafficking and smuggling.
- 29.0 Identify the nature and scope of the human trafficking problem.
- 30.0 List related international criminal enterprises that lend themselves to involvement in human trafficking.
- 31.0 Apply the Trafficking Victims Protection Act (TVPA) of 2000.
- 32.0 Apply the Florida Statutes related to human trafficking offenses.
- 33.0 Identify the immigration issues of human trafficking victims.
- 34.0 Identify human trafficking indicators that can be present.
- 35.0 Identify key information to investigate during the initial conversation with the victim.
- 36.0 Identify considerations for victim rescue and restoration.
- 37.0 Identify the community's role in recognizing and reporting human trafficking.
- 38.0 Obtain descriptive data of a missing, lost, or endangered person, including a photo, if available.
- 39.0 Identify the cause of the search in the case of a missing, lost, or endangered person.
- 40.0 Identify possible physical or psychological problems of a missing, lost, or endangered person.
- 41.0 Conduct an initial search of the scene of a missing, lost, or endangered person situation.
- 42.0 Identify areas to be searched in a missing, lost, or endangered person situation.
- 43.0 Notify supervisor of location and search assignment.
- 44.0 Provide necessary medical care to a missing, lost, or endangered person.
- 45.0 Apply Florida statute in a missing person situation.
- 46.0 Identify appropriate agency to turn investigation over to when unsuccessful in the initial search.
- 47.0 Document a missing and endangered person's incident.
- 48.0 Identify the elements of robbery.
- 49.0 Identify common targets of robbery.
- 50.0 Identify procedures to follow in a robbery situation.
- 51.0 Identify items to include in a preliminary robbery report.
- 52.0 Request medical personnel to provide information, as required, in a sexual battery situation.
- 53.0 Identify procedures for dealing with victims of sexual battery.

- 54.0 Define juvenile sexual offender.
- 55.0 Identify the difference between lewd and lascivious battery, molestation, conduct, and exhibition.
- 56.0 Identify procedures for dealing with a loitering and prowling incident.
- 57.0 Identify the legal distinction between disorderly conduct and disorderly intoxication.
- 58.0 Define open house party.
- 59.0 Identify categories of burglaries.
- 60.0 Identify common methods of entry used by burglars.
- 61.0 Respond to an incident involving burglary and trespassing.
- 62.0 Define burglary tools.
- 63.0 Identify the legal requirements for a valid trespass after a warning.
- 64.0 Identify procedures for responding to an archeological site violation.
- 65.0 Identify the elements of criminal mischief.
- 66.0 Identify the difference between misdemeanor and felony criminal mischief.
- 67.0 Identify the elements of defrauding an innkeeper.
- 68.0 Respond to an incident involving defrauding an innkeeper.
- 69.0 Identify the primary responsibility of law enforcement at the scene of a fire.
- 70.0 Respond to an incident involving a fire-related crime.
- 71.0 Identify common reasons why vice activity is rarely reported.
- 72.0 Identify sources of illicit drug traffic.
- 73.0 Identify methods used to transport and conceal illicit drugs.
- 74.0 Identify methods used to investigate vice activity.
- 75.0 List types of vice crimes.
- 76.0 Identify the basic characteristics of organized crime operations.
- 77.0 Identify the types of theft victims.
- 78.0 Differentiate between petit or misdemeanor and grand or felony theft.
- 79.0 Identify indicators of a stolen vehicle.
- 80.0 Identify NCIC/FCIC reporting requirements for stolen and/or recovered property.
- 81.0 Identify when someone is dealing in stolen property.
- 82.0 Identify the elements of fraud.
- 83.0 Identify two aspects of forgery.
- 84.0 Identify elements that constitute a worthless check.
- 85.0 Define embezzlement.
- 86.0 List types of computer crimes.
- 87.0 Review all notes and reports on preliminary investigations conducted.
- 88.0 Continue inquiries begun during preliminary investigation.
- 89.0 Identify how to determine the value and disposition of leads during a follow-up investigation.
- 90.0 Interview new contacts, possible witnesses, and informants.
- 91.0 Compile complete notes of all possible leads.
- 92.0 Identify known or possible suspects during a follow-up investigation.
- 93.0 Identify any possible leads through places frequented, possible acquaintances, friends, or co-workers, and workplace.
- 94.0 Study background, criminal history, and modus operandi of suspect.
- 95.0 Conduct a live or photo line-up.
- 96.0 Identify how to check with other agencies and public records to discover information, files, and intelligence on known or possible suspects.
- 97.0 Identify how to use field contacts and informants during a follow-up investigation.
- 98.0 Comply with department policy regarding the Read or Waive Option after a deposition.
- 99.0 Review case notes, reports, photographs, and evidence prior to giving testimony.

- 100.0 Discuss the case with appropriate agency personnel and the state attorney in preparation for giving testimony.
- 101.0 Upon arrival at court, check in with prosecutors and follow instructions.
- 102.0 Answer each question clearly, completely, and truthfully without volunteering any statement that is not requested.
- 103.0 Define "on or off the record."
- 104.0 Identify procedures to follow when the rule of sequestration has been invoked.
- 105.0 Identify procedures to follow when providing testimony during a court proceeding.

**Course Number: CJK0082**

**Occupational Completion Point: A**

**Traffic Stops – 24 Hours – SOC Code 33-3051**

- 01.0 Define a traffic stop according to Florida Legal Guidelines.
- 02.0 Identify important benefits of traffic enforcement.
- 03.0 Identify that F.S. §316 contain criminal and noncriminal traffic violations.
- 04.0 Identify the most common traffic violations.
- 05.0 Identify the need to submit the confiscated driver's license to the appropriate driver's license office.
- 06.0 Identify formatting of the Florida Driver License.
- 07.0 Identify important components of the Florida Driver License.
- 08.0 Identify important components of Florida Vehicle License Plates.
- 09.0 Define discriminatory or bias-based profiling.
- 10.0 Identify protections offered by Title 18 of the United States Code and the Fourteenth Amendment.
- 11.0 Identify the perceptions commonly associated with discriminatory profiling.
- 12.0 Identify how an officer's behavior can help to minimize tension and maximize the cooperation of citizens during a traffic stop.
- 13.0 Identify the characteristics of a professional traffic stop that may help overcome language and other cultural barriers.
- 14.0 Identify reasons a vehicle may be stopped during an unknown risk traffic stop.
- 15.0 Identify traffic conditions that increase the potential for traffic violations during an unknown risk traffic stop.
- 16.0 Identify conditions that would affect traffic flow during an unknown risk traffic stop.
- 17.0 Identify where to park to observe traffic flow for potential traffic violations during an unknown risk traffic stop.
- 18.0 Identify where to position the patrol vehicle where it can safely re-enter traffic during an unknown risk traffic stop.
- 19.0 Identify the need to catch up to the vehicle to be stopped during an unknown risk traffic stop.
- 20.0 Identify the need to request backup as required during an unknown risk traffic stop.
- 21.0 Identify the need to maintain constant observation of vehicle suspected of a violation.
- 22.0 Identify the need to advise communication center of location and description of the vehicle, occupants, and tag number with state of issue during an unknown risk traffic stop.
- 23.0 Identify considerations for determining how to locate a safe stopping area to make a traffic stop during an unknown risk traffic stop.
- 24.0 Identify the need to activate the emergency equipment during an unknown risk traffic stop.
- 25.0 Identify the Florida Statutes that govern the operation of emergency vehicle lights and siren during an unknown risk traffic stop.

- 26.0 Identify how to use the emergency lights.
- 27.0 Identify the need to position patrol vehicle in line directly behind the suspect vehicle during an unknown risk traffic stop.
- 28.0 Identify how to direct the driver as to where to stop during an unknown risk traffic stop.
- 29.0 Identify how to activate the public address system during an unknown risk traffic stop.
- 30.0 Identify officer safety and survival techniques appropriate for the situation during an unknown risk traffic stop.
- 31.0 Identify how to offset the patrol vehicle at the rear of the violator's vehicle after the violator's vehicle stops during an unknown risk traffic stop.
- 32.0 Identify how the officer should prepare him- or herself to complete the stop after the officer has positioned the patrol vehicle during an unknown risk traffic stop.
- 33.0 Identify the need to determine the degree of danger involved during an unknown risk traffic stop.
- 34.0 Identify how to make contact with the vehicle occupants using proper tactics as demanded by the situation during an unknown risk traffic stop.
- 35.0 Identify how to make a safe approach to the violator's vehicle during an unknown risk traffic stop.
- 36.0 Identify the number of additional occupants in the vehicle during an unknown risk traffic stop.
- 37.0 Identify officer safety techniques in getting the violator to exit vehicle during unknown risk traffic stop.
- 38.0 Identify the need to demonstrate a dignified and commanding presence during an unknown risk traffic stop.
- 39.0 Identify self as a law enforcement officer.
- 40.0 Identify the need to maintain a safe distance when talking to a violator during an unknown risk traffic stop.
- 41.0 Identify the need to explain the reason for the traffic stop during an unknown risk traffic stop.
- 42.0 Identify the need to describe the safety violation to the operator.
- 43.0 Identify the need to ask the driver for a lawful and reasonable explanation for law violation during an unknown risk traffic stop.
- 44.0 Identify how to arrange assistance for the citizen during an unknown risk traffic stop.
- 45.0 Identify documents to request from driver during an unknown risk traffic stop.
- 46.0 Identify the forms of identification that provide the most accurate personal information during an unknown risk traffic stop.
- 47.0 Identify how to compare vehicle registration information to the vehicle's VIN for a match during an unknown risk traffic stop.
- 48.0 Identify where the driver and occupants should wait during an unknown risk traffic stop.
- 49.0 Identify the need to match information received from dispatch with information recorded during an unknown risk traffic stop.
- 50.0 Identify how to determine whether a vehicle is reported stolen through a check of 181 FCIC/NCIC during an unknown risk traffic stop.
- 51.0 Identify the legal issues if confidential information is disseminated for non-law enforcement purposes during unknown risk traffic stop.
- 52.0 Identify undercover law enforcement officers in the execution of their duties during an unknown risk traffic stop.
- 53.0 Identify that an officer may issue a citation, warning, or make an arrest as appropriate during an unknown risk traffic stop.
- 54.0 Identify how an officer decides whether to issue a citation or a warning during an unknown risk traffic stop.
- 55.0 Determine the nature of the offense during an unknown risk traffic stop.

- 56.0 Identify appropriate report forms used during an unknown risk traffic stop.
- 57.0 Identify a Uniform Traffic Citation (UTC).
- 58.0 Identify the need to explain the nature of the offense during an unknown risk traffic stop.
- 59.0 Identify the need to give options for handling the citation during an unknown risk traffic stop.
- 60.0 Identify the need to explain the violator's responsibility to adhere to traffic laws and local ordinances during an unknown risk traffic stop.
- 61.0 Identify the need to explain that the violator needs to sign the citation during an unknown risk traffic stop.
- 62.0 Identify the violation for refusal to sign the citation during an unknown risk traffic stop.
- 63.0 Identify how to close the interview with the violator during an unknown risk traffic stop.
- 64.0 Identify whether or not to make an arrest during an unknown risk traffic stop.
- 65.0 Demonstrate how to make a safe unknown risk traffic stop.
- 66.0 Accurately complete a citation or issue a warning during an unknown risk traffic stop.
- 67.0 Explain how to identify a suspect vehicle using a BOLO during a high risk traffic stop.
- 68.0 Identify matching identification points of the observed vehicle with the suspect vehicle description during a high risk traffic stop.
- 69.0 Identify additional information to give the dispatcher during a high risk traffic stop.
- 70.0 Identify how to maintain surveillance until backup arrives during a high risk traffic stop.
- 71.0 Identify how to follow the suspect vehicle at a safe distance without activating the emergency equipment during a high risk traffic stop.
- 72.0 Identify how to request back up or assistance from other agencies during a high risk traffic stop.
- 73.0 Identify how to maintain radio contact with responding units during a high risk traffic stop.
- 74.0 Identify what information to give to responding backup units during a high risk traffic stop.
- 75.0 Identify how to continually update the communications center of the travel route of the vehicle during a high risk traffic stop.
- 76.0 Identify what information to request from responding backup units during a high risk traffic stop.
- 77.0 Identify the need to locate a safe stopping site during a high risk traffic stop.
- 78.0 List the characteristics of a safe stopping site during a high risk traffic stop.
- 79.0 Identify a stopping site that has a line of unobstructed sight during a high risk traffic stop.
- 80.0 Identify a stopping site that has adequate roadway width to accommodate two patrol vehicles during a high risk traffic stop.
- 81.0 Identify how to coordinate the stopping site with backup units regarding their arrival time during a high risk traffic stop.
- 82.0 Identify that the primary officer should direct other units into position as they arrive at the scene during a high risk traffic stop.
- 83.0 Identify how to use the public address system microphone during a high risk traffic stop.
- 84.0 List the safety emergency equipment which can be used during a high risk traffic stop.
- 85.0 Identify the need to signal the suspect vehicle to pull over to the curb during a high risk traffic stop.
- 86.0 Ensure that emergency lights remain activated during a high risk traffic stop.
- 87.0 Identify the advantage to the officer to use blinding light, day or night, during a high risk traffic stop.
- 88.0 Identify the proper distance between the primary patrol vehicle and the suspect's vehicle for the stop during a high risk traffic stop.
- 89.0 Identify the proper position for the primary patrol vehicle and suspect's vehicle during a high risk traffic stop.

- 90.0 Identify the proper positioning of the backup patrol vehicle in relation to the primary patrol vehicle and suspect vehicle during a high risk traffic stop.
- 91.0 Identify how to take cover using the patrol vehicles during a high risk traffic stop.
- 92.0 Identify how to take cover from within the vehicle during a high risk traffic stop.
- 93.0 Identify how to take cover from behind the vehicle during a high risk traffic stop.
- 94.0 Determine whether or not the pursuit is legal, feasible, necessary, and meets departmental criteria during a high risk traffic stop.
- 95.0 Identify that the primary officer should assume command of the situation during a high risk traffic stop.
- 96.0 Identify that the primary officer will control the suspect and occupants of the vehicle.
- 97.0 Identify the importance of maintaining verbal control of all occupants throughout the stop during a high risk traffic stop.
- 98.0 Identify self and agency to suspect during a high risk traffic stop.
- 99.0 Identify the need to maintain verbal control of suspects using the public address system of the patrol vehicle during a high risk traffic stop.
- 100.0 Identify how to command the suspect(s) to keep their hands visible during a high risk traffic stop.
- 101.0 Identify the need to direct the suspect to raise his or her hands and keep them in a visible position.
- 102.0 Identify the need to direct the suspect to open the driver's door with his or her left hand, using the external door handle, during a high risk traffic stop.
- 103.0 Identify the need to direct the suspect to place ignition keys on top of the vehicle during a high risk traffic stop.
- 104.0 Identify the need to direct the suspect to exit the vehicle facing away from the law enforcement officers during a high risk traffic stop.
- 105.0 Identify the need to direct the suspect to walk backward towards the sound of the officer's voice during a high risk traffic stop.
- 106.0 Identify the need to direct the suspect to walk back to a predetermined point for safe securing during a high risk traffic stop.
- 107.0 Identify that the primary officer should instruct the backup unit to secure the suspect during a high risk traffic stop.
- 108.0 Identify the need to direct the suspect to assume a position of disadvantage during a high risk traffic stop.
- 109.0 Identify the need to retreat to cover with the suspect during a high risk traffic stop.
- 110.0 Identify the importance of maintaining visual contact with all occupants while conversing with the suspect during a high risk traffic stop.
- 111.0 Identify the need to instruct occupants to exit the vehicle one at a time during a high risk traffic stop.
- 112.0 Identify the conveyance to be searched during a high risk traffic stop.
- 113.0 Identify how to search a vehicle during a high risk traffic stop.
- 114.0 Identify the need to inform suspects they are under arrest during a high risk traffic stop.
- 115.0 Identify the need to request backup when searching the vehicle during a high risk traffic stop.
- 116.0 Identify how to accurately complete the appropriate report(s) during a high risk traffic stop.

**Course Number: CJK0083**

**Occupational Completion Point: A**

**DUI Traffic Stops – 24 Hours – SOC Code 33-3051**

- 01.0 Identify Driving Under the Influence (DUI) legal considerations.

- 02.0 Identify processes which occur in a person's body when they consume alcohol.
- 03.0 Identify driving patterns that are characteristic of an impaired operator during a Driving under the Influence traffic stop.
- 04.0 Identify the speech, motor coordination, odor, and other general observations that would assist in determining the individual's ability to operate the vehicle during a DUI traffic stop.
- 05.0 Identify if the impairment is a result of a medical condition or influenced by chemical substances during a DUI traffic stop.
- 06.0 Identify if the person has a mental illness during a DUI traffic stop.
- 07.0 Identify a person who has Alzheimer's or dementia during a DUI traffic stop.
- 08.0 Identify the condition of the operator's clothing during a DUI traffic stop.
- 09.0 Identify the need to maintain visual observation of the operator's physical condition and/or medical condition during a DUI traffic stop.
- 10.0 Identify odors of alcoholic beverages, vomit, urine, or drugs on the operator during a DUI traffic stop.
- 11.0 Identify signs of intoxication in the operator's responses to basic identification questions during a DUI traffic stop.
- 12.0 Identify if the person is able to understand a request or statement being given during a DUI traffic stop.
- 13.0 Identify uncoordinated movement (walking, standing, and fidgeting) of the operator during a DUI traffic stop.
- 14.0 Identify if a physical or mental impairment exists during a DUI traffic stop.
- 15.0 Identify when to ask the operator to perform the standardized field sobriety exercises.
- 16.0 Identify any physical handicaps the operator may display that may affect the performance of the standardized field sobriety exercises.
- 17.0 Identify how to select appropriate location for standardized field sobriety exercises.
- 18.0 Identify safety precautions for the officer and vehicle operator during a DUI traffic stop.
- 19.0 Identify how to request or assist the operator in moving to the side of the roadway away from the traffic or to a safe area upon exiting the vehicle during a DUI traffic stop.
- 20.0 Identify how to compare the results of the Standardized Field Sobriety Horizontal Gaze Nystagmus (HGN) clues to determine impairment.
- 21.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the Horizontal Gaze Nystagmus exercise.
- 22.0 Identify how to compare the results of the Standardized Field Sobriety Walk and Turn clues to determine impairment.
- 23.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the Walk and Turn exercise.
- 24.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the One Leg Stand exercise.
- 25.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the One Leg Stand exercise.
- 26.0 Identify how to compare the results of the Standardized Field Sobriety One Leg Stand clues to determine impairment.
- 27.0 Identify how to compare the results of the Standardized Field Sobriety One Leg Stand clues to determine impairment.
- 28.0 Identify the additional field sobriety exercises to be administered.
- 29.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the One Leg Stand exercise.
- 30.0 Identify how to complete reports as required during a DUI traffic stop.
- 31.0 Identify the operator's ability to operate a vehicle based on the results of the standardized field sobriety exercises and officer's total observation.
- 32.0 Identify the need to arrange for family or licensed non-impaired driver to remove the vehicle during a DUI traffic stop.
- 33.0 Identify the need to prepare the appropriate traffic citation for the violation during a DUI traffic stop.
- 34.0 Identify appropriate Florida Statute violated during a DUI traffic stop.



- 35.0 Identify the circumstance that requires the holder of a commercial vehicle license to submit to breath, urine, and blood tests during a DUI traffic stop.
- 36.0 Identify the breath alcohol level that an officer may use to administratively suspend the driver's license of someone under the age of 21 during a DUI traffic stop.
- 37.0 Identify potential report forms to complete during a DUI traffic stop.
- 38.0 Identify a person with a comprehension or awareness problem due to medication or a medical condition during a DUI stop.
- 39.0 Identify that a drug may impair the ability of a driver to operate a vehicle safely.
- 40.0 Identify the categories of drugs.
- 41.0 Identify the effects of the drug categories on Horizontal Gaze Nystagmus and Vertical Gaze Nystagmus.
- 42.0 Identify when an officer could request a drug influence evaluation during a DUI stop.
- 43.0 Define polydrug use in relation to a DUI stop.

**Course Number: CJK0086**

**Occupational Completion Point: A**

**Traffic Crash Investigations – 32 Hours – SOC Code 33-3051**

- 01.0 Identify the Florida Statutes relating to uniform traffic control when conducting a traffic crash investigation.
- 02.0 Identify the traffic crash management process.
- 03.0 Arrive safely at the traffic crash scene.
- 04.0 Assess the scene involving a traffic crash incident.
- 05.0 Identify any dangers or hazards at the traffic crash scene.
- 06.0 Identify the Department of Transportation's hazardous material identification placard information from placard symbols found in the DOT ERG book of hazardous materials identification.
- 07.0 Assess requirements for additional aid for a vehicle crash, identifying situations that require assistance.
- 08.0 Request assistance needed in a traffic crash situation.
- 09.0 Upon arrival at the crash scene, locate vehicle or property damaged in the crash.
- 10.0 Define first harmful event.
- 11.0 Identify conditions for transferring jurisdiction in a situation involving a crash, crime, or incident scene with multi-jurisdictional boundaries.
- 12.0 Identify if a vehicle was involved in a crime.
- 13.0 Request medical and fire assistance if appropriate for a vehicle fire.
- 14.0 Extinguish a vehicle fire, if feasible, with current fire extinguisher equipment.
- 15.0 Complete an incident report for a vehicle fire.
- 16.0 Determine if it is necessary to evacuate persons from the area of a vehicle fire.
- 17.0 Identify the traffic conditions at a traffic crash incident.
- 18.0 Protect a traffic crash scene by proper positioning of patrol vehicle.
- 19.0 Preserve a traffic crash scene.
- 20.0 Position vehicle and/or warning devices to route traffic around a traffic crash incident.
- 21.0 Set out flares, barricades, or other warning devices with caution to direct traffic away from damage or hazard on a roadway.
- 22.0 Identify when conducting a traffic crash investigation to wear safety vest and gloves.
- 23.0 Re-route traffic from traffic crash scene immediately upon setting up warning devices.
- 24.0 Inventory contents of a vehicle to be towed from a traffic crash incident.
- 25.0 Call for medical assistance, if necessary, for victims of a traffic crash incident.
- 26.0 Identify the three phases of a traffic crash incident.
- 27.0 Identify all involved parties in a traffic crash incident.

- 28.0 Obtain the driver's license, registration, and proof of insurance from the operator(s) involved in a traffic crash incident.
- 29.0 Obtain statements from all involved parties in a traffic crash incident.
- 30.0 Interview witnesses, operators, and victims involved in a traffic crash incident.
- 31.0 Identify the owner of vehicle damaged during a traffic crash.
- 32.0 Relay facts of property damaged in a traffic crash incident to the owner.
- 33.0 Advise owner of appropriate actions to take to safeguard property damaged in a traffic crash incident.
- 34.0 Identify signs of driver impairment while interviewing the driver involved in a traffic crash incident.
- 35.0 Define "crash privilege" when investigating a traffic crash incident.
- 36.0 Identify "changing of the hats" procedure when investigating a traffic crash incident.
- 37.0 Identify what evidence must be collected at a crash scene.
- 38.0 Locate the area of damage on a vehicle involved in a crash.
- 39.0 Examine the traffic crash scene for area of collision (AOC).
- 40.0 Select which events reported from interviews at a vehicle crash were crucially related to the crash, including road conditions at time of crash.
- 41.0 Verify the AOC or occurrence based on physical evidence and witness and participant statements.
- 42.0 Take photos of vehicle at a traffic crash scene, if necessary.
- 43.0 Measure skid marks and any other measurements pertinent to the accident at the crash scene, identifying tools and methods of measurement to use.
- 44.0 Identify how to determine vehicle speed from skid mark measurements.
- 45.0 Identify how to sketch a diagram of the crash.
- 46.0 Identify the appropriate crash report forms.
- 47.0 Identify the statutory requirements for the exchange of information.
- 48.0 Explain the use of exchange of information forms to drivers involved in a traffic crash incident.
- 49.0 Complete the appropriate crash report form.
- 50.0 Order driver's exam retest required according to Florida Statute 322.221, if the operator requires license retesting for mental or medical reasons.
- 51.0 Identify the Florida Statute requirement to report an individual's disability to drive.
- 52.0 Describe the key events of a vehicle involved in a crash on a DHSMV uniform crash report and a DHSMV 90003 form.
- 53.0 Record vehicle damage using available charts and information.
- 54.0 Ensure that the wrecker driver or officer removes all hazardous debris resulting from the traffic crash from the roadway.
- 55.0 Identify violations of traffic laws.
- 56.0 Remove all temporary traffic warning devices.
- 57.0 Submit the completed crash report to the appropriate person for review.
- 58.0 Remain at the scene if property damage poses safety or security risks until notified person arrives or until other security arrangements are made.

**Course Number: CJK0020**

**Occupational Completion Point: A**

**CMS Law Enforcement Vehicle Operations – 48 Hours – SOC Code 33-3051**

- 01.0 Develop the skills to operate a motor vehicle safely.
- 02.0 Understand the role of law enforcement officers as they operate a vehicle.
- 03.0 Understand personal and vehicle limits.
- 04.0 Operate the vehicle in a safe manner while talking to dispatch.

- 05.0 Understand the effects of stress on the driver.
- 06.0 Check the operational readiness of the exterior of the vehicle.
- 07.0 Check the fluid levels, hoses, wires, and belts.
- 08.0 Inspect the rear seat compartment to locate all visible damage, weapons, and contraband.
- 09.0 Inspect the restraint devices, door locks, rear view mirror, and for equipment not properly secured.
- 10.0 Start the vehicle to check for operational readiness.
- 11.0 Identify driving tips for preventing accidents.
- 12.0 Identify the importance of vision in identifying potential hazards.
- 13.0 Describe encountered hazards.
- 14.0 Detect potential hazards through the use of the senses.
- 15.0 Describe techniques that can enhance or impede awareness.
- 16.0 Identify temporary factors that may impact observation.
- 17.0 Identify medical conditions that may impact observation.
- 18.0 Identify corrective action to take upon encountering a road or weather hazard.
- 19.0 Identify types of frequently occurring crashes.
- 20.0 Demonstrate crash avoidance techniques.
- 21.0 Identify possible reactions to take to avoid injury or further vehicle damage.
- 22.0 Describe techniques and principles to enhance awareness, including the two- and four second rules.
- 23.0 Demonstrate how to control the vehicle path while in motion.
- 24.0 Explain the importance of braking to a safe speed prior to entering a turn or corner.
- 25.0 Identify the importance of initiating the steering input prior to entering a turn or corner.
- 26.0 Identify an increasing radius.
- 27.0 Identify a decreasing radius.
- 28.0 Identify a constant radius.
- 29.0 Describe how to locate the apex.
- 30.0 Demonstrate the apexing techniques.
- 31.0 Identify the proper steering input that will decrease the severity of centripetal and centrifugal force.
- 32.0 Identify steering as it relates to vehicle dynamics and traction in a turn.
- 33.0 Identify principles of under steering.
- 34.0 Identify principles of over steering.
- 35.0 Identify principles of wheel tracking.
- 36.0 Identify how to control wheel tracking by properly steering around an object.
- 37.0 Identify how to make the necessary adjustments to the vehicle while seated.
- 38.0 Identify the caster effect.
- 39.0 Identify how to initiate the steering input for directing the vehicle.
- 40.0 Explain principles of threshold braking.
- 41.0 Describe how to avoid applying brakes to maintain rolling friction.
- 42.0 Describe an incipient skid.
- 43.0 Identify type of brake system on the vehicle.
- 44.0 Demonstrate how to maintain pressure on the brake pedal according to the type of vehicle braking system, using threshold braking if necessary to avoid wheel lockup.
- 45.0 Identify incipient spin and its effect on vehicle traction.
- 46.0 Demonstrate how to decrease the rate of acceleration to control for loss of traction.
- 47.0 Describe rolling friction and its effect on vehicle traction.
- 48.0 Identify the importance of not accelerating.
- 49.0 Identify the importance of not braking.
- 50.0 Define counter steering.

- 51.0 Identify the importance of counter steering to avoid a secondary slide.
- 52.0 Position the vehicle for entry into a turn or corner.
- 53.0 Maintain control of the vehicle through the turn.
- 54.0 Demonstrate how to control the amount of steering input.
- 55.0 Identify how to demonstrate the pivot position by turning the upper body to the right, placing the right arm on the top portion of the passenger seat, and looking through the rear window to navigate.
- 56.0 Identify how to steer in reverse with your left hand while slowly accelerating and maintaining control of the steering wheel.
- 57.0 Identify Florida Statutes that govern vehicles operating in emergency mode.
- 58.0 Identify guidelines for operating in emergency mode.
- 59.0 Identify types of sensory influences the driver may experience.
- 60.0 Identify techniques that may improve vision at night.
- 61.0 Identify possible psychological effects on the driver in emergency mode.
- 62.0 Identify possible physiological effects on the driver in emergency mode.
- 63.0 Identify safe emergency driving techniques.
- 64.0 Identify how to make a decision to operate in emergency mode.
- 65.0 Define pursuit.
- 66.0 Explain case law regarding operating a vehicle in emergency mode.
- 67.0 Notify communications and supervisor when a pursuit is initiated.
- 68.0 Activate the emergency equipment.
- 69.0 Identify when to coordinate with other responding units and with dispatch via radio.
- 70.0 Identify the conclusions to a pursuit.
- 71.0 Choose the appropriate report form for the pursuit report.

**Course Number: CJK0031**

**Occupational Completion Point: A**

**CMS First Aid for Criminal Justice Officers – 40 Hours – SOC Code 33-3051**

- 01.0 Demonstrate how to ventilate a patient who is not breathing.
- 02.0 Demonstrate how to perform cardiopulmonary resuscitation (CPR) on a patient who has no heartbeat.
- 03.0 Demonstrate how to put on, properly remove, and discard disposable gloves.
- 04.0 Demonstrate how to conduct a scene size-up.
- 05.0 Demonstrate how to assess LOC/AVPU.
- 06.0 Demonstrate how to maintain an open airway.
- 07.0 Demonstrate how to assess breathing, including rate.
- 08.0 Demonstrate how to assess circulation, including pulse rate.
- 09.0 Demonstrate how to assess for uncontrolled bleeding.
- 10.0 Demonstrate how to conduct a physical assessment (DOTS/SAMPLE).
- 11.0 Demonstrate A walking assist.
- 12.0 Demonstrate an emergency drag.
- 13.0 Demonstrate an extremity lift or carry.
- 14.0 Demonstrate a log roll, to include manual stabilization of the head, neck, and cervical spine.
- 15.0 Demonstrate general treatment for shock.
- 16.0 Demonstrate how to stop bleeding.
- 17.0 Demonstrate dressing and bandaging an open wound.
- 18.0 Demonstrate how to splint broken bones in a lower extremity.
- 19.0 Demonstrate how to splint broken bones in an upper extremity.

- 20.0 Identify the role of the Emergency Medical Services system when preparing to respond to a medical emergency.
- 21.0 Identify how the roles and responsibilities of the criminal justice first aid provider differ from other professionals within the EMS system.
- 22.0 Uphold responsibilities for medical treatment in accordance with Criminal Justice Standards and Training Commission (CJSTC) standards when responding to a medical emergency.
- 23.0 Identify legal and ethical issues for a criminal justice first aid provider when responding
- 24.0 Lawfully to a medical emergency.
- 25.0 Identify how the duty to act applies to the criminal justice first aid provider.
- 26.0 Identify how the standard or scope of care applies to the criminal justice first aid provider.
- 27.0 Identify how the Good Samaritan Act affects the criminal justice first aid provider.
- 28.0 Identify the implications of abandonment, negligence, and battery for the criminal justice first aid provider.
- 29.0 Identify the legal and ethical considerations of patient consent for a criminal justice first aid provider.
- 30.0 Identify the role of a Do Not Resuscitate (DNR) Order (DNRO) for a criminal justice first aid provider in patient refusal of care.
- 31.0 Identify the role of organ donor notification for a criminal justice first aid provider when responding to a medical emergency.
- 32.0 Identify the legal and ethical considerations of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) for the criminal justice first aid provider.
- 33.0 Identify actions a criminal justice first aid provider should take to assist in preservation of a crime scene.
- 34.0 Reassure patients, family members, and bystanders while working in a confident and efficient manner.
- 35.0 Communicate professionally with patients with special considerations when responding to a medical emergency.
- 36.0 Approach and communicate appropriately with a family confronted with death and dying when responding to a medical emergency.
- 37.0 Identify signs and symptoms of stress a criminal justice officer may display.
- 38.0 Identify possible steps the criminal justice officer may take to help reduce/alleviate stress.
- 39.0 Identify possible long-term emotional reactions that a criminal justice officer may experience when facing death and dying.
- 40.0 Identify ways a criminal justice officer is exposed to bloodborne pathogens and infectious diseases.
- 41.0 Identify the importance of body substance isolation (BSI) when applying first aid.
- 42.0 Identify the importance of utilizing personal protective equipment (PPE) when applying first aid.
- 43.0 Demonstrate how to put on, properly remove, and discard disposable gloves.
- 44.0 Identify personal behaviors that may help reduce the risk of contracting a bloodborne disease when applying first aid.
- 45.0 Identify how to maintain equipment and supplies for the next emergency medical response.
- 46.0 Identify how to prevent contracting hepatitis A.
- 47.0 Identify how to prevent contracting hepatitis B.
- 48.0 Identify how to prevent contracting hepatitis C.
- 49.0 Identify how to prevent contracting Human Immunodeficiency Virus.

- 50.0 Identify personal behaviors that may help reduce the risk of contracting tuberculosis when applying first aid.
- 51.0 Identify general symptoms of most food-related illnesses.
- 52.0 Identify the most common sexually transmitted diseases (STDs).
- 53.0 Identify function of skeletal system and six main parts.
- 54.0 Identify function of muscular system and types of muscle.
- 55.0 Identify function of nervous system and two main parts.
- 56.0 Identify function of respiratory system and basic parts.
- 57.0 Identify function of circulatory system and four major arteries.
- 58.0 Identify function of digestive system and main organs.
- 59.0 Identify function of endocrine system.
- 60.0 Identify function of genitourinary system.
- 61.0 Identify function of the skin.
- 62.0 Visually assess a scene upon arrival to determine if the scene is safe to enter prior to providing first aid.
- 63.0 Identify the difference between a trauma and a medical patient prior to providing first aid.
- 64.0 Determine the need for additional or specialized help or assistance when providing first aid.
- 65.0 Conduct an initial assessment when making a general observation of a patient.
- 66.0 Assess mental status when making a general observation of a patient.
- 67.0 Determine the patient's level of responsiveness.
- 68.0 Assess if a patient is breathing adequately at a normal breathing rate.
- 69.0 Assess a patient's circulation to include taking a pulse.
- 70.0 Perform a physical assessment of a patient to include assessing for external bleeding.
- 71.0 Assess a patient's pupils when conducting an initial assessment.
- 72.0 Manually stabilize a patient's head and neck when conducting an initial assessment.
- 73.0 Obtain SAMPLE history from a patient when conducting an initial assessment.
- 74.0 Conduct an ongoing assessment of a patient while awaiting additional EMS resources.
- 75.0 Update EMS during a medical emergency.
- 76.0 Identify your role in assisting EMS with an entrapped patient.
- 77.0 Identify under what circumstances criminal justice first aid provider moves a patient.
- 78.0 Lift a patient properly.
- 79.0 Place a patient in a recovery position.
- 80.0 Perform a walking assist with a patient that you may have to move.
- 81.0 Perform an emergency drag of a patient you may have to move.
- 82.0 Perform an extremity lift or carry of a patient you may have to move.
- 83.0 Perform a log roll of a patient you may have to move.
- 84.0 Identify the role of the first officer on the scene of a multiple casualty incident or disaster area.
- 85.0 Identify the steps of triage used during a multiple casualty incident.
- 86.0 Identify your role when assisting in a multiple agency response.
- 87.0 Identify signs and symptoms of shock.
- 88.0 Identify causes of shock.
- 89.0 Identify treatment for shock.
- 90.0 Perform general treatment for shock for a patient in a medical emergency.
- 91.0 Identify treatment for closed soft tissue injuries.
- 92.0 Identify treatment for open soft tissue injuries.
- 93.0 Stop the bleeding of a patient with an open wound.
- 94.0 Dress and bandage an open wound for a patient who is bleeding.
- 95.0 Identify when to remove an impaled object.
- 96.0 Identify how to apply stabilizing dressing around an impaled object.

- 97.0 Identify treatment for an impaled object.
- 98.0 Identify need to clean wound if appropriate.
- 99.0 Identify treatment to control bleeding of human or animal bite.
- 100.0 Identify the type of bite and possible need to call specialized unit.
- 101.0 Identify complications resulting from a gunshot wound.
- 102.0 Identify need to expose the entire injury site.
- 103.0 Identify treatment for a gunshot wound.
- 104.0 Identify treatment to control bleeding of a head, face, and scalp wound.
- 105.0 Identify treatment to control bleeding of a patient with a nosebleed.
- 106.0 Identify types of eye injuries.
- 107.0 Identify treatment for various types of eye injuries.
- 108.0 Identify important structures of the neck.
- 109.0 Identify treatment for a large open neck wound.
- 110.0 Identify factors that affect the severity of a chest wound.
- 111.0 Identify treatment for a closed chest injury.
- 112.0 Identify treatment for an open chest injury.
- 113.0 Identify treatment for an evisceration.
- 114.0 Identify treatment for a genital wound.
- 115.0 Identify classifications of broken bone injuries.
- 116.0 Identify the mechanisms of injury for a broken bone.
- 117.0 Assess for pulse, motor, and sensation for a broken bone injury.
- 118.0 Assess for open wound, painful swelling, deformity, and bleeding for a broken bone injury.
- 119.0 Identify treatment for a broken bone.
- 120.0 Identify treatment for a dislocation, sprain, and strain.
- 121.0 Splint broken bones in a lower extremity.
- 122.0 Splint broken bones in an upper extremity.
- 123.0 Identify procedures for treatment of an amputated part.
- 124.0 Identify treatment of a patient with an amputation.
- 125.0 Identify the seriousness of a burn as it relates to depth, location, and extent of the burn.
- 126.0 Identify special considerations for elderly and small patients who have burns.
- 127.0 Identify treatment for a patient with thermal burns.
- 128.0 Identify treatment for a patient with chemical burns.
- 129.0 Identify treatment for a patient with electrical burns.
- 130.0 Identify treatment for a patient with inhalation burns.
- 131.0 Identify the anatomical structures of a patient who requires assistance in childbirth.
- 132.0 Identify the stages of labor of a patient who requires assistance in childbirth.
- 133.0 Identify the steps in the pre-delivery preparation of the mother.
- 134.0 Identify the steps to assist in the delivery of a newborn.
- 135.0 Identify the steps in caring for a newborn immediately following the delivery.
- 136.0 Identify the steps in delivery of the placenta immediately following childbirth.
- 137.0 Identify post-delivery care of the mother who requires assistance in childbirth.
- 138.0 Identify treatment for a patient who suffers from complications of pregnancy.
- 139.0 Identify treatment for a patient who suffers from complications of childbirth.
- 140.0 Identify signs and symptoms of a severe asthma attack.
- 141.0 Identify treatment for a severe asthma attack.
- 142.0 Identify signs and symptoms of a stroke.
- 143.0 Identify treatment for a stroke.
- 144.0 Identify signs and symptoms of a heart attack.
- 145.0 Identify treatment for a heart attack.
- 146.0 Identify signs and symptoms of a diabetic emergency.

- 147.0 Identify treatment for a patient with a diabetic emergency.
- 148.0 Identify causes of seizures.
- 149.0 Identify how to prevent further injury to a patient experiencing a seizure.
- 150.0 Identify treatment for a patient experiencing seizures.
- 151.0 Identify various ways the body adjusts to heat and cold.
- 152.0 Identify treatment for cold-related injuries.
- 153.0 Identify treatment for heat-related injuries.
- 154.0 Identify signs and symptoms of abdominal pain or distress.
- 155.0 Identify treatment for a patient with acute abdominal pain or distress.
- 156.0 Identify modes of poisoning.
- 157.0 Identify signs and symptoms of poisoning.
- 158.0 Identify need for specialized assistance in caring for a patient with poisoning.
- 159.0 Identify treatment for poisoning.
- 160.0 Identify signs and symptoms of insect bites or stings.
- 161.0 Identify treatment for insect bites or stings.
- 162.0 Identify signs and symptoms of snakebites.
- 163.0 Identify treatment for snakebites.
- 164.0 Identify signs and symptoms of marine life stings.
- 165.0 Identify treatment for marine life stings.
- 166.0 Identify signs and symptoms of an allergic reaction.
- 167.0 Identify treatment for an allergic reaction.
- 168.0 Identify signs and symptoms of a drug overdose.
- 169.0 Identify treatment for a drug overdose.

**Course Number: CJK0040**

**Occupational Completion Point: A**

**CMS Criminal Justice Firearms – 80 Hours – SOC Code 33-3051**

- 01.0 Demonstrate safe weapon handling.
- 02.0 Demonstrate weapons cleaning and maintenance.
- 03.0 Demonstrate handgun drawing and holstering.
- 04.0 Demonstrate weapon loading and unloading.
- 05.0 Demonstrate basic shooting principles.
- 06.0 Demonstrate proficiency on the CJSTC basic firearms courses of firing with a handgun (revolver or semiautomatic pistol) during daylight and nighttime and a long gun (shotgun or semiautomatic rifle/carbine) during daylight.
- 07.0 Identify shooting hand.
- 08.0 Identify support hand.
- 09.0 Identify the common cause of most firearm accidents.
- 10.0 Identify the general rule of safety that should be applied to all firearms.
- 11.0 Identify what safety rules to follow on the range.
- 12.0 Identify the requirements in the Florida Statutes for storing a firearm.
- 13.0 Identify the legal sources that address use of force issues.
- 14.0 Identify ammunition parts and nomenclature.
- 15.0 Identify ammunition by appearance and caliber.
- 16.0 Identify shotgun ammunition by appearance and gauge.
- 17.0 Identify any abnormalities or defects on ammunition.
- 18.0 Identify proper storage procedures for ammunition.
- 19.0 Differentiate between duty life and shelf life.
- 20.0 Properly store and handle ammunition.



### **Firearms Familiarization—Revolver**

- 21.0 Identify revolver parts with correct nomenclature.
- 22.0 Describe the function of revolver parts.
- 23.0 Identify the steps to follow to safely handle a revolver.

### **Fundamentals of Marksmanship—Handgun**

- 24.0 Identify shooting stances to use when shooting a handgun.
- 25.0 Assume an appropriate shooting stance with the handgun from behind cover.
- 26.0 Acquire a proper grip with a handgun.
- 27.0 Obtain sight alignment with a handgun.
- 28.0 Obtain sight picture with a handgun.
- 29.0 Pull/squeeze the trigger until the handgun discharges (trigger control).
- 30.0 Release pressure on the trigger until the trigger reengages (trigger reset).
- 31.0 Follow through after the cartridge is fired.
- 32.0 Shoot a handgun while using a flashlight.
- 33.0 Identify techniques for shooting a handgun while using a flashlight.

### **Drawing and Holstering a Handgun**

- 34.0 Disengage the holster retention device(s) for a holstered handgun.
- 35.0 Draw the handgun upward from a holster with the retention devices unfastened.
- 36.0 Acquire a proper grip on a holstered handgun.
- 37.0 Secure the handgun in the holster using retention device(s).
- 38.0 Use the thumb of the shooting hand on the rear of the slide to prevent cocking the semiautomatic pistol.

### **Loading and Unloading—Revolver**

- 39.0 Insert ammunition into a speed loader for a revolver.
- 40.0 Point the muzzle of the revolver in a safe direction.
- 41.0 Disengage the revolver's cylinder release latch.
- 42.0 Push/press the revolver's cylinder out of frame alignment.
- 43.0 Insert ammunition into the revolver's cylinder by hand.
- 44.0 Insert the ammunition into the revolver's cylinder using a speed loader.
- 45.0 Extract the spent revolver cartridge casings.
- 46.0 Inspect the cylinder chambers to ensure that all spent cartridge casings have been extracted.

### **Weapon Malfunctions—Revolver Malfunction**

- 47.0 Keep the barrel of a weapon with a malfunction pointed in a safe direction.
- 48.0 Remove finger from trigger of a weapon with a malfunction.
- 49.0 Identify revolver malfunctions.
- 50.0 Identify a squib load in a revolver.
- 51.0 Switch to a secondary weapon when a squib load occurs in a loaded revolver.  
(Note: This will be cleared by the instructor only.)
- 52.0 Correct the revolver malfunction using the proper technique.

### **Weapon Cleaning—Revolver Cleaning**

- 53.0 Identify the proper supplies/tools to use when cleaning the revolver.
- 54.0 Clean the revolver, removing all lead, powder, debris, and dirt.
- 55.0 Lightly lubricate the revolver.
- 56.0 Reassemble the cleaned revolver depending upon the make and model of the weapon.
- 57.0 Function check the cleaned revolver.
- 58.0 Return the revolver to safe storage, and/or securely re-holster the weapon.
- 59.0 Appropriately dispose of all debris and contaminated/used cleaning supplies.
- 60.0 Wash hands after cleaning a revolver.

### **Firearms Familiarization—Semiautomatic Pistol**

- 61.0 Identify semiautomatic pistol parts with correct nomenclature.
- 62.0 Describe the function of semiautomatic pistol parts.
- 63.0 Identify the steps to safely handle a semiautomatic pistol.

### **Fundamentals of Marksmanship—Handgun**

- 64.0 Identify shooting stances to use when shooting a handgun.
- 65.0 Assume an appropriate shooting stance with the handgun from behind cover.
- 66.0 Acquire a proper grip with a handgun.
- 67.0 Obtain sight alignment with a handgun.
- 68.0 Obtain sight picture with a handgun.
- 69.0 Pull/squeeze the trigger until the handgun discharges (trigger control).
- 70.0 Release pressure on the trigger until the trigger reengages (trigger reset).
- 71.0 Follow through after the cartridge is fired.
- 72.0 Shoot a handgun while using a flashlight.
- 73.0 Identify techniques for shooting a handgun while using a flashlight.

### **Drawing and Holstering a Handgun**

- 74.0 Disengage the holster retention device(s) for a holstered handgun.
- 75.0 Draw the handgun upward from a holster with the retention devices unfastened.
- 76.0 Acquire a proper grip on a holstered handgun.
- 77.0 Secure the handgun in the holster using retention device(s).
- 78.0 Use the thumb of the shooting hand on the rear of the slide to prevent cocking the semiautomatic pistol.

### **Loading and Unloading —Semiautomatic Pistol**

- 79.0 Load the magazine for the semiautomatic pistol.
- 80.0 Point the muzzle of the semiautomatic pistol in a safe direction.
- 81.0 Insert a loaded magazine into the magazine well of the semiautomatic pistol.
- 82.0 Chamber a cartridge with the semiautomatic pistol.
- 83.0 Remove the magazine from the semiautomatic pistol.
- 84.0 Eject the cartridge from the chamber of the semiautomatic pistol.

### **Weapons Malfunctions—Semiautomatic Pistol Malfunctions**

- 85.0 Identify the types of semiautomatic pistol malfunctions that may occur.
- 86.0 Identify a squib load in a semiautomatic pistol.

- 87.0 Correct the semiautomatic pistol malfunctions using the proper technique(s).

### **Weapons Cleaning—Semiautomatic Pistol Cleaning**

- 88.0 Field strip the semiautomatic pistol based on the make and model of the weapon.  
89.0 Identify the proper supplies/tools to use when cleaning the semiautomatic pistol.  
90.0 Clean the semiautomatic pistol, removing all lead, powder, debris, and dirt.  
91.0 Lubricate the semiautomatic pistol using lubricant and cloth/patches.  
92.0 Reassemble the cleaned semiautomatic pistol.  
93.0 Function check the clean, reassembled semiautomatic pistol.  
94.0 Return the cleaned semiautomatic pistol to safe storage and/or securely re-holster the weapon.  
95.0 Appropriately dispose of all debris and contaminated/used cleaning supplies.  
96.0 Wash hands after cleaning a semiautomatic pistol.

### **Firearms Familiarization—Shotgun**

- 97.0 Identify shotgun parts with correct nomenclature.  
98.0 Describe the function of shotgun parts.  
99.0 Identify the steps to safely handle the shotgun.

### **Fundamentals of Marksmanship—Shotgun**

- 100.0 Identify shooting stances to use when shooting a shotgun.  
101.0 Assume an appropriate shooting stance with the shotgun from behind cover.  
102.0 Obtain sight alignment using a bead-sighted shotgun.  
103.0 Obtain sight picture with a shotgun.  
104.0 Pull/squeeze the trigger until the shotgun discharges (trigger control).  
105.0 Release pressure on the trigger until the trigger reengages (trigger reset).  
106.0 Follow through after the shell is fired.

### **Loading and Unloading—Shotgun**

- 107.0 Hold the shotgun by the stock when loading.  
108.0 Engage/move the safety.  
109.0 When loading the shotgun, point the barrel in a safe direction.  
110.0 Move the fore-end/slide forward, away from the receiver.  
111.0 Insert shotgun shells into the magazine tube.  
112.0 Chamber a shell when shells are inserted into the magazine tube of the shotgun.  
113.0 Hold the loaded shotgun by the grip.  
114.0 Engage the action/slide release of the loaded shotgun.  
115.0 Remove any chambered shell through the ejection port of the shotgun.  
116.0 Remove the shell(s) from the magazine tube of the shotgun.  
117.0 Inspect the chamber and magazine tube of the unloaded shotgun to ensure that no shell remains.

### **Weapons Malfunctions—Shotgun Malfunctions**

- 118.0 Identify the shotgun malfunctions.  
119.0 Correct the shotgun malfunction using the proper technique(s).

### **Weapons Cleaning—Shotgun Cleaning**

- 120.0 Field strip the shotgun based on the make and model.
- 121.0 Identify the proper supplies/tools to use when cleaning the shotgun.
- 122.0 Clean the shotgun, removing all lead, powder, debris, and dirt.
- 123.0 Lubricate the shotgun.
- 124.0 Properly reassemble the shotgun.
- 125.0 Function check the cleaned, reassembled shotgun.
- 126.0 Return the cleaned shotgun to safe storage and/or securely re-case the weapon.
- 127.0 Appropriately dispose of all debris and contaminated/used cleaning supplies.
- 128.0 Wash hands after cleaning a shotgun.

### **Firearms Familiarization—Semiautomatic Rifle/Carbine**

- 129.0 Identify semiautomatic rifle/carbine parts with correct nomenclature.
- 130.0 Describe the function of semiautomatic rifle/carbine parts.
- 131.0 Identify the steps to safely handle the semiautomatic rifle/carbine.

### **Fundamentals of Marksmanship—Semiautomatic Rifle/Carbine**

- 132.0 Acquire the proper grip with the semiautomatic rifle/carbine.
- 133.0 Identify shooting stances to use when shooting a semiautomatic rifle/carbine.
- 134.0 Assume an appropriate shooting stance with the semiautomatic rifle/carbine from behind cover.
- 135.0 Shoulder the semiautomatic rifle/carbine.
- 136.0 Obtain the cheek weld with the semiautomatic rifle/carbine.
- 137.0 Obtain sight alignment with the semiautomatic rifle/carbine.
- 138.0 Obtain sight picture with the semiautomatic rifle/carbine.
- 139.0 Control the trigger until the semiautomatic rifle/carbine discharges.
- 140.0 Release pressure on the trigger until the trigger resets.
- 141.0 Follow through after the cartridge is fired.

### **Loading and Unloading—Semiautomatic Rifle/Carbine**

- 142.0 Insert a loaded magazine into the magazine well of the semiautomatic rifle/carbine.
- 143.0 Chamber a cartridge in the semiautomatic rifle/carbine.
- 144.0 Remove the magazine from the semiautomatic rifle/carbine.
- 145.0 Extract the cartridge from the chamber from a semiautomatic rifle/carbine with the magazine removed.
- 146.0 Lock the action in the “open” position on an unloaded semiautomatic rifle/carbine.
- 147.0 Inspect the unloaded semiautomatic rifle/carbine for any cartridges with the action locked in the “open” position.

### **Weapons Malfunctions—Semiautomatic Rifle/Carbine Malfunctions**

- 148.0 Identify the semiautomatic rifle/carbine malfunctions.
- 149.0 Identify a squib load in a semiautomatic rifle/carbine.
- 150.0 Transition to a secondary means of defense when a squib load occurs. (Note: This will be corrected by the instructor only.)
- 151.0 Correct the malfunction of the semiautomatic rifle/carbine using the proper technique(s).

## **Weapons Cleaning—Semiautomatic Rifle/Carbine Cleaning**

- 152.0 Field strip the semiautomatic rifle/carbine based on make and model of weapon.
- 153.0 Identify the proper supplies/tools to use when cleaning the semiautomatic rifle/carbine.
- 154.0 Clean a semiautomatic rifle/carbine, removing all lead, powder, debris, and dirt.
- 155.0 Lubricate the semiautomatic rifle/carbine using lubricant and cloth/patches.
- 156.0 Reassemble the cleaned semiautomatic rifle/carbine dependent on make and model of weapon.
- 157.0 Function check the clean, reassembled semiautomatic rifle/carbine.
- 158.0 Return the cleaned semiautomatic rifle/carbine to safe storage, and/or securely re-case the weapon.
- 159.0 Appropriately dispose of all debris and contaminated/used cleaning supplies.
- 160.0 After cleaning a semiautomatic rifle/carbine, students should wash their hands.
- 161.0 Define cover.
- 162.0 Define concealment.
- 163.0 Identify tactical considerations in the use of cover and concealment.
- 164.0 Identify factors to consider before moving.
- 165.0 Use cover properly when given a threat.
- 166.0 Identify appropriate shooting stances from behind cover.
- 167.0 After completion of classroom training and live fire exercises, shoot a qualifying score on the state daylight qualification course of fire.
- 168.0 After completing the firearms classroom training and live fire exercises, shoot a qualifying score on the state handgun nighttime qualification course of fire.
- 169.0 After completing the firearms classroom training and live fire exercises, shoot a qualifying score on the state shotgun qualification course of fire in daylight.
- 170.0 After completing the firearms classroom training and live fire exercises, shoot a qualifying score on the state semiautomatic rifle/carbine qualification course of fire in daylight.
- 171.0 Disengage the holster retention
- 172.0 Unload the revolver using one hand.
- 173.0 Load a revolver using one hand.
- 174.0 Scan surroundings for possible threats.
- 175.0 Identify various methods of moving to cover and/or concealment.

**Course Number: CJK0051**

**Occupational Completion Point: A**

**CMS Criminal Justice Defensive Tactics – 80 Hours – SOC Code 33-3051**

- 01.0 Make an accurate threat assessment of a situation.
- 02.0 Use force appropriate to the subject resistance and situational factors.
- 03.0 Demonstrate a prevailing attitude and the willingness and ability to fight when necessary.
- 04.0 Use integrated force options.
- 05.0 Escalate, de-escalate, or disengage in a situation as appropriate.
- 06.0 Perform defensive tactics techniques with proficiency.
- 07.0 Define defensive tactics.
- 08.0 Apply strategies for optimal physical performance during a defensive tactics training program.
- 09.0 Identify elements of the Florida Statutes as related to the use of force by criminal justice officers.
- 10.0 Explain the provisions of Chapters 944 and 945, F.S., related to the use of force by state correctional and correctional probation officers.

- 11.0 Explain the concept of objective reasonableness.
- 12.0 Explain that subject resistance and officer response may change rapidly.
- 13.0 Apply the legal authority for an officer's response to a subject's resistance.
- 14.0 Explain escalation, de-escalation, and disengagement.
- 15.0 Explain how the injury potential to an officer may affect his or her response.
- 16.0 Define passive resistance.
- 17.0 Define active resistance.
- 18.0 Define aggressive resistance.
- 19.0 Define deadly force resistance.
- 20.0 Define physical control.
- 21.0 Define nonlethal weapon.
- 22.0 Define deadly force.
- 23.0 Identify the essential criteria to determine the justification of the use of deadly force.
- 24.0 Identify the subject's ability, opportunity, and intent as it relates to the officer's response to resistance.
- 25.0 Explain the concept of totality of circumstances.
- 26.0 Identify various situational factors that may influence the use of force.
- 27.0 Explain how survival stress affects a physical confrontation between a subject and an officer.
- 28.0 Describe the physiological changes that occur while experiencing survival stress.
- 29.0 Describe the motor performance changes that occur while experiencing survival stress.
- 30.0 Describe the visual changes that occur while experiencing survival stress.
- 31.0 Describe the cognitive function changes that occur while experiencing survival stress.
- 32.0 Identify survival readiness skills for an officer.
- 33.0 Explain the effects of critical incident stress on memory functions.
- 34.0 State methods of controlling the effects of survival stress.
- 35.0 Describe the fundamental principles of applying defensive tactics.
- 36.0 Explain the use of balance in applying defensive tactics.
- 37.0 Explain how leverage is used in the application of defensive tactics.
- 38.0 Explain the use of pain compliance in applying defensive tactics.
- 39.0 Describe the use of mechanical compliance in applying defensive tactics.
- 40.0 Describe the use of joint manipulation to control a resistant subject.
- 41.0 Describe how to use motor dysfunction to control a resistant subject.
- 42.0 Identify the fluid shock principle.
- 43.0 Apply defensive tactics techniques.
- 44.0 Identify the necessity of conducting a threat assessment.
- 45.0 Identify verbal and nonverbal cues in assessing threats.
- 46.0 Identify relative positioning.
- 47.0 Identify the danger zone.
- 48.0 Define reaction time principle.
- 49.0 Demonstrate officer presence.
- 50.0 Demonstrate the interview stance.
- 51.0 Demonstrate the offensive ready stance.
- 52.0 Demonstrate the slide step approach.
- 53.0 Demonstrate how to maintain a minimum reactionary gap.
- 54.0 Demonstrate hand clearing techniques.
- 55.0 Demonstrate evasion techniques.
- 56.0 Demonstrate redirection techniques.
- 57.0 Demonstrate applicable verbal direction.
- 58.0 Demonstrate pressure point techniques.
- 59.0 Demonstrate escort and transporter techniques.

- 60.0 Demonstrate using restraint devices.
- 61.0 Demonstrate conducting physical frisks and searches.
- 62.0 Demonstrate blocking techniques.
- 63.0 Identify target areas for empty-hand strikes.
- 64.0 Demonstrate striking techniques.
- 65.0 Demonstrate kicking techniques.
- 66.0 Demonstrate distraction techniques.
- 67.0 Demonstrate takedown techniques.
- 68.0 Demonstrate upright grappling body hold techniques.
- 69.0 Demonstrate a simulation of a vascular neck restraint technique.
- 70.0 Demonstrate falling techniques.
- 71.0 Demonstrate ground escape techniques.
- 72.0 Demonstrate ground control techniques.
- 73.0 Identify target areas for impact weapon strikes.
- 74.0 Demonstrate impact weapon techniques.
- 75.0 Identify the types of chemical agents used by criminal justice officers.
- 76.0 Identify the active ingredient in oleo capsicum.
- 77.0 Identify the use of the Scoville Heat Unit (SHU) in measuring the burning effect of chemical agents.
- 78.0 Identify the physical effects of a chemical agent on a subject.
- 79.0 Describe the correct responses to a subject's prolonged or severe reactions from chemical agent contamination.
- 80.0 Identify decontamination procedures for contamination from a chemical agent.
- 81.0 Prepare for chemical agent contamination.
- 82.0 Demonstrate the use of defensive tactics techniques while experiencing the effects of contamination to a chemical agent.
- 83.0 Demonstrate decontamination procedures.
- 84.0 Demonstrate weapon retention techniques.
- 85.0 Demonstrate handgun disarming techniques.
- 86.0 Demonstrate defense against edged weapons techniques.
- 87.0 Demonstrate the simulation of deadly force techniques.

**Course Number: CJK0422**

**Occupational Completion Point: A**

**Dart-Firing Stun Gun – 8 Hours – SOC Code 33-3051**

- 01.0 Identify use of a dart-firing stun gun (DFSG) per F.S. §943.1717 and §790.01(4)(b).
- 02.0 Identify and articulate legislative concerns regarding DFSGs and their impact on officers in Florida.
- 03.0 Identify and articulate the possible effects that a DFSG has on the human body.
- 04.0 Properly and safely operate a DFSG.
- 05.0 Articulate verbally and in reports justification for tactical options chosen while participating in DFSG simulated scenarios.
- 06.0 Use verbal skills to de-escalate a situation and avoid the use of a DFSG.
- 07.0 Summarize basic training or equivalency requirements for dart-firing stun gun use.
- 08.0 Summarize required annual training for dart-firing stun gun use.
- 09.0 Describe statutorily authorized use of a dart-firing stun gun.
- 10.0 Explain lawful possession and use of a dart-firing stun gun by a civilian.
- 11.0 Provide a brief history of stun guns.
- 12.0 Describe the basic nomenclature and mechanics of a stun gun.
- 13.0 Describe the basic nomenclature and mechanics of a dart-firing stun gun.

- 14.0 Explain use as a drive stun device.
- 15.0 Describe the proper maintenance, care, and storage of the dart-firing stun gun.
- 16.0 Explain that a dart-firing stun gun is intended to prevent injury to the subject involved and other persons present.
- 17.0 Describe the possible effects that a dart-firing stun gun has on the human body.
- 18.0 Explain medical considerations involving dart-firing stun gun use.
- 19.0 Explain how to handle an impaired, ill, injured or pregnant subject.
- 20.0 Explain the after-care considerations of dart-firing stun gun use.
- 21.0 Explain legal justification of use of a dart-firing stun gun.
- 22.0 Describe how to properly use verbal skills to de-escalate a situation and avoid the use of the dart-firing stun gun when practical.
- 23.0 Explain why not every subject displaying an active physical resistance will necessitate the use of a dart-firing stun gun.
- 24.0 Explain why use of a dart-firing stun gun in a punitive manner is prohibited.
- 25.0 Identify that a dart-firing stun gun is not a substitute for a firearm.
- 26.0 Describe primary and alternative sites on the body to target with a dart-firing stun gun.
- 27.0 Describe areas to avoid targeting with a dart-firing stun gun.
- 28.0 Describe environmental conditions to consider prior to using a dart-firing stun gun.
- 29.0 Describe how to properly utilize backup officer(s) to gain compliance and handcuff a subject during use of a dart-firing stun gun.
- 30.0 Explain the use of multiple exposures to gain compliance.
- 31.0 Summarize the need to stay current on dart-firing stun gun policy issues and trends.
- 32.0 Demonstrate how to properly document use of force reports involving dart-firing stun gun use.
- 33.0 Performance objectives.
- 34.0 Demonstrate how to discharge a dart-firing stun gun.
- 35.0 Identify tactical options available while participating in dart-firing stun gun simulation scenarios.
- 36.0 Articulate tactical options used while participating in dart-firing stun gun simulation scenario exercises.

**Course Number: CJK0096**

**Occupational Completion Point: A**

**Criminal Justice Officer Physical Fitness Training/Law Enforcement – 60 Hours –  
SOC Code 33-3051**

**Criminal Justice Officer Physical Fitness Training Basic Recruit Training Programs -  
Table Course Numbers and Hours**

<b>Program</b>	<b>Course Number</b>	<b>Physical Fitness Hours</b>	<b>Estimated Fitness Training Hours Per Week</b>
Florida CMS Law Enforcement Basic Recruit Training	CJK0280	*60 hours	3

**\*Note: The physical fitness training hours are based on the total instructional hours of each of the basic recruit training programs.**



- 01.0 Increase their physical fitness.
- 02.0 Improve their score on the final fitness evaluation.
- 03.0 Adopt a foundation for lifelong fitness.

**Course Number: CJK0204**

**Occupational Completion Point: B**

**Law Enforcement Cross-Over to Correctional Introduction – 59 Hours –  
SOC Code 33-3012**

- 01.0 Define ethics as the principles of honor, morality, and accepted rules of conduct that govern an individual or group.
- 02.0 Define professionalism as behavior and attitude patterns exhibiting standards and character marked by pride in oneself and one's career, respect for the people served and commitment to the continued development of skills in the pursuit of excellence.
- 03.0 Explain that a high standard of ethical and moral conduct is an essential ingredient in the development of a professional officer on and off duty.
- 04.0 Identify that, according to s. 112.311(5), F.S., no officer or employee of a state agency or of a county, city or other political subdivision of the state shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature, which is in substantial conflict with the proper discharge of his or her duties in the public interest.
- 05.0 Define gratuity as anything of value intended to benefit the giver more than the receiver, given to a person because of position and authority rather than because of individual or personal qualities.
- 06.0 Identify questions that an officer should consider when deciding whether a gratuity is being offered:
  - a) Would this person have given this to me if I were not a correctional officer?
  - b) Does this place me under any obligation?
- 07.0 Explain the importance of ethical conduct in corrections, to include the following:
  - a) to maintain professionalism
  - b) unethical conduct by individual officers is viewed by the public as a reflection of the entire profession
- 08.0 Identify acts that are considered unethical, to include the following:
  - a) dishonesty
  - b) brutality
  - c) prejudice
  - d) offering or accepting gratuities
  - e) swindling
  - f) conversion of inmate's property
  - g) giving false or slanted testimony
  - h) violation of laws and regulations
  - i) violation of civil rights
  - j) discourteous conduct
  - k) willful neglect of duty
  - l) divulging confidential information
  - m) violation of privileged communication
- 09.0 Restate the following correctional officer's code of ethics:
- 10.0 Review important portions of the American Correctional Association Code of Ethics:
  - a) Relationships with clients/colleagues/other professions/the public
    - members will respect and protect the civil and legal rights of all clients

- members will serve each case with appropriate concern for the client's welfare and with no purpose of personal gain
  - relationships with colleagues will be of such character as to promote mutual respect within the profession and improvement of its quality of service
  - statements critical of colleagues or agencies will be made only as these are verifiable and constructive in purpose
  - members will respect the importance of all elements of the criminal justice system and cultivate a professional cooperation with each
  - subject to the client's rights of privacy, members will respect the public's right to know and will share information with the public with openness and candor
  - members will respect and protect the right of the public to be safeguarded from criminal activity.
- b) Professional conduct/practices
- no member will use his official position to secure privileges or advantages for himself
  - no member will act in his official capacity in any matter in which he has personal interest that could in the least degree impair his objectivity
  - no member will use his official position to promote any partisan political purposes
  - no member will accept any gift or favor of a nature to imply an obligation that is inconsistent with the free and objective exercise of his professional responsibilities
  - in any public statement members will clearly distinguish between those that are personal views and those that are statements and positions on behalf of an agency
  - each member will be diligent in his responsibility to record and make available for review any and all case information which could contribute to sound decisions affecting a client or the public safety
  - each member will report without reservation any corrupt or unethical behavior which could affect either a client or the integrity of the organization
  - members will not discriminate against any client, employee or prospective employee on the basis of race, sex, creed or national origin
  - each member will maintain the integrity of private information; he will neither seek personal data beyond that needed to perform his responsibilities, nor reveal case information to anyone not having proper professional use for such
  - any member who is responsible for agency personnel actions will make all appointments, promotions or dismissals only on the basis of merit and not in furtherance of partisan political interests

## History of Corrections

- 11.0 Explain that in ancient times the reaction to crime and criminals was personal revenge.
- 12.0 Explain that as societies became more complex, the individualized response to crime through personal revenge became less and less acceptable.

- 13.0 Explain that in medieval Europe crime was thought of as acts that threatened the King's authority.
- 14.0 Explain that throughout history, retribution has usually taken the form of punishment.
- 15.0 Explain that the earliest European form of jails was centers for the detention of inmates awaiting trial.
- 16.0 Explain that in 1790, the Pennsylvania State Legislature called for renovation of the prison system, which influenced similar developments in neighboring states.
- 17.0 Explain that the Walnut Street Jail in Pennsylvania is seen as the beginning of the penitentiary system in the United States.
- 18.0 Explain that in 1816, the Auburn Prison was built with the philosophy that crime prevention could be accomplished through fear of punishment and silent confinement.
- 19.0 Explain that in Auburn-like institutions inmates were marched from place to place and their time was regulated by bells telling them to wake up, sleep and work.
- 20.0 Explain the distinction, beginning in the 1850s, between jails and prisons, to include
  - a) jails—local facilities to hold inmates before trial and to house some non-dangerous inmates serving short sentences for minor offenses
  - b) prisons—to house convicted felons serving long sentences
- 21.0 Explain that the American Prison Association was founded in 1870 with the goal of strong prison reform.

### **Philosophies of Corrections**

- 22.0 Identify four philosophical perspectives on why criminals are punished, to include the following:
  - a) incapacitation
  - b) retribution
  - c) deterrence
  - d) rehabilitation
- 23.0 Explain that “incapacitation” includes the concepts of restraint and deterrence, and can be specific to an individual offender (restraint) or general to society as a whole (deterrence).
- 24.0 Explain that retaliation and retribution imply that persons are accountable for their own acts, and confinement is a way to seek repayment for the debt owed to society for having violated its laws.
- 25.0 Explain that “revenge” includes the concepts of retaliation and retribution.
- 26.0 Explain that deterrence means that punishment for an act should be so severe that others seeing the punishment will be motivated to avoid the act.
- 27.0 Explain that rehabilitation or reform implies that while in prison inmates undergo change, so that when they are released they will be less likely to commit further crimes.
- 28.0 Explain that a philosophy of rehabilitation or reform is one reason why there are education, counseling, and vocational training programs in prisons.
- 29.0 Explain that reintegration/re-socialization starts from the idea that not only the individual offender must change, but change must also occur within the environment he or she will return to, to include the following:
  - a) family
  - b) job
  - c) friends and associates
  - d) neighborhood
- 30.0 Explain that one of the responsibilities of corrections is to provide inmates with opportunities to change themselves and to provide encouragement for them to change.

## Inmate Rights and Responsibilities

- 31.0 Explain that in all criminal prosecutions the accused has the right to:
- be informed of the nature and cause of accusation(s) against him
  - be furnished a copy of the charges
  - be allowed to call witnesses
  - be able to confront trial adverse witnesses
  - be heard in person
  - have a speedy trial
- 32.0 Explain that inmates have a right to:
- freedom from excessive punishments
  - legal counsel, including help from other inmates in preparation of writs, petitions and other legal papers
  - access to an adequate law library
  - freedom of expression
  - freedom from unreasonable search and seizure
  - freedom to worship and exercise religious beliefs without interference from staff if no danger is posed to security
  - exercise and fresh air
  - adequate medical treatment
  - send and receive mail, including correspondence with the courts
  - food that meets minimum nutritional standards
- 33.0 Explain the following regarding visitation:
- convicted inmates—privileges are a matter subject to the discretion of correctional officials (Jones vs. North Carolina Prisoners' Union)
  - pretrial detainees—must be allowed reasonable privileges and this right may not be arbitrarily restricted (Jones vs. Diamond)
- 34.0 Explain that the inmate has the Fifth Amendment right in cases where he can or will be subject to a disciplinary hearing and court action.
- 35.0 Identify excessive punishments, to include the following:
- excessive fines
  - cruel and unusual punishment
  - indefinite imprisonment
- 36.0 Explain that the following situations can be interpreted as cruel and unusual punishment:
- gross overcrowding
  - inadequate staff
  - lack of sanitation
  - inappropriate housing assignment
  - inadequate programs
- 37.0 Explain that it is the administration's responsibility to define allowable speech/behavior in their rules and regulations, and the inmate is responsible for adhering to them.
- 38.0 Explain that searches shown to be conducted for the purpose of punishment or harassment cannot be justified as reasonable or supportive of a legitimate penal aim.
- 39.0 Identify those faiths currently recognized as religions, to include the following:
- Jewish
  - Muslim
  - Catholic
  - Protestant
- 40.0 Explain that inmates' rights may be limited to ensure orderly administration of the institution or compelling state interest.

## Privileged Communication

- 41.0 Name two basic types of privileged communication, to include the following:
- a) communications resulting from relationships
  - b) communications relating to disclosure of persons who made the communication
- 42.0 List privileged communication resulting from relationships as provided in Chapter 90, Florida Statutes, to include the following:
- a) husband and wife (s. 90.504, F.S.)
  - b) attorney and client (s. 90.502, F.S.)
  - c) clergy and penitent (s. 90.505, F.S.)
  - d) psychotherapist and patient (s. 90.503, F.S.)
  - e) accountant and client (s. 90.5055, F.S.)
  - f) sexual assault counselor and victim (s. 90.5035, F.S.)
  - g) journalistic privilege and source identity (s. 90.5015, F.S.)
- 43.0 Identify methods of ensuring an inmate's right to privileged communications with his legal counsel, to include the following:
- a) visits do not have to conform to normal visiting hours
  - b) visits with legal counsel may be observed but not overheard
  - c) legal correspondence may be opened to inspect for contraband, but must be opened in the presence of the inmate
- 44.0 Explain that the basic reason for privileged communication is to protect relationships or other rights and interests where the protection is considered more important than the need for the evidence.
- 45.0 Describe the provisions of s. 90.507, F.S., as to waiver of right to privileged communications, to include that the person or his predecessor while holder of the privilege
- a) voluntarily discloses or makes the communication when there is not reasonable expectation of privacy; or
  - b) consents to disclosure of any significant part of the matter or communication

## Correctional Officer Rights and Responsibilities

- 46.0 State that as a correctional officer the primary responsibility is the supervision, protection, care, treatment, custody and control of inmates within a correctional institution.
- 47.0 Demonstrate that one of the responsibilities of a correctional officer is to maintain order within the jail or prison.
- 48.0 Identify that a correctional officer may inspect legal correspondence for contraband only and must do so in the presence of the inmate.
- 49.0 Identify that a correctional officer may move an inmate to an isolating status before a hearing if he poses a real danger to self, others, or property.
- 50.0 Explain that a correctional officer is responsible for preparing a written report for disciplinary actions against inmates for rules and regulations violations.
- 51.0 Identify that a correctional officer has a responsibility to conduct inmate searches to control the introduction and movement of contraband, prevent disruption of the institution, and prevent escapes.
- 52.0 Identify that a correctional officer may search visitors with electronic searching devices prior to contact visits.
- 53.0 Explain that a correctional officer may search the cell and seize contraband at any time and should document these searches and any contraband seized.

- 54.0 Explain that a correctional officer may use only that amount of physical force necessary to subdue a violent inmate or to remove an inmate from the general population if there is immediate danger of destruction of life, limb, or property.
- 55.0 Explain that in a jail situation, pretrial inmates should be kept separate from sentenced inmates whenever possible.
- 56.0 Review the correctional officer Bill of Rights as provided in s.112.532, F.S., to include the following:
- a) Correctional officer rights and privileges extend to investigations and interrogations by member of his or her agency.
  - b) Rights and privileges apply to investigation/interrogation for any reason which could lead to disciplinary action, demotion, or dismissal.
  - c) Interrogation shall be conducted at a reasonable hour, preferable when the office is on duty.
  - d) Interrogation shall take place at the office of the command of the investigating officer or at the office of correctional unit in which the alleged incident occurred.
  - e) The correctional officer under investigation shall be informed of the rank, name, and command of the officer in charge of the investigation, the interrogating officer, and all persons present during the interrogation.
  - f) All questions directed to the correctional officer under interrogation, shall be asked by one investigator at any one time.
  - g) The officer shall be informed of the nature of the investigation prior to any interrogation.
  - h) The officer shall be informed of the name of all complainants and be allowed to review the complaint and all statements made by the complainant(s) and witness(es) regardless of form, immediately prior to the investigative review.
  - i) Interrogation sessions shall be for reasonable periods and shall be timed to allow for such personal necessities and rest periods as are reasonably necessary.
  - j) The officer shall not be subject to offensive language or be threatened with transfer, dismissal or disciplinary action.
  - k) No promise or reward shall be made as an inducement to answer any questions.
  - l) If the officer under interrogation is under arrest or likely to be placed under arrest as a result of the interrogation, he or she shall be completely informed of all his or her rights, prior to commencement of the interrogation.
  - m) Any officer under investigation may request representation by counsel or any other representative of his or her choice, who shall be present at all times during the interrogation, whenever the interrogation relates to the officers continued fitness for service.
  - n) Complaint review board shall be comprised of three members.
  - o) Agencies with more than 100 officers shall have a complaint review board with five members.
  - p) The board members shall be officers.
  - q) Audio tape recordings shall be made of formal interrogations.
  - r) Audio tape recordings shall be made of recess periods.
  - s) No unrecorded questions or statements shall be made during formal interrogation of the correctional officer.
  - t) Upon request, the correctional officer shall be provided a transcript copy within 72 hours, excluding holidays and weekends, following said interrogation.

- u) The correctional officer shall have the right to review their personnel file, during a reasonable time and place under the supervision of the designated records custodian.
  - v) The correctional officer may file a written statement in response to items the officer identifies as derogatory in the personnel file.
  - w) Copies of items identified as derogatory by the officer in the personnel file shall be made available to the officer.
  - x) Willful investigation material disclosure by any participant, upon conviction, commits a misdemeanor of the first degree.
  - y) Every officer shall have the right to bring civil suit against any person, group of persons, organization or corporation, for damages, either pecuniary or otherwise, suffered during performance of the officer's duties or for abridgement of the officer's civil rights arising out of the performance of official duties.
  - z) No dismissal, demotion, transfer, or reassignment, or other personnel action which might result in loss of pay or benefits or other punitive action may be taken against the officer unless the officer is notified of the action and the reason(s) for such action prior to the effective date.
- 57.0 Review correctional officer's rights/responsibilities when contacted by an offender's attorney.

### **Search and Seizure Concepts**

- 58.0 Define search as an effort to seek out and discover evidence and/or contraband in the possession of another.
- 59.0 Define seizure as the act of taking possession of evidence and/or contraband for a violation of law.
- 60.0 Define contraband as any unauthorized article, or legal articles in excess of the authorized limit.
- 61.0 Explain that the Fourth Amendment prohibition against unreasonable searches and seizures is limited (in a correctional facility) in that reasonableness must be assessed in light of security, order, and rehabilitation needs.
- 62.0 Explain that searches should be performed in a reasonable manner and with discretion.
- 63.0 Explain that no inmate should be strip searched by an employee of the opposite sex except in emergency situations.
- 64.0 Explain that invasive body cavity searches may be conducted only by an employee of the medical staff.

### **Extortion**

- 65.0 Define extortion as a method of obtaining money or other pecuniary benefit from someone or compelling that person to do any act or refrain from doing any act against his will by threats of ill treatment, libelous accusations or exposure of faults.
- 66.0 List elements and intent of the crime of extortion (actual or threat), to include the following:
- a) can be verbal or written
  - b) accuses another of a crime; or
  - c) injures another person's property or reputation; or
  - d) exposes another's secrets; or
  - e) exposes another to disgrace; or
  - f) causes bodily harm or threatens to commit bodily harm; or

- g) intends to obtain money or other pecuniary benefit or to compel another to do an act against his or her will or not to do an intended act
- 67.0 Explain that extortion is a second degree felony.

### **Assault/Battery**

- 68.0 Define assault as threatening to strike or harm.
- 69.0 Define battery as unlawful touching, beating, wounding or laying hold of another's person or clothing without his or her consent.
- 70.0 Define aggravated assault as an assault made with a deadly weapon without intent to kill or with an intent to commit a felony on the victim. (784.021, F.S.).
- 71.0 Define aggravated battery as battery intentionally or knowingly causing great bodily harm, permanent disability or permanent disfigurement or committed with a deadly weapon (s. 784.045, F.S.).
- 72.0 Explain that the difference between assault and battery is that assault is only the threat of injury; battery is the actual completed act where the threat has been carried out.
- 73.0 Identify situations where acts that might otherwise be ruled battery are lawful for officers, to include:
- a) executing criminals legally convicted and sentenced to death
  - b) using reasonable force in making an arrest or subduing inmate
  - c) preventing offenses or serious injury
  - d) lawfully ejecting a trespasser, if force is used in moderation
- 74.0 Identify the elements of assault/battery on the following statutorily protected individuals, as stated in s. 784.07, F.S., and s. 784.083, F.S., as knowingly committing assault or battery while the protected individual is engaged in the lawful performance of his duties and relate that such an act enhances the crime by one degree.
- a) law enforcement officer (s. 784.07, F.S.)
  - b) correctional officer (s. 784.07, F.S.)
  - c) correctional probation officer (s. 784.07, F.S.)
  - d) firefighter (s. 784.07, F.S.)
  - e) emergency medical care provider
  - f) traffic accident investigation officer (s. 784.07, F.S.)
  - g) traffic infraction enforcement officer (s. 784.07, F.S.)
  - h) parking enforcement specialist (s. 784.07, F.S.)
  - i) code inspector (s. 784.083, F.S.)
  - j) security officer employed by the board of trustees of a community college (s. 784.07, F.S.)
  - k) public transit employees or agents (s. 784.07, F.S.)
  - l) juvenile probation officer (s. 784.075, F.S.)
- 75.0 Explain that enhanced penalties are provided in s.775.0823, F.S., for violent offenses committed against law enforcement or correctional officers.
- 76.0 Explain that enhanced penalties are provided in s. 775.074, F.S., for violent offenses committed against the staff of a sexually violent predator detention or commitment facility.
- 77.0 Explain that s. 784.078, F.S., was created making it a third degree felony to throw, toss or expel certain fluids or materials on an employee of specified correctional and detention facilities, including state prisons and county, municipal and regional jails.
- 78.0 Any person who knowingly and willfully shines, points, or focuses the beam of a laser lighting device at a law enforcement officer, engaged in the performance of his or her official duties, in such a manner that would cause a reasonable person to believe that a firearm is pointed at him or her commits a noncriminal violation. (s. 784.062, F.S.)



## Sexual Battery and Sex Crimes

- 79.0 List examples of sex crimes, to include the following:
- prostitution
  - sexual battery
  - child molestation
  - exhibitionism
  - voyeurism
- 80.0 Define the following sex crimes:
- prostitution—the giving or receiving of the body for sexual activity for hire
  - sexual battery—the act of having sexual intercourse with a male or female by force and against his or her will
  - child molestation—making indecent advances towards children in order to obtain sexual gratification
  - exhibitionism—the exposure of sexual organs in a public place
  - voyeurism—a person who commits the offense of voyeurism when he or she, with lewd, lascivious, or indecent intent, secretly observes, photographs, films, videotapes, or records another person when such other person is located in a dwelling, structure or conveyance and such location provides a reasonable expectation of privacy.
- 81.0 List Florida Statutes that relate to sex crimes, to include:
- Chapter 796—prostitution
  - Chapter 798—adultery; cohabitation
  - Chapter 800—lewdness; indecent exposure
  - Chapter 826—bigamy; incest
  - Chapter 810—voyeurism
- 82.0 Define sexual battery in accordance with s. 794.011(1)(h), F.S., as oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object (except for a bona fide medical purpose).
- 83.0 Explain that if the victim is under the age of 12 and the offender is 18 or older, the sexual battery is a capital felony; however, the defendant is not subject to the death penalty due to case law decisions.
- 84.0 Explain that if the victim is under the age of 12 and the offender is under the age of 18, the sexual battery is a life felony.
- 85.0 Explain that a person who commits sexual battery upon a person 12 years of age or older, without the person's consent, and the offender uses or threatens to use a deadly weapon or uses actual physical force likely to cause serious physical injury, commits a life felony. (s.794.011(4), F.S.)
- 86.0 Identify elements of sexual battery that constitute a first degree felony, upon a person 12 years of age or older, to include the following:
- victim was physically helpless to resist
  - victim was coerced to submit by threats of force or violence likely to cause serious injury
  - victim was coerced to submit by threats of future retaliation to the victim or other person
  - offender, without knowledge or consent of victim, administered victim a narcotic, anesthetic, or intoxicant that mentally or physically incapacitated the victim
  - victim is mentally defective and the offender has reason to believe this or has actual knowledge of that fact

- f) when victim is physically incapacitated
  - g) when offender is a law enforcement officer, correctional officer, or correctional probation officer as defined by s. 943.10, F.S.
- 87.0 List the various types of sexual batteries, to include the following:
- a) forcible
  - b) under 18 years of age
  - c) homosexual
- 88.0 Explain that the element of sexual battery that constitutes a second degree felony on a person 12 years of age or older, without that person's consent, is that the offender does not use physical force and violence likely to cause serious personal injury. (s. 794.011(5), F.S.)
- 89.0 Explain that there are enhanced penalties for a sexual battery which is committed by multiple perpetrators, per s. 794.023, Florida Statutes.
- 90.0 Without regard to the willingness or consent of the victim, which is not a defense to prosecution under s. 794.011(8), F.S., a person who is in a position of familial or custodial authority to a person less than 18 years of age and who:
- a) solicits that person to engage in any act which constitutes sexual battery commits a felony of the third degree
  - b) engages in any act with that person while the person is 12 years of age or older but less than 18 years of age commits a felony of the first degree
  - c) engages in any act with that person while the person is less than 12 years of age or in an attempt to commit sexual battery injures the sexual organs of such person commits a capital or life felony
- 91.0 Explain that the majority of sexual batteries are not reported.
- 92.0 Explain that the age of legal consent, according to Florida Statutes, is 18 years of age.
- 93.0 Explain that reputation evidence relating to a victim's prior sexual conduct or evidence presented for the purpose of showing that the manner of the dress of the victim at the time of the offense incited the sexual battery shall not be admitted into evidence in a presentation. (s. 794.022(3), F.S.)
- 94.0 Explain that it is a felony for a psychotherapist to commit sexual misconduct with a client or former client when the professional relationship was terminated primarily for the purpose of engaging in sexual conduct.
- 95.0 Explain that the victim of a sexual offense has the right to know whether the person charged with the offense has tested positive for HIV infection and that a court can order the person charged to be tested for such infection.
- 96.0 Explain that a person who knowingly has HIV/AIDS and has sexual intercourse with a non-consenting person(s) who are not aware of the HIV infection has committed a first degree felony (s. 384.34(5), s. 384.24(2), F.S.)

### **Human Behavior/Human Needs**

- 97.0 Define human behavior in terms of a hierarchy of human needs, to include the following:
- a) basic needs
    - food
    - clothing
    - shelter
  - b) safety needs
    - security
    - orderliness
    - protective rules
    - risk avoidance

- c) relationship needs
    - need to belong
    - family
    - friends
    - group membership
  - d) ego-status needs
    - social rewards
    - professional rewards
  - e) self-actualization needs
    - personal growth
    - need to be challenged
    - need to be creative
- 98.0 Explain how a need hierarchy influences human behavior, to include the following:
- a) individual motivation
    - can be positive or negative motivation depending on need to be met
    - tension created to meet need is manifested by motivational behavior; behavior is a result of positive or negative motivation
    - the longer the lower order needs are left unmet the more urgent the motivation
  - b) setting priorities
    - lower order needs (i.e., basic safety) are met first
    - higher order needs are not usually met until lower order needs are met
  - c) action taken
    - behavior is directed toward meeting need
    - inability to fulfill a lower order need may result in immature or illegal behavior; normally law-abiding individuals may become driven to seek desperate alternatives, i.e., gambling, loan sharks, organized crime, etc.
- 99.0 Explain how gaining insight into the satisfaction of needs will facilitate an understanding of the behavior of inmates, to include the following:
- a) basic needs
    - of immediate concern to new inmates
    - often display fear/anxiety
    - once met, easier to accept rules, routine, etc.
  - b) safety needs
    - often most important need
    - often exploited by other inmates to coerce new inmate
  - c) belongingness
    - need for socialization
    - often displays loneliness, depression
    - motivation for gangs, ethnic solidarity
    - can be exploited by inmates
    - can lead to social tension
  - d) ego-status
    - need to assert individuality
    - often manifests in aggressive or criminal behavior/rule breaking
  - e) self-actualization
    - difficult to achieve in institution
    - requires support often regarded as eccentricity or non-conformity

- 100.0 Explain how gaining insight into the satisfaction of needs will facilitate an understanding of the behavior of officers, to include the following:
- a) basic needs (usually met)
    - job security
    - money
  - b) safety
    - stress of profession with regard to safety of officers
    - training helps alleviate some fear for personal safety
    - policies, procedures, guidelines provide order, security
  - c) belongingness
    - family ties, church, social group
    - professional associations
  - d) ego-status
    - may be difficult at times to achieve
    - work conditions/perceptions of inmates create tension in meeting this need
    - must recognize importance of maintaining professional confidence in order to do job
    - correctional image not always positive
  - e) self-actualization
    - important personal need
    - should strive to improve self through education and training
    - will result in projection of better image of authority
    - will increase productive behavior

### **Juvenile and Youthful Offenders**

- 101.0 Describe unique characteristics of juvenile offenders, to include the following:
- a) may come from broken homes
  - b) may come from low income families
  - c) high degree of irresponsibility
  - d) unpredictable behavior patterns
  - e) rapid changes in behavior and/or performance
  - f) greatly influenced by peer pressure
  - g) attitude is fresh, forward, with no respect for authority
  - h) demand explanations
  - i) often defiant, no realization of seriousness of actions or consequences
  - j) question authority
  - k) high incidence of drug/alcohol involvement
  - l) may be quite manipulative
  - m) need additional education and training
  - n) question disparity of justice system, i.e., many youthful offenders have committed the same crime in the past for which they now have been incarcerated under the adult system
- 102.0 Explain differences between juvenile inmates and adult inmates, such as
- a) adult inmates more motive-oriented; juvenile inmates more impulsive
  - b) adult inmates moderate behavior; juvenile inmates more reactive
  - c) juvenile inmates more “playful” than adult inmates
  - d) juvenile inmates more difficult to deal with
- 103.0 Explain purposes of juvenile corrections, to include the following:
- a) protect society

- b) protect juvenile
  - c) carry out dispositional orders of court (return individual to society with more than they came in with)
  - d) plan, develop, and implement necessary correctional programs, services (such as recreation, rehabilitation and religion)
- 104.0 Explain reasons for treating juveniles differently from adults in correctional facilities, which are:
- a) recognize unique physical, psychological, and social characteristics of juveniles
  - b) give juveniles access to opportunities for normal growth and development through training, education, counseling, athletics and religion
- 105.0 Explain the importance of the correctional officer's role with juvenile offenders, to include
- a) role model (despite seemingly unappreciated attitude on part of inmate, officer's behavior is observed and valued)
  - b) most important influence for behavioral change is correctional officer
- 106.0 Explain the attributes required for performing duties with juvenile inmates, to include
- a) patience
    - inmates are impatient
    - inmates are compulsive and reactive
  - b) good humor
    - inmates tend to be playful
    - can defuse tense situation; reduce escalation
    - enjoys being around young people
  - c) flexibility
    - willing to try new things
    - inventive
  - d) understanding
    - knows special needs of youth
    - compassionate
  - e) mental alertness
  - f) physical vigor
  - g) professionalism
  - h) self-control
- 107.0 Explain basic procedures to follow when disciplining a juvenile inmate, such as
- a) recognize that behavior is truly unacceptable rather than a normal behavior for juvenile
  - b) keep incident from escalating
    - juveniles act without thinking of consequences
    - officer should remain calm, in control
  - c) attempt individual counseling as first step, if applicable one-on-one, in private
  - d) attempt, if behavior persists, corrective counseling (not formally processed)
  - e) take formal disciplinary action, if appropriate
    - probation
    - extra duty
    - loss of gain time
    - confinement
- 108.0 Explain special care required when dealing with juvenile inmates, to include:
- a) use of force
    - juveniles hostile to authority
    - no concern for consequences
  - b) be aware of potential for suicide

- third leading cause of death for juveniles and on rise
  - watch for signs of behavior change
  - take all threats seriously
  - do not leave alone
  - secure professional assistance
- c) protective custody supervision
- size
  - age
  - handicaps—physical or emotional

## **Orientation to Crisis Intervention Techniques**

109.0 Define crisis as a crucial or decisive point or situation; an unstable state usually with an impending abrupt or decisive change.

110.0 Identify four major types of crises, to include the following:

- a) economic
- b) personal/social
- c) psychological
- d) physical

111.0 Identify crises common in correctional facilities, such as:

- a) reaction to arrest/imprisonment
- b) loss of loved one
- c) divorce/family problems due to imprisonment; inmate inability to act on situation
- d) conflicts between inmates
- e) mental/emotional problems
- f) drug/alcohol problems
- g) suicide attempt
- h) assault by another inmate—physical and/or verbal
- i) self-injury
- j) a significant disciplinary infraction
- k) recommended transfer that is perceived to be adverse
- l) significant conflicts with others that would endanger the safety and welfare of the institution

112.0 Identify factors which can cause a crisis, to include the following:

- a) stress and emotional strain
- b) normal coping mechanism fails
- c) unable to resolve problem(s)
- d) staff
  - intimidation (threats)
  - goading
  - belittling statements
  - inappropriate physical contact and gestures
  - inappropriate intervention
  - inappropriate verbal comments/responses

113.0 Identify the common stages of a crisis, to include the following:

- a) pre-symptomatic level—stage in which there are few observable symptoms even though the crisis producing dynamics are present
- b) symptomatic level—stage in which symptoms of a developing crisis begin to appear, though the person is still able to function effectively in most situations

- c) crucial level—stage in which the stress level has reached such proportions that the person is no longer able to function effectively
  - d) acute level—stage in which the person has mostly lost control
- 114.0 Identify common phases of an emotional response to a crisis, to include the following:
- a) high anxiety
  - b) denial
  - c) anger
  - d) remorse
  - e) withdrawal
  - f) grief
  - g) reconciliation
- 115.0 Define crisis intervention as the action of coming into a situation that has reached a critical phase in order to modify and defuse the situation.
- 116.0 Identify the goals of crisis intervention, to include the following:
- a) Shield the crisis victim from any additional stress.
  - b) Assist the victim in organizing and mobilizing resources.
  - c) Return the victim to a pre-crisis level of functioning as much as possible.
- 117.0 Identify the steps of crisis intervention:
- a) assessment
  - b) decision point
  - c) referral
- 118.0 Identify selected procedures for handling crisis situations in a correctional setting, such as:
- a) observe closely to detect any signs of early stages of crisis
  - b) anticipate possibility of crisis when stressful events happen in the life of an inmate
  - c) discuss observations and concerns with inmate, if possible
  - d) display understanding, respect, and objectivity
  - e) ask inmate for suggestions to resolve crisis
  - f) refer inmate to resources inside or outside facility for assistance as needed; work through appropriate channels
  - g) always allow the inmate to save face
  - h) use calming techniques to defuse a volatile situation
  - i) use force only to the degree necessary to gain control of the situation
  - j) deal with all individual crises; individual crises left unattended can become institutional crises
- 119.0 Identify specific calming techniques useful in crisis situations or disputes within correctional facilities, to include the following:
- a) model appropriate behavior
  - b) speak with calm, confident voice
  - c) break visual contact between disputants
  - d) respect every individual's personal space—be aware of results of touching and verbalization of key words
  - e) verbally defuse the situation
  - f) try to get the individual(s) involved to sit down
  - g) treat the situation professionally; do not make light of the problem(s)
  - h) do not make promises that cannot be kept
- 120.0 Explain that an aggressive approach by officers to resolve crisis situations or disputes can result in negative responses and situations.
- 121.0 Identify that force may be necessary to handle crisis situations in corrections.
- 122.0 Identify behaviors that may result in high arousal, to include:

- a) physical contact between disputants
  - b) profane or insulting language
  - c) interruption of one disputant by another
- 123.0 Identify questions that would be helpful in assessing a crisis situation, such as:
- a) Is the crisis related to a specific event or chronic problem?
  - b) Is the crisis situation mild, moderate, or severe?
  - c) Is the crisis interpersonal, intrapersonal, or situational?
  - d) Does the person need additional help from other sources?
  - e) What resources are practical and available?
- 124.0 List the departments/agencies to which a correctional officer may refer an inmate undergoing crisis, to include the following:
- a) medical department
  - b) psychologist/psychiatrist
  - c) counselor
  - d) alcohol or drug abuse programs
  - e) chaplain/clergy
  - f) mental health facility
  - g) financial department
  - h) legal options - grievance procedures, court remedies
- 125.0 Demonstrate ability to intervene in a crisis situation of a sexually abused inmate.

### Suicide Prevention and Intervention

- 126.0 List common facts and myths about suicide, to include the following:
- a) Myth: Very few people ever think about suicide.  
Fact: Thinking is different from doing. Many people do consider suicide at some point in their lives, although they never attempt it.
  - b) Myth: People who talk about suicide don't kill themselves.  
Fact: Eight out of ten people who commit suicide tell someone that they're thinking about hurting themselves before they actually do it.
  - c) Myth: Only certain types of people commit suicide.  
Fact: All types of people commit suicide: male and female, young and old, rich and poor, country people and city people. It happens in every racial, ethnic, and religious group.
  - d) Myth: Suicide among youth is decreasing.  
Fact: The suicide rate for young people has tripled in the last ten years.
  - e) Myth: Most people who kill themselves really want to die.  
Fact: Most people who kill themselves are confused about whether or not they want to die. Suicide is often intended as a cry for help.
  - f) Myth: When a person talks about suicide, you should change the subject and try to get his or her mind off it.  
Fact: Take them seriously and listen carefully to what they are saying.
- 127.0 Analyze general facts about suicide, to include the following:
- a) 70% - 80% of suicides are associated with depression
  - b) three times as many men commit suicide as do women, but women attempt suicide far more often than men



- c) suicide is the third leading cause of death for teenagers aged 15-19
- d) studies show that only about 5% of persons attempting or committing suicide are intent on dying
- e) alcohol and drug use increases the possibility of suicidal behavior
- f) many suicides—especially among young people—are a result of impulsiveness
- g) 75% of suicide victims make their distress known either directly or indirectly prior to attempt
- h) the risk of suicide is very high among persons who threaten suicide if no intervention is provided

128.0 Identify factors relating to suicidal behavior in a correctional environment, to include the following:

- a) There is a higher incidence of suicidal behavior in correctional facilities than in any other setting.
- b) Mentally disturbed persons often end up in jail since institutional mental health care has been de-emphasized.
- c) Inmate populations are generally made up of a high proportion of persons at suicide risk:
  - alcoholics
  - sex offenders
  - drug addicts
  - persons with character disorders
- d) People are more likely to end up in jail in a crisis time of life than at any other time.
- e) The correctional environment is conducive to suicidal behavior:
  - is authoritarian (inmate has no control over future)
  - isolates inmate from family, friends, and community
  - causes shame of being incarcerated
  - dehumanizes inmates
- f) One suicide in a correctional facility is often followed by a rash of suicides or attempted suicides; juveniles particularly affected.

129.0 Identify profile of suicides in jails and correctional institutions, to include the following:

- a) Over half the suicides occur within 12 hours after incarceration.
- b) More suicides occur during the hours of darkness.
- c) Suicide attempts occur more often during the afternoon/evening.
- d) Young people (ages 17-26) represent the highest incidence of suicide, particularly juveniles within adult institutions.

130.0 Describe the differences between attemptors and completors of suicide in a jail or correctional institution, to include the following:

- a) attemptors
  - use less lethal method
  - make attempt between 3 p.m. - 10 p.m.
  - want to change situation; call for help
- b) completors
  - use lethal method (88% by hanging)
  - commit act between midnight - 7 a.m.
  - have a desire to die and end situation

131.0 Identify factors which can signal suicide risk, to include the following:

- a) history of mental illness
- b) previous suicide attempt(s)
- c) suicide of family member or significant other

- d) recent loss of a loved one or status
    - job
    - position of esteem
    - money
  - e) poor marital or family relationships
  - f) history of drug or alcohol abuse
  - g) in jail for the first time on a serious charge
  - h) in jail for killing a loved one or relative
  - i) inmate speaks little or no English
- 132.0 Identify types of inmates who may be at greater risk for suicide, to include the following:
- a) seriously depressed
  - b) facing a crisis situation
  - c) manipulative or impulsive
- 133.0 Identify symptoms which can signal suicidal risk or intention, to include the following:
- a) depression
  - b) sudden mood changes
  - c) references to death (direct and indirect)
  - d) self-destructive behavior
  - e) questions about death (burial costs, wills, etc.)
  - f) agitation
  - g) overt psychoses
  - h) loss of interest in activities or relationships previously enjoyed
    - marked reduction in recreation or exercise activities
    - refusal to receive visitors
  - i) giving away possessions
  - j) violent and aggressive behavior
- 134.0 Describe physical warning signs of depression, to include the following:
- a) sleep difficulties
  - b) depressed physical appearance
  - c) slumping
  - d) weight loss or loss of appetite
  - e) tiredness and fatigue
  - f) general loss of energy
  - g) sitting in fetal position
- 135.0 Describe behavioral warning signs of depression, to include the following:
- a) frequent crying for no apparent reason
  - b) slow thinking and speaking
  - c) apathy and despondence
  - d) sudden social withdrawal
  - e) feelings of helplessness and hopelessness
  - f) loss of touch with reality
  - g) suicidal gestures
- 136.0 Describe events or situations which can trigger a crisis situation, to include the following:
- a) spouse files for divorce
  - b) parole denial
  - c) death in family or of loved one
  - d) sexual assault
  - e) reality of confinement sinks in
- 137.0 Identify times when inmates are more likely to receive news which can trigger a crisis situation, to include the following:
- a) visitation

- b) mail call
  - c) telephone calls
  - d) court visits
  - e) parole hearings
- 138.0 Describe factors which support suicide prevention in a correctional setting, to include the following:
- a) thorough intake screening to gather suicide risk information
  - b) correctional officer knowledge of inmate history and current situation
  - c) correctional officer sensitivity to special circumstances which are likely to trigger crisis situations
  - d) correctional officer alertness to signs of serious depression
- 139.0 Describe operational elements of suicide prevention, to include the following:
- a) House suicidal inmates where they are constantly visible, if possible.
  - b) Increase frequency of cell checks to intervals specified by local policy.
  - c) Remove clothing if situation and policy so dictate.
  - d) Remove harmful items (razor blades, belts, matches, pens, pencils, mirrors, glasses, any sharp items).
  - e) Place inmate alone in a cell if violent or dangerous while awaiting medical attention.
  - f) Place inmate with other inmates to provide for social contact.
  - g) Anticipate potential suicidal weapons and opportunities that may exist.
  - h) Establish and maintain good rapport with inmates.
  - i) Have other inmates notify officer if an inmate threatens or attempts suicide.
  - j) Conduct rounds/patrol at unscheduled times and without established pattern.
  - k) Maintain communication with other shifts and personnel.
  - l) Refer potentially suicidal inmates to the counseling staff.
  - m) Report all suicide threats and/or attempts, whether real or fake, to supervisor and counseling staff.
- 140.0 Describe procedures to take when an inmate is threatening to attempt suicide, to include the following:
- a) Do not rush in and attempt a rescue.
  - b) Call for help and secure area immediately.
  - c) Start a non-threatening conversation with the inmate.
  - d) Listen to the inmate and try to get him to talk about problem.
  - e) Assure the inmate he has control over immediate situation.
  - f) Respond to and reflect back what the inmate says.
  - g) Do not judge, belittle, or make fun of the inmate.
- 141.0 Describe procedures to take when an inmate has attempted suicide, to include the following:
- a) Alert supervisor and medical staff immediately.
  - b) Presume victim to be alive until pronounced dead by a medical authority.
  - c) Administer first aid as appropriate until medical help arrives (if inmate has attempted hanging, administer artificial respiration).
  - d) Prepare complete report as soon as possible following the incident.
- 142.0 Describe the correctional officer's role in preventing inmate suicide, to include the following:
- a) identification and response (referral) to inmate suicidal behavior
  - b) is not responsible for the inmate's decision to take his own life
  - c) is responsible for taking reasonable measures to protect the inmate from acting on that decision
  - d) legal consequences of failure to act

- 143.0 Describe the correctional officer's defense in case of suicide, to include the following:
- a) acting in "good faith"
  - b) keeping good records
  - c) using common sense
- 144.0 Assess the degree of risk for potential suicide victims as described or portrayed in situational examples. The suicide risk potential in each situation will be assessed as low, moderate, or high considering these factors:
- a) existence of environmental factors which signal suicide risk
  - b) existence of a crisis situation inherently conducive to suicidal thoughts and feelings
  - c) existence of depression warning signs
  - d) existence of physical symptoms which signal suicide risk or intention

**Course Number: CJK0101**

**Occupational Completion Point: B**

**Interpersonal Skills 2– 50 Hours – SOC Code 33-3012**

- 01.0 Explain that prison society is characterized by forced equality.
- 02.0 List the greatest pressures inmate in prison faces, to include:
- a) mistreatment by other inmates made possible by inadequate control within the prison
  - b) inappropriate behavior of correctional officers toward inmates
    - insensitivity toward inmate problems
    - failure to enforce rules and regulations
    - failure to be firm and fair
    - complacency; poor job performance
  - c) environmental conditions
  - d) stigma of being sent to prison: shame, guilt, fear
- 03.0 List deprivations that cause problems for individuals being imprisoned, to include:
- a) goods and services
  - b) heterosexual relationships
  - c) autonomy
  - d) relative freedom from rules
  - e) security by being forced into association with vicious and unpredictable fellow inmates
  - f) ability to make free choices
- 04.0 Identify attributes that psychological and material deprivations jeopardize, to include:
- a) self-esteem
  - b) personal defense systems and social adaptation
  - c) life goals
  - d) heterosexuality
  - e) emotional security
- 05.0 Identify factors that affect an individual's ability to adjust to imprisonment, to include:
- a) social class
  - b) age
  - c) criminal career
- 06.0 State that some inmates adjust to the deprivation of goods and services in prison by running a "store."
- 07.0 State that some inmates adjust to the deprivation of heterosexual relationships in prison by engaging in homosexual activities.

- 08.0 Identify defense mechanisms inmates may utilize when adjusting to imprisonment, to include:
- a) denial of reality
  - b) fantasy; escapism
  - c) repression
  - d) rationalization
  - e) emotional insulation
  - f) intellectualization
  - g) regression
  - h) compensation
  - i) displacement
  - j) gang membership
  - k) religion or cults

### **Inmate Societies**

- 09.0 List generalized characteristics of inmate population, to include:
- a) young, unmarried males
  - b) may be products of broken homes
  - c) frequent products of society's lower social and economic levels
  - d) poorly educated, unskilled with unstable work records
  - e) low self-esteem
- 10.0 List the broad categories of inmates within a prison, to include:
- a) anti-social
  - b) mentally ill
  - c) racial/ethnic minority
  - d) gang members
  - e) homosexuals
  - f) youthful offenders
  - g) older offenders
  - h) long term
  - i) career criminals
  - j) politically dissident
  - k) sex offenders
  - l) infamous inmates; those who have committed publicized crimes
  - m) religious groups
- 11.0 State that the main purpose of inmate social system is to provide status for inmates.
- 12.0 List what inmate social system is based upon, to include:
- a) loyalty
  - b) inmate solidarity
  - c) affection
  - d) respect
  - e) social cohesion
- 13.0 Name functions of inmate social system, to include:
- a) solves the problem of personal security and fear of further isolation
  - b) redefines the meaning of "material possessions"
  - c) helps inmate recapture his "male" role (ability to take it and hand it out)
- 14.0 List slang terms that identifies positions within inmate group, to include:
- a) rats
  - b) center men
  - c) gorillas

- d) merchants (peddlers)
  - e) wolves
  - f) punks
  - g) fags
  - h) ball busters
  - i) toughs
  - j) hipsters
- 15.0 Define “gang” as a group of persons gathered together for some antisocial or criminal purpose.
- 16.0 Identify concerns of the facility with regard to prison gangs, to include:
- a) transfer of control from prison authorities to a small group of inmates
  - b) increase of narcotics and other illegal contra-band within a prison
  - c) protection rackets
  - d) petty thievery, gambling and loan sharking to control other goods and services
  - e) homosexual prostitution
  - f) cults or fanatical groups whose purposes are other than providing goods and services
- 17.0 Describe forms of control within inmate societies, to include:
- a) segregation
  - b) incentives
  - c) illegitimate opportunities
  - d) threats or actual physical violence
- 18.0 List elements of the “inmate code,” to include:
- a) loyalty to other inmates within the group
  - b) inmates are not to snitch
  - c) inmates are not to lose their heads
  - d) inmates should not take advantage of each other by means of force, fraud or chicanery
  - e) inmates are admonished to “be tough, be a man”; do not weaken
  - f) inmates are expected to be sharp and not be suckers

### **Criminal Types and Careers**

- 19.0 State that a career criminal is normally a property offender.
- 20.0 List characteristics of a “professional thief,” to include:
- a) involved in confidence games, shoplifting, pocket-picking
  - b) frequent contacts with underworld
  - c) seldom in prison because of cleverness in avoiding arrest
- 21.0 List characteristics of a professional “heavy” criminal, to include:
- a) highly skilled and full-time
  - b) involved in armed robbery, burglary and other direct assaults on property
  - c) team or mob operations
  - d) satisfied with lifestyle
- 22.0 Name characteristics of the semiprofessional property criminal, to include:
- a) limited criminal skills
  - b) involved in robberies, holdups, burglaries, larcenies
  - c) view themselves as victims of a corrupt society
- 23.0 List characteristics of the property offender (“one-time loser”), to include:
- a) unskilled loner without a previous record
  - b) commits one serious property crime

- c) often arrested and placed on probation
- 24.0 List characteristics of the “naive check forger,” to include:
  - a) no previous record
  - b) unsophisticated recidivistic check passer
  - c) attempts to rationalize away offenses as minor infractions
- 25.0 State those white collar criminals include persons within business and corporate organizations who violate state and federal regulatory statutes.
- 26.0 State that a professional fringe violator is a person who is a member of a legitimate profession who utilizes professional skills in the commission of crimes
- 27.0 Define “embezzler” as an individual who steals money from an employer, usually through the alteration of business records.
- 28.0 State that there are differences between the crimes of violence and nonviolent sex offenders.
- 29.0 List various types of recidivist criminals, to include:
  - a) the inadequate, dependent repeater involved in vagrancy, petit larceny, disorderly conduct, etc.
  - b) the asocial or sub cultural repeater (moonshiners, prostitutes, pimps, gamblers, etc.)
  - c) the compulsive recidivist who repeats the same crime over and over
  - d) the impulsive recidivist who may repeat a variety of crimes over and over
- 30.0 Identify factors that impact and influence an individual’s decision whether or not to pursue a career as a criminal, to include:
  - a) socialization skills
  - b) broken homes
  - c) cognitive development
  - d) biological development
  - e) influence of parents
  - f) separation and loss
  - g) discipline and family climate
  - h) inability to find and keep employment

### **Institutional Criminalities**

- 31.0 List the types of crimes that occur within a correctional setting, to include:
  - a) petty theft
  - b) gambling
  - c) loan sharking
  - d) blackmail
  - e) sale of contraband
  - f) homicide
  - g) sex crimes
  - h) assault and battery on staff and inmates
  - i) bribery
- 32.0 Identify factors that impact and influence institutional criminality, to include:
  - a) length of sentence
  - b) past behavioral history
  - c) type of crime sentenced for
  - d) recidivism
  - e) gang membership
- 33.0 List the leading motives for single assailant events, to include:
  - a) homosexuality

- b) arguments
- c) debts
- 34.0 List the leading motives for multiple assailant events, to include:
  - a) snitching
  - b) gang phenomena
  - c) drug quarrels
  - d) homosexuality
  - e) institutional disturbances and riots
- 35.0 Identify actions and procedures that can reduce the crime rate within a correctional setting, to include:
  - a) proper classification and diagnosis
  - b) close observation by staff; proper patrolling techniques
  - c) effective contraband control
  - d) developing rapport with inmates
  - e) swift disciplinary sanctions

### **Interpersonal Skills**

- 36.0 Identify the purposes of communication, to include:
  - a) inform
  - b) persuade
  - c) entertain
  - d) indicate action
- 37.0 Define “interpersonal communication” as transmission and receipt of a message to effect some kind of action.
- 38.0 Identify skills an officer needs for effective interpersonal communications:
  - a) ability to size-up the situation
  - b) ability to communicate well with inmates
  - c) ability to control inmate behavior
- 39.0 Explain “sizing up a situation” as gathering information quickly and accurately regarding what is occurring in the surroundings.
- 40.0 Identify the steps involved in “sizing up a situation,” to include:
  - a) position
  - b) observe
  - c) posture
  - d) listen
- 41.0 Identify the major elements of positioning, to include:
  - a) keeping a safe distance
  - b) being able to see and hear groups and individuals
  - c) facing squarely
  - d) looking directly (eye contact)
- 42.0 Identify primary components of observing, to include:
  - a) look carefully
  - b) decide if a situation is normal or abnormal
  - c) decide if a situation indicates the potential for trouble
- 43.0 Identify aspects considered during the initial stage of observing, to include:
  - a) behavior
  - b) appearance
  - c) environment
- 44.0 Identify several things an officer might look for when first coming on shift, to include:
  - a) changes in inmate routines



- b) groupings of inmates
  - c) noise levels
  - d) changes in inmate physical appearance
- 45.0 Define “posturing” as holding your body in such a way to show strength, confidence, interest and control.
- 46.0 Identify components of good posturing, to include:
- a) stand erect
  - b) eliminate distracting behaviors
  - c) incline slightly forward
- 47.0 Explain that nonverbal communication can reflect a person’s prejudice and attitude.
- 48.0 Explain clues that can be used to develop inferences, to include:
- a) feeling cues
  - b) relationships
  - c) energy levels
  - d) values
- 49.0 Identify the categories of relationships and feelings as:
- a) positive
  - b) negative
  - c) neutral
- 50.0 Identify the major categories of energy levels and describe their respective characteristics as:
- a) low - appearance and actions indicating defeat, slow movements, head hangs down, every movement seems to require great effort
  - b) moderate - active involvement in most activities
  - c) high - participates in all that is required, also makes use of physical equipment and participate in voluntary activities (high-energy inmates require constructive involvement in positive activities)
- 51.0 Identify the three basic environments of every individual, to include:
- a) where he/she lives
  - b) where he/she works
  - c) where he/she learns
- 52.0 Identify that inferences are more likely to be accurate if they are based on detailed and concrete observations rather than on vague, general ones.
- 53.0 Identify steps in listening, to include:
- a) suspending judgment
  - b) picking out key words
  - c) identifying the intensity of what is said
  - d) reflecting on mood
- 54.0 Identify three characteristics of voice which may be used to determine intensity, to include:
- a) volume
  - b) emotion
  - c) pitch
- 55.0 Identify the “add-on” skills in interpersonal communication, to include:
- a) responding
  - b) asking questions
- 56.0 Identify the levels of responding, to include:
- a) responding to content
  - b) responding to feeling
  - c) responding to feeling and meaning

- 57.0 Define “responding to content” as the skill of seeing and hearing what is really happening and the ability to mirror that understanding back to the individual.
- 58.0 Identify steps of responding to content, to include:
- a) reflect on what was seen and heard
  - b) use a responding format
- 59.0 Identify ways in which an employee might verbally respond to content, to include:
- a) “You’re saying ”
  - b) “You look (or it looks) ”
- 60.0 Define “responding to feeling” as the ability to capture in words the specific feelings being presented by inmate.
- 61.0 Identify steps in responding to feeling, to include:
- a) reflect on feeling and intensity
  - b) respond to feeling
- 62.0 List various basic feeling words, to include:
- a) happy
  - b) angry
  - c) confused
  - d) sad
  - e) scared
- 63.0 Define “responding to feeling and meaning” as paraphrasing the content of inmate’s statement in such a way as to provide a meaningful reason for the inmate’s feeling.
- 64.0 Identify steps in responding to feeling and meaning, to include:
- a) reflect on feeling and reason
  - b) respond to feeling and meaning
- 65.0 Explain that if a communication interchange goes deeper than the officer feels he/she can manage, it is appropriate to refer the inmate to a counselor or other specialist at the facility.
- 66.0 Explain that questions are used in addition to the basic skills and responding techniques to open up communications with inmate rather than shutting it off.
- 67.0 Identify the components of the 5WH method as asking:
- a) who
  - b) what
  - c) why
  - d) where
  - e) when
  - f) how
- 68.0 Identify the techniques used in asking questions, to include:
- a) use the 5WH method
  - b) reflect on answers and recycle
- 69.0 Define “reflecting on answers and recycle” as being able to make sense out of inmate’s answers, recognizing the answers not spoken, and thinking carefully about what the inmate has said in answering a question.
- 70.0 Identify various questions to be asked in reflecting, to include:
- a) How does he/she look?
  - b) What is he/she saying?
  - c) What did he/she say?
  - d) What didn’t he/she say?
- 71.0 List the application skills used in controlling behavior as:
- a) handling requests
  - b) making requests
  - c) reinforcing behavior

- 72.0 Define “controlling behavior” as taking charge to assure appropriate behavior to serve the interests of the institution, the staff member and the inmate.
- 73.0 Identify the steps in handling requests, to include:
- a) check things out
  - b) give a response and a reason
- 74.0 Identify various necessary elements in checking things out, to include:
- a) use basic skills
  - b) know rules and regulations
  - c) decide if requests are legitimate
  - d) check out inmate and situation
- 75.0 Identify various considerations for giving inmate a reason for your response, to include:
- a) to minimize future complaints
  - b) the inmate will not be able to claim he was not told a reason for a negative response
  - c) the inmate will know the reason this time for granting a request, but will understand a future request may not be granted if reasons are not as good
- 76.0 Explain that basic needs cannot be withheld and that inmate’s request to fulfill a basic need that is guaranteed by law, policy or procedure must be taken very seriously.
- 77.0 Identify steps involved in making requests, to include:
- a) check things out
  - b) take appropriate action
- 78.0 Define “taking action” as selecting the best way to make requests.
- 79.0 Identify techniques to use in taking action, to include:
- a) be specific
  - b) use mild/polite format or direct format
  - c) get stronger when necessary
  - d) use responding skills
- 80.0 Define “mild request format” as a polite request, using “please” or “would appreciate.”
- 81.0 Define “direct request format” as identifying the behavior/action desired.
- 82.0 Define “softening a request” as toning down a request and making it more palatable by putting it in the form of a request rather than a direct order.
- 83.0 Define “reinforcing behavior” as the ability to administer punishments and rewards effectively to show inmates the positive and negative consequences of their actions.
- 84.0 Identify the elements of reinforcing behavior as:
- a) reinforce positively and negatively
  - b) use verbal and nonverbal techniques
- 85.0 Explain that since nonverbal reinforcers usually involve the use of force, it should only be used when there is a threat of physical harm to you, the inmate or other staff or inmates, as a last resort.
- 86.0 Explain that the statement “human actions determine human reactions” means that if inmates are treated like the human beings they are, more decent and constructive behavior will be promoted.
- 87.0 Demonstrate effective interpersonal communication techniques in role-play situations.

### **Female Inmates**

- 88.0 Identify statistics concerning female inmates based on statistics available from the current Department of Corrections Annual Report.
- 89.0 Identify general types of crimes for which females are incarcerated based on statistics available from the current Department of Corrections Annual Report.

- 90.0 Identify generalized characteristics of female offender population using typical offender profile from current Department of Corrections Annual Report.
- 91.0 Identify behavioral characteristics of female inmates, to include:
- a) low self-esteem
  - b) depression, guilt, worry over care and custody of children
  - c) freely express anger, fear, affection, especially verbally
  - d) desire belongingness - separation from family causes formation of surrogate families within facility
  - e) homosexual activities more for affection and companionship than sexual gratification
  - f) less force applied for participation in homosexual activities among female inmates than among male inmates
- 92.0 Describe special needs of female inmates, to include:
- a) economic
    - need to improve job-related skills
    - need same range and quality of training programs as those available to male inmates
  - b) social - need response and visitation from family and friends
  - c) physical - specialized health needs
    - gynecological services
    - prenatal care
    - obstetrical care
    - post-partum care
    - child placement services
  - d) psychological
    - need to improve self-image
    - need to improve decision-making skills to reduce dependency
    - need for privacy
- 93.0 Identify legal considerations with regard to intake, housing, and supervision of female inmates in Florida, to include:
- a) female inmates must be housed separately from male inmates
  - b) a female officer must be present to admit and process female inmates
  - c) a female employee must be on duty at all times when the facility houses female inmates
  - d) male employees must be accompanied by a female employee when entering a female housing area unless an emergency situation dictates otherwise
- 94.0 Explain that staff should be constantly alert to physical danger with male and female inmates; do not be lulled into false sense of security because of smaller size of females and seeming lack of strength.

### **Inmate Homosexuality**

- 95.0 Define "lifestyle homosexuality" as:
- a) voluntary, consenting acts of homosexuality
  - b) homosexuality that developed before entry into the correctional institution
- 96.0 Define "situational homosexuality" as homosexuality brought about inside the institution through coercion, force or by choice through the lack of appropriate sexual release.
- 97.0 Describe the effects of situational homosexuality on inmates, such as:
- a) emasculation, or loss of femininity (in females)
  - b) fear, stress

- c) suicide
  - d) homicide
- 98.0 Describe the dynamics of coercion with lifestyle and situational homosexuality in an institution, such as:
- a) "love triangles"
  - b) assaults upon inmates or staff
  - c) murder
- 99.0 Identify the health hazards associated with homosexual activity, such as:
- a) venereal disease
  - b) herpes
  - c) AIDS
- 100.0 Explain the responsibilities an officer has with respect to incidences involving homosexuality, such as:
- a) prevention
  - b) protective management
  - c) counseling referral
  - d) appropriate professional behavior (i.e., avoid derogatory remarks, name-calling, etc).
- 101.0 Describe institutional factors which contribute to homosexual behavior, to include:
- a) a single sex environment
  - b) close, overcrowded housing areas
  - c) lack of meaningful work and recreational activities
  - d) demands of the prison "caste system"
  - e) absence of opportunities for physical release of the sex drive
  - f) need for emotional reinforcement and sense of "family"
  - g) inmate's need to demonstrate masculine role and dominance
  - h) housing of younger inmates with older inmates
  - i) presence of homosexual prostitutes
- 102.0 Describe guidelines to help control homosexual behavior in correctional facilities, to include:
- a) keep all cell windows and bars clear
  - b) check to make sure inmates are in their assigned areas
  - c) keep a close watch on both the aggressive potential "rapist" and the younger, weaker potential victims
  - d) try to discourage feminine/masculine traits among male/female inmates; do not call them by female/male names
  - e) supervise shower activities closely
  - f) encourage inmates to participate in recreational activities as outlets for their energies
  - g) observe closely the inmates under your control

### **Supervision Techniques**

- 103.0 Define "supervision" as the action, process or occupation of overseeing and directing in order to accomplish task(s).
- 104.0 Identify what supervision should accomplish, to include:
- a) getting people to do what is required of them
  - b) developing an orderly, controlled environment
- 105.0 List consequences of poor supervision within a correctional setting, to include:
- a) disciplinary problems

- b) conflict between staff and inmates
  - c) poor inmate morale
  - d) escapes
- 106.0 List problem situations a correctional officer should be aware of when supervising inmates, to include:
- a) fighting
  - b) diversionary tactics
  - c) insults and disobedience
  - d) approaching inmates who are disobeying rules; use caution
  - e) cell and inmate searches
  - f) contact visits or exposure to public
- 107.0 Identify areas within the facility of special concern when supervising inmates, to include:
- a) food service
  - b) recreation
  - c) chapel
  - d) classrooms
  - e) medical
  - f) work location
  - g) dorms
- 108.0 Conclude that failure to recognize the individual differences among inmates is the most common supervising error in the correctional field.
- 109.0 List factors that enhance the chances of positive effects when supervising inmates, to include:
- a) "firm, but fair"
  - b) job knowledge
  - c) self confidence
  - d) consistent temperament
  - e) ability to give clear, understandable orders
    - materials needed
    - time required for task
    - training for task
  - f) ability to recognize individual differences
  - g) ability to correct and praise; give praise in private
  - h) ability to make positive corrective comments; give corrective comments in private
  - i) keep your word
- 110.0 Identify general rules a supervisor who comes in contact with inmates should be aware of, to include:
- a) avoid familiarity with inmates
  - b) do not gossip with inmates
  - c) do not give advice to inmates
  - d) do not show favoritism
    - bias
    - prejudices
    - opinions
  - e) never make a promise that you cannot keep
  - f) do not discuss other staff members with inmates
- 111.0 Identify techniques and principles a correctional employee must master to be successful in supervising inmates, to include:
- a) bullying or belittlement will arouse resentment and antagonism

- b) suggestion or influence is a powerful motivator of human action
  - c) inmate is more likely to do something if he understands the reason for the action
  - d) where desirable, suggest alternative action to that which the inmate wishes to pursue
  - e) a decision will be more meaningful and forceful if the inmate is able to make it himself
  - f) the word "no" should be used judiciously, convincingly, and fairly
  - g) refrain from the use of profanity or vulgarity
- 112.0 Identify inmate tactics that officers supervising inmates should be alert to and prepared to deal with, to include:
- a) discussing an officer's personal life/affairs
  - b) expecting favors in return for information
  - c) playing one officer against another
  - d) discussing another officer or inmate with an officer
  - e) blackmailing officers who grant minor favors
- 113.0 Demonstrate the appropriate technique(s) in various role-play situations involving inmates who must be supervised.

### **Recognizing Inmate Deception and Manipulation**

- 114.0 Identify reasons why inmates engage in manipulation and deception of staff, to include:
- a) status among peers; gain control and autonomy
  - b) personal reward and gain
  - c) control of staff; embarrassment or humiliation
- 115.0 Identify considerations for recognition of manipulation and deception, to include:
- a) overfriendliness of inmate toward officer
  - b) excessive praise and flattery, building ego of staff member
  - c) sharing rumors concerning the staff member or others
  - d) requesting personal information
  - e) forming bond between inmate and staff member
  - f) excessive dependency of inmate on staff member and vice versa
- 116.0 Explain that victims may be selected intentionally or by accident.
- 117.0 Identify factors in selection of a staff victim of inmate deception and manipulation, to include:
- a) new employees
  - b) overly trusting or naive
  - c) overly familiar
  - d) not confident
  - e) complacent
- 118.0 Identify methods which inmates use to gather information about staff for deception and manipulation, to include:
- a) observe behavior of staff member with other staff, supervisors, inmates
  - b) ask questions
  - c) listen to conversations among staff members
- 119.0 Identify methods inmates use to verify information concerning staff, to include:
- a) engage staff member in conversations
  - b) break small rules to test reaction
- 120.0 List methods used by inmates to deceive or manipulate staff, to include:
- a) refusing to cooperate
  - b) devising methods to modify the correctional officer's behavior

- c) circumventing or disobeying rules
  - d) being willing to do something wrong regardless of the punishment
  - e) distraction
  - f) mood changes
  - g) using special circumstances or situations, i.e., physical conditions, illnesses or injuries
- 121.0 Explain that there is a distinction between friendliness and familiarity.
- 122.0 Explain that a correctional officer will encounter problems when exhibiting excessive friendliness, over familiarization, and favoritism.
- 123.0 Identify the types of deception an inmate can use on a correctional officer, to include:
- a) individual (one-on-one)
  - b) team; may be long-range and complex effort
- 124.0 Identify participants in a team deception, to include:
- a) observers
  - b) contacts
  - c) runners
  - d) turners
  - e) pointmen
- 125.0 Explain the responsibilities of each member of a deception team, to include:
- a) observers- pay attention to correctional officers who use inmate jargon, ignore minor rule infractions, play favorites, enforce rules for some and not others, are easily distracted
  - b) contacts - supply information about correctional officer's work habits, likes and dislikes
  - c) runners
    - not active members
    - usually the only members of the team paid because they must expose themselves to the correctional officer by asking for small items like candy, cigarettes, pencils, etc.
  - d) turners
    - befriend the correctional officer and use the friendship to ultimately coerce officer into engaging in infractions of the rules
    - least suspected by the correctional officer
    - work very hard at establishing a close bond with the correctional officer
  - e) pointmen
    - stand guard when the correctional officer is in the process of granting illegal favors, violating institutional rules or being compromised or harmed
- 126.0 Identify factors that affect a deception, to include:
- a) goal(s) to be accomplished
  - b) personality characteristics of victim
  - c) the possible time involved
  - d) the location and physical layout of the area where the deception and/or manipulation will take place
- 127.0 Identify considerations that help an officer avoid deception or manipulation, to include:
- a) know job and perform it properly
  - b) communicate and act toward inmates in a manner that identifies the correctional officer as a person of skill and knowledge
  - c) treat all inmates firmly but fairly



- d) use friendly but unfamiliar manner when dealing with inmates
  - e) document inmate behavior
  - f) maintain professional appearance
  - g) monitor remarks, gestures, actions
  - h) enforce rules and regulations
  - i) self-esteem and self-confidence
- 128.0 Demonstrate appropriate responses to manipulation and deception in role-play situations.

### **Preventing Sexual Assault**

- 129.0 Define "sexual misconduct" as described in the Protection Against Sexual Violence in Florida Jails and Prisons Act and 944.35(3)(b)1, F.S. The term "sexual misconduct" means the oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object. Sexual misconduct can occur with both consent and non-consent to participate in sexual activity.
- 130.0 Define exceptions to the Protection Against Sexual Violence in Florida Jails and Prisons Act (PASV):
- a) The term sexual misconduct does not include an act done for a bona fide medical purpose or an internal search conducted in the lawful performance of the employee's duty.
  - b) Sexual misconduct does not apply to any employee of a correctional facility who is legally married to an inmate or an offender supervised by the Department of Corrections in the community.
  - c) It does not apply to any employee who has no knowledge, and would have no reason to believe, that the person with whom the employee has engaged in sexual activity is an inmate or an offender under community supervision of the Department of Corrections.
- 131.0 Define "sexual battery" as oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object; however, sexual battery does not include an act done for a bona fide medical purpose. Sexual battery usually refers to a sexual act, committed without consent.
- 132.0 Define "sexual activity" as the oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object; however, sexual activity does not include an act done for a bona fide medical purpose.
- 133.0 Describe the penalties for "sexual misconduct."
- a) Any employee of a correctional facility who engages in sexual misconduct with an inmate or an offender supervised by the Department of Corrections in the community, without committing the crime of sexual battery, commits a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084, F.S.
  - b) Penalties for a felony of the third degree, by a term of imprisonment not exceeding 5 years.
  - c) A person who has been convicted of an offense other than a capital felony may be sentenced to pay a fine in addition to any punishment described in s. 775.082, F.S.
  - d) Multiple convictions of sexual battery may result in the offender being defined and sentenced as a habitual felon.
  - e) Notwithstanding prosecution, any violation of the provisions of this subsection shall constitute sufficient cause under s. 110.227, F.S., for dismissal from

employment with the department, and such person shall not again be employed in any capacity in connection with the correctional system.

134.0 Describe appropriate methods to identify signs indicating an inmate or offender may be a victim of sexual assault.

a) Non-consent to participate in sexual activity (sexual assault) may be identified through the following:

- Direct reporting from another inmate – most likely to happen when the reporting inmate may reap something from the exposure.
- Request from an inmate for medical assistance, protective management, transfer to another facility, change of job assignment or dorm assignment.
- Observation of inappropriate appearance, both physical and mental – untidy dress, disease, bruises, scratches, attempted suicide, depression, withdrawal, non-eating, pregnancy in females, etc.
- Observation of inmate obsessions, belligerent, self-destructive, and aggressive behavior; and speaking about escaping or suicide.
- Inmate exhibiting phobias, nightmares (disturbing sexual fantasies) slow or inaudible speech are signs of abuse.
- Review and observation of written and verbal communications by the inmate to family or other outside contacts.
- Reports from the inmate's family or friends.
- Observation and suspicion by other staff.

b) Consent to participate in sexual activity (sexual misconduct) may be identified through the following:

- Direct reporting from the assaulted inmate or another inmate. Inmate asking for a specific officer on a regular basis.
- Observation of inmates and Officer/staffs that appear together in excess or outside the normal routines, including but not limited to these areas: canteen, control room, inmate housing, staff housing, work, education, and medical areas, unoccupied or closed areas.
- A Correctional Officer is constantly justifying an inmate's behavior or getting him/her out of trouble.
- Observation of inmates getting special and excessive privileges including but not limited to: additional phone access, extra canteen access and items, deposit to the inmates cashless canteen I.D. by staff, additional clothing from the laundry, extra food, more TV time, and absence from cells or dorm areas.
- Observation of Officer/staff providing leniency toward a certain inmate regarding rules and regulations, searches, mail or any other privilege.
- Observations that the inmate possesses additional items (gifts) such as jewelry, clothing, or other unauthorized items that do not appear on his/her approved property list.
- Observation of excessive communication between Officer/staff and inmate, Officer/staff detailed inquiry of inmate records, knowledge by the inmate of personal Officer/staff information, excessive Officer/staff protection of inmate.
- Pregnancy of a female officer or female inmate.

135.0 Explain the condition where "consent" of the inmate or offender may not be raised as a defense to the prosecution for this offense. The consent of the inmate or offender supervised by the department in the community to any act of sexual misconduct shall not

be raised as a defense to a prosecution. "Consent" means intelligent, knowing, and voluntary consent and does not include coerced submission. "Consent" shall not be deemed or construed to mean the failure by the alleged victim to offer physical resistance to the offender.

- 136.0 Identify staff reporting requirements with regard to sexual misconduct allegations. Each employee who witnesses, or has reasonable cause to suspect, that an inmate or an offender under the supervision of the Department of Corrections in the community has been unlawfully abused or is the subject of sexual misconduct pursuant to this subsection shall immediately prepare, date, and sign an independent report specifically describing the nature of the force used or the nature of the sexual misconduct, the location and time of the incident, and the persons involved. Section 794.027, F.S. - A person who observes the commission of the crime of sexual battery and who:
- a) Has reasonable grounds to believe that he or she has observed the commission of a sexual battery;
  - b) Has the present ability to seek assistance for the victim or victims by immediately reporting such offense to a law enforcement Officer/staff;
  - c) Fails to seek such assistance;
  - d) Would not be exposed to any threat of physical violence for seeking such assistance;
  - e) Is not the husband, wife, parent, grandparent, child, grandchild, brother, or sister of the offender or victim, by consanguinity or affinity; and
  - f) Is not the victim of such sexual battery
  - g) is guilty of a misdemeanor of the first degree, punishable as provided in s. 775.082 (imprisonment not exceeding one year) or s. 775.083, F.S., (fine not exceeding \$1,000).
- 137.0 Explain the penalties for failure to meet those reporting requirements, to include:
- a) Any employee required to report pursuant to this section who knowingly or willfully fails to do so, or who knowingly or willfully prevents another person from doing so, commits a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083, F.S.
  - b) Any person who knowingly or willfully submits inaccurate, incomplete, or untruthful information with regard to reports required in this section commits a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083, F.S.
  - c) Any person who knowingly or willfully coerces or threatens any other person with the intent to alter either testimony or a written report regarding an incident where force was used or an incident of sexual misconduct commits a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084, F.S.
- 138.0 Describe methods and techniques that can be used to prevent "sexual misconduct" and "sexual assault" to include:
- a) Video surveillance
  - b) Closer supervision of housing units, unoccupied and closed areas within the facility
  - c) Frequent alternating job assignments for inmates and/or staff
  - d) Extensive training of Basic Recruits, Certified Officer/staffs, non-certified staff, contracted employees, volunteers, and interns
- 139.0 Given the fact that a correctional administrator has determined that sexual misconduct has occurred, describe how this determination affects the employment of those who violated the act.
- a) Formal investigation of allegation

- b) Disciplinary action against staff member
  - c) Administrative reassignment of staff member
  - d) Termination of employment
  - e) Loss of Officer/staff certification
  - f) Criminal prosecution
  - g) Incarceration of assailant
  - h) Fining of assailant
- 140.0 Identify the consequences of other sexual activities not described in this act, to include:
- a) Sexually transmitted diseases
  - b) Compromise/breach of security
  - c) Termination of staff person's family relationships
  - d) Potential threats to family
  - e) Alienation between peers/family/friends
  - f) Loss of future possible employment
  - g) If found guilty, loss of certification
  - h) Possibility of civil law suits

**Course Number: CJK 0480**

**Occupational Completion Point: B**

**Emergency Preparedness – 26 Hours – SOC Code 33-3012**

### **Riot and Disturbance Control: Prevention Procedures and Techniques**

- 01.0 Define "riot" in a correctional setting as an uncontrolled, violent disturbance by inmates, usually directed at the central administration of the correctional facility.
- 02.0 Identify causal factors for riots and disturbances, to include:
- a) food
  - b) mail
  - c) inhumanity
  - d) medical treatment
  - e) staff shortage and low morale
    - change in administration
    - too many changes too quickly
- 03.0 List indicators of facility tension often preceding riots and disturbances, to include:
- a) increase in requests for transfers
  - b) many inmates spending more time in their cells
  - c) increase in disciplinary cases
  - d) increase in voluntary lock-ups and inmate violence
  - e) increase in number of weapons found in shake-downs
  - f) increased separation by racial or ethnic groups
  - g) inmates making excessive and/or specific demands
  - h) warnings to "friendly" officers to take leave
  - i) inmates too quiet and calm
- 04.0 Explain that riots and disturbances are sometimes used as "fronts" or diversions for some unauthorized activity, most notably escape.
- 05.0 Indicate that the correctional officer discovering the disturbance will immediately notify the central communications area and secure the disturbance area to prevent:
- a) other inmates from joining the riot
  - b) the taking of hostages
  - c) injury of personnel not involved
  - d) damage to other areas

- 06.0 Identify standard procedures for officers to follow in a riot or disturbance, to include:
- a) notify control center; secure the area
  - b) control center alerts designated persons, other areas of facility, and other agencies as necessary
  - c) report to assigned post but do not enter the area of the disturbance
  - d) follow interactions of officer in charge, such as:
    - contain the disorder to a specific area
    - secure possible escape routes
    - help non-participants out of the area
    - attempt to identify leaders; take notes
    - use force only to the degree required and only under order
- 07.0 Identify items which may be needed in a riotous situation, to include:
- a) communications equipment
  - b) alarm/signal
  - c) riot gear
  - d) emergency keys
  - e) amplifiers and public address system
  - f) firefighting equipment
  - g) medical supplies
  - h) emergency power source
  - i) camera and film
  - j) chemical agents
  - k) firearms and ammunition
  - l) logs/report forms
  - m) restraint devices (handcuffs, shackles, flex cuffs, electronic restraining devices, shields, etc.)
  - n) tools (screwdrivers, pliers, etc.)
  - o) flashlights and batteries
  - p) food
- 08.0 Identify priorities in a riotous situation in the following order:
- a) safety of general public
  - b) safety of all hostages
  - c) welfare and safety of staff and inmates
  - d) protection of property
  - e) restoration of order and control
  - f) identification, arrest and legal prosecution
- 09.0 Identify general guidelines for riot/disturbance situations, to include:
- a) all officers should not rush to the scene
  - b) personnel not trained with firearms should never be given assignments requiring firearms
  - c) have a plan ready
  - d) each officer should know duties and responsibilities
- 10.0 Explain that the purpose of a riot and disorder plan is to establish policies and procedures and areas of responsibility in the event of a riotous situation in a correctional facility.
- 11.0 Identify types of force that can be used against rioting inmates, to include:
- a) show of force
  - b) use of water
  - c) use of chemical agents
  - d) use of physical force
  - e) batons

- f) use of firearms
- 12.0 Summarize post-riot procedures that should be followed, to include:
  - a) segregate ringleaders and agitators
  - b) perform strip search of all inmates
  - c) have institution count
  - d) administer first-aid to injured
  - e) check security of institution
  - f) conduct a thorough investigation of incident
  - g) repair damage
  - h) debrief staff and inmates
  - i) adopt effective measures to prevent repetition

### **Techniques for Handling Unusual Occurrences**

- 13.0 Identify procedures to follow when responding to an inmate's death, to include:
  - a) verify apparent death and notify supervisor
  - b) notify medical personnel
  - c) secure the area and body while awaiting medical personnel and prison inspectors
  - d) notify state attorney's office or county judge of the county in which the death occurred
  - e) notify chaplain and hospital social worker of the death
  - f) prepare a report containing all known facts related to the death
- 14.0 Explain the primary objectives in the event of food poisoning in a correctional facility, to include:
  - a) alert medical experts
  - b) assist in care for the affected inmates
- 15.0 Identify procedures to follow when responding to an apparently intoxicated inmate, to include:
  - a) identify the inmate
  - b) summon assistance as needed
  - c) move the inmate to a secure area
  - d) contact medical staff if necessary
  - e) record results
  - f) release inmate or move to confinement based upon test result and conduct of inmate
  - g) log in incident report
  - h) take disciplinary action as appropriate
- 16.0 Visually inspect for apparent drugs and identify procedures to follow when responding to an apparently drugged inmate who is comatose or in a stupor, to include:
  - a) call for assistance as situation dictates
  - b) ensure area is secured
  - c) notify medical staff
  - d) provide emergency medical procedures as necessary
  - e) protect inmate from self-injury in case of violent reactions from drugs
  - f) transport to medical facility
  - g) search for the drug(s) taken by the inmate
  - h) prepare a report

### **Procedures If Taken Hostage**

- 17.0 Identify guidelines to follow in the event he/she is taken hostage within a correctional facility, to include:
- a) cooperate with captors
  - b) keep a low profile
  - c) do not interfere with discussions being held by your captors
  - d) appear disinterested, but be aware of what is taking place
  - e) do not appear to witness inmate crimes; keep your face down or look away
  - f) remain calm; don't appear frightened or panicked
  - g) attempt to rest and relax by thinking about pleasant scenes or memories
  - h) drink water and eat even if you are not thirsty or hungry in order to maintain strength
  - i) give up your possessions, if asked, but avoid giving up uniform items
  - j) allow the hostage-takers to talk; say as little as possible about the situation, but encourage them to be more reasonable
  - k) do not refer to your captors by name, unless their faces are uncovered
  - l) transmit messages readily, without editing them, if you are chosen as an intermediary between rioters and correctional officials
  - m) do not volunteer to communicate with the authorities yourself
  - n) encourage your captors to inform the authorities that you are being held and, if possible, tell them where you are being held
  - o) think ahead of an escape route
  - p) drop quickly to the floor and put your hands on your head if there is an assault and shots are fired
  - q) identify yourself to the officials, when appropriate; do not resist being apprehended until positive identification is made
  - r) try to remember the inmate leaders, agitators, and others actively involved in the incident without being obvious
  - s) try to remember specific acts of violence and other experiences that you witnessed
  - t) ensure that you are thoroughly debriefed
  - u) make notes immediately after you are released to help in subsequent prosecution

### **Emergency Procedures**

- 18.0 Identify the situations which may constitute an emergency within a correctional facility, to include:
- a) fire
  - b) riot or disturbance
  - c) hostage-taking
  - d) escape
  - e) natural, man-made, or health disaster
  - f) bomb threat
  - g) external threats to security
- 19.0 Identify the elements of emergency plans for correctional facilities, to include:
- a) signals which communicate the emergency to staff
  - b) decision-making authority in emergency situations
  - c) definitions of when emergencies exist
  - d) agencies and officials to notify
  - e) facility layout
    - diagrams of evacuation routes

- location of emergency exits, equipment, keys, etc.
  - f) responsibilities of each position/area
  - g) provisions for records and logs to be kept
  - h) specific plans for each type of emergency
- 20.0 Explain that emergency plans are meaningless unless:
- a) staff is familiar with emergency plans and procedures
  - b) staff is fully trained to implement the plans
  - c) staff regularly practices emergency procedures
- 21.0 Identify standard procedures for officers to follow in fire emergencies, to include:
- a) notify control center by:
    - activating fire alarm system
    - calling control center with exact description of the situation
  - b) realize control room may:
    - call local fire department
    - notify affected areas
    - direct available personnel to affected area
    - alert outside perimeter posts to maintain high security levels
    - notify personnel on emergency notification roster
    - alert maintenance and medical departments
    - make emergency keys available to officer in charge
    - maintain emergency log
  - c) assess fire
    - type
    - size
    - location
  - d) evacuate area or attempt to extinguish/control fire depending upon prior assessment
    - evacuate
      - upon direction of supervisor, move persons in orderly fashion to safe, secure area
      - close windows and doors along evacuation route
      - do not use elevators for evacuation
      - turn off all electrical switches
      - conduct inmate count
      - account for all persons known to have been in area
    - extinguish/control
      - use appropriate type of extinguisher for type of fire
      - use short bursts from extinguisher at base of flame
  - e) maintain high level of security; possibility of escape is increased during an emergency
  - f) perform all duties as assigned by officer in charge
    - authority for facility shall be highest rank-ing officer on duty
    - authority for controlling/extinguishing fire shall be highest ranking fire department official
  - g) perform/arrange for immediate medical attention for injured persons
  - h) protect fire scene
  - i) write appropriate reports and debrief
- 22.0 Identify items which may be needed in a fire emergency, to include:
- a) communications equipment
  - b) emergency keys



- c) alarm system
  - d) firefighting equipment
  - e) protective breathing apparatus
  - f) emergency power source
  - g) medical supplies
  - h) logs/report forms
- 23.0 Identify standard procedures for officers to follow when dealing with a situation in which hostages have been taken, to include:
- a) notify control center
  - b) realize control center alerts designated persons, other areas of facility, other agencies, and hostage negotiating team
  - c) be aware that officer in charge will define problem as quickly as possible: hostage situation due to escape attempt, grievance, emotionally disturbed inmate, etc.
  - d) follow instructions of officer in charge, such as to:
    - determine weapons which inmates possess
    - secure hostage area to limit access
    - limit the captors' view of the situation
    - remove inmates who are not participating to another area and secure them as soon as possible
    - count and identify all secured inmates to determine those inmates involved in the hostage situation
    - use force to the degree required and only under orders
  - e) write appropriate reports and debrief
- 24.0 Identify important considerations in a hostage situation, to include:
- a) employees taken hostage have no authority while being held as hostages, regardless of rank or position
  - b) officers should not enter an area where a disturbance is occurring
  - c) response techniques differ depending upon the number of inmates involved in the hostage incident
    - when only a few inmates have taken hostages, usually the best approach is to wait and negotiate
    - when a large group of inmates have taken hostages, it is usually more advantageous to immediately attempt to free the hostages
  - d) hostage situations arising from escape attempts are more likely to have been planned and organized than those in riot situations
  - e) officers involved must exercise complete and absolute self-control throughout the hostage episode, especially with regard to firearms
  - f) the safety of the hostages must be the primary concern of everyone, after consideration for the general public
  - g) officers should not attempt to negotiate with the hostage takers or give in to their demands; tell them that you do not have the authority to make decisions as to their demands and they must wait for higher authority
  - h) if participating in a tactical response team, rescue by use of force only if it would not jeopardize the life of a hostage or if the hostage is in immediate danger of death or grievous bodily harm
- 25.0 Identify standard procedures for officers to follow in the event an escape occurs, to include:
- a) notify control center

- b) realize control center alerts designated persons, other areas of facility such as perimeter posts, law enforcement agencies, State Attorney's Office and Sentencing Judge
  - c) follow instructions of officer in charge, such as to:
    - perform complete lock-down of inmate population
    - secure exterior
    - remove visitors
    - conduct count; identify escapee
    - locate and secure means of escape
    - gather information, if available, on direction of escapee's travel, if armed, etc.; search escapee's property for clues (letters, maps, etc.)
    - search for escapee(s)
    - apprehend escapee(s) or discontinue search when advised
  - d) write appropriate reports and debrief
- 26.0 Identify items which may be needed in an escape situation, to include:
- a) communications equipment with batteries
  - b) alarm/signal device
  - c) floor plan, layout, and maps
  - d) flashlight with batteries
  - e) spotlight
  - f) dogs
  - g) vehicles
  - h) restraint devices
  - i) weapons
  - j) log/report forms
- 27.0 Identify standard procedures for officers to follow in a natural or man-made disaster, to include:
- a) contact officer in charge for specific instructions, such as to:
    - suspend normal operations
    - secure inmates
    - perform inmate count
    - secure all buildings and portable equipment
    - provide medical treatment as required
    - arrange for transport to medical facility if required
    - assist with emergency distribution of food and provisions for inmates and staff
  - b) write appropriate reports and debrief
- 28.0 List items which may be needed in a natural or man-made disaster, to include:
- a) back-up communications equipment
  - b) back-up power source
  - c) flashlights with batteries
  - d) emergency food supplies (non-perishable)
  - e) stored water
  - f) medical supplies
  - g) additional bedding and linens
  - h) vehicles for evacuation
  - i) emergency vehicles
- 29.0 Identify standard procedures for officers to follow in the event of a bomb threat, to include:

- a) if receiving bomb threat call, attempt to obtain as much information as possible, such as:
    - exact location of device
    - time set for detonation
    - description of device or packaging
    - reason for call or threat
    - make note of:
      - time and date of call
      - exact language used by caller
      - gender of caller
      - estimated age of caller
      - peculiar or identifiable accent of caller
      - identifiable background noises
  - b) notify control center
  - c) realize control center alerts designated persons, appropriate law enforcement agencies, local fire department, appropriate bomb disposal units
  - d) follow instructions of officer in charge, such as to:
    - evacuate area
    - secure inmates outside of suspected area
    - search systematically for device
  - e) if device is found, do not disturb, instead:
    - notify officer in charge
    - evacuate area if ordered
    - open all doors and windows in area
    - control access to area
    - communicate via telephone, intercom or runner; walkie-talkie or signal radios must not be used as this can activate some bomb components
  - f) if explosive device detonates within the facility, officers should:
    - secure area to prevent escapes
    - care for injured
    - guard against further injury
    - curtail gas and electric power to area if necessary
    - stay out of area until cleared by the bomb disposal units, fire department, and officer in charge
  - g) write appropriate reports and debrief
- 30.0 Identify the document that describes emergency procedures of the agency by which he/she has been employed or sponsored.

### **Firefighting Principles/Procedures**

- 31.0 List components of fire, which include:
- a) heat
  - b) fuel
  - c) oxygen
  - d) chemical chain reaction
- 32.0 List the four classes of fire and give an example of each class, to include:
- a) Class A: ordinary combustibles; e.g., wood, cloth, paper, etc.
  - b) Class B: flammable liquids; e.g., gasoline, kerosene, propane, butane, alcohol, grease, oil, lacquer, lacquer thinners, etc.
  - c) Class C: electrical; e.g., involving energized electrical equipment (appliances, panels, switches, etc.)

- d) Class D: combustible metals; e.g., magnesium, titanium, potassium, sodium, etc.
- 33.0 Identify the products of combustion, to include:
  - a) heat
  - b) flame or light
  - c) smoke
  - d) fire gases
- 34.0 Name three safety checks to perform on portable fire extinguishers, to include:
  - a) charge
  - b) hose
  - c) nozzle
- 35.0 Relate the classes of fires to the appropriate portable extinguisher that should be used.
- 36.0 List the safety precautions that must be followed when operating a portable fire extinguisher, to include:
  - a) use water on class A fires only
  - b) never aim an extinguisher at anyone
  - c) replace partially used extinguishers
- 37.0 Describe the basic procedures for using a portable fire extinguisher, to include:
  - a) Pull pin
  - b) Aim nozzle
  - c) Squeeze handle
  - d) Sweep at the base of the flame (from side to side and front to back)
- 38.0 Demonstrate extinguishing fire using extinguishers appropriately, to include:
  - a) ABC multipurpose dry chemical
  - b) water-base
  - c) hose handling units
- 39.0 Explain the types of drags and carries used in a fire rescue operation, to include:
  - a) lone rescuer
  - b) extremities
  - c) cradle-in-arms
  - d) seat
  - e) bunker coat or blanket drags
- 40.0 Explain the primary purpose of fire rescue operations is locating and freeing victims and transporting them to a safe, secure area.
- 41.0 Demonstrate the proper use of a self-contained breathing apparatus.

### **Response to Hazardous Materials/Waste Incidents**

- 42.0 Define hazardous materials as substances (solids, liquids, or gases) that when released are capable of causing harm to people, the environment, and property.
- 43.0 Identify the differences between hazardous materials emergencies and other emergencies as:
  - a) seldom any prior warning
  - b) greater potential for long term health problems
  - c) requires multiple agency response
  - d) more likely to need outside assistance
  - e) individual event is likely to be longer lasting
  - f) may involve unseen hazards
- 44.0 Identify the responsibilities associated with a hazardous materials response, to include:
  - a) detect the presence of hazardous materials
  - b) survey the incident from a safe location

- c) identify the materials
  - d) collect hazard information
  - e) implement protective actions
  - f) initiate the notification process
- 45.0 Identify the DOT hazard classes of hazardous materials using the DOT ERG, and the primary hazards associated with each class as:
- Class 1 - Explosives: exposure to heat, shock or contamination could result in thermal and mechanical hazards
  - Class 2 - Gases: under pressure, container may rupture violently (fire and non-fire); may be flammable, poisonous, a corrosive an asphyxiant, an/or an oxidizer; may cause frostbite
  - Class 3 - Flammable and combustible liquids: flammable; container may rupture violently from heat/fire; may be corrosive, toxic, and/or thermally unstable
  - Class 4 - Flammable solids: flammable, some spontaneously; may be water reactive, toxic, and/or corrosive; may be extremely difficult to extinguish
  - Class 5 - Oxidizing substances: supplies oxygen to support combustion; sensitive to heat, shock, friction, and/or contamination
  - Class 6 - Poisons and infectious substances: toxic by inhalation, ingestion, and skin and eye absorption; may be flammable
  - Class 7 - Radioactive substances: may cause burns and biologic effects; contamination of surroundings
  - Class 8 - Corrosives: disintegration of contacted tissues; may be fuming, water reactive, destructive to metals
  - Class 9 - Miscellaneous hazardous materials
- 46.0 Identify typical locations within the institution or detention facility where hazardous materials are stored, transported, used, or disposed of, such as:
- a) maintenance areas
  - b) warehouse
  - c) automotive shop
- 47.0 Identify that hazardous materials may be found in various types of containers, such as:
- a) wooden boxes
  - b) metal drums
  - c) cylinders
  - d) multi-wall paper bags
- 48.0 Identify typical facility and transportation markings and other sources of information that indicate the presence of hazardous materials, including:
- a) United Nations/North American (UN/NA) identification number
  - b) National Fire Protection Association (NFPA) 704 marking system
  - c) special hazard communication
  - d) pipeline markings
  - e) container markings
  - f) materials safety data sheets
  - g) shipping papers (air, water, rail, highway) (location) (shipper, receiver, manufacturer) (contacts)
  - h) placards and labels
  - i) colors
- 49.0 Identify how to read and understand information found on Materials Safety Data Sheets (MSDS's) to include:
- a) Manufacturer's Name

- b) Product Name (chemical and/or generic name)
  - c) Hazardous Ingredients
  - d) Physical Data
  - e) Toxicological Information
  - f) Health Hazard Data
  - g) Reactivity Data
  - h) Spill and Leak Procedures
  - i) Special Protection Information
- 50.0 Identify the procedures to follow in the event of a hazardous materials incident of any type, to include:
- a) notify the state warning points within 15 minutes of spill and provide the following information:
    - the name of the chemical or material
    - type and quantity of spill
    - the location
    - whether or not there is a possibility of water contamination
    - what action has been taken for containment
  - b) follow any and all procedures as required by the local authorities (county and/or city)
- 51.0 Identify that an officer can obtain additional assistance during a hazardous materials/waste spill situation by contacting the Chemical Transportation Emergency Center (CHEMTREC) at 1-800-424-9300. CHEMTREC has the capability to contact the shipper, manufacturer, or other sources for more detailed assistance and follow-up support.
- 52.0 Identify the capabilities and limitations of the use of human senses at a hazardous materials incident, to include:
- 52.01 vision - plays key role in determining presence of hazardous materials, smoke, fire, vapor or gas clouds; limited when light or visibility is poor
  - 52.02 hearing - important, especially when witnesses are present or there are unusual sounds
  - 52.03 taste, touch or smell - use of these senses risks exposure to the substance; should not be used intentionally in an incident
- 53.0 Identify the three methods for determining the appropriate guide number for a specific hazardous material in the DOT Emergency Response Guidebook (ERG) as:
- a) find the 4-digit ID number of a placard, orange panel, or after UN/NA on a shipping paper or package
  - b) find the name of the material on a shipping paper, placard or package
  - c) use the table of placards
- 54.0 Identify the way hazardous materials are harmful to people, the environment, and property at hazardous materials incidents, such as:
- 54.01 people - immediate and long term health hazards, e.g., asphyxiation, chemical burns, tissue destruction, cancer
  - 54.02 environment - pollution to water sources, air and land; death or serious injury to wildlife and domestic animals
  - 54.03 property - immediate destruction of property through fires, explosion; long term contamination
- 55.0 Identify the general routes of entry for human exposure to hazardous materials.
- a) inhalation
  - b) ingestion
  - c) skin absorption
  - d) injection

- 56.0 Identify the basic precautions to be taken to protect oneself and others in a hazardous materials incident, as:
- approach from upwind, uphill
  - use binoculars if available, or observe from a safe distance
  - vehicle can be an ignition source
  - look for hazards, avoid tunnel vision, relay information/notification
  - try to stay as far away as practical (a minimum of 500 feet if possible) and keep others out of area
- 57.0 Identify precautions necessary when providing emergency medical care to hazardous materials incident victims as:
- identify the hazardous material substance
  - make sure that contaminated victims and equipment are decontaminated prior to your contact with them
  - use barrier protection such as face mask, protective gloves and gown
  - use as much disposable equipment as possible
  - if contaminated, make sure that you and your clothing are fully decontaminated as soon as possible
- 58.0 Identify typical ignition sources and precautions at flammable liquid or gas incidents as:
- fires - extinguish as quickly as possible
  - flares - do not use in hazardous materials emergencies; use traffic cones or reflective triangles
  - vehicles - park away, upwind and uphill from the scene; control access; if vehicles are on the scene, have engines turned off to avoid engine heat and backfiring
  - smoking - prohibit all smoking
- 59.0 Identify the techniques used to isolate and deny entry to unauthorized persons during evacuation and hazardous conditions as:
- seal off contaminated area in accordance with institution/detention facility standard operating procedure
  - perimeter control
- 60.0 Demonstrate, given a hazardous materials incident scenario, the role of an officer at the awareness level, to include:
- recognize that hazardous materials are present
  - protect themselves
  - call for trained personnel
  - secure the area
- 61.0 Identify those situations where hazardous materials are present, given incident scenarios involving a state/county correctional facility and/or transportation situations with and without hazardous materials present.
- 62.0 Given a simulated state/county correctional facility and transportation hazardous materials incident, identify the actions to be taken to protect themselves and others and to control access to the scene, using the DOT ERG.

**Course Number: CJK0102**

**Occupational Completion Point: B**

**Correctional Operations – 64 Hours – SOC Code 33-3012**

**Inspection Services**

- 01.0 Identify the difference between an inspection and a search as: an inspection is checking to see that equipment, facilities, etc., meet a standard (i.e., looking for a “known”) while a search is looking for an unknown.
- 02.0 Identify that Florida Statutes address inspection services by stating:
- a) duties of the inspector general (s. 944.31, F.S.)
  - b) duties of prison inspectors (s. 944.31, F.S.)
- 03.0 Identify the purposes of inspection, to include:
- a) ensure security of facility
  - b) ensure safety of inmates, staff, and visitors
  - c) ensure healthy conditions within facility
  - d) ensure proper operation of equipment
- 04.0 Identify categories of official personnel which conduct inspections, to include:
- a) officers
  - b) supervisors/managers
  - c) prison inspectors
  - d) state fire inspector
  - e) facility safety officers
- 05.0 Identify the duties of official prison inspectors, to include inspection of:
- a) physical conditions
  - b) cleanliness
  - c) sanitation
  - d) safety
  - e) comfort
  - f) quality and supply of all bedding
  - g) quality, quantity and diversity of food
  - h) manner in which food is served
  - i) number and condition of inmates
  - j) general conditions of each facility
  - k) all rules and regulations are observed
- 06.0 Explain that officers should request inspections any time a problem is suspected; request through chain of command by advising immediate supervisor.

### **Facility Inspection Techniques**

- 07.0 Identify when to perform inspections, to include:
- a) on routine, regular schedule
  - b) before and after any activity
  - c) when problem is suspected
- 08.0 Identify what to inspect, to include:
- a) facility
    - structure
    - lighting and other electrical
    - plumbing
    - heating and ventilation
    - security
      - bars
      - locks
      - doors and gates
      - windows
    - alarms
    - emergency exits



- fences
  - b) equipment and supplies
    - recreational
    - cleaning
    - firefighting
    - weapons and ammunition
    - vehicles
    - communications
    - security
    - keys/locks
    - laundry
    - food preparation/serving
    - flammable, combustible materials
    - medical
    - furnishings
- 09.0 Identify where to inspect, to include:
- a) cells and dorms
  - b) recreational areas (inside and outside)
  - c) kitchens
  - d) dining halls
  - e) toilets and showers
  - f) storage areas
  - g) work areas
  - h) facility service areas: hospital, library, cosmetology, etc.
  - i) warehouses
  - j) dayrooms
  - k) perimeter buildings and fences
  - l) visitation areas
  - m) compound
- 10.0 List items needed to conduct inspections, to include:
- a) logs and report forms
  - b) inventory and identification lists
  - c) flashlight
  - d) mounted mirror
  - e) any necessary tools such as screwdriver
  - f) operating instruction manuals
- 11.0 Identify how to perform inspections, to include:
- a) schedule inspection
  - b) consult agency's inspection guidelines for each type of inspection
  - c) be thoroughly familiar with agency's standards
  - d) review safety procedures for inspecting operation of equipment
  - e) remove inmates from area to be inspected, search inmates, place inmates under supervision until conclusion of inspection
  - f) check for cleanliness, condition, safety
  - g) consult inventory and identification lists
  - h) use these senses, where appropriate:
    - vision
    - hearing
    - smell
    - touch
  - i) begin inspection at a readily recognizable point

- j) inspect in orderly sequence
  - k) operate any equipment
  - l) record deficiencies as you find them
  - m) make any on-the-spot corrections possible
  - n) leave the area the way it was found, never in disorder
- 12.0 Identify criteria for inspections, to include:
- a) thorough
  - b) systematic
  - c) timely
  - d) safe
  - e) in compliance with rules and regulations
- 13.0 Identify what to do with inspection results, to include:
- a) complete appropriate log or report form
  - b) submit to supervisor
  - c) notify supervisor immediately of any dangerous situations
  - d) schedule follow-up inspection, if necessary
- 14.0 Demonstrate inspection techniques for:
- a) cell
  - b) food preparation area
  - c) security equipment

### **Vehicle Inspection Techniques**

- 15.0 Identify equipment checks that should be made before and during vehicle operations, to include:
- a) physical damage
  - b) lighting equipment
  - c) horn, siren, and emergency lights
  - d) gas, oil, and water levels
  - e) brakes
  - f) tires (including spare)
  - g) windshield, windows, and mirrors
  - h) windshield wipers
  - i) all departmental equipment assigned to the vehicle such as flares, first aid kit, and other supplies
  - j) vehicle operation during tour; note abnormalities
- 16.0 Identify an officer's responsibility for the operation of a safe vehicle, to include:
- a) inspect before and after use
  - b) ensure maintenance/repair will be performed
  - c) recheck vehicle after maintenance
  - d) determine when and if vehicle is unsafe
- 17.0 Identify that knowing your vehicle is important because it applies to safe vehicle operation.
- 18.0 Demonstrate proper vehicle inspection techniques.

### **Safety Requirements/Procedures**

- 19.0 Identify factors influencing safety in a correctional setting, to include:
- a) close proximity of people
  - b) unusual stress situations
  - c) improper handling of tools and equipment

- d) improper use/storage of hazardous materials
- 20.0 Identify the correctional officer's responsibility as providing safety for him/herself, peers, visitors and inmates supervised.
- 21.0 Identify general areas of safety concern within the correctional setting, to include:
  - a) housing
  - b) work crews
  - c) recreational areas
  - d) food services
  - e) medical/health services
- 22.0 Identify various potential hazards within the housing areas, to include:
  - a) exits covered and not accessible, or exit light not operating and visible
  - b) walkways cluttered or furniture protruding which could cause injury
  - c) accumulation of paper material
  - d) spills on floor areas
  - e) water fountains leaking or overflowing
  - f) inadequate number of fire extinguishers
  - g) inmates smoking in bed or other unauthorized area
  - h) frayed electrical cords
  - i) inadequate electrical grounds
  - j) loose items on floors (paper clips, pencils, etc.)
  - k) failure to be familiar with emergency procedures
- 23.0 Identify various potential hazards while supervising work crews, to include:
  - a) improper use of tools and equipment
  - b) failure to wear safety equipment
  - c) improper lifting techniques
  - d) improper driving techniques
- 24.0 Identify various potential hazards within the dining area, to include:
  - a) spills on floor surfaces
  - b) lids off of pots and other cooking utensils
  - c) grease build-ups around cooking surfaces
  - d) disorderly conduct in dining area
  - e) improperly maintained fire extinguishing equipment

### **Environmental Health Requirements/Procedures**

- 25.0 List the components of a complete environmental health program where, if deficiencies are noted, they should be reported, to include:
  - a) sanitary food
  - b) effective program to eliminate rodents
  - c) water supply sanitary and adequate to meet demands
  - d) heat, electricity, ventilation meet demand load
  - e) adequate lighting
  - f) adequate space
  - g) proper sewage and liquid waste disposal
  - h) measures to prevent spread of communicable diseases
  - i) clean bedding
  - j) adequate laundry
  - k) maintenance of facility: floors, walls, ceilings, bars, equipment clean and in good repair
  - l) designed for minimum noise
  - m) designed to accommodate handicapped

- n) designed and constructed to minimize dangers of explosion, fire, and fire spread
  - o) safe storage of drugs; poisons; flammable, caustic, and toxic materials
  - p) sanitation inspections by governmental health officials
- 26.0 Explain the rights of inmates with regard to environmental health, to include:
- a) right to clean, orderly and safe surroundings
  - b) unsanitary facilities constitute cruel and unusual punishment; violation of Eighth Amendment
- 27.0 Explain that management is responsible for the environmental health program in a correctional facility; inmates merely perform tasks as assigned.
- 28.0 Identify the elements of a sanitation plan, to include:
- a) daily routine and schedules
    - housekeeping
      - cells and housing areas cleaned
      - toilets, sinks, showers cleaned
      - activity and service areas cleaned
      - garbage cans emptied and cleaned
      - special areas cleaned after use
      - food service area cleaned after each meal
    - laundry
      - clothing laundered minimum three times per week
      - linens laundered weekly
  - b) established methods and procedures
  - c) assignments
    - who is responsible for task
    - who performs task
  - d) schedule of inspections
  - e) description of each required report/log
    - type of form
    - who completes form
    - when form is to be completed
    - how to complete form
    - routing of form
- 29.0 List sanitation equipment and supplies, to include:
- a) soaps and cleaning compounds
  - b) detergent and scouring powders
  - c) mops
  - d) brooms
  - e) brushes
  - f) cleaning cloths
- 30.0 Identify areas within a correctional facility which require environmental health inspections, to include:
- a) general areas
    - housing
    - activity
  - b) special consideration areas
    - holding rooms
    - confinement areas
    - receiving shower areas
    - observation rooms
    - detoxification

- hospital/infirmary
  - food storage and preparation
  - garbage and trash disposal areas
  - food processing industries
- 31.0 Identify the role of the correctional officer with regard to the environmental health program, to include:
- a) be thoroughly familiar with facility's requirements, methods, schedule
  - b) constantly observe for unsanitary conditions
  - c) enforce housekeeping standards for cells and activity areas
  - d) assign sanitation tasks
    - fairly and consistently
    - rotate so all inmates learn all tasks
  - e) supervise inmates performing clean-up duties
  - f) praise inmates when work is good
  - g) perform regular inspections
  - h) issue/inventory/receive cleaning supplies and equipment
  - i) write appropriate reports/logs
- 32.0 Identify other special considerations in an environmental health program, to include:
- a) provide paper drinking cups unless water fountain is available
  - b) need thermostatically controlled water to prevent scalding in showers
  - c) assure security of all cleaning agents
  - d) thoroughly train inmates assigned to operate equipment in special cleaning tasks

### **Health Care Service Requirements/Procedures**

- 33.0 Define "health care" as the sum of all action taken, preventive and therapeutic, to provide for the physical and mental well-being of a population, to include:
- a) medical
  - b) dental
  - c) personal hygiene
  - d) dietary
  - e) mental
- 34.0 Explain the rights of inmates with regard to health care, to include:
- a) health care services comparable in quality to those available to the general citizen populace of the state
  - b) each inmate has access to quality service that meets professional standards
  - c) indifference to medical needs of inmates (by physician or correctional officer) is a violation of the Eighth Amendment
  - d) healthful surroundings
  - e) medical treatment in private setting; consideration of patient's dignity and feelings
  - f) informed consent required for all examinations, treatments, procedures; record refusals in inmate's medical records
  - g) informed consent of parent or guardian required for juveniles
  - h) no medical or drug experimentation on inmates by medical staff or outside researchers
- 35.0 Describe the importance of health care services, to include:
- a) failure to provide adequate services can result in inmate injury or death
  - b) possible personal liability and damages
- 36.0 Identify the functions of health care services, to include:

- a) inform inmates of available services
  - b) make written policies and procedures available to inmates concerning services
  - c) perform medical screening upon intake
  - d) provide dental screening, hygiene, examination and treatment
  - e) provide screening, referral and care of mentally ill and mentally retarded
  - f) maintain medical and dental care; sick call
  - g) perform physical examinations
  - h) administer medications
  - i) conduct body cavity searches
- 37.0 Identify the duties of a correctional officer with regard to health care, to include:
- a) observe, question inmates for referral to medical services
  - b) report medical concerns to supervisor
  - c) respond to requests for medical attention
  - d) log inmates visiting or transferred to medical facility
  - e) provide supervision for inmates receiving health care services
  - f) distribute special diets to inmates as directed by medical personnel
  - g) notify medical personnel in an emergency
  - h) perform first responder techniques if necessary
  - i) transport injured if necessary
  - j) write appropriate logs/reports
- 38.0 Identify general guidelines for observation of health of inmates, to include:
- a) general appearance
    - color
    - posture
    - energy level
    - emotional response
  - b) appetite
  - c) chills
  - d) convulsions
    - continuous tension or alternation of rigidity and relaxation
    - remained conscious or lost consciousness
  - e) cough
    - frequency
    - sound
  - f) parts of body
    - size - protruding, enlarged
    - appearance - rigid, eruptions
    - drainage - amount, type, color
    - color - flushed, pale, jaundiced (yellow)
    - feel - dry, moist, warm, cold
  - g) speech
    - hoarse
    - weak
    - abnormalities
  - h) pain
    - type of - dull, severe, stabbing, transient
    - location
  - i) posture
    - lying - relaxed; straight and rigid; back arched and rigid
    - standing - stooped; unsteady

- walking - shuffling; staggering
- 39.0 Identify procedures to follow when an individual is suspected of, or confirmed to have, a communicable disease, to include:
- a) arrange medical attention
  - b) remove individual from general population
  - c) house in isolation area
  - d) observe closely
  - e) record progress accurately
  - f) assure sanitation procedures
    - safe food handling
    - frequent hand washing
  - g) provide good ventilation

### **Hospital Requirements and Procedures**

- 40.0 Identify procedures for responding to unusual clinical events and incidents of an inmate-patient in a hospital environment, to include:
- a) notifying the nearest medical personnel for assistance if the inmate exhibits any of the following:
    - unusual or excessive bleeding
    - complaint of pain
    - other signs of medical distress (e.g., sweating, nausea, shortness of breath, paralysis)
    - dislodging of medical devices or equipment (e.g., intravenous (IV) lines or monitors)
  - b) assisting in completing incident report forms when requested
- 41.0 Identify the hospital's channels of clinical, security, and administrative communication, to include:
- a) security and administrative communication is directed to the hospital's security department or representative
  - b) clinical or medical communication is directed to the nurse or patient care team assigned to care for the inmate-patient
- 42.0 Identify that on arrival at a hospital, review issues with medical staff to make sure they do not conflict with agency policy, to include:
- visitation
  - suicide precautions
  - phone access
  - visitation and access to telephones are usually prohibited to the patient-inmate
- 43.0 Describe the distinction between administrative restraints and clinical seclusion and clinical restraint:
- a) administrative restraints are devices used by correctional officers to secure an inmate while in the hospital
  - b) hospital employees apply clinical seclusion and restraint only under specific medical criteria
- 44.0 Describe procedures for using restraints in a hospital environment, to include:
- a) hospitals usually require that inmates be administratively restrained at all times; (the level of restraint may depend on medical procedures being administered; refer to both departmental policy and each hospital's policy or procedure)

- b) administrative restraints may be removed temporarily, with the knowledge of the facility officer-in-charge, to conduct medical tests or procedures; administrative restraints must be re-applied once the test, procedure or examination has been completed; removing handcuffs and leg restraints at the same time is prohibited (refer to departmental policy)
- 45.0 Identify additional inmate-patient security measures, to include:
- a) stay in close proximity to the inmate-patient at all times; if the patient-inmate is in isolation the officer will be stationed outside the door
  - b) if the inmate-patient is in the operating room (OR) or intensive care unit (ICU), follow directions of hospital employees but do not violate agency policy
  - c) during a fire alarm, prepare the inmate-patient to be moved if directed by hospital employees
  - d) if you see fire or smoke, notify the nearest hospital employee or pull the handle on the nearest fire alarm

### **Food Service Requirements/Procedures**

- 46.0 Identify the rights of inmates with regard to the food service program, to include:
- a) nutritionally balanced, wholesome diet
  - b) three meals per day
  - c) proper amounts - adequate and equal
  - d) properly prepared - sanitary
  - e) at least two hot meals per day
  - f) breakfast never more than 14 hours following beginning of evening meal
  - g) food never withheld as punishment or given as reward
  - h) special diets for medical problems - diabetes, ulcers, cardiac conditions, etc.
  - i) special diets for religious preferences
- 47.0 Identify the functions of the food service program, to include:
- a) prepare and serve palatable food to inmates and staff under optimum custody, security, economy, sanitary, and healthful conditions
  - b) train food service personnel and assigned inmates
- 48.0 Identify the importance of the food service program, to include:
- a) nutritionally adequate to prevent vitamin deficiencies and disease
  - b) improper food service can be serious management problem
  - c) subject of many lawsuits
  - d) influences jail climate
  - e) poor food is major cause of riots
- 49.0 Identify the duties of the correctional officer with regard to the food service program, to include:
- a) supervise inmates preparing food
    - sanitary methods
    - proper amounts
    - correct ingredients
    - proper behavior
  - b) supervise inmates serving food
    - sanitary methods
    - no favoritism or carelessness
  - c) supervise inmates performing clean-up duties
    - proper chemicals used; safe use
    - properly cleaned
    - proper disposal of refuse



- d) assure orderly serving of food
  - e) observe inmates in dining hall
  - f) maintain order during meal
  - g) ensure inmates receive diet prepared for them
  - h) account for number of food trays with inmate count; one per inmate
  - i) check for proper return of trays and silverware, where applicable
  - j) account for trays, silverware, utensils, equipment, food at end of meal, where applicable
  - k) distribute/remove trays in cell areas
  - l) issue/inventory/receive food service supplies
  - m) inspect food service facilities, supplies and equipment for sanitation
  - n) inspect food/water for sanitation, portion size, bacterial growth, contraband
  - o) complete appropriate reports/logs
- 50.0 Identify special security considerations in the food service program, to include:
- a) large number of inmates congregated in one area; potential for disturbances
  - b) shadow boards for knives and other items which could be used as weapons which must be inventoried for each shift
  - c) strict accounting of silverware which could be fashioned into weapons, where applicable
  - d) possibility of contraband transmitted in food supplies
  - e) secure food items which can be used to produce illegal substances
    - yeast
    - dried fruits
    - vanilla or other extracts
    - nutmeg
    - pepper
    - mace
    - sugar
  - f) strictly account for all controlled substances by measuring accurately and recording each use in log
- 51.0 Identify special sanitation considerations in the food service program, to include:
- a) follow sanitation requirements in food preparation, serving, clean-up and storage
  - b) all food service workers - staff and inmates - require pre-entry physical examinations and regular inspections
  - c) hygiene of food handlers
    - clean clothes/gloves
    - hair covered
    - wash hands and nails with soap and hot water before work and after using toilet
    - no open sores, burns, etc.
    - no communicable diseases
    - no upper respiratory infections
  - d) no smoking, use of tobacco, or spitting near food
  - e) approximately one-half of all communicable diseases may be transmitted through unsanitary production, handling, preparing, serving food
  - f) when meals are served in cells, remove trays and silverware, if applicable, as soon as meal is finished
  - g) sterilize all utensils at 180 degrees F.
  - h) hot foods must reach 150 degrees F.
  - i) proper storage of foods

- dry shelf storage - 45 - 80 degrees F.
  - refrigeration - 35 - 40 degrees F.
  - freezer - 0 or below degrees F.
- j) store food in covered containers
- k) poisons and toxins should be stored in locked cabinet away from food
- 52.0 Identify important planning considerations in food service programs, to include:
- a) management is responsible for food service program; inmates only perform assigned duties
  - b) menu reviewed by dietitian for well-balanced nutrition and kept on file in facility
  - c) avoid monotony with careful menu preparation
  - d) master menu cycle simplifies projection of food needs
  - e) avoid starchy foods, particularly with juveniles
  - f) commissary should be in addition to, not as a substitute for, a good food program
  - g) prepare and serve food at correct temperature
  - h) serve food promptly after it is prepared

### **Control Room Operations/Procedures**

- 53.0 Identify the general purposes of the control center, to include:
- a) functions as the nerve center of the facility
  - b) integrates all external and internal security and communication networks
  - c) controls access to and from the facility and within the facility (pedestrian and vehicle gates)
  - d) monitors all activities of inmates, staff, and visitors
- 54.0 Identify some typical tasks of control center personnel, to include:
- a) monitor activities constantly and notify shift supervisor of any problems
  - b) tabulate count; maintain inmate status board
  - c) maintain information on inmate lock-ups, releases, movements
  - d) control access; operate remote control panels for gates, doors, sally ports
  - e) issue and receive keys
  - f) maintain control center log of routine and emergency activities
  - g) complete routine forms, documentation, correspondence
  - h) receive and direct telephone calls
  - i) account for all control center equipment and keys and ensure area is in proper order
  - j) conduct checks of all control center equipment
  - k) receive security call-ins or checks from designated posts
  - l) coordinate all communications where officers request assistance
  - m) operate emergency alarms
  - n) maintain list of employee telephone numbers and all emergency telephone numbers
  - o) contact designated persons/agencies in case of emergency
  - p) maintain continuous communication with any area of disturbance
  - q) issue weapons, ammunition, restraints, riot control equipment on order of shift supervisor
  - r) control lighting and power as needed
- 55.0 Identify procedures for maintaining control center logs, to include:
- a) obtain appropriate log book
  - b) open log for specific shift

- c) make entries for each activity
  - d) leave space between each entry
  - e) enter date, time, specifics of activity or incident
  - f) close out log for shift
  - g) have shift supervisor sign log to authenticate
- 56.0 Identify the types of activities which should be recorded on control center logs, to include:
- a) security call-ins or checks from designated post or areas
  - b) institutional counts
  - c) unusual incidents occurring within facility
  - d) inmates received and/or discharged
  - e) escape or escape attempt information
  - f) fog or weather assignments
  - g) maintenance or repair requirements
  - h) vehicle or equipment breakdowns
- 57.0 Identify supplies and equipment which may be needed by control center personnel, to include:
- a) copies of all policies and procedures, facility layout, maps
  - b) communications equipment
  - c) monitoring system
  - d) alarm system
  - e) inmate status/count log
  - f) keys
  - g) power switches
  - h) logs/report forms
- 58.0 Identify general considerations for the control center, to include:
- a) must be staffed 24 hours per day, 7 days per week
  - b) access strictly limited; doors remain locked at all times; no unauthorized personnel
  - c) only correctional employees should perform cleaning duties in control center
  - d) should be staffed by specially trained correctional officers who are thoroughly familiar with security manual and control center daily operations
  - e) must remain calm and gather and relay information in thorough manner during emergencies
  - f) staff used as resource, not decision makers
- 59.0 Identify the responsibilities of the control room officer in emergency situations and recall that he/she will need to become familiar with the post orders and special requirements for the facility where he/she will be working.
- 60.0 Identify special problems associated with the intake process, to include:
- a) may be traumatic situation for inmate
  - b) high anxiety can be manifested by physical resistance and violence
  - c) potentially dangerous for inmate and correctional officer
  - d) many emergency situations occur during intake process
- 61.0 Identify the elements of a complete and successful intake program, to include considerations designed to:
- a) reduce anxiety level for newly committed inmates
  - b) ensure that all inmates are properly identified
  - c) ensure that court papers are complete and accurate
  - d) properly record authorized inmate property and remove unauthorized property
  - e) ensure that each inmate has bathed and changed into newly issued clothing

- f) ensure complete medical and dental health screenings
  - g) record basic personal data
  - h) explain temporary mail and visiting regulations
  - i) explain basic rules and regulations
  - j) assign a registered number
  - k) assign housing after evaluation
  - l) issue clothing
- 62.0 Identify procedures for intake of inmate into facility, to include:
- a) examine credentials of escorting officer
  - b) receive commitment order from escorting officer
  - c) review commitment order
    - certified, valid, accurate
    - if inaccuracies exist, refuse inmate and contact committing court
  - d) refuse to admit any unconscious, ill, or injured inmate
  - e) sign any detainer; give copy to escorting officer, retain original in records
  - f) complete physical identification of inmate:
    - ask inmate questions from record
    - compare photos, fingerprints, other identify-ing characteristics
  - g) prepare admissions receipt for escorting officer, central control, records
  - h) prepare inmate personal data records and assign inmate number
  - i) inventory inmate personal property
  - j) store inmate property which he cannot retain in own possession
  - k) search inmate
  - l) allow inmate to bathe; delouse as necessary
  - m) issue clothing
  - n) provide health screening
  - o) establish identifying records
    - photographs
    - fingerprints
    - record of identifying marks
    - physical description
  - p) allow inmate to make necessary telephone calls - family or friend, bondsperson, if applicable
- 63.0 Identify items of inmate personal data needed for records, to include:
- a) name
  - b) known aliases
  - c) social security number
  - d) age
  - e) date of birth
  - f) place of birth
  - g) race
  - h) height
  - i) weight
  - j) scars, tattoos and other identifiable features
  - k) last known address and telephone number
  - l) name and address of next of kin
  - m) marital status
  - n) religion
  - o) information on health insurance, if available
  - p) date and time admitted
  - q) offense charged for, or for what crime sentenced

- r) legal authority for commitment
  - s) name of attorney, if available
  - t) bond information
  - u) signature of person delivering inmate
  - v) written inventory of all inmate personal property and money
  - w) assigned number
- 64.0 Identify documentation which must be maintained on file for each inmate, to include:
- a) information obtained for inmate personal data record
  - b) medical, dental or psychological information
  - c) classification information and progress report
  - d) disciplinary reports including investigations and dispositions, use of force reports, special reviews
  - e) all temporary absences and granting authority
  - f) fingerprint card and photographs
  - g) record of any detainers or other civil or criminal process
  - h) date, terms or conditions of release; authority for release; signature of releasing employee
- 65.0 Identify other important considerations with regard to the intake process, to include:
- a) provide armory outside of security perimeter where escorting law enforcement officer is to leave weapon
  - b) admit no juveniles except under court order
  - c) officer responsible for processing should be of same gender as inmate being admitted
  - d) use frisk search procedures for un-sentenced persons charged with minor offenses, strip search for others
  - e) may need to provide special assistance during orientation for language/reading problems
  - f) records should be unavailable to inmates and protected from fire or other possible loss

### **Inmate Property Control Procedures**

- 66.0 Explain the possible options for disposition of inmate personal property, to include:
- a) return to inmate to be retained in his possession
  - b) return to home or family address
  - c) deposit money in inmate account
- 67.0 Identify various items of personal property which may be retained in the inmate's possession, to include:
- a) legal documents
  - b) family pictures up to a specific quantity and size
  - c) prescription glasses
  - d) address book or list
  - e) materials authorized by management
    - hobby/craft supplies
    - educational supplies
    - religious materials
- 68.0 Identify procedures for verification and security of inmate personal property, to include:
- a) prepare written property record form
  - b) complete form in presence of inmate
  - c) have inmate sign form
  - d) provide copy of form to inmate, original to property control

- e) address and seal packages to be shipped
  - f) seal containers to be stored and identify with inmate's name and number
  - g) keep in locked area until delivered to shipper or returned to inmate upon departure
- 69.0 Identify procedures for preparing property inventory list/receipt, to include:
- a) record date, inmate's name and number on property inventory form
  - b) write accurate description of all property by appearance
  - c) list all currency by serial number and all credit cards by number, if applicable
  - d) count each item and enter quantity
  - e) document other items of value, i.e., old coins, collectibles
  - f) complete form by signing
  - g) explain review process to inmate to ensure agreement that list/receipt correctly identifies all property
  - h) obtain inmate's signature on form; if inmate refuses, have second employee review the property form and sign; note refusal on form
  - i) provide inmate with copy of form as a receipt
  - j) update form as property status changes with deletions and additions
- 70.0 Identify procedures for depositing inmate money, to include:
- a) receive all money in inmate's possession, except in cases where inmates are allowed to retain a minimal amount of money in their possession
  - b) direct inmate to count out money and provide total
  - c) count money after inmate and verify total amount
  - d) describe money in unit currency (e.g., 5 ones, 3 fives, etc.), if applicable
  - e) describe coins in units (e.g., 3 pennies, 2 quarters, etc.), if applicable
  - f) complete money receipt with all pertinent information (i.e., name, number, date, etc.)
  - g) have inmate review receipt for accuracy
  - h) have inmate sign to verify accuracy of receipt
  - i) sign receipt
  - j) give copy of signed receipt to inmate
  - k) obtain inmate's fund account number
  - l) complete deposit slip for all money received
  - m) place deposit slip in inmate's fund account record
  - n) place in money bag, seal bag, and deliver bag to the appropriate depository
- 71.0 Identify procedures for returning inmate property or money, to include:
- a) obtain money or property from storage area
  - b) verify identity of inmate receiving the property or money as that of the owner
  - c) verify authorization to return
  - d) check against record
  - e) obtain inmate signature confirming receipt
  - f) return to inmate
  - g) make appropriate log entries
- 72.0 Identify special considerations with regard to inmate personal property, to include:
- a) medicines possessed by inmate upon intake should be turned over to medical personnel with appropriate notation on inmate record
  - b) need written authorization from inmate before releasing any of inmate's personal property to family or friends
  - c) if inmate is transferred, personal property should be transported with him in sealed container

## Classification Procedures

- 73.0 Define “classification” as the systematic grouping of inmates into categories based on shared characteristics and/or behavioral patterns to ensure the safety and security of the individual inmate as well as the smooth operation of the facility. It is an ongoing process that occurs at frequent intervals throughout the inmate’s confinement.
- 74.0 Identify the importance of a well-defined and correctly implemented classification system, to include:
- a) ensures public safety by correctly determining necessary custody levels
  - b) ensures safety and security of the individual inmate
  - c) aids in the smooth operation of the correctional facility - maximum compatibility within each area
  - d) reduces recidivism
  - e) facilitates rehabilitation programs
  - f) provides for cost-effective operation
- 75.0 Identify the two types of classifications:
- a) initial reception and classification
  - b) institutional classification
- 76.0 Identify broad categories of initial segregation necessary in county and municipal facilities, such as separating:
- a) pretrial detainees from convicted
  - b) males from females
  - c) adults from juveniles
  - d) violent inmates from nonviolent and from other violent inmates
  - e) special needs inmates from the general population
- 77.0 Identify types of special needs inmates, to include:
- a) drug abusers/addicts
  - b) alcohol abusers/addicts
  - c) emotionally disturbed
  - d) mentally handicapped
  - e) sexual deviates
  - f) aged
  - g) physically handicapped
  - h) educationally/vocationally deprived
  - i) medical
- 78.0 Identify the custody classifications/levels for inmates in state correctional facilities:
- a) minimum
  - b) medium
  - c) close
  - d) maximum
- 79.0 Identify types of information used in the initial classification, to include:
- a) investigative reports
  - b) arrest history
  - c) interviews
  - d) personal history review
  - e) medical and psychological screening
  - f) observation
  - g) county jail report
  - h) commitment papers
- 80.0 Identify topics for discussion in the initial classification interview, to include:
- a) family background, family unit and visitation procedures

- b) offense for which inmate has been sentenced and sentence structure
  - c) inmate's attitude about sentence
  - d) educational and/or vocational background
  - e) inmate's desire for self-improvement while incarcerated and following return to society
- 81.0 Explain that an inmate's appropriate custody level may determine the following:
- a) most appropriate housing assignment
  - b) amount of movement, freedom of inmates within the facility during daytime and evening hours
  - c) degree of supervision and/or escort required
  - d) conditions under which the inmate may leave the facility grounds
  - e) access to programs and activities
- 82.0 Identify procedures of the classification process, to include:
- a) review background information on inmate
  - b) conduct interview with inmate:
    - obtain secure, private location
    - explain purpose of interview to inmate
    - identify major areas of concern
    - ask questions that are easily answered
    - do not formulate questions that are too complex for inmate to understand
    - ask questions designed to gather as much information as possible
  - c) record information on standardized agency/institution form
  - d) consult with other team members, if appropriate
  - e) make recommendations
  - f) forward recommendations to appropriate persons
- 83.0 Identify elements of progress reports, to include:
- a) continuous process of evaluating and observing inmate
  - b) on routine schedule and as special circumstances dictate
  - c) assures special programs are placed into operation
  - d) recognizes efforts and accomplishments
  - e) means for making changes when circumstances warrant
- 84.0 Explain reasons for changes in custody levels and supervision, to include:
- a) institutional adjustment
  - b) request from inmate
  - c) request from staff person
  - d) change of inmate's legal status
  - e) completion of inmate's program or assignment
  - f) change in sentence and release status
- 85.0 Identify special considerations with regard to classification, to include:
- a) changes should be made with the inmate present and participating in the deliberations whenever possible
  - b) reclassification evaluations should occur at frequent intervals
  - c) segregation should not be determined by race, creed or national origin
  - d) classification manual should be available to all personnel involved in the classification process

## **Fingerprinting**

- 86.0 Explain the importance of obtaining clear fingerprints:
- a) to establish the Automated Fingerprint Identification System (AFIS)
    - ten print data base



- latent cognizant data base
  - unsolved latent data base
- b) to make an identification against existing records
- 87.0 Explain how the Florida Department of Law Enforcement uses fingerprint cards, to include:
- a) create computerized criminal history file for State of Florida
  - b) disseminate information to criminal justice agencies
- 88.0 List the routing of the fingerprint card, to include:
- a) to originating agency
  - b) to FDLE
  - c) to FBI
- 89.0 Identify types of fingerprint cards, to include:
- a) arrest
  - b) applicant
  - c) personal identification
- 90.0 Identify the two types of fingerprint impressions:
- a) rolled
  - b) plain or simultaneous
- 91.0 List the equipment needed to fingerprint an individual, to include:
- a) fingerprint card holder
  - b) standard fingerprint cards
    - arrest
    - applicant
    - personal identification
  - c) porelon pad or tube of fingerprint ink
  - d) printer's roller
  - e) inking plate
  - f) table at elbow height from floor
- 92.0 Identify general procedures for fingerprinting an individual, to include:
- a) direct subject to wash and dry hands thoroughly
  - b) inspect subject's hands for cleanliness and any special problems
  - c) direct subject on proper stance
  - d) direct subject to relax and instruct him/her not to try to help operator
  - e) stand to left of subject when printing left hand, to right of subject when printing right hand
  - f) if using inking plate, cover evenly with fresh ink
    - start with two daubs of ink rolled to a thin film
    - add more ink if necessary
  - h) ink the finger (on the inking plate or pre-inked porelon pad) to just below the first joint
  - i) fasten fingerprint card to card holder
  - j) roll the inked finger in the indicated space of the fingerprint card
    - begin with the right thumb and then, in order, the index, middle, ring and little finger
    - repeat in same order for left hand
    - hold the subject's hand with a firm grip
    - use both hands when rolling fingerprints
      - use one hand to hold the tip of the subject's finger
      - use one hand to hold the middle joint of the finger
    - apply pressure uniformly, depending upon subject's ridges
      - usually less pressure is better

- too much pressure will cause distortion of ridge contour appearance
  - roll the thumb toward subject's body and fingers away from subject's body
  - roll fingers fully
    - nail to nail
    - fingertip to ¼" below first joint
- k) make the plain or simultaneous impressions - press straight down
- four fingers for each hand
  - thumbs one at a time
- l) check the fingerprint card (if unacceptable, reprint subject on another card)
- cores, deltas, ridges visible and clear
  - prints placed in proper sequence
- m) direct subject to clean ink from his/her hands
- n) sign fingerprint card
- o) have subject sign fingerprint card
- p) complete all other information on fingerprint card, or see that it is completed
- q) clean and cover equipment
- denatured alcohol
  - benzene
  - commercial cleaning solvent
  - do not use paper towels to clean roller and inking plate
- r) place fingerprint card in appropriate bin for forwarding
- 93.0 Identify procedures for fingerprinting a subject with special problems, such as:
- a) if pattern is not clear:
- assure cleanliness of hands
  - vary amount of pressure used
  - vary amount of ink used
- b) if finger is bandaged or amputated, write "bandaged" or "amputated" in correct location on the plain impressions
- c) if hands perspire excessively:
- dry each finger separately before each print is taken
  - use alcohol on fingertips to keep them dry
- d) if fingerprints are smooth:
- use small amount of petroleum jelly (with porelon pad, wipe petroleum jelly completely off; used as moisturizer only)
  - use commercial ridge builder
- e) if crippled hands:
- cut the rolled impression area for each hand from the fingerprint card in one continuous strip
  - roll the impression area on the strip to the corresponding finger
  - glue or tape the strip to the correct position on another fingerprint card
  - note the condition of the hands on the finger-print card
  - use a coroner's spoon to obtain correct pressure, if needed
- 94.0 List the criteria for an acceptable fingerprint card, to include:
- a) pattern visible and clear
  - b) fingerprints in proper spaces
  - c) fingerprints on proper type of card
  - d) proper notations for special problems
  - e) all information complete and accurate
- 95.0 Demonstrate proper techniques of fingerprinting.

- 96.0 Given samples of unacceptable fingerprint impressions, identify possible problems and the corresponding solutions to obtain acceptable prints.
- 97.0 Identify common reasons for return of fingerprint cards as unacceptable for processing, to include:
- a) lack of sufficient ridge detail
  - b) lack of complete identifying information
    - incomplete personal data on subject
    - lack of signatures
      - operator
      - subject
  - c) lack of charge(s) noted on card or lack of reason for fingerprinting on applicant card

### Transfer Procedures

- 98.0 Describe different types of transfers, to include:
- a) to state facility from county or municipal facility
  - b) routine transfer between facilities
  - c) for management reasons
  - d) for security reasons
  - e) for medical, psychological, dental reasons
  - f) emergency transfer due to disturbances
  - g) Interstate Correctional Compact
  - h) to community correctional center or women's adjustment center
  - i) due to federal or circuit court order; to location requested by court
  - j) to community drug treatment program
  - k) to Department of Children and Families
    - mentally handicapped
    - mental health program
  - l) to Department of Juvenile Justice
    - youth services
  - m) youthful offender transfers
- 99.0 Identify procedures for transferring an inmate, to include:
- a) receive authorization for transfer
  - b) review transfer order for accuracy and completeness
  - c) identify inmate subject of transfer order
  - d) obtain files/records of inmate
  - e) complete custody receipt
  - f) arrange transportation
  - g) call up inmate from housing area
  - h) make positive identification of inmate with information in file
    - comparing pictures to actual inmate
    - comparing identifying marks to inmate's marks
    - asking questions which would uniquely identify the inmate
    - comparing fingerprints
  - i) perform strip search
  - j) obtain all items in inmate's possession
  - k) obtain all stored personal property
  - l) update inventory lists/receipts for inmate personal property and money
  - m) obtain inmate's signature for updated inventory lists/receipts and give copy to inmate

- n) instruct inmate to dress out in personal clothing or other clothing as provided
  - o) isolate inmate from other inmates
  - p) determine restraints needed
  - q) apply restraints
  - r) transfer all property with transporting officer; allow new facility to make determination of what inmate may keep
  - s) close out files
  - t) perform transportation count, if transferring several inmates
  - u) supervise inmates during transport
  - v) send institutional file and medical, dental and psychological records with transporting officer
  - w) forward custody receipt to proper authority or give to transporting officer
  - x) have receiving officer sign custody receipt
  - y) file custody receipt copies as required
- 100.0 Identify elements of a custody receipt, to include:
- a) date
  - b) inmate name, number, race and/or picture as required
  - c) facility assignment
  - d) facility destination
  - e) issuing officer's signature
  - f) receiving officer's signature

## **Release Procedures**

- 101.0 Describe the different types of releases, to include:
- a) bonds
  - b) parole
  - c) expiration of sentence
  - d) release by other legally constituted authority
- 102.0 Explain that the release is to be accomplished promptly and accurately.
- 103.0 Describe the types of documentation needed to authorize a release, to include:
- a) court order
  - b) writ
  - c) posting of bond
  - d) pretrial release form
  - e) record indicating expiration of sentence
- 104.0 Identify elements to be included in the "release plan", to include:
- a) proposed residence - name, address, relationship
  - b) employment possibilities - name, address, type of work
  - c) special needs - medical, vocational rehabilitation, education, detoxification or drug counseling
  - d) restitution - party to whom restitution is owed and payment schedule
- 105.0 Identify standard procedures to follow when releasing an inmate, to include:
- a) receive documentation with authority to release inmate, or receive telephone call from proper authority
  - b) verify release authorization by return call if notification was received by telephone
  - c) verify release documentation
    - review order for accuracy and completeness
    - confirm that release order was issued for the specific inmate you have identified

- confirm that release order was issued by proper authority
  - d) check documentation authorizing release to be sure all special conditions have been satisfied
  - e) notify others within facility as required
  - f) notify inmate
  - g) develop release plan
  - h) run NCIC/FCIC check
  - i) check to make sure all holds and detainers have been satisfied
  - j) make positive identification of inmate being released
    - photographs
    - fingerprints
    - questions
    - identifying marks
    - signature comparison
  - k) resolve any grievances or claims for damage or loss
  - l) complete facility release papers
  - m) arrange physical examination as required or if any medical complaints are indicated by inmate
  - n) arrange for clothing for release
  - o) determine need for transportation
  - p) direct inmate to dress out
  - q) return inmate money
  - r) obtain signed receipt from inmate for gratuities, returned money, discharge certificate, personal property
  - s) provide appropriate instructions, such as court return dates
  - t) obtain forwarding address
  - u) sign facility release papers
  - v) provide inmate with all necessary papers
  - w) inspect inmate for proper attire and to make sure no facility property leaves with inmate
  - x) search inmate before passing through sally port
  - y) return inmate personal property
  - z) escort inmate through sally port
  - aa) retain release information in inmate file
    - terms and conditions of release
    - authority for release
    - signature of releasing officer
  - bb) notate file with date and type of discharge
  - cc) close out file and store as required
- 106.0 Identify special considerations of the release process, to include:
- a) fugitives and detainers
  - b) federal inmates (never release without authorization from a deputy marshal)

### **Bonding Procedures**

- 107.0 Define “bond” as a written agreement, usually involving a sum of money, wherein a person accused of a crime is released from custody pending trial and forfeits the sum of money if the agreement is violated.
- 108.0 Identify advantages of releasing a person on bond, to include:
- a) confinement is punishment; punishment should only occur after trial and sentence by court

- b) accused often loses job while in custody
  - c) if free, accused can support family and earn money for counsel of choosing
  - d) increases prospects for a successful defense
  - e) accused will appear if there is sufficient financial incentive
  - f) reduces financial burden of jails
  - g) reduces jail overcrowding
- 109.0 Identify disadvantages of releasing a person on bond and of money bond system, to include:
- a) accused may flee
  - b) accused may intimidate or harass witnesses
  - c) accused may commit other crimes
  - d) money bond system denies release to poor, but rich are released
  - e) bond often set at arbitrary amount without regard to personal or financial circumstances
- 110.0 Identify legal rights of the accused with regard to the bond system, to include:
- a) right to reasonable bond guaranteed by Eighth Amendment
  - b) right to be free under reasonable bond until properly convicted
  - c) right to bond binding on states through Fourteenth Amendment
  - d) right to have bond set is recognized except in certain circumstances, mainly capital cases
  - e) bond must be for sole purpose of assuring presence at trial
  - f) high bond cannot be set to keep accused in jail as punishment, but only to assure presence or if danger of interfering with justice, e.g., witnesses
  - g) bond must be set in light of each individual accused
    - seriousness of crime is one factor; the greater the punishment the greater the temptation to jump bail
    - consider community ties - family, job, length of residence
    - should not consider danger to society—"preventive detention"—unless there is proof beyond a reasonable doubt of crime already committed
  - h) Federal Bail Reform Act of 1966 - accused persons should be released without bail (on own recognizance) unless magistrate decides something more than a promise to appear is needed
- 111.0 Identify the most prevalent types of bonds:
- a) cash bonds
  - b) surety bonds
  - c) supersede as bonds - processed through court system
  - d) recognizance bonds
- 112.0 Explain that a correctional officer cannot recommend a bail bondsperson.

### **Contraband: Recognition, Control and Disposal**

- 113.0 Define "contraband" as any unauthorized article, or any authorized article in excessive quantities.
- 114.0 Identify major categories of contraband, to include:
- a) hard/hazardous contraband - any item that poses a serious threat to the security of the institution (e.g. intoxicating beverages, drugs, firearms/weapons, poisons, caustic or toxic materials, inhalants)
  - b) nuisance contraband - any item which may be or has been authorized for possession at one time, but which is prohibited when excessive or altered (e.g., excess clothing, linen, money, etc.)

- 115.0 Explain that anything in the facility is a potential weapon (e.g., toothbrush, silverware, sports equipment, ball point pens, etc.).
- 116.0 Explain the importance of controlling contraband, to include:
- security and safety of life
  - security and safety of property
  - sanitation
- 117.0 Identify common methods of smuggling contraband into correctional facilities, to include:
- visiting room - contraband exchanged via kiss; inmate swallows balloon or condom filled with contraband
  - mail room - in letters or packages, under stamps, on glue to seal envelope
  - inmate returning from community/work programs - keistering or swallowing of balloon or condom
  - employee smuggling in lunch pails, pockets, etc.
  - group visitors/tours from community
  - stolen from prison hospital
- 118.0 Describe ways in which contraband may be detected, to include:
- use appropriate senses during constant, close observation and supervision
  - daily, regular, and irregular searches
  - cell and area searches
  - frisk and strip searches of inmates
  - searches of visitors and staff
  - searches of mail and packages
- 119.0 Identify the correctional officer's duty in the control of contraband, to include:
- know what items constitute contraband in the particular facility
  - constantly be alert
  - closely observe/supervise inmates
  - perform frequent inspections and searches
  - secure all equipment and supplies which could be contraband
  - follow guidelines for tool and sensitive item control
  - conduct frequent inventories
  - confiscate, store or dispose of contraband, as directed
  - notify supervisor of found contraband
  - maintain appropriate logs
  - write appropriate reports
- 120.0 Identify the common forms, slang names, appearance or packaging, methods of use, and paraphernalia of each of the major classes of controlled substances and commonly abused drugs, to include:
- narcotics
    - **forms:** opium, heroin, morphine, Demerol, Dilaudid, codeine, methadone
    - **slang names:** (heroin) smack, horse, snow, powder (opium) black, (opiates) dreams, dollies
    - **appearance/packaging:** heroin - white or brown crystalline powder; others - powder, capsules, liquid
- CJD 752 (N)**, Contraband: Correctional Operations Recognition, Control and Disposal PAGE 3 Effective-1/1/93 Revised-4/1/06
- **methods of use:** (opium and opiates) smoking, oral ingestion, injection; (heroin) smoking, snorting, injection
  - **paraphernalia:** opium pipe; "cooking" and "shooting" equipment - burnt bottle cap or spoon, matches, syringe or hypodermic, cotton and tourniquet; plastic bag, capsules, papers, other containers

- b) depressants
- **forms:** chloral hydrate, barbiturates, sleeping pills, tranquilizers (Valium, Librium, diazepam), sedatives, alcohol, flunitrazepam, carisoprodol (Soma)
  - **slang names:** downers, barbs, candy, goof-balls, sleepers, reds, yellows, rainbows, blues, roofies
  - **appearance/packaging:** brightly colored capsules or tablets, liquids in injection ampules
  - **methods of use:** oral ingestion and injection
  - **paraphernalia:** capsules, ampules, hypodermic
- c) stimulants
- **forms:** amphetamines, methamphetamines, cocaine
  - **slang names:** uppers, dexies, bennies, coke, flake, snow, speed, gofast, meth, crack
  - **appearance/packaging:** amphetamines, methamphetamines colored tablets or capsules, liquids, powders; white crystalline powder (kilo/pound in heat-sealed clear plastic bags; ounce quantities in smaller plastic bags; gram quantities in baggies, glass vials, tin foil, balloons)
  - **methods of use:** oral ingestion, injection, snorting, freebasing, smoking
  - **paraphernalia:** capsules, ampules, hypodermic, straw or rolled up paper, cutting material (for cocaine), crack cocaine pipes
- d) inhalants
- **forms:** solvents, anesthetic gases (ether, nitrous oxides) aerosol propellants, gasoline
  - **slang names:** gloom, gas, fluid
  - **appearance/packaging:** liquids, glues, gas containers, aerosol cans, balloons
  - **methods of use:** sniffing (inhalation)
  - **paraphernalia:** plastic or paper bags, rags, aerosol cans, balloons
- e) hallucinogens
- **forms:** LSD, DMT, STP, MDA, Mescaline (peyote), morning glory seeds, psilocybin/psilocin, PCP
  - **slang names:** acid, peace pills, mesc, big "D", buttons, mushrooms, angel dust, crystal
  - **appearance/packaging:** LSD - odorless, color-less, tasteless and may be in any form (liquid, powder, pill, capsule, blotter paper, gelatin); DMT, STP, MDA - powder, tablet, capsule, liquid; mescaline and psilocybin -crystalline powder in capsules or liquid in ampules or vials; PCP - liquid or powder in tin foil, plastic baggies, vials, paper bindles, capsules or tablets
  - **methods of use:** LSD - oral ingestion, injection; DMT, STP, MDA - oral ingestion, smoking, snorting, injection; mescaline and psilocybin - oral ingestion, smoking, snorting
  - **paraphernalia:** LSD - gelatin, sugar cubes, paper squares, candy; DMT, STP, MDA - tobacco, parsley leaves, marijuana, hypodermic equipment, capsules; mescaline and psilocybin - alcohol, mortar and pestle; PCP - tobacco, parsley leaves, marijuana
- f) cannabis
- **forms:** marijuana, hashish, hashish oil



- **slang names:** pot, Mary Jane, hash, oil, weed, roach, straw, love weed, hemp, loco weed, Acapulco gold, reefer, grass
  - **appearance/packaging:** marijuana - green plant with serrated leaves with 5 - 11 lobes (greenish-brown when dried); hashish - cakes or loaves of dark brown resinous powder or compressed leaf mixture; hashish oil-brown to amber, thick substance the consistency of oil (usually in vials)
  - **methods of use:** oral ingestion, smoking
  - **paraphernalia:** pipes, cigarette papers, tin foil, items used as a "crutch" or "bridge"
- g) over-the-counter-drugs
- **forms:** diet pills, sleeping pills, caffeine pills, cold medications containing ephedrine, pseudoephedrine, phenylpropanolamine, or other substances prohibite by s. 893.1495, F. S.
  - **appearance/packaging:** capsules or tablets
  - **methods of use:** oral ingestion
- 121.0 List rules for collecting contraband substances, to include:
- a) do not taste or smell any material suspected of being contraband
  - b) do not handle suspected substances more than is absolutely necessary; wash hands thoroughly as soon as possible after handling
  - c) handle and store all chemical material with care (may be highly flammable, caustic or explosive)
  - d) tag and identify substance as to date, time, area or inmate collected from
  - e) transfer substance to proper investigative authority (maintain chain of custody)
  - f) document in log and/or proper report
- 122.0 Identify procedures for disposal of contraband, to include:
- a) deliver contraband to person authorized to dispose or dispose of contraband as prescribed by agency:
    - discard
    - compact
    - flush
  - b) document disposal or destruction as required
  - c) store or return unauthorized inmate property to inmate's family, if appropriate
  - d) return facility property to supply when inmate possesses over limit, if reusable
- 123.0 State that employees should never be recipient of any contraband which is scheduled for disposal.

### Disciplinary Procedures

- 124.0 Define "proactive discipline" as the training required to ensure obedience to established rules.
- 125.0 Define "reactive discipline" as action taken in response to a violation of established rules.
- 126.0 Define "punishment" as a penalty for some offense.
- 127.0 Identify the three purposes of discipline, to include:
- a) training
  - b) controlling
  - c) punishing
- 128.0 Identify the goals of discipline, to include:
- a) maintain order within the correctional facility

- b) protect the safety and welfare of those who live and work in the correctional facility
  - c) develop ability and desire to conform to accepted standards in free society
- 129.0 Identify portions of laws and rules which refer to discipline/punishment in state correctional facilities, to include:
- a) Eighth Amendment to the U.S. Constitution - prohibits cruel and unusual punishments
  - b) s. 944.35, F.S. - punishment permitted as necessary, but no cruel or inhuman punishment allowed
  - c) s. 944.35, F.S. - cruel or inhuman treatment of inmates is a third degree felony
- 130.0 Identify portions of laws and rules which refer to discipline/punishment in county and municipal correctional facilities, to include:
- a) Eighth Amendment to the U.S. Constitution - prohibits cruel and unusual punishments
  - b) s. 950.09, F.S. - willful inhumanity and oppression to any inmate is a second degree misdemeanor
- 131.0 Identify methods of preventive discipline, to include:
- a) effective initial orientation
  - b) continuing group and individual instruction
  - c) adequate food, housing and medical attention
  - d) sufficient exercise and recreation
  - e) fair and impartial treatment of all inmates
  - f) positive role modeling by personnel
- 132.0 Identify examples of offenses which would be considered minor in nature, to include:
- a) failure to maintain acceptable hygiene or appearance of housing area
  - b) willfully wasting state property or property belonging to another - any waste of edible or usable property
  - c) feigning illness or malingering as determined by a physician or medical authority
  - d) insufficient work
- 133.0 Identify actions which may be taken in response to a minor offense, to include:
- a) counsel the inmate
  - b) counsel the inmate and document same as a "verbal reprimand" on the contact card
  - c) counsel the inmate and document same as a "corrective consultation" on the contact card; provide inmate a copy within 24 hours
  - d) write a disciplinary report when continued violation occurs
- 134.0 Identify offenses which would be considered major in nature, to include:
- a) failure to comply with count procedure
  - b) escape or escape attempt
  - c) possession of weapons, ammunition or explosives
  - d) other assault or battery or attempted assault or battery
  - e) destruction of state property or property of another
  - f) refusing to work
- 135.0 Identify actions which may be taken in response to a major offense (following procedures of due process), to include:
- a) probation
  - b) loss of unearned gain time (must document justification)
  - c) restitution
  - d) confiscate contraband

- e) individual review and counseling
  - f) disciplinary squad
  - g) extra duty during leisure hours
  - h) suspension of privileges (i.e., mail, visitation, etc.)
  - i) loss of gain time
  - j) disciplinary confinement
- 136.0 Explain the correctional officer's role in the disciplinary process, to include:
- a) know rules and regulations thoroughly
  - b) advise inmate that disciplinary action will result from violation of rules
  - c) write incident reports when warranted
  - d) use physical force when necessary to subdue violent inmate(s) or prevent an escape
  - e) serve on disciplinary hearing committees as required
- 137.0 Identify how discipline is to be administered, to include:
- a) in compliance with laws, rules, and policies and procedures
  - b) promptly
  - c) consistently
  - d) fairly
  - e) impartially
  - f) firmly
  - g) professionally
  - h) privately
- 138.0 Identify who does/does not have the authority to punish inmates:
- a) does have authority - hearing officers, disciplinary hearing team
  - b) does not have authority - correctional officers, other inmates
- 139.0 Explain the disciplinary report process, to include:
- a) statement of facts
  - b) investigation
    - delivery of charges
    - obtaining witness statements
    - obtaining evidence and other reports
  - c) designating authority review
  - d) team/hearing officer findings and actions
  - e) review and final action
- 140.0 Identify responsibilities associated with a disciplinary hearing, to include:
- a) gathering facts, when necessary
  - b) evaluating circumstances
  - c) reaching final disposition
- 141.0 Identify procedures for due process in disciplinary hearings, to include:
- a) the inmate must receive a copy of the statement of facts at least 24 hours before the hearing, except when:
    - inmate waives 24 hour period, **or**
    - inmate is within 24 hours of release
  - b) the inmate must be given time to prepare a defense
  - c) the inmate may call witnesses and present evidence, within the limits of security and the discretion of team chairman
  - d) the inmate has right to remain silent
  - e) the inmate may refuse to be present at the hearing
  - f) the inmate has no right to counsel but may have staff assistance
  - g) the inmate does not have the right to confront accusers
  - h) the inmate does not have the right to cross-examine witnesses

- i) the inmate is entitled to a written statement of the decision
  - j) the inmate has the right to appeal the decision to a higher authority
  - k) it is not double jeopardy for an inmate to have a disciplinary report and be tried in court for the same offense
- 142.0 Explain that the disciplinary hearing committee makes a recommendation to approving authority which can be:
- a) accepted
  - b) modified downward
  - c) rejected

### **Confinement Procedures**

- 143.0 Identify and define the different types of confinement as:
- a) administrative confinement - removal of an inmate from the general inmate population to ensure his safety, the safety and security of the facility, or safety of inmates in general population; not punitive in nature (includes protective management)
  - b) disciplinary confinement - removal of inmate from general inmate population after being found guilty of violations of rules and regulations by an impartial board; may forfeit any or all privileges; used where other dispositions are inadequate to regulate inmate's behavior and where presence in general population poses a threat
  - c) close management - long-term single cell confinement of an inmate apart from the general population, where the inmate, through his own behavior, has demonstrated an inability to live in the general population; has abused the rights and privileges of other inmates or disturbed the security, order or operation of the institution
- 144.0 Identify legal considerations relevant to confinement, to include:
- a) by nature may limit rights and privileges of inmates
  - b) protected from cruel and unusual punishments by Eighth Amendment
  - c) due process guaranteed by Fifth Amendment
- 145.0 Identify reasons for placement in confinement, to include:
- a) administrative confinement - upon written confinement order by director or designee for:
    - pending disciplinary hearing
    - pending investigation for serious rule violation or criminal act
    - pending transfer or holdover during transfer
    - pending classification
  - b) disciplinary confinement - upon disposition of disciplinary hearing committee
  - c) protective management - upon request of inmate or recommendation of correctional officer
  - d) close management - upon assessment and recommendation by classification team contingent on approval by appropriate authority
- 146.0 Identify reasons for release from confinement, to include:
- a) upon recommendation by officials; when reason(s) for initial placement are no longer valid
  - b) when inmate no longer poses threat to self, others, or security
  - c) when disciplinary confinement period is completed
- 147.0 Describe conditions which are to be maintained in confinement, to include:
- a) housing assignments - more restrictive than general population
  - b) furnishing and equipment - as security permits

- c) food - same quantity and quality as general population
- d) recreation - minimum of three hours per week out of doors if confinement exceeds 30 days
- e) hygiene - same as general population except may have limit on number of showers per week
- f) legal access - same as general population except may have limit on availability of law library
- g) personal property - may be limited more than general population for security reasons
- h) visiting - may be limited by practicality or may be denied for inmates in disciplinary confinement
- i) telephone - may be limited to legal counsel only
- j) medical - same or more frequent than general population; upon entry and exit
- k) programs - same as general population where possible, except for inmates in disciplinary confinement

148.0 Identify procedures for monitoring inmates in confinement, to include:

- a) correctional officer – at least every 30 minutes, but on an irregular schedule
- b) shift supervisor - once each shift
- c) medical staff - once per day
- d) counselor - once per week
- e) chaplain - once per week
- f) psychologist/psychiatrist - as requested by inmate or staff; visit any inmate in administrative confinement, protective management or close management over 30 days
- g) warden in state facility - once per week

149.0 Identify elements to be included in confinement logs, to include:

- a) main confinement log
  - entries and departures from cell block including inmates, staff or others
    - time in
    - purpose
    - action taken
    - time out
  - inmates in confinement
    - name
    - number
    - cell assignment
  - current confinement count
- b) individual confinement logs
  - personal data
  - date of placement in confinement
  - reasons for confinement
  - authority for confinement
  - activities
  - conduct
  - physical condition
  - medical attention
  - date, time, signature of officials visiting

150.0 Identify special considerations/procedures for correctional officers working in the confinement unit, to include:

- a) should be more experienced officers

- b) require backup officer when placing inmate into or removing from cell
- c) do not open or enter a cell occupied by an inmate without two or more officers present
- d) communicate verbally with each inmate while patrolling
- e) make frequent patrols, checks of all doors
- f) search inmates and cells frequently
- g) be very attuned to attitudes, behaviors, and activities of inmates
- h) log all activities, unusual behavior of inmates

## Referral Procedures

- 151.0 Explain the need for correctional officers to make referrals, to include:
- a) provide expert assistance to help inmates solve their problems/address their needs
  - b) officers do not have the resources and time to help inmates with serious problems/needs
- 152.0 Identify the types of problems/needs for which an officer may make referrals, to include:
- a) medical problems
  - b) alcohol, drug problems
  - c) emotional problems
  - d) family problems
  - e) financial problems
  - f) mental retardation or learning difficulties
- 153.0 Name personnel within the correctional facility to which a correctional officer may refer an inmate, to include:
- a) medical
  - b) psychologist/psychiatrist
  - c) counselor
  - d) chaplain
  - e) business office
  - f) education
  - g) classification
- 154.0 Identify the steps to the referral process, to include:
- a) assessment of need/problem
  - b) decision point - identify alternative solutions
  - c) referral
- 155.0 Identify procedures for the correctional officer to follow when making referrals, to include:
- a) become familiar with resources available to inmates
  - b) become familiar with facility's policies and procedures for making referrals to each type of resource
  - c) receive request/complaint from inmate, information from others, or observe need/problem
  - d) record observations, information to substantiate concerns
  - e) notify supervisor of concerns and any action taken
  - f) interview inmate in private concerning need/problem
    - explain observations, information (summarize)
    - ask questions
    - ask for inmate's suggestions for solving problem
    - be specific with referral - one department/ agency only
    - explain services offered by department/agency
    - answer inmate's questions

- be considerate, positive, professional in dealing with inmate
  - do not make promises that cannot be kept
- g) notify department/agency by telephone for immediate needs
  - h) complete or provide assistance for completion of required form(s) to request special assistance for an inmate
  - i) record action taken in making referral
  - j) coordinate with department/agency and inmate for scheduling
  - k) make arrangements relative to nature/severity of problem
  - l) inform department/agency of need/problem
    - identify inmate and situation
    - provide detailed, accurate information to substantiate concerns
  - m) transport inmate to provider or arrange visit from provider
  - n) supervise inmate during visit, if required
  - o) ensure that inmate has received assistance that was requested
  - p) follow special instructions of provider

### Cell and Area Search Techniques

- 156.0 Recognize the purposes of regular searches, to include:
- a) prevent introduction of weapons or other dangerous contraband into the correctional facility
  - b) discover and suppress trafficking between employees and inmates
  - c) detect manufacture of weapons, escape devices, etc., within the correctional facility
  - d) detect possible attempts or means of escape
  - e) enforce rules designed to eliminate usual causes of inmate dissension and strife (gambling, petit theft, whiskey, narcotics, etc.)
  - f) discourage theft of and trafficking in institutional stores
  - g) check for any malicious waste or destruction of correctional facility property
  - h) discover any hazards to health or safety that go unnoticed during routine inspections
- 157.0 Recognize items of contraband to be searched for, to include:
- a) weapons
  - b) drugs
  - c) money
  - d) food
  - e) other locally recognized items of contraband
- 158.0 Identify typical locations within a cell or within the correctional facility where weapons or contraband are likely to be concealed, to include:
- a) bed frames
  - b) toilet tanks
  - c) door frames
  - d) false ceilings
  - e) air ducts
- 159.0 Identify equipment/tools which may be needed for conducting a cell or area search, to include:
- a) flashlight
  - b) screwdriver
  - c) mirror
  - d) probing device
  - e) gloves

- 160.0 Identify correct steps and sequence for conducting a cell or area search, to include:
- a) remove keys from belt, and place in a secured area
  - b) remove inmate from cell or area
  - c) enter cell or area; stop and scan
  - d) note anything unusual or out of place
  - e) select appropriate, systematic search pattern
  - f) select starting point; make mental plan for conducting search
  - g) search one area or item completely before going on to next
  - h) continue search until completed, even if contraband is found
  - i) return inmate property or furnishings to original condition and/or position
  - j) write appropriate reports/logs as required
- 161.0 Identify areas which should be probed, to include:
- a) holes or cracks
  - b) hollow areas
- 162.0 Describe correct probing techniques, such as using a wire to check grills, door tracks, faucets, and drains.
- 163.0 Demonstrate correct probing techniques using appropriate equipment (hanger, mirror, flashlight, screwdriver).
- 164.0 List inmate personal property that should be examined, to include:
- a) clothing
  - b) wallet
  - c) containers
  - d) small articles
  - e) books
  - f) letters and papers
  - g) razor
  - h) smoking materials
- 165.0 Describe correct techniques for examining inmate property items, to include:
- a) open all books and papers
  - b) check containers (boxes, bottles, etc.) for false compartments
  - c) replace items as they were found
  - d) thoroughly examine all clothing items
- 166.0 Demonstrate correct techniques for examining inmate property items.
- 167.0 Describe structural aspects or furnishings of the correctional facility which should be checked, to include:
- a) cell bars
  - b) locks
  - c) windows
  - d) doors
  - e) walls and ceilings
  - f) lighting, heating, and plumbing fixtures
  - g) baseboards and moldings
  - h) bed, mattress, and bedding
  - i) furniture
- 168.0 Describe correct techniques for checking visible areas of structural aspects or furnishings, such as rubbing your hand or fingers over the surfaces or legs and cracks to detect patches that may conceal contraband.
- 169.0 Explain that any area that cannot be easily seen should be examined by use of a mirror before placing hands in the area.
- 170.0 Demonstrate correct techniques for checking structural aspects or furnishings.



- 171.0 Conduct a full cell and/or area search, demonstrating correct searching techniques and procedures and finding any hidden weapons or contraband.

### **Officer Survival Considerations**

- 172.0 State that the fundamental duty of a correctional officer is to safeguard life and property, including self and others.
- 173.0 List aspects of correctional operations that impact upon officer survival, to include:
- a) close observation/listening
  - b) accurate visual perception/discrimination
  - c) frequent patrols
  - d) frequent and thorough searches and inspections
  - e) adequate key and tool control
  - f) frequent counts
  - g) close supervision
  - h) proper classification
  - i) proper movement/transport of inmates
  - j) adequate emergency procedures
  - k) appropriate interpersonal communication
  - l) adequate facility communication system
  - m) proper application of defense techniques
  - n) clear understanding of hostage procedures
  - o) proper application of crime prevention techniques
  - p) structure and physical design of facility
- 174.0 Explain that officer survival is dependent upon the overall atmosphere, or climate, of the correctional facility, and that the climate is a reflection of the total correctional process, as described by:
- a) unhealthy atmosphere breeds:
    - resentment
    - hostility
    - tension
    - disturbances
  - b) healthy atmosphere is:
    - positive
    - professional
    - fair
    - firm
    - orderly
    - flexible
    - concerned
    - secure
- 175.0 Explain that a secure facility is a safe facility for inmates and staff; security is always the number one priority.
- 176.0 Identify the correctional officer as the prime security agent within the correctional facility.
- 177.0 Explain that the safety and security of the correctional facility—and those who live and work within it—is dependent upon the knowledge of and adherence to all rules, policies, and procedures of the facility by all in the facility, staff and inmates alike.

### **Patrol Concepts and Techniques**

- 178.0 List purposes of patrol, to include:

- a) prevent criminal activity
  - b) maintain order
  - c) protect life and property
  - d) enforce institutional regulations
- 179.0 Identify preventive patrol as the most effective method for maintaining order and control in inmate housing units or cell blocks.
- 180.0 Identify specific objectives of preventive patrol, to include detection of:
- a) escape attempts
  - b) disturbances
  - c) potential trouble
  - d) fires
  - e) tampering with institution equipment
  - f) suicide attempts
  - g) illegal activities
  - h) inmates with emotional or medical problems
  - i) sexual assaults
- 181.0 Identify proper patrol techniques, to include:
- a) do not rely on audio-visual monitoring devices to maintain surveillance
  - b) be alert at all times for suspicious activity or things out of place
  - c) make complete rounds continually in accordance with established procedures
  - d) do not patrol with a regular or routine pattern or time schedule
  - e) backtrack frequently to keep inmates off balance
  - f) stop and listen before turning corners or approaching "blind spots"
  - g) be alert for impending attack, particularly when patrolling in an open housing, work, or activity area where inmates congregate in groups
  - h) check showers and toilets frequently in open inmate areas
  - i) check equipment, locks, and emergency alarms for working condition
  - j) report to supervisor any signs of impending trouble
  - k) listen to inmates
  - l) warn officers on other shifts if inmates plan to cause trouble
- 182.0 Identify signs of potential problems which an officer may observe on patrol, to include:
- a) burning smell
  - b) draped blanket hanging from top bunk over bottom bunk
  - c) towels or blankets draped in front of a cell door
  - d) two inmates in a shower with lots of steam or visibility otherwise obstructed
  - e) clothesline with clothing hanging on it strung from one side of a cell to the other
  - f) inmates who avert their eyes when an officer looks at them
  - g) inmates who are extremely quiet, appear to be depressed or angry, or exhibit mood changes
  - h) unauthorized items hung on walls, stuffed between bars, or sitting on window sills blocking view
  - i) noises out of place such as heavy breathing, metal scraping sounds, or absolute quiet or excessive noise
  - j) a cutoff of conversation when the officer approaches
  - k) obvious tension in the air
  - l) increased number of fights within or between inmate groups
  - m) racial or ethnic slurs being shouted by inmates at each other or at officers
  - n) increased violations of institution rules
- 183.0 Identify the duties of an officer in properly preparing for patrol duty, to include:
- a) be properly uniformed and equipped

- b) receive briefing from officer on previous shift
  - c) review log book and note any unusual conditions or changes that must be tended to
  - d) gain basic knowledge about inmates in the assigned area (identities, problems and special needs, normal behavioral patterns)
  - e) become totally familiar with the geography and environment of the assigned patrol area
- 184.0 Identify the daily inspections that an officer should make as part of patrol and reporting discrepancies, to include:
- a) test all openings with security coverings or locks
  - b) check for broken windows, cut screens, cracked skylights, defective hinges, loose or scarred bars, uplifted floor tiles, or holes in walls
  - c) check audible alarms for proper function
  - d) check emergency exits for free operation
  - e) test communications and audio-visual monitoring devices for proper function
  - f) examine fire extinguishers and fire hoses for working condition
  - g) check lights

### **Patrol Hazards**

- 185.0 Identify the kinds of hazards to inmate life and property which may occur in a patrol situation, to include:
- a) escape attempts
  - b) inmate fights
  - c) inmate suicide attempts
  - d) inmate use of drugs or alcohol
  - e) inmate assaults on each other
  - f) sexual battery
  - g) inmate riots or disturbances
  - h) fire
  - i) weather conditions
- 186.0 Identify potential hazards to the officer that are inherent in patrol in a correctional setting, to include:
- a) attack
  - b) taken hostage
  - c) hit by items thrown
  - d) injury resulting from responding to emergency situations
- 187.0 Explain common hazards inherent in vehicle patrol in a correctional setting, to include:
- a) vehicle accidents
  - b) assault by outside penetration

### **Tool and Sensitive Item Control Concepts/Procedures**

- 188.0 Identify reasons for tool control, to include:
- a) some tools can be used in escapes
  - b) some tools can be used as weapons
  - c) to keep tools organized for ease in locating
  - d) to maintain close inventory and prevent unnecessary costs for replacement
- 189.0 List examples of tools that would be considered hazardous (restricted) in a correctional facility, to include:
- a) hacksaw blades

- b) files
  - c) pipe wrenches
  - d) cutting tips
  - e) pipe cutters
  - f) ice picks
  - g) barber tools
  - h) medical/dental instruments with sharp points or cutting edges
  - i) culinary knives, cleavers, cooking forks, spits or skewers
  - j) grounds maintenance tools
  - k) wire cutters
  - l) chisels
- 190.0 List examples of tools that would be considered less hazardous (non-restricted) in a correctional facility, but still require control, such as:
- a) hammers
  - b) pliers
  - c) shovels
- 191.0 Describe a shadow board as an effective method for displaying and organizing tools; "shadow" of tool is drawn on board in the exact size and shape of tool.
- 192.0 Identify procedures for maintaining proper tool control, to include:
- a) mark new tools for inventory:
    - identify tool with facility markings
    - etch inventory number on tool
    - color code by classification (restricted or non-restricted)
    - enter description and number on all inventory lists
    - prepare space on shadow board
  - b) issue restricted tools to employees only or to inmates who are under direct supervision
  - c) maintain log of tools issued/returned:
    - date
    - staff or inmate name/number
    - time of issue
    - time of return
  - d) instruct inmates on proper use of tools
  - e) store on shadow board or in locked drawer or cabinet if not appropriate tool for shadow board; only one tool per shadow on board
  - f) post inventory lists conspicuously on shadow boards, tool boxes, cabinets, etc.
  - g) perform frequent inventories
    - check shadow board after each work detail
    - inventory tool boxes, drawers, cabinets daily
  - h) request replacement when tool unserviceable, worn-out or broken; dispose of properly
  - i) report lost or misplaced tools immediately
  - j) perform shakedown or cell search if tool is not accounted for
- 193.0 Explain that the officer supervising work details is responsible for tools used by inmates.
- 194.0 Identify procedures for tool control involving private or contract repair and maintenance workers, to include:
- a) inventory all tools prior to admittance or release
  - b) provide staff escort for workers

- 195.0 List examples of flammable, hazardous, poisonous or toxic materials which must be controlled within correctional facilities, such as:
- a) wood alcohol
  - b) methyl alcohol
  - c) photocopy fluids
  - d) acids
  - e) glue
  - f) gasoline
- 196.0 Identify guidelines for control of hazardous materials, to include:
- a) issue only to staff
  - b) record staff name, date, amount, description of material issued and returned
  - c) supervise inmates closely while using hazardous materials
  - d) perform frequent inventories
  - e) keep in secured storage area
  - f) store in original containers
  - g) store gasoline in approved safety cans
- 197.0 Identify guidelines for control of medical supplies and instruments, to include:
- a) inventory instruments daily
  - b) inventory needles and syringes daily
  - c) dispose needles and syringes in a safe and secure manner after use
  - d) control all drugs in manner prescribed by state and local pharmaceutical regulations
  - e) dispose contaminated linens and clothing in safe, secure manner after use

### **Key Control Concepts/Procedures**

- 198.0 Explain reasons why a key control system is necessary, to include:
- a) prevent escapes
  - b) prevent takeover of facility
  - c) control property (i.e., tools, weapons, commodities, etc.)
  - d) provide access to emergency keys for emergency care for staff and inmates
- 199.0 Identify considerations for maintaining inventory of keys, to include:
- a) maintain key control log
  - b) store keys in locked cabinet in central, secured location
  - c) label keys and corresponding hooks on key board
  - d) perform frequent inventory of key board
  - e) ensure that all hooks on key board contain keys or key chit (indicator that key is checked out by person specified on key chit) or an indication that the hook is not in use
  - f) maintain locator map of all permanent locks, accurate records of all padlocks
  - g) maintain keys on key rings which are soldered closed and contain metal tags with hook number
  - h) require employees who inadvertently carry a key home to notify control promptly
  - i) prohibit unauthorized possession, alteration, marking, duplication, manufacture or impression-making of keys
  - j) maintain emergency keys apart from operational keys
  - k) report lost, broken or malfunctioning keys or locks immediately; provide alternative security for area until repaired
  - l) do not duplicate keys; duplication is responsibility of designated key control officer

- m) change locks if sufficient reason to believe security may have been compromised
- 200.0 Identify elements of a key control log, to include:
- a) inventory
    - number of each key
    - trade name of key and lock it fits
    - trade name and location of locks
    - code number of ring on which key is located
    - number of keys on each ring
    - person(s) authorized for issue
  - b) activities (item, date, time, initials):
    - keys issued
    - keys turned in
    - keys exchanged
    - keys lost
    - keys replaced
    - keys damaged
    - keys inventoried
    - locks changed or rotated
    - locks not functioning
    - locks inventoried or checked
    - locks replaced
- 201.0 Identify considerations for issuing keys, to include:
- a) issue from central control point
  - b) issue by one employee
  - c) do not issue "pattern keys"
  - d) require signed receipt for permanently-issued keys
  - e) use key chits for any keys drawn from operational key board
  - f) exchange key chits at central control when relieving another officer; carry key chit to officer being relieved
  - g) issuing/receiving officer makes appropriate entries in key control log
- 202.0 Identify considerations for proper handling of keys, to include:
- a) carry and use keys inconspicuously
  - b) fasten keys by chain to belt and carry in pants pocket or leather pouch attached to belt
  - c) avoid reference to key numbers in presence of inmates
  - d) never allow inmates to handle any security keys
  - e) check assigned keys frequently
  - f) do not force keys to operate locks
  - g) check number of keys when exchanging keys from one employee to another
  - h) exchange hand-to-hand, never toss or throw keys
  - i) never use keys for any other than the intended purpose
  - j) never leave keys unattended or stored in desk drawers
  - k) never carry keys to both inside and outside doors at the same time
  - l) never enter an inmate's cell with security keys on your person unless a life depends on it
- 203.0 Identify considerations for maintenance of key and lock system, to include:
- a) report malfunctioning locks or keys immediately
  - b) report missing locks or keys immediately
  - c) report unlocked area which should be locked in a timely manner

## Accountability Concepts/Procedures

- 204.0 Identify that the physical accountability of inmates at all times is a primary mission of the facility staff.
- 205.0 Identify that correctional officers have the primary responsibility for the completion of an accurate count.
- 206.0 Identify the general types of counts, to include:
- a) formal - counts that are conducted at specific times of the day and night in an organized manner
  - b) informal, irregular, census checks - counts made while inmates are working or engaged in regular activities; made at irregular times and reported only when an inmate is missing
  - c) outcounts - counts of inmates that are not conducted in their quarters or accustomed counting areas
  - d) transportation counts - counts of inmates, by name and identification, as they board a transport vehicle, during the trip, and upon reaching destination
  - e) emergency counts - counts of inmates due to unusual circumstances such as escapes, riots, disturbances, fires, etc.
- 207.0 Identify the criteria for the proper conducting of counts, to include:
- a) frequent
  - b) prompt
  - c) accurate
  - d) recorded
  - e) in accordance with facility procedures
- 208.0 Identify principles of counting inmates properly, to include:
- a) perform official, formal counts minimum once per shift
  - b) schedule for as little interference as possible with daily work and activities
  - c) conduct frequent informal counts while supervising
  - d) know the number of inmates under your supervision at all times
  - e) do not allow anything—short of an emergency—to interrupt or distract while counting
  - f) allow no movement of inmates during formal counts
  - g) use two officers when counting in an open area - one to count and one to watch inmates' movement
  - h) remain in count area until count is verified as correct
  - i) ensure inmate presence
    - use enough light during night counts to see human flesh
    - beware of “dummy” setups
    - move bed linens as necessary
  - j) visually identify inmates, not by roll call
  - k) never allow inmates to participate in conducting or documenting counts
  - l) report count by telephone to control officer
  - m) prepare written “count slip” to verify count and submit to control officer
  - n) if interrupted or in doubt of correctness of count, conduct complete recount
  - o) enforce all rules regarding count without any exceptions
  - p) encourage inmate acceptance of the count as a necessity
  - q) remind inmates that the count is a mutual responsibility of officers and inmates
  - r) remind inmates that interference with a count is reason for disciplinary action
- 209.0 Identify the criteria for properly preparing “count slips,” to include:
- a) complete

- b) no erasures
  - c) no strikeouts
  - d) no alterations
  - e) written in ink
  - f) signed by all officers involved with count
- 210.0 Identify the procedures required of the count control officer, to include:
- a) maintain up-to-the-minute master count record in secure location
  - b) collect information needed to maintain accurate record:
    - housing moves
    - work assignment changes
    - admissions to hospital
    - commitments
    - releases
    - other changes affecting counts
  - c) receive results of formal counts
  - d) tabulate results of formal counts
  - e) record results of formal count in master count record; date, time, initial
  - f) announce when count has cleared (verified as accurate) and staff and inmates can resume activities
  - g) order recount when discrepancies occur
- 211.0 Demonstrate proper procedures/principles for conducting formal counts.

### **Security Equipment**

- 212.0 List the different types of security equipment, to include:
- a) gates, sally ports
  - b) doors
  - c) locks
  - d) surveillance devices
    - binoculars
    - lights
    - cameras
    - listening monitors
  - e) alarm systems
  - f) contraband detection systems
- 213.0 Define "sally port" as a double gate.
- 214.0 Identify the procedures for proper operation of sally ports or gates, to include:
- a) identify person(s) or vehicle(s) to be admitted or released
  - b) verify authorization for admittance or release
  - c) report presence if required by standard operating procedures
  - d) open outer gate or sally port
  - e) close outer gate or sally port after person(s) or vehicle(s) have cleared gate threshold
  - f) open inner gate after outer gate, or sally port, has closed; never have both gates open at the same time
  - g) close inner gate after person(s) or vehicle(s) have cleared threshold
  - h) report action if required by standard operating procedure
  - i) record movement of person(s) or vehicle(s) through gates or sally ports
  - j) search person(s) or vehicle(s) after admittance or before release
- 215.0 Describe precautions for manual operation of doors and gates, to include:
- a) never leave key in lock



- b) keep gate or door closed and locked when not in use
  - c) know and enforce proper procedures for movement through gates and doors
  - d) maintain accurate records of movement through gates
- 216.0 Describe the three main types of manual security locks:
- a) simple deadlock system - requires key to open and lock; cannot be slam locked
  - b) combination spring and deadlock system - requires key to open and place on deadlock, but spring lock allows you to slam lock without key
  - c) automatic spring and deadlock - requires key to open but will automatically deadlock when it is shut
- 217.0 Describe procedures for operation of remote control panels for gates and cell doors, to include:
- a) gate operation
    - observe officer(s) or authorized personnel approaching gate
    - check to see if inmates are nearby
    - instruct any inmates in area to move away from gate
    - open gate when area is clear of inmates
    - close door when traffic has passed through
  - b) cell door operation
    - open or close cell doors upon signal from other officers
    - open or close cell doors at scheduled lockdown or deadlock times or as directed or required for an emergency
- 218.0 Describe procedures for operation of closed circuit television, to include:
- a) scan TV monitors with a roving eye pattern rather than a fixed stare
  - b) stop or focus camera, if possible, for a closer look at an object
  - c) direct camera to desired area or request adjustment of camera range, if necessary
  - d) request another officer to check out the suspicious circumstances if the camera cannot be used
  - e) direct officer(s) to potential or actual trouble spots
  - f) report activities in log
- 219.0 List the types of metal detectors used to detect contraband, to include:
- a) fixed pass-through
  - b) hand-held body
  - c) other metal detectors
- 220.0 Describe maintenance guidelines for security equipment, to include:
- a) use equipment as directed by equipment manuals
  - b) keep equipment clean and in good repair
  - c) check frequently to ensure proper working order
  - d) report malfunctions immediately

### **Inmate Movement Requirements/Procedures**

- 221.0 Identify factors which control inmate movement, to include:
- a) physical design of facility
  - b) security control points
  - c) facility schedule
  - d) authorization
  - e) classification system
  - f) staff
- 222.0 Identify reasons for control of inmate movement, to include:

- a) aid in control of contraband
  - b) provide supervision of inmates
  - c) reduce assaults on inmates and staff
  - d) prevent escapes
- 223.0 Describe the types of inmate movement, to include:
- a) escorted - movement of inmates supervised by officer(s)
  - b) unescorted - movement of inmates not supervised (physically) by officer(s)
- 224.0 Identify the criteria for inmate movement, to include:
- a) orderly
  - b) prompt
  - c) accurate
  - d) consistent
  - e) safe
  - f) secure
- 225.0 Identify the correctional officer's responsibilities with regard to inmate movement, which may include:
- a) approve passes
  - b) issue passes
  - c) compile master pass list
  - d) apply restraints
  - e) escort inmate(s)
  - f) monitor movement - examine trip passes
  - g) conduct movement
  - h) report problems
  - i) record actions
- 226.0 Identify guidelines for escorting one inmate within the facility, to include:
- a) verify authorization for inmate movement
  - b) apply restraints as required
  - c) place self behind, and slightly to the right or left of the inmate; stay out of the inmate's reach
  - d) move inmate in the least amount of time possible; do not allow inmate to loiter or speak with others while en route
  - e) keep inmate apart from other persons
  - f) stay with inmate while he conducts business and return inmate to point of origin, unless told otherwise by supervisor
- 227.0 List activities which may require group movements initiated by audible signals from central control, to include:
- a) work call
  - b) meals
  - c) recreation (indoor/yard)
  - d) sick call
- 228.0 Identify guidelines for conducting group movement of inmates, to include:
- a) obtain necessary authorization
  - b) direct inmates to form as many columns as necessary to facilitate orderly movement
  - c) count inmates present to be moved
  - d) notify control room of inmate count, starting time of movement, and destination
  - e) place self to rear and to one side of formation if there is only one escorting officer; stay out of inmates' reach
  - f) order inmates to proceed to destination, maintaining organized formation

- g) keep inmates in view at all times; do not allow anyone or anything to pass between officer and group, or pass through group
  - h) never leave group alone; if inmate runs, stay with group and notify supervisor as soon as possible
  - i) observe for diversionary tactics
  - j) count inmates when formation reaches destination
  - k) notify control room of count and time movement is completed
- 229.0 Demonstrate proper procedures for escorting one inmate and a group of inmates.

### **State Rules and Regulations**

- 230.0 Identify that Florida Statutes outline requirements on areas relevant to corrections, to include:
- a) state correctional system
  - b) Department of Corrections
  - c) inmate labor
  - d) parole, probation and community control
  - e) detention facilities and correctional officers
  - f) county and municipal inmates
  - g) youthful offenders
- 231.0 Identify that the provisions of the Florida Statutes are further expanded by rules in the Florida Administrative Code.
- 232.0 Identify responsibilities of the Department of Corrections, to include:
- a) provide care, custody and control of inmates, buildings, grounds, property and all other matters pertaining to existing and future institutions
  - b) oversee facilities and programs for the imprisonment, correction, rehabilitation and community supervision of adult offenders on parole, probation, community control or other community release programs
  - c) inspect state facilities and investigate incidents therein
  - d) provide judges with effective evaluative tools and information for use in sentencing
- 233.0 Identify that Florida Statutes authorize the Department of Corrections to promulgate rules governing the administration of the correctional system and the operation of the Department and that these rules can be found in Chapter 33 of the Florida Administrative Code.
- 234.0 Identify provisions of Chapter 33, F.A.C., pertaining to care of inmates, to include:
- a) arrival procedures and requirements
  - b) provision of a canteen or commissary
  - c) inmate clothing
  - d) inmate personal appearance and hygiene
  - e) inmate housing requirements
  - f) inmate medical care
  - g) inmate supervision of other inmates
- 235.0 Identify provisions of Chapter 33, F.A.C. pertaining to inmate work programs, to include:
- a) maximum hours of work
  - b) rest/day off requirements
  - c) contact with non-institution personnel
  - d) restrictions on inmate movement from workplace
- 236.0 Identify provisions of Chapter 33, F.A.C., pertaining to inmate mail, to include:
- a) examination for contraband
  - b) limitations on with whom correspondence may be conducted

- c) subject matter content of mail
  - d) procedures when denying mail
  - e) provisions for forwarding mail after inmate is transferred or released
  - f) receipt of funds through the mail
  - g) provision of writing materials by the institution
- 237.0 Identify provisions of Chapter 33, F.A.C., pertaining to inmate legal documents, to include:
- a) handling of inmate legal mail
  - b) time and materials for preparation of legal documents
  - c) purchase and receipt of legal materials by inmate
  - d) notary public services
  - e) inmate assistance from other inmates in preparation of legal documents
- 238.0 Identify provisions of Chapter 33, F.A.C., pertaining to employee conduct, to include:
- a) reporting of law or rule violations by others
  - b) reporting criminal charges or arrest of self
  - c) physical appearance requirements
  - d) relationships with inmates and their families
  - e) participation in inquiries and investigations relating to official duties
  - f) submission to search and/or inspection of person, personal property or vehicle when on institution premises
  - g) treatment of inmates
  - h) working under the influence of drugs
  - i) insubordination
  - j) falsification of reports or records
  - k) sleeping on duty
  - l) use of force
  - m) giving legal advice
  - n) gambling
  - o) confidential information
  - p) attendance requirements
  - q) financial responsibility
  - r) solicitation
  - s) safety requirements
  - t) use of DC equipment and materials
  - u) possession of firearms or other weapons
  - v) political party participation
  - w) violence, fighting, horseplay and threats
- 239.0 Identify that provisions of Chapter 33, F.A.C., pertaining to inmate discipline include:
- a) general policy provisions
  - b) personnel involved in disciplinary matters
  - c) reporting disciplinary infractions
  - d) disciplinary processing
  - e) disciplinary action
- 240.0 Identify that Florida Model Jail Standards presents rules pertaining to all aspects of operation of county and municipal detention facilities.
- 241.0 Explain that it is important for the officer to locate and become thoroughly familiar with the rules and regulations for each institution or jail in which he/she works.

### **Inmate Transport Methods**

- 242.0 Describe the elements of safe inmate transport, to include:

- a) clear and comprehensive agency guidelines are established and followed
  - b) an adequate number of personnel are available
  - c) vehicle used for transport is properly equipped and in good working order
  - d) seat belts for the inmate(s)
- 243.0 Identify reasons for searching and restraining inmates prior to transport, to include:
- a) prevent escapes
  - b) confiscate weapons/evidence
  - c) officer safety
- 244.0 Demonstrate the proper technique for placing an inmate in a vehicle to be used for transport.
- 245.0 Identify that additional precautionary procedures are needed when transporting juveniles, injured persons, or members of the opposite sex.
- 246.0 List three basic mistakes that should be avoided in inmate transports, to include:
- a) wasting time in the transport process
  - b) making assumptions of inmate's potential threat based on appearance
  - c) using seriousness of crime as an indicator of potential threat
- 247.0 Identify that it is necessary to search the vehicle for contraband before and after transporting inmate.

### **Custody Responsibilities/Custody Process Requirements**

- 248.0 Explain that the inmate has not lost his/her constitutional rights, and that it is the officer's responsibility to see that they are not violated.
- 249.0 Explain that illegal use of force cannot be used against an inmate.
- 250.0 Name arresting authorities that may confine inmates to the jail, to include:
- a) local law enforcement officers
  - b) state law enforcement officers
  - c) law enforcement officers from other states and jurisdictions
  - d) U. S. Marshals or Deputy Marshals
  - e) parole and probation officers
- 251.0 Name the admission requirements for accepting an individual for confinement in a jail, to include:
- a) obtain proper identification of person delivering inmate; may be local law enforcement officer, U. S. Marshal or Deputy Marshal, probation/parole officer
  - b) obtain proper legal papers giving authority for commitment/detention
  - c) complete appropriate admission forms
- 252.0 Identify information needed on jail records for each inmate, to include:
- a) name
  - b) the charge(s)
  - c) age/sex/race
  - d) current residence
  - e) marital status
  - f) social security number
  - g) employment
- 253.0 Explain that the officer must not ask about the details of the crime when gathering personal data, as this can be considered a violation of the inmate's rights.
- 254.0 Explain that whenever a weapon or other personal property is taken, it is the duty of the property officer to give a receipt to the person without delay.
- 255.0 Explain that searching the inmate and his/her clothing is a major responsibility of a custody and confinement officer as well as the arresting officer.

- 256.0 List basic rules for assigning custody classification and housing assignments, to include:
- a) violent aggressive inmates should be housed alone
  - b) known homosexuals should be housed alone, if possible
  - c) youthful inmates shall be kept apart from older, more experienced inmates
  - d) handicapped, sick or injured inmates should be housed in an area where medical services are readily available
  - e) mentally ill inmates should be housed and carefully watched until other more suitable arrangements outside the jail can be made
  - f) inmates believed to be under the influence of drugs or alcohol should be monitored and observed
  - g) inmates of opposite sexes must be housed separately
  - h) pre-trial detainees must be housed separately from convicted inmates
  - i) "elderly offenders," inmates age 50 and older, incarcerated by the Department of Corrections are to be held in a separate correctional facility, apart from other inmates.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Crossover from Law Enforcement Officer to Correctional Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

PSAV	
Program Number	P430152
CIP Number	0743010205
Grade Level	30, 31
Standard Length	199 hours
Teacher Certification	CORR OFF @7 G LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3012
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkinsresources.asp">http://www.fldoe.org/workforce/perkins/perkinsresources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

This program is a planned sequence of instruction consisting of one occupational completion points. This program is established for the purpose of providing job-related training to

candidates for full-time or part-time correctional officers (SOC 33-3012) that require entry level certification in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.). **A student enrolling in this program must hold current certification as a law enforcement officer in accordance with Chapters 943, F.S. and 11B-35, F.A.C.**

The content includes, but is not limited to, knowledge of codes of ethics; development of correctional philosophies and systems; corrections rules, rights, and responsibilities; basic law and legal procedures; correctional operations; emergency preparedness techniques; communications skills; and human relations skills

### **Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0204	Law Enforcement Cross-Over to Correctional Introduction	59 hours	33-3012
	CJK0101	Interpersonal Skills 2	50 hours	
	CJK0480	Emergency Preparedness	26 hours	
	CJK0102	Correctional Operations	64 hours	

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located at: <http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx>.

### **Career and Technical Student Organization (CTSO)**

N/A



## **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website

([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

After successfully completing this program, the student will be able to perform the following:

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Crossover from Law Enforcement Officer to Correctional Officer**  
**PSAV Number: P430152**

**Course Number: CJK 0204**

**Occupational Completion Point: A**

**Law Enforcement Cross-Over to Correctional Introduction – 59 Hours –  
SOC Code 33-3012**

- 01.0 Define *ethics* as the principles of honor, morality, and accepted rules of conduct that govern an individual or group.
- 02.0 Define professionalism as behavior and attitude patterns exhibiting standards and character marked by pride in oneself and one's career, respect for the people served and commitment to the continued development of skills in the pursuit of excellence.
- 03.0 Explain that a high standard of ethical and moral conduct is an essential ingredient in the development of a professional officer on and off duty.
- 04.0 Identify that, according to s. 112.311(5), F.S., no officer or employee of a state agency or of a county, city or other political subdivision of the state shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature, which is in substantial conflict with the proper discharge of his or her duties in the public interest.
- 05.0 Define gratuity as anything of value intended to benefit the giver more than the receiver, given to a person because of position and authority rather than because of individual or personal qualities.
- 06.0 Identify questions that an officer should consider when deciding whether a gratuity is being offered:
  - a) Would this person have given this to me if I were not a correctional officer?
  - b) Does this place me under any obligation?
- 07.0 Explain the importance of ethical conduct in corrections, to include the following:
  - a) to maintain professionalism
  - b) unethical conduct by individual officers is viewed by the public as a reflection of the entire profession
- 08.0 Identify acts that are considered unethical, to include the following:
  - a) dishonesty
  - b) brutality
  - c) prejudice
  - d) offering or accepting gratuities
  - e) swindling
  - f) conversion of inmate's property
  - g) giving false or slanted testimony
  - h) violation of laws and regulations
  - i) violation of civil rights
  - j) discourteous conduct
  - k) willful neglect of duty
  - l) divulging confidential information
  - m) violation of privileged communication
- 09.0 Restate the following correctional officer's code of ethics:
- 10.0 Review important portions of the American Correctional Association Code of Ethics:

- a) Relationships with clients/colleagues/other professions/the public
  - members will respect and protect the civil and legal rights of all clients
  - members will serve each case with appropriate concern for the client's welfare and with no purpose of personal gain
  - relationships with colleagues will be of such character as to promote mutual respect within the profession and improvement of its quality of service
  - statements critical of colleagues or agencies will be made only as these are verifiable and constructive in purpose
  - members will respect the importance of all elements of the criminal justice system and cultivate a professional cooperation with each
  - subject to the client's rights of privacy, members will respect the public's right to know and will share information with the public with openness and candor
  - members will respect and protect the right of the public to be safeguarded from criminal activity.
- b) Professional conduct/practices
  - no member will use his official position to secure privileges or advantages for himself
  - no member will act in his official capacity in any matter in which he has personal interest that could in the least degree impair his objectivity
  - no member will use his official position to promote any partisan political purposes
  - no member will accept any gift or favor of a nature to imply an obligation that is inconsistent with the free and objective exercise of his professional responsibilities
  - in any public statement members will clearly distinguish between those that are personal views and those that are statements and positions on behalf of an agency
  - each member will be diligent in his responsibility to record and make available for review any and all case information which could contribute to sound decisions affecting a client or the public safety
  - each member will report without reservation any corrupt or unethical behavior which could affect either a client or the integrity of the organization
  - members will not discriminate against any client, employee or prospective employee on the basis of race, sex, creed or national origin
  - each member will maintain the integrity of private information; he will neither seek personal data beyond that needed to perform his responsibilities, nor reveal case information to anyone not having proper professional use for such
  - any member who is responsible for agency personnel actions will make all appointments, promotions or dismissals only on the basis of merit and not in furtherance of partisan political interests

## History of Corrections

11.0 Explain that in ancient times the reaction to crime and criminals was personal revenge.

- 12.0 Explain that as societies became more complex, the individualized response to crime through personal revenge became less and less acceptable.
- 13.0 Explain that in medieval Europe crime was thought of as acts that threatened the King's authority.
- 14.0 Explain that throughout history, retribution has usually taken the form of punishment.
- 15.0 Explain that the earliest European form of jails was centers for the detention of inmates awaiting trial.
- 16.0 Explain that in 1790, the Pennsylvania State Legislature called for renovation of the prison system, which influenced similar developments in neighboring states.
- 17.0 Explain that the Walnut Street Jail in Pennsylvania is seen as the beginning of the penitentiary system in the United States.
- 18.0 Explain that in 1816, the Auburn Prison was built with the philosophy that crime prevention could be accomplished through fear of punishment and silent confinement.
- 19.0 Explain that in Auburn-like institutions inmates were marched from place to place and their time was regulated by bells telling them to wake up, sleep and work.
- 20.0 Explain the distinction, beginning in the 1850s, between jails and prisons, to include
  - a) jails—local facilities to hold inmates before trial and to house some non-dangerous inmates serving short sentences for minor offenses
  - b) prisons—to house convicted felons serving long sentences
- 21.0 Explain that the American Prison Association was founded in 1870 with the goal of strong prison reform.

### **Philosophies of Corrections**

- 22.0 Identify four philosophical perspectives on why criminals are punished, to include the following:
  - a) incapacitation
  - b) retribution
  - c) deterrence
  - d) rehabilitation
- 23.0 Explain that “incapacitation” includes the concepts of restraint and deterrence, and can be specific to an individual offender (restraint) or general to society as a whole (deterrence).
- 24.0 Explain that retaliation and retribution imply that persons are accountable for their own acts, and confinement is a way to seek repayment for the debt owed to society for having violated its laws.
- 25.0 Explain that “revenge” includes the concepts of retaliation and retribution.
- 26.0 Explain that deterrence means that punishment for an act should be so severe that others seeing the punishment will be motivated to avoid the act.
- 27.0 Explain that rehabilitation or reform implies that while in prison inmates undergo change, so that when they are released they will be less likely to commit further crimes.
- 28.0 Explain that a philosophy of rehabilitation or reform is one reason why there are education, counseling, and vocational training programs in prisons.
- 29.0 Explain that reintegration/re-socialization starts from the idea that not only the individual offender must change, but change must also occur within the environment he or she will return to, to include the following:
  - a) family
  - b) job
  - c) friends and associates
  - d) neighborhood

- 30.0 Explain that one of the responsibilities of corrections is to provide inmates with opportunities to change themselves and to provide encouragement for them to change.

### **Inmate Rights and Responsibilities**

- 31.0 Explain that in all criminal prosecutions the accused has the right to:
- a) be informed of the nature and cause of accusation(s) against him
  - b) be furnished a copy of the charges
  - c) be allowed to call witnesses
  - d) be able to confront trial adverse witnesses
  - e) be heard in person
  - f) have a speedy trial
- 32.0 Explain that inmates have a right to:
- a) freedom from excessive punishments
  - b) legal counsel, including help from other inmates in preparation of writs, petitions and other legal papers
  - c) access to an adequate law library
  - d) freedom of expression
  - e) freedom from unreasonable search and seizure
  - f) freedom to worship and exercise religious beliefs without interference from staff if no danger is posed to security
  - g) exercise and fresh air
  - h) adequate medical treatment
  - i) send and receive mail, including correspondence with the courts
  - j) food that meets minimum nutritional standards
- 33.0 Explain the following regarding visitation:
- a) convicted inmates—privileges are a matter subject to the discretion of correctional officials (*Jones vs. North Carolina Prisoners' Union*)
  - b) pretrial detainees—must be allowed reasonable privileges and this right may not be arbitrarily restricted (*Jones vs. Diamond*)
- 34.0 Explain that the inmate has the Fifth Amendment right in cases where he can or will be subject to a disciplinary hearing and court action.
- 35.0 Identify excessive punishments, to include the following:
- a) excessive fines
  - b) cruel and unusual punishment
  - c) indefinite imprisonment
- 36.0 Explain that the following situations can be interpreted as cruel and unusual punishment:
- a) gross overcrowding
  - b) inadequate staff
  - c) lack of sanitation
  - d) inappropriate housing assignment
  - e) inadequate programs
- 37.0 Explain that it is the administration's responsibility to define allowable speech/behavior in their rules and regulations, and the inmate is responsible for adhering to them.
- 38.0 Explain that searches shown to be conducted for the purpose of punishment or harassment cannot be justified as reasonable or supportive of a legitimate penal aim.
- 39.0 Identify those faiths currently recognized as religions, to include the following:
- a) Jewish
  - b) Muslim
  - c) Catholic
  - d) Protestant

- 40.0 Explain that inmates' rights may be limited to ensure orderly administration of the institution or compelling state interest.

### **Privileged Communication**

- 41.0 Name two basic types of privileged communication, to include the following:
- a) communications resulting from relationships
  - b) communications relating to disclosure of persons who made the communication
- 42.0 List privileged communication resulting from relationships as provided in Chapter 90, Florida Statutes, to include the following:
- a) husband and wife (s. 90.504, F.S.)
  - b) attorney and client (s. 90.502, F.S.)
  - c) clergy and penitent (s. 90.505, F.S.)
  - d) psychotherapist and patient (s. 90.503, F.S.)
  - e) accountant and client (s. 90.5055, F.S.)
  - f) sexual assault counselor and victim (s. 90.5035, F.S.)
  - g) journalistic privilege and source identity (s. 90.5015, F.S.)
- 43.0 Identify methods of ensuring an inmate's right to privileged communications with his legal counsel, to include the following:
- a) visits do not have to conform to normal visiting hours
  - b) visits with legal counsel may be observed but not overheard
  - c) legal correspondence may be opened to inspect for contraband, but must be opened in the presence of the inmate
- 44.0 Explain that the basic reason for privileged communication is to protect relationships or other rights and interests where the protection is considered more important than the need for the evidence.
- 45.0 Describe the provisions of s. 90.507, F.S., as to waiver of right to privileged communications, to include that the person or his predecessor while holder of the privilege
- a) voluntarily discloses or makes the communication when there is not reasonable expectation of privacy; or
  - b) consents to disclosure of any significant part of the matter or communication

### **Correctional Officer Rights and Responsibilities**

- 46.0 State that as a correctional officer the primary responsibility is the supervision, protection, care, treatment, custody and control of inmates within a correctional institution.
- 47.0 Demonstrate that one of the responsibilities of a correctional officer is to maintain order within the jail or prison.
- 48.0 Identify that a correctional officer may inspect legal correspondence for contraband only and must do so in the presence of the inmate.
- 49.0 Identify that a correctional officer may move an inmate to an isolating status before a hearing if he poses a real danger to self, others, or property.
- 50.0 Explain that a correctional officer is responsible for preparing a written report for disciplinary actions against inmates for rules and regulations violations.
- 51.0 Identify that a correctional officer has a responsibility to conduct inmate searches to control the introduction and movement of contraband, prevent disruption of the institution, and prevent escapes.

- 52.0 Identify that a correctional officer may search visitors with electronic searching devices prior to contact visits.
- 53.0 Explain that a correctional officer may search the cell and seize contraband at any time and should document these searches and any contraband seized.
- 54.0 Explain that a correctional officer may use only that amount of physical force necessary to subdue a violent inmate or to remove an inmate from the general population if there is immediate danger of destruction of life, limb, or property.
- 55.0 Explain that in a jail situation, pretrial inmates should be kept separate from sentenced inmates whenever possible.
- 56.0 Review the correctional officer Bill of Rights as provided in s.112.532, F.S., to include the following:
- a) Correctional officer rights and privileges extend to investigations and interrogations by member of his or her agency.
  - b) Rights and privileges apply to investigation/interrogation for any reason which could lead to disciplinary action, demotion, or dismissal.
  - c) Interrogation shall be conducted at a reasonable hour, preferable when the office is on duty.
  - d) Interrogation shall take place at the office of the command of the investigating officer or at the office of correctional unit in which the alleged incident occurred.
  - e) The correctional officer under investigation shall be informed of the rank, name, and command of the officer in charge of the investigation, the interrogating officer, and all persons present during the interrogation.
  - f) All questions directed to the correctional officer under interrogation, shall be asked by one investigator at any one time.
  - g) The officer shall be informed of the nature of the investigation prior to any interrogation.
  - h) The officer shall be informed of the name of all complainants and be allowed to review the complaint and all statements made by the complainant(s) and witness(es) regardless of form, immediately prior to the investigative review.
  - i) Interrogation sessions shall be for reasonable periods and shall be timed to allow for such personal necessities and rest periods as are reasonably necessary.
  - j) The officer shall not be subject to offensive language or be threatened with transfer, dismissal or disciplinary action.
  - k) No promise or reward shall be made as an inducement to answer any questions.
  - l) If the officer under interrogation is under arrest or likely to be placed under arrest as a result of the interrogation, he or she shall be completely informed of all his or her rights, prior to commencement of the interrogation.
  - m) Any officer under investigation may request representation by counsel or any other representative of his or her choice, who shall be present at all times during the interrogation, whenever the interrogation relates to the officers continued fitness for service.
  - n) Complaint review board shall be comprised of three members.
  - o) Agencies with more than 100 officers shall have a complaint review board with five members.
  - p) The board members shall be officers.
  - q) Audio tape recordings shall be made of formal interrogations.
  - r) Audio tape recordings shall be made of recess periods.



- s) No unrecorded questions or statements shall be made during formal interrogation of the correctional officer.
  - t) Upon request, the correctional officer shall be provided a transcript copy within 72 hours, excluding holidays and weekends, following said interrogation.
  - u) The correctional officer shall have the right to review their personnel file, during a reasonable time and place under the supervision of the designated records custodian.
  - v) The correctional officer may file a written statement in response to items the officer identifies as derogatory in the personnel file.
  - w) Copies of items identified as derogatory by the officer in the personnel file shall be made available to the officer.
  - x) Willful investigation material disclosure by any participant, upon conviction, commits a misdemeanor of the first degree.
  - y) Every officer shall have the right to bring civil suit against any person, group of persons, organization or corporation, for damages, either pecuniary or otherwise, suffered during performance of the officer's duties or for abridgement of the officer's civil rights arising out of the performance of official duties.
  - z) No dismissal, demotion, transfer, or reassignment, or other personnel action which might result in loss of pay or benefits or other punitive action may be taken against the officer unless the officer is notified of the action and the reason(s) for such action prior to the effective date.
- 57.0 Review correctional officer's rights/responsibilities when contacted by an offender's attorney.

### **Search and Seizure Concepts**

- 58.0 Define search as an effort to seek out and discover evidence and/or contraband in the possession of another.
- 59.0 Define seizure as the act of taking possession of evidence and/or contraband for a violation of law.
- 60.0 Define contraband as any unauthorized article, or legal articles in excess of the authorized limit.
- 61.0 Explain that the Fourth Amendment prohibition against unreasonable searches and seizures is limited (in a correctional facility) in that reasonableness must be assessed in light of security, order, and rehabilitation needs.
- 62.0 Explain that searches should be performed in a reasonable manner and with discretion.
- 63.0 Explain that no inmate should be strip searched by an employee of the opposite sex except in emergency situations.
- 64.0 Explain that invasive body cavity searches may be conducted only by an employee of the medical staff.

### **Extortion**

- 65.0 Define extortion as a method of obtaining money or other pecuniary benefit from someone or compelling that person to do any act or refrain from doing any act against his will by threats of ill treatment, libelous accusations or exposure of faults.
- 66.0 List elements and intent of the crime of extortion (actual or threat), to include the following:
  - a) can be verbal or written

- b) accuses another of a crime; or
- c) injures another person's property or reputation; or
- d) exposes another's secrets; or
- e) exposes another to disgrace; or
- f) causes bodily harm or threatens to commit bodily harm; or
- g) intends to obtain money or other pecuniary benefit or to compel another to do an act against his or her will or not to do an intended act

67.0 Explain that extortion is a second degree felony.

### **Assault/Battery**

- 68.0 Define assault as threatening to strike or harm.
- 69.0 Define battery as unlawful touching, beating, wounding or laying hold of another's person or clothing without his or her consent.
- 70.0 Define aggravated assault as an assault made with a deadly weapon without intent to kill or with an intent to commit a felony on the victim. (784.021, F.S.).
- 71.0 Define aggravated battery as battery intentionally or knowingly causing great bodily harm, permanent disability or permanent disfigurement or committed with a deadly weapon (s. 784.045, F.S.).
- 72.0 Explain that the difference between assault and battery is that assault is only the threat of injury; battery is the actual completed act where the threat has been carried out.
- 73.0 Identify situations where acts that might otherwise be ruled battery are lawful for officers, to include:
- a) executing criminals legally convicted and sentenced to death
  - b) using reasonable force in making an arrest or subduing inmate
  - c) preventing offenses or serious injury
  - d) lawfully ejecting a trespasser, if force is used in moderation
- 74.0 Identify the elements of assault/battery on the following statutorily protected individuals, as stated in s. 784.07, F.S., and s. 784.083, F.S., as knowingly committing assault or battery while the protected individual is engaged in the lawful performance of his duties and relate that such an act enhances the crime by one degree.
- a) law enforcement officer (s. 784.07, F.S.)
  - b) correctional officer (s. 784.07, F.S.)
  - c) correctional probation officer (s. 784.07, F.S.)
  - d) firefighter (s. 784.07, F.S.)
  - e) emergency medical care provider
  - f) traffic accident investigation officer (s. 784.07, F.S.)
  - g) traffic infraction enforcement officer (s. 784.07, F.S.)
  - h) parking enforcement specialist (s. 784.07, F.S.)
  - i) code inspector (s. 784.083, F.S.)
  - j) security officer employed by the board of trustees of a community college (s. 784.07, F.S.)
  - k) public transit employees or agents (s. 784.07, F.S.)
  - l) juvenile probation officer (s. 784.075, F.S.)
- 75.0 Explain that enhanced penalties are provided in s.775.0823, F.S., for violent offenses committed against law enforcement or correctional officers.
- 76.0 Explain that enhanced penalties are provided in s. 775.074, F.S., for violent offenses committed against the staff of a sexually violent predator detention or commitment facility.

- 77.0 Explain that s. 784.078, F.S., was created making it a third degree felony to throw, toss or expel certain fluids or materials on an employee of specified correctional and detention facilities, including state prisons and county, municipal and regional jails.
- 78.0 Any person who knowingly and willfully shines, points, or focuses the beam of a laser lighting device at a law enforcement officer, engaged in the performance of his or her official duties, in such a manner that would cause a reasonable person to believe that a firearm is pointed at him or her commits a noncriminal violation. (s. 784.062, F.S.)

### **Sexual Battery and Sex Crimes**

- 79.0 List examples of sex crimes, to include the following:
- a) prostitution
  - b) sexual battery
  - c) child molestation
  - d) exhibitionism
  - e) voyeurism
- 80.0 Define the following sex crimes:
- a) prostitution—the giving or receiving of the body for sexual activity for hire
  - b) sexual battery—the act of having sexual intercourse with a male or female by force and against his or her will
  - c) child molestation—making indecent advances towards children in order to obtain sexual gratification
  - d) exhibitionism—the exposure of sexual organs in a public place
  - e) voyeurism—a person who commits the offense of voyeurism when he or she, with lewd, lascivious, or indecent intent, secretly observes, photographs, films, videotapes, or records another person when such other person is located in a dwelling, structure or conveyance and such location provides a reasonable expectation of privacy.
- 81.0 List Florida Statutes that relate to sex crimes, to include:
- a) Chapter 796—prostitution
  - b) Chapter 798—adultery; cohabitation
  - c) Chapter 800—lewdness; indecent exposure
  - d) Chapter 826—bigamy; incest
  - e) Chapter 810—voyeurism
- 82.0 Define sexual battery in accordance with s. 794.011(1)(h), F.S., as oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object (except for a bona fide medical purpose).
- 83.0 Explain that if the victim is under the age of 12 and the offender is 18 or older, the sexual battery is a capital felony; however, the defendant is not subject to the death penalty due to case law decisions.
- 84.0 Explain that if the victim is under the age of 12 and the offender is under the age of 18, the sexual battery is a life felony.
- 85.0 Explain that a person who commits sexual battery upon a person 12 years of age or older, without the person's consent, and the offender uses or threatens to use a deadly weapon or uses actual physical force likely to cause serious physical injury, commits a life felony. (s.794.011(4), F.S.)
- 86.0 Identify elements of sexual battery that constitute a first degree felony, upon a person 12 years of age or older, to include the following:
- a) victim was physically helpless to resist
  - b) victim was coerced to submit by threats of force or violence likely to cause serious injury

- c) victim was coerced to submit by threats of future retaliation to the victim or other person
  - d) offender, without knowledge or consent of victim, administered victim a narcotic, anesthetic, or intoxicant that mentally or physically incapacitated the victim
  - e) victim is mentally defective and the offender has reason to believe this or has actual knowledge of that fact
  - f) when victim is physically incapacitated
  - g) when offender is a law enforcement officer, correctional officer, or correctional probation officer as defined by s. 943.10, F.S.
- 87.0 List the various types of sexual batteries, to include the following:
- a) forcible
  - b) under 18 years of age
  - c) homosexual
- 88.0 Explain that the element of sexual battery that constitutes a second degree felony on a person 12 years of age or older, without that person's consent, is that the offender does not use physical force and violence likely to cause serious personal injury. (s. 794.011(5), F.S.)
- 89.0 Explain that there are enhanced penalties for a sexual battery which is committed by multiple perpetrators, per s. 794.023, Florida Statutes.
- 90.0 Without regard to the willingness or consent of the victim, which is not a defense to prosecution under s. 794.011(8), F.S., a person who is in a position of familial or custodial authority to a person less than 18 years of age and who:
- a) solicits that person to engage in any act which constitutes sexual battery commits a felony of the third degree
  - b) engages in any act with that person while the person is 12 years of age or older but less than 18 years of age commits a felony of the first degree
  - c) engages in any act with that person while the person is less than 12 years of age or in an attempt to commit sexual battery injures the sexual organs of such person commits a capital or life felony
- 91.0 Explain that the majority of sexual batteries are not reported.
- 92.0 Explain that the age of legal consent, according to Florida Statutes, is 18 years of age.
- 93.0 Explain that reputation evidence relating to a victim's prior sexual conduct or evidence presented for the purpose of showing that the manner of the dress of the victim at the time of the offense incited the sexual battery shall not be admitted into evidence in a presentation. (s. 794.022(3), F.S.)
- 94.0 Explain that it is a felony for a psychotherapist to commit sexual misconduct with a client or former client when the professional relationship was terminated primarily for the purpose of engaging in sexual conduct.
- 95.0 Explain that the victim of a sexual offense has the right to know whether the person charged with the offense has tested positive for HIV infection and that a court can order the person charged to be tested for such infection.
- 96.0 Explain that a person who knowingly has HIV/AIDS and has sexual intercourse with a non-consenting person(s) who are not aware of the HIV infection has committed a first degree felony (s. 384.34(5), s. 384.24(2), F.S.)

### **Human Behavior/Human Needs**

- 97.0 Define human behavior in terms of a hierarchy of human needs, to include the following:
- a) basic needs
    - food

- clothing
  - shelter
  - b) safety needs
    - security
    - orderliness
    - protective rules
    - risk avoidance
  - c) relationship needs
    - need to belong
    - family
    - friends
    - group membership
  - d) ego-status needs
    - social rewards
    - professional rewards
  - e) self-actualization needs
    - personal growth
    - need to be challenged
    - need to be creative
- 98.0 Explain how a need hierarchy influences human behavior, to include the following:
- a) individual motivation
    - can be positive or negative motivation depending on need to be met
    - tension created to meet need is manifested by motivational behavior; behavior is a result of positive or negative motivation
    - the longer the lower order needs are left unmet the more urgent the motivation
  - b) setting priorities
    - lower order needs (i.e., basic safety) are met first
    - higher order needs are not usually met until lower order needs are met
  - c) action taken
    - behavior is directed toward meeting need
    - inability to fulfill a lower order need may result in immature or illegal behavior; normally law-abiding individuals may become driven to seek desperate alternatives, i.e., gambling, loan sharks, organized crime, etc.
- 99.0 Explain how gaining insight into the satisfaction of needs will facilitate an understanding of the behavior of inmates, to include the following:
- a) basic needs
    - of immediate concern to new inmates
    - often display fear/anxiety
    - once met, easier to accept rules, routine, etc.
  - b) safety needs
    - often most important need
    - often exploited by other inmates to coerce new inmate
  - c) belongingness
    - need for socialization
    - often displays loneliness, depression
    - motivation for gangs, ethnic solidarity
    - can be exploited by inmates
    - can lead to social tension

- d) ego-status
    - need to assert individuality
    - often manifests in aggressive or criminal behavior/rule breaking
  - f) self-actualization
    - difficult to achieve in institution
    - requires support
    - often regarded as eccentricity or non-conformity
- 100.0 Explain how gaining insight into the satisfaction of needs will facilitate an understanding of the behavior of officers, to include the following:
- a) basic needs (usually met)
    - job security
    - money
  - b) safety
    - stress of profession with regard to safety of officers
    - training helps alleviate some fear for personal safety
    - policies, procedures, guidelines provide order, security
  - c) belongingness
    - family ties, church, social group
    - professional associations
  - e) ego-status
    - may be difficult at times to achieve
    - work conditions/perceptions of inmates create tension in meeting this need
    - must recognize importance of maintaining professional confidence in order to do job
    - correctional image not always positive
  - f) self-actualization
    - important personal need
    - should strive to improve self through education and training
    - will result in projection of better image of authority
    - will increase productive behavior

### **Juvenile and Youthful Offenders**

- 101.0 Describe unique characteristics of juvenile offenders, to include the following:
- a) may come from broken homes
  - b) may come from low income families
  - c) high degree of irresponsibility
  - d) unpredictable behavior patterns
  - e) rapid changes in behavior and/or performance
  - f) greatly influenced by peer pressure
  - g) attitude is fresh, forward, with no respect for authority
  - h) demand explanations
  - i) often defiant, no realization of seriousness of actions or consequences
  - j) question authority
  - k) high incidence of drug/alcohol involvement
  - l) may be quite manipulative
  - m) need additional education and training
  - n) question disparity of justice system, i.e., many youthful offenders have committed the same crime in the past for which they now have been incarcerated under the adult system

- 102.0 Explain differences between juvenile inmates and adult inmates, such as
- adult inmates more motive-oriented; juvenile inmates more impulsive
  - adult inmates moderate behavior; juvenile inmates more reactive
  - juvenile inmates more “playful” than adult inmates
  - juvenile inmates more difficult to deal with
- 103.0 Explain purposes of juvenile corrections, to include the following:
- protect society
  - protect juvenile
  - carry out dispositional orders of court (return individual to society with more than they came in with)
  - plan, develop, and implement necessary correctional programs, services (such as recreation, rehabilitation and religion)
- 104.0 Explain reasons for treating juveniles differently from adults in correctional facilities, which are:
- recognize unique physical, psychological, and social characteristics of juveniles
  - give juveniles access to opportunities for normal growth and development through training, education, counseling, athletics and religion
- 105.0 Explain the importance of the correctional officer’s role with juvenile offenders, to include
- role model (despite seemingly unappreciated attitude on part of inmate, officer’s behavior is observed and valued)
  - most important influence for behavioral change is correctional officer
- 106.0 Explain the attributes required for performing duties with juvenile inmates, to include
- patience
    - inmates are impatient
    - inmates are compulsive and reactive
  - good humor
    - inmates tend to be playful
    - can defuse tense situation; reduce escalation
    - enjoys being around young people
  - flexibility
    - willing to try new things
    - inventive
  - understanding
    - knows special needs of youth
    - compassionate
  - mental alertness
  - physical vigor
  - professionalism
  - self-control
- 107.0 Explain basic procedures to follow when disciplining a juvenile inmate, such as
- recognize that behavior is truly unacceptable rather than a normal behavior for juvenile
  - keep incident from escalating
    - juveniles act without thinking of consequences
    - officer should remain calm, in control
  - attempt individual counseling as first step, if applicable one-on-one, in private
  - attempt, if behavior persists, corrective counseling (not formally processed)
  - take formal disciplinary action, if appropriate
    - probation
    - extra duty

- loss of gain time
  - confinement
- 108.0 Explain special care required when dealing with juvenile inmates, to include:
- a) use of force
    - juveniles hostile to authority
    - no concern for consequences
  - b) be aware of potential for suicide
    - third leading cause of death for juveniles and on rise
    - watch for signs of behavior change
    - take all threats seriously
    - do not leave alone
    - secure professional assistance
  - c) protective custody supervision
    - size
    - age
    - handicaps—physical or emotional

### **Orientation to Crisis Intervention Techniques**

- 109.0 Define crisis as a crucial or decisive point or situation; an unstable state usually with an impending abrupt or decisive change.
- 110.0 Identify four major types of crises, to include the following:
- a) economic
  - b) personal/social
  - c) psychological
  - d) physical
- 111.0 Identify crises common in correctional facilities, such as:
- a) reaction to arrest/imprisonment
  - b) loss of loved one
  - c) divorce/family problems due to imprisonment; inmate inability to act on situation
  - d) conflicts between inmates
  - e) mental/emotional problems
  - f) drug/alcohol problems
  - g) suicide attempt
  - h) assault by another inmate—physical and/or verbal
  - i) self-injury
  - j) a significant disciplinary infraction
  - k) recommended transfer that is perceived to be adverse
  - l) significant conflicts with others that would endanger the safety and welfare of the institution
- 112.0 Identify factors which can cause a crisis, to include the following:
- a) stress and emotional strain
  - b) normal coping mechanism fails
  - c) unable to resolve problem(s)
  - d) staff
    - intimidation (threats)
    - goading
    - belittling statements
    - inappropriate physical contact and gestures
    - inappropriate intervention



- inappropriate verbal comments/responses
- 113.0 Identify the common stages of a crisis, to include the following:
- a) pre-symptomatic level—stage in which there are few observable symptoms even though the crisis producing dynamics are present
  - b) symptomatic level—stage in which symptoms of a developing crisis begin to appear, though the person is still able to function effectively in most situations
  - c) crucial level—stage in which the stress level has reached such proportions that the person is no longer able to function effectively
  - d) acute level—stage in which the person has mostly lost control
- 114.0 Identify common phases of an emotional response to a crisis, to include the following:
- a) high anxiety
  - b) denial
  - c) anger
  - d) remorse
  - e) withdrawal
  - f) grief
  - g) reconciliation
- 115.0 Define crisis intervention as the action of coming into a situation that has reached a critical phase in order to modify and defuse the situation.
- 116.0 Identify the goals of crisis intervention, to include the following:
- a) Shield the crisis victim from any additional stress.
  - b) Assist the victim in organizing and mobilizing resources.
  - c) Return the victim to a pre-crisis level of functioning as much as possible.
- 117.0 Identify the steps of crisis intervention:
- a) assessment
  - b) decision point
  - c) referral
- 118.0 Identify selected procedures for handling crisis situations in a correctional setting, such as:
- a) observe closely to detect any signs of early stages of crisis
  - b) anticipate possibility of crisis when stressful events happen in the life of an inmate
  - c) discuss observations and concerns with inmate, if possible
  - d) display understanding, respect, and objectivity
  - e) ask inmate for suggestions to resolve crisis
  - f) refer inmate to resources inside or outside facility for assistance as needed; work through appropriate channels
  - g) always allow the inmate to save face
  - h) use calming techniques to defuse a volatile situation
  - i) use force only to the degree necessary to gain control of the situation
  - j) deal with all individual crises; individual crises left unattended can become institutional crises
- 119.0 Identify specific calming techniques useful in crisis situations or disputes within correctional facilities, to include the following:
- a) model appropriate behavior
  - b) speak with calm, confident voice
  - c) break visual contact between disputants
  - d) respect every individual's personal space—be aware of results of touching and verbalization of key words
  - e) verbally defuse the situation
  - f) try to get the individual(s) involved to sit down

- g) treat the situation professionally; do not make light of the problem(s)
  - h) do not make promises that cannot be kept
- 120.0 Explain that an aggressive approach by officers to resolve crisis situations or disputes can result in negative responses and situations.
- 121.0 Identify that force may be necessary to handle crisis situations in corrections.
- 122.0 Identify behaviors that may result in high arousal, to include:
- a) physical contact between disputants
  - b) profane or insulting language
  - c) interruption of one disputant by another
- 123.0 Identify questions that would be helpful in assessing a crisis situation, such as:
- a) Is the crisis related to a specific event or chronic problem?
  - b) Is the crisis situation mild, moderate, or severe?
  - c) Is the crisis interpersonal, intrapersonal, or situational?
  - d) Does the person need additional help from other sources?
  - e) What resources are practical and available?
- 124.0 List the departments/agencies to which a correctional officer may refer an inmate undergoing crisis, to include the following:
- a) medical department
  - b) psychologist/psychiatrist
  - c) counselor
  - d) alcohol or drug abuse programs
  - e) chaplain/clergy
  - f) mental health facility
  - g) financial department
  - h) legal options - grievance procedures, court remedies
- 125.0 Demonstrate ability to intervene in a crisis situation of a sexually abused inmate.

### **Suicide Prevention and Intervention**

- 126.0 List common facts and myths about suicide, to include the following:
- a) Myth: Very few people ever think about suicide.  
Fact: Thinking is different from doing. Many people do consider suicide at some point in their lives, although they never attempt it.
  - b) Myth: People who talk about suicide don't kill themselves.  
Fact: Eight out of ten people who commit suicide tell someone that they're thinking about hurting themselves before they actually do it.
  - c) Myth: Only certain types of people commit suicide.  
Fact: All types of people commit suicide: male and female, young and old, rich and poor, country people and city people. It happens in every racial, ethnic, and religious group.
  - d) Myth: Suicide among youth is decreasing.  
Fact: The suicide rate for young people has tripled in the last ten years.
  - e) Myth: Most people who kill themselves really want to die.  
Fact: Most people who kill themselves are confused about whether or not they want to die. Suicide is often intended as a cry for help.
  - f) Myth: When a person talks about suicide, you should change the subject and try to get his or her mind off it.  
Fact: Take them seriously and listen carefully to what they are saying.
- 127.0 Analyze general facts about suicide, to include the following:
- a) 70% - 80% of suicides are associated with depression

- b) three times as many men commit suicide as do women, but women attempt suicide far more often than men
  - c) suicide is the third leading cause of death for teenagers aged 15-19
  - d) studies show that only about 5% of persons attempting or committing suicide are intent on dying
  - e) alcohol and drug use increases the possibility of suicidal behavior
  - f) many suicides—especially among young people—are a result of impulsiveness
  - g) 75% of suicide victims make their distress known either directly or indirectly prior to attempt
  - h) the risk of suicide is very high among persons who threaten suicide if no intervention is provided
- 128.0 Identify factors relating to suicidal behavior in a correctional environment, to include the following:
- a) There is a higher incidence of suicidal behavior in correctional facilities than in any other setting.
  - b) Mentally disturbed persons often end up in jail since institutional mental health care has been de-emphasized.
  - c) Inmate populations are generally made up of a high proportion of persons at suicide risk:
    - alcoholics
    - sex offenders
    - drug addicts
    - persons with character disorders
  - d) People are more likely to end up in jail in a crisis time of life than at any other time.
  - e) The correctional environment is conducive to suicidal behavior:
    - is authoritarian (inmate has no control over future)
    - isolates inmate from family, friends, and community
    - causes shame of being incarcerated
    - dehumanizes inmates
  - f) One suicide in a correctional facility is often followed by a rash of suicides or attempted suicides; juveniles particularly affected.
- 129.0 Identify profile of suicides in jails and correctional institutions, to include the following:
- a) Over half the suicides occur within 12 hours after incarceration.
  - b) More suicides occur during the hours of darkness.
  - c) Suicide attempts occur more often during the afternoon/evening.
  - d) Young people (ages 17-26) represent the highest incidence of suicide, particularly juveniles within adult institutions.
- 130.0 Describe the differences between attemptors and completors of suicide in a jail or correctional institution, to include the following:
- a) attemptors
    - use less lethal method
    - make attempt between 3 p.m. - 10 p.m.
    - want to change situation; call for help
  - b) completors
    - use lethal method (88% by hanging)
    - commit act between midnight - 7 a.m.
    - have a desire to die and end situation
- 131.0 Identify factors which can signal suicide risk, to include the following:
- a) history of mental illness

- b) previous suicide attempt(s)
  - c) suicide of family member or significant other
  - d) recent loss of a loved one or status
    - job
    - position of esteem
    - money
  - e) poor marital or family relationships
  - f) history of drug or alcohol abuse
  - g) in jail for the first time on a serious charge
  - h) in jail for killing a loved one or relative
  - i) inmate speaks little or no English
- 132.0 Identify types of inmates who may be at greater risk for suicide, to include the following:
- a) seriously depressed
  - b) facing a crisis situation
  - c) manipulative or impulsive
- 133.0 Identify symptoms which can signal suicidal risk or intention, to include the following:
- a) depression
  - b) sudden mood changes
  - c) references to death (direct and indirect)
  - d) self-destructive behavior
  - e) questions about death (burial costs, wills, etc.)
  - f) agitation
  - g) overt psychoses
  - h) loss of interest in activities or relationships previously enjoyed
  - i) marked reduction in recreation or exercise activities
  - j) refusal to receive visitors
  - k) giving away possessions
  - l) violent and aggressive behavior
- 134.0 Describe physical warning signs of depression, to include the following:
- a) sleep difficulties
  - b) depressed physical appearance
  - c) slumping
  - d) weight loss or loss of appetite
  - e) tiredness and fatigue
  - f) general loss of energy
  - g) sitting in fetal position
- 135.0 Describe behavioral warning signs of depression, to include the following:
- a) frequent crying for no apparent reason
  - b) slow thinking and speaking
  - c) apathy and despondence
  - d) sudden social withdrawal
  - e) feelings of helplessness and hopelessness
  - f) loss of touch with reality
  - g) suicidal gestures
- 136.0 Describe events or situations which can trigger a crisis situation, to include the following:
- a) spouse files for divorce
  - b) parole denial
  - c) death in family or of loved one
  - d) sexual assault
  - e) reality of confinement sinks in

- 137.0 Identify times when inmates are more likely to receive news which can trigger a crisis situation, to include the following:
- a) visitation
  - b) mail call
  - c) telephone calls
  - d) court visits
  - e) parole hearings
- 138.0 Describe factors which support suicide prevention in a correctional setting, to include the following:
- a) thorough intake screening to gather suicide risk information
  - b) correctional officer knowledge of inmate history and current situation
  - c) correctional officer sensitivity to special circumstances which are likely to trigger crisis situations
  - d) correctional officer alertness to signs of serious depression
- 139.0 Describe operational elements of suicide prevention, to include the following:
- a) House suicidal inmates where they are constantly visible, if possible.
  - b) Increase frequency of cell checks to intervals specified by local policy.
  - c) Remove clothing if situation and policy so dictate.
  - d) Remove harmful items (razor blades, belts, matches, pens, pencils, mirrors, glasses, any sharp items).
  - e) Place inmate alone in a cell if violent or dangerous while awaiting medical attention.
  - f) Place inmate with other inmates to provide for social contact.
  - g) Anticipate potential suicidal weapons and opportunities that may exist.
  - h) Establish and maintain good rapport with inmates.
  - i) Have other inmates notify officer if an inmate threatens or attempts suicide.
  - j) Conduct rounds/patrol at unscheduled times and without established pattern.
  - k) Maintain communication with other shifts and personnel.
  - l) Refer potentially suicidal inmates to the counseling staff.
  - m) Report all suicide threats and/or attempts, whether real or fake, to supervisor and counseling staff.
- 140.0 Describe procedures to take when an inmate is threatening to attempt suicide, to include the following:
- a) Do not rush in and attempt a rescue.
  - b) Call for help and secure area immediately.
  - c) Start a non-threatening conversation with the inmate.
  - d) Listen to the inmate and try to get him to talk about problem.
  - e) Assure the inmate he has control over immediate situation.
  - f) Respond to and reflect back what the inmate says.
  - g) Do not judge, belittle, or make fun of the inmate.
- 141.0 Describe procedures to take when an inmate has attempted suicide, to include the following:
- a) Alert supervisor and medical staff immediately.
  - b) Presume victim to be alive until pronounced dead by a medical authority.
  - c) Administer first aid as appropriate until medical help arrives (if inmate has attempted hanging, administer artificial respiration).
  - d) Prepare complete report as soon as possible following the incident.
- 142.0 Describe the correctional officer's role in preventing inmate suicide, to include the following:
- a) identification and response (referral) to inmate suicidal behavior
  - b) is not responsible for the inmate's decision to take his own life

- c) is responsible for taking reasonable measures to protect the inmate from acting on that decision
  - d) legal consequences of failure to act
- 143.0 Describe the correctional officer's defense in case of suicide, to include the following:
- a) acting in "good faith"
  - b) keeping good records
  - c) using common sense
- 144.0 Assess the degree of risk for potential suicide victims as described or portrayed in situational examples. The suicide risk potential in each situation will be assessed as low, moderate, or high considering these factors:
- a) existence of environmental factors which signal suicide risk
  - b) existence of a crisis situation inherently conducive to suicidal thoughts and feelings
  - c) existence of depression warning signs
  - d) existence of physical symptoms which signal suicide risk or intention

**Course Number: CJK 0101****Occupational Completion Point: A****Interpersonal Skills 2 – 50 Hours – SOC Code 33-3012**

- 01.0 Explain that prison society is characterized by forced equality.
- 02.0 List the greatest pressures inmate in prison faces, to include:
- a) mistreatment by other inmates made possible by inadequate control within the prison
  - b) inappropriate behavior of correctional officers toward inmates
    - insensitivity toward inmate problems
    - failure to enforce rules and regulations
    - failure to be firm and fair
    - complacency; poor job performance
  - c) environmental conditions
  - d) stigma of being sent to prison: shame, guilt, fear
- 03.0 List deprivations that cause problems for individuals being imprisoned, to include:
- a) goods and services
  - b) heterosexual relationships
  - c) autonomy
  - d) relative freedom from rules
  - e) security by being forced into association with vicious and unpredictable fellow inmates
  - f) ability to make free choices
- 04.0 Identify attributes that psychological and material deprivations jeopardize, to include:
- a) self-esteem
  - b) personal defense systems and social adaptation
  - c) life goals
  - d) heterosexuality
  - e) emotional security
- 05.0 Identify factors that affect an individual's ability to adjust to imprisonment, to include:
- a) social class
  - b) age
  - c) criminal career
- 06.0 State that some inmates adjust to the deprivation of goods and services in prison by running a "store."

- 07.0 State that some inmates adjust to the deprivation of heterosexual relationships in prison by engaging in homosexual activities.
- 08.0 Identify defense mechanisms inmates may utilize when adjusting to imprisonment, to include:
- a) denial of reality
  - b) fantasy; escapism
  - c) repression
  - d) rationalization
  - e) emotional insulation
  - f) intellectualization
  - g) regression
  - h) compensation
  - i) displacement
  - j) gang membership
  - k) religion or cults

### **Inmate Societies**

- 09.0 List generalized characteristics of inmate population, to include:
- a) young, unmarried males
  - b) may be products of broken homes
  - c) frequent products of society's lower social and economic levels
  - d) poorly educated, unskilled with unstable work records
  - e) low self-esteem
- 10.0 List the broad categories of inmates within a prison, to include:
- a) anti-social
  - b) mentally ill
  - c) racial/ethnic minority
  - d) gang members
  - e) homosexuals
  - f) youthful offenders
  - g) older offenders
  - h) long term
  - i) career criminals
  - j) politically dissident
  - k) sex offenders
  - l) infamous inmates; those who have committed publicized crimes
  - m) religious groups
- 11.0 State that the main purpose of inmate social system is to provide status for inmates.
- 12.0 List what inmate social system is based upon, to include:
- a) loyalty
  - b) inmate solidarity
  - c) affection
  - d) respect
  - e) social cohesion
- 13.0 Name functions of inmate social system, to include:
- a) solves the problem of personal security and fear of further isolation
  - b) redefines the meaning of "material possessions"
  - c) helps inmate recapture his "male" role (ability to take it and hand it out)
- 14.0 List slang terms that identifies positions within inmate group, to include:
- a) rats

- b) center men
  - c) gorillas
  - d) merchants (peddlers)
  - e) wolves
  - f) punks
  - g) fags
  - h) ball busters
  - i) toughs
  - j) hipsters
- 15.0 Define “gang” as a group of persons gathered together for some antisocial or criminal purpose.
- 16.0 Identify concerns of the facility with regard to prison gangs, to include:
- a) transfer of control from prison authorities to a small group of inmates
  - b) increase of narcotics and other illegal contra-band within a prison
  - c) protection rackets
  - d) petty thievery, gambling and loan sharking to control other goods and services
  - e) homosexual prostitution
  - f) cults or fanatical groups whose purposes are other than providing goods and services
- 17.0 Describe forms of control within inmate societies, to include:
- a) segregation
  - b) incentives
  - c) illegitimate opportunities
  - d) threats or actual physical violence
- 18.0 List elements of the “inmate code,” to include:
- a) loyalty to other inmates within the group
  - b) inmates are not to snitch
  - c) inmates are not to lose their heads
  - d) inmates should not take advantage of each other by means of force, fraud or chicanery
  - e) inmates are admonished to “be tough, be a man”; do not weaken
  - f) inmates are expected to be sharp and not be suckers

### **Criminal Types and Careers**

- 19.0 State that a career criminal is normally a property offender.
- 20.0 List characteristics of a “professional thief,” to include:
- a) involved in confidence games, shoplifting, pocket-picking
  - b) frequent contacts with underworld
  - c) seldom in prison because of cleverness in avoiding arrest
- 21.0 List characteristics of a professional “heavy” criminal, to include:
- a) highly skilled and full-time
  - b) involved in armed robbery, burglary and other direct assaults on property
  - c) team or mob operations
  - d) satisfied with lifestyle
- 22.0 Name characteristics of the semiprofessional property criminal, to include:
- a) limited criminal skills
  - b) involved in robberies, holdups, burglaries, larcenies
  - c) view themselves as victims of a corrupt society
- 23.0 List characteristics of the property offender (“one-time loser”), to include:



- a) unskilled loner without a previous record
  - b) commits one serious property crime
  - c) often arrested and placed on probation
- 24.0 List characteristics of the “naive check forger,” to include:
- a) no previous record
  - b) unsophisticated recidivistic check passer
  - c) attempts to rationalize away offenses as minor infractions
- 25.0 State those white collar criminals include persons within business and corporate organizations who violate state and federal regulatory statutes.
- 26.0 State that a professional fringe violator is a person who is a member of a legitimate profession who utilizes professional skills in the commission of crimes
- 27.0 Define “embezzler” as an individual who steals money from an employer, usually through the alteration of business records.
- 28.0 State that there are differences between the crimes of violence and nonviolent sex offenders.
- 29.0 List various types of recidivist criminals, to include:
- a) the inadequate, dependent repeater involved in vagrancy, petit larceny, disorderly conduct, etc.
  - b) the asocial or sub cultural repeater (moonshiners, prostitutes, pimps, gamblers, etc.)
  - c) the compulsive recidivist who repeats the same crime over and over
  - d) the impulsive recidivist who may repeat a variety of crimes over and over
- 30.0 Identify factors that impact and influence an individual’s decision whether or not to pursue a career as a criminal, to include:
- a) socialization skills
  - b) broken homes
  - c) cognitive development
  - d) biological development
  - e) influence of parents
  - f) separation and loss
  - g) discipline and family climate
  - h) inability to find and keep employment

### **Institutional Criminalities**

- 31.0 List the types of crimes that occur within a correctional setting, to include:
- a) petty theft
  - b) gambling
  - c) loan sharking
  - d) blackmail
  - e) sale of contraband
  - f) homicide
  - g) sex crimes
  - h) assault and battery on staff and inmates
  - i) bribery
- 32.0 Identify factors that impact and influence institutional criminality, to include:
- a) length of sentence
  - b) past behavioral history
  - c) type of crime sentenced for
  - d) recidivism
  - e) gang membership

- 33.0 List the leading motives for single assailant events, to include:
  - a) homosexuality
  - b) arguments
  - c) debts
- 34.0 List the leading motives for multiple assailant events, to include:
  - a) snitching
  - b) gang phenomena
  - c) drug quarrels
  - d) homosexuality
  - e) institutional disturbances and riots
- 35.0 Identify actions and procedures that can reduce the crime rate within a correctional setting, to include:
  - a) proper classification and diagnosis
  - b) close observation by staff; proper patrolling techniques
  - c) effective contraband control
  - d) developing rapport with inmates
  - e) swift disciplinary sanctions

### **Interpersonal Skills**

- 36.0 Identify the purposes of communication, to include:
  - a) inform
  - b) persuade
  - c) entertain
  - d) indicate action
- 37.0 Define “interpersonal communication” as transmission and receipt of a message to effect some kind of action.
- 38.0 Identify skills an officer needs for effective interpersonal communications:
  - a) ability to size-up the situation
  - b) ability to communicate well with inmates
  - c) ability to control inmate behavior
- 39.0 Explain “sizing up a situation” as gathering information quickly and accurately regarding what is occurring in the surroundings.
- 40.0 Identify the steps involved in “sizing up a situation,” to include:
  - a) position
  - b) observe
  - c) posture
  - d) listen
- 41.0 Identify the major elements of positioning, to include:
  - a) keeping a safe distance
  - b) being able to see and hear groups and individuals
  - c) facing squarely
  - d) looking directly (eye contact)
- 42.0 Identify primary components of observing, to include:
  - a) look carefully
  - b) decide if a situation is normal or abnormal
  - c) decide if a situation indicates the potential for trouble
- 43.0 Identify aspects considered during the initial stage of observing, to include:
  - a) behavior
  - b) appearance
  - c) environment

- 44.0 Identify several things an officer might look for when first coming on shift, to include:
- a) changes in inmate routines
  - b) groupings of inmates
  - c) noise levels
  - d) changes in inmate physical appearance
- 45.0 Define “posturing” as holding your body in such a way to show strength, confidence, interest and control.
- 46.0 Identify components of good posturing, to include:
- a) stand erect
  - b) eliminate distracting behaviors
  - c) incline slightly forward
- 47.0 Explain that nonverbal communication can reflect a person’s prejudice and attitude.
- 48.0 Explain clues that can be used to develop inferences, to include:
- a) feeling cues
  - b) relationships
  - c) energy levels
  - d) values
- 49.0 Identify the categories of relationships and feelings as:
- a) positive
  - b) negative
  - c) neutral
- 50.0 Identify the major categories of energy levels and describe their respective characteristics as:
- a) low - appearance and actions indicating defeat, slow movements, head hangs down, every movement seems to require great effort
  - b) moderate - active involvement in most activities
  - c) high - participates in all that is required, also makes use of physical equipment and participate in voluntary activities (high-energy inmates require constructive involvement in positive activities)
- 51.0 Identify the three basic environments of every individual, to include:
- a) where he/she lives
  - b) where he/she works
  - c) where he/she learns
- 52.0 Identify that inferences are more likely to be accurate if they are based on detailed and concrete observations rather than on vague, general ones.
- 53.0 Identify steps in listening, to include:
- a) suspending judgment
  - b) picking out key words
  - c) identifying the intensity of what is said
  - d) reflecting on mood
- 54.0 Identify three characteristics of voice which may be used to determine intensity, to include:
- a) volume
  - b) emotion
  - c) pitch
- 55.0 Identify the “add-on” skills in interpersonal communication, to include:
- a) responding
  - b) asking questions
- 56.0 Identify the levels of responding, to include:
- a) responding to content
  - b) responding to feeling

- c) responding to feeling and meaning
- 57.0 Define “responding to content” as the skill of seeing and hearing what is really happening and the ability to mirror that understanding back to the individual.
- 58.0 Identify steps of responding to content, to include:
  - a) reflect on what was seen and heard
  - b) use a responding format
- 59.0 Identify ways in which an employee might verbally respond to content, to include:
  - a) “You’re saying ”
  - b) “You look (or it looks) ”
- 60.0 Define “responding to feeling” as the ability to capture in words the specific feelings being presented by inmate.
- 61.0 Identify steps in responding to feeling, to include:
  - a) reflect on feeling and intensity
  - b) respond to feeling
- 62.0 List various basic feeling words, to include:
  - a) happy
  - b) angry
  - c) confused
  - d) sad
  - e) scared
- 63.0 Define “responding to feeling and meaning” as paraphrasing the content of inmate’s statement in such a way as to provide a meaningful reason for the inmate’s feeling.
- 64.0 Identify steps in responding to feeling and meaning, to include:
  - a) reflect on feeling and reason
  - b) respond to feeling and meaning
- 65.0 Explain that if a communication interchange goes deeper than the officer feels he/she can manage, it is appropriate to refer the inmate to a counselor or other specialist at the facility.
- 66.0 Explain that questions are used in addition to the basic skills and responding techniques to open up communications with inmate rather than shutting it off.
- 67.0 Identify the components of the 5WH method as asking:
  - a) who
  - b) what
  - c) why
  - d) where
  - e) when
  - f) how
- 68.0 Identify the techniques used in asking questions, to include:
  - a) use the 5WH method
  - b) reflect on answers and recycle
- 69.0 Define “reflecting on answers and recycle” as being able to make sense out of inmate’s answers, recognizing the answers not spoken, and thinking carefully about what the inmate has said in answering a question.
- 70.0 Identify various questions to be asked in reflecting, to include:
  - a) How does he/she look?
  - b) What is he/she saying?
  - c) What did he/she say?
  - d) What didn’t he/she say?
- 71.0 List the application skills used in controlling behavior as:
  - a) handling requests
  - b) making requests

- c) reinforcing behavior
- 72.0 Define “controlling behavior” as taking charge to assure appropriate behavior to serve the interests of the institution, the staff member and the inmate.
- 73.0 Identify the steps in handling requests, to include:
  - a) check things out
  - b) give a response and a reason
- 74.0 Identify various necessary elements in checking things out, to include:
  - a) use basic skills
  - b) know rules and regulations
  - c) decide if requests are legitimate
  - d) check out inmate and situation
- 75.0 Identify various considerations for giving inmate a reason for your response, to include:
  - a) to minimize future complaints
  - b) the inmate will not be able to claim he was not told a reason for a negative response
  - c) the inmate will know the reason this time for granting a request, but will understand a future request may not be granted if reasons are not as good
- 76.0 Explain that basic needs cannot be withheld and that inmate’s request to fulfill a basic need that is guaranteed by law, policy or procedure must be taken very seriously.
- 77.0 Identify steps involved in making requests, to include:
  - a) check things out
  - b) take appropriate action
- 78.0 Define “taking action” as selecting the best way to make requests.
- 79.0 Identify techniques to use in taking action, to include:
  - a) be specific
  - b) use mild/polite format or direct format
  - c) get stronger when necessary
  - d) use responding skills
- 80.0 Define “mild request format” as a polite request, using “please” or “would appreciate.”
- 81.0 Define “direct request format” as identifying the behavior/action desired.
- 82.0 Define “softening a request” as toning down a request and making it more palatable by putting it in the form of a request rather than a direct order.
- 83.0 Define “reinforcing behavior” as the ability to administer punishments and rewards effectively to show inmates the positive and negative consequences of their actions.
- 84.0 Identify the elements of reinforcing behavior as:
  - a) reinforce positively and negatively
  - b) use verbal and nonverbal techniques
- 85.0 Explain that since nonverbal reinforcers usually involve the use of force, it should only be used when there is a threat of physical harm to you, the inmate or other staff or inmates, as a last resort.
- 86.0 Explain that the statement “human actions determine human reactions” means that if inmates are treated like the human beings they are, more decent and constructive behavior will be promoted.
- 87.0 Demonstrate effective interpersonal communication techniques in role-play situations.

### **Female Inmates**

- 88.0 Identify statistics concerning female inmates based on statistics available from the current Department of Corrections Annual Report.
- 89.0 Identify general types of crimes for which females are incarcerated based on statistics available from the current Department of Corrections Annual Report.

- 90.0 Identify generalized characteristics of female offender population using typical offender profile from current Department of Corrections Annual Report.
- 91.0 Identify behavioral characteristics of female inmates, to include:
- a) low self-esteem
  - b) depression, guilt, worry over care and custody of children
  - c) freely express anger, fear, affection, especially verbally
  - d) desire belongingness - separation from family causes formation of surrogate families within facility
  - e) homosexual activities more for affection and companionship than sexual gratification
  - f) less force applied for participation in homosexual activities among female inmates than among male inmates
- 92.0 Describe special needs of female inmates, to include:
- a) economic
    - need to improve job-related skills
    - need same range and quality of training programs as those available to male inmates
  - b) social - need response and visitation from family and friends
  - c) physical - specialized health needs
    - gynecological services
    - prenatal care
    - obstetrical care
    - post-partum care
    - child placement services
  - d) psychological
    - need to improve self-image
    - need to improve decision-making skills to reduce dependency
    - need for privacy
- 93.0 Identify legal considerations with regard to intake, housing, and supervision of female inmates in Florida, to include:
- a) female inmates must be housed separately from male inmates
  - b) a female officer must be present to admit and process female inmates
  - c) a female employee must be on duty at all times when the facility houses female inmates
  - d) male employees must be accompanied by a female employee when entering a female housing area unless an emergency situation dictates otherwise
- 94.0 Explain that staff should be constantly alert to physical danger with male and female inmates; do not be lulled into false sense of security because of smaller size of females and seeming lack of strength.

### **Inmate Homosexuality**

- 95.0 Define "lifestyle homosexuality" as:
- a) voluntary, consenting acts of homosexuality
  - b) homosexuality that developed before entry into the correctional institution
- 96.0 Define "situational homosexuality" as homosexuality brought about inside the institution through coercion, force or by choice through the lack of appropriate sexual release.
- 97.0 Describe the effects of situational homosexuality on inmates, such as:
- a) emasculation, or loss of femininity (in females)
  - b) fear, stress
  - c) suicide

- d) homicide
- 98.0 Describe the dynamics of coercion with lifestyle and situational homosexuality in an institution, such as:
  - a) "love triangles"
  - b) assaults upon inmates or staff
  - c) murder
- 99.0 Identify the health hazards associated with homosexual activity, such as:
  - a) venereal disease
  - b) herpes
  - c) AIDS
- 100.0 Explain the responsibilities an officer has with respect to incidences involving homosexuality, such as:
  - a) prevention
  - b) protective management
  - c) counseling referral
  - d) appropriate professional behavior (i.e., avoid derogatory remarks, name-calling, etc).
- 101.0 Describe institutional factors which contribute to homosexual behavior, to include:
  - a) a single sex environment
  - b) close, overcrowded housing areas
  - c) lack of meaningful work and recreational activities
  - d) demands of the prison "caste system"
  - e) absence of opportunities for physical release of the sex drive
  - f) need for emotional reinforcement and sense of "family"
  - g) inmate's need to demonstrate masculine role and dominance
  - h) housing of younger inmates with older inmates
  - i) presence of homosexual prostitutes
- 102.0 Describe guidelines to help control homosexual behavior in correctional facilities, to include:
  - a) keep all cell windows and bars clear
  - b) check to make sure inmates are in their assigned areas
  - c) keep a close watch on both the aggressive potential "rapist" and the younger, weaker potential victims
  - d) try to discourage feminine/masculine traits among male/female inmates; do not call them by female/male names
  - e) supervise shower activities closely
  - f) encourage inmates to participate in recreational activities as outlets for their energies
  - g) observe closely the inmates under your control

### **Supervision Techniques**

- 103.0 Define "supervision" as the action, process or occupation of overseeing and directing in order to accomplish task(s).
- 104.0 Identify what supervision should accomplish, to include:
  - a) getting people to do what is required of them
  - b) developing an orderly, controlled environment
- 105.0 List consequences of poor supervision within a correctional setting, to include:
  - a) disciplinary problems
  - b) conflict between staff and inmates
  - c) poor inmate morale

- d) escapes
- 106.0 List problem situations a correctional officer should be aware of when supervising inmates, to include:
- a) fighting
  - b) diversionary tactics
  - c) insults and disobedience
  - d) approaching inmates who are disobeying rules; use caution
  - e) cell and inmate searches
  - f) contact visits or exposure to public
- 107.0 Identify areas within the facility of special concern when supervising inmates, to include:
- a) food service
  - b) recreation
  - c) chapel
  - d) classrooms
  - e) medical
  - f) work location
  - g) dorms
- 108.0 Conclude that failure to recognize the individual differences among inmates is the most common supervising error in the correctional field.
- 109.0 List factors that enhance the chances of positive effects when supervising inmates, to include:
- a) "firm, but fair"
  - b) job knowledge
  - c) self confidence
  - d) consistent temperament
  - e) ability to give clear, understandable orders
    - materials needed
    - time required for task
    - training for task
  - f) ability to recognize individual differences
  - g) ability to correct and praise; give praise in private
  - h) ability to make positive corrective comments; give corrective comments in private
  - i) keep your word
- 110.0 Identify general rules a supervisor who comes in contact with inmates should be aware of, to include:
- a) avoid familiarity with inmates
  - b) do not gossip with inmates
  - c) do not give advice to inmates
  - d) do not show favoritism
    - bias
    - prejudices
    - opinions
  - e) never make a promise that you cannot keep
  - f) do not discuss other staff members with inmates
- 111.0 Identify techniques and principles a correctional employee must master to be successful in supervising inmates, to include:
- a) bullying or belittlement will arouse resentment and antagonism
  - b) suggestion or influence is a powerful motivator of human action
  - c) inmate is more likely to do something if he understands the reason for the action



- d) where desirable, suggest alternative action to that which the inmate wishes to pursue
  - e) a decision will be more meaningful and forceful if the inmate is able to make it himself
  - f) the word “no” should be used judiciously, convincingly, and fairly
  - g) refrain from the use of profanity or vulgarity
- 112.0 Identify inmate tactics that officers supervising inmates should be alert to and prepared to deal with, to include:
- a) discussing an officer’s personal life/affairs
  - b) expecting favors in return for information
  - c) playing one officer against another
  - d) discussing another officer or inmate with an officer
  - e) blackmailing officers who grant minor favors
- 113.0 Demonstrate the appropriate technique(s) in various role-play situations involving inmates who must be supervised.

### **Recognizing Inmate Deception and Manipulation**

- 114.0 Identify reasons why inmates engage in manipulation and deception of staff, to include:
- a) status among peers; gain control and autonomy
  - b) personal reward and gain
  - c) control of staff; embarrassment or humiliation
- 115.0 Identify considerations for recognition of manipulation and deception, to include:
- a) overfriendliness of inmate toward officer
  - b) excessive praise and flattery, building ego of staff member
  - c) sharing rumors concerning the staff member or others
  - d) requesting personal information
  - e) forming bond between inmate and staff member
  - f) excessive dependency of inmate on staff member and vice versa
- 116.0 Explain that victims may be selected intentionally or by accident.
- 117.0 Identify factors in selection of a staff victim of inmate deception and manipulation, to include:
- a) new employees
  - b) overly trusting or naive
  - c) overly familiar
  - d) not confident
  - e) complacent
- 118.0 Identify methods which inmates use to gather information about staff for deception and manipulation, to include:
- a) observe behavior of staff member with other staff, supervisors, inmates
  - b) ask questions
  - c) listen to conversations among staff members
- 119.0 Identify methods inmates use to verify information concerning staff, to include:
- a) engage staff member in conversations
  - b) break small rules to test reaction
- 120.0 List methods used by inmates to deceive or manipulate staff, to include:
- a) refusing to cooperate
  - b) devising methods to modify the correctional officer’s behavior
  - c) circumventing or disobeying rules
  - d) being willing to do something wrong regardless of the punishment
  - e) distraction

- f) mood changes
  - g) using special circumstances or situations, i.e., physical conditions, illnesses or injuries
- 121.0 Explain that there is a distinction between friendliness and familiarity.
- 122.0 Explain that a correctional officer will encounter problems when exhibiting excessive friendliness, over familiarization, and favoritism.
- 123.0 Identify the types of deception an inmate can use on a correctional officer, to include:
- a) individual (one-on-one)
  - b) team; may be long-range and complex effort
- 124.0 Identify participants in a team deception, to include:
- a) observers
  - b) contacts
  - c) runners
  - d) turners
  - e) pointmen
- 125.0 Explain the responsibilities of each member of a deception team, to include:
- a) observers- pay attention to correctional officers who use inmate jargon, ignore minor rule infractions, play favorites, enforce rules for some and not others, are easily distracted
  - b) contacts - supply information about correctional officer's work habits, likes and dislikes
  - c) runners
    - not active members
    - usually the only members of the team paid because they must expose themselves to the correctional officer by asking for small items like candy, cigarettes, pencils, etc.
  - d) turners
    - befriend the correctional officer and use the friendship to ultimately coerce officer into engaging in infractions of the rules
    - least suspected by the correctional officer
    - work very hard at establishing a close bond with the correctional officer
  - e) pointmen
    - stand guard when the correctional officer is in the process of granting illegal favors, violating institutional rules or being compromised or harmed
- 126.0 Identify factors that affect a deception, to include:
- a) goal(s) to be accomplished
  - b) personality characteristics of victim
  - c) the possible time involved
  - d) the location and physical layout of the area where the deception and/or manipulation will take place
- 127.0 Identify considerations that help an officer avoid deception or manipulation, to include:
- a) know job and perform it properly
  - b) communicate and act toward inmates in a manner that identifies the correctional officer as a person of skill and knowledge
  - c) treat all inmates firmly but fairly
  - d) use friendly but unfamiliar manner when dealing with inmates
  - e) document inmate behavior
  - f) maintain professional appearance
  - g) monitor remarks, gestures, actions

- h) enforce rules and regulations
  - i) self-esteem and self-confidence
- 128.0 Demonstrate appropriate responses to manipulation and deception in role-play situations.

### Preventing Sexual Assault

- 129.0 Define "sexual misconduct" as described in the Protection Against Sexual Violence in Florida Jails and Prisons Act and 944.35(3)(b)1, F.S. The term "sexual misconduct" means the oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object. Sexual misconduct can occur with both consent and non-consent to participate in sexual activity.
- 130.0 Define exceptions to the Protection Against Sexual Violence in Florida Jails and Prisons Act (PASV):
- a) The term sexual misconduct does not include an act done for a bona fide medical purpose or an internal search conducted in the lawful performance of the employee's duty.
  - b) Sexual misconduct does not apply to any employee of a correctional facility who is legally married to an inmate or an offender supervised by the Department of Corrections in the community.
  - c) It does not apply to any employee who has no knowledge, and would have no reason to believe, that the person with whom the employee has engaged in sexual activity is an inmate or an offender under community supervision of the Department of Corrections.
- 131.0 Define "sexual battery" as oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object; however, sexual battery does not include an act done for a bona fide medical purpose. Sexual battery usually refers to a sexual act, committed without consent.
- 132.0 Define "sexual activity" as the oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object; however, sexual activity does not include an act done for a bona fide medical purpose.
- 133.0 Describe the penalties for "sexual misconduct."
- a) Any employee of a correctional facility who engages in sexual misconduct with an inmate or an offender supervised by the Department of Corrections in the community, without committing the crime of sexual battery, commits a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084, F.S.
  - b) Penalties for a felony of the third degree, by a term of imprisonment not exceeding 5 years.
  - c) A person who has been convicted of an offense other than a capital felony may be sentenced to pay a fine in addition to any punishment described in s. 775.082, F.S.
  - d) Multiple convictions of sexual battery may result in the offender being defined and sentenced as a habitual felon.
  - e) Notwithstanding prosecution, any violation of the provisions of this subsection shall constitute sufficient cause under s. 110.227, F.S., for dismissal from employment with the department, and such person shall not again be employed in any capacity in connection with the correctional system.
- 134.0 Describe appropriate methods to identify signs indicating an inmate or offender may be a victim of sexual assault.

- f) Non-consent to participate in sexual activity (sexual assault) may be identified through the following:
- Direct reporting from another inmate – most likely to happen when the reporting inmate may reap something from the exposure.
  - Request from an inmate for medical assistance, protective management, transfer to another facility, change of job assignment or dorm assignment.
  - Observation of inappropriate appearance, both physical and mental – untidy dress, disease, bruises, scratches, attempted suicide, depression, withdrawal, non-eating, pregnancy in females, etc.
  - Observation of inmate obsessions, belligerent, self-destructive, and aggressive behavior; and speaking about escaping or suicide.
  - Inmate exhibiting phobias, nightmares (disturbing sexual fantasies) slow or inaudible speech are signs of abuse.
  - Review and observation of written and verbal communications by the inmate to family or other outside contacts.
  - Reports from the inmate's family or friends.
  - Observation and suspicion by other staff.
- b) Consent to participate in sexual activity (sexual misconduct) may be identified through the following:
- Direct reporting from the assaulted inmate or another inmate. Inmate asking for a specific officer on a regular basis.
  - Observation of inmates and Officer/staffs that appear together in excess or outside the normal routines, including but not limited to these areas: canteen, control room, inmate housing, staff housing, work, education, and medical areas, unoccupied or closed areas.
  - A Correctional Officer is constantly justifying an inmate's behavior or getting him/her out of trouble.
  - Observation of inmates getting special and excessive privileges including but not limited to: additional phone access, extra canteen access and items, deposit to the inmates cashless canteen I.D. by staff, additional clothing from the laundry, extra food, more TV time, and absence from cells or dorm areas.
  - Observation of Officer/staff providing leniency toward a certain inmate regarding rules and regulations, searches, mail or any other privilege.
  - Observations that the inmate possesses additional items (gifts) such as jewelry, clothing, or other unauthorized items that do not appear on his/her approved property list.
  - Observation of excessive communication between Officer/staff and inmate, Officer/staff detailed inquiry of inmate records, knowledge by the inmate of personal Officer/staff information, excessive Officer/staff protection of inmate.
  - Pregnancy of a female officer or female inmate.

135.0 Explain the condition where "consent" of the inmate or offender may not be raised as a defense to the prosecution for this offense. The consent of the inmate or offender supervised by the department in the community to any act of sexual misconduct shall not be raised as a defense to a prosecution. "Consent" means intelligent, knowing, and voluntary consent and does not include coerced submission. "Consent" shall not be

- deemed or construed to mean the failure by the alleged victim to offer physical resistance to the offender.
- 136.0 Identify staff reporting requirements with regard to sexual misconduct allegations. Each employee who witnesses, or has reasonable cause to suspect, that an inmate or an offender under the supervision of the Department of Corrections in the community has been unlawfully abused or is the subject of sexual misconduct pursuant to this subsection shall immediately prepare, date, and sign an independent report specifically describing the nature of the force used or the nature of the sexual misconduct, the location and time of the incident, and the persons involved. Section 794.027, F.S. - A person who observes the commission of the crime of sexual battery and who:
- a) Has reasonable grounds to believe that he or she has observed the commission of a sexual battery;
  - b) Has the present ability to seek assistance for the victim or victims by immediately reporting such offense to a law enforcement Officer/staff;
  - c) Fails to seek such assistance;
  - d) Would not be exposed to any threat of physical violence for seeking such assistance;
  - e) Is not the husband, wife, parent, grandparent, child, grandchild, brother, or sister of the offender or victim, by consanguinity or affinity; and
  - f) Is not the victim of such sexual battery
- is guilty of a misdemeanor of the first degree, punishable as provided in s. 775.082 (imprisonment not exceeding one year) or s. 775.083, F.S., (fine not exceeding \$1,000).
- 137.0 Explain the penalties for failure to meet those reporting requirements, to include:
- a) Any employee required to report pursuant to this section who knowingly or willfully fails to do so, or who knowingly or willfully prevents another person from doing so, commits a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083, F.S.
  - b) Any person who knowingly or willfully submits inaccurate, incomplete, or untruthful information with regard to reports required in this section commits a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083, F.S.
  - c) Any person who knowingly or willfully coerces or threatens any other person with the intent to alter either testimony or a written report regarding an incident where force was used or an incident of sexual misconduct commits a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084, F.S.
- 138.0 Describe methods and techniques that can be used to prevent "sexual misconduct" and "sexual assault" to include:
- a) Video surveillance
  - b) Closer supervision of housing units, unoccupied and closed areas within the facility
  - c) Frequent alternating job assignments for inmates and/or staff
  - d) Extensive training of Basic Recruits, Certified Officer/staffs, non-certified staff, contracted employees, volunteers, and interns
- 139.0 Given the fact that a correctional administrator has determined that sexual misconduct has occurred, describe how this determination affects the employment of those who violated the act.
- a) Formal investigation of allegation
  - b) Disciplinary action against staff member
  - c) Administrative reassignment of staff member

- d) Termination of employment
  - e) Loss of Officer/staff certification
  - f) Criminal prosecution
  - g) Incarceration of assailant
  - h) Fining of assailant
- 140.0 Identify the consequences of other sexual activities not described in this act, to include:
- a) Sexually transmitted diseases
  - b) Compromise/breach of security
  - c) Termination of staff person's family relationships
  - d) Potential threats to family
  - e) Alienation between peers/family/friends
  - f) Loss of future possible employment
  - g) If found guilty, loss of certification
  - h) Possibility of civil law suits

**Course Number: CJK 0480**

**Occupational Completion Point: A**

**Emergency Preparedness – 26 Hours – SOC Code 33-3012**

### **Riot and Disturbance Control: Prevention Procedures and Techniques**

- 01.0 Define "riot" in a correctional setting as an uncontrolled, violent disturbance by inmates, usually directed at the central administration of the correctional facility.
- 02.0 Identify causal factors for riots and disturbances, to include:
- a) food
  - b) mail
  - c) inhumanity
  - d) medical treatment
  - e) staff shortage and low morale
    - change in administration
    - too many changes too quickly
- 03.0 List indicators of facility tension often preceding riots and disturbances, to include:
- a) increase in requests for transfers
  - b) many inmates spending more time in their cells
  - c) increase in disciplinary cases
  - d) increase in voluntary lock-ups and inmate violence
  - e) increase in number of weapons found in shake-downs
  - f) increased separation by racial or ethnic groups
  - g) inmates making excessive and/or specific demands
  - h) warnings to "friendly" officers to take leave
  - i) inmates too quiet and calm
- 04.0 Explain that riots and disturbances are sometimes used as "fronts" or diversions for some unauthorized activity, most notably escape.
- 05.0 Indicate that the correctional officer discovering the disturbance will immediately notify the central communications area and secure the disturbance area to prevent:
- a) other inmates from joining the riot
  - b) the taking of hostages
  - c) injury of personnel not involved
  - d) damage to other areas
- 06.0 Identify standard procedures for officers to follow in a riot or disturbance, to include:
- e) notify control center; secure the area

- f) control center alerts designated persons, other areas of facility, and other agencies as necessary
  - g) report to assigned post but do not enter the area of the disturbance
  - h) follow interactions of officer in charge, such as:
    - contain the disorder to a specific area
    - secure possible escape routes
    - help non-participants out of the area
    - attempt to identify leaders; take notes
    - use force only to the degree required and only under order
- 07.0 Identify items which may be needed in a riotous situation, to include:
- a) communications equipment
  - b) alarm/signal
  - c) riot gear
  - d) emergency keys
  - e) amplifiers and public address system
  - f) firefighting equipment
  - g) medical supplies
  - h) emergency power source
  - i) camera and film
  - j) chemical agents
  - k) firearms and ammunition
  - l) logs/report forms
  - m) restraint devices (handcuffs, shackles, flex cuffs, electronic restraining devices, shields, etc.)
  - n) tools (screwdrivers, pliers, etc.)
  - o) flashlights and batteries
  - p) food
- 08.0 Identify priorities in a riotous situation in the following order:
- a) safety of general public
  - b) safety of all hostages
  - c) welfare and safety of staff and inmates
  - d) protection of property
  - e) restoration of order and control
  - f) identification, arrest and legal prosecution
- 09.0 Identify general guidelines for riot/disturbance situations, to include:
- a) all officers should not rush to the scene
  - b) personnel not trained with firearms should never be given assignments requiring firearms
  - c) have a plan ready
  - d) each officer should know duties and responsibilities
- 10.0 Explain that the purpose of a riot and disorder plan is to establish policies and procedures and areas of responsibility in the event of a riotous situation in a correctional facility.
- 11.0 Identify types of force that can be used against rioting inmates, to include:
- a) show of force
  - b) use of water
  - c) use of chemical agents
  - d) use of physical force
  - e) batons
  - f) use of firearms
- 12.0 Summarize post-riot procedures that should be followed, to include:

- a) segregate ringleaders and agitators
- b) perform strip search of all inmates
- c) have institution count
- d) administer first-aid to injured
- e) check security of institution
- f) conduct a thorough investigation of incident
- g) repair damage
- h) debrief staff and inmates
- i) adopt effective measures to prevent repetition

### **Techniques for Handling Unusual Occurrences**

- 13.0 Identify procedures to follow when responding to an inmate's death, to include:
  - a) verify apparent death and notify supervisor
  - b) notify medical personnel
  - c) secure the area and body while awaiting medical personnel and prison inspectors
  - d) notify state attorney's office or county judge of the county in which the death occurred
  - e) notify chaplain and hospital social worker of the death
  - f) prepare a report containing all known facts related to the death
- 14.0 Explain the primary objectives in the event of food poisoning in a correctional facility, to include:
  - a) alert medical experts
  - b) assist in care for the affected inmates
- 15.0 Identify procedures to follow when responding to an apparently intoxicated inmate, to include:
  - a) identify the inmate
  - b) summon assistance as needed
  - c) move the inmate to a secure area
  - d) contact medical staff if necessary
  - e) record results
  - f) release inmate or move to confinement based upon test result and conduct of inmate
  - g) log in incident report
  - h) take disciplinary action as appropriate
- 16.0 Visually inspect for apparent drugs and identify procedures to follow when responding to an apparently drugged inmate who is comatose or in a stupor, to include:
  - a) call for assistance as situation dictates
  - b) ensure area is secured
  - c) notify medical staff
  - d) provide emergency medical procedures as necessary
  - e) protect inmate from self-injury in case of violent reactions from drugs
  - f) transport to medical facility
  - g) search for the drug(s) taken by the inmate
  - h) prepare a report

### **Procedures If Taken Hostage**

- 17.0 Identify guidelines to follow in the event he/she is taken hostage within a correctional facility, to include:
  - a) cooperate with captors



- b) keep a low profile
- c) do not interfere with discussions being held by your captors
- d) appear disinterested, but be aware of what is taking place
- e) do not appear to witness inmate crimes; keep your face down or look away
- f) remain calm; don't appear frightened or panicked
- g) attempt to rest and relax by thinking about pleasant scenes or memories
- h) drink water and eat even if you are not thirsty or hungry in order to maintain strength
- i) give up your possessions, if asked, but avoid giving up uniform items
- j) allow the hostage-takers to talk; say as little as possible about the situation, but encourage them to be more reasonable
- k) do not refer to your captors by name, unless their faces are uncovered
- l) transmit messages readily, without editing them, if you are chosen as an intermediary between rioters and correctional officials
- m) do not volunteer to communicate with the authorities yourself
- n) encourage your captors to inform the authorities that you are being held and, if possible, tell them where you are being held
- o) think ahead of an escape route
- p) drop quickly to the floor and put your hands on your head if there is an assault and shots are fired
- q) identify yourself to the officials, when appropriate; do not resist being apprehended until positive identification is made
- r) try to remember the inmate leaders, agitators, and others actively involved in the incident without being obvious
- s) try to remember specific acts of violence and other experiences that you witnessed
- t) ensure that you are thoroughly debriefed
- u) make notes immediately after you are released to help in subsequent prosecution

## Emergency Procedures

- 18.0 Identify the situations which may constitute an emergency within a correctional facility, to include:
  - a) fire
  - b) riot or disturbance
  - c) hostage-taking
  - d) escape
  - e) natural, man-made, or health disaster
  - f) bomb threat
  - g) external threats to security
- 19.0 Identify the elements of emergency plans for correctional facilities, to include:
  - a) signals which communicate the emergency to staff
  - b) decision-making authority in emergency situations
  - c) definitions of when emergencies exist
  - d) agencies and officials to notify
  - e) facility layout
    - diagrams of evacuation routes
    - location of emergency exits, equipment, keys, etc.
  - f) responsibilities of each position/area
  - g) provisions for records and logs to be kept

- h) specific plans for each type of emergency
- 20.0 Explain that emergency plans are meaningless unless:
- a) staff is familiar with emergency plans and procedures
  - b) staff is fully trained to implement the plans
  - c) staff regularly practices emergency procedures
- 21.0 Identify standard procedures for officers to follow in fire emergencies, to include:
- a) notify control center by:
    - activating fire alarm system
    - calling control center with exact description of the situation
  - b) realize control room may:
    - call local fire department
    - notify affected areas
    - direct available personnel to affected area
    - alert outside perimeter posts to maintain high security levels
    - notify personnel on emergency notification roster
    - alert maintenance and medical departments
    - make emergency keys available to officer in charge
    - maintain emergency log
  - c) assess fire
    - type
    - size
    - location
  - d) evacuate area or attempt to extinguish/control fire depending upon prior assessment
    - evacuate
      - upon direction of supervisor, move persons in orderly fashion to safe, secure area
      - close windows and doors along evacuation route
      - do not use elevators for evacuation
      - turn off all electrical switches
      - conduct inmate count
      - account for all persons known to have been in area
    - extinguish/control
      - use appropriate type of extinguisher for type of fire
      - use short bursts from extinguisher at base of flame
      - maintain high level of security; possibility of escape is increased during an emergency
  - e) perform all duties as assigned by officer in charge
    - authority for facility shall be highest rank-ing officer on duty
    - authority for controlling/extinguishing fire shall be highest ranking fire department official
  - f) perform/arrange for immediate medical attention for injured persons
  - g) protect fire scene
  - h) write appropriate reports and debrief
- 22.0 Identify items which may be needed in a fire emergency, to include:
- a) communications equipment
  - b) emergency keys
  - c) alarm system
  - d) firefighting equipment
  - e) protective breathing apparatus
  - f) emergency power source

- g) medical supplies
  - h) logs/report forms
- 23.0 Identify standard procedures for officers to follow when dealing with a situation in which hostages have been taken, to include:
- a) notify control center
  - b) realize control center alerts designated persons, other areas of facility, other agencies, and hostage negotiating team
  - c) be aware that officer in charge will define problem as quickly as possible: hostage situation due to escape attempt, grievance, emotionally disturbed inmate, etc.
  - d) follow instructions of officer in charge, such as to:
    - determine weapons which inmates possess
    - secure hostage area to limit access
    - limit the captors' view of the situation
    - remove inmates who are not participating to another area and secure them as soon as possible
    - count and identify all secured inmates to determine those inmates involved in the hostage situation
    - use force to the degree required and only under orders
  - e) write appropriate reports and debrief
- 24.0 Identify important considerations in a hostage situation, to include:
- a) employees taken hostage have no authority while being held as hostages, regardless of rank or position
  - b) officers should not enter an area where a disturbance is occurring
  - c) response techniques differ depending upon the number of inmates involved in the hostage incident
    - when only a few inmates have taken hostages, usually the best approach is to wait and negotiate
    - when a large group of inmates have taken hostages, it is usually more advantageous to immediately attempt to free the hostages
  - d) hostage situations arising from escape attempts are more likely to have been planned and organized than those in riot situations
  - e) officers involved must exercise complete and absolute self-control throughout the hostage episode, especially with regard to firearms
  - f) the safety of the hostages must be the primary concern of everyone, after consideration for the general public
  - g) officers should not attempt to negotiate with the hostage takers or give in to their demands; tell them that you do not have the authority to make decisions as to their demands and they must wait for higher authority
  - h) if participating in a tactical response team, rescue by use of force only if it would not jeopardize the life of a hostage or if the hostage is in immediate danger of death or grievous bodily harm
- 25.0 Identify standard procedures for officers to follow in the event an escape occurs, to include:
- a) notify control center
  - b) realize control center alerts designated persons, other areas of facility such as perimeter posts, law enforcement agencies, State Attorney's Office and Sentencing Judge
  - c) follow instructions of officer in charge, such as to:
    - perform complete lock-down of inmate population
    - secure exterior

- remove visitors
  - conduct count; identify escapee
  - locate and secure means of escape
  - gather information, if available, on direction of escapee's travel, if armed, etc.; search escapee's property for clues (letters, maps, etc.)
  - search for escapee(s)
  - apprehend escapee(s) or discontinue search when advised
- d) write appropriate reports and debrief
- 26.0 Identify items which may be needed in an escape situation, to include:
- a) communications equipment with batteries
  - b) alarm/signal device
  - c) floor plan, layout, and maps
  - d) flashlight with batteries
  - e) spotlight
  - f) dogs
  - g) vehicles
  - h) restraint devices
  - i) weapons
  - j) log/report forms
- 27.0 Identify standard procedures for officers to follow in a natural or man-made disaster, to include:
- a) contact officer in charge for specific instructions, such as to:
    - suspend normal operations
    - secure inmates
    - perform inmate count
    - secure all buildings and portable equipment
    - provide medical treatment as required
    - arrange for transport to medical facility if required
    - assist with emergency distribution of food and provisions for inmates and staff
  - b) write appropriate reports and debrief
- 28.0 List items which may be needed in a natural or man-made disaster, to include:
- a) back-up communications equipment
  - b) back-up power source
  - c) flashlights with batteries
  - d) emergency food supplies (non-perishable)
  - e) stored water
  - f) medical supplies
  - g) additional bedding and linens
  - h) vehicles for evacuation
  - i) emergency vehicles
- 29.0 Identify standard procedures for officers to follow in the event of a bomb threat, to include:
- a) if receiving bomb threat call, attempt to obtain as much information as possible, such as:
    - exact location of device
    - time set for detonation
    - description of device or packaging
    - reason for call or threat
    - make note of:
      - time and date of call

- exact language used by caller
  - gender of caller
  - estimated age of caller
  - peculiar or identifiable accent of caller
  - identifiable background noises
- b) notify control center
  - c) realize control center alerts designated persons, appropriate law enforcement agencies, local fire department, appropriate bomb disposal units
  - d) follow instructions of officer in charge, such as to:
    - evacuate area
    - secure inmates outside of suspected area
    - search systematically for device
  - e) if device is found, do not disturb, instead:
    - notify officer in charge
    - evacuate area if ordered
    - open all doors and windows in area
    - control access to area
    - communicate via telephone, intercom or runner; walkie-talkie or signal radios must not be used as this can activate some bomb components
  - f) if explosive device detonates within the facility, officers should:
    - secure area to prevent escapes
    - care for injured
    - guard against further injury
    - curtail gas and electric power to area if necessary
    - stay out of area until cleared by the bomb disposal units, fire department, and officer in charge
  - g) write appropriate reports and debrief
- 30.0 Identify the document that describes emergency procedures of the agency by which he/she has been employed or sponsored.

### **Firefighting Principles/Procedures**

- 31.0 List components of fire, which include:
- a) heat
  - b) fuel
  - c) oxygen
  - d) chemical chain reaction
- 32.0 List the four classes of fire and give an example of each class, to include:
- a) Class A: ordinary combustibles; e.g., wood, cloth, paper, etc.
  - b) Class B: flammable liquids; e.g., gasoline, kerosene, propane, butane, alcohol, grease, oil, lacquer, lacquer thinners, etc.
  - c) Class C: electrical; e.g., involving energized electrical equipment (appliances, panels, switches, etc.)
  - d) Class D: combustible metals; e.g., magnesium, titanium, potassium, sodium, etc.
- 33.0 Identify the products of combustion, to include:
- a) heat
  - b) flame or light
  - c) smoke
  - d) fire gases
- 34.0 Name three safety checks to perform on portable fire extinguishers, to include:

- a) charge
  - b) hose
  - c) nozzle
- 35.0 Relate the classes of fires to the appropriate portable extinguisher that should be used.
- 36.0 List the safety precautions that must be followed when operating a portable fire extinguisher, to include:
- a) use water on class A fires only
  - b) never aim an extinguisher at anyone
  - c) replace partially used extinguishers
- 37.0 Describe the basic procedures for using a portable fire extinguisher, to include:
- a) Pull pin
  - b) Aim nozzle
  - c) Squeeze handle
  - d) Sweep at the base of the flame (from side to side and front to back)
- 38.0 Demonstrate extinguishing fire using extinguishers appropriately, to include:
- a) ABC multipurpose dry chemical
  - b) water-base
  - c) hose handling units
- 39.0 Explain the types of drags and carries used in a fire rescue operation, to include:
- a) lone rescuer
  - b) extremities
  - c) cradle-in-arms
  - d) seat
  - e) bunker coat or blanket drags
- 40.0 Explain the primary purpose of fire rescue operations is locating and freeing victims and transporting them to a safe, secure area.
- 41.0 Demonstrate the proper use of a self-contained breathing apparatus.

### **Response to Hazardous Materials/Waste Incidents**

- 42.0 Define hazardous materials as substances (solids, liquids, or gases) that when released are capable of causing harm to people, the environment, and property.
- 43.0 Identify the differences between hazardous materials emergencies and other emergencies as:
- a) seldom any prior warning
  - b) greater potential for long term health problems
  - c) requires multiple agency response
  - d) more likely to need outside assistance
  - e) individual event is likely to be longer lasting
  - f) may involve unseen hazards
- 44.0 Identify the responsibilities associated with a hazardous materials response, to include:
- a) detect the presence of hazardous materials
  - b) survey the incident from a safe location
  - c) identify the materials
  - d) collect hazard information
  - e) implement protective actions
  - f) initiate the notification process
- 45.0 Identify the DOT hazard classes of hazardous materials using the DOT ERG, and the primary hazards associated with each class as:
- Class 1 explosives:**

- exposure to heat, shock or contamination could result in thermal and mechanical hazards
- Class 2 gases:  
under pressure, container may rupture violently (fire and non-fire); may be flammable, poisonous, a corrosive an asphyxiant, an/or an oxidizer; may cause frostbite
- Class 3 flammable and combustible liquids:  
flammable; container may rupture violently from heat/fire; may be corrosive, toxic, and/or thermally unstable
- Class 4 flammable solids:  
flammable, some spontaneously; may be water reactive, toxic, and/or corrosive; may be extremely difficult to extinguish
- Class 5 oxidizing substances:  
supplies oxygen to support combustion; sensitive to heat, shock, friction, and/or contamination
- Class 6 poisons and infectious substances:  
toxic by inhalation, ingestion, and skin and eye absorption; may be flammable
- Class 7 radioactive substances:  
may cause burns and biologic effects; contamination of surroundings
- Class 8 corrosives:  
disintegration of contacted tissues; may be fuming, water reactive, destructive to metals
- Class 9 miscellaneous hazardous materials
- 46.0 Identify typical locations within the institution or detention facility where hazardous materials are stored, transported, used, or disposed of, such as:
- maintenance areas
  - warehouse
  - automotive shop
- 47.0 Identify that hazardous materials may be found in various types of containers, such as:
- wooden boxes
  - metal drums
  - cylinders
  - multi-wall paper bags
- 48.0 Identify typical facility and transportation markings and other sources of information that indicate the presence of hazardous materials, including:
- United Nations/North American (UN/NA) identification number
  - National Fire Protection Association (NFPA) 704 marking system
  - special hazard communication
  - pipeline markings
  - container markings
  - materials safety data sheets
  - shipping papers (air, water, rail, highway) (location) (shipper, receiver, manufacturer) (contacts)
  - placards and labels
  - colors
- 49.0 Identify how to read and understand information found on Materials Safety Data Sheets (MSDS's) to include:
- Manufacturer's Name
  - Product Name (chemical and/or generic name)
  - Hazardous Ingredients

- d) Physical Data
  - e) Toxicological Information
  - f) Health Hazard Data
  - g) Reactivity Data
  - h) Spill and Leak Procedures
  - i) Special Protection Information
- 50.0 Identify the procedures to follow in the event of a hazardous materials incident of any type, to include:
- a) notify the state warning points within 15 minutes of spill and provide the following information:
    - the name of the chemical or material
    - type and quantity of spill
    - the location
    - whether or not there is a possibility of water contamination
    - what action has been taken for containment
  - b) follow any and all procedures as required by the local authorities (county and/or city)
- 51.0 Identify that an officer can obtain additional assistance during a hazardous materials/waste spill situation by contacting the Chemical Transportation Emergency Center (CHEMTREC) at 1-800-424-9300. CHEMTREC has the capability to contact the shipper, manufacturer, or other sources for more detailed assistance and follow-up support.
- 52.0 Identify the capabilities and limitations of the use of human senses at a hazardous materials incident, to include:
- vision - plays key role in determining presence of hazardous materials, smoke, fire, vapor or gas clouds; limited when light or visibility is poor
  - hearing - important, especially when witnesses are present or there are unusual sounds
  - taste, touch or smell - use of these senses risks exposure to the substance; should not be used intentionally in an incident
- 53.0 Identify the three methods for determining the appropriate guide number for a specific hazardous material in the DOT Emergency Response Guidebook (ERG) as:
- a) find the 4-digit ID number of a placard, orange panel, or after UN/NA on a shipping paper or package
  - b) find the name of the material on a shipping paper, placard or package
  - c) use the table of placards
- 54.0 Identify the way hazardous materials are harmful to people, the environment, and property at hazardous materials incidents, such as:
- people - immediate and long term health hazards, e.g., asphyxiation, chemical burns, tissue destruction, cancer
  - environment - pollution to water sources, air and land; death or serious injury to wildlife and domestic animals
  - property - immediate destruction of property through fires, explosion; long term contamination
- 55.0 Identify the general routes of entry for human exposure to hazardous materials.
- a) inhalation
  - b) ingestion
  - c) skin absorption
  - d) injection
- 56.0 Identify the basic precautions to be taken to protect oneself and others in a hazardous materials incident, as:



- a) approach from upwind, uphill
  - b) use binoculars if available, or observe from a safe distance
  - c) vehicle can be an ignition source
  - d) look for hazards, avoid tunnel vision, relay information/notification
  - e) try to stay as far away as practical (a minimum of 500 feet if possible) and keep others out of area
- 57.0 Identify precautions necessary when providing emergency medical care to hazardous materials incident victims as:
- a) identify the hazardous material substance
  - b) make sure that contaminated victims and equipment are decontaminated prior to your contact with them
  - c) use barrier protection such as face mask, protective gloves and gown
  - d) use as much disposable equipment as possible
  - e) if contaminated, make sure that you and your clothing are fully decontaminated as soon as possible
- 58.0 Identify typical ignition sources and precautions at flammable liquid or gas incidents as:
- a) fires - extinguish as quickly as possible
  - b) flares - do not use in hazardous materials emergencies; use traffic cones or reflective triangles
  - c) vehicles - park away, upwind and uphill from the scene; control access; if vehicles are on the scene, have engines turned off to avoid engine heat and backfiring
  - d) smoking - prohibit all smoking
- 59.0 Identify the techniques used to isolate and deny entry to unauthorized persons during evacuation and hazardous conditions as:
- a) seal off contaminated area in accordance with institution/detention facility standard operating procedure
  - b) perimeter control
- 60.0 Demonstrate, given a hazardous materials incident scenario, the role of an officer at the awareness level, to include:
- a) recognize that hazardous materials are present
  - b) protect themselves
  - c) call for trained personnel
  - d) secure the area
- 61.0 Identify those situations where hazardous materials are present, given incident scenarios involving a state/county correctional facility and/or transportation situations with and without hazardous materials present.
- 62.0 Given a simulated state/county correctional facility and transportation hazardous materials incident, identify the actions to be taken to protect themselves and others and to control access to the scene, using the DOT ERG.

**Course Number: CJK 0102**

**Occupational Completion Point: A**

**Correctional Operations – 64 Hours – SOC Code 33-3012**

### **Inspection Services**

- 01.0 Identify the difference between an inspection and a search as: an inspection is checking to see that equipment, facilities, etc., meet a standard (i.e., looking for a “known”) while a search is looking for an unknown.
- 02.0 Identify that Florida Statutes address inspection services by stating:

- a) duties of the inspector general (s. 944.31, F.S.)
  - b) duties of prison inspectors (s. 944.31, F.S.)
- 03.0 Identify the purposes of inspection, to include:
- a) ensure security of facility
  - b) ensure safety of inmates, staff, and visitors
  - c) ensure healthy conditions within facility
  - d) ensure proper operation of equipment
- 04.0 Identify categories of official personnel which conduct inspections, to include:
- a) officers
  - b) supervisors/managers
  - c) prison inspectors
  - d) state fire inspector
  - e) facility safety officers
- 05.0 Identify the duties of official prison inspectors, to include inspection of:
- a) physical conditions
  - b) cleanliness
  - c) sanitation
  - d) safety
  - e) comfort
  - f) quality and supply of all bedding
  - g) quality, quantity and diversity of food
  - h) manner in which food is served
  - i) number and condition of inmates
  - j) general conditions of each facility
  - k) all rules and regulations are observed
- 06.0 Explain that officers should request inspections any time a problem is suspected; request through chain of command by advising immediate supervisor.

### **Facility Inspection Techniques**

- 07.0 inspections, to include:
- a) on routine, regular schedule
  - b) before and after any activity
  - c) when problem is suspected
- 08.0 Identify what to inspect, to include:
- a) facility
    - structure
    - lighting and other electrical
    - plumbing
    - heating and ventilation
    - security
      - bars
      - locks
      - doors and gates
      - windows
    - alarms
    - emergency exits
    - fences
  - b) equipment and supplies
    - recreational
    - cleaning

- firefighting
  - weapons and ammunition
  - vehicles
  - communications
  - security
  - keys/locks
  - laundry
  - food preparation/serving
  - flammable, combustible materials
  - medical
  - furnishings
- 09.0 Identify where to inspect, to include:
- a) cells and dorms
  - b) recreational areas (inside and outside)
  - c) kitchens
  - d) dining halls
  - e) toilets and showers
  - f) storage areas
  - g) work areas
  - h) facility service areas: hospital, library, cosmetology, etc.
  - i) warehouses
  - j) dayrooms
  - k) perimeter buildings and fences
  - l) visitation areas
  - m) compound
- 10.0 List items needed to conduct inspections, to include:
- a) logs and report forms
  - b) inventory and identification lists
  - c) flashlight
  - d) mounted mirror
  - e) any necessary tools such as screwdriver
  - f) operating instruction manuals
- 11.0 Identify how to perform inspections, to include:
- a) schedule inspection
  - b) consult agency's inspection guidelines for each type of inspection
  - c) be thoroughly familiar with agency's standards
  - d) review safety procedures for inspecting operation of equipment
  - e) remove inmates from area to be inspected, search inmates, place inmates under supervision until conclusion of inspection
  - f) check for cleanliness, condition, safety
  - g) consult inventory and identification lists
  - h) use these senses, where appropriate:
    - vision
    - hearing
    - smell
    - touch
  - i) begin inspection at a readily recognizable point
  - j) inspect in orderly sequence
  - k) operate any equipment
  - l) record deficiencies as you find them
  - m) make any on-the-spot corrections possible

- n) leave the area the way it was found, never in disorder
- 12.0 Identify criteria for inspections, to include:
  - a) thorough
  - b) systematic
  - c) timely
  - d) safe
  - e) in compliance with rules and regulations
- 13.0 Identify what to do with inspection results, to include:
  - a) complete appropriate log or report form
  - b) submit to supervisor
  - c) notify supervisor immediately of any dangerous situations
  - d) schedule follow-up inspection, if necessary
- 14.0 Demonstrate inspection techniques for:
  - a) cell
  - b) food preparation area
  - c) security equipment

### **Vehicle Inspection Techniques**

- 15.0 Identify equipment checks that should be made before and during vehicle operations, to include:
  - a) physical damage
  - b) lighting equipment
  - c) horn, siren, and emergency lights
  - d) gas, oil, and water levels
  - e) brakes
  - f) tires (including spare)
  - g) windshield, windows, and mirrors
  - h) windshield wipers
  - i) all departmental equipment assigned to the vehicle such as flares, first aid kit, and other supplies
  - j) vehicle operation during tour; note abnormalities
- 16.0 Identify an officer's responsibility for the operation of a safe vehicle, to include:
  - a) inspect before and after use
  - b) ensure maintenance/repair will be performed
  - c) recheck vehicle after maintenance
  - d) determine when and if vehicle is unsafe
- 17.0 Identify that knowing your vehicle is important because it applies to safe vehicle operation.
- 18.0 Demonstrate proper vehicle inspection techniques.

### **Safety Requirements/Procedures**

- 19.0 Identify factors influencing safety in a correctional setting, to include:
  - a) close proximity of people
  - b) unusual stress situations
  - c) improper handling of tools and equipment
  - d) improper use/storage of hazardous materials
- 20.0 Identify the correctional officer's responsibility as providing safety for him/herself, peers, visitors and inmates supervised.
- 21.0 Identify general areas of safety concern within the correctional setting, to include:

- a) housing
  - b) work crews
  - c) recreational areas
  - d) food services
  - e) medical/health services
- 22.0 Identify various potential hazards within the housing areas, to include:
- a) exits covered and not accessible, or exit light not operating and visible
  - b) walkways cluttered or furniture protruding which could cause injury
  - c) accumulation of paper material
  - d) spills on floor areas
  - e) water fountains leaking or overflowing
  - f) inadequate number of fire extinguishers
  - g) inmates smoking in bed or other unauthorized area
  - h) frayed electrical cords
  - i) inadequate electrical grounds
  - j) loose items on floors (paper clips, pencils, etc.)
  - k) failure to be familiar with emergency procedures
- 23.0 Identify various potential hazards while supervising work crews, to include:
- a) improper use of tools and equipment
  - b) failure to wear safety equipment
  - c) improper lifting techniques
  - d) improper driving techniques
- 24.0 Identify various potential hazards within the dining area, to include:
- a) spills on floor surfaces
  - b) lids off of pots and other cooking utensils
  - c) grease build-ups around cooking surfaces
  - d) disorderly conduct in dining area
  - e) improperly maintained fire extinguishing equipment

### **Environmental Health Requirements/Procedures**

- 25.0 List the components of a complete environmental health program where, if deficiencies are noted, they should be reported, to include:
- a) sanitary food
  - b) effective program to eliminate rodents
  - c) water supply sanitary and adequate to meet demands
  - d) heat, electricity, ventilation meet demand load
  - e) adequate lighting
  - f) adequate space
  - g) proper sewage and liquid waste disposal
  - h) measures to prevent spread of communicable diseases
  - i) clean bedding
  - j) adequate laundry
  - k) maintenance of facility: floors, walls, ceilings, bars, equipment clean and in good repair
  - l) designed for minimum noise
  - m) designed to accommodate handicapped
  - n) designed and constructed to minimize dangers of explosion, fire, and fire spread
  - o) safe storage of drugs; poisons; flammable, caustic, and toxic materials
  - p) sanitation inspections by governmental health officials

- 26.0 Explain the rights of inmates with regard to environmental health, to include:
- a) right to clean, orderly and safe surroundings
  - b) unsanitary facilities constitute cruel and unusual punishment; violation of Eighth Amendment
- 27.0 Explain that management is responsible for the environmental health program in a correctional facility; inmates merely perform tasks as assigned.
- 28.0 Identify the elements of a sanitation plan, to include:
- a) daily routine and schedules
    - housekeeping
      - cells and housing areas cleaned
      - toilets, sinks, showers cleaned
      - activity and service areas cleaned
      - garbage cans emptied and cleaned
      - special areas cleaned after use
      - food service area cleaned after each meal
    - laundry
      - clothing laundered minimum three times per week
      - linens laundered weekly
  - b) established methods and procedures
  - c) assignments
    - who is responsible for task
    - who performs task
  - d) schedule of inspections
  - e) description of each required report/log
    - type of form
    - who completes form
    - when form is to be completed
    - how to complete form
    - routing of form
- 29.0 List sanitation equipment and supplies, to include:
- a) soaps and cleaning compounds
  - b) detergent and scouring powders
  - c) mops
  - d) brooms
  - e) brushes
  - f) cleaning cloths
- 30.0 Identify areas within a correctional facility which require environmental health inspections, to include:
- a) general areas
    - housing
    - activity
  - b) special consideration areas
    - holding rooms
    - confinement areas
    - receiving shower areas
    - observation rooms
    - detoxification
    - hospital/infirmary
    - food storage and preparation
    - garbage and trash disposal areas
    - food processing industries

- 31.0 Identify the role of the correctional officer with regard to the environmental health program, to include:
- a) be thoroughly familiar with facility's requirements, methods, schedule
  - b) constantly observe for unsanitary conditions
  - c) enforce housekeeping standards for cells and activity areas
  - d) assign sanitation tasks
    - fairly and consistently
    - rotate so all inmates learn all tasks
  - e) supervise inmates performing clean-up duties
  - f) praise inmates when work is good
  - g) perform regular inspections
  - h) issue/inventory/receive cleaning supplies and equipment
  - i) write appropriate reports/logs
- 32.0 Identify other special considerations in an environmental health program, to include:
- a) provide paper drinking cups unless water fountain is available
  - b) need thermostatically controlled water to prevent scalding in showers
  - c) assure security of all cleaning agents
  - d) thoroughly train inmates assigned to operate equipment in special cleaning tasks

### **Health Care Service Requirements/Procedures**

- 33.0 Define "health care" as the sum of all action taken, preventive and therapeutic, to provide for the physical and mental well-being of a population, to include:
- a) medical
  - b) dental
  - c) personal hygiene
  - d) dietary
  - e) mental
- 34.0 Explain the rights of inmates with regard to health care, to include:
- a) health care services comparable in quality to those available to the general citizen populace of the state
  - b) each inmate has access to quality service that meets professional standards
  - c) indifference to medical needs of inmates (by physician or correctional officer) is a violation of the Eighth Amendment
  - d) healthful surroundings
  - e) medical treatment in private setting; consideration of patient's dignity and feelings
  - f) informed consent required for all examinations, treatments, procedures; record refusals in inmate's medical records
  - g) informed consent of parent or guardian required for juveniles
  - h) no medical or drug experimentation on inmates by medical staff or outside researchers
- 35.0 Describe the importance of health care services, to include:
- a) failure to provide adequate services can result in inmate injury or death
  - b) possible personal liability and damages
- 36.0 Identify the functions of health care services, to include:
- a) inform inmates of available services
  - b) make written policies and procedures available to inmates concerning services
  - c) perform medical screening upon intake

- d) provide dental screening, hygiene, examination and treatment
  - e) provide screening, referral and care of mentally ill and mentally retarded
  - f) maintain medical and dental care; sick call
  - g) perform physical examinations
  - h) administer medications
  - i) conduct body cavity searches
- 37.0 Identify the duties of a correctional officer with regard to health care, to include:
- a) observe, question inmates for referral to medical services
  - b) report medical concerns to supervisor
  - c) respond to requests for medical attention
  - d) log inmates visiting or transferred to medical facility
  - e) provide supervision for inmates receiving health care services
  - f) distribute special diets to inmates as directed by medical personnel
  - g) notify medical personnel in an emergency
  - h) perform first responder techniques if necessary
  - i) transport injured if necessary
  - j) write appropriate logs/reports
- 38.0 Identify general guidelines for observation of health of inmates, to include:
- a) general appearance
    - color
    - posture
    - energy level
    - emotional response
  - b) appetite
  - c) chills
  - d) convulsions
    - continuous tension or alternation of rigidity and relaxation
    - remained conscious or lost consciousness
  - e) cough
    - frequency
    - sound
  - f) parts of body
    - size - protruding, enlarged
    - appearance - rigid, eruptions
    - drainage - amount, type, color
    - color - flushed, pale, jaundiced (yellow)
    - feel - dry, moist, warm, cold
  - f) speech
    - hoarse
    - weak
    - abnormalities
  - i) pain
    - type of - dull, severe, stabbing, transient
    - location
  - j) posture
    - lying - relaxed; straight and rigid; back arched and rigid
    - standing - stooped; unsteady
    - walking - shuffling; staggering
- 39.0 Identify procedures to follow when an individual is suspected of, or confirmed to have, a communicable disease, to include:
- a) arrange medical attention



- b) remove individual from general population
- c) house in isolation area
- d) observe closely
- e) record progress accurately
- f) assure sanitation procedures
  - safe food handling
  - frequent hand washing
- g) provide good ventilation

### **Hospital Requirements and Procedures**

- 40.0 Identify procedures for responding to unusual clinical events and incidents of an inmate-patient in a hospital environment, to include:
- a) notifying the nearest medical personnel for assistance if the inmate exhibits any of the following:
    - unusual or excessive bleeding
    - complaint of pain
    - other signs of medical distress (e.g., sweating, nausea, shortness of breath, paralysis)
    - dislodging of medical devices or equipment (e.g., intravenous (IV) lines or monitors)
  - b) assisting in completing incident report forms when requested
- 41.0 Identify the hospital's channels of clinical, security, and administrative communication, to include:
- a) security and administrative communication is directed to the hospital's security department or representative
  - b) clinical or medical communication is directed to the nurse or patient care team assigned to care for the inmate-patient
- 42.0 Identify that on arrival at a hospital, review issues with medical staff to make sure they do not conflict with agency policy, to include:
- visitation
  - suicide precautions
  - phone access
  - visitation and access to telephones are usually prohibited to the patient-inmate
- 43.0 Describe the distinction between administrative restraints and clinical seclusion and clinical restraint:
- a) administrative restraints are devices used by correctional officers to secure an inmate while in the hospital
  - b) hospital employees apply clinical seclusion and restraint only under specific medical criteria
- 44.0 Describe procedures for using restraints in a hospital environment, to include:
- a) hospitals usually require that inmates be administratively restrained at all times; (the level of restraint may depend on medical procedures being administered; refer to both departmental policy and each hospital's policy or procedure)
  - b) administrative restraints may be removed temporarily, with the knowledge of the facility officer-in-charge, to conduct medical tests or procedures; administrative restraints must be re-applied once the test, procedure or examination has been completed; removing handcuffs and leg restraints at the same time is prohibited (refer to departmental policy)

- 45.0 Identify additional inmate-patient security measures, to include:
- a) stay in close proximity to the inmate-patient at all times; if the patient-inmate is in isolation the officer will be stationed outside the door
  - b) if the inmate-patient is in the operating room (OR) or intensive care unit (ICU), follow directions of hospital employees but do not violate agency policy
  - c) during a fire alarm, prepare the inmate-patient to be moved if directed by hospital employees
  - d) if you see fire or smoke, notify the nearest hospital employee or pull the handle on the nearest fire alarm

### **Food Service Requirements/Procedures**

- 46.0 Identify the rights of inmates with regard to the food service program, to include:
- a) nutritionally balanced, wholesome diet
  - b) three meals per day
  - c) proper amounts - adequate and equal
  - d) properly prepared - sanitary
  - e) at least two hot meals per day
  - f) breakfast never more than 14 hours following beginning of evening meal
  - g) food never withheld as punishment or given as reward
  - h) special diets for medical problems - diabetes, ulcers, cardiac conditions, etc.
  - i) special diets for religious preferences
- 47.0 Identify the functions of the food service program, to include:
- a) prepare and serve palatable food to inmates and staff under optimum custody, security, economy, sanitary, and healthful conditions
  - b) train food service personnel and assigned inmates
- 48.0 Identify the importance of the food service program, to include:
- a) nutritionally adequate to prevent vitamin deficiencies and disease
  - b) improper food service can be serious management problem
  - c) subject of many lawsuits
  - d) influences jail climate
  - e) poor food is major cause of riots
- 49.0 Identify the duties of the correctional officer with regard to the food service program, to include:
- a) supervise inmates preparing food
    - sanitary methods
    - proper amounts
    - correct ingredients
    - proper behavior
  - b) supervise inmates serving food
    - sanitary methods
    - no favoritism or carelessness
  - c) supervise inmates performing clean-up duties
    - proper chemicals used; safe use
    - properly cleaned
    - proper disposal of refuse
  - c) assure orderly serving of food
  - d) observe inmates in dining hall
  - e) maintain order during meal
  - f) ensure inmates receive diet prepared for them
  - g) account for number of food trays with inmate count; one per inmate

- h) check for proper return of trays and silverware, where applicable
  - i) account for trays, silverware, utensils, equipment, food at end of meal, where applicable
  - j) distribute/remove trays in cell areas
  - k) issue/inventory/receive food service supplies
  - l) inspect food service facilities, supplies and equipment for sanitation
  - m) inspect food/water for sanitation, portion size, bacterial growth, contraband
  - n) complete appropriate reports/logs
- 50.0 Identify special security considerations in the food service program, to include:
- a) large number of inmates congregated in one area; potential for disturbances
  - b) shadow boards for knives and other items which could be used as weapons which must be inventoried for each shift
  - c) strict accounting of silverware which could be fashioned into weapons, where applicable
  - d) possibility of contraband transmitted in food supplies
  - e) secure food items which can be used to produce illegal substances
    - yeast
    - dried fruits
    - vanilla or other extracts
    - nutmeg
    - pepper
    - mace
    - sugar
  - f) strictly account for all controlled substances by measuring accurately and recording each use in log
- 51.0 Identify special sanitation considerations in the food service program, to include:
- a) follow sanitation requirements in food preparation, serving, clean-up and storage
  - b) all food service workers - staff and inmates - require pre-entry physical examinations and regular inspections
  - c) hygiene of food handlers
    - clean clothes/gloves
    - hair covered
    - wash hands and nails with soap and hot water before work and after using toilet
    - no open sores, burns, etc.
    - no communicable diseases
    - no upper respiratory infections
  - d) no smoking, use of tobacco, or spitting near food
  - e) approximately one-half of all communicable diseases may be transmitted through unsanitary production, handling, preparing, serving food
  - f) when meals are served in cells, remove trays and silverware, if applicable, as soon as meal is finished
  - g) sterilize all utensils at 180 degrees F.
  - h) hot foods must reach 150 degrees F.
  - i) proper storage of foods
    - dry shelf storage - 45 - 80 degrees F.
    - refrigeration - 35 - 40 degrees F.
    - freezer - 0 or below degrees F.
  - j) store food in covered containers
  - k) poisons and toxins should be stored in locked cabinet away from food

- 52.0 Identify important planning considerations in food service programs, to include:
- a) management is responsible for food service program; inmates only perform assigned duties
  - b) menu reviewed by dietitian for well-balanced nutrition and kept on file in facility
  - c) avoid monotony with careful menu preparation
  - d) master menu cycle simplifies projection of food needs
  - e) avoid starchy foods, particularly with juveniles
  - f) commissary should be in addition to, not as a substitute for, a good food program
  - g) prepare and serve food at correct temperature
  - h) serve food promptly after it is prepared

### **Control Room Operations/Procedures**

- 53.0 Identify the general purposes of the control center, to include:
- a) functions as the nerve center of the facility
  - b) integrates all external and internal security and communication networks
  - c) controls access to and from the facility and within the facility (pedestrian and vehicle gates)
  - d) monitors all activities of inmates, staff, and visitors
- 54.0 Identify some typical tasks of control center personnel, to include:
- a) monitor activities constantly and notify shift supervisor of any problems
  - b) tabulate count; maintain inmate status board
  - c) maintain information on inmate lock-ups, releases, movements
  - d) control access; operate remote control panels for gates, doors, sally ports
  - e) issue and receive keys
  - f) maintain control center log of routine and emergency activities
  - g) complete routine forms, documentation, correspondence
  - h) receive and direct telephone calls
  - i) account for all control center equipment and keys and ensure area is in proper order
  - j) conduct checks of all control center equipment
  - k) receive security call-ins or checks from designated posts
  - l) coordinate all communications where officers request assistance
  - m) operate emergency alarms
  - n) maintain list of employee telephone numbers and all emergency telephone numbers
  - o) contact designated persons/agencies in case of emergency
  - p) maintain continuous communication with any area of disturbance
  - q) issue weapons, ammunition, restraints, riot control equipment on order of shift supervisor
  - r) control lighting and power as needed
- 55.0 Identify procedures for maintaining control center logs, to include:
- a) obtain appropriate log book
  - b) open log for specific shift
  - c) make entries for each activity
  - d) leave space between each entry
  - e) enter date, time, specifics of activity or incident
  - f) close out log for shift
  - g) have shift supervisor sign log to authenticate

- 56.0 Identify the types of activities which should be recorded on control center logs, to include:
- a) security call-ins or checks from designated post or areas
  - b) institutional counts
  - c) unusual incidents occurring within facility
  - d) inmates received and/or discharged
  - e) escape or escape attempt information
  - f) fog or weather assignments
  - g) maintenance or repair requirements
  - h) vehicle or equipment breakdowns
- 57.0 Identify supplies and equipment which may be needed by control center personnel, to include:
- a) copies of all policies and procedures, facility layout, maps
  - b) communications equipment
  - c) monitoring system
  - d) alarm system
  - e) inmate status/count log
  - f) keys
  - g) power switches
  - h) logs/report forms
- 58.0 Identify general considerations for the control center, to include:
- a) must be staffed 24 hours per day, 7 days per week
  - b) access strictly limited; doors remain locked at all times; no unauthorized personnel
  - c) only correctional employees should perform cleaning duties in control center
  - d) should be staffed by specially trained correctional officers who are thoroughly familiar with security manual and control center daily operations
  - e) must remain calm and gather and relay information in thorough manner during emergencies
  - f) staff used as resource, not decision makers
- 59.0 Identify the responsibilities of the control room officer in emergency situations and recall that he/she will need to become familiar with the post orders and special requirements for the facility where he/she will be working.
- 60.0 Identify special problems associated with the intake process, to include:
- a) may be traumatic situation for inmate
  - b) high anxiety can be manifested by physical resistance and violence
  - c) potentially dangerous for inmate and correctional officer
  - d) many emergency situations occur during intake process
- 61.0 Identify the elements of a complete and successful intake program, to include considerations designed to:
- a) reduce anxiety level for newly committed inmates
  - b) ensure that all inmates are properly identified
  - c) ensure that court papers are complete and accurate
  - d) properly record authorized inmate property and remove unauthorized property
  - e) ensure that each inmate has bathed and changed into newly issued clothing
  - f) ensure complete medical and dental health screenings
  - g) record basic personal data
  - h) explain temporary mail and visiting regulations
  - i) explain basic rules and regulations
  - j) assign a registered number

- k) assign housing after evaluation
  - l) issue clothing
- 62.0 Identify procedures for intake of inmate into facility, to include:
- a) examine credentials of escorting officer
  - b) receive commitment order from escorting officer
  - c) review commitment order
    - certified, valid, accurate
    - if inaccuracies exist, refuse inmate and contact committing court
  - d) refuse to admit any unconscious, ill, or injured inmate
  - e) sign any detainer; give copy to escorting officer, retain original in records
  - f) complete physical identification of inmate:
    - ask inmate questions from record
    - compare photos, fingerprints, other identify-ing characteristics
  - g) prepare admissions receipt for escorting officer, central control, records
  - h) prepare inmate personal data records and assign inmate number
  - i) inventory inmate personal property
  - j) store inmate property which he cannot retain in own possession
  - k) search inmate
  - l) allow inmate to bathe; delouse as necessary
  - m) issue clothing
  - n) provide health screening
  - o) establish identifying records
    - photographs
    - fingerprints
    - record of identifying marks
    - physical description
  - p) allow inmate to make necessary telephone calls - family or friend, bondsperson, if applicable
- 63.0 Identify items of inmate personal data needed for records, to include:
- a) name
  - b) known aliases
  - c) social security number
  - d) age
  - e) date of birth
  - f) place of birth
  - g) race
  - h) height
  - i) weight
  - j) scars, tattoos and other identifiable features
  - k) last known address and telephone number
  - l) name and address of next of kin
  - m) marital status
  - n) religion
  - o) information on health insurance, if available
  - p) date and time admitted
  - q) offense charged for, or for what crime sentenced
  - r) legal authority for commitment
  - s) name of attorney, if available
  - t) bond information
  - u) signature of person delivering inmate
  - v) written inventory of all inmate personal property and money

- w) assigned number
- 64.0 Identify documentation which must be maintained on file for each inmate, to include:
  - a) information obtained for inmate personal data record
  - b) medical, dental or psychological information
  - c) classification information and progress report
  - d) disciplinary reports including investigations and dispositions, use of force reports, special reviews
  - e) all temporary absences and granting authority
  - f) fingerprint card and photographs
  - g) record of any detainers or other civil or criminal process
  - h) date, terms or conditions of release; authority for release; signature of releasing employee
- 65.0 Identify other important considerations with regard to the intake process, to include:
  - a) provide armory outside of security perimeter where escorting law enforcement officer is to leave weapon
  - b) admit no juveniles except under court order
  - c) officer responsible for processing should be of same gender as inmate being admitted
  - d) use frisk search procedures for un-sentenced persons charged with minor offenses, strip search for others
  - e) may need to provide special assistance during orientation for language/reading problems
  - f) records should be unavailable to inmates and protected from fire or other possible loss

### **Inmate Property Control Procedures**

- 66.0 Explain the possible options for disposition of inmate personal property, to include:
  - a) return to inmate to be retained in his possession
  - b) return to home or family address
  - c) deposit money in inmate account
- 67.0 Identify various items of personal property which may be retained in the inmate's possession, to include:
  - a) legal documents
  - b) family pictures up to a specific quantity and size
  - c) prescription glasses
  - d) address book or list
  - e) materials authorized by management
    - hobby/craft supplies
    - educational supplies
    - religious materials
- 68.0 Identify procedures for verification and security of inmate personal property, to include:
  - a) prepare written property record form
  - b) complete form in presence of inmate
  - c) have inmate sign form
  - d) provide copy of form to inmate, original to property control
  - e) address and seal packages to be shipped
  - f) seal containers to be stored and identify with inmate's name and number
  - g) keep in locked area until delivered to shipper or returned to inmate upon departure
- 69.0 Identify procedures for preparing property inventory list/receipt, to include:

- a) record date, inmate's name and number on property inventory form
  - b) write accurate description of all property by appearance
  - c) list all currency by serial number and all credit cards by number, if applicable
  - d) count each item and enter quantity
  - e) document other items of value, i.e., old coins, collectibles
  - f) complete form by signing
  - g) explain review process to inmate to ensure agreement that list/receipt correctly identifies all property
  - h) obtain inmate's signature on form; if inmate refuses, have second employee review the property form and sign; note refusal on form
  - i) provide inmate with copy of form as a receipt
  - j) update form as property status changes with deletions and additions
- 70.0 Identify procedures for depositing inmate money, to include:
- a) receive all money in inmate's possession, except in cases where inmates are allowed to retain a minimal amount of money in their possession
  - b) direct inmate to count out money and provide total
  - c) count money after inmate and verify total amount
  - d) describe money in unit currency (e.g., 5 ones, 3 fives, etc.), if applicable
  - e) describe coins in units (e.g., 3 pennies, 2 quarters, etc.), if applicable
  - f) complete money receipt with all pertinent information (i.e., name, number, date, etc.)
  - g) have inmate review receipt for accuracy
  - h) have inmate sign to verify accuracy of receipt
  - i) sign receipt
  - j) give copy of signed receipt to inmate
  - k) obtain inmate's fund account number
  - l) complete deposit slip for all money received
  - m) place deposit slip in inmate's fund account record
  - n) place in money bag, seal bag, and deliver bag to the appropriate depository
- 71.0 Identify procedures for returning inmate property or money, to include:
- a) obtain money or property from storage area
  - b) verify identity of inmate receiving the property or money as that of the owner
  - c) verify authorization to return
  - d) check against record
  - e) obtain inmate signature confirming receipt
  - f) return to inmate
  - g) make appropriate log entries
- 72.0 Identify special considerations with regard to inmate personal property, to include:
- a) medicines possessed by inmate upon intake should be turned over to medical personnel with appropriate notation on inmate record
  - b) need written authorization from inmate before releasing any of inmate's personal property to family or friends
  - c) if inmate is transferred, personal property should be transported with him in sealed container

### **Classification Procedures**

- 73.0 Define "classification" as the systematic grouping of inmates into categories based on shared characteristics and/or behavioral patterns to ensure the safety and security of the individual inmate as well as the smooth operation of the facility. It is an ongoing process that occurs at frequent intervals throughout the inmate's confinement.



- 74.0 Identify the importance of a well-defined and correctly implemented classification system, to include:
- ensures public safety by correctly determining necessary custody levels
  - ensures safety and security of the individual inmate
  - aids in the smooth operation of the correctional facility - maximum compatibility within each area
  - reduces recidivism
  - facilitates rehabilitation programs
  - provides for cost-effective operation
- 75.0 Identify the two types of classifications:
- initial reception and classification
  - institutional classification
- 76.0 Identify broad categories of initial segregation necessary in county and municipal facilities, such as separating:
- pretrial detainees from convicted
  - males from females
  - adults from juveniles
  - violent inmates from nonviolent and from other violent inmates
  - special needs inmates from the general population
- 77.0 Identify types of special needs inmates, to include:
- drug abusers/addicts
  - alcohol abusers/addicts
  - emotionally disturbed
  - mentally handicapped
  - sexual deviates
  - aged
  - physically handicapped
  - educationally/vocationally deprived
  - medical
- 78.0 Identify the custody classifications/levels for inmates in state correctional facilities:
- minimum
  - medium
  - close
  - maximum
- 79.0 Identify types of information used in the initial classification, to include:
- investigative reports
  - arrest history
  - interviews
  - personal history review
  - medical and psychological screening
  - observation
  - county jail report
  - commitment papers
- 80.0 Identify topics for discussion in the initial classification interview, to include:
- family background, family unit and visitation procedures
  - offense for which inmate has been sentenced and sentence structure
  - inmate's attitude about sentence
  - educational and/or vocational background
  - inmate's desire for self-improvement while incarcerated and following return to society
- 81.0 Explain that an inmate's appropriate custody level may determine the following:

- a) most appropriate housing assignment
  - b) amount of movement, freedom of inmates within the facility during daytime and evening hours
  - c) degree of supervision and/or escort required
  - d) conditions under which the inmate may leave the facility grounds
  - e) access to programs and activities
- 82.0 Identify procedures of the classification process, to include:
- a) review background information on inmate
  - b) conduct interview with inmate:
    - obtain secure, private location
    - explain purpose of interview to inmate
    - identify major areas of concern
    - ask questions that are easily answered
    - do not formulate questions that are too complex for inmate to understand
    - ask questions designed to gather as much information as possible
  - c) record information on standardized agency/institution form
  - d) consult with other team members, if appropriate
  - e) make recommendations
  - f) forward recommendations to appropriate persons
- 83.0 Identify elements of progress reports, to include:
- a) continuous process of evaluating and observing inmate
  - b) on routine schedule and as special circumstances dictate
  - c) assures special programs are placed into operation
  - d) recognizes efforts and accomplishments
  - e) means for making changes when circumstances warrant
- 84.0 Explain reasons for changes in custody levels and supervision, to include:
- a) institutional adjustment
  - b) request from inmate
  - c) request from staff person
  - d) change of inmate's legal status
  - e) completion of inmate's program or assignment
  - f) change in sentence and release status
- 85.0 Identify special considerations with regard to classification, to include:
- a) changes should be made with the inmate present and participating in the deliberations whenever possible
  - b) reclassification evaluations should occur at frequent intervals
  - c) segregation should not be determined by race, creed or national origin
  - d) classification manual should be available to all personnel involved in the classification process

## **Fingerprinting**

- 86.0 Explain the importance of obtaining clear fingerprints:
- a) to establish the Automated Fingerprint Identification System (AFIS)
    - ten print data base
    - latent cognizant data base
    - unsolved latent data base
  - b) to make an identification against existing records
- 87.0 Explain how the Florida Department of Law Enforcement uses fingerprint cards, to include:

- a) create computerized criminal history file for State of Florida
  - b) disseminate information to criminal justice agencies
- 88.0 List the routing of the fingerprint card, to include:
- a) to originating agency
  - b) to FDLE
  - c) to FBI
- 89.0 Identify types of fingerprint cards, to include:
- a) arrest
  - b) applicant
  - c) personal identification
- 90.0 Identify the two types of fingerprint impressions:
- a) rolled
  - b) plain or simultaneous
- 91.0 List the equipment needed to fingerprint an individual, to include:
- a) fingerprint card holder
  - b) standard fingerprint cards
    - arrest
    - applicant
    - personal identification
  - c) porelon pad or tube of fingerprint ink
  - d) printer's roller
  - e) inking plate
  - f) table at elbow height from floor
- 92.0 Identify general procedures for fingerprinting an individual, to include:
- a) direct subject to wash and dry hands thoroughly
  - b) inspect subject's hands for cleanliness and any special problems
  - c) direct subject on proper stance
  - d) direct subject to relax and instruct him/her not to try to help operator
  - e) stand to left of subject when printing left hand, to right of subject when printing right hand
  - f) if using inking plate, cover evenly with fresh ink
    - start with two daubs of ink rolled to a thin film
    - add more ink if necessary
  - g) ink the finger (on the inking plate or pre-inked porelon pad) to just below the first joint
  - h) fasten fingerprint card to card holder
  - i) roll the inked finger in the indicated space of the fingerprint card
    - begin with the right thumb and then, in order, the index, middle, ring and little finger
    - repeat in same order for left hand
    - hold the subject's hand with a firm grip
    - use both hands when rolling fingerprints
      - use one hand to hold the tip of the subject's finger
      - use one hand to hold the middle joint of the finger
    - apply pressure uniformly, depending upon subject's ridges
      - usually less pressure is better
      - too much pressure will cause distortion of ridge contour appearance
    - roll the thumb toward subject's body and fingers away from subject's body
    - roll fingers fully
      - nail to nail

- fingertip to ¼" below first joint
  - j) make the plain or simultaneous impressions - press straight down
    - four fingers for each hand
    - thumbs one at a time
  - k) check the fingerprint card (if unacceptable, reprint subject on another card)
    - cores, deltas, ridges visible and clear
    - prints placed in proper sequence
  - l) direct subject to clean ink from his/her hands
  - m) sign fingerprint card
  - n) have subject sign fingerprint card
  - o) complete all other information on fingerprint card, or see that it is completed
  - p) clean and cover equipment
    - denatured alcohol
    - benzene
    - commercial cleaning solvent
    - do not use paper towels to clean roller and inking plate
  - q) place fingerprint card in appropriate bin for forwarding
- 93.0 Identify procedures for fingerprinting a subject with special problems, such as:
- a) if pattern is not clear:
    - assure cleanliness of hands
    - vary amount of pressure used
    - vary amount of ink used
  - b) if finger is bandaged or amputated, write "bandaged" or "amputated" in correct location on the plain impressions
  - c) if hands perspire excessively:
    - dry each finger separately before each print is taken
    - use alcohol on fingertips to keep them dry
  - d) if fingerprints are smooth:
    - use small amount of petroleum jelly (with porelon pad, wipe petroleum jelly completely off; used as moisturizer only)
    - use commercial ridge builder
  - e) if crippled hands:
    - cut the rolled impression area for each hand from the fingerprint card in one continuous strip
    - roll the impression area on the strip to the corresponding finger
    - glue or tape the strip to the correct position on another fingerprint card
    - note the condition of the hands on the finger-print card
    - use a coroner's spoon to obtain correct pressure, if needed
- 94.0 List the criteria for an acceptable fingerprint card, to include:
- a) pattern visible and clear
  - b) fingerprints in proper spaces
  - c) fingerprints on proper type of card
  - d) proper notations for special problems
  - e) all information complete and accurate
- 95.0 Demonstrate proper techniques of fingerprinting.
- 96.0 Given samples of unacceptable fingerprint impressions, identify possible problems and the corresponding solutions to obtain acceptable prints.
- 97.0 Identify common reasons for return of fingerprint cards as unacceptable for processing, to include:
- a) lack of sufficient ridge detail
  - b) lack of complete identifying information

- incomplete personal data on subject
- lack of signatures
  - operator
  - subject
- c) lack of charge(s) noted on card or lack of reason for fingerprinting on applicant card

## Transfer Procedures

- 98.0 Describe different types of transfers, to include:
- a) to state facility from county or municipal facility
  - b) routine transfer between facilities
  - c) for management reasons
  - d) for security reasons
  - e) for medical, psychological, dental reasons
  - f) emergency transfer due to disturbances
  - g) Interstate Correctional Compact
  - h) to community correctional center or women's adjustment center
  - i) due to federal or circuit court order; to location requested by court
  - j) to community drug treatment program
  - k) to Department of Children and Families
    - mentally handicapped
    - mental health program
  - l) to Department of Juvenile Justice
    - youth services
  - m) youthful offender transfers
- 99.0 Identify procedures for transferring an inmate, to include:
- a) receive authorization for transfer
  - b) review transfer order for accuracy and completeness
  - c) identify inmate subject of transfer order
  - d) obtain files/records of inmate
  - e) complete custody receipt
  - f) arrange transportation
  - g) call up inmate from housing area
  - h) positive identification of inmate with information in file
    - comparing pictures to actual inmate
    - comparing identifying marks to inmate's marks
    - asking questions which would uniquely identify the inmate
    - comparing fingerprints
  - i) perform strip search
  - j) obtain all items in inmate's possession
  - k) obtain all stored personal property
  - l) update inventory lists/receipts for inmate personal property and money
  - m) obtain inmate's signature for updated inventory lists/receipts and give copy to inmate
  - n) instruct inmate to dress out in personal clothing or other clothing as provided
  - o) isolate inmate from other inmates
  - p) determine restraints needed
  - q) apply restraints
  - r) transfer all property with transporting officer; allow new facility to make determination of what inmate may keep

- s) close out files
  - t) perform transportation count, if transferring several inmates
  - u) supervise inmates during transport
  - v) send institutional file and medical, dental and psychological records with transporting officer
  - w) forward custody receipt to proper authority or give to transporting officer
  - x) have receiving officer sign custody receipt
  - y) file custody receipt copies as required
- 100.0 Identify elements of a custody receipt, to include:
- a) date
  - b) inmate name, number, race and/or picture as required
  - c) facility assignment
  - d) facility destination
  - e) issuing officer's signature
  - f) receiving officer's signature

### Release Procedures

- 101.0 Describe the different types of releases, to include:
- a) bonds
  - b) parole
  - c) expiration of sentence
  - d) release by other legally constituted authority
- 102.0 Explain that the release is to be accomplished promptly and accurately.
- 103.0 Describe the types of documentation needed to authorize a release, to include:
- a) court order
  - b) writ
  - c) posting of bond
  - d) pretrial release form
  - e) record indicating expiration of sentence
- 104.0 Identify elements to be included in the "release plan", to include:
- a) proposed residence - name, address, relationship
  - b) employment possibilities - name, address, type of work
  - c) special needs - medical, vocational rehabilitation, education, detoxification or drug counseling
  - d) restitution - party to whom restitution is owed and payment schedule
- 105.0 Identify standard procedures to follow when releasing an inmate, to include:
- a) receive documentation with authority to release inmate, or receive telephone call from proper authority
  - b) verify release authorization by return call if notification was received by telephone
  - c) verify release documentation
    - review order for accuracy and completeness
    - confirm that release order was issued for the specific inmate you have identified
    - confirm that release order was issued by proper authority
  - d) check documentation authorizing release to be sure all special conditions have been satisfied
  - e) notify others within facility as required
  - f) notify inmate
  - g) develop release plan

- h) run NCIC/FCIC check
- i) check to make sure all holds and detainers have been satisfied
- j) make positive identification of inmate being released
  - photographs
  - fingerprints
  - questions
  - identifying marks
  - signature comparison
- k) resolve any grievances or claims for damage or loss
- l) complete facility release papers
- m) arrange physical examination as required or if any medical complaints are indicated by inmate
- n) arrange for clothing for release
- o) determine need for transportation
- p) direct inmate to dress out
- q) return inmate money
- r) obtain signed receipt from inmate for gratuities, returned money, discharge certificate, personal property
- s) provide appropriate instructions, such as court return dates
- t) obtain forwarding address
- u) sign facility release papers
- v) provide inmate with all necessary papers
- w) inspect inmate for proper attire and to make sure no facility property leaves with inmate
- x) search inmate before passing through sally port
- y) return inmate personal property
- z) escort inmate through sally port
- aa) retain release information in inmate file
  - terms and conditions of release
  - authority for release
  - signature of releasing officer
- bb) notate file with date and type of discharge
- cc) close out file and store as required

106.0 Identify special considerations of the release process, to include:

- a) fugitives and detainers
- b) federal inmates (never release without authorization from a deputy marshal)

### **Bonding Procedures**

107.0 Define “bond” as a written agreement, usually involving a sum of money, wherein a person accused of a crime is released from custody pending trial and forfeits the sum of money if the agreement is violated.

108.0 Identify advantages of releasing a person on bond, to include:

- a) confinement is punishment; punishment should only occur after trial and sentence by court
- b) accused often loses job while in custody
- c) if free, accused can support family and earn money for counsel of choosing
- d) increases prospects for a successful defense
- e) accused will appear if there is sufficient financial incentive
- f) reduces financial burden of jails
- g) reduces jail overcrowding

- 109.0 Identify disadvantages of releasing a person on bond and of money bond system, to include:
- a) accused may flee
  - b) accused may intimidate or harass witnesses
  - c) accused may commit other crimes
  - d) money bond system denies release to poor, but rich are released
  - e) bond often set at arbitrary amount without regard to personal or financial circumstances
- 110.0 Identify legal rights of the accused with regard to the bond system, to include:
- a) right to reasonable bond guaranteed by Eighth Amendment
  - b) right to be free under reasonable bond until properly convicted
  - c) right to bond binding on states through Fourteenth Amendment
  - d) right to have bond set is recognized except in certain circumstances, mainly capital cases
  - e) bond must be for sole purpose of assuring presence at trial
  - f) high bond cannot be set to keep accused in jail as punishment, but only to assure presence or if danger of interfering with justice, e.g., witnesses
  - g) bond must be set in light of each individual accused
    - seriousness of crime is one factor; the greater the punishment the greater the temptation to jump bail
    - consider community ties - family, job, length of residence
    - should not consider danger to society—"preventive detention"—unless there is proof beyond a reasonable doubt of crime already committed
  - h) Federal Bail Reform Act of 1966 - accused persons should be released without bail (on own recognizance) unless magistrate decides something more than a promise to appear is needed
- 111.0 Identify the most prevalent types of bonds:
- a) cash bonds
  - b) surety bonds
  - c) supersede as bonds - processed through court system
  - d) recognizance bonds
- 112.0 Explain that a correctional officer cannot recommend a bail bondsperson.

### **Contraband: Recognition, Control and Disposal**

- 113.0 Define "contraband" as any unauthorized article, or any authorized article in excessive quantities.
- 114.0 Identify major categories of contraband, to include:
- a) hard/hazardous contraband - any item that poses a serious threat to the security of the institution (e.g. intoxicating beverages, drugs, firearms/weapons, poisons, caustic or toxic materials, inhalants)
  - b) nuisance contraband - any item which may be or has been authorized for possession at one time, but which is prohibited when excessive or altered (e.g., excess clothing, linen, money, etc.)
- 115.0 Explain that anything in the facility is a potential weapon (e.g., toothbrush, silverware, sports equipment, ball point pens, etc.).
- 116.0 Explain the importance of controlling contraband, to include:
- a) security and safety of life
  - b) security and safety of property
  - c) sanitation



- 117.0 Identify common methods of smuggling contraband into correctional facilities, to include:
- a) visiting room - contraband exchanged via kiss; inmate swallows balloon or condom filled with contraband
  - b) mail room - in letters or packages, under stamps, on glue to seal envelop
  - c) inmate returning from community/work programs - keistering or swallowing of balloon or condom
  - d) employee smuggling in lunch pails, pockets, etc.
  - e) group visitors/tours from community
  - f) stolen from prison hospital
- 118.0 Describe ways in which contraband may be detected, to include:
- a) use appropriate senses during constant, close observation and supervision
  - b) daily, regular, and irregular searches
  - c) cell and area searches
  - d) frisk and strip searches of inmates
  - e) searches of visitors and staff
  - f) searches of mail and packages
- 119.0 Identify the correctional officer's duty in the control of contraband, to include:
- a) know what items constitute contraband in the particular facility
  - b) constantly be alert
  - c) closely observe/supervise inmates
  - d) perform frequent inspections and searches
  - e) secure all equipment and supplies which could be contraband
  - f) follow guidelines for tool and sensitive item control
  - g) conduct frequent inventories
  - h) confiscate, store or dispose of contraband, as directed
  - i) notify supervisor of found contraband
  - j) maintain appropriate logs
  - k) write appropriate reports
- 120.0 Identify the common forms, slang names, appearance or packaging, methods of use, and paraphernalia of each of the major classes of controlled substances and commonly abused drugs, to include:
- a) narcotics
    - forms: opium, heroin, morphine, Demerol, Dilaudid, codeine, methadone
    - slang names: (heroin) smack, horse, snow, powder (opium) black, (opiates) dreams, dollies
    - appearance/packaging: heroin - white or brown crystalline powder; others - powder, capsules, liquid
    - methods of use: (opium and opiates) smoking, oral ingestion, injection; (heroin) smoking, snorting, injection
    - paraphernalia: opium pipe; "cooking" and "shooting" equipment - burnt bottle cap or spoon, matches, syringe or hypodermic, cotton and tourniquet; plastic bag, capsules, papers, other containers
  - b) depressants
    - forms: chloral hydrate, barbiturates, sleeping pills, tranquilizers (Valium, Librium, diazepam), sedatives, alcohol, flunitrazepam, carisoprodol (Soma)
    - slang names: downers, barbs, candy, goof-balls, sleepers, reds, yellows, rainbows, blues, roofies

- appearance/packaging: brightly colored capsules or tablets, liquids in injection ampules
  - methods of use: oral ingestion and injection
  - paraphernalia: capsules, ampules, hypodermic
- c) stimulants
- forms: amphetamines, methamphetamines, cocaine
  - slang names: uppers, dexies, bennies, coke, flake, snow, speed, gofast, meth, crack
  - appearance/packaging: amphetamines, methamphetamines colored tablets or capsules, liquids, powders; white crystalline powder (kilo/pound in heat-sealed clear plastic bags; ounce quantities in smaller plastic bags; gram quantities in baggies, glass vials, tin foil, balloons)
  - methods of use: oral ingestion, injection, snorting, freebasing, smoking
  - paraphernalia: capsules, ampules, hypodermic, straw or rolled up paper, cutting material (for cocaine), crack cocaine pipes
- d) inhalants
- forms: solvents, anesthetic gases (ether, nitrous oxides) aerosol propellants, gasoline
  - slang names: gloom, gas, fluid
  - appearance/packaging: liquids, glues, gas containers, aerosol cans, balloons
  - methods of use: sniffing (inhalation)
  - paraphernalia: plastic or paper bags, rags, aerosol cans, balloons
- e) hallucinogens
- forms: LSD, DMT, STP, MDA, Mescaline (peyote), morning glory seeds, psilocybin/psilocin, PCP
  - slang names: acid, peace pills, mesc, big "D", buttons, mushrooms, angel dust, crystal
  - appearance/packaging: LSD - odorless, color-less, tasteless and may be in any form (liquid, powder, pill, capsule, blotter paper, gelatin); DMT, STP, MDA - powder, tablet, capsule, liquid; mescaline and psilocybin -crystalline powder in capsules or liquid in ampules or vials; PCP - liquid or powder in tin foil, plastic baggies, vials, paper bindles, capsules or tablets
  - methods of use: LSD - oral ingestion, injection; DMT, STP, MDA - oral ingestion, smoking, snorting, injection; mescaline and psilocybin - oral ingestion, smoking, snorting
  - paraphernalia: LSD - gelatin, sugar cubes, paper squares, candy; DMT, STP, MDA - tobacco, parsley leaves, marijuana, hypodermic equipment, capsules; mescaline and psilocybin - alcohol, mortar and pestle; PCP - tobacco, parsley leaves, marijuana
- f) cannabis
- forms: marijuana, hashish, hashish oil
  - slang names: pot, Mary Jane, hash, oil, weed, roach, straw, love weed, hemp, loco weed, Acapulco gold, reefer, grass
  - appearance/packaging: marijuana - green plant with serrated leaves with 5 - 11 lobes (greenish-brown when dried); hashish - cakes or loaves of dark brown resinous powder or compressed leaf mixture;

- hashish oil-brown to amber, thick substance the consistency of oil (usually in vials)
  - methods of use: oral ingestion, smoking
  - paraphernalia: pipes, cigarette papers, tin foil, items used as a “crutch” or “bridge”
- g) over-the-counter-drugs
  - forms: diet pills, sleeping pills, caffeine pills, cold medications containing ephedrine, pseudoephedrine, phenylpropanolamine, or other substances prohibite by s. 893.1495, F. S.
  - appearance/packaging: capsules or tablets
  - methods of use: oral ingestion
- 121.0 List rules for collecting contraband substances, to include:
  - a) do not taste or smell any material suspected of being contraband
  - b) do not handle suspected substances more than is absolutely necessary; wash hands thoroughly as soon as possible after handling
  - c) handle and store all chemical material with care (may be highly flammable, caustic or explosive)
  - d) tag and identify substance as to date, time, area or inmate collected from
  - e) transfer substance to proper investigative authority (maintain chain of custody)
  - f) document in log and/or proper report
- 122.0 Identify procedures for disposal of contraband, to include:
  - a) deliver contraband to person authorized to dispose or dispose of contraband as prescribed by agency:
    - discard
    - compact
    - flush
  - b) document disposal or destruction as required
  - c) store or return unauthorized inmate property to inmate’s family, if appropriate
  - d) return facility property to supply when inmate possesses over limit, if reusable
- 123.0 State that employees should never be recipient of any contraband which is scheduled for disposal.

### **Disciplinary Procedures**

- 124.0 Define “proactive discipline” as the training required to ensure obedience to established rules.
- 125.0 Define “reactive discipline” as action taken in response to a violation of established rules.
- 126.0 Define “punishment” as a penalty for some offense.
- 127.0 Identify the three purposes of discipline, to include:
  - a) training
  - b) controlling
  - c) punishing
- 128.0 Identify the goals of discipline, to include:
  - a) maintain order within the correctional facility
  - b) protect the safety and welfare of those who live and work in the correctional facility
  - c) develop ability and desire to conform to accepted standards in free society
- 129.0 Identify portions of laws and rules which refer to discipline/punishment in state correctional facilities, to include:

- a) Eighth Amendment to the U.S. Constitution - prohibits cruel and unusual punishments
  - b) s. 944.35, F.S. - punishment permitted as necessary, but no cruel or inhuman punishment allowed
  - c) s. 944.35, F.S. - cruel or inhuman treatment of inmates is a third degree felony
- 130.0 Identify portions of laws and rules which refer to discipline/punishment in county and municipal correctional facilities, to include:
- a) Eighth Amendment to the U.S. Constitution - prohibits cruel and unusual punishments
  - b) s. 950.09, F.S. - willful inhumanity and oppression to any inmate is a second degree misdemeanor
- 131.0 Identify methods of preventive discipline, to include:
- a) effective initial orientation
  - b) continuing group and individual instruction
  - c) adequate food, housing and medical attention
  - d) sufficient exercise and recreation
  - e) fair and impartial treatment of all inmates
  - f) positive role modeling by personnel
- 132.0 Identify examples of offenses which would be considered minor in nature, to include:
- a) failure to maintain acceptable hygiene or appearance of housing area
  - b) willfully wasting state property or property belonging to another - any waste of edible or usable property
  - c) feigning illness or malingering as determined by a physician or medical authority
  - d) insufficient work
- 133.0 Identify actions which may be taken in response to a minor offense, to include:
- a) counsel the inmate
  - b) counsel the inmate and document same as a "verbal reprimand" on the contact card
  - c) counsel the inmate and document same as a "corrective consultation" on the contact card; provide inmate a copy within 24 hours
  - d) write a disciplinary report when continued violation occurs
- 134.0 Identify offenses which would be considered major in nature, to include:
- a) failure to comply with count procedure
  - b) escape or escape attempt
  - c) possession of weapons, ammunition or explosives
  - d) other assault or battery or attempted assault or battery
  - e) destruction of state property or property of another
  - f) refusing to work
- 135.0 Identify actions which may be taken in response to a major offense (following procedures of due process), to include:
- a) probation
  - b) loss of unearned gain time (must document justification)
  - c) restitution
  - d) confiscate contraband
  - e) individual review and counseling
  - f) disciplinary squad
  - g) extra duty during leisure hours
  - h) suspension of privileges (i.e., mail, visitation, etc.)
  - i) loss of gain time

- j) disciplinary confinement
- 136.0 Explain the correctional officer's role in the disciplinary process, to include:
- a) know rules and regulations thoroughly
  - b) advise inmate that disciplinary action will result from violation of rules
  - c) write incident reports when warranted
  - d) use physical force when necessary to subdue violent inmate(s) or prevent an escape
  - e) serve on disciplinary hearing committees as required
- 137.0 Identify how discipline is to be administered, to include:
- a) in compliance with laws, rules, and policies and procedures
  - b) promptly
  - c) consistently
  - d) fairly
  - e) impartially
  - f) firmly
  - g) professionally
  - h) privately
- 138.0 Identify who does/does not have the authority to punish inmates:
- a) does have authority - hearing officers, disciplinary hearing team
  - b) does not have authority - correctional officers, other inmates
- 139.0 Explain the disciplinary report process, to include:
- a) statement of facts
  - b) investigation
    - delivery of charges
    - obtaining witness statements
    - obtaining evidence and other reports
  - c) designating authority review
  - d) team/hearing officer findings and actions
  - e) review and final action
- 140.0 Identify responsibilities associated with a disciplinary hearing, to include:
- a) gathering facts, when necessary
  - b) evaluating circumstances
  - c) reaching final disposition
- 141.0 Identify procedures for due process in disciplinary hearings, to include:
- a) the inmate must receive a copy of the statement of facts at least 24 hours before the hearing, except when:
    - inmate waives 24 hour period, or
    - inmate is within 24 hours of release
  - b) the inmate must be given time to prepare a defense
  - c) the inmate may call witnesses and present evidence, within the limits of security and the discretion of team chairman
  - d) the inmate has right to remain silent
  - e) the inmate may refuse to be present at the hearing
  - f) the inmate has no right to counsel but may have staff assistance
  - g) the inmate does not have the right to confront accusers
  - h) the inmate does not have the right to cross-examine witnesses
  - i) the inmate is entitled to a written statement of the decision
  - j) the inmate has the right to appeal the decision to a higher authority
  - k) it is not double jeopardy for an inmate to have a disciplinary report and be tried in court for the same offense

- 142.0 Explain that the disciplinary hearing committee makes a recommendation to approving authority which can be:
- a) accepted
  - b) modified downward
  - c) rejected

### **Confinement Procedures**

- 143.0 Identify and define the different types of confinement as:
- a) administrative confinement - removal of an inmate from the general inmate population to ensure his safety, the safety and security of the facility, or safety of inmates in general population; not punitive in nature (includes protective management)
  - b) disciplinary confinement - removal of inmate from general inmate population after being found guilty of violations of rules and regulations by an impartial board; may forfeit any or all privileges; used where other dispositions are inadequate to regulate inmate's behavior and where presence in general population poses a threat
  - c) close management - long-term single cell confinement of an inmate apart from the general population, where the inmate, through his own behavior, has demonstrated an inability to live in the general population; has abused the rights and privileges of other inmates or disturbed the security, order or operation of the institution
- 144.0 Identify legal considerations relevant to confinement, to include:
- a) by nature may limit rights and privileges of inmates
  - b) protected from cruel and unusual punishments by Eighth Amendment
  - c) due process guaranteed by Fifth Amendment
- 145.0 Identify reasons for placement in confinement, to include:
- a) administrative confinement - upon written confinement order by director or designee for:
    - pending disciplinary hearing
    - pending investigation for serious rule violation or criminal act
    - pending transfer or holdover during transfer
    - pending classification
  - b) disciplinary confinement - upon disposition of disciplinary hearing committee
  - c) protective management - upon request of inmate or recommendation of correctional officer
  - d) close management - upon assessment and recommendation by classification team contingent on approval by appropriate authority
- 146.0 Identify reasons for release from confinement, to include:
- a) upon recommendation by officials; when reason(s) for initial placement are no longer valid
  - b) when inmate no longer poses threat to self, others, or security
  - c) when disciplinary confinement period is completed
- 147.0 Describe conditions which are to be maintained in confinement, to include:
- a) housing assignments - more restrictive than general population
  - b) furnishing and equipment - as security permits
  - c) food - same quantity and quality as general population
  - d) recreation - minimum of three hours per week out of doors if confinement exceeds 30 days

- e) hygiene - same as general population except may have limit on number of showers per week
- f) legal access - same as general population except may have limit on availability of law library
- g) personal property - may be limited more than general population for security reasons
- h) visiting - may be limited by practicality or may be denied for inmates in disciplinary confinement
- i) telephone - may be limited to legal counsel only
- j) medical - same or more frequent than general population; upon entry and exit
- k) programs - same as general population where possible, except for inmates in disciplinary confinement

148.0 Identify procedures for monitoring inmates in confinement, to include:

- a) correctional officer – at least every 30 minutes, but on an irregular schedule
- b) shift supervisor - once each shift
- c) medical staff - once per day
- d) counselor - once per week
- e) chaplain - once per week
- f) psychologist/psychiatrist - as requested by inmate or staff; visit any inmate in administrative confinement, protective management or close management over 30 days
- g) warden in state facility - once per week

149.0 Identify elements to be included in confinement logs, to include:

- a) main confinement log
  - entries and departures from cell block including inmates, staff or others
    - time in
    - purpose
    - action taken
    - time out
  - inmates in confinement
    - name
    - number
    - cell assignment
  - current confinement count
- b) individual confinement logs
  - personal data
  - date of placement in confinement
  - reasons for confinement
  - authority for confinement
  - activities
  - conduct
  - physical condition
  - medical attention
  - date, time, signature of officials visiting

150.0 Identify special considerations/procedures for correctional officers working in the confinement unit, to include:

- a) should be more experienced officers
- b) require backup officer when placing inmate into or removing from cell
- c) do not open or enter a cell occupied by an inmate without two or more officers present

- d) communicate verbally with each inmate while patrolling
- e) make frequent patrols, checks of all doors
- f) search inmates and cells frequently
- g) be very attuned to attitudes, behaviors, and activities of inmates
- h) log all activities, unusual behavior of inmates

## Referral Procedures

- 151.0 Explain the need for correctional officers to make referrals, to include:
- a) provide expert assistance to help inmates solve their problems/address their needs
  - b) officers do not have the resources and time to help inmates with serious problems/needs
- 152.0 Identify the types of problems/needs for which an officer may make referrals, to include:
- a) medical problems
  - b) alcohol, drug problems
  - c) emotional problems
  - d) family problems
  - e) financial problems
  - f) mental retardation or learning difficulties
- 153.0 Name personnel within the correctional facility to which a correctional officer may refer an inmate, to include:
- a) medical
  - b) psychologist/psychiatrist
  - c) counselor
  - d) chaplain
  - e) business office
  - f) education
  - g) classification
- 154.0 Identify the steps to the referral process, to include:
- a) assessment of need/problem
  - b) decision point - identify alternative solutions
  - c) referral
- 155.0 Identify procedures for the correctional officer to follow when making referrals, to include:
- a) become familiar with resources available to inmates
  - b) become familiar with facility's policies and procedures for making referrals to each type of resource
  - c) receive request/complaint from inmate, information from others, or observe need/problem
  - d) record observations, information to substantiate concerns
  - e) notify supervisor of concerns and any action taken
  - f) interview inmate in private concerning need/problem
    - explain observations, information (summarize)
    - ask questions
    - ask for inmate's suggestions for solving problem
    - be specific with referral - one department/ agency only
    - explain services offered by department/agency
    - answer inmate's questions
    - be considerate, positive, professional in dealing with inmate
    - do not make promises that cannot be kept
  - g) notify department/agency by telephone for immediate needs



- h) complete or provide assistance for completion of required form(s) to request special assistance for an inmate
- i) record action taken in making referral
- j) coordinate with department/agency and inmate for scheduling
- k) make arrangements relative to nature/severity of problem
- l) inform department/agency of need/problem
  - identify inmate and situation
  - provide detailed, accurate information to substantiate concerns
- m) transport inmate to provider or arrange visit from provider
- n) supervise inmate during visit, if required
- o) ensure that inmate has received assistance that was requested
- p) follow special instructions of provider

### Cell and Area Search Techniques

- 156.0 Recognize the purposes of regular searches, to include:
- a) prevent introduction of weapons or other dangerous contraband into the correctional facility
  - b) discover and suppress trafficking between employees and inmates
  - c) detect manufacture of weapons, escape devices, etc., within the correctional facility
  - d) detect possible attempts or means of escape
  - e) enforce rules designed to eliminate usual causes of inmate dissension and strife (gambling, petit theft, whiskey, narcotics, etc.)
  - f) discourage theft of and trafficking in institutional stores
  - g) check for any malicious waste or destruction of correctional facility property
  - h) discover any hazards to health or safety that go unnoticed during routine inspections
- 157.0 Recognize items of contraband to be searched for, to include:
- a) weapons
  - b) drugs
  - c) money
  - d) food
  - e) other locally recognized items of contraband
- 158.0 Identify typical locations within a cell or within the correctional facility where weapons or contraband are likely to be concealed, to include:
- a) bed frames
  - b) toilet tanks
  - c) door frames
  - d) false ceilings
  - e) air ducts
- 159.0 Identify equipment/tools which may be needed for conducting a cell or area search, to include:
- a) flashlight
  - b) screwdriver
  - c) mirror
  - d) probing device
  - e) gloves
- 160.0 Identify correct steps and sequence for conducting a cell or area search, to include:
- a) remove keys from belt, and place in a secured area
  - b) remove inmate from cell or area

- c) enter cell or area; stop and scan
  - d) note anything unusual or out of place
  - e) select appropriate, systematic search pattern
  - f) select starting point; make mental plan for conducting search
  - g) search one area or item completely before going on to next
  - h) continue search until completed, even if contraband is found
  - i) return inmate property or furnishings to original condition and/or position
  - j) write appropriate reports/logs as required
- 161.0 Identify areas which should be probed, to include:
- a) holes or cracks
  - b) hollow areas
- 162.0 Describe correct probing techniques, such as using a wire to check grills, door tracks, faucets, and drains.
- 163.0 Demonstrate correct probing techniques using appropriate equipment (hanger, mirror, flashlight, screwdriver).
- 164.0 List inmate personal property that should be examined, to include:
- a) clothing
  - b) wallet
  - c) containers
  - d) small articles
  - e) books
  - f) letters and papers
  - g) razor
  - h) smoking materials
- 165.0 Describe correct techniques for examining inmate property items, to include:
- a) open all books and papers
  - b) check containers (boxes, bottles, etc.) for false compartments
  - c) replace items as they were found
  - d) thoroughly examine all clothing items
- 166.0 Demonstrate correct techniques for examining inmate property items.
- 167.0 Describe structural aspects or furnishings of the correctional facility which should be checked, to include:
- a) cell bars
  - b) locks
  - c) windows
  - d) doors
  - e) walls and ceilings
  - f) lighting, heating, and plumbing fixtures
  - g) baseboards and moldings
  - h) bed, mattress, and bedding
  - i) furniture
- 168.0 Describe correct techniques for checking visible areas of structural aspects or furnishings, such as rubbing your hand or fingers over the surfaces or legs and cracks to detect patches that may conceal contraband.
- 169.0 Explain that any area that cannot be easily seen should be examined by use of a mirror before placing hands in the area.
- 170.0 Demonstrate correct techniques for checking structural aspects or furnishings.
- 171.0 Conduct a full cell and/or area search, demonstrating correct searching techniques and procedures and finding any hidden weapons or contraband.

### **Officer Survival Considerations**

- 172.0 State that the fundamental duty of a correctional officer is to safeguard life and property, including self and others.
- 173.0 List aspects of correctional operations that impact upon officer survival, to include:
- a) close observation/listening
  - b) accurate visual perception/discrimination
  - c) frequent patrols
  - d) frequent and thorough searches and inspections
  - e) adequate key and tool control
  - f) frequent counts
  - g) close supervision
  - h) proper classification
  - i) proper movement/transport of inmates
  - j) adequate emergency procedures
  - k) appropriate interpersonal communication
  - l) adequate facility communication system
  - m) proper application of defense techniques
  - n) clear understanding of hostage procedures
  - o) proper application of crime prevention techniques
  - p) structure and physical design of facility
- 174.0 Explain that officer survival is dependent upon the overall atmosphere, or climate, of the correctional facility, and that the climate is a reflection of the total correctional process, as described by:
- a) unhealthy atmosphere breeds:
    - resentment
    - hostility
    - tension
    - disturbances
  - b) healthy atmosphere is:
    - positive
    - professional
    - fair
    - firm
    - orderly
    - flexible
    - concerned
    - secure
- 175.0 Explain that a secure facility is a safe facility for inmates and staff; security is always the number one priority.
- 176.0 Identify the correctional officer as the prime security agent within the correctional facility.
- 177.0 Explain that the safety and security of the correctional facility—and those who live and work within it—is dependent upon the knowledge of and adherence to all rules, policies, and procedures of the facility by all in the facility, staff and inmates alike.

### **Patrol Concepts and Techniques**

- 178.0 List purposes of patrol, to include:
- a) prevent criminal activity
  - b) maintain order
  - c) protect life and property
  - d) enforce institutional regulations

- 179.0 Identify preventive patrol as the most effective method for maintaining order and control in inmate housing units or cell blocks.
- 180.0 Identify specific objectives of preventive patrol, to include detection of:
- a) escape attempts
  - b) disturbances
  - c) potential trouble
  - d) fires
  - e) tampering with institution equipment
  - f) suicide attempts
  - g) illegal activities
  - h) inmates with emotional or medical problems
  - i) sexual assaults
- 181.0 Identify proper patrol techniques, to include:
- a) do not rely on audio-visual monitoring devices to maintain surveillance
  - b) be alert at all times for suspicious activity or things out of place
  - c) make complete rounds continually in accordance with established procedures
  - d) do not patrol with a regular or routine pattern or time schedule
  - e) backtrack frequently to keep inmates off balance
  - f) stop and listen before turning corners or approaching "blind spots"
  - g) be alert for impending attack, particularly when patrolling in an open housing, work, or activity area where inmates congregate in groups
  - h) check showers and toilets frequently in open inmate areas
  - i) check equipment, locks, and emergency alarms for working condition
  - j) report to supervisor any signs of impending trouble
  - k) listen to inmates
  - l) warn officers on other shifts if inmates plan to cause trouble
- 182.0 Identify signs of potential problems which an officer may observe on patrol, to include:
- a) burning smell
  - b) draped blanket hanging from top bunk over bottom bunk
  - c) towels or blankets draped in front of a cell door
  - d) two inmates in a shower with lots of steam or visibility otherwise obstructed
  - e) clothesline with clothing hanging on it strung from one side of a cell to the other
  - f) inmates who avert their eyes when an officer looks at them
  - g) inmates who are extremely quiet, appear to be depressed or angry, or exhibit mood changes
  - h) unauthorized items hung on walls, stuffed between bars, or sitting on window sills blocking view
  - i) noises out of place such as heavy breathing, metal scraping sounds, or absolute quiet or excessive noise
  - j) a cutoff of conversation when the officer approaches
  - k) obvious tension in the air
  - l) increased number of fights within or between inmate groups
  - m) racial or ethnic slurs being shouted by inmates at each other or at officers
  - n) increased violations of institution rules
- 183.0 Identify the duties of an officer in properly preparing for patrol duty, to include:
- a) be properly uniformed and equipped
  - b) receive briefing from officer on previous shift
  - c) review log book and note any unusual conditions or changes that must be tended to

- d) gain basic knowledge about inmates in the assigned area (identities, problems and special needs, normal behavioral patterns)
  - e) become totally familiar with the geography and environment of the assigned patrol area
- 184.0 Identify the daily inspections that an officer should make as part of patrol and reporting discrepancies, to include:
- a) test all openings with security coverings or locks
  - b) check for broken windows, cut screens, cracked skylights, defective hinges, loose or scarred bars, uplifted floor tiles, or holes in walls
  - c) check audible alarms for proper function
  - d) check emergency exits for free operation
  - e) test communications and audio-visual monitoring devices for proper function
  - f) examine fire extinguishers and fire hoses for working condition
  - g) check lights

### **Patrol Hazards**

- 185.0 Identify the kinds of hazards to inmate life and property which may occur in a patrol situation, to include:
- a) escape attempts
  - b) inmate fights
  - c) inmate suicide attempts
  - d) inmate use of drugs or alcohol
  - e) inmate assaults on each other
  - f) sexual battery
  - g) inmate riots or disturbances
  - h) fire
  - i) weather conditions
- 186.0 Identify potential hazards to the officer that are inherent in patrol in a correctional setting, to include:
- a) attack
  - b) taken hostage
  - c) hit by items thrown
  - d) injury resulting from responding to emergency situations
- 187.0 Explain common hazards inherent in vehicle patrol in a correctional setting, to include:
- a) vehicle accidents
  - b) assault by outside penetration

### **Tool and Sensitive Item Control Concepts/Procedures**

- 188.0 Identify reasons for tool control, to include:
- a) some tools can be used in escapes
  - b) some tools can be used as weapons
  - c) to keep tools organized for ease in locating
  - d) to maintain close inventory and prevent unnecessary costs for replacement
- 189.0 List examples of tools that would be considered hazardous (restricted) in a correctional facility, to include:
- a) hacksaw blades
  - b) files
  - c) pipe wrenches
  - d) cutting tips

- e) pipe cutters
  - f) ice picks
  - g) barber tools
  - h) medical/dental instruments with sharp points or cutting edges
  - i) culinary knives, cleavers, cooking forks, spits or skewers
  - j) grounds maintenance tools
  - k) wire cutters
  - l) chisels
- 190.0 List examples of tools that would be considered less hazardous (non-restricted) in a correctional facility, but still require control, such as:
- a) hammers
  - b) pliers
  - c) shovels
- 191.0 Describe a shadow board as an effective method for displaying and organizing tools; "shadow" of tool is drawn on board in the exact size and shape of tool.
- 192.0 Identify procedures for maintaining proper tool control, to include:
- a) mark new tools for inventory:
    - identify tool with facility markings
    - etch inventory number on tool
    - color code by classification (restricted or non-restricted)
    - enter description and number on all inventory lists
    - prepare space on shadow board
  - b) issue restricted tools to employees only or to inmates who are under direct supervision
  - c) maintain log of tools issued/returned:
    - date
    - staff or inmate name/number
    - time of issue
    - time of return
  - d) instruct inmates on proper use of tools
  - e) store on shadow board or in locked drawer or cabinet if not appropriate tool for shadow board; only one tool per shadow on board
  - f) post inventory lists conspicuously on shadow boards, tool boxes, cabinets, etc.
  - g) perform frequent inventories
    - check shadow board after each work detail
    - inventory tool boxes, drawers, cabinets daily
  - h) request replacement when tool unserviceable, worn-out or broken; dispose of properly
  - i) report lost or misplaced tools immediately
  - j) perform shakedown or cell search if tool is not accounted for
- 193.0 Explain that the officer supervising work details is responsible for tools used by inmates.
- 194.0 Identify procedures for tool control involving private or contract repair and maintenance workers, to include:
- a) inventory all tools prior to admittance or release
  - b) provide staff escort for workers
- 195.0 List examples of flammable, hazardous, poisonous or toxic materials which must be controlled within correctional facilities, such as:
- a) wood alcohol
  - b) methyl alcohol

- c) photocopy fluids
  - d) acids
  - e) glue
  - f) gasoline
- 196.0 Identify guidelines for control of hazardous materials, to include:
- a) issue only to staff
  - b) record staff name, date, amount, description of material issued and returned
  - c) supervise inmates closely while using hazardous materials
  - d) perform frequent inventories
  - e) keep in secured storage area
  - f) store in original containers
  - g) store gasoline in approved safety cans
- 197.0 Identify guidelines for control of medical supplies and instruments, to include:
- a) inventory instruments daily
  - b) inventory needles and syringes daily
  - c) dispose needles and syringes in a safe and secure manner after use
  - d) control all drugs in manner prescribed by state and local pharmaceutical regulations
  - e) dispose contaminated linens and clothing in safe, secure manner after use

### **Key Control Concepts/Procedures**

- 198.0 Explain reasons why a key control system is necessary, to include:
- a) prevent escapes
  - b) prevent takeover of facility
  - c) control property (i.e., tools, weapons, commodities, etc.)
  - d) provide access to emergency keys for emergency care for staff and inmates
- 199.0 Identify considerations for maintaining inventory of keys, to include:
- a) maintain key control log
  - b) store keys in locked cabinet in central, secured location
  - c) label keys and corresponding hooks on key board
  - d) perform frequent inventory of key board
  - e) ensure that all hooks on key board contain keys or key chit (indicator that key is checked out by person specified on key chit) or an indication that the hook is not in use
  - f) maintain locator map of all permanent locks, accurate records of all padlocks
  - g) maintain keys on key rings which are soldered closed and contain metal tags with hook number
  - h) require employees who inadvertently carry a key home to notify control promptly
  - i) prohibit unauthorized possession, alteration, marking, duplication, manufacture or impression-making of keys
  - j) maintain emergency keys apart from operational keys
  - k) report lost, broken or malfunctioning keys or locks immediately; provide alternative security for area until repaired
  - l) do not duplicate keys; duplication is responsibility of designated key control officer
  - m) change locks if sufficient reason to believe security may have been compromised
- 200.0 Identify elements of a key control log, to include:
- a) inventory

- number of each key
  - trade name of key and lock it fits
  - trade name and location of locks
  - code number of ring on which key is located
  - number of keys on each ring
  - person(s) authorized for issue
- b) activities (item, date, time, initials):
- keys issued
  - keys turned in
  - keys exchanged
  - keys lost
  - keys replaced
  - keys damaged
  - keys inventoried
  - locks changed or rotated
  - locks not functioning
  - locks inventoried or checked
  - locks replaced

201.0 Identify considerations for issuing keys, to include:

- a) issue from central control point
- b) issue by one employee
- c) do not issue "pattern keys"
- d) require signed receipt for permanently-issued keys
- e) use key chits for any keys drawn from operational key board
- f) exchange key chits at central control when relieving another officer; carry key chit to officer being relieved
- g) issuing/receiving officer makes appropriate entries in key control log

202.0 Identify considerations for proper handling of keys, to include:

- a) carry and use keys inconspicuously
- b) fasten keys by chain to belt and carry in pants pocket or leather pouch attached to belt
- c) avoid reference to key numbers in presence of inmates
- d) never allow inmates to handle any security keys
- e) check assigned keys frequently
- f) do not force keys to operate locks
- g) check number of keys when exchanging keys from one employee to another
- h) exchange hand-to-hand, never toss or throw keys
- i) never use keys for any other than the intended purpose
- j) never leave keys unattended or stored in desk drawers
- k) never carry keys to both inside and outside doors at the same time
- l) never enter an inmate's cell with security keys on your person unless a life depends on it

203.0 Identify considerations for maintenance of key and lock system, to include:

- a) report malfunctioning locks or keys immediately
- b) report missing locks or keys immediately
- c) report unlocked area which should be locked in a timely manner

### **Accountability Concepts/Procedures**

204.0 Identify that the physical accountability of inmates at all times is a primary mission of the facility staff.



- 205.0 Identify that correctional officers have the primary responsibility for the completion of an accurate count.
- 206.0 Identify the general types of counts, to include:
- a) formal - counts that are conducted at specific times of the day and night in an organized manner
  - b) informal, irregular, census checks - counts made while inmates are working or engaged in regular activities; made at irregular times and reported only when an inmate is missing
  - c) outcounts - counts of inmates that are not conducted in their quarters or accustomed counting areas
  - d) transportation counts - counts of inmates, by name and identification, as they board a transport vehicle, during the trip, and upon reaching destination
  - e) emergency counts - counts of inmates due to unusual circumstances such as escapes, riots, disturbances, fires, etc.
- 207.0 Identify the criteria for the proper conducting of counts, to include:
- a) frequent
  - b) prompt
  - c) accurate
  - d) recorded
  - e) in accordance with facility procedures
- 208.0 Identify principles of counting inmates properly, to include:
- a) perform official, formal counts minimum once per shift
  - b) schedule for as little interference as possible with daily work and activities
  - c) conduct frequent informal counts while supervising
  - d) know the number of inmates under your supervision at all times
  - e) do not allow anything—short of an emergency—to interrupt or distract while counting
  - f) allow no movement of inmates during formal counts
  - g) use two officers when counting in an open area - one to count and one to watch inmates' movement
  - h) remain in count area until count is verified as correct
  - i) ensure inmate presence
    - use enough light during night counts to see human flesh
    - beware of “dummy” setups
    - move bed linens as necessary
  - j) visually identify inmates, not by roll call
  - k) never allow inmates to participate in conducting or documenting counts
  - l) report count by telephone to control officer
  - m) prepare written “count slip” to verify count and submit to control officer
  - n) if interrupted or in doubt of correctness of count, conduct complete recount
  - o) enforce all rules regarding count without any exceptions
  - p) encourage inmate acceptance of the count as a necessity
  - q) remind inmates that the count is a mutual responsibility of officers and inmates
  - r) remind inmates that interference with a count is reason for disciplinary action
- 209.0 Identify the criteria for properly preparing “count slips,” to include:
- a) complete
  - b) no erasures
  - c) no strikeouts
  - d) no alterations
  - e) written in ink

- f) signed by all officers involved with count
- 210.0 Identify the procedures required of the count control officer, to include:
- a) maintain up-to-the-minute master count record in secure location
  - b) collect information needed to maintain accurate record:
    - housing moves
    - work assignment changes
    - admissions to hospital
    - commitments
    - releases
    - other changes affecting counts
  - c) receive results of formal counts
  - d) tabulate results of formal counts
  - e) record results of formal count in master count record; date, time, initial
  - f) announce when count has cleared (verified as accurate) and staff and inmates can resume activities
  - g) order recount when discrepancies occur
- 211.0 Demonstrate proper procedures/principles for conducting formal counts.

### **Security Equipment**

- 212.0 List the different types of security equipment, to include:
- a) gates, sally ports
  - b) doors
  - c) locks
  - d) surveillance devices
    - binoculars
    - lights
    - cameras
    - listening monitors
  - e) alarm systems
  - f) contraband detection systems
- 213.0 Define "sally port" as a double gate.
- 214.0 Identify the procedures for proper operation of sally ports or gates, to include:
- a) identify person(s) or vehicle(s) to be admitted or released
  - b) verify authorization for admittance or release
  - c) report presence if required by standard operating procedures
  - d) open outer gate or sally port
  - e) close outer gate or sally port after person(s) or vehicle(s) have cleared gate threshold
  - f) open inner gate after outer gate, or sally port, has closed; never have both gates open at the same time
  - g) close inner gate after person(s) or vehicle(s) have cleared threshold
  - h) report action if required by standard operating procedure
  - i) record movement of person(s) or vehicle(s) through gates or sally ports
  - j) search person(s) or vehicle(s) after admittance or before release
- 215.0 Describe precautions for manual operation of doors and gates, to include:
- a) never leave key in lock
  - b) keep gate or door closed and locked when not in use
  - c) know and enforce proper procedures for movement through gates and doors
  - d) maintain accurate records of movement through gates
- 216.0 Describe the three main types of manual security locks:

- a) simple deadlock system - requires key to open and lock; cannot be slam locked
  - b) combination spring and deadlock system - requires key to open and place on deadlock, but spring lock allows you to slam lock without key
  - c) automatic spring and deadlock - requires key to open but will automatically deadlock when it is shut
- 217.0 Describe procedures for operation of remote control panels for gates and cell doors, to include:
- a) gate operation
    - observe officer(s) or authorized personnel approaching gate
    - check to see if inmates are nearby
    - instruct any inmates in area to move away from gate
    - open gate when area is clear of inmates
    - close door when traffic has passed through
  - b) cell door operation
    - open or close cell doors upon signal from other officers
    - open or close cell doors at scheduled lockdown or deadlock times or as directed or required for an emergency
- 218.0 Describe procedures for operation of closed circuit television, to include:
- a) scan TV monitors with a roving eye pattern rather than a fixed stare
  - b) stop or focus camera, if possible, for a closer look at an object
  - c) direct camera to desired area or request adjustment of camera range, if necessary
  - d) request another officer to check out the suspicious circumstances if the camera cannot be used
  - e) direct officer(s) to potential or actual trouble spots
  - f) report activities in log
- 219.0 List the types of metal detectors used to detect contraband, to include:
- a) fixed pass-through
  - b) hand-held body
  - c) other metal detectors
- 220.0 Describe maintenance guidelines for security equipment, to include:
- a) use equipment as directed by equipment manuals
  - b) keep equipment clean and in good repair
  - c) check frequently to ensure proper working order
  - d) report malfunctions immediately

### **Inmate Movement Requirements/Procedures**

- 221.0 Identify factors which control inmate movement, to include:
- a) physical design of facility
  - b) security control points
  - c) facility schedule
  - d) authorization
  - e) classification system
  - f) staff
- 222.0 Identify reasons for control of inmate movement, to include:
- a) aid in control of contraband
  - b) provide supervision of inmates
  - c) reduce assaults on inmates and staff
  - d) prevent escapes

- 223.0 Describe the types of inmate movement, to include:
- a) escorted - movement of inmates supervised by officer(s)
  - b) unescorted - movement of inmates not supervised (physically) by officer(s)
- 224.0 Identify the criteria for inmate movement, to include:
- a) orderly
  - b) prompt
  - c) accurate
  - d) consistent
  - e) safe
  - f) secure
- 225.0 Identify the correctional officer's responsibilities with regard to inmate movement, which may include:
- a) approve passes
  - b) issue passes
  - c) compile master pass list
  - d) apply restraints
  - e) escort inmate(s)
  - f) monitor movement - examine trip passes
  - g) conduct movement
  - h) report problems
  - i) record actions
- 226.0 Identify guidelines for escorting one inmate within the facility, to include:
- a) verify authorization for inmate movement
  - b) apply restraints as required
  - c) place self behind, and slightly to the right or left of the inmate; stay out of the inmate's reach
  - d) move inmate in the least amount of time possible; do not allow inmate to loiter or speak with others while en route
  - e) keep inmate apart from other persons
  - f) stay with inmate while he conducts business and return inmate to point of origin, unless told otherwise by supervisor
- 227.0 List activities which may require group movements initiated by audible signals from central control, to include:
- a) work call
  - b) meals
  - c) recreation (indoor/yard)
  - d) sick call
- 228.0 Identify guidelines for conducting group movement of inmates, to include:
- a) obtain necessary authorization
  - b) direct inmates to form as many columns as necessary to facilitate orderly movement
  - c) count inmates present to be moved
  - d) notify control room of inmate count, starting time of movement, and destination
  - e) place self to rear and to one side of formation if there is only one escorting officer; stay out of inmates' reach
  - f) order inmates to proceed to destination, maintaining organized formation
  - g) keep inmates in view at all times; do not allow anyone or anything to pass between officer and group, or pass through group
  - h) never leave group alone; if inmate runs, stay with group and notify supervisor as soon as possible

- i) observe for diversionary tactics
  - j) count inmates when formation reaches destination
  - k) notify control room of count and time movement is completed
- 229.0 Demonstrate proper procedures for escorting one inmate and a group of inmates.

### **State Rules and Regulations**

- 230.0 Identify that Florida Statutes outline requirements on areas relevant to corrections, to include:
- a) state correctional system
  - b) Department of Corrections
  - c) inmate labor
  - d) parole, probation and community control
  - e) detention facilities and correctional officers
  - f) county and municipal inmates
  - g) youthful offenders
- 231.0 Identify that the provisions of the Florida Statutes are further expanded by rules in the Florida Administrative Code.
- 232.0 Identify responsibilities of the Department of Corrections, to include:
- a) provide care, custody and control of inmates, buildings, grounds, property and all other matters pertaining to existing and future institutions
  - b) oversee facilities and programs for the imprisonment, correction, rehabilitation and community supervision of adult offenders on parole, probation, community control or other community release programs
  - c) inspect state facilities and investigate incidents therein
  - d) provide judges with effective evaluative tools and information for use in sentencing
- 233.0 Identify that Florida Statutes authorize the Department of Corrections to promulgate rules governing the administration of the correctional system and the operation of the Department and that these rules can be found in Chapter 33 of the Florida Administrative Code.
- 234.0 Identify provisions of Chapter 33, F.A.C., pertaining to care of inmates, to include:
- a) arrival procedures and requirements
  - b) provision of a canteen or commissary
  - c) inmate clothing
  - d) inmate personal appearance and hygiene
  - e) inmate housing requirements
  - f) inmate medical care
  - g) inmate supervision of other inmates
- 235.0 Identify provisions of Chapter 33, F.A.C. pertaining to inmate work programs, to include:
- a) maximum hours of work
  - b) rest/day off requirements
  - c) contact with non-institution personnel
  - d) restrictions on inmate movement from workplace
- 236.0 Identify provisions of Chapter 33, F.A.C., pertaining to inmate mail, to include:
- a) examination for contraband
  - b) limitations on with whom correspondence may be conducted
  - c) subject matter content of mail
  - d) procedures when denying mail
  - e) provisions for forwarding mail after inmate is transferred or released
  - f) receipt of funds through the mail

- g) provision of writing materials by the institution
- 237.0 Identify provisions of Chapter 33, F.A.C., pertaining to inmate legal documents, to include:
  - a) handling of inmate legal mail
  - b) time and materials for preparation of legal documents
  - c) purchase and receipt of legal materials by inmate
  - d) notary public services
  - e) inmate assistance from other inmates in preparation of legal documents
- 238.0 Identify provisions of Chapter 33, F.A.C., pertaining to employee conduct, to include:
  - a) reporting of law or rule violations by others
  - b) reporting criminal charges or arrest of self
  - c) physical appearance requirements
  - d) relationships with inmates and their families
  - e) participation in inquiries and investigations relating to official duties
  - f) submission to search and/or inspection of person, personal property or vehicle when on institution premises
  - g) treatment of inmates
  - h) working under the influence of drugs
  - i) insubordination
  - j) falsification of reports or records
  - k) sleeping on duty
  - l) use of force
  - m) giving legal advice
  - n) gambling
  - o) confidential information
  - p) attendance requirements
  - q) financial responsibility
  - r) solicitation
  - s) safety requirements
  - t) use of DC equipment and materials
  - u) possession of firearms or other weapons
  - v) political party participation
  - w) violence, fighting, horseplay and threats
- 239.0 Identify that provisions of Chapter 33, F.A.C., pertaining to inmate discipline include:
  - a) general policy provisions
  - b) personnel involved in disciplinary matters
  - c) reporting disciplinary infractions
  - d) disciplinary processing
  - e) disciplinary action
- 240.0 Identify that Florida Model Jail Standards presents rules pertaining to all aspects of operation of county and municipal detention facilities.
- 241.0 Explain that it is important for the officer to locate and become thoroughly familiar with the rules and regulations for each institution or jail in which he/she works.

### **Inmate Transport Methods**

- 242.0 Describe the elements of safe inmate transport, to include:
  - a) clear and comprehensive agency guidelines are established and followed
  - b) an adequate number of personnel are available
  - c) vehicle used for transport is properly equipped and in good working order
  - d) seat belts for the inmate(s)

- 243.0 Identify reasons for searching and restraining inmates prior to transport, to include:
  - a) prevent escapes
  - b) confiscate weapons/evidence
  - c) officer safety
- 244.0 Demonstrate the proper technique for placing an inmate in a vehicle to be used for transport.
- 245.0 Identify that additional precautionary procedures are needed when transporting juveniles, injured persons, or members of the opposite sex.
- 246.0 List three basic mistakes that should be avoided in inmate transports, to include:
  - a) wasting time in the transport process
  - b) making assumptions of inmate's potential threat based on appearance
  - c) using seriousness of crime as an indicator of potential threat
- 247.0 Identify that it is necessary to search the vehicle for contraband before and after transporting inmate.

### **Custody Responsibilities/Custody Process Requirements**

- 248.0 Explain that the inmate has not lost his/her constitutional rights, and that it is the officer's responsibility to see that they are not violated.
- 249.0 Explain that illegal use of force cannot be used against an inmate.
- 250.0 Name arresting authorities that may confine inmates to the jail, to include:
  - a) local law enforcement officers
  - b) state law enforcement officers
  - c) law enforcement officers from other states and jurisdictions
  - d) U. S. Marshals or Deputy Marshals
  - e) parole and probation officers
- 251.0 Name the admission requirements for accepting an individual for confinement in a jail, to include:
  - a) obtain proper identification of person delivering inmate; may be local law enforcement officer, U. S. Marshal or Deputy Marshal, probation/parole officer
  - b) obtain proper legal papers giving authority for commitment/detention
  - c) complete appropriate admission forms
- 252.0 Identify information needed on jail records for each inmate, to include:
  - a) name
  - b) the charge(s)
  - c) age/sex/race
  - d) current residence
  - e) marital status
  - f) social security number
  - g) employment
- 253.0 Explain that the officer must not ask about the details of the crime when gathering personal data, as this can be considered a violation of the inmate's rights.
- 254.0 Explain that whenever a weapon or other personal property is taken, it is the duty of the property officer to give a receipt to the person without delay.
- 255.0 Explain that searching the inmate and his/her clothing is a major responsibility of a custody and confinement officer as well as the arresting officer.
- 256.0 List basic rules for assigning custody classification and housing assignments, to include:
  - a) violent aggressive inmates should be housed alone
  - b) known homosexuals should be housed alone, if possible
  - c) youthful inmates shall be kept apart from older, more experienced inmates

- d) handicapped, sick or injured inmates should be housed in an area where medical services are readily available
- e) mentally ill inmates should be housed and carefully watched until other more suitable arrangements outside the jail can be made
- f) inmates believed to be under the influence of drugs or alcohol should be monitored and observed
- g) inmates of opposite sexes must be housed separately
- h) pre-trial detainees must be housed separately from convicted inmates
- i) "elderly offenders," inmates age 50 and older, incarcerated by the Department of Corrections are to be held in a separate correctional facility, apart from other inmates.



2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Combined CJSTC Corrections and Law Enforcement Basic Dual Certification  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

<b>PSAV</b>	
Program Number	P430155
CIP Number	0743010706
Grade Level	30, 31
Standard Length	1009 hours
Teacher Certification	CORR OFF @7 G LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3012, 33-3051
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkinsresources.asp">http://www.fldoe.org/workforce/perkins/perkinsresources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

## Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0270	Criminal Justice Legal 1	46 hours	33-3012
	CJK0285	Criminal Justice Legal 2	22 hours	
	CJK0286	Criminal Justice Communications	42 hours	
	CJK0100	Interpersonal Skills 1	62 hours	
	CJK0101	Interpersonal Skills 2	50 hours	
	CJK0480	Emergency Preparedness	26 hours	
	CJK0102	Correctional Operations	64 hours	
	CJK0051	CMS Criminal Justice Defensive Tactics	80 hours	
	CJK0040	CMS Criminal Justice Firearms	80 hours	
	CJK0031	CMS First Aid for Criminal Justice Officers	40 hours	
	CJK0280	Criminal Justice Officer Physical Fitness Training/Correctional Officer	40 hours	
B	CJK0221	Correctional Cross-Over to Law Enforcement Introduction and Legal	47 hours	33-3051
	CJK0222	Correctional Cross-Over to Law Enforcement Communications	56 hours	
	CJK0223	Correctional Cross-Over to Law Enforcement Human Issues	32 hours	
	CJK0061	Patrol 1	58 hours	
	CJK0062	Patrol 2	40 hours	
	CJK0076	Crime Scene Investigations	24 hours	
	CJK0071	Criminal Investigations	56 hours	
	CJK0082	Traffic Stops	24 hours	
	CJK0083	DUI Traffic Stops	24 hours	
	CJK0086	Traffic Crash Investigations	32 hours	
	CJK0020	CMS Law Enforcement Vehicle Operations	48 hours	
	CJK0422	Dart-Firing Stun Gun	8 hours	

OCP	Course Number	Course Title	Course Length	SOC Code
	CJK0212	Cross-Over Correctional to Law Enforcement CMS High-Liability (End of Course Examination Not Required)	8 hours	

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located at: <http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffdc5d9ddcfd/Curriculum-Home-Page.aspx>.

### **Career and Technical Student Organization (CTSO)**

N/A

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in

exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

After successfully completing this program, the student will be able to perform the following:

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Combined CJSTC Corrections and Law Enforcement Basic Dual Certification**

**PSAV Number: P430155**

**Course Number: CJK0270**

**Occupational Completion Point: A**

**Criminal Justice Legal 1 – 46 Hours – SOC Code 33-3012**

**Ethical and Professional Behavior**

- 01.0 Define “ethics” as the principles of honor, morality, and accepted rules of conduct that govern an individual or group.
- 02.0 Define “professionalism” as behavior and attitude patterns exhibiting standards and character marked by pride in oneself and one’s career, respect for the people served and commitment to the continued development of skills in the pursuit of excellence.
- 03.0 Explain that a high standard of ethical and moral conduct is an essential ingredient in the development of a professional officer on and off duty.
- 04.0 Identify that, according to s. 112.311(5), F.S., no officer or employee of a state agency or of a county, city or other political subdivision of the state shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature, which is in substantial conflict with the proper discharge of his/her duties in the public interest.
- 05.0 Define “gratuity” as anything of value intended to benefit the giver more than the receiver, given to a person because of position and authority rather than because of individual or personal qualities.
- 06.0 Identify questions that an officer should consider when deciding whether a gratuity is being offered.
- 07.0 Explain the importance of ethical conduct in corrections.
- 08.0 Identify acts that are considered unethical.
- 09.0 Restate the following correctional officer’s code of ethics.
- 10.0 Review and demonstrate knowledge important portions of the
- 11.0 American Correctional Association Code of Ethics: relationships with clients/colleagues/other professions/the public and Professional conduct/practices.

**Criminal Justice Standards and Training Commission**

- 12.0 Explain that the initials CJSTC stand for “Criminal Justice Standards and Training Commission.”
- 13.0 Explain that Chapter 943, F.S., governs the Criminal Justice Standards and Training Commission.
- 14.0 Identify the primary responsibilities of the Criminal Justice Standards and
- 15.0 Training Commission as established by statute.
- 16.0 Explain that Section 943.17 (1)(e), Florida Statutes, mandates that the Criminal Justice Standards and Training Commission (CJSTC) adopt an examination for graduates of the law enforcement, correctional and correctional probation basic recruit academies, and candidates who seek an exemption from a Commission-approved basic recruit program.
- 17.0 Identify that the following persons are eligible to take the examination:

- a) Persons who have completed a CJST Commission-approved law enforcement, correctional or correctional probation basic recruit training program or cross training program within the last four (4) years; or
  - b) Non-active, Florida certified officers with a break in service of more than four (4) years who have completed the required training for reinstatement; or
  - c) Persons approved for an exemption from completing the Commission-approved basic recruit training program and have completed the required equivalency training.
- 18.0 Explain that CJSTC rule 11B-27.002, FAC, requires that within four (4) years of the beginning date of a Commission-approved Basic Recruit Training Program.
- 19.0 Explain that if the basic recruit training was started more than four (4) years prior to the examination date; the training must be completed again before the applicant is eligible to take the certification examination.
- 20.0 Explain that the Florida Department of Law Enforcement, Criminal Justice Professionalism Program, assists the Criminal Justice Standards and Training Commission in the execution, administration, implementation and evaluation of its responsibilities.
- 21.0 Identify grounds for revocation.
- 22.0 Explain that an officer who has been issued an in force final injunction against committing acts of domestic violence while possessing any firearm or ammunition, upon conviction, commits a first degree misdemeanor, s. 790.233, F.S. This provision does not apply to an active certified state or local officer, as defined in s. 943.10(14), F.S., who receives or possesses a firearm or ammunition for use in performing official duties, unless possession is otherwise prohibited by the employing agency, s. 790.233, F.S. (Please note that in Law Enforcement basic training, this information is found in topic CJD 763 (M), objective 24(f).)
- 23.0 Explain that Federal Public Law 104-208, Omnibus Consolidated Appropriations Act of 1997 states that it is unlawful for any person convicted of a misdemeanor crime of domestic violence to ship, transport, receive or possess firearms and ammunition, and prohibits the sale of firearms and ammunition to such individuals. Thus, law enforcement officers and other government officials who have been convicted of a disqualifying misdemeanor **may not** lawfully possess or receive firearms or ammunition for any purpose, including performance of their official duties.

## History of Corrections

- 24.0 Explain that in ancient times the reaction to crime and criminals was personal revenge.
- 25.0 Explain that as societies became more complex, the individualized response to crime through personal revenge became less and less acceptable.
- 26.0 Explain that in medieval Europe crime was thought of as acts that threatened the King's authority.
- 27.0 Explain that throughout history, retribution has usually taken the form of punishment.
- 28.0 Explain that the earliest European form of jails was centers for the detention of inmates awaiting trial.
- 29.0 Explain that in 1790 the Pennsylvania State Legislature called for renovation of the prison system, which influenced similar developments in neighboring states.
- 30.0 Explain that the Walnut Street Jail in Pennsylvania is seen as the beginning of the penitentiary system in the United States.
- 31.0 Explain that in 1816 the Auburn Prison was built with the philosophy that crime prevention could be accomplished through fear of punishment and silent confinement.

- 32.0 Explain that in Auburn-like institutions inmates were marched from place to place and their time was regulated by bells telling them to wake up, sleep and work.
- 33.0 Explain the distinction, beginning in the 1850's, between jails and prisons.
- 34.0 Explain that the American Prison Association was founded in 1870 with the goal of strong prison reform.

### **Criminal Justice System Components**

- 35.0 Identify the three major components of the criminal justice system.
- 36.0 Identify the responsibilities of the local, county, and state law enforcement agencies.
- 37.0 Identify the components of the court system.
- 38.0 Identify the components of the Florida correctional system.
- 39.0 Identify various types of state correctional facilities.

### **Philosophies of Corrections**

- 40.0 Identify four philosophical perspectives on why criminals are punished, to include: incapacitation, retribution, deterrence and rehabilitation.
- 41.0 Explain that "incapacitation" includes the concepts of restraint and deterrence, and can be specific to an individual offender (restraint) or general to society as a whole (deterrence).
- 42.0 Explain that retaliation and retribution imply that persons are accountable for their own acts, and confinement is a way to seek repayment for the debt owed to society for having violated its laws.
- 43.0 Explain that "revenge" includes the concepts of retaliation and retribution.
- 44.0 Explain that deterrence means that punishment for an act should be so severe that others seeing the punishment will be motivated to avoid the act.
- 45.0 Explain that rehabilitation or reform implies that while in prison inmates undergo change, so that when they are released they will be less likely to commit further crimes.
- 46.0 Explain that a philosophy of rehabilitation or reform is one reason why there are education, counseling, and vocational training programs in prisons.
- 47.0 Explain that reintegration/re-socialization starts from the idea that not only the individual offender must change, but change must also occur within the environment he/she will return to.
- 48.0 Explain that one of the responsibilities of corrections is to provide inmates with opportunities to change themselves and to provide encouragement for them to change.

### **Probation, Parole and Community Control**

- 49.0 Define "probation" as a form of community supervision under specified terms and conditions requiring contact with a probation officer.
- 50.0 Explain that it is the court that determines the terms and conditions of probation, making it a judicial decision.
- 51.0 Describe probation as an effort to prevent the stigma resulting from imprisonment which is designed to retain the probationer's ties and resources in the community.
- 52.0 Define "parole" as a correctional device through which an offender, after serving less than the total sentence, is conditionally released from a penal facility under active supervision with social reintegration as the objective.
- 53.0 Identify the purposes of parole.
- 54.0 Explain that the Parole Commission has the power and duty to determine.



- 55.0 Explain that parole is a function of the Parole Commission and not a function of the courts or Department of Corrections.
- 56.0 Explain that, upon release by reason of gain-time, the offender is no longer under the supervision and control of any governmental authority.
- 57.0 Explain that community control is an individualized program in which the freedom of an offender is restricted within the community, home or non-institutional residential placement with specific sanctions being imposed and enforced.

### **Inmate Rights and Responsibilities**

- 58.0 Explain that in all criminal prosecutions the accused has the right to: be informed of the nature and cause of accusation(s) against him, be furnished a copy of the charges, be allowed to call witnesses, be able to confront trial adverse witnesses, be heard in person, and have a speedy trial.
- 59.0 Explain that inmates have a right to: freedom from excessive punishments, legal counsel, including help from other inmates in preparation of writs, petitions and other legal papers, access to an adequate law library, freedom of expression, freedom from unreasonable search and seizure, freedom to worship and exercise religious beliefs without interference from staff if no danger is posed to security, exercise and fresh air, adequate medical treatment, send and receive mail, including correspondence with the courts, and food that meets minimum nutritional standards.
- 60.0 Explain the following regarding visitation: convicted inmates - privileges are a matter subject to the discretion of correctional officials (Jones vs. North Carolina Prisoners' Union) and pretrial detainees - must be allowed reasonable privileges and this right may not be arbitrarily restricted (Jones vs. Diamond).
- 61.0 Explain that the inmate has the Fifth Amendment right in cases where he can or will be subject to a disciplinary hearing and court action.
- 62.0 Identify excessive punishments, to include: excessive fines, cruel and unusual punishment and indefinite imprisonment.
- 63.0 Explain that the following situations can be interpreted as "cruel and unusual punishment:"
  - a) gross overcrowding
  - b) inadequate staff
  - c) lack of sanitation
  - d) inappropriate housing assignment
  - e) inadequate programs
- 64.0 Explain that it is the administration's responsibility to define allowable speech/behavior in their rules and regulations, and the inmate is responsible for adhering to them.
- 65.0 Explain that searches shown to be conducted for the purpose of punishment or harassment cannot be justified as reasonable or supportive of a legitimate penal aim.
- 66.0 Identify those faiths currently recognized as religions, to include:
  - a) Jewish
  - b) Muslim
  - c) Catholic
  - d) Protestant
- 67.0 Explain that inmates' rights may be limited to ensure orderly administration of the institution or compelling state interest.

### **Privileged Communication**

- 68.0 Name two basic types of privileged communication.

- 69.0 List privileged communication resulting from relationships as provided in Chapter 90, Florida Statutes, to include:
- a) husband and wife (s. 90.504, F.S.)
  - b) attorney and client (s. 90.502, F.S.)
  - c) clergy and penitent (s. 90.505, F.S.)
  - d) psychotherapist and patient (s. 90.503, F.S.)
  - e) accountant and client (s. 90.5055, F.S.)
  - f) sexual assault counselor and victim (s. 90.5035, F.S.)
  - g) journalistic privilege and source identity (s. 90.5015, F.S.)
- 70.0 Identify methods of ensuring an inmate's right to privileged communications with his legal counsel, to include:
- a) visits do not have to conform to normal visiting hours
  - b) visits with legal counsel may be observed but not overheard
  - c) legal correspondence may be opened to inspect for contraband, but must be opened in the presence of the inmate
- 71.0 Explain that the basic reason for privileged communication is to protect relationships or other rights and interests where the protection is considered more important than the need for the evidence.
- 72.0 Describe the provisions of s. 90.507, F.S., as to waiver of right to privileged communications, to include that the person or his predecessor while holder of the privilege.

### **Correctional Officer Rights and Responsibilities**

- 73.0 State that as a correctional officer the primary responsibility is the supervision, protection, care, treatment, custody and control of inmates within a correctional institution.
- 74.0 Demonstrate that one of the responsibilities of a correctional officer is to maintain order within the jail or prison.
- 75.0 Identify that a correctional officer may inspect legal correspondence for contraband only and must do so in the presence of the inmate.
- 76.0 Identify that a correctional officer may move an inmate to an isolating status before a hearing if he poses a real danger to self, others, or property.
- 77.0 Identify that a correctional officer has a responsibility to conduct inmate searches to control the introduction and movement of contraband, prevent disruption of the institution, and prevent escapes.
- 78.0 Identify that a correctional officer may search visitors with electronic searching devices prior to contact visits.
- 79.0 Explain that a correctional officer may search the cell and seize contraband at any time and should document these searches and any contraband seized.
- 80.0 Explain that a correctional officer may use only that amount of physical force necessary to subdue a violent inmate or to remove an inmate from the general population if there is immediate danger of destruction of life, limb, or property.
- 81.0 Explain that in a jail situation, pretrial inmates should be kept separate from sentenced inmates whenever possible.
- 82.0 Review the correctional officer Bill of Rights as provided in s.112.532, F.S., to include:
- a) correctional officer rights and privileges extend to investigations and interrogations by member of his/her agency
  - b) rights and privileges apply to investigation/interrogation for any reason which could lead to disciplinary action, demotion, or dismissal

- c) interrogation shall be conducted at a reasonable hour, preferably when the office is on duty
- d) interrogation shall take place at the office of the command of the investigating officer or at the office of correctional unit in which the alleged incident occurred
- e) the correctional officer under investigation shall be informed of the rank, name, and command of the officer in charge of the investigation, the interrogating officer, and all persons present during the interrogation
- f) all questions directed to the correctional officer under interrogation, shall be asked by one investigator at any one time
- g) the officer shall be informed of the nature of the investigation prior to any interrogation
- h) the officer shall be informed of the name of all complainants and be allowed to review the complaint and all statements made by the complainant(s) and witness(es) regardless of form, immediately prior to the investigative review
- i) interrogation sessions shall be for reasonable periods and shall be timed to allow for such personal necessities and rest periods as are reasonably necessary
- j) the officer shall not be subject to offensive language or be threatened with transfer, dismissal or disciplinary action
- k) no promise or reward shall be made as an inducement to answer any questions
- l) if the officer under interrogation is under arrest or likely to be placed under arrest as a result of the interrogation, he/she shall be completely informed of all his/her rights, prior to commencement of the interrogation
- m) any officer under investigation may request representation by counsel or any other representative of his or her choice, who shall be present at all times during the interrogation, whenever the interrogation relates to the officers continued fitness for service
- n) complaint review board shall be comprised of three members
- o) agencies with more than 100 officers shall have a complaint review board with five members
- p) the board members shall be officers
- q) audio tape recordings shall be made of formal interrogations
- r) audio tape recordings shall be made of recess periods
- s) no unrecorded questions or statements shall be made during formal interrogation of the correctional officer
- t) upon request, the correctional officer shall be provided a transcript copy within 72 hours, excluding holidays and weekends, following said interrogation
- u) the correctional officer shall have the right to review their personnel file, during a reasonable time and place under the supervision of the designated records custodian
- v) the correctional officer may file a written statement in response to items the officer identifies as derogatory in the personnel file
- w) copies of items identified as derogatory by the officer in the personnel file shall be made available to the officer
- x) willful investigation material disclosure by any participant, upon conviction, commits a misdemeanor of the first degree
- y) every officer shall have the right to bring civil suit against any person, group of persons, organization or corporation, for damages, either pecuniary or

otherwise, suffered during performance of the officer's duties or for abridgement of the officer's civil rights arising out of the performance of official duties

- z) no dismissal, demotion, transfer, or reassignment, or other personnel action which might result in loss of pay or benefits or other punitive action may be taken against the officer unless the officer is notified of the action and the reason(s) for such action prior to the effective date

83.0 Review correctional officer's rights/responsibilities when contacted by an offender's attorney.

### History and Evolution of Laws

84.0 Explain that law begins as a method for the peaceful ordering of society.

85.0 List various forms of social control.

86.0 Explain that the Code of Hammurabi is important because it is the first known written legal document that represents the idea of natural law.

87.0 Explain that law, sin and morality are historically connected when discussing the origins of crime.

88.0 Explain that American law originated from English common or case law

89.0 List the different types of law, to include:

- a) natural
- b) criminal
- c) civil
- d) common
- e) case
- f) statutory
- g) constitutional
- h) administrative

90.0 Identify the purposes of laws, to include:

- a) protect ownership
- b) define the parameters of public and private property
- c) regulate business
- d) raise revenue
- e) provide for redress when agreements are broken
- f) preserve order
- g) maintain the status quo
- h) protect persons and property

91.0 Identify basic concepts incorporated into the United States Constitution, to include:

- 91.01 all people stand equal before the law, and therefore have certain rights
- 91.02 the purpose of government is to secure these rights
- 91.03 government is the agent of the people, not their master

### Classification of Offenses

92.0 Identify the classes of offenses found in the Florida Statutes, to include:

- 92.01 treason (Florida Constitution, Article I, Section 20)
- 92.02 felony crimes (s. 775.08(1) and (4), F.S.)
- 92.03 misdemeanor crimes (s. 775.08(2) and (4), F.S.)
- 92.04 noncriminal violations (infractions - s. 775.08(3), F.S.)
- 92.05 criminal traffic violations (e.g., s. 316.193 and s. 316.192, F.S.)

- 93.0 Define “felony” in accordance with s. 775.08(1), F.S., as any criminal offense punishable under the laws of this state by death or imprisonment in a state penitentiary.
- 94.0 Define “misdemeanor” in accordance with s. 775.08(2), F.S., as any criminal offense punishable under the laws of this state by a term of imprisonment in a county correctional facility, except an extended term, not in excess of one year.
- 95.0 Define “noncriminal violation” (infraction) in accordance with s. 775.08(3), F.S., as any offense punishable under the laws of this state by no other penalty than a fine, forfeiture, or other civil penalty and does not constitute a crime.
- 96.0 Explain that “crime” means a felony or misdemeanor according to s. 775.08(4), Florida Statutes.
- 97.0 Identify felonies by penalties and/or fines according to Florida Statutes ss.775.082 and 775.083.
- 98.0 List and identify the classification of misdemeanors by type of punishment per Florida Statutes.
- 99.0 Explain that the purpose for classifying felonies and misdemeanors is to identify the degree of seriousness of the crime.
- 100.0 Explain that municipalities and counties may enact ordinances which act as local regulations for protection and well-being of citizens and property.
- 101.0 Explain that administrative and regulatory law may impose non-criminal sanctions such as fines, license revocation or suspension, and restitution.
- 102.0 Explain that laws relating to violent career criminals, habitual misdemeanor offenders, habitual felony offenders, habitual violent felony offenders, and three-time violent felony offenders exist in ss. 775.0837 - 775.0843, F.S., and provide definitions and general penalties for such offenders.
- 103.0 Identify that “The Florida Career Offender Registration Act” is found in s. 775.261, F.S., and provides the criteria for registration of career offenders.

### **Elements of a Crime**

- 104.0 Explain that the basic two elements of criminal liability.
- 105.0 Explain that, generally, to prove that a crime has been committed it must be shown that:
- 105.01 an act or omission is specifically prohibited by a criminal statute,  
and
- 105.02 the person committing the act or omission at the time did so knowingly or intentionally.
- 106.0 Explain that there are variations in the degree of knowledge or intent which are required to be proven for different crimes.

### **Intent**

- 107.0 Define “intent” as purposely doing that which the law declares to be a crime; proof of this intent will assist the prosecution.
- 108.0 Define “mens rea” as criminal intent, or a mental state of mind that is required which leads to criminal liability for a particular crime.
- 109.0 Identify categories of intent.
- 110.0 Describe causation or the causal relationship between the defendant’s act and the resulting harm.
- 111.0 Explain that criminal liability can occur when an act or omission produces results that were not anticipated (e.g., felony murder, culpable negligence).

## **Parties to a Crime**

- 112.0 Name two possible parties to a crime defined in Florida law.
- 113.0 Explain that a violation of the statute concerning a principal in the first degree is considered either a felony or misdemeanor depending upon the circumstances as stated in Chapter 777, Florida Statutes.
- 114.0 Explain that a principal in the first degree may be charged, convicted, and punished to the same degree as the violator of the related substantive offense.
- 115.0 Identify actions that are listed within s. 777.011, F.S., which would qualify an offender as a principal in the first degree.
- 116.0 Explain that to be a principal in the first degree, the defendant does not have to be present when the crime is committed or attempted.
- 117.0 Define “accessory after the fact”, per s. 777.03, F.S., as one who maintains or assists a person who is known to have committed a felony or been an accessory thereto, with intent that the offender shall avoid or escape detection, arrest, trial or punishment, other than certain statutorily defined relatives standing in a close legal or blood relationship to the offender.
- 118.0 Explain that a violation of the statute concerning an accessory after the fact is considered a felony according to Florida Statutes.

## **Civil and Criminal Liability**

- 119.0 Define “civil liability” as responsibility for a wrongful act committed by one person who injures another person or property; usually involving negligence.
- 120.0 Define “criminal liability” as responsibility for a violation of state or federal criminal law.
- 121.0 Define “tort” as a civil wrong in which the action or inaction of one person causes injury or harm of another in violation of a legal duty imposed by law; not arising from a contract.
- 122.0 Identify two types of torts.
- 123.0 Identify the three types of damages that can be awarded in a civil suit.
- 124.0 Identify the four elements of negligence.
- 125.0 Define “compensatory damages” as money given for the actual loss.
- 126.0 Define “punitive damages” as money given which is in addition to compensation for the injury inflicted in an attempt to discourage similar behavior.
- 127.0 Define “vicarious liability” as substituted or indirect responsibility.
- 128.0 Identify examples of intentional torts.
- 129.0 Define a tort case as a civil action for money damages and/or injunction relief in which the plaintiff needs a preponderance of the evidence.
- 130.0 Explain that a tort case and a criminal case may be filed for the same act.
- 131.0 Define “mere negligence” as the failure to use such care as a reasonably prudent person would use under the same or similar circumstances.
- 132.0 Define “gross negligence” as intentional failure to perform a manifest duty in reckless disregard of the consequences as affecting the life or property of another.
- 133.0 Identify duties an officer performs that tend to incur civil liability.
- 134.0 Identify the options an officer can use in defense against a civil or criminal liability charge.
- 135.0 Explain that officers/agencies are liable, as outlined in the Federal Civil Rights act in Title 42, U.S.C., Section 1983, for depriving any citizen of the rights, privileges, or immunities secured by the Constitution and laws.

- 136.0 Explain that while inmates retain some of their constitutional rights, there are severe limitations placed on those rights.

### **Bribery**

- 137.0 Define “bribery” as corruptly giving, offering, or promising to any public servant, or, if a public servant, to corruptly request, solicit, accept or agree to accept any pecuniary or other benefit with an intent or purpose to influence the public servant.
- 138.0 Explain that bribery is a felony.
- 139.0 Identify the factors that would be included in the statutory meaning of the word “corruptly.”
- 140.0 Explain that corruption by threat against a public servant is considered a felony.
- 141.0 Explain that a bribe involves unlawful compensation or reward for past, present, or future performance by a public servant.
- 142.0 Describe bribery in athletic contests.
- 143.0 Explain that “commercial bribe receiving” and “commercial bribery” are prohibited by ss 838.15 and 838.16, F.S., respectively.

### **Perjury**

- 144.0 Define “perjury” as stated in Chapter 837, F.S., as making a false statement, not believed to be true, under oath, in an official or unofficial proceeding.
- 145.0 Describe “false reports to law enforcement authorities” as knowingly giving false information to any law enforcement officer concerning the alleged commission of any crime.
- 146.0 Describe “false official statements” as knowingly making a false statement in writing with intent to mislead a public servant in the performance of official duty.
- 147.0 Describe “perjury by contradictory statements” as willfully making, in official proceedings, two or more material statements under oath, when in fact two or more statements contradict each other.
- 148.0 Identify that perjury is considered either a misdemeanor or a felony depending upon the circumstances as stated in Chapter 837, F.S.

### **Subpoena**

- 149.0 Define “subpoena” as a court order or writ, commanding attendance in court, at a deposition, before the state attorney, or under an authorized agency’s authority for a specified purpose, under penalty for failure to do so.
- 150.0 Define “subpoena duces tecum” as a type of subpoena requiring the person named to “bring with you” documents, papers, or other things specifically listed in the subpoena when appearing in court, at a deposition or before the state attorney, or before an authorized agency.
- 151.0 Explain that the clerk of the court issues a subpoena upon request of: a judge, a state attorney (or assistant state attorney), or a defense attorney.
- 152.0 Explain that, in Florida, a subpoena can be served upon the person or entity named in the subpoena only by a sheriff, deputies, state attorney’s investigators, Florida Department of Law Enforcement agents, or duly-appointed and bonded process servers.
- 153.0 Explain that subpoenas may also be issued by administrative, civil and regulatory agencies.
- 154.0 Explain that failure to comply with a subpoena is addressed by the court through either civil contempt or criminal contempt proceedings.

## **Court Rules and Trial Procedures**

- 155.0 Identify steps in a prosecution.
- 156.0 Identify the major steps of a jury trial.
- 157.0 Describe how a mistrial can occur.
- 158.0 Define “venue” as the circuit or county in which a particular trial may be conducted.
- 159.0 Explain that the State’s right to appeal is more limited than the right of the defendant to appeal in a criminal case.

## **Courtroom Demeanor and Testimony**

- 160.0 Explain the pre-trial responsibilities of an officer.
- 161.0 Explain the importance of depositions.
- 162.0 Explain the importance of personal appearance when testifying.
- 163.0 Describe appropriate demeanor to display during a hearing.
- 164.0 Identify appropriate behavior for giving testimony.
- 165.0 Identify different kinds of objections that may be raised.
- 166.0 Identify rulings a judge may make on any objection.
- 167.0 Describe tactics used by opposing counsel during cross-examination.
- 168.0 Describe techniques the officer may use to overcome cross examination tactics used by defense counsel.
- 169.0 Demonstrate, via moot court exercise, proper demeanor and methods for effective testimony.

## **Legal Defense**

- 170.0 List some legal defenses that may be used by defendants.

## **Burden of Proof**

- 171.0 Describe “burden of proof” in criminal cases as the duty of proving facts disputed in the trial of a case.
- 172.0 Explain that the burden of proof in criminal cases (i.e., proving the guilt of the accused) rests with the prosecution or State.
- 173.0 Explain various standards of proof.

## **Legal Terms and Definitions**

- 174.0 Define the following legal terms:
  - a) admission - a confession, statement or acknowledgment made by a party which could be offered against that party in court (s. 90.803(18), F.S.)
  - b) affidavit - a sworn written statement
  - b) appeal - the taking of a case to a higher court for correction, modification or endorsement of a judgment or ruling of a lower court
  - c) arraignment - to bring an inmate to court for the purpose of answering a charge against him; a proceeding where a formal accusatory instrument is read to defendant, who is informed of constitutional guarantees; generally an initial plea is received



- d) arrest - to legally deprive a person of liberty or freedom to go as one chooses, or taking a person into custody to be held to answer for a crime
- e) Baker Act - the law which sets forth the procedures for legally handling or committing the mentally ill and which lists the rights to be afforded to such persons; s. 394.451 - 394.4789, F.S. - Florida Mental Health Act
- f) bail - something of value, either monetary or non-monetary, pledged to the court as an assurance that a defendant will appear in court if released from jail before trial
- g) child - any person under the age of 18 years (s. 827.01(2), F.S.)
- h) child abuse - intentional infliction of physical or mental injury upon a child; or an intentional act that could reasonably be expected to result in physical or mental injury to a child; or active encouragement of any person to commit an act that results or could reasonably be expected to result in physical or mental injury to a child (s. 827.03, F.S.)
- i) community control - a form of intensive, supervised custody in the community, including surveillance on weekends and holidays, administered by officers with restricted caseloads; involves an individualized program in which the freedom of an offender is restricted within the community, home, or non-institutional residential placement and specific sanctions are imposed and enforced (s. 948.001(2), F.S.)
- j) confession - a statement made by a person charged with a crime, acknowledging one's own guilt for the offense charged, which, as a minimal requirement for being admitted into evidence, must have been provided voluntarily
- k) confiscate - appropriate property taken or seized for a violation of law, to the use of the government
- l) contraband - goods, property or other thing possessed in violation of the law
- m) corpus delicti - ("the body of the offense"); the proof that a crime has been committed
- n) crime - a felony or misdemeanor
- o) custody - the retention, care, or keeping of something or someone
- p) deadly force - force that is likely to cause death or great bodily harm (s. 776.06, F.S.)
- q) defendant - the party charged with a crime or party sued in a civil action
- r) deposition - a form of pre-trial discovery in which the witness is placed under oath and must answer questions asked by an attorney; may be transcribed for use in impeaching the witness at trial or, in special cases, to perpetuate testimony
- s) duces tecum - ("bring with you") a type of subpoena which requires the witness to bring specified documents or other evidence
- t) due process - legal protection which observes rules for the protection and enforcement of individual rights and liberties, among which are notice of charges, opportunity to appear and be heard, right to effective counsel and a fair and impartial jury
- u) evidence - proof of allegations at issue between parties which may be direct, indirect, substantive, intrinsic, original or derivative
- v) FCIC/NCIC - Florida Crime Information Center/National Crime Information Center
- w) felony - in Florida state courts, any criminal offense punishable by death or imprisonment in a state penitentiary in excess of one year (see s. 775.08(1), F.S.)

- y) forfeiture - the loss of some right or property as a penalty for some illegal act
- z) grand jury - an investigative body of persons whose duty it is, upon hearing the evidence for the prosecution, to decide whether a sufficient case has been developed upon which to hold an accused for trial
- aa) indictment - a formal criminal charge issued by a grand jury
- bb) informant - a person who provides information concerning those who violate a law or penal statute
- cc) information - a formal criminal charge filed by the state attorney
- dd) infraction - in Florida state courts, a non-criminal violation punishable by no other penalty than a fine, forfeiture or other civil penalty (see s. 775.08(3), F.S.)
- ee) interrogate - to accumulate evidence from suspects by questioning
- ff) jurisdiction - the territorial range over which an authority extends
- gg) jury - a body of citizens sworn to deliver a true verdict upon evidence submitted to them in a trial
- hh) mens rea - ("guilty mind") criminal intent, evil intent, guilty intent, or a mental state of mind that is required which leads to criminal liability for a particular crime
- ii) Miranda rights - a requirement based on the U.S. Supreme Court Miranda case where, prior to custodial interrogation, the person to be interrogated is advised of certain specified legal rights
- jj) misdemeanor - in Florida state courts, any criminal offense punishable by a term of imprisonment in a county correctional facility (jail) not in excess of one year; does not include any violation of municipal or county ordinance (see s. 775.08(2), F.S.)
- kk) modus operandi - method of operation
- ll) nolle prosequi/nol pros - ("unwilling to prosecute") an announcement on the record by the prosecutor that the case will proceed no further or charges are being dropped
- mm) nolo contendere/nolo - ("no contest") a plea in a criminal case, allowing the court to impose its sentence for the crimes charged, whereby a defendant does not plead guilty but indicates the charges will not be contested
- nn) ordinance - a law, statute, or legislative enactment, particularly the legislative enactments or statutes of a municipal corporation
- oo) inmate – any person who is under civil or criminal arrest and in the lawful custody of any law enforcement official, or any person committed to or detained in any municipal or county jail or state prison, prison farm, or penitentiary, or to the custody of the Department of Corrections pursuant to lawful authority
- pp) probable cause - a reasonable ground for suspicion, supported by circumstance sufficiently strong to warrant a cautious person to believe that an accused individual is guilty of the offense with which he/she is charged
- qq) probation - a form of community supervision which may require specified contacts with parole and probation officers and other terms and conditions as provided in s. 948.03, F.S. (s. 948.001(5), F.S.)
- rr) reasonable doubt - a doubt based on reason regarding an element of the state's proof of a defendant's guilt
- ss) restitution - the restoring of monetary or non-monetary property to a victim for damage or loss caused directly or indirectly by the defendant

- tt) search - an exploration or inspection of an individual's premises (house, business, motel room, etc.), papers (business records, documents, etc.), effects (cars, luggage, etc.) or person
- uu) search warrant - a written order, issued by a judge upon a finding of probable cause, specifying the particular place where a search is to be made, particular items to be looked for, and authorizing named officers to enter and search the place for the specified items
- vv) seizure - the act of taking possession of property, things, or persons, including evidence and contraband
- ww) subpoena - a document issued under the authority of the court or statute, compelling attendance at a deposition, hearing, trial or other proceeding, which provides that the subpoenaed person is subject to penalty for failure to comply
- xx) suppression - to put a stop to a thing actually existing; to prohibit, put down, prevent, subdue; e.g., the legal ruling that evidence may not be admitted at trial
- yy) venue - the circuit or county in which a particular trial may be conducted
- zz) voir dire - ("to speak the truth") a preliminary examination of a witness or prospective juror in order to determine competency to speak the truth or qualifications to serve as a juror
- aaa) witness - one who observes an incident or has knowledge of facts or information

## **Use of Force**

- 175.0 Name the purposes of the use of force.
- 176.0 Explain the basic provisions contained within Chapter 776, F.S., pertaining to use of force.
- 177.0 Define each type force that may be used in making an arrest.
- 178.0 Define "reasonable force" as it relates to making an arrest as the use of any force which the officer reasonably believes to be necessary to defend himself or another from bodily harm while making the arrest.
- 179.0 Explain that the use of force should be applied only to the degree that it reasonably appears necessary.
- 180.0 Explain the liabilities that are attached to the officer and agency through the use of force.
- 181.0 Identify factors to consider when assessing the need to use force.
- 182.0 Name mental aspects of the use of force.
- 183.0 Identify the types of non-deadly force that may be used by an officer.
- 184.0 List factors an officer must consider when determining whether or not to use deadly force.
- 185.0 Describe situations that may affect a decision to use or not to use deadly force.
- 186.0 Relate the type of force that may be appropriate in various arrests situations.
- 187.0 Explain that s. 776.085, F.S., provides for a legal defense to a civil action for damages filed by a convicted forcible felon.

**Course Number: CJK0285**

**Occupational Completion Point: A**

**Criminal Justice Legal 2 – 22 Hours – SOC Code 33-3012**

## **Constitutional Law Overview**

- 01.0 Explain the reasons why officers should be aware of the U.S. Constitution and, particularly, the rights of the people.
- 02.0 Explain the purposes of the Articles of the Constitution.
- 03.0 Explain that a Florida Constitution exists and that it is generally parallel to the United States Constitution.
- 04.0 Identify the purpose of the Amendments to the U.S. Constitution as the establishment of the rights of the people of the United States and place limitations on government to not infringe on these rights.
- 05.0 Explain that the 1st through 10th Amendments are considered to be the "Bill of Rights."
- 06.0 Explain that the 14th Amendment protects against the denial of life, liberty or property without due process by the State and has been used by the U. S. Supreme Court to extend federal rights to state matters.

### **Evidence Concepts**

- 07.0 Define "evidence" as anything presented in a court of law to prove or disprove the existence of a fact or issue.
- 08.0 Describe the difference between evidence and proof: evidence is information which is allowed in court, while proof is the effect produced by this information.
- 09.0 Identify each of the two major types of evidence.
- 10.0 Identify the three major categories of evidence.
- 11.0 Define "fruits of a crime," "instrumentalities of a crime" and "contraband."
- 12.0 Identify three reasons why evidence is offered in court.

### **Evidence Rules**

- 13.0 Identify major reasons for rules of evidence.
- 14.0 List some general reasons for excluding evidence.
- 15.0 Identify four specific actions that officers must be aware of to ensure admissibility of evidence.
- 16.0 Define "hearsay evidence" as any statement made out of court by someone other than the person testifying at trial or hearing which offers evidence to prove or disprove the truth of the matter asserted.
- 17.0 Explain that the "hearsay rule" states that hearsay evidence is inadmissible except as provided by s. 90.803, Florida Statutes.
- 18.0 Define "exclusionary rule" as the principle that evidence will be rejected by the court if it has been obtained in an illegal manner.

### **Probable Cause**

- 19.0 Identify that probable cause is contingent upon the existence of articulable details constituting for:
  - a) arrest purposes - facts which would lead a reasonably prudent officer, based on his/her training and experience, to believe that a crime has been or is being committed; or
  - b) search and seizure purposes - facts and circumstances which would persuade a reasonably prudent officer based on his/her training and experience, to believe that the items sought are connected with criminal activity and that the items will be found in the place to be searched
- 20.0 Explain the continuum of the question of evidence of criminal offenses.

- 21.0 List possible results that may come from lack of probable cause.

### **Arrest Laws**

- 22.0 Define “arrest” as legally depriving a person of liberty or freedom to go as one chooses, or taking a person into custody to be held to answer for a crime.
- 23.0 Identify Chapter 901, F.S., as a primary section of Florida law which gives officers the authority to arrest.
- 24.0 Explain that under certain statutory sections and under Florida common law, citizens may have the right to make an arrest.
- 25.0 Name the manners of arrest provided in Chapter 901, F.S.
- 26.0 Identify the elements of a criminal arrest.
- 27.0 Explain that all arrests must be made upon probable cause.
- 28.0 Explain that case law opinions have held that circumstances surrounding the custody of a subject may convert a detention into an arrest, even when an officer may not have originally intended to make an arrest.
- 29.0 Explain that in situations where a person has been arrested for a misdemeanor or ordinance violation, an arresting officer or booking officer may issue a “notice to appear” to the arrested person (Fla. R. Crim. P. 3.125).
- 30.0 Define “notice to appear” as a written order issued by a law enforcement officer in lieu of physical arrest, requiring a person accused of violating the law to appear in a designated court or government office at a specified date and time (Fla. R. Crim. P. 3.125 ).
- 31.0 Explain that it is unlawful for a person who has been arrested or lawfully detained by a law enforcement officer to give a false name, or otherwise falsely identify himself or herself in any way, to the law enforcement officer or any county jail personnel. (s. 901.36, F.S.).

### **Search and Seizure Concepts**

- 32.0 Define “search” as an effort to seek out and discover evidence and/or contraband in the possession of another.
- 33.0 Define “seizure” as the act of taking possession of evidence and/or contraband for a violation of law.
- 34.0 Define “contraband” as any unauthorized article, or legal articles in excess of the authorized limit.
- 35.0 Explain that the Fourth Amendment prohibition against unreasonable searches and seizures is limited (in a correctional facility) in that reasonableness must be assessed in light of security, order, and rehabilitation needs.
- 36.0 Explain that searches should be performed in a reasonable manner and with discretion.
- 37.0 Explain that no inmate should be strip searched by an employee of the opposite sex except in emergency situations.
- 38.0 Explain that invasive body cavity searches may be conducted only by an employee of the medical staff.

### **Criminal Mischief**

- 39.0 List elements of criminal mischief as outlined in s. 806.13, F.S., to include:
- a) the defendant injured or damaged property
  - b) the property belongs to an identifiable victim
  - c) it was done willfully and maliciously

- 40.0 Explain that the injury or damage to property can include the placement of graffiti or the commission of other acts of vandalism.
- 41.0 Explain that according to s. 806.13, F.S., criminal mischief is considered a misdemeanor unless the amount is \$1,000 or more.
- 42.0 Explain that according to s. 806.13, F.S., it is a third degree felony to willfully and maliciously deface, injure or damage a sexually violent predator detention or commitment facility.
- 43.0 Explain that any person who willfully and maliciously damages any place of worship or religious article therein is guilty of a third degree felony if the damage is over \$200 (s.806.13, F.S.).
- 44.0 Explain that destruction of or damage to a public pay telephone with posted warnings which renders the instrument inoperative, or illegally opening the body of the instrument, is a third degree felony.
- 45.0 Explain that a person with a prior criminal mischief conviction will have any subsequent sentences for convictions of misdemeanor criminal mischief offenses enhanced to a third degree felony (s. 806.13(1)(a), F.S.).
- 46.0 Explain that an officer may make a warrantless arrest when the officer has probable cause that a person has committed an act of criminal mischief or a graffiti related offense.

### **Involuntary Admissions Procedures/Substance Abuse Services**

- 47.0 Identify the Treatment and Rehabilitation of Drug Dependents Act as that legislation dealing with treatment and services of substance abuse impaired persons.
- 48.0 Identify that a law enforcement officer may implement protective custody measures when a minor or an adult who appears to meet the involuntary admission criteria.
- 49.0 Explain that a person meets the criteria for involuntary admission if there is a good faith reason to believe the person is substance abuse impaired.
- 50.0 Explain that mere refusal to receive such services does not constitute evidence of lack of judgment with respect to the person's need for such services. (s.397.675, F.S.).
- 51.0 Explain that a person in circumstances which justify protective custody, may consent to be assisted by a law enforcement officer to his home, to a hospital, or to a licensed detoxification or addictions receiving facility, whichever the officer determines is most appropriate. (s.397.6771, F.S.).
- 52.0 Explain that if a person in circumstances which justify protective custody fails or refuses to consent to assistance and a law enforcement officer has determined that a hospital or a licensed detoxification or addictions receiving facility is the most appropriate place for the person, the officer may, after giving due consideration to the expressed wishes of the person:
  - 52.01 take the person to a hospital or to a licensed detoxification or addictions receiving facility against the person's will but without using unreasonable force; or
  - 52.02 in the case of an adult, detain the person for his own protection in any municipal or county jail or other appropriate detention facility. (s.397.6772 (1), F.S.)
- 53.0 Explain that once a person is taken into protective custody, it is the responsibility of the law enforcement officer to notify:
  - 53.01 the nearest relative of an adult, unless the adult requests that there be no notification; or
  - 53.02 the nearest relative of a minor taken into protective custody. (s. 397.6772(2), F.S.).

- 54.0 Explain that a detention for protective custody is not to be considered an arrest for any purpose and no entry or other record may be made to indicate that the person has been detained or charged with a crime. (s.397.6772(1)(b), F.S.).
- 55.0 Explain that the officer in charge of the detention facility must notify the nearest
- 56.0 Appropriate licensed service provider within the first 8 hours after detention that the person has been detained. (s.397.6772, F.S.).
- 57.0 Explain it is the duty of the detention facility to arrange, as
- 58.0 Necessary, for transportation of the person to an appropriate licensed service provider with an available bed.
- 59.0 Explain that persons taken into protective custody must be assessed by the attending physician within the 72-hour period and without unnecessary delay to determine the need for further services. (s. 397.6772, F.S.).
- 60.0 Explain that a law enforcement officer acting in good faith may not be held criminally or civilly liable for false imprisonment when taking a person into protective custody for substance abuse impairment. (s. 397.6775, F.S.)

### **Baker Act**

- 61.0 Explain that the Florida Mental Health Act is also known as the Baker Act and is outlined in Chapter 394, Florida Statutes.
- 62.0 Define “mental illness” as an impairment of the emotional processes that exercise conscious control of one’s actions or of the ability to perceive or understand reality, which impairment substantially interferes with a person’s ability to meet the ordinary demands of living. (s.394.455 (18), F.S.).
- 63.0 Explain that the Baker Act provides for emergency service and temporary detention for evaluation and voluntary or involuntary short-term community inpatient treatment, if necessary.
- 64.0 Define “service provider” as any public or private receiving facility, an entity under contract with the Department of Children and Family Services to provide mental health services, a clinical psychologist, a clinical social worker, a physician, psychiatric nurse as defined in subsection (23), or a community mental health center or clinic as defined in this part. (s.394.455 (31), F.S.).
- 65.0 Identify that a person may be taken to a receiving facility for involuntary examination if there is reason to believe that the person has mental illness and because of his or her mental illness.
- 66.0 List those people or agencies that may initiate an involuntary examination.
- 67.0 Explain that an individual may be detained at a receiving facility for involuntary examination and must be examined within 72 hours.
- 68.0 Identify that firearms are prohibited from the grounds and premises of a receiving facility, that firearms must remain in a motor vehicle and the vehicle must be locked if unattended.
- 69.0 Explain that law enforcement personnel should be contacted and enlisted to assist in returning a patient to a receiving or treatment facility only if the patient is under a criminal charge or meets the criteria for involuntary examination.
- 70.0 Explain that as a correctional officer, the responsibility is to refer inmate exhibiting behavior that may indicate mental illness to the appropriate medical personnel.

### **Obstruction of Justice**

- 71.0 Define “obstruction of justice” as actions or lack of actions which impair or prohibit an officer from executing a legal process or duty.

- 72.0 Explain that resisting an officer is considered either a misdemeanor or felony depending on the circumstances as listed in s. 843.01 and .02, and s. 784.07, F.S.
- 73.0 Identify actions that are considered to be obstructing justice under Chapter 843, F.S.
- 74.0 List actions relating to escape of an individual in custody which are considered to be obstructing justice.
- 75.0 Explain that it is a felony to use two-way radio communications to facilitate or further the commission of a felony crime.

### **Extortion**

- 76.0 Define “extortion” as a method of obtaining money or other pecuniary benefit from someone or compelling that person to do any act or refrain from doing any act against his will by threats of ill treatment, libelous accusations or exposure of faults.
- 77.0 List elements and intent of the crime of extortion (actual or threat), to include:
  - a) can be verbal or written
  - b) accuses another of a crime; or
  - c) injures another person’s property or reputation; or
  - d) exposes another’s secrets; or
  - e) exposes another to disgrace; or
  - f) causes bodily harm or threatens to commit bodily harm; or
  - g) intends to obtain money or other pecuniary benefit or to compel another to do an act against his/her will or not to do an intended act
- 78.0 Explain that extortion is a second degree felony.

### **Arson**

- 79.0 Define “arson” per s. 806.01, F.S., as willfully and unlawfully, or while in the commission of any felony, by fire or explosion, damaging or causing to be damaged:
  - a) any dwelling, structure, or the contents thereof
  - b) any structure or its contents where persons are normally present (i.e., jails, hospitals, etc.)
  - c) any structure known, or believed to be, occupied by a human being
- 80.0 Define “fire bomb” per s. 806.111, F.S., as a container containing flammable or combustible liquid, or any incendiary chemical mixture or compound, having a wick or similar device capable of being ignited or other means capable of causing ignition; but no device commercially manufactured primarily for the purpose of illumination, heating, or cooking shall be deemed a fire bomb.
- 81.0 Identify that, in the context of arson, the term “structure” includes:
  - a) any building of any kind
  - b) any enclosed area with a roof over it
  - c) any real property and appurtenances thereto
  - d) any tent or other portable building
  - e) any vehicle
  - f) any vessel or watercraft
  - g) any aircraft
- 82.0 List actions relative to arson other than those listed above that, according to Florida Statutes, constitute felonies, to include willfully and unlawfully:
  - a) making false reports about planting a bomb or explosive
  - b) making false reports of bombing or arson against state-owned property
  - c) burning lands
  - d) illegally possessing a fire bomb



- e) damaging, destroying, removing, etc. any firefighting equipment
  - f) interfering with a firefighter in the performance of duty
- 83.0 List the responsibilities of the State Fire Marshal in reference to arson, according to Chapter 633, F.S., to include:
- a) suppression of arson
  - b) investigation of fires (including those within correctional facilities)
- 84.0 Explain that a person who perpetuates any arson can be charged with a felony or misdemeanor if another person is injured as a result of his/her act (s. 806.031, (1)(2)(3), F.S.).
- 85.0 Explain that a person who manufactures, possesses, sells, delivers, displays, uses, attempts to use or threatens to use a “weapon of mass destruction” or a “hoax weapon of mass destruction” can be charged with a felony.

### **Assault/Battery**

- 86.0 Define “assault” as threatening to strike or harm.
- 87.0 Define “battery” as unlawful touching, beating, wounding or laying hold of another’s person or clothing without his/her consent.
- 88.0 Define “aggravated assault” as an assault made with a deadly weapon without intent to kill or with intent to commit a felony on the victim. (784.021, F.S.).
- 89.0 Define “aggravated battery” as battery intentionally or knowingly causing great bodily harm, permanent disability or permanent disfigurement or committed with a deadly weapon (s. 784.045, F.S.).
- 90.0 Explain that the difference between “assault” and “battery” is that assault is only the threat of injury; battery is the actual completed act where the threat has been carried out.
- 91.0 Identify situations where acts that might otherwise be ruled battery are lawful for officers.
- 92.0 Identify the elements of assault/battery on the following statutorily protected individuals, as stated in s. 784.07, F.S., and s. 784.083, F.S., as knowingly committing assault or battery while the protected individual is engaged in the lawful performance of his duties and relate that such an act enhances the crime by one degree.
- 93.0 Explain that enhanced penalties are provided in s.775.0823, F.S., for violent offenses committed against law enforcement or correctional officers.
- 94.0 Explain that enhanced penalties are provided in s. 775.074, F.S., for violent offenses committed against the staff of a sexually violent predator detention or commitment facility.
- 95.0 Explain that s. 784.078, F.S., was created making it a third degree felony to throw, toss or expel certain fluids or materials on an employee of specified correctional and detention facilities, including state prisons and county, municipal and regional jails.
- 96.0 Any person who knowingly and willfully shines, points, or focuses the beam of a laser lighting device at a law enforcement officer, engaged in the performance of his or her official duties, in such a manner that would cause a reasonable person to believe that a firearm is pointed at him or her commits a noncriminal violation. (s. 784.062, F.S.).

### **Sexual Battery and Sex Crimes**

- 97.0 List examples of sex crimes.
- 98.0 Define the following sex crimes:
- a) prostitution - the giving or receiving of the body for sexual activity for hire
  - b) sexual battery - the act of having sexual intercourse with a male or female by force and against his/her will

- c) child molestation - making indecent advances towards children in order to obtain sexual gratification
  - d) exhibitionism - the exposure of sexual organs in a public place
  - e) voyeurism – a person who commits the offense of voyeurism when he or she, with lewd, lascivious, or indecent intent, secretly observes, photographs, films, vidoetapes, or records another person when such other person is located in a dwelling, structure or conveyance and such location provides a reasonable expectation of privacy.
- 99.0 List Florida Statutes that relate to sex crimes.
- 100.0 Define “sexual battery” in accordance with s.794.011(1)(h), F.S., as oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object (except for a bona fide medical purpose).
- 101.0 Explain that if the victim is under the age of 12 and the offender is 18 or older, the sexual battery is a capital felony; however, the defendant is not subject to the death penalty due to case law decisions.
- 102.0 Explain that if the victim is under the age of 12 and the offender is under the age of 18, the sexual battery is a life felony.
- 103.0 Explain that a person who commits sexual battery upon a person 12 years of age or older, without the person’s consent, and the offender uses or threatens to use a deadly weapon or uses actual physical force likely to cause serious physical injury, commits a life felony(s.794.011(4), F.S.).
- 104.0 Identify elements of sexual battery that constitute a first degree felony, upon a person 12 years of age or older.
- 105.0 List the various types of sexual batteries.
- 106.0 Explain that the element of sexual battery that constitutes a second degree felony on a person 12 years of age or older, without that person’s consent, is that the offender does not use physical force and violence likely to cause serious personal injury. (s. 794.011(5),F.S.).
- 107.0 Explain that there are enhanced penalties for a sexual battery which is committed by multiple perpetrators, per s. 794.023, Florida Statutes.
- 108.0 Without regard to the willingness or consent of the victim, which is not a defense to prosecution under s.794.011(8), F.S., a person who is in a position of familial or custodial authority to a person less than 18 years of age and who:
- a) solicits that person to engage in any act which constitutes sexual battery commits a felony of the third degree
  - b) engages in any act with that person while the person is 12 years of age or older but less than 18 years of age commits a felony of the first degree
  - c) engages in any act with that person while the person is less than 12 years of age or in an attempt to commit sexual battery injures the sexual organs of such person commits a capital or life felony
- 109.0 Explain that the majority of sexual batteries are not reported.
- 110.0 Explain that the age of legal consent, according to Florida Statutes, is 18 years of age.
- 111.0 Explain that reputation evidence relating to a victim’s prior sexual conduct or evidence presented for the purpose of showing that the manner of the dress of the victim at the time of the offense incited the sexual battery shall not be admitted into evidence in a presentation. (s. 794.022(3), F.S.).
- 112.0 Explain that it is a felony for a psychotherapist to commit sexual misconduct with a client or former client when the professional relationship was terminated primarily for the purpose of engaging in sexual conduct.

- 113.0 Explain that the victim of a sexual offense has the right to know whether the person charged with the offense has tested positive for HIV infection and that a court can order the person charged to be tested for such infection.
- 114.0 Explain that a person who knowingly has HIV/AIDS and has sexual intercourse with a non-consenting person(s) who are not aware of the HIV infection has committed a first degree felony (s. 384.34(5), s. 384.24(2), F.S.).

## Homicide

- 115.0 Identify the elements of murder as stated in s. 782.04, F.S., as the unlawful killing of a human being when:
- a) there is premeditated design to effect the death of the person killed or any human being; **or**
  - b) it is committed by a person engaged in or attempting to engage in:
    - trafficking in drugs and controlled substances as stated in s. 893.135, F.S.; or
    - arson; or
    - sexual battery; or
    - robbery; or
    - burglary; or
    - kidnapping; or
    - escape; or
    - aggravated child abuse; or
    - aircraft piracy; or
    - unlawful throwing, placing, or discharging of a destructive device or bombs; or
    - carjacking; or
    - home-invasion robbery; or
    - aggravated stalking; or
    - murder of another human being; or
    - resisting an officer with violence to his or her person; **or**
  - c) results from the unlawful distribution of any substance controlled under s. 893.03 (1), F.S., or cocaine as described in s. 893.03 (2) (a)4, F.S., or opium or any synthetic or natural salt, compound, derivative, or preparation of opium or cocaine by a person 18 or older, and such drug is proven to be the proximate cause of death of the user.
- 116.0 Identify the elements of manslaughter as stated in s.782.07, F.S. as the killing of a human being by the act, procurement, or culpable negligence of another without lawful justification when such killing is not excusable homicide or murder.
- 117.0 Define “justifiable use of deadly force” as stated in s. 782.02, F.S., as the use of deadly force when a person is resisting any attempt to murder such person, or to commit any felony upon him/her or upon or in any dwelling house in which such person shall be.
- 118.0 Identify the elements of excusable homicide as stated in s. 782.03, F.S.
- 119.0 Identify elements of vehicular or vessel homicide as stated in s. 782.071 and 782.072, F.S.
- 120.0 List the different types of homicide.
- 121.0 Identify elements of a first degree felony murder.
- 122.0 Identify elements of a second degree felony murder.
- 123.0 Identify elements of a third degree felony murder.
- 124.0 List the different types of manslaughter.

- 125.0 Identify the minimal elements of proof in homicide cases.
- 126.0 Identify that a person who causes the death through culpable negligence of an officer, as defined in s. 943.10(14), a firefighter, an emergency medical technician, or a paramedic, while the officer or rescue worker is performing duties that are within the course of his or her employment, commits aggravated manslaughter, a first degree felony.

### **Theft/Dealing in Stolen Property**

- 127.0 Define “theft” as knowingly obtaining, using or endeavoring to obtain or use property of another with intent to temporarily or permanently deprive the other person, or to appropriate the property for his or another unauthorized person’s use.
- 128.0 Explain that theft of any of the following will constitute a felony:
- a) money or property valued at \$300 or more
  - b) a will or other testamentary instrument
  - c) a firearm
  - d) a motor vehicle
  - e) any commercially farmed animal or fishes
  - f) a fire extinguisher
  - g) 2,000 pieces of citrus fruit
  - h) property from a posted construction site
  - i) money or property valued at \$100 or more during a burglary to a dwelling
  - j) any stop sign
  - k) any person who has been convicted of two or more petit thefts in the past
  - l) property, funds or assets from a person 65 years of age or older
- 129.0 Define “petit theft” as taking an item (money or property) valued at less than \$300.
- 130.0 Define “retail theft” as taking possession of or carrying away of merchandise, money, or negotiable instruments; altering or removing a label or price tag; transferring merchandise from one container to another of lower price or removal of a shopping cart with intent to deprive the merchant of possession, use, benefit or full retail value.
- 131.0 Identify the elements of s. 812.022, F.S., pertaining to evidence of theft or dealing in stolen property.
- 132.0 Explain that the charge for dealing in stolen property, according to s. 812.019, F.S., is a second degree felony.
- 133.0 Explain that the charge for initiating, organizing, managing the trafficking of stolen property is a first degree felony, according to s. 812.019, Florida Statutes.

### **Robbery**

- 134.0 Identify the elements of robbery as the taking of money or other property from a person or custody of another by force, violence, assault, or putting in fear.
- 135.0 Explain that all robberies listed under s. 812.13, F.S., are considered felonies.
- 136.0 Explain that the penalty increases for wearing a hood, mask or other device that hides an individual’s identity during the commission of a robbery (s. 775.0845, F.S.).
- 137.0 Explain the act of “robbery by sudden snatching” under s. 812.131 F.S.
- 138.0 Explain that an act will be deemed “in the course of committing the robbery” under s. 812.13(3), F.S., if:

- a) it occurs in an attempt to commit a robbery or in flight after the attempt or commission; **or**
- b) it occurs either prior to, contemporaneous with, or subsequent to the taking of the property and if it and the act of taking constitute a continuous series of acts or events

**Course Number: CJK0286**

**Occupational Completion Point: A**

**Criminal Justice Communications – 42 Hours – SOC Code 33-3012**

### **Note Taking**

- 01.0 Define “note taking” as brief notations concerning specific events (i.e., accident, crime, incident, etc.) or a general collection of notes concerning many aspects of an officer’s job (i.e., an observation).
- 02.0 List uses of notes, to include:
  - 02.01 basis for writing reports
  - 02.02 reference for further investigation or testimony
  - 02.03 admission as evidence
  - 02.04 subject to scrutiny of court
  - 02.05 serves as a general index to help an officer’s memory
- 03.0 Identify kinds of information that might be entered into a notebook/field book, to include:
  - 03.01 names of victims, witnesses, suspects
  - 03.02 date and time incident occurred
  - 03.03 location of incident
  - 03.04 circumstances of incident
  - 03.05 report number or file number
  - 03.06 any other information necessary to complete a report (i.e., nature, extent, and seriousness of injury or illness, description of behavior of individual, etc.)
- 04.0 List procedures to be followed in taking notes.
- 05.0 Demonstrate the ability to accomplish a task involving note taking.

### **Taking Statements**

- 06.0 Identify incidents when statements should be obtained.
- 07.0 Identify sources from which information for statements is obtained.
- 08.0 Identify the types of information to be obtained for criminal offenses and/or noncriminal incidents.
- 09.0 Explain the basic procedures to follow when taking statements.
- 10.0 Demonstrate the ability to take statements in a practical exercise.

### **Report Writing**

- 11.0 Define a “report” as a permanent written record that communicates important facts to be used in the future.
- 12.0 List uses of reports, to include:
  - 12.01 record facts into a permanent record
  - 12.02 provide coordination of follow-up activities
  - 12.03 provide investigative leads
  - 12.04 provide statistical data

- 12.05 provide reference material
- 12.06 provide source for officer evaluation
- 12.07 provide information to substantiate disciplinary action
- 13.0 Identify readers of reports, to include:
  - 13.01 other officers (investigative leads)
  - 13.02 supervisors (evaluations)
  - 13.03 attorneys (depositions/evidence)
  - 13.04 judges (evidence)
  - 13.05 city/county/state officials (investigations/ probes and reviews)
  - 13.06 reporters (facts and leads)
  - 13.07 citizens (information)
- 14.0 Identify types of reports used.
- 15.0 Identify the basic steps in report writing.
- 16.0 Identify the basic requisites of report writing.
- 17.0 Define "sentence" as a group of words containing a subject and verb and expressing a complete thought.
- 18.0 Demonstrate the ability to properly spell words commonly used in criminal justice.
- 19.0 Distinguish between statements written in the active and the passive voice.
- 20.0 Identify that statements in the active voice are usually clearer than those in the passive voice.
- 21.0 Identify that all reports should be written in the first person (e.g., "I saw" as opposed to "This officer observed").
- 22.0 Define "editing" as rewriting to improve report content.
- 23.0 Define "proofreading" as the correction of errors in spelling, capitalization, and punctuation.
- 24.0 Demonstrate the ability to write a report incorporating the requisites as discussed or described in class.
- 25.0 Demonstrate the ability to evaluate reports by editing and proofreading reports written in class for corrections.

### **Reporting Procedures**

- 26.0 Identify the source of reporting procedures (i.e., the authority requiring the collection of information).
- 27.0 Identify the elements of reporting procedures.
- 28.0 Identify where reporting procedures may be found.

### **Radio Procedures, Equipment and Codes**

- 29.0 List duties of the duty officer/radio communications officer.
- 30.0 Explain communications privacy when using a mobile radio system as displaying concern for the public by using appropriate procedures so as to lessen distress and apprehension; e.g., during a search for escaped inmate.
- 31.0 Explain that it is important to establish a good working relationship with the duty officer/radio communications officer.
- 32.0 Identify general radio procedures.
- 33.0 Explain appropriate microphone techniques.
- 34.0 Identify the primary components of a portable radio.
- 35.0 Identify the types of radio codes utilized in transmitting radio communications.
- 36.0 Demonstrate proper use of portable radio unit.
- 37.0 Demonstrate proper use of base station.

- 38.0 Demonstrate proper preparation of radio messages.
- 39.0 Demonstrate knowledge of radio.

### **Florida Crime Information Center (FCIC)**

- 40.0 Identify the agency and location of the FCIC, NCIC and the MCIC.
- 41.0 List the major assets of the Florida Crime Information Center.
- 42.0 Describe how information becomes available to users of the FCIC.
- 43.0 Name the national communications link available through FCIC, as the National Law Enforcement Telecommunications System (NLETS).
- 44.0 Describe limitations on the use of the FCIC system.
- 45.0 List factors that will ensure efficient and effective use of the FCIC system by officers.
- 46.0 Identify the major components of the FCIC system.

**Course Number: CJK0100**

**Occupational Completion Point: A**

**Interpersonal Skills 1 – 62 Hours – SOC Code 33-3012**

### **Courtesy**

- 47.0 Define “courtesy” as the demonstration of consideration, cooperation and respect when interacting with others.
- 48.0 Describe methods that an officer can use to demonstrate courtesy.
- 49.0 Explain why courtesy is an important element of criminal justice work.
- 50.0 Explain that the agency is tax supported and therefore must merit and retain public support.
- 51.0 Demonstrate courtesy in role play situations, that may include:
  - a) visitor contact
  - b) public speaking
  - c) counseling inmate(s)
  - d) responding to disturbance
  - e) taking information of incident from witness/ victim
  - f) giving orders/instructions to work group
  - g) telephone conversations
- 52.0 Identify the basic principles that must be followed when taking telephone calls, to include:
  - a) prompt answering
  - b) appropriate greeting and identification
  - c) courteous listening
  - d) accurate recording of information
  - e) appropriate interest and sincerity
  - f) quick and accurate routing of calls
  - g) service or information requested is provided, if possible
  - h) courteous termination of call
- 53.0 Explain the importance of establishing good telephone procedures, to include:
  - a) recognize that calls come from people from all levels of society and deal with a wide variety of situations
  - b) assure that the caller is put in the best psychological mood so that pertinent information can be obtained

- c) assure that the call-taker establishes and maintains control of every conversation in order to efficiently obtain necessary information
- 54.0 Identify the basic qualities of voice control that should be used in telephone conversation.
- 55.0 Identify methods used to control uncommon types of callers.

### **Human Behavior/Human Needs**

- 56.0 Define human behavior in terms of a hierarchy of human needs.
- 57.0 Explain how a need hierarchy influences human behavior.
- 58.0 Explain how gaining insight into the satisfaction of needs will facilitate an understanding of the behavior of inmates.
- 59.0 Explain how gaining insight into the satisfaction of needs will facilitate an understanding of the behavior of officers.

### **Juvenile and Youthful Offenders**

- 60.0 Describe unique characteristics of juvenile offenders.
- 61.0 Explain differences between juvenile inmates and adult inmates.
- 62.0 Explain purposes of juvenile corrections.
- 63.0 Explain reasons for treating juveniles differently from adults in correctional facilities.
- 64.0 Explain the importance of the correctional officer's role with juvenile offenders.
- 65.0 Explain the attributes required for performing duties with juvenile inmates.
- 66.0 Explain basic procedures to follow when disciplining a juvenile inmate.
- 67.0 Explain special care required when dealing with juvenile inmates.

### **Human Interaction**

- 68.0 Explain and understand the components human interaction.

### **Persons with Mental Disorders**

- 69.0 Define "mental disorder" as psychological and/or behavioral problems which impair functioning in daily living.
- 70.0 State that mental disorders do not include mental retardation, developmental disability, simple intoxication or drug addiction.
- 71.0 Identify the most common mental disorders.
- 72.0 Identify signs and symptoms of mental disorders.
- 73.0 Identify the basic duties of an officer when dealing with persons with mental disorders.
- 74.0 Identify factors to observe and report when monitoring an individual's behavior patterns.
- 75.0 Identify actions to take when responding to an individual experiencing an emotional or psychological episode.
- 76.0 Identify applicable portions of the "Corrections Mental Health Act."

### **Mentally Retarded Persons**

- 77.0 Define "mental retardation" as significantly sub average general intelligence with deficits in the ability to meet standards of personal independence and social responsibility expected of an individual's age, cultural group and community.
- 78.0 Identify that mental retardation represents approximately 3% of the general population.



- 79.0 List possible causes of mental retardation.
- 80.0 Identify the characteristics of mental retardation.
- 81.0 Identify symptoms of mental retardation that may be exhibited in an institution.
- 82.0 Identify facts to consider when dealing with persons who are mentally retarded.

### **Physically Handicapped Persons**

- 83.0 Identify that indications of hearing impairment may be discerned by:
  - a) an inappropriate response from the individual
  - b) the individual asking the officer to repeat himself/herself
  - c) the individual pointing to his/her ears
- 84.0 List procedures to follow when encountering a deaf individual.
- 85.0 Identify that lip reading is the least reliable method of communication; only about 30% of what is said can be lip read.
- 86.0 Name the rights of a deaf person.
- 87.0 Identify handicaps of the visually impaired/blind.
- 88.0 Explain that it is always important to identify yourself because, contrary to popular belief, blind people do not always recognize your voice.
- 89.0 Explain that it is important for the visually-impaired to gain knowledge of his/her surroundings.
- 90.0 Identify ways in which an officer may assist the mobility of a visually-impaired individual.
- 91.0 Identify architectural barriers faced by those with mobility impairments.
- 92.0 Explain that most persons who are mobility-impaired have accepted and adapted to their disability.
- 93.0 Explain that taking away assistive devices can leave the person totally immobile and, therefore, dependent on the officer for such things as movement or personal hygiene; however, there have been incidents of canes, crutches, and prostheses being used as weapons or for contraband transport.
- 94.0 Describe that an officer should learn which individuals have special problems, and the nature and special needs of these individuals.
- 95.0 Identify that there is a coordinator within the Department of Corrections who can assist with appropriate placement and arrangements for physically handicapped inmates.

### **Recognizing and Responding to Substance Abusers**

- 97.0 Define "substance use", "substance abuse", and "substance dependence."
- 98.0 Define the following terms that relate to substance use:
  - a) addiction - physical and/or psychological dependence on a substance, characterized by withdrawal symptoms
  - b) tolerance - a physical resistance to a substance's effects so that larger amounts are required to produce the desired effect; reduced effect with continued use of the same amount
  - c) psychological dependence - when substances change the user's mental condition so that it becomes difficult to control or stop use because the user believes the substance is necessary to feel good or normal
  - d) withdrawal - the physical and mental symptoms which occur when habitual use of a substance is stopped
  - e) physical dependence - when substances change the user's body system so that the body becomes accustomed to and needs the substance to function normally

- f) detoxification - the process by which a person who is physically or psychologically dependent on a substance is brought to a substance-free state
- 99.0 Identify reasons why people use drugs.
- 100.0 Identify factors which influence drug effects.
- 101.0 Identify characteristics of substance abuse.
- 102.0 Identify characteristics of substance dependence.
- 103.0 Identify some factors contributing to dependence.
- 104.0 List common problems associated with substance abuse.
- 105.0 Describe ways to identify an individual under the influence of drugs or alcohol.
- 106.0 List ways drugs are taken and how fast an effect occurs.
- 107.0 Describe possible behavioral characteristics of individuals under the influence of or withdrawing from drugs (including alcohol).
- 108.0 Identify physical signs and symptoms of individuals under the influence of or withdrawing from drugs (including alcohol).
- 109.0 Identify symptoms of illness that resemble drunkenness.
- 110.0 Explain steps to take when encountering a subject possibly under the influence of drugs (including alcohol).

### **Orientation to Crisis Intervention Techniques**

- 111.0 Define "crisis" as a crucial or decisive point or situation; an unstable state usually with an impending abrupt or decisive change.
- 112.0 Identify four major types of crises.
- 113.0 Identify crises common in correctional facilities.
- 114.0 Identify factors which can cause a crisis.
- 115.0 Identify the common stages of a crisis.
- 116.0 Identify common phases of an emotional response to a crisis.
- 117.0 Define "crisis intervention" as the action of coming into a situation that has reached a critical phase in order to modify and defuse the situation.
- 118.0 Identify the goals of crisis intervention.
- 119.0 Identify the steps of crisis intervention.
- 120.0 Identify selected procedures for handling crisis situations in a correctional setting, such as:
  - a) observe closely to detect any signs of early stages of crisis
  - b) anticipate possibility of crisis when stressful events happen in the life of an inmate
  - c) discuss observations and concerns with inmate, if possible
  - d) display understanding, respect, and objectivity
  - e) ask inmate for suggestions to resolve crisis
  - f) refer inmate to resources inside or outside facility for assistance as needed; work through appropriate channels
  - g) always allow the inmate to save face
  - h) use calming techniques to defuse a volatile situation
  - i) use force only to the degree necessary to gain control of the situation
  - j) deal with all individual crises; individual crises left unattended can become institutional crises
- 121.0 Identify specific calming techniques useful in crisis situations or disputes within correctional facilities.
- 122.0 Explain that an aggressive approach by officers to resolve crisis situations or disputes can result in negative responses and situations.

- 123.0 Identify that force may be necessary to handle crisis situations in corrections.
- 124.0 Identify behaviors that may result in high arousal.
- 125.0 Identify questions that would be helpful in assessing a crisis situation.
- 126.0 List the departments/agencies to which a correctional officer may refer an inmate undergoing crisis.
- 127.0 Demonstrate ability to intervene in a crisis situation of a sexually abused inmate.

### **Stress Recognition and Reduction**

- 128.0 Define “fight-or-flight response” as the body’s preparation when threatened to either stand and fight or run away.
- 129.0 Define “stress” as the body’s nonspecific response to any demand placed upon it.
- 130.0 Define “stressors” as factors with the potential to cause stress.
- 131.0 Identify four categories of potential stressors and examples of each.
- 132.0 Identify work-related stressors which may impact officers.
- 133.0 Describe Selye’s three stages of stress reactions (General Adaptation Syndrome).
- 134.0 Explain the difference between eustress and distress.
- 135.0 Explain the difference between episodic and chronic stressors.
- 136.0 Identify immediate and long-term stress responses related to personality, health, job performance.
- 137.0 Identify the most common warning signs of stress in an officer.
- 138.0 Identify impact of high officer stress levels on organizations.
- 139.0 Identify the effects of stress upon officers in confrontational situations.
- 140.0 Describe officer stress reduction methods.
- 141.0 Identify personal stressors in the environmental, personal, work-related, and self-induced categories.
- 142.0 Assess personal level of stress using a life change or other stress assessment inventory and personality type through a personality profile.

### **Suicide Prevention and Intervention**

- 143.0 List common facts and myths about suicide.
- 144.0 Analyze general facts about suicide.
- 145.0 Identify factors relating to suicidal behavior in a correctional environment.
- 146.0 Identify profile of suicides in jails and correctional institutions.
- 147.0 Describe the differences between attemptors and completers of suicide in a jail or correctional institution.
- 148.0 Identify factors which can signal suicide risk.
- 149.0 Identify types of inmates who may be at greater risk for suicide.
- 150.0 Identify symptoms which can signal suicidal risk or intention.
- 151.0 Describe physical warning signs of depression.
- 152.0 Describe behavioral warning signs of depression.
- 153.0 Describe events or situations which can trigger a crisis situation.
- 154.0 Identify times when inmates are more likely to receive news which can trigger a crisis situation.
- 155.0 Describe operational elements of suicide prevention.
- 156.0 Describe procedures to take when an inmate is threatening to attempt suicide.
- 157.0 Describe procedures to take when an inmate has attempted suicide.
- 158.0 Describe the correctional officer’s role in preventing inmate suicide.
- 159.0 Describe the correctional officer’s defense in case of suicide.

- 160.0 Assess the degree of risk for potential suicide victims as described or portrayed in situational examples. The suicide risk potential in each situation will be assessed as low, moderate, or high considering these factors:
- 160.01 existence of environmental factors which signal suicide risk
  - 160.02 existence of a crisis situation inherently conducive to suicidal thoughts and feelings
  - 160.03 existence of depression warning signs
  - 160.04 existence of physical symptoms which signal suicide risk or intention

**Course Number: CJK0101**

**Occupational Completion Point: A**

**Interpersonal Skills 2 – 50 Hours – SOC Code 33-3012**

### **Human Adjustment to Imprisonment**

- 01.0 Explain that prison society is characterized by forced equality.
- 02.0 List the greatest pressures inmate in prison faces, to include:
  - a) Mistreatment by other inmates made possible by inadequate control within the prison
  - b) Inappropriate behavior of correctional officers toward inmates
    - insensitivity toward inmate problems
    - failure to enforce rules and regulations
    - failure to be firm and fair
    - complacency; poor job performance
  - c) Environmental conditions
  - d) Stigma of being sent to prison: shame, guilt, fear
- 03.0 List deprivations that cause problems for individuals being imprisoned.
- 04.0 Identify attributes that psychological and material deprivations jeopardize.
- 05.0 Identify factors that affect an individual's ability to adjust to imprisonment.
- 06.0 State that some inmates adjust to the deprivation of goods and services in prison by running a "store."
- 07.0 State that some inmates adjust to the deprivation of heterosexual relationships in prison by engaging in homosexual activities.
- 08.0 Identify defense mechanisms inmates may utilize when adjusting to imprisonment.

### **Inmate Societies**

- 09.0 List generalized characteristics of inmate population.
- 10.0 List generalized characteristics of inmate population.
- 11.0 List the broad categories of inmates within a prison.
- 12.0 State that the main purpose of inmate social system is to provide status for inmates.
- 13.0 List what inmate social system is based upon.
- 14.0 Name functions of inmate social system.
- 15.0 List slang terms that identifies positions within inmate group.
- 16.0 Define "gang" as a group of persons gathered together for some antisocial or criminal purpose.
- 17.0 Identify concerns of the facility with regard to prison gangs.
- 18.0 Describe forms of control within inmate societies.
- 19.0 List elements of the "inmate code."

## **Criminal Types and Careers**

- 20.0 State that a career criminal is normally a property offender.
- 21.0 List characteristics of a “professional thief.”
- 22.0 List characteristics of a professional “heavy” criminal.”
- 23.0 Name characteristics of the semiprofessional property criminal.
- 24.0 List characteristics of the property offender (“one-time loser”).
- 25.0 List characteristics of the “naive check forger.”
- 26.0 State that white collar criminals include persons within business and corporate organizations who violate state and federal regulatory statutes.
- 27.0 State that a professional fringe violator is a person who is a member of a legitimate profession who utilizes professional skills in the commission of crimes.
- 28.0 Define “embezzler” as an individual who steals money from an employer, usually through the alteration of business records.
- 29.0 State that there are differences between the crimes of violence and nonviolent sex offenders.
- 30.0 List various types of recidivist criminals.
- 31.0 Identify factors that impact and influence an individual’s decision whether or not to pursue a career as a criminal.

## **Institutional Criminalities**

- 32.0 List the types of crimes that occur within a correctional setting.
- 33.0 Identify factors that impact and influence institutional criminality.
- 34.0 List the leading motives for single assailant events.
- 35.0 List the leading motives for multiple assailant events.
- 36.0 Identify actions and procedures that can reduce the crime rate within a correctional setting.

## **Interpersonal Skills**

- 37.0 Identify the purposes of communication.
- 38.0 Define “interpersonal communication” as transmission and receipt of a message to effect some kind of action.
- 39.0 Identify skills an officer needs for effective interpersonal communications.
- 40.0 Explain “sizing up a situation” as gathering information quickly and accurately regarding what is occurring in the surroundings.
- 41.0 Identify the steps involved in “sizing up a situation.”
- 42.0 Identify the major elements of positioning.
- 43.0 Identify primary components of observing.
- 44.0 Identify aspects considered during the initial stage of observing.
- 45.0 Identify several things an officer might look for when first coming on shift.
- 46.0 Define “posturing” as holding your body in such a way to show strength, confidence, interest and control.
- 47.0 Identify components of good posturing.
- 48.0 Explain that nonverbal communication can reflect a person’s prejudice and attitude.
- 49.0 Explain clues that can be used to develop inferences.
- 50.0 Identify the categories of relationships and feelings as:
  - a) positive
  - b) negative
  - c) neutral

- 51.0 Identify the major categories of energy levels and describe their respective characteristics.
- 52.0 Identify the three basic environments of every individual.
- 53.0 Identify that inferences are more likely to be accurate if they are based on detailed and concrete observations rather than on vague.
- 54.0 Identify steps in listening.
- 55.0 Identify three characteristics of voice which may be used to determine intensity.
- 56.0 Identify the “add-on” skills in interpersonal communication.
- 57.0 Identify the levels of responding.
- 58.0 Define “responding to content” as the skill of seeing and hearing what is really happening and the ability to mirror that understanding back to the individual.
- 59.0 Identify steps of responding to content.
- 60.0 Identify ways in which an employee might verbally respond to content.
- 61.0 Define “responding to feeling” as the ability to capture in words the specific feelings being presented by inmate.
- 62.0 Identify steps in responding to feeling.
- 63.0 List various basic feeling words.
- 64.0 Define “responding to feeling and meaning” as paraphrasing the content of inmate’s statement in such a way as to provide a meaningful reason for the inmate’s feeling.
- 65.0 Identify steps in responding to feeling and meaning.
- 66.0 Explain that if a communication interchange goes deeper than the officer feels he/she can manage, it is appropriate to refer the inmate to a counselor or other specialist at the facility.
- 67.0 Explain that questions are used in addition to the basic skills and responding techniques to open up communications with inmate rather than shutting it off.
- 68.0 Identify the components of the 5WH method as asking.
- 69.0 Identify the techniques used in asking questions.
- 70.0 Define “reflecting on answers and recycle” as being able to make sense out of inmate’s answers, recognizing the answers not spoken, and thinking carefully about what the inmate has said in answering a question.
- 71.0 Identify various questions to be asked in reflecting.
- 72.0 List the application skills used in controlling behavior.
- 73.0 Define “controlling behavior” as taking charge to assure appropriate behavior to serve the interests of the institution, the staff member and the inmate.
- 74.0 Identify the steps in handling requests.
- 75.0 Identify various necessary elements in checking things out.
- 76.0 Identify various considerations for giving inmate a reason for your response.
- 77.0 Explain that basic needs cannot be withheld and that inmate’s request to fulfill a basic need that is guaranteed by law, policy or procedure must be taken very seriously.
- 78.0 Identify steps involved in making requests.
- 79.0 Define “taking action” as selecting the best way to make requests.
- 80.0 Identify techniques to use in taking action.
- 81.0 Define “mild request format” as a polite request, using “please” or “would appreciate.”
- 82.0 Define “direct request format” as identifying the behavior/action desired.
- 83.0 Define “softening a request” as toning down a request and making it more palatable by putting it in the form of a request rather than a direct order.
- 84.0 Define “reinforcing behavior” as the ability to administer punishments and rewards effectively to show inmates the positive and negative consequences of their actions.
- 85.0 Identify the elements of reinforcing behavior.

- 86.0 Explain that since nonverbal reinforcers usually involve the use of force, it should only be used when there is a threat of physical harm to you, the inmate or other staff or inmates, as a last resort.
- 87.0 Explain that the statement “human actions determine human reactions” means that if inmates are treated like the human beings they are, more decent and constructive behavior will be promoted.
- 88.0 Demonstrate effective interpersonal communication techniques in role-play situations.

### **Female Inmates**

- 89.0 Identify statistics concerning female inmates based on statistics available from the current Department of Corrections Annual Report.
- 90.0 Identify general types of crimes for which females are incarcerated based on statistics available from the current Department of Corrections Annual Report.
- 91.0 Identify generalized characteristics of female offender population using typical offender profile from current Department of Corrections Annual Report.
- 92.0 Identify behavioral characteristics of female inmates.
- 93.0 Describe special needs of female inmates.
- 94.0 Identify legal considerations with regard to intake, housing, and supervision of female inmates in Florida.
- 95.0 Explain that staff should be constantly alert to physical danger with male and female inmates; do not be lulled into false sense of security because of smaller size of females and seeming lack of strength.

### **Inmate Homosexuality**

- 96.0 Define “lifestyle homosexuality.”
- 97.0 Define “situational homosexuality” as homosexuality brought about inside the institution through coercion, force or by choice through the lack of appropriate sexual release.
- 98.0 Describe the effects of situational homosexuality on inmates.
- 99.0 Describe the dynamics of coercion with lifestyle and situational homosexuality in an institution.
- 100.0 Identify the health hazards associated with homosexual activity.
- 101.0 Explain the responsibilities an officer has with respect to incidences involving homosexuality.
- 102.0 Describe institutional factors which contribute to homosexual behavior.
- 103.0 Describe guidelines to help control homosexual behavior in correctional facilities.

### **Supervision Techniques**

- 104.0 Define “supervision” as the action, process or occupation of overseeing and directing in order to accomplish task(s).
- 105.0 Identify what supervision should accomplish.
- 106.0 List consequences of poor supervision within a correctional setting.
- 107.0 List problem situations a correctional officer should be aware of when supervising inmates.
- 108.0 Identify areas within the facility of special concern when supervising inmates.
- 109.0 Conclude that failure to recognize the individual differences among inmates is the most common supervising error in the correctional field.
- 110.0 List factors that enhance the chances of positive effects when supervising inmates.

- 111.0 Identify general rules a supervisor who comes in contact with inmates should be aware of.
- 112.0 Identify techniques and principles a correctional employee must master to be successful in supervising inmates.
- 113.0 Identify inmate tactics that officers supervising inmates should be alert to and prepared to deal with.
- 114.0 Demonstrate the appropriate technique(s) in various role-play situations involving inmates who must be supervised.

### **Recognizing Inmate Deception and Manipulation**

- 115.0 Identify reasons why inmates engage in manipulation and deception of staff.
- 116.0 Identify considerations for recognition of manipulation and deception.
- 117.0 Explain that victims may be selected intentionally or by accident.
- 118.0 Identify factors in selection of a staff victim of inmate deception and manipulation.
- 119.0 Identify methods which inmates use to gather information about staff for deception and manipulation.
- 120.0 Identify methods inmates use to verify information concerning staff.
- 121.0 List methods used by inmates to deceive or manipulate staff. Explain that there is a distinction between friendliness and familiarity.
- 122.0 Explain that there is a distinction between friendliness and familiarity.
- 123.0 Explain that a correctional officer will encounter problems when exhibiting excessive friendliness, over familiarization, and favoritism.
- 124.0 Identify the types of deception an inmate can use on a correctional officer.
- 125.0 Identify participants in a team deception.
- 126.0 Explain the responsibilities of each member of a deception team.
- 127.0 Identify factors that affect a deception.
- 128.0 Identify considerations that help an officer avoid deception or manipulation.
- 129.0 Demonstrate appropriate responses to manipulation and deception in role-play situations.

### **Preventing Sexual Assault**

- 130.0 Define "sexual misconduct" as described in the Protection Against Sexual Violence in Florida Jails and Prisons Act and 944.35(3)(b)1, F.S. The term "sexual misconduct" means the oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object. Sexual misconduct can occur with both consent and non-consent to participate in sexual activity.
- 131.0 Define exceptions to the Protection Against Sexual Violence in Florida Jails and Prisons Act (PASV).
- 132.0 Define "sexual battery" as oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object; however, sexual battery does not include an act done for a bona fide medical purpose. Sexual battery usually refers to a sexual act, committed without consent.
- 133.0 Define "sexual activity" as the oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object; however, sexual activity does not include an act done for a bona fide medical purpose.
- 134.0 Describe the penalties for "sexual misconduct."
- 135.0 Describe appropriate methods to identify signs indicating an inmate or offender may be a victim of sexual assault.



- 136.0 Explain the condition where “consent” of the inmate or offender may not be raised as a defense to the prosecution for this offense. The consent of the inmate or offender supervised by the department in the community to any act of sexual misconduct shall not be raised as a defense to a prosecution. “Consent” means intelligent, knowing, and voluntary consent and does not include coerced submission. “Consent” shall not be deemed or construed to mean the failure by the alleged victim to offer physical resistance to the offender.
- 137.0 Identify staff reporting requirements with regard to sexual misconduct allegations. Each employee who witnesses, or has reasonable cause to suspect, that an inmate or an offender under the supervision of the Department of Corrections in the community has been unlawfully abused or is the subject of sexual misconduct pursuant to this subsection shall immediately prepare, date, and sign an independent report specifically describing the nature of the force used or the nature of the sexual misconduct, the location and time of the incident, and the persons involved. Section. 794.027, F.S. - A person who observes the commission of the crime of sexual battery and who:
- a) Has reasonable grounds to believe that he or she has observed the commission of a sexual battery;
  - b) Has the present ability to seek assistance for the victim or victims by immediately reporting such offense to a law enforcement Officer/staff;
  - c) Fails to seek such assistance;
  - d) Would not be exposed to any threat of physical violence for seeking such assistance;
  - e) Is not the husband, wife, parent, grandparent, child, grandchild, brother, or sister of the offender or victim, by consanguinity or affinity; and
  - f) Is not the victim of such sexual battery
  - g) is guilty of a misdemeanor of the first degree, punishable as provided in s. [775.082](#) (imprisonment not exceeding one year) or s. [775.083](#), F.S., (fine not exceeding \$1,000).
- 138.0 Explain the penalties for failure to meet those reporting requirements.
- 139.0 Describe methods and techniques that can be used to prevent “sexual misconduct” and “sexual assault.”
- 140.0 Given the fact that a correctional administrator has determined that sexual misconduct has occurred, describe how this determination affects the employment of those who violated the act.
- 141.0 Identify the consequences of other sexual activities not described in this act, to include:
- a) Sexually transmitted diseases
  - b) Compromise/breach of security
  - c) Termination of staff person’s family relationships
  - d) Potential threats to family
  - e) Alienation between peers/family/friends
  - f) Loss of future possible employment
  - g) If found guilty, loss of certification
  - h) Possibility of civil law suits

**Course Number: CJK0480**

**Occupational Completion Point: A**

**Emergency Preparedness – 26 Hours – SOC Code 33-3012**

**Riot and Disturbance Control: Prevention Procedures and Techniques**

- 01.0 Define "riot" in a correctional setting as an uncontrolled, violent disturbance by inmates, usually directed at the central administration of the correctional facility.
- 02.0 Identify causal factors for riots and disturbances.
- 03.0 List indicators of facility tension often preceding riots and disturbances.
- 04.0 Explain that riots and disturbances are sometimes used as "fronts" or diversions for some unauthorized activity, most notably escape.
- 05.0 Indicate that the correctional officer discovering the disturbance will immediately notify the central communications area and secure the disturbance area to prevent:
  - a) other inmates from joining the riot
  - b) the taking of hostages
  - c) injury of personnel not involved
  - d) damage to other areas
- 06.0 Identify standard procedures for officers to follow in a riot or disturbance.
- 07.0 Identify items which may be needed in a riotous situation.
- 08.0 Identify priorities in a riotous situation.
- 09.0 Identify general guidelines for riot/disturbance situations.
- 10.0 Explain that the purpose of a riot and disorder plan is to establish policies and procedures and areas of responsibility in the event of a riotous situation in a correctional facility.
- 11.0 Identify types of force that can be used against rioting inmates.
- 12.0 Summarize post-riot procedures that should be followed.

### **Techniques for Handling Unusual Occurrences**

- 13.0 Identify procedures to follow when responding to an inmate's death.
- 14.0 Explain the primary objectives in the event of food poisoning in a correctional facility.
- 15.0 Identify procedures to follow when responding to an apparently intoxicated inmate.
- 16.0 Visually inspect for apparent drugs and identify procedures to follow when responding to an apparently drugged inmate who is comatose or in a stupor, to include:
  - a) call for assistance as situation dictates
  - b) ensure area is secured
  - c) notify medical staff
  - d) provide emergency medical procedures as necessary
  - e) protect inmate from self-injury in case of violent reactions from drugs
  - f) transport to medical facility
  - g) search for the drug(s) taken by the inmate
  - h) prepare a report

### **Procedures if Taken Hostage**

- 17.0 Identify guidelines to follow in the event he/she is taken hostage within a correctional facility, to include:
  - a) cooperate with captors
  - b) keep a low profile
  - c) do not interfere with discussions being held by your captors
  - d) appear disinterested, but be aware of what is taking place
  - e) do not appear to witness inmate crimes; keep your face down or look away
  - f) remain calm; don't appear frightened or panicked
  - g) attempt to rest and relax by thinking about pleasant scenes or memories
  - h) drink water and eat even if you are not thirsty or hungry in order to maintain strength

- i) give up your possessions, if asked, but avoid giving up uniform items
- j) allow the hostage-takers to talk; say as little as possible about the situation, but encourage them to be more reasonable
- k) do not refer to your captors by name, unless their faces are uncovered
- l) transmit messages readily, without editing them, if you are chosen as an intermediary between rioters and correctional officials
- m) do not volunteer to communicate with the authorities yourself
- n) encourage your captors to inform the authorities that you are being held and, if possible, tell them where you are being held
- o) think ahead of an escape route
- p) drop quickly to the floor and put your hands on your head if there is an assault and shots are fired
- q) identify yourself to the officials, when appropriate; do not resist being apprehended until positive identification is made
- r) try to remember the inmate leaders, agitators, and others actively involved in the incident without being obvious
- s) try to remember specific acts of violence and other experiences that you witnessed
- t) ensure that you are thoroughly debriefed
- u) make notes immediately after you are released to help in subsequent prosecution

## Emergency Procedures

- 18.0 Identify the situations which may constitute an emergency within a correctional facility, to include:
  - a) fire
  - b) riot or disturbance
  - c) hostage-taking
  - d) escape
  - e) natural, man-made, or health disaster
  - f) bomb threat
  - g) external threats to security
- 19.0 Identify the elements of emergency plans for correctional facilities, to include:
  - a) signals which communicate the emergency to staff
  - b) decision-making authority in emergency situations
  - c) definitions of when emergencies exist
  - d) agencies and officials to notify
  - e) facility layout
    - diagrams of evacuation routes
    - location of emergency exits, equipment, keys, etc.
  - f) responsibilities of each position/area
  - g) provisions for records and logs to be kept
  - h) specific plans for each type of emergency
- 20.0 Explain that emergency plans are meaningless unless:
  - a) staff is familiar with emergency plans and procedures
  - b) staff is fully trained to implement the plans
  - c) staff regularly practices emergency procedures
- 21.0 Identify standard procedures for officers to follow in fire emergencies, to include:
  - a) notify control center by:
    - activating fire alarm system

- calling control center with exact description of the situation
  - b) realize control room may:
    - call local fire department
    - notify affected areas
    - direct available personnel to affected area
    - alert outside perimeter posts to maintain high security levels
    - notify personnel on emergency notification roster
    - alert maintenance and medical departments
    - make emergency keys available to officer in charge
    - maintain emergency log
  - c) assess fire
    - type
    - size
    - location
  - d) evacuate area or attempt to extinguish/control fire depending upon prior assessment
    - evacuate
      - upon direction of supervisor, move persons in orderly fashion to safe, secure area
      - close windows and doors along evacuation route
      - do not use elevators for evacuation
      - turn off all electrical switches
      - conduct inmate count
      - account for all persons known to have been in area
    - extinguish/control
      - use appropriate type of extinguisher for type of fire
      - use short bursts from extinguisher at base of flame
  - e) maintain high level of security; possibility of escape is increased during an emergency
  - f) perform all duties as assigned by officer in charge
    - authority for facility shall be highest rank-ing officer on duty
    - authority for controlling/extinguishing fire shall be highest ranking fire department official
  - g) perform/arrange for immediate medical attention for injured persons
  - h) protect fire scene
  - i) write appropriate reports and debrief
- 22.0 Identify items which may be needed in a fire emergency, to include:
- a) communications equipment
  - b) emergency keys
  - c) alarm system
  - d) firefighting equipment
  - e) protective breathing apparatus
  - f) emergency power source
  - g) medical supplies
  - h) logs/report forms
- 23.0 Identify standard procedures for officers to follow when dealing with a situation in which hostages have been taken, to include:
- 23.01 notify control center
- 23.02 realize control center alerts designated persons, other areas of facility, other agencies, and hostage negotiating team

- 23.03 be aware that officer in charge will define problem as quickly as possible: hostage situation due to escape attempt, grievance, emotionally disturbed inmate, etc.
- 23.04 follow instructions of officer in charge, such as to:
  - a. determine weapons which inmates possess
  - b. secure hostage area to limit access
  - c. limit the captors' view of the situation
  - d. remove inmates who are not participating to another area and secure them as soon as possible
  - e. count and identify all secured inmates to determine those inmates involved in the hostage situation
  - f. use force to the degree required and only under orders
- 23.05 write appropriate reports and debrief
- 24.0 Identify important considerations in a hostage situation, to include:
  - 24.01 employees taken hostage have no authority while being held as hostages, regardless of rank or position
  - 24.02 officers should not enter an area where a disturbance is occurring
  - 24.03 response techniques differ depending upon the number of inmates involved in the hostage incident
    - a. when only a few inmates have taken hostages, usually the best approach is to wait and negotiate
    - b. when a large group of inmates have taken hostages, it is usually more advantageous to immediately attempt to free the hostages
  - 24.04 hostage situations arising from escape attempts are more likely to have been planned and organized than those in riot situations
  - 24.05 officers involved must exercise complete and absolute self-control throughout the hostage episode, especially with regard to firearms
  - 24.06 the safety of the hostages must be the primary concern of everyone, after consideration for the general public
  - 24.07 officers should not attempt to negotiate with the hostage takers or give in to their demands; tell them that you do not have the authority to make decisions as to their demands and they must wait for higher authority
  - 24.08 if participating in a tactical response team, rescue by use of force only if it would not jeopardize the life of a hostage or if the hostage is in immediate danger of death or grievous bodily harm
- 25.0 Identify standard procedures for officers to follow in the event an escape occurs, to include:
  - a) notify control center
  - b) realize control center alerts designated persons, other areas of facility such as perimeter posts, law enforcement agencies, State Attorney's Office and Sentencing Judge
  - c) follow instructions of officer in charge, such as to:
    - perform complete lock-down of inmate population
    - secure exterior
    - remove visitors
    - conduct count; identify escapee
    - locate and secure means of escape
    - gather information, if available, on direction of escapee's travel, if armed, etc.; search escapee's property for clues (letters, maps, etc.)

- search for escapee(s)
  - apprehend escapee(s) or discontinue search when advised
- a. write appropriate reports and debrief
  - b. Identify items which may be needed in an escape situation, to include:
  - c. communications equipment with batteries
  - d. alarm/signal device
  - e. floor plan, layout, and maps
  - f. flashlight with batteries
  - g. spotlight
  - h. dogs
  - i. vehicles
  - j. restraint devices
  - k. weapons
  - l. log/report forms
- 26.0 Identify standard procedures for officers to follow in a natural or man-made disaster, to include:
- a. contact officer in charge for specific instructions, such as to:
    - suspend normal operations
    - secure inmates
    - perform inmate count
    - secure all buildings and portable equipment
    - provide medical treatment as required
    - arrange for transport to medical facility if required
    - assist with emergency distribution of food and provisions for inmates and staff
  - a. write appropriate reports and debrief
  - b. List items which may be needed in a natural or man-made disaster, to include:
  - c. back-up communications equipment
  - d. back-up power source
  - e. flashlights with batteries
  - f. emergency food supplies (non-perishable)
  - g. stored water
  - h. medical supplies
  - i. additional bedding and linens
  - j. vehicles for evacuation
  - k. emergency vehicles
- 27.0 Identify standard procedures for officers to follow in the event of a bomb threat, to include:
- a. if receiving bomb threat call, attempt to obtain as much information as possible, such as:
    - exact location of device
    - time set for detonation
    - description of device or packaging
    - reason for call or threat
    - make note of:
      - time and date of call
      - exact language used by caller
      - gender of caller

- estimated age of caller
- peculiar or identifiable accent of caller
- identifiable background noises
- a. notify control center
- b. realize control center alerts designated persons, appropriate law enforcement agencies, local fire department, appropriate bomb disposal units
- c. follow instructions of officer in charge, such as to:
  - evacuate area
  - secure inmates outside of suspected area
  - search systematically for device
- d. if device is found, do not disturb, instead:
  - notify officer in charge
  - evacuate area if ordered
  - open all doors and windows in area
  - control access to area
  - communicate via telephone, intercom or runner; walkie-talkie or signal radios must not be used as this can activate some bomb components
- e. if explosive device detonates within the facility, officers should:
  - secure area to prevent escapes
  - care for injured
  - guard against further injury
  - curtail gas and electric power to area if necessary
  - stay out of area until cleared by the bomb disposal units, fire department, and officer in charge
- f. write appropriate reports and debrief

28.0 Identify the document that describes emergency procedures of the agency by which he/she has been employed or sponsored.

### **Firefighting Principles/Procedures**

- 29.0 List components of fire, which include:
- a) heat
  - b) fuel
  - c) oxygen
  - d) chemical chain reaction
- 30.0 List the four classes of fire and give an example of each class, to include:
- a) Class A: ordinary combustibles; e.g., wood, cloth, paper, etc.
  - b) Class B: flammable liquids; e.g., gasoline, kerosene, propane, butane, alcohol, grease, oil, lacquer, lacquer thinners, etc.
  - c) Class C: electrical; e.g., involving energized electrical equipment (appliances, panels, switches, etc.)
  - d) Class D: combustible metals; e.g., magnesium, titanium, potassium, sodium, etc.
- 31.0 Identify the products of combustion, to include:
- a) heat
  - b) flame or light
  - c) smoke

- d) fire gases
- 32.0 Name three safety checks to perform on portable fire extinguishers, to include:
  - a) charge
  - b) hose
  - c) nozzle
- 33.0 Relate the classes of fires to the appropriate portable extinguisher that should be used.
- 34.0 List the safety precautions that must be followed when operating a portable fire extinguisher, to include:
  - a) use water on class A fires only
  - b) never aim an extinguisher at anyone
  - c) replace partially used extinguishers
- 35.0 Describe the basic procedures for using a portable fire extinguisher, to include:
  - a) **P**ull pin
  - b) **A**im nozzle
  - c) **S**queeze handle
  - d) **S**weep at the base of the flame (from side to side and front to back)
- 36.0 Demonstrate extinguishing fire using extinguishers appropriately, to include:
  - a) ABC multipurpose dry chemical
  - b) water-base
  - c) hose handling units
- 37.0 Explain the types of drags and carries used in a fire rescue operation, to include:
  - a) lone rescuer
  - b) extremities
  - c) cradle-in-arms
  - d) seat
  - e) bunker coat or blanket drags
- 38.0 Explain the primary purpose of fire rescue operations is locating and freeing victims and transporting them to a safe, secure area.
- 39.0 Demonstrate the proper use of a self-contained breathing apparatus.

### **Response to Hazardous Materials/Waste Incidents**

- 40.0 Define hazardous materials as substances (solids, liquids, or gases) that when released are capable of causing harm to people, the environment, and property.
- 41.0 Identify the differences between hazardous materials emergencies and other emergencies as:
  - a) seldom any prior warning
  - b) greater potential for long term health problems
  - c) requires multiple agency response
  - d) more likely to need outside assistance
  - e) individual event is likely to be longer lasting
  - f) may involve unseen hazards
- 42.0 Identify the responsibilities associated with a hazardous materials response, to include:
  - a) detect the presence of hazardous materials
  - b) survey the incident from a safe location
  - c) identify the materials
  - d) collect hazard information
  - e) implement protective actions
  - f) initiate the notification process



- 43.0 Identify the DOT hazard classes of hazardous materials using the DOT ERG, and the primary hazards associated with each class as:
- Class 1 explosives:  
exposure to heat, shock or contamination could result in thermal and mechanical hazards
  - Class 2 gases:  
under pressure, container may rupture violently (fire and non-fire); may be flammable, poisonous, a corrosive an asphyxiant, an/or an oxidizer; may cause frostbite
  - Class 3 flammable and combustible liquids:  
flammable; container may rupture violently from heat/fire; may be corrosive, toxic, and/or thermally unstable
  - Class 4 flammable solids:  
flammable, some spontaneously; may be water reactive, toxic, and/or corrosive; may be extremely difficult to extinguish
  - Class 5 oxidizing substances:  
supplies oxygen to support combustion; sensitive to heat, shock, friction, and/or contamination
  - Class 6 poisons and infectious substances:  
toxic by inhalation, ingestion, and skin and eye absorption; may be flammable
  - Class 7 radioactive substances:  
may cause burns and biologic effects; contamination of surroundings
  - Class 8 corrosives:  
disintegration of contacted tissues; may be fuming, water reactive, destructive to metals
  - Class 9 miscellaneous hazardous materials
- 44.0 Identify typical locations within the institution or detention facility where hazardous materials are stored, transported, used, or disposed of, such as:
- a) maintenance areas
  - b) warehouse
  - c) automotive shop
- 45.0 Identify that hazardous materials may be found in various types of containers, such as:
- a) wooden boxes
  - b) metal drums
  - c) cylinders
  - d) multi-wall paper bags
- 46.0 Identify typical facility and transportation markings and other sources of information that indicate the presence of hazardous materials, including:
- a) United Nations/North American (UN/NA) identification number
  - b) National Fire Protection Association (NFPA) 704 marking system
  - c) special hazard communication
  - d) pipeline markings
  - e) container markings
  - f) materials safety data sheets
  - g) shipping papers (air, water, rail, highway) (location) (shipper, receiver, manufacturer) (contacts)
  - h) placards and labels
  - i) colors
- 47.0 Identify how to read and understand information found on Materials Safety Data Sheets (MSDS's) to include:
- a) Manufacturer's Name

- b) Product Name (chemical and/or generic name)
  - c) Hazardous Ingredients
  - d) Physical Data
  - e) Toxicological Information
  - f) Health Hazard Data
  - g) Reactivity Data
  - h) Spill and Leak Procedures
  - i) Special Protection Information
- 48.0 Identify the procedures to follow in the event of a hazardous materials incident of any type, to include:
- a) notify the state warning points within 15 minutes of spill and provide the following information:
    - the name of the chemical or material
    - type and quantity of spill
    - the location
    - whether or not there is a possibility of water contamination
    - what action has been taken for containment
  - b) follow any and all procedures as required by the local authorities (county and/or city)
- 49.0 Identify that an officer can obtain additional assistance during a hazardous materials/waste spill situation by contacting the Chemical Transportation Emergency Center (CHEMTREC) at 1-800-424-9300. CHEMTREC has the capability to contact the shipper, manufacturer, or other sources for more detailed assistance and follow-up support.
- 50.0 Identify the capabilities and limitations of the use of human senses at a hazardous materials incident, to include:
- a. vision - plays key role in determining presence of hazardous materials, smoke, fire, vapor or gas clouds; limited when light or visibility is poor
  - b. hearing - important, especially when witnesses are present or there are unusual sounds
  - c. taste, touch or smell - use of these senses risks exposure to the substance; should not be used intentionally in an incident
- 51.0 Identify the three methods for determining the appropriate guide number for a specific hazardous material in the DOT Emergency Response Guidebook (ERG) as:
- a) find the 4-digit ID number of a placard, orange panel, or after UN/NA on a shipping paper or package
  - b) find the name of the material on a shipping paper, placard or package
  - c) use the table of placards
- 52.0 Identify the way hazardous materials are harmful to people, the environment, and property at hazardous materials incidents, such as:
- a. people - immediate and long term health hazards, e.g., asphyxiation, chemical burns, tissue destruction, cancer
  - b. environment - pollution to water sources, air and land; death or serious injury to wildlife and domestic animals
  - c. property - immediate destruction of property through fires, explosion; long term contamination
- 53.0 Identify the general routes of entry for human exposure to hazardous materials.
- a) inhalation
  - b) ingestion
  - c) skin absorption

- d) injection
- 54.0 Identify the basic precautions to be taken to protect oneself and others in a hazardous materials incident, as:
  - a) approach from upwind, uphill
  - b) use binoculars if available, or observe from a safe distance
  - c) vehicle can be an ignition source
  - d) look for hazards, avoid tunnel vision, relay information/notification
  - e) try to stay as far away as practical (a minimum of 500 feet if possible) and keep others out of area
- 55.0 Identify precautions necessary when providing emergency medical care to hazardous materials incident victims as:
  - a) identify the hazardous material substance
  - b) make sure that contaminated victims and equipment are decontaminated prior to your contact with them
  - c) use barrier protection such as face mask, protective gloves and gown
  - d) use as much disposable equipment as possible
  - e) if contaminated, make sure that you and your clothing are fully decontaminated as soon as possible
- 56.0 Identify typical ignition sources and precautions at flammable liquid or gas incidents as:
  - a) fires - extinguish as quickly as possible
  - b) flares - do not use in hazardous materials emergencies; use traffic cones or reflective triangles
  - c) vehicles - park away, upwind and uphill from the scene; control access; if vehicles are on the scene, have engines turned off to avoid engine heat and backfiring
  - d) smoking - prohibit all smoking
- 57.0 Identify the techniques used to isolate and deny entry to unauthorized persons during evacuation and hazardous conditions as:
  - a. seal off contaminated area in accordance with institution/detention facility standard operating procedure
  - b. perimeter control
- 58.0 Demonstrate, given a hazardous materials incident scenario, the role of an officer at the awareness level, to include:
  - a) recognize that hazardous materials are present
  - b) protect themselves
  - c) call for trained personnel
  - d) secure the area
- 59.0 Identify those situations where hazardous materials are present, given incident scenarios involving a state/county correctional facility and/or transportation situations with and without hazardous materials present.
- 60.0 Given a simulated state/county correctional facility and transportation hazardous materials incident, identify the actions to be taken to protect themselves and others and to control access to the scene, using the DOT ERG.

**Course Number: CJK0102**

**Occupational Completion Point: A**

**Correctional Operations – 64 Hours – SOC Code 33-3012**

**Chain of Command and Organization**

- 01.0 Define “chain of command” as that connection or linkage of authority and responsibility that joins one level of an organization to another.
- 02.0 Define “organization” as a group of two or more people who cooperate to accomplish an objective(s).
- 03.0 Identify the purposes of chains of command and organizations, to include:
  - a. to facilitate accomplishment of objectives
  - b. to uniformly channel information, authority, and responsibility throughout the organizational structure
  - c. to provide a structural relationship between each employee and the chief executive officer
  - d. to limit the number of people who report to the chief executive officer

### **Inspection Services**

- 04.0 Identify the difference between an inspection and a search as: an inspection is checking to see that equipment, facilities, etc., meet a standard (i.e., looking for a “known”) while a search is looking for an unknown.
- 05.0 Identify that Florida Statutes address inspection services by stating:
  - a) duties of the inspector general (s. 944.31, F.S.)
  - b) duties of prison inspectors (s. 944.31, F.S.)
- 06.0 Identify the purposes of inspection, to include:
  - a) ensure security of facility
  - b) ensure safety of inmates, staff, and visitors
  - c) ensure healthy conditions within facility
  - d) ensure proper operation of equipment
- 07.0 Identify categories of official personnel which conduct inspections, to include:
  - a) officers
  - b) supervisors/managers
  - c) prison inspectors
  - e) state fire inspector
  - f) facility safety officers
- 08.0 Identify the duties of official prison inspectors, to include inspection of:
  - a. physical conditions
  - b. cleanliness
  - c. sanitation
  - d. safety
  - e. comfort
  - f. quality and supply of all bedding
  - g. quality, quantity and diversity of food
  - h. manner in which food is served
  - i. number and condition of inmates
  - j. general conditions of each facility
  - k. all rules and regulations are observed
- 09.0 Explain that officers should request inspections any time a problem is suspected; request through chain of command by advising immediate supervisor.
- 10.0 Identify important considerations for effective organizations, to include:
  - a. achieve unity of purpose
  - b. remain flexible; adapt to necessary changes without interfering with the major objectives of the organization

- c. coordinate activities, not people
  - d. depend upon proper functioning of sub-units
  - e. allow each person to comprehend extent of his/her duties
  - f. identify each task as the unmistakable duty of someone; accountability
  - g. are only as strong as their weakest element
- 11.0 Identify important considerations for effective chain of command, to include:
- a. each unit submits to some kind of authority for the sake of achieving a common goal
  - b. provides a means of checking, directing, controlling necessary for authority to be delegated properly and communication to flow freely
  - c. each individual, unit, and situation must be under the immediate control of only one person
  - d. responsibility exists at every level of authority
  - e. employees should strive at all times to operate within the chain of command and keep supervisors informed of their activities
  - f. violations of chain of command may prove detrimental to overall effectiveness of organization; results in confusion, lack of coordination
  - g. chain of command must be applied with reason so that it facilitates, not impedes, the operations of the organization
  - h. sometimes may be necessary to bypass chain of command in emergencies, where time can be a crucial factor

### Inspection Services

- 12.0 Identify the difference between an inspection and a search as: an inspection is checking to see that equipment, facilities, etc., meet a standard (i.e., looking for a "known") while a search is looking for an unknown.
- 13.0 Identify that Florida Statutes address inspection services by stating:
- a. duties of the inspector general (s. 944.31, F.S.)
  - b. duties of prison inspectors (s. 944.31, F.S.)
- 14.0 Identify the purposes of inspection, to include:
- a. ensure security of facility
  - b. ensure safety of inmates, staff, and visitors
  - c. ensure healthy conditions within facility
  - d. ensure proper operation of equipment
- 15.0 Identify categories of official personnel which conduct inspections, to include:
- a. officers
  - b. supervisors/managers
  - c. prison inspectors
  - d. state fire inspector
  - e. facility safety officers
- 16.0 Identify the duties of official prison inspectors, to include inspection of:
- a. physical conditions
  - b. cleanliness
  - c. sanitation
  - d. safety
  - e. quality, quantity and diversity of food
  - f. manner in which food is served
  - g. number and condition of inmates
  - h. general conditions of each facility
  - i. all rules and regulations are observed

- 17.0 Explain that officers should request inspections any time a problem is suspected; request through chain of command by advising immediate supervisor.

### Facility Inspection Techniques

- 18.0 Identify when to perform inspections, to include:
- a. on routine, regular schedule
  - b. before and after any activity
  - c. when problem is suspected
- 19.0 Identify what to inspect, to include:
- a. facility
    - structure
    - lighting and other electrical
    - plumbing
    - heating and ventilation
    - security
      - bars
      - locks
      - doors and gates
      - windows
    - alarms
    - emergency exits
    - fences
  - a. equipment and supplies
    - recreational
    - cleaning
    - firefighting
    - weapons and ammunition
    - vehicles
    - communications
    - security
    - keys/locks
    - laundry
    - food preparation/serving
    - flammable, combustible materials
    - medical
    - furnishings
- 20.0 Identify where to inspect, to include:
- a. cells and dorms
  - b. recreational areas (inside and outside)
  - c. kitchens
  - d. dining halls
  - e. toilets and showers
  - f. storage areas
  - g. work areas
  - h. facility service areas: hospital, library, cosmetology, etc.
  - i. warehouses
  - j. dayrooms
  - k. perimeter buildings and fences

- l. visitation areas
  - m. compound
- 21.0 List items needed to conduct inspections, to include:
- a. logs and report forms
  - b. inventory and identification lists
  - c. flashlight
  - d. mounted mirror
  - e. any necessary tools such as screwdriver
  - f. operating instruction manuals
- 22.0 Identify how to perform inspections, to include:
- a. schedule inspection
  - b. consult agency's inspection guidelines for each type of inspection
  - c. be thoroughly familiar with agency's standards
  - d. review safety procedures for inspecting operation of equipment
  - e. remove inmates from area to be inspected, search inmates, place inmates under supervision until conclusion of inspection
  - f. check for cleanliness, condition, safety
  - g. consult inventory and identification lists
  - h. use these senses, where appropriate:
    - vision
    - hearing
    - smell
    - touch
  - a. begin inspection at a readily recognizable point
  - b. inspect in orderly sequence
  - c. operate any equipment
  - d. record deficiencies as you find them
  - e. make any on-the-spot corrections possible
  - f. leave the area the way it was found, never in disorder
- 23.0 Identify criteria for inspections, to include:
- a. thorough
  - b. systematic
  - c. timely
  - d. safe
  - e. in compliance with rules and regulations
- 24.0 Identify what to do with inspection results, to include:
- a. complete appropriate log or report form
  - b. submit to supervisor
  - c. notify supervisor immediately of any dangerous situations
  - d. schedule follow-up inspection, if necessary
- 25.0 Demonstrate inspection techniques for:
- a. cell
  - b. food preparation area
  - c. security equipment

### **Vehicle Inspection Techniques**

- 26.0 Identify equipment checks that should be made before and during vehicle operations, to include:
- a. physical damage

- b. lighting equipment
  - c. horn, siren, and emergency lights
  - d. gas, oil, and water levels
  - e. brakes
  - f. tires (including spare)
  - g. windshield, windows, and mirrors
  - h. windshield wipers
  - i. all departmental equipment assigned to the vehicle such as flares, first aid kit, and other supplies
  - j. vehicle operation during tour; note abnormalities
- 27.0 Identify an officer's responsibility for the operation of a safe vehicle, to include:
- a. inspect before and after use
  - b. ensure maintenance/repair will be performed
  - c. recheck vehicle after maintenance
  - d. determine when and if vehicle is unsafe
- 28.0 Identify that knowing your vehicle is important because it applies to safe vehicle operation.
- 29.0 Demonstrate proper vehicle inspection techniques.

### **Safety Requirements/Procedures**

- 30.0 Identify factors influencing safety in a correctional setting, to include:
- a. close proximity of people
  - b. unusual stress situations
  - c. improper handling of tools and equipment
  - d. improper use/storage of hazardous materials
- 31.0 Identify the correctional officer's responsibility as providing safety for him/herself, peers, visitors and inmates supervised.
- 32.0 Identify general areas of safety concern within the correctional setting, to include:
- a. housing
  - b. workcrews
  - c. recreational areas
  - d. food services
  - e. medical/health services
- 33.0 Identify various potential hazards within the housing areas, to include:
- a. exits covered and not accessible, or exit light not operating and visible
  - b. walkways cluttered or furniture protruding which could cause injury
  - c. accumulation of paper material
  - d. spills on floor areas
  - e. water fountains leaking or overflowing
  - f. inadequate number of fire extinguishers
  - g. inmates smoking in bed or other unauthorized area
  - h. frayed electrical cords
  - i. inadequate electrical grounds
  - j. loose items on floors (paper clips, pencils, etc.)
  - k. failure to be familiar with emergency procedures
- 34.0 Identify various potential hazards while supervising workcrews, to include:
- a. improper use of tools and equipment
  - b. failure to wear safety equipment
  - c. improper lifting techniques
  - d. improper driving techniques



- 35.0 Identify various potential hazards within the dining area, to include:
- a. spills on floor surfaces
  - b. lids off of pots and other cooking utensils
  - c. grease build-ups around cooking surfaces
  - d. disorderly conduct in dining area
  - e. improperly maintained fire extinguishing equipment

### **Environmental Health Requirements/Procedures**

- 36.0 List the components of a complete environmental health program where, if deficiencies are noted, they should be reported, to include:
- a. sanitary food
  - b. effective program to eliminate rodents
  - c. water supply sanitary and adequate to meet demands
  - d. heat, electricity, ventilation meet demand load
  - e. adequate lighting
  - f. adequate space
  - g. proper sewage and liquid waste disposal
  - h. measures to prevent spread of communicable diseases
  - i. clean bedding
  - j. adequate laundry
  - k. maintenance of facility: floors, walls, ceilings, bars, equipment clean and in good repair
  - l. designed for minimum noise
  - m. designed to accommodate handicapped
  - n. designed and constructed to minimize dangers of explosion, fire, and fire spread
  - o. safe storage of drugs; poisons; flammable, caustic, and toxic materials
  - p. sanitation inspections by governmental health officials
- 37.0 Explain the rights of inmates with regard to environmental health, to include:
- a. right to clean, orderly and safe surroundings
  - b. unsanitary facilities constitute cruel and unusual punishment; violation of Eighth Amendment
- 38.0 Explain that management is responsible for the environmental health program in a correctional facility; inmates merely perform tasks as assigned.
- 39.0 Identify the elements of a sanitation plan, to include:
- a. daily routine and schedules
    - housekeeping
      - cells and housing areas cleaned
      - toilets, sinks, showers cleaned
      - activity and service areas cleaned
      - garbage cans emptied and cleaned
      - special areas cleaned after use
      - food service area cleaned after each meal
    - laundry
      - clothing laundered minimum three times per week
      - linens laundered weekly
  - a. established methods and procedures
  - b. assignments
    - who is responsible for task

- who performs task
  - a. schedule of inspections
  - b. description of each required report/log
    - type of form
    - who completes form
    - when form is to be completed
    - how to complete form
    - routing of form
- 40.0 List sanitation equipment and supplies, to include:
- a. soaps and cleaning compounds
  - b. detergent and scouring powders
  - c. mops
  - d. brooms
  - e. brushes
  - f. cleaning cloths
- 41.0 Identify areas within a correctional facility which require environmental health inspections, to include:
- a. general areas
    - housing
    - activity
  - a. special consideration areas
    - holding rooms
    - confinement areas
    - receiving shower areas
    - observation rooms
    - detoxification
    - hospital/infirmary
    - food storage and preparation
    - garbage and trash disposal areas
    - food processing industries
- 42.0 Identify the role of the correctional officer with regard to the environmental health program, to include:
- a. be thoroughly familiar with facility's requirements, methods, schedule
  - b. constantly observe for unsanitary conditions
  - c. enforce housekeeping standards for cells and activity areas
  - d. assign sanitation tasks
  - e. fairly and consistently
  - f. rotate so all inmates learn all tasks
  - g. supervise inmates performing clean-up duties
  - h. praise inmates when work is good
  - i. perform regular inspections
  - j. issue/inventory/receive cleaning supplies and equipment
  - k. write appropriate reports/logs
- 43.0 Identify other special considerations in an environmental health program, to include:
- a. provide paper drinking cups unless water fountain is available
  - b. need thermostatically controlled water to prevent scalding in showers
  - c. assure security of all cleaning agents
  - d. thoroughly train inmates assigned to operate equipment in special cleaning tasks

## Health Care Service Requirements/Procedures

- 44.0 Define “health care” as the sum of all action taken, preventive and therapeutic, to provide for the physical and mental well-being of a population, to include:
- a. medical
  - b. dental
  - c. personal hygiene
  - d. dietary
  - e. mental
- 45.0 Explain the rights of inmates with regard to health care, to include:
- 45.1 health care services comparable in quality to those available to the general citizen populace of the state
  - 45.2 each inmate has access to quality service that meets professional standards
  - 45.3 indifference to medical needs of inmates (by physician or correctional officer) is a violation of the Eighth Amendment
  - 45.4 healthful surroundings
  - 45.5 medical treatment in private setting; consideration of patient’s dignity and feelings
  - 45.6 informed consent required for all examinations, treatments, procedures; record refusals in inmate’s medical records
  - 45.7 informed consent of parent or guardian required for juveniles
  - 45.8 no medical or drug experimentation on inmates by medical staff or outside researchers
- 46.0 Describe the importance of health care services, to include:
- a. failure to provide adequate services can result in inmate injury or death
  - b. possible personal liability and damages
- 47.0 Identify the functions of health care services, to include:
- a. inform inmates of available services
  - b. make written policies and procedures available to inmates concerning services
  - c. perform medical screening upon intake
  - d. provide dental screening, hygiene, examination and treatment
  - e. provide screening, referral and care of mentally ill and mentally retarded
  - f. maintain medical and dental care; sick call
  - g. perform physical examinations
  - h. administer medications
  - i. conduct body cavity searches
- 48.0 Identify the duties of a correctional officer with regard to health care, to include:
- a. observe, question inmates for referral to medical services
  - b. report medical concerns to supervisor
  - c. respond to requests for medical attention
  - d. log inmates visiting or transferred to medical facility
  - e. provide supervision for inmates receiving health care services
  - f. distribute special diets to inmates as directed by medical personnel
  - g. notify medical personnel in an emergency
  - h. perform first responder techniques if necessary
  - i. transport injured if necessary
  - j. write appropriate logs/reports
- 49.0 Identify general guidelines for observation of health of inmates, to include:
- a. general appearance
    - color
    - posture

- energy level
  - emotional response
  - b. appetite
  - c. chills
  - d. convulsions
    - continuous tension or alternation of rigidity and relaxation
    - remained conscious or lost consciousness
  - e. cough
    - frequency
    - sound
  - f. parts of body
    - size - protruding, enlarged
    - appearance - rigid, eruptions
    - drainage - amount, type, color
    - color - flushed, pale, jaundiced (yellow)
    - feel - dry, moist, warm, cold
  - g. speech
    - hoarse
    - weak
    - abnormalities
  - h. pain
    - type of - dull, severe, stabbing, transient
    - location
  - i. posture
    - lying - relaxed; straight and rigid; back arched and rigid
    - standing - stooped; unsteady
    - walking - shuffling; staggering
- 50.0 Identify procedures to follow when an individual is suspected of, or confirmed to have, a communicable disease, to include:
- a. arrange medical attention
  - b. remove individual from general population
  - c. house in isolation area
  - d. observe closely
  - e. record progress accurately
  - f. assure sanitation procedures
    - safe food handling
    - frequent hand washing
  - g. provide good ventilation

### **Hospital Requirements and Procedures**

- 51.0 Identify procedures for responding to unusual clinical events and incidents of an inmate-patient in a hospital environment, to include:
- a) notifying the nearest medical personnel for assistance if the inmate exhibits any of the following:
    - unusual or excessive bleeding
    - complaint of pain
    - other signs of medical distress (e.g., sweating, nausea, shortness of breath, paralysis)

- dislodging of medical devices or equipment (e.g., intravenous (IV) lines or monitors)
  - b) assisting in completing incident report forms when requested
- 52.0 Identify the hospital's channels of clinical, security, and administrative communication, to include:
- a) security and administrative communication is directed to the hospital's security department or representative
  - b) clinical or medical communication is directed to the nurse or patient care team assigned to care for the inmate-patient
- 53.0 Identify that on arrival at a hospital, review issues with medical staff to make sure they do not conflict with agency policy, to include:
- Visitation
  - suicide precautions
  - phone access
  - visitation and access to telephones are usually prohibited to the patient-inmate
- 54.0 Describe the distinction between administrative restraints and clinical seclusion and clinical restraint:
- a) administrative restraints are devices used by correctional officers to secure an inmate while in the hospital
  - b) hospital employees apply clinical seclusion and restraint only under specific medical criteria
- 55.0 Describe procedures for using restraints in a hospital environment, to include:
- a) hospitals usually require that inmates be administratively restrained at all times; (the level of restraint may depend on medical procedures being administered; refer to both departmental policy and each hospital's policy or procedure)
  - b) administrative restraints may be removed temporarily, with the knowledge of the facility officer-in-charge, to conduct medical tests or procedures; administrative restraints must be re-applied once the test, procedure or examination has been completed; removing handcuffs and leg restraints at the same time is prohibited (refer to departmental policy)
- 56.0 Identify additional inmate-patient security measures, to include:
- a) stay in close proximity to the inmate-patient at all times; if the patient-inmate is in isolation the officer will be stationed outside the door
  - b) if the inmate-patient is in the operating room (OR) or intensive care unit (ICU), follow directions of hospital employees but do not violate agency policy
  - c) during a fire alarm, prepare the inmate-patient to be moved if directed by hospital employees
  - d) if you see fire or smoke, notify the nearest hospital employee or pull the handle on the nearest fire alarm

### **Food Service Requirements/Procedures**

- 57.0 Identify the rights of inmates with regard to the food service program, to include:
- a) nutritionally balanced, wholesome diet
  - b) three meals per day
  - c) proper amounts - adequate and equal
  - d) properly prepared – sanitary
  - e) at least two hot meals per day

- f) breakfast never more than 14 hours following beginning of evening meal
  - g) food never withheld as punishment or given as reward
  - h) special diets for medical problems - diabetes, ulcers, cardiac conditions, etc.
  - i) special diets for religious preferences
- 58.0 Identify the functions of the food service program, to include:
- a) prepare and serve palatable food to inmates and staff under optimum custody, security, economy, sanitary, and healthful conditions
  - b) train food service personnel and assigned inmates
- 59.0 Identify the importance of the food service program, to include:
- a) nutritionally adequate to prevent vitamin deficiencies and disease
  - b) improper food service can be serious management problem
  - c) subject of many lawsuits
  - d) influences jail climate
  - e) poor food is major cause of riots
- 60.0 Identify the duties of the correctional officer with regard to the food service program, to include:
- a) supervise inmates preparing food
    - sanitary methods
    - proper amounts
    - correct ingredients
    - proper behavior
  - b) supervise inmates serving food
    - sanitary methods
    - no favoritism or carelessness
  - c) supervise inmates performing clean-up duties
    - proper chemicals used; safe use
    - properly cleaned
    - proper disposal of refuse
  - d) assure orderly serving of food
  - e) observe inmates in dining hall
  - f) maintain order during meal
  - g) ensure inmates receive diet prepared for them
  - h) account for number of food trays with inmate count; one per inmate
  - i) check for proper return of trays and silverware, where applicable
  - j) account for trays, silverware, utensils, equipment, food at end of meal, where applicable
  - k) distribute/remove trays in cell areas
  - l) issue/inventory/receive food service supplies
  - m) inspect food service facilities, supplies and equipment for sanitation
  - n) inspect food/water for sanitation, portion size, bacterial growth, contraband
  - o) complete appropriate reports/logs
- 61.0 Identify special security considerations in the food service program, to include:
- a) large number of inmates congregated in one area; potential for disturbances
  - b) shadow boards for knives and other items which could be used as weapons which must be inventoried for each shift
  - c) strict accounting of silverware which could be fashioned into weapons, where applicable
  - d) possibility of contraband transmitted in food supplies
  - e) secure food items which can be used to produce illegal substances
    - yeast

- dried fruits
  - vanilla or other extracts
  - nutmeg
  - pepper
  - mace
  - sugar
- f) strictly account for all controlled substances by measuring accurately and recording each use in log
- 62.0 Identify special sanitation considerations in the food service program, to include:
- a) follow sanitation requirements in food preparation, serving, clean-up and storage
  - b) all food service workers - staff and inmates - require pre-entry physical examinations and regular inspections
  - c) hygiene of food handlers
    - clean clothes/gloves
    - hair covered
    - wash hands and nails with soap and hot water before work and after using toilet
    - no open sores, burns, etc.
    - no communicable diseases
    - no upper respiratory infections
  - d) no smoking, use of tobacco, or spitting near food
  - e) approximately one-half of all communicable diseases may be transmitted through unsanitary production, handling, preparing, serving food
  - f) when meals are served in cells, remove trays and silverware, if applicable, as soon as meal is finished
  - g) sterilize all utensils at 180 degrees F.
  - h) hot foods must reach 150 degrees F.
  - i) proper storage of foods
    - dry shelf storage - 45 - 80 degrees F.
    - refrigeration - 35 - 40 degrees F.
    - freezer - 0 or below degrees F.
  - j) store food in covered containers
  - k) poisons and toxins should be stored in locked cabinet away from food
- 63.0 Identify important planning considerations in food service programs, to include:
- a) management is responsible for food service program; inmates only perform assigned duties
  - b) menu reviewed by dietitian for well-balanced nutrition and kept on file in facility
  - c) avoid monotony with careful menu preparation
  - d) master menu cycle simplifies projection of food needs
  - e) avoid starchy foods, particularly with juveniles
  - f) commissary should be in addition to, not as a substitute for, a good food program
  - g) prepare and serve food at correct temperature
  - h) serve food promptly after it is prepared

### **Control Room Operations/Procedures**

- 64.0 Identify the general purposes of the control center, to include:

- a) functions as the nerve center of the facility
  - b) integrates all external and internal security and communication networks
  - c) controls access to and from the facility and within the facility (pedestrian and vehicle gates)
  - d) monitors all activities of inmates, staff, and visitors
- 65.0 Identify some typical tasks of control center personnel, to include:
- a) monitor activities constantly and notify shift supervisor of any problems
  - b) tabulate count; maintain inmate status board
  - c) maintain information on inmate lock-ups, releases, movements
  - d) control access; operate remote control panels for gates, doors, sally ports
  - e) issue and receive keys
  - f) maintain control center log of routine and emergency activities
  - g) complete routine forms, documentation, correspondence
  - h) receive and direct telephone calls
  - i) account for all control center equipment and keys and ensure area is in proper order
  - j) conduct checks of all control center equipment
  - k) receive security call-ins or checks from designated posts
  - l) coordinate all communications where officers request assistance
  - m) operate emergency alarms
  - n) maintain list of employee telephone numbers and all emergency telephone numbers
  - o) contact designated persons/agencies in case of emergency
  - p) maintain continuous communication with any area of disturbance
  - q) issue weapons, ammunition, restraints, riot control equipment on order of shift supervisor
  - r) control lighting and power as needed
- 66.0 Identify procedures for maintaining control center logs, to include:
- a) obtain appropriate log book
  - b) open log for specific shift
  - c) make entries for each activity
  - d) leave space between each entry
  - e) enter date, time, specifics of activity or incident
  - f) close out log for shift
  - g) have shift supervisor sign log to authenticate
- 67.0 Identify the types of activities which should be recorded on control center logs, to include:
- a) security call-ins or checks from designated post or areas
  - b) institutional counts
  - c) unusual incidents occurring within facility
  - d) inmates received and/or discharged
  - e) escape or escape attempt information
  - f) fog or weather assignments
  - g) maintenance or repair requirements
  - h) vehicle or equipment breakdowns
- 68.0 Identify supplies and equipment which may be needed by control center personnel, to include:
- a) copies of all policies and procedures, facility layout, maps
  - b) communications equipment
  - c) monitoring system



- d) alarm system
  - e) inmate status/count log
  - f) keys
  - g) emergency telephone numbers
  - h) power switches
  - i) logs/report forms
- 69.0 Identify general considerations for the control center, to include:
- a) must be staffed 24 hours per day, 7 days per week
  - b) access strictly limited; doors remain locked at all times; no unauthorized personnel
  - c) only correctional employees should perform cleaning duties in control center
  - d) should be staffed by specially trained correctional officers who are thoroughly familiar with security manual and control center daily operations
  - e) must remain calm and gather and relay information in thorough manner during emergencies
  - f) staff used as resource, not decision makers
- 70.0 Identify the responsibilities of the control room officer in emergency situations and recall that he/she will need to become familiar with the post orders and special requirements for the facility where he/she will be working.

### **Intake Procedures**

- 71.0 Identify special problems associated with the intake process, to include:
- a) may be traumatic situation for inmate
  - b) high anxiety can be manifested by physical resistance and violence
  - c) potentially dangerous for inmate and correctional officer
  - d) many emergency situations occur during intake process
- 72.0 Identify the elements of a complete and successful intake program, to include considerations designed to:
- a) reduce anxiety level for newly committed inmates
  - b) ensure that all inmates are properly identified
  - c) ensure that court papers are complete and accurate
  - d) properly record authorized inmate property and remove unauthorized property
  - e) ensure that each inmate has bathed and changed into newly issued clothing
  - f) ensure complete medical and dental health screenings
  - g) record basic personal data
  - h) explain temporary mail and visiting regulations
  - i) explain basic rules and regulations
  - j) assign a registered number
  - k) assign housing after evaluation
  - l) issue clothing
- 73.0 Identify procedures for intake of inmate into facility, to include:
- a) examine credentials of escorting officer
  - b) receive commitment order from escorting officer
  - c) review commitment order
    - certified, valid, accurate
    - if inaccuracies exist, refuse inmate and contact committing court
  - d) refuse to admit any unconscious, ill, or injured inmate
  - e) sign any detainer; give copy to escorting officer, retain original in records
  - f) complete physical identification of inmate:

- ask inmate questions from record
- compare photos, fingerprints, other identify-ing characteristics
- g) prepare admissions receipt for escorting officer, central control, records
- h) prepare inmate personal data records and assign inmate number
- i) inventory inmate personal property
- j) store inmate property which he cannot retain in own possession
- k) search inmate
- l) allow inmate to bathe; delouse as necessary
- m) issue clothing
- n) provide health screening
- o) establish identifying records
  - photographs
  - fingerprints
  - record of identifying marks
  - physical description
- p) allow inmate to make necessary telephone calls - family or friend, bondsperson, if applicable

74.0 Identify items of inmate personal data needed for records, to include:

- a. name
- b. known aliases
- c. social security number
- d. age
- e. date of birth
- f. place of birth
- g. race
- h. height
- i. weight
- j. scars, tattoos and other identifiable features
- k. last known address and telephone number
- l. name and address of next of kin
- m. marital status
- n. religion
- o. information on health insurance, if available
- p. date and time admitted
- q. offense charged for, or for what crime sentenced
- r. legal authority for commitment
- s. name of attorney, if available
- t. bond information
- u. signature of person delivering inmate
- v. written inventory of all inmate personal property and money
- w. assigned number

75.0 Identify documentation which must be maintained on file for each inmate, to include:

- a. information obtained for inmate personal data record
- b. medical, dental or psychological information
- c. classification information and progress report
- d. disciplinary reports including investigations and dispositions, use of force reports, special reviews
- e. all temporary absences and granting authority
- f. fingerprint card and photographs
- g. record of any detainers or other civil or criminal process

- h. date, terms or conditions of release; authority for release; signature of releasing employee
- 76.0 Identify other important considerations with regard to the intake process, to include:
- a. provide armory outside of security perimeter where escorting law enforcement officer is to leave weapon
  - b. admit no juveniles except under court order
  - c. officer responsible for processing should be of same gender as inmate being admitted
  - d. use frisk search procedures for un-sentenced persons charged with minor offenses, strip search for others
  - e. may need to provide special assistance during orientation for language/reading problems
  - f. records should be unavailable to inmates and protected from fire or other possible loss

### **Inmate Property Control Procedures**

- 77.0 Explain the possible options for disposition of inmate personal property, to include:
- a. return to inmate to be retained in his possession
  - b. return to home or family address
  - c. deposit money in inmate account
- 78.0 Identify various items of personal property which may be retained in the inmate's possession, to include:
- a. legal documents
  - b. family pictures up to a specific quantity and size
  - c. prescription glasses
  - d. address book or list
  - e. materials authorized by management
    - hobby/craft supplies
    - educational supplies
    - religious materials
- 79.0 Identify procedures for verification and security of inmate personal property, to include:
- a. prepare written property record form
  - b. complete form in presence of inmate
  - c. have inmate sign form
  - d. provide copy of form to inmate, original to property control
  - e. address and seal packages to be shipped
  - f. seal containers to be stored and identify with inmate's name and number
  - g. keep in locked area until delivered to shipper or returned to inmate upon departure
- 80.0 Identify procedures for preparing property inventory list/receipt, to include:
- a. record date, inmate's name and number on property inventory form
  - b. write accurate description of all property by appearance
  - c. list all currency by serial number and all credit cards by number, if applicable
  - d. count each item and enter quantity
  - e. document other items of value, i.e., old coins, collectibles
  - f. complete form by signing
  - g. explain review process to inmate to ensure agreement that list/receipt correctly identifies all property

- h. obtain inmate's signature on form; if inmate refuses, have second employee review the property form and sign; note refusal on form
  - i. provide inmate with copy of form as a receipt
  - j. update form as property status changes with deletions and additions
- 81.0 Identify procedures for depositing inmate money, to include:
- a. receive all money in inmate's possession, except in cases where inmates are allowed to retain a minimal amount of money in their possession
  - b. direct inmate to count out money and provide total
  - c. count money after inmate and verify total amount
  - d. describe money in unit currency (e.g., 5 ones, 3 fives, etc.), if applicable
  - e. describe coins in units (e.g., 3 pennies, 2 quarters, etc.), if applicable
  - f. complete money receipt with all pertinent information (i.e., name, number, date, etc.)
  - g. have inmate review receipt for accuracy
  - h. have inmate sign to verify accuracy of receipt
  - i. sign receipt
  - j. give copy of signed receipt to inmate
  - k. obtain inmate's fund account number
  - l. complete deposit slip for all money received
  - m. place deposit slip in inmate's fund account record
  - n. place in money bag, seal bag, and deliver bag to the appropriate depository
- 82.0 Identify procedures for returning inmate property or money, to include:
- a. obtain money or property from storage area
  - b. verify identity of inmate receiving the property or money as that of the owner
  - c. verify authorization to return
  - d. check against record
  - e. obtain inmate signature confirming receipt
  - f. return to inmate
  - g. make appropriate log entries
- 83.0 Identify special considerations with regard to inmate personal property, to include:
- a. medicines possessed by inmate upon intake should be turned over to medical personnel with appropriate notation on inmate record
  - b. need written authorization from inmate before releasing any of inmate's personal property to family or friends
  - c. if inmate is transferred, personal property should be transported with him in sealed container

### **Classification Procedures**

- 84.0 Define "classification" as the systematic grouping of inmates into categories based on shared characteristics and/or behavioral patterns to ensure the safety and security of the individual inmate as well as the smooth operation of the facility. It is an ongoing process that occurs at frequent intervals throughout the inmate's confinement.
- 85.0 Identify the importance of a well-defined and correctly implemented classification system, to include:
- a. ensures public safety by correctly determining necessary custody levels
  - b. ensures safety and security of the individual inmate
  - c. aids in the smooth operation of the correctional facility - maximum compatibility within each area

- d. reduces recidivism
  - e. facilitates rehabilitation programs
  - f. provides for cost-effective operation
- 86.0 Identify the two types of classifications:
- a. initial reception and classification
  - b. institutional classification
- 87.0 Identify broad categories of initial segregation necessary in county and municipal facilities, such as separating:
- a. pretrial detainees from convicted
  - b. males from females
  - c. adults from juveniles
  - d. violent inmates from nonviolent and from other violent inmates
  - e. special needs inmates from the general population
- 88.0 Identify types of special needs inmates, to include:
- a. drug abusers/addicts
  - b. alcohol abusers/addicts
  - c. emotionally disturbed
  - d. mentally handicapped
  - e. sexual deviates
  - f. aged
  - g. physically handicapped
  - h. educationally/vocationally deprived
  - i. medical
- 89.0 Identify the custody classifications/levels for inmates in state correctional facilities:
- a. minimum
  - b. medium
  - c. close
  - d. maximum
- 90.0 Identify types of information used in the initial classification, to include:
- a. investigative reports
  - b. arrest history
  - c. interviews
  - d. personal history review
  - e. medical and psychological screening
  - f. observation
  - g. county jail report
  - h. commitment papers
- 91.0 Identify topics for discussion in the initial classification interview, to include:
- a. family background, family unit and visitation procedures
  - b. offense for which inmate has been sentenced and sentence structure
  - c. inmate's attitude about sentence
  - d. educational and/or vocational background
  - e. inmate's desire for self-improvement while incarcerated and following return to society
- 92.0 Explain that an inmate's appropriate custody level may determine the following:
- a. most appropriate housing assignment
  - b. amount of movement, freedom of inmates within the facility during daytime and evening hours
  - c. degree of supervision and/or escort required
  - d. conditions under which the inmate may leave the facility grounds

- e. access to programs and activities
- 93.0 Identify procedures of the classification process, to include:
  - a. review background information on inmate
  - b. conduct interview with inmate:
    - obtain secure, private location
    - explain purpose of interview to inmate
    - identify major areas of concern
    - ask questions that are easily answered
    - do not formulate questions that are too complex for inmate to understand
    - ask questions designed to gather as much information as possible
  - c. record information on standardized agency/institution form
  - d. consult with other team members, if appropriate
  - e. make recommendations
  - f. forward recommendations to appropriate persons
- 94.0 Identify elements of progress reports, to include:
  - a. continuous process of evaluating and observing inmate
  - b. on routine schedule and as special circumstances dictate
  - c. assures special programs are placed into operation
  - d. recognizes efforts and accomplishments
  - e. means for making changes when circumstances warrant
- 95.0 Explain reasons for changes in custody levels and supervision, to include:
  - a. institutional adjustment
  - b. request from inmate
  - c. request from staff person
  - d. change of inmate's legal status
  - e. completion of inmate's program or assignment
  - f. change in sentence and release status
- 96.0 Identify special considerations with regard to classification, to include:
  - a. changes should be made with the inmate present and participating in the deliberations whenever possible
  - b. reclassification evaluations should occur at frequent intervals
  - c. segregation should not be determined by race, creed or national origin
  - d. classification manual should be available to all personnel involved in the classification process

## **Fingerprinting**

- 97.0 Explain the importance of obtaining clear fingerprints:
  - a. to establish the Automated Fingerprint Identification System (AFIS)
    - ten print data base
    - latent cognizant data base
    - unsolved latent data base
  - b. to make an identification against existing records
- 98.0 Explain how the Florida Department of Law Enforcement uses fingerprint cards, to include:
  - a. create computerized criminal history file for State of Florida
  - b. disseminate information to criminal justice agencies
- 99.0 List the routing of the fingerprint card, to include:
  - a. to originating agency

- b. to FDLE
  - c. to FBI
- 100.0 Identify types of fingerprint cards, to include:
- a. arrest
  - b. applicant
  - c. personal identification
- 101.0 Identify the two types of fingerprint impressions:
- a. rolled
  - b. plain or simultaneous
- 102.0 List the equipment needed to fingerprint an individual, to include:
- a. fingerprint card holder
  - b. standard fingerprint cards
    - arrest
    - applicant
    - personal identification
  - c. porelon pad or tube of fingerprint ink
  - d. printer's roller
  - e. inking plate
  - f. table at elbow height from floor
- 103.0 Identify general procedures for fingerprinting an individual, to include:
- a. direct subject to wash and dry hands thoroughly
  - b. inspect subject's hands for cleanliness and any special problems
  - c. direct subject on proper stance
  - d. direct subject to relax and instruct him/her not to try to help operator
  - e. stand to left of subject when printing left hand, to right of subject when printing right hand
  - f. if using inking plate, cover evenly with fresh ink
    - start with two daubs of ink rolled to a thin film
    - add more ink if necessary
  - g. ink the finger (on the inking plate or pre-inked porelon pad) to just below the first joint
  - h. fasten fingerprint card to card holder
  - i. roll the inked finger in the indicated space of the fingerprint card
    - begin with the right thumb and then, in order, the index, middle, ring and little finger
    - repeat in same order for left hand
    - hold the subject's hand with a firm grip
    - use both hands when rolling fingerprints
      - *use one hand to hold the tip of the subject's finger*
      - *use one hand to hold the middle joint of the finger*
    - apply pressure uniformly, depending upon subject's ridges
      - *usually less pressure is better*
      - *too much pressure will cause distortion of ridge contour appearance*
    - roll the thumb toward subject's body and fingers away from subject's body
    - roll fingers fully
      - nail to nail
      - fingertip to ¼" below first joint
  - j. make the plain or simultaneous impressions - press straight down

- four fingers for each hand
  - thumbs one at a time
- k. check the fingerprint card (if unacceptable, reprint subject on another card)
- cores, deltas, ridges visible and clear
  - prints placed in proper sequence
- l. direct subject to clean ink from his/her hands
- m. sign fingerprint card
- n. have subject sign fingerprint card
- o. complete all other information on fingerprint card, or see that it is completed
- p. clean and cover equipment
- denatured alcohol
  - benzene
  - commercial cleaning solvent
  - do not use paper towels to clean roller and inking plate
- q. place fingerprint card in appropriate bin for forwarding
- 104.0 Identify procedures for fingerprinting a subject with special problems, such as:
- a. if pattern is not clear:
- assure cleanliness of hands
  - vary amount of pressure used
  - vary amount of ink used
- b. if finger is bandaged or amputated, write “bandaged” or “amputated” in correct location on the plain impressions
- c. if hands perspire excessively:
- dry each finger separately before each print is taken
  - use alcohol on fingertips to keep them dry
- d. if fingerprints are smooth:
- use small amount of petroleum jelly (with porelon pad, wipe petroleum jelly completely off; used as moisturizer only)
  - use commercial ridge builder
- e. if crippled hands:
- cut the rolled impression area for each hand from the fingerprint card in one continuous strip
  - roll the impression area on the strip to the corresponding finger
  - glue or tape the strip to the correct position on another fingerprint card
  - note the condition of the hands on the finger-print card
  - use a coroner’s spoon to obtain correct pressure, if needed
- 105.0 List the criteria for an acceptable fingerprint card, to include:
- a. pattern visible and clear
  - b. fingerprints in proper spaces
  - c. fingerprints on proper type of card
  - d. proper notations for special problems
  - e. all information complete and accurate
- 106.0 Demonstrate proper techniques of fingerprinting.
- 107.0 Given samples of unacceptable fingerprint impressions, identify possible problems and the corresponding solutions to obtain acceptable prints.
- 108.0 Identify common reasons for return of fingerprint cards as unacceptable for processing, to include:



- a. lack of sufficient ridge detail
- b. lack of complete identifying information
  - incomplete personal data on subject
  - lack of signatures
    - *operator*
    - *subject*
- c. lack of charge(s) noted on card or lack of reason for fingerprinting on applicant card

## Transfer Procedures

109.0 Describe different types of transfers, to include:

- a. to state facility from county or municipal facility
- b. routine transfer between facilities
- c. for management reasons
- d. for security reasons
- e. for medical, psychological, dental reasons
- f. emergency transfer due to disturbances
- g. Interstate Correctional Compact
- h. to community correctional center or women's adjustment center
- i. due to federal or circuit court order; to location requested by court
- j. to community drug treatment program
- k. to Department of Children and Families
  - mentally handicapped
  - mental health program
- l. to Department of Juvenile Justice
  - youth services
- m. youthful offender transfers

110.0 Identify procedures for transferring an inmate, to include:

- a. receive authorization for transfer
- b. review transfer order for accuracy and completeness
- c. identify inmate subject of transfer order
- d. obtain files/records of inmate
- e. complete custody receipt
- f. arrange transportation
- g. call up inmate from housing area
- h. make positive identification of inmate with information in file
  - comparing pictures to actual inmate
  - comparing identifying marks to inmate's marks
  - asking questions which would uniquely identify the inmate
  - comparing fingerprints
- i. perform strip search
- j. obtain all items in inmate's possession
- k. obtain all stored personal property
- l. update inventory lists/receipts for inmate personal property and money
- m. obtain inmate's signature for updated inventory lists/receipts and give copy to inmate
- n. instruct inmate to dress out in personal clothing or other clothing as provided
- o. isolate inmate from other inmates

- p. determine restraints needed
  - q. apply restraints
  - r. transfer all property with transporting officer; allow new facility to make determination of what inmate may keep
  - s. close out files
  - t. perform transportation count, if transferring several inmates
  - u. supervise inmates during transport
  - v. send institutional file and medical, dental and psychological records with transporting officer
  - w. forward custody receipt to proper authority or give to transporting officer
  - x. have receiving officer sign custody receipt
  - y. file custody receipt copies as required
- 111.0 Identify elements of a custody receipt, to include:
- a. date
  - b. inmate name, number, race and/or picture as required
  - c. facility assignment
  - d. facility destination
  - e. issuing officer's signature
  - f. receiving officer's signature

### **Release Procedures**

- 112.0 Describe the different types of releases, to include:
- a. bonds
  - b. parole
  - c. expiration of sentence
  - d. release by other legally constituted authority
- 113.0 Explain that the release is to be accomplished promptly and accurately.
- 114.0 Describe the types of documentation needed to authorize a release, to include:
- a. court order
  - b. writ
  - c. posting of bond
  - d. pretrial release form
  - e. record indicating expiration of sentence
- 115.0 Identify elements to be included in the "release plan", to include:
- a. proposed residence - name, address, relationship
  - b. employment possibilities - name, address, type of work
  - c. special needs - medical, vocational rehabilitation, education, detoxification or drug counseling
  - d. restitution - party to whom restitution is owed and payment schedule
- 116.0 Identify standard procedures to follow when releasing an inmate, to include:
- a. receive documentation with authority to release inmate, or receive telephone call from proper authority
  - b. verify release authorization by return call if notification was received by telephone
  - c. verify release documentation
    - review order for accuracy and completeness
    - confirm that release order was issued for the specific inmate you have identified
    - confirm that release order was issued by proper authority

- d. check documentation authorizing release to be sure all special conditions have been satisfied
- e. notify others within facility as required
- f. notify inmate
- g. develop release plan
- h. run NCIC/FCIC check
- i. check to make sure all holds and detainers have been satisfied
- j. make positive identification of inmate being released
  - photographs
  - fingerprints
  - questions
  - identifying marks
  - signature comparison
- k. resolve any grievances or claims for damage or loss
- l. complete facility release papers
- m. arrange physical examination as required or if any medical complaints are indicated by inmate
- n. arrange for clothing for release
- o. determine need for transportation
- p. direct inmate to dress out
- q. return inmate money
- r. obtain signed receipt from inmate for gratuities, returned money, discharge certificate, personal property
- s. provide appropriate instructions, such as court return dates
- t. obtain forwarding address
- u. sign facility release papers
- v. provide inmate with all necessary papers
- w. inspect inmate for proper attire and to make sure no facility property leaves with inmate
- x. search inmate before passing through sally port
- y. return inmate personal property
- z. escort inmate through sally port
- aa. retain release information in inmate file
- bb. terms and conditions of release
- cc. authority for release
- dd. signature of releasing officer
- ee. notate file with date and type of discharge
- ff. close out file and store as required

117.0 Identify special considerations of the release process, to include:

- a. fugitives and detainers
- b. federal inmates (never release without authorization from a deputy marshal)

### **Bonding Procedures**

118.0 Define "bond" as a written agreement, usually involving a sum of money, wherein a person accused of a crime is released from custody pending trial and forfeits the sum of money if the agreement is violated.

119.0 Identify advantages of releasing a person on bond, to include:

- a. confinement is punishment; punishment should only occur after trial and sentence by court
  - b. accused often loses job while in custody
  - c. if free, accused can support family and earn money for counsel of choosing
  - d. increases prospects for a successful defense
  - e. accused will appear if there is sufficient financial incentive
  - f. reduces financial burden of jails
  - g. reduces jail overcrowding
- 120.0 Identify disadvantages of releasing a person on bond and of money bond system, to include:
- a. accused may flee
  - b. accused may intimidate or harass witnesses
  - c. accused may commit other crimes
  - d. money bond system denies release to poor, but rich are released
  - e. bond often set at arbitrary amount without regard to personal or financial circumstances
- 121.0 Identify legal rights of the accused with regard to the bond system, to include:
- a. right to reasonable bond guaranteed by Eighth Amendment
  - b. right to be free under reasonable bond until properly convicted
  - c. right to bond binding on states through Fourteenth Amendment
  - d. right to have bond set is recognized except in certain circumstances, mainly capital cases
  - e. bond must be for sole purpose of assuring presence at trial
  - f. high bond cannot be set to keep accused in jail as punishment, but only to assure presence or if danger of interfering with justice, e.g., witnesses
  - g. bond must be set in light of each individual accused
  - h. seriousness of crime is one factor; the greater the punishment the greater the temptation to jump bail
  - i. consider community ties - family, job, length of residence
  - j. should not consider danger to society—"preventive detention"—unless there is proof beyond a reasonable doubt of crime already committed
  - k. Federal Bail Reform Act of 1966 - accused persons should be released without bail (on own recognizance) unless magistrate decides something more than a promise to appear is needed
- 122.0 Identify the most prevalent types of bonds:
- a. cash bonds
  - b. surety bonds
  - c. supersede as bonds - processed through court system
  - d. recognizance bonds
- 123.0 Explain that a correctional officer cannot recommend a bail bondsperson.

### **Contraband: Recognition, Control and Disposal**

- 124.0 Define "contraband" as any unauthorized article, or any authorized article in excessive quantities.
- 125.0 Identify major categories of contraband, to include:
- a. hard/hazardous contraband - any item that poses a serious threat to the security of the institution (e.g., intoxicating beverages, drugs, firearms/weapons, poisons, caustic or toxic materials, inhalants)

- b. nuisance contraband - any item which may be or has been authorized for possession at one time, but which is prohibited when excessive or altered (e.g., excess clothing, linen, money, etc.)
- 126.0 Explain that anything in the facility is a potential weapon (e.g., toothbrush, silverware, sports equipment, ball point pens, etc.).
- 127.0 Explain the importance of controlling contraband, to include:
- a. security and safety of life
  - b. security and safety of property
  - c. sanitation
- 128.0 Identify common methods of smuggling contraband into correctional facilities, to include:
- a. visiting room - contraband exchanged via kiss; inmate swallows balloon or condom filled with contraband
  - b. mail room - in letters or packages, under stamps, on glue to seal envelope
  - c. inmate returning from community/work programs - keistering or swallowing of balloon or condom
  - d. employee smuggling in lunch pails, pockets, etc.
  - e. group visitors/tours from community
  - f. stolen from prison hospital
- 129.0 Describe ways in which contraband may be detected, to include:
- a. use appropriate senses during constant, close observation and supervision
  - b. daily, regular, and irregular searches
  - c. cell and area searches
  - d. frisk and strip searches of inmates
  - e. searches of visitors and staff
  - f. searches of mail and packages
- 130.0 Identify the correctional officer's duty in the control of contraband, to include:
- a. know what items constitute contraband in the particular facility
  - b. constantly be alert
  - c. closely observe/supervise inmates
  - d. perform frequent inspections and searches
  - e. secure all equipment and supplies which could be contraband
  - f. follow guidelines for tool and sensitive item control
  - g. conduct frequent inventories
  - h. confiscate, store or dispose of contraband, as directed
  - i. notify supervisor of found contraband
  - j. maintain appropriate logs
  - k. write appropriate reports
- 131.0 Identify the common forms, slang names, appearance or packaging, methods of use, and paraphernalia of each of the major classes of controlled substances and commonly abused drugs, to include:
- a. narcotics
    - forms: opium, heroin, morphine, Demerol, Dilaudid, codeine, methadone
    - slang names: (heroin) smack, horse, snow, powder (opium) black, (opiates) dreams, dollies
    - appearance/packaging: heroin - white or brown crystalline powder; others - powder, capsules, liquid

- methods of use: (opium and opiates) smoking, oral ingestion, injection; (heroin) smoking, snorting, injection
  - paraphernalia: opium pipe; “cooking” and “shooting” equipment - burnt bottle cap or spoon, matches, syringe or hypodermic, cotton and tourniquet; plastic bag, capsules, papers, other containers
- b. depressants
- forms: chloral hydrate, barbiturates, sleeping pills, tranquilizers (Valium, Librium, diazepam), sedatives, alcohol, flunitrazepam, carisoprodol (Soma)
  - slang names: downers, barbs, candy, goof-balls, sleepers, reds, yellows, rainbows, blues, roofies
  - appearance/packaging: brightly colored capsules or tablets, liquids in injection ampules
  - methods of use: oral ingestion and injection
  - paraphernalia: capsules, ampules, hypodermic
- c. stimulants
- forms: amphetamines, methamphetamines, cocaine
  - slang names: uppers, dexies, bennies, coke, flake, snow, speed, gofast, meth, crack
  - appearance/packaging: amphetamines, methamphetamines colored tablets or capsules, liquids, powders; white crystalline powder (kilo/pound in heat-sealed clear plastic bags; ounce quantities in smaller plastic bags; gram quantities in baggies, glass vials, tin foil, balloons)
  - methods of use: oral ingestion, injection, snorting, freebasing, smoking
  - paraphernalia: capsules, ampules, hypodermic, straw or rolled up paper, cutting material (for cocaine), crack cocaine pipes
- d. inhalants
- forms: solvents, anesthetic gases (ether, nitrous oxides) aerosol propellants, gasoline
  - slang names: gloom, gas, fluid
  - appearance/packaging: liquids, glues, gas containers, aerosol cans, balloons
  - methods of use: sniffing (inhalation)
  - paraphernalia: plastic or paper bags, rags, aerosol cans, balloons
- e. hallucinogens
- forms: LSD, DMT, STP, MDA, Mescaline (peyote), morning glory seeds, psilocybin/psilocin, PCP
  - slang names: acid, peace pills, mesc, big “D”, buttons, mushrooms, angel dust, crystal
  - appearance/packaging: LSD - odorless, color-less, tasteless and may be in any form (liquid, powder, pill, capsule, blotter paper, gelatin); DMT, STP, MDA - powder, tablet, capsule, liquid; mescaline and psilocybin -crystalline powder in capsules or liquid in ampules or vials; PCP - liquid or powder in tin foil, plastic baggies, vials, paper bindles, capsules or tablets

- methods of use: LSD - oral ingestion, injection; DMT, STP, MDA - oral ingestion, smoking, snorting, injection; mescaline and psilocybin - oral ingestion, smoking, snorting
  - paraphernalia: LSD - gelatin, sugar cubes, paper squares, candy; DMT, STP, MDA - tobacco, parsley leaves, marijuana, hypodermic equipment, capsules; mescaline and psilocybin - alcohol, mortar and pestle; PCP - tobacco, parsley leaves, marijuana
- f. cannabis
- forms: marijuana, hashish, hashish oil
  - slang names: pot, Mary Jane, hash, oil, weed, roach, straw, love weed, hemp, loco weed, Acapulco gold, reefer, grass
  - appearance/packaging: marijuana - green plant with serrated leaves with 5 - 11 lobes (greenish-brown when dried); hashish - cakes or loaves of dark brown resinous powder or compressed leaf mixture; hashish oil-brown to amber, thick substance the consistency of oil (usually in vials)
  - methods of use: oral ingestion, smoking
  - paraphernalia: pipes, cigarette papers, tin foil, items used as a "crutch" or "bridge"
- g. over-the-counter-drugs
- forms: diet pills, sleeping pills, caffeine pills, cold medications containing ephedrine, pseudoephedrine, phenylpropanolamine, or other substances prohibited by s. 893.1495, F. S.
  - appearance/packaging: capsules or tablets
  - methods of use: oral ingestion
- 132.0 List rules for collecting contraband substances, to include:
- a. do not taste or smell any material suspected of being contraband
  - b. do not handle suspected substances more than is absolutely necessary; wash hands thoroughly as soon as possible after handling
- 133.0 Identify procedures for disposal of contraband, to include:
- a. deliver contraband to person authorized to dispose
  - b. dispose of contraband as prescribed by agency:
    - discard
    - compact
    - flush
  - c. handle and store all chemical material with care (may be highly flammable, caustic or explosive)
  - d. tag and identify substance as to date, time, area or inmate collected from
  - e. transfer substance to proper investigative authority (maintain chain of custody)
  - f. document in log and/or proper report
  - g. document disposal or destruction as required
  - h. store or return unauthorized inmate property to inmate's family, if appropriate
  - i. return facility property to supply when inmate possesses over limit, if reusable
- 134.0 State that employees should never be recipient of any contraband which is scheduled for disposal.

## Disciplinary Procedures

- 135.0 Define “proactive discipline” as the training required to ensure obedience to established rules.
- 136.0 Define “reactive discipline” as action taken in response to a violation of established rules.
- 137.0 Define “punishment” as a penalty for some offense.
- 138.0 Identify the three purposes of discipline, to include:
- a. training
  - b. controlling
  - c. punishing
- 139.0 Identify portions of laws and rules which refer to discipline/punishment in county and municipal correctional facilities, to include:
- a. Eighth Amendment to the U.S. Constitution - prohibits cruel and unusual punishments
  - b. s. 950.09, F.S. - willful inhumanity and oppression to any inmate is a second degree misdemeanor
- 140.0 Identify methods of preventive discipline, to include:
- a. effective initial orientation
  - b. continuing group and individual instruction
  - c. adequate food, housing and medical attention
  - d. sufficient exercise and recreation
  - e. fair and impartial treatment of all inmates
  - f. positive role modeling by personnel
- 141.0 Identify examples of offenses which would be considered minor in nature, to include:
- a. failure to maintain acceptable hygiene or appearance of housing area
  - b. willfully wasting state property or property belonging to another - any waste of edible or usable property
  - c. feigning illness or malingering as determined by a physician or medical authority
  - d. insufficient work
- 142.0 Identify actions which may be taken in response to a minor offense, to include:
- a. counsel the inmate
  - b. counsel the inmate and document same as a “verbal reprimand” on the contact card
  - c. counsel the inmate and document same as a “corrective consultation” on the contact card; provide inmate a copy within 24 hours
  - d. write a disciplinary report when continued violation occurs
- 143.0 Identify offenses which would be considered major in nature, to include:
- a. failure to comply with count procedure
  - b. escape or escape attempt
  - c. possession of weapons, ammunition or explosives
  - d. other assault or battery or attempted assault or battery
  - e. destruction of state property or property of another
  - f. refusing to work
- 144.0 Identify actions which may be taken in response to a major offense (following procedures of due process), to include:
- a. probation
  - b. loss of unearned gain time (must document justification)
  - c. restitution
  - d. confiscate contraband
  - e. individual review and counseling



- f. disciplinary squad
  - g. extra duty during leisure hours
  - h. suspension of privileges (i.e., mail, visitation, etc.)
  - i. loss of gain time
  - j. disciplinary confinement
- 145.0 Explain the correctional officer's role in the disciplinary process, to include:
- a. know rules and regulations thoroughly
  - b. advise inmate that disciplinary action will result from violation of rules
  - c. write incident reports when warranted
  - d. use physical force when necessary to subdue violent inmate(s) or prevent an escape
  - e. serve on disciplinary hearing committees as required
- 146.0 Identify how discipline is to be administered, to include:
- a. in compliance with laws, rules, and policies and procedures
  - b. promptly
  - c. consistently
  - d. fairly
  - e. impartially
  - f. firmly
  - g. professionally
  - h. privately
- 147.0 Identify who does/does not have the authority to punish inmates:
- a. does have authority - hearing officers, disciplinary hearing team
  - b. does not have authority - correctional officers, other inmates
- 148.0 Explain the disciplinary report process, to include:
- a. statement of facts
  - b. investigation
    - delivery of charges
    - obtaining witness statements
    - obtaining evidence and other reports
  - c. designating authority review
  - d. team/hearing officer findings and actions
  - e. review and final action
- 149.0 Identify responsibilities associated with a disciplinary hearing, to include:
- a. gathering facts, when necessary
  - b. evaluating circumstances
  - c. reaching final disposition
- 150.0 Identify procedures for due process in disciplinary hearings, to include:
- a. the inmate must receive a copy of the statement of facts at least 24 hours before the hearing, except when:
  - b. inmate waives 24 hour period, or
  - c. inmate is within 24 hours of release
  - d. the inmate does not have the right to confront accusers
  - e. the inmate does not have the right to cross-examine witnesses
  - f. the inmate is entitled to a written statement of the decision
  - g. the inmate has the right to appeal the decision to a higher authority
  - h. it is not double jeopardy for an inmate to have a disciplinary report and be tried in court for the same offense
- 151.0 Explain that the disciplinary hearing committee makes a recommendation to approving authority which can be:
- a. accepted

- b. modified downward
- c. rejected

### Confinement Procedures

- 152.0 Identify and define the different types of confinement as:
- a) administrative confinement - removal of an inmate from the general inmate population to ensure his safety, the safety and security of the facility, or safety of inmates in general population; not punitive in nature (includes protective management)
  - b) disciplinary confinement - removal of inmate from general inmate population after being found guilty of violations of rules and regulations by an impartial board; may forfeit any or all privileges; used where other dispositions are inadequate to regulate inmate's behavior and where presence in general population poses a threat
  - c) close management - long-term single cell confinement of an inmate apart from the general population, where the inmate, through his own behavior, has demonstrated an inability to live in the general population; has abused the rights and privileges of other inmates or disturbed the security, order or operation of the institution
- 153.0 Identify legal considerations relevant to confinement, to include:
- a. by nature may limit rights and privileges of inmates
  - b. protected from cruel and unusual punishments by Eighth Amendment
  - c. due process guaranteed by Fifth Amendment
- 154.0 Identify reasons for placement in confinement, to include:
- a. administrative confinement - upon written confinement order by director or designee for:
    - pending disciplinary hearing
    - pending investigation for serious rule violation or criminal act
    - pending transfer or holdover during transfer
    - pending classification
  - b. disciplinary confinement - upon disposition of disciplinary hearing committee
  - c. protective management - upon request of inmate or recommendation of correctional officer
  - d. close management - upon assessment and recommendation by classification team contingent on approval by appropriate authority
- 155.0 Identify reasons for release from confinement, to include:
- a. upon recommendation by officials; when reason(s) for initial placement are no longer valid
  - b. when inmate no longer poses threat to self, others, or security
  - c. when disciplinary confinement period is completed
- 156.0 Describe conditions which are to be maintained in confinement, to include:
- a. housing assignments - more restrictive than general population
  - b. furnishing and equipment - as security permits
  - c. food - same quantity and quality as general population
  - d. recreation - minimum of three hours per week out of doors if confinement exceeds 30 days
  - e. hygiene - same as general population except may have limit on number of showers per week

- f. legal access - same as general population except may have limit on availability of law library
- g. personal property - may be limited more than general population for security reasons
- h. visiting - may be limited by practicality or may be denied for inmates in disciplinary confinement
- i. telephone - may be limited to legal counsel only
- j. medical - same or more frequent than general population; upon entry and exit
- k. programs - same as general population where possible, except for inmates in disciplinary confinement

157.0 Identify procedures for monitoring inmates in confinement, to include:

- a. correctional officer – at least every 30 minutes, but on an irregular schedule
- b. shift supervisor - once each shift
- c. medical staff - once per day
- d. counselor - once per week
- e. chaplain - once per week
- f. psychologist/psychiatrist - as requested by inmate or staff; visit any inmate in administrative confinement, protective management or close management over 30 days
- g. warden in state facility - once per week

158.0 Identify elements to be included in confinement logs, to include:

- a. main confinement log
  - entries and departures from cell block including inmates, staff or others
    - *time in*
    - *purpose*
    - *action taken*
    - *time out*
- b. inmates in confinement
  - *name*
  - *number*
  - *cell assignment*
- c. current confinement count
- d. individual confinement logs
  - personal data
  - date of placement in confinement
  - reasons for confinement
  - authority for confinement
  - activities
  - conduct
  - physical condition
  - medical attention
  - date, time, signature of officials visiting

159.0 Identify special considerations/procedures for correctional officers working in the confinement unit, to include:

- a. should be more experienced officers
- b. require backup officer when placing inmate into or removing from cell

- c. do not open or enter a cell occupied by an inmate without two or more officers present
- d. communicate verbally with each inmate while patrolling
- e. make frequent patrols, checks of all doors
- f. search inmates and cells frequently
- g. be very attuned to attitudes, behaviors, and activities of inmates
- h. log all activities, unusual behavior of inmates

## Referral Procedures

- 160.0 Explain the need for correctional officers to make referrals, to include:
- a. provide expert assistance to help inmates solve their problems/address their needs
  - b. officers do not have the resources and time to help inmates with serious problems/needs
- 161.0 Identify the types of problems/needs for which an officer may make referrals, to include:
- a. medical problems
  - b. alcohol, drug problems
  - c. emotional problems
  - d. family problems
  - e. financial problems
  - f. mental retardation or learning difficulties
- 162.0 Name personnel within the correctional facility to which a correctional officer may refer an inmate, to include:
- a. medical
  - b. psychologist/psychiatrist
  - c. counselor
  - d. chaplain
  - e. business office
  - f. education
  - g. classification
- 163.0 Identify the steps to the referral process, to include:
- a. assessment of need/problem
  - b. decision point - identify alternative solutions
  - c. referral
- 164.0 Identify procedures for the correctional officer to follow when making referrals, to include:
- a. become familiar with resources available to inmates
  - b. become familiar with facility's policies and procedures for making referrals to each type of resource
  - c. receive request/complaint from inmate, information from others, or observe need/problem
  - d. record observations, information to substantiate concerns
  - e. notify supervisor of concerns and any action taken
  - f. interview inmate in private concerning need/problem
    - explain observations, information (summarize)
    - ask questions
    - ask for inmate's suggestions for solving problem
    - be specific with referral - one department/ agency only
    - explain services offered by department/agency
    - answer inmate's questions

- be considerate, positive, professional in dealing with inmate
- do not make promises that cannot be kept
- g. notify department/agency by telephone for immediate needs
- h. complete or provide assistance for completion of required form(s) to request special assistance for an inmate
- i. record action taken in making referral
- j. coordinate with department/agency and inmate for scheduling
- k. make arrangements relative to nature/severity of problem
- l. inform department/agency of need/problem
  - identify inmate and situation
  - provide detailed, accurate information to substantiate concerns
- m. transport inmate to provider or arrange visit from provider
- n. supervise inmate during visit, if required
- o. ensure that inmate has received assistance that was requested
- p. follow special instructions of provider

### Cell and Area Search Techniques

- 165.0 Recognize the purposes of regular searches, to include:
- a. prevent introduction of weapons or other dangerous contraband into the correctional facility
  - b. discover and suppress trafficking between employees and inmates
  - c. detect manufacture of weapons, escape devices, etc., within the correctional facility
  - d. detect possible attempts or means of escape
  - e. enforce rules designed to eliminate usual causes of inmate dissension and strife (gambling, petit theft, whiskey, narcotics, etc.)
  - f. discourage theft of and trafficking in institutional stores
  - g. check for any malicious waste or destruction of correctional facility property
  - h. discover any hazards to health or safety that go unnoticed during routine inspections
- 166.0 Recognize items of contraband to be searched for, to include:
- a. weapons
  - b. drugs
  - c. money
  - d. food
  - e. other locally recognized items of contraband
- 167.0 Identify typical locations within a cell or within the correctional facility where weapons or contraband are likely to be concealed, to include:
- a. bed frames
  - b. toilet tanks
  - c. door frames
  - d. false ceilings
  - e. air ducts
- 168.0 Identify equipment/tools which may be needed for conducting a cell or area search, to include:
- a. flashlight
  - b. screwdriver
  - c. mirror

- d. probing device
  - e. gloves
- 169.0 Identify correct steps and sequence for conducting a cell or area search, to include:
- a. remove keys from belt, and place in a secured area
  - b. remove inmate from cell or area
  - c. enter cell or area; stop and scan
  - d. note anything unusual or out of place
  - e. select appropriate, systematic search pattern
  - f. select starting point; make mental plan for conducting search
  - g. search one area or item completely before going on to next
  - h. continue search until completed, even if contraband is found
  - i. return inmate property or furnishings to original condition and/or position
  - j. write appropriate reports/logs as required
- 170.0 Identify areas which should be probed, to include:
- a. holes or cracks
  - b. hollow areas
- 171.0 Describe correct probing techniques, such as using a wire to check grills, door tracks, faucets, and drains.
- 172.0 Demonstrate correct probing techniques using appropriate equipment (hanger, mirror, flashlight, screwdriver).
- 173.0 List inmate personal property that should be examined, to include:
- a. clothing
  - b. wallet
  - c. containers
  - d. small articles
  - e. books
  - f. letters and papers
  - g. razor
  - h. smoking materials
- 174.0 Describe correct techniques for examining inmate property items, to include:
- a. open all books and papers
  - b. check containers (boxes, bottles, etc.) for false compartments
  - c. replace items as they were found
  - d. thoroughly examine all clothing items
- 175.0 Demonstrate correct techniques for examining inmate property items.
- 176.0 Describe structural aspects or furnishings of the correctional facility which should be checked, to include:
- a. cell bars
  - b. locks
  - c. windows
  - d. doors
  - e. walls and ceilings
  - f. lighting, heating, and plumbing fixtures
  - g. baseboards and moldings
  - h. bed, mattress, and bedding
  - i. furniture
- 177.0 Describe correct techniques for checking visible areas of structural aspects or furnishings, such as rubbing your hand or fingers over the surfaces or legs and cracks to detect patches that may conceal contraband.
- 178.0 Explain that any area that cannot be easily seen should be examined by use of a mirror before placing hands in the area.

- 179.0 Demonstrate correct techniques for checking structural aspects or furnishings.
- 180.0 Conduct a full cell and/or area search, demonstrating correct searching techniques and procedures and finding any hidden weapons or contraband.

### **Officer Survival Considerations**

- 181.0 State that the fundamental duty of a correctional officer is to safeguard life and property, including self and others.
- 182.0 List aspects of correctional operations that impact upon officer survival, to include:
  - a. close observation/listening
  - b. accurate visual perception/discrimination
  - c. frequent patrols
  - d. frequent and thorough searches and inspections
  - e. adequate key and tool control
  - f. frequent counts
  - g. close supervision
  - h. proper classification
  - i. proper movement/transport of inmates
  - j. adequate emergency procedures
  - k. appropriate interpersonal communication
  - l. adequate facility communication system
  - m. proper application of defense techniques
  - n. clear understanding of hostage procedures
  - o. proper application of crime prevention techniques
  - p. structure and physical design of facility
- 183.0 Explain that officer survival is dependent upon the overall atmosphere, or climate, of the correctional facility, and that the climate is a reflection of the total correctional process, as described by:
  - a. unhealthy atmosphere breeds:
    - b. resentment
    - c. hostility
    - d. tension
    - e. disturbances
  - f. healthy atmosphere is:
    - g. positive
    - h. professional
    - i. fair
    - j. firm
    - k. orderly
    - l. flexible
    - m. concerned
    - n. secure
- 184.0 Explain that a secure facility is a safe facility for inmates and staff; security is always the number one priority.
- 185.0 Identify the correctional officer as the prime security agent within the correctional facility.
- 186.0 Explain that the safety and security of the correctional facility—and those who live and work within it—is dependent upon the knowledge of and adherence to all rules, policies, and procedures of the facility by all in the facility, staff and inmates alike.

### **Patrol Concepts and Techniques**

- 187.0 List purposes of patrol, to include:
- a. prevent criminal activity
  - b. maintain order
  - c. protect life and property
  - d. enforce institutional regulations
- 188.0 Identify preventive patrol as the most effective method for maintaining order and control in inmate housing units or cell blocks.
- 189.0 Identify specific objectives of preventive patrol, to include detection of:
- a. escape attempts
  - b. disturbances
  - c. potential trouble
  - d. fires
  - e. tampering with institution equipment
  - f. suicide attempts
  - g. illegal activities
  - h. inmates with emotional or medical problems
  - i. sexual assaults
- 190.0 Identify proper patrol techniques, to include:
- a. do not rely on audio-visual monitoring devices to maintain surveillance
  - b. be alert at all times for suspicious activity or things out of place
  - c. make complete rounds continually in accordance with established procedures
  - d. do not patrol with a regular or routine pattern or time schedule
  - e. backtrack frequently to keep inmates off balance
  - f. stop and listen before turning corners or approaching "blind spots"
  - g. be alert for impending attack, particularly when patrolling in an open housing, work, or activity area where inmates congregate in groups
  - h. check showers and toilets frequently in open inmate areas
  - i. check equipment, locks, and emergency alarms for working condition
  - j. report to supervisor any signs of impending trouble
  - k. listen to inmates
  - l. warn officers on other shifts if inmates plan to cause trouble
- 191.0 Identify signs of potential problems which an officer may observe on patrol, to include:
- a. burning smell
  - b. draped blanket hanging from top bunk over bottom bunk
  - c. towels or blankets draped in front of a cell door
  - d. two inmates in a shower with lots of steam or visibility otherwise obstructed
  - e. clothesline with clothing hanging on it strung from one side of a cell to the other
  - f. inmates who avert their eyes when an officer looks at them
  - g. inmates who are extremely quiet, appear to be depressed or angry, or exhibit mood changes
  - h. unauthorized items hung on walls, stuffed between bars, or sitting on window sills blocking view
  - i. noises out of place such as heavy breathing, metal scraping sounds, or absolute quiet or excessive noise
  - j. a cutoff of conversation when the officer approaches
  - k. obvious tension in the air
  - l. increased number of fights within or between inmate groups
  - m. racial or ethnic slurs being shouted by inmates at each other or at officers



- n. increased violations of institution rules
- 192.0 Identify the duties of an officer in properly preparing for patrol duty, to include:
  - a. be properly uniformed and equipped
  - b. receive briefing from officer on previous shift
  - c. review log book and note any unusual conditions or changes that must be tended to
  - d. gain basic knowledge about inmates in the assigned area (identities, problems and special needs, normal behavioral patterns)
  - e. become totally familiar with the geography and environment of the assigned patrol area
- 193.0 Identify the daily inspections that an officer should make as part of patrol and reporting discrepancies, to include:
  - a. test all openings with security coverings or locks
  - b. check for broken windows, cut screens, cracked skylights, defective hinges, loose or scarred bars, uplifted floor tiles, or holes in walls
  - c. check audible alarms for proper function
  - d. check emergency exits for free operation
  - e. test communications and audio-visual monitoring devices for proper function
  - f. examine fire extinguishers and fire hoses for working condition
  - g. check lights

### **Patrol Hazards**

- 194.0 Identify the kinds of hazards to inmate life and property which may occur in a patrol situation, to include:
  - a. escape attempts
  - b. inmate fights
  - c. inmate suicide attempts
  - d. inmate use of drugs or alcohol
  - e. inmate assaults on each other
  - f. sexual battery
  - g. inmate riots or disturbances
  - h. fire
  - i. weather conditions
- 195.0 Identify potential hazards to the officer that are inherent in patrol in a correctional setting, to include:
  - a. attack
  - b. taken hostage
  - c. hit by items thrown
  - d. injury resulting from responding to emergency situations
- 196.0 Explain common hazards inherent in vehicle patrol in a correctional setting, to include:
  - a. vehicle accidents
  - b. assault by outside penetration

### **Visual Perception/Discrimination and Observation Techniques**

- 197.0 Define "perception" as the process of organizing and attaching meaning to sensations so that the sensations can be interpreted as part of observation.
- 198.0 Identify factors which affect perception, to include:
  - a. past experience and education of observer

- b. maturity of observer
  - c. prejudice and bias of observer
  - d. physical condition of observer (poor eyesight, color blindness, depth perception problems, fatigue)
  - e. mental condition of observer (stress, personal problems, emotional involvement)
  - f. environmental conditions
- 199.0 Define “observation” as the accurate noting of what is presented to the five senses through keeping in view; taking notice of; or giving attention to persons, things, or circumstances.
- 200.0 Describe the three parts of a complete observation:
- a. receiving a stimulus
  - b. being aware of the stimulus
  - c. responding to the stimulus
- 201.0 List the five senses involved in observation:
- a. sight
  - b. hearing
  - c. smell
  - d. touch
  - e. taste
- 202.0 Identify factors affecting an officer’s sight, to include:
- a. visual acuity depends largely on distance or proximity, size (of object), and light conditions
  - b. dimly lit objects become indistinct, particularly if their colors blend with the background
  - c. slow-moving objects are more difficult to see at night
  - d. movement may be noticed from the corner of the eye almost as well as from straight on; stationary objects are not noticed as well from the corner of the eye
  - e. nearsightedness is more of a disadvantage for observation than farsightedness
  - f. in full moonlight a person must be within 10–11 yards for visual recognition of features
  - g. depth perception requires proper coordination of both eyes
  - h. colors are not seen equally over the entire retina
  - i. lighting can distort color perception (e.g., sodium vapor or fluorescent lamps)
  - j. tinted glasses affect color perception, particularly at night
  - k. blue objects will appear larger when red and blue objects are compared
  - l. the observer’s position may affect how he/she sees things
  - m. physical obstructions may partially or fully block sight
  - n. adaptation to darkness does not occur immediately
  - o. weather conditions (rain, high winds, fog, etc.) can distort vision
  - p. visual observation is affected by “mental set”
- 203.0 Describe techniques for visual adaptation to darkness, to include:
- a. stop momentarily after entering darkness and allow eyes to adjust to the available light
  - b. keep one eye closed (if safe to do so) when going from darkness to a lighted area, then back to darkness
  - c. look slightly above, below, or to one side of an object to prevent fade-out of its image at night

- 204.0 Identify factors affecting an officer's hearing, to include:
- a. the origin of a sound may be determined if one ear is slightly closer to the origin or if the head is turned when the sound is equidistant from both ears
  - b. distance from a sound is judged by absolute intensity
  - c. an officer must know the nature of sounds and associate them with experience (e.g., noises, voices, motors, engines)
  - d. sounds carry a greater distance at night
  - e. an object that makes noises will appear larger
- 205.0 Identify factors affecting an officer's sense of smell, to include:
- a. certain substances such as gasoline and ether will temporarily deaden sense of smell
  - b. nasal congestion will reduce sense of smell
- 206.0 State that many substances can be identified by their odors (e.g., gasoline or petroleum products, natural gas, gun powder)
- 207.0 Identify factors affecting an officer's sense of touch, to include:
- a. sense of touch can be affected by adaptation (e.g., lukewarm water will feel cool if the hand is immersed in hot water first)
  - b. sense of touch can be affected by abnormal positions (such as during a fight)
- 208.0 State that sense of touch can be used to identify many objects or situations of importance (e.g., presence of heat, vibrations, physical signs of forced entry, etc.)
- 209.0 Identify factors affecting an officer's sense of taste, to include:
- a. taste is closely associated with smell
  - b. sense of taste can determine only sweet, sour, salt, and bitter
- 210.0 Explain that taste must be used with discretion to avoid potentially hazardous situations (e.g., cyanide)
- 211.0 Describe what to do when observations are made, to include:
- a. decide whether to discard the information gained, commit it to memory, or make some kind of written record
  - b. make appropriate associated observations (e.g., rioting inmates may be distraction for escape attempt)
  - c. classify observations as to the particular violations, hazard, or crime involved
  - d. review meanings and interpretations of observations
  - e. trust what is seen over what is heard when there is an apparent conflict
- 212.0 Identify common circumstances that can affect the perception/observation of an officer or a witness, to include:
- a. attention will focus on the louder or larger element in a given situation
  - b. attention will focus on the unusual or out-of-place element in a given situation
  - c. attention will focus on an object, individual, or element that appears more than once
  - d. attention will focus on movement as opposed to stationary objects or elements
  - e. attention will focus on persons, objects, or elements that are familiar or can be identified
- 213.0 Identify ways of improving perception and observation, to include:
- a. practice being alert and perceptive
  - b. practice making observations to improve rapidity and accuracy

- c. learn what signs or clues to look for in a given situation as a matter of officer interest
  - d. learn what is usual/unusual for the specific area
  - e. establish a “big picture” of a person, event, or scene before making more specific, analytical observations of details (first look should be a complete once-over without stopping to study anything)
- 214.0 Observe simulated scenes, persons, and/or activities and describe the observations from memory or notes.

### **Tool and Sensitive Item Control Concepts/Procedures**

- 215.0 Identify reasons for tool control, to include:
- a. some tools can be used in escapes
  - b. some tools can be used as weapons
  - c. to keep tools organized for ease in locating
  - d. to maintain close inventory and prevent unnecessary costs for replacement
- 216.0 List examples of tools that would be considered hazardous (restricted) in a correctional facility, to include:
- a. hacksaw blades
  - b. files
  - c. pipe wrenches
  - d. cutting tips
  - e. pipe cutters
  - f. ice picks
  - g. barber tools
  - h. medical/dental instruments with sharp points or cutting edges
  - i. culinary knives, cleavers, cooking forks, spits or skewers
  - j. grounds maintenance tools
  - k. wire cutters
  - l. chisels
- 217.0 Describe a shadow board as an effective method for displaying and organizing tools; “shadow” of tool is drawn on board in the exact size and shape of tool.
- 218.0 Identify procedures for maintaining proper tool control, to include:
- a. mark new tools for inventory:
  - b. identify tool with facility markings
  - c. etch inventory number on tool
  - d. color code by classification (restricted or non-restricted)
  - e. enter description and number on all inventory lists
  - f. prepare space on shadow board
  - g. issue restricted tools to employees only or to inmates who are under direct supervision
  - h. maintain log of tools issued/returned:
  - i. date
  - j. staff or inmate name/number
  - k. time of issue
  - l. time of return
  - m. instruct inmates on proper use of tools
  - n. store on shadow board or in locked drawer or cabinet if not appropriate tool for shadow board; only one tool per shadow on board

- o. post inventory lists conspicuously on shadow boards, tool boxes, cabinets, etc.
  - p. perform frequent inventories
  - q. check shadow board after each work detail
  - r. inventory tool boxes, drawers, cabinets daily
  - s. request replacement when tool unserviceable, worn-out or broken; dispose of properly
  - t. report lost or misplaced tools immediately
  - u. perform shakedown or cell search if tool is not accounted for
- 219.0 Explain that the officer supervising work details is responsible for tools used by inmates.
- 220.0 Identify procedures for tool control involving private or contract repair and maintenance workers, to include:
- a. inventory all tools prior to admittance or release
  - b. provide staff escort for workers
- 221.0 List examples of flammable, hazardous, poisonous or toxic materials which must be controlled within correctional facilities, such as:
- a. wood alcohol
  - b. methyl alcohol
  - c. photocopy fluids
  - d. acids
  - e. glue
  - f. gasoline
- 222.0 Identify guidelines for control of hazardous materials, to include:
- a. issue only to staff
  - b. record staff name, date, amount, description of material issued and returned
  - c. supervise inmates closely while using hazardous materials
  - d. perform frequent inventories
  - e. keep in secured storage area
  - f. store in original containers
  - g. store gasoline in approved safety cans
- 223.0 Identify guidelines for control of medical supplies and instruments, to include:
- a. inventory instruments daily
  - b. inventory needles and syringes daily
  - c. dispose needles and syringes in a safe and secure manner after use
  - d. control all drugs in manner prescribed by state and local pharmaceutical regulations
  - e. dispose contaminated linens and clothing in safe, secure manner after use

### **Key Control Concepts/Procedures**

- 224.0 Explain reasons why a key control system is necessary, to include:
- a. prevent escapes
  - b. prevent takeover of facility
  - c. control property (i.e., tools, weapons, commodities, etc.)
  - d. provide access to emergency keys for emergency care for staff and inmates
- 225.0 Identify considerations for maintaining inventory of keys, to include:
- a. maintain key control log
  - b. store keys in locked cabinet in central, secured location

- c. label keys and corresponding hooks on key board
- d. perform frequent inventory of key board
- e. ensure that all hooks on key board contain keys or key chit (indicator that key is checked out by person specified on key chit) or an indication that the hook is not in use
- f. maintain locator map of all permanent locks, accurate records of all padlocks
- g. maintain keys on key rings which are soldered closed and contain metal tags with hook number
- h. require employees who inadvertently carry a key home to notify control promptly
- i. do not duplicate keys; duplication is responsibility of designated key control officer
- j. change locks if sufficient reason to believe security may have been compromised

226.0 Identify elements of a key control log, to include:

- a. inventory
- b. number of each key
- c. trade name of key and lock it fits
- d. trade name and location of locks
- e. code number of ring on which key is located
- f. number of keys on each ring
- g. person(s) authorized for issue
- h. activities (item, date, time, initials):
- i. keys issued
- j. keys turned in
- k. keys exchanged
- l. keys lost
- m. keys replaced
- n. keys damaged
- o. keys inventoried
- p. locks changed or rotated
- q. locks not functioning
- r. locks inventoried or checked
- s. locks replaced

227.0 Identify considerations for issuing keys, to include:

- a. issue from central control point
- b. issue by one employee
- c. do not issue "pattern keys"
- d. require signed receipt for permanently-issued keys
- e. use key chits for any keys drawn from operational key board
- f. exchange key chits at central control when relieving another officer; carry key chit to officer being relieved
- g. issuing/receiving officer makes appropriate entries in key control log

228.0 Identify considerations for proper handling of keys, to include:

- a. carry and use keys inconspicuously
- b. fasten keys by chain to belt and carry in pants pocket or leather pouch attached to belt
- c. avoid reference to key numbers in presence of inmates
- d. never allow inmates to handle any security keys
- e. check assigned keys frequently

- f. do not force keys to operate locks
  - g. check number of keys when exchanging keys from one employee to another
  - h. exchange hand-to-hand, never toss or throw keys
  - i. never use keys for any other than the intended purpose
  - j. never leave keys unattended or stored in desk drawers
  - k. never carry keys to both inside and outside doors at the same time
  - l. never enter an inmate's cell with security keys on your person unless a life depends on it
- 229.0 Identify considerations for maintenance of key and lock system, to include:
- a. report malfunctioning locks or keys immediately
  - b. report missing locks or keys immediately
  - c. report unlocked area which should be locked in a timely manner

### **Accountability Concepts/Procedures**

- 230.0 Identify that the physical accountability of inmates at all times is a primary mission of the facility staff.
- 231.0 Identify that correctional officers have the primary responsibility for the completion of an accurate count.
- 232.0 Identify the general types of counts, to include:
- a. formal - counts that are conducted at specific times of the day and night in an organized manner
  - b. informal, irregular, census checks - counts made while inmates are working or engaged in regular activities; made at irregular times and reported only when an inmate is missing
  - c. outcounts - counts of inmates that are not conducted in their quarters or accustomed counting areas
  - d. transportation counts - counts of inmates, by name and identification, as they board a transport vehicle, during the trip, and upon reaching destination
  - e. emergency counts - counts of inmates due to unusual circumstances such as escapes, riots, disturbances, fires, etc.
- 233.0 Identify the criteria for the proper conducting of counts, to include:
- a. frequent
  - b. prompt
  - c. accurate
  - d. recorded
  - e. in accordance with facility procedures
- 234.0 Identify principles of counting inmates properly, to include:
- a. perform official, formal counts minimum once per shift
  - b. schedule for as little interference as possible with daily work and activities
  - c. conduct frequent informal counts while supervising
  - d. know the number of inmates under your supervision at all times
  - e. do not allow anything—short of an emergency—to interrupt or distract while counting
  - f. allow no movement of inmates during formal counts
  - g. use two officers when counting in an open area - one to count and one to watch inmates' movement
  - h. remain in count area until count is verified as correct
  - i. ensure inmate presence

- use enough light during night counts to see human flesh
  - beware of “dummy” setups
  - move bed linens as necessary
- j. visually identify inmates, not by roll call
- k. never allow inmates to participate in conducting or documenting counts
- l. report count by telephone to control officer
- m. prepare written “count slip” to verify count and submit to control officer
- n. if interrupted or in doubt of correctness of count, conduct complete recount
- o. enforce all rules regarding count without any exceptions
- p. encourage inmate acceptance of the count as a necessity
- q. remind inmates that the count is a mutual responsibility of officers and inmates
- 235.0 Identify the procedures required of the count control officer, to include:
- a. maintain up-to-the-minute master count record in secure location
- b. collect information needed to maintain accurate record:
- housing moves
  - work assignment changes
  - admissions to hospital
  - commitments
  - releases
  - other changes affecting counts
- c. receive results of formal counts
- d. tabulate results of formal counts
- e. record results of formal count in master count record; date, time, initial
- f. announce when count has cleared (verified as accurate) and staff and inmates can resume activities
- g. order recount when discrepancies occur
- 236.0 Demonstrate proper procedures/principles for conducting formal counts.

### Security Equipment

- 237.0 List the different types of security equipment, to include:
- a. gates, sally ports
- b. doors
- c. locks
- d. surveillance devices
- e. binoculars
- f. lights
- g. cameras
- h. listening monitors
- i. alarm systems
- j. contraband detection systems
- 238.0 Define “sally port” as a double gate.
- 239.0 Identify the procedures for proper operation of sally ports or gates, to include:
- a. identify person(s) or vehicle(s) to be admitted or released
- b. verify authorization for admittance or release
- c. report presence if required by standard operating procedures
- d. open outer gate or sally port



- e. close outer gate or sally port after person(s) or vehicle(s) have cleared gate threshold
  - f. open inner gate after outer gate, or sally port, has closed; never have both gates open at the same time
  - g. close inner gate after person(s) or vehicle(s) have cleared threshold
  - h. report action if required by standard operating procedure
  - i. record movement of person(s) or vehicle(s) through gates or sally ports
  - j. search person(s) or vehicle(s) after admittance or before release
- 240.0 Describe precautions for manual operation of doors and gates, to include:
- a. never leave key in lock
  - b. keep gate or door closed and locked when not in use
  - c. know and enforce proper procedures for movement through gates and doors
  - d. maintain accurate records of movement through gates
- 241.0 Describe the three main types of manual security locks:
- a. simple deadlock system - requires key to open and lock; cannot be slam locked
  - b. combination spring and deadlock system - requires key to open and place on deadlock, but spring lock allows you to slam lock without key
  - c. automatic spring and deadlock - requires key to open but will automatically deadlock when it is shut
- 242.0 Describe procedures for operation of remote control panels for gates and cell doors, to include:
- a. gate operation
  - b. observe officer(s) or authorized personnel approaching gate
  - c. check to see if inmates are nearby
  - d. instruct any inmates in area to move away from gate
  - e. open gate when area is clear of inmates
  - f. close door when traffic has passed through
  - g. cell door operation
  - h. open or close cell doors upon signal from other officers
  - i. open or close cell doors at scheduled lockdown or deadlock times or as directed or required for an emergency
- 243.0 Describe procedures for operation of closed circuit television, to include:
- a. scan TV monitors with a roving eye pattern rather than a fixed stare
  - b. stop or focus camera, if possible, for a closer look at an object
  - c. direct camera to desired area or request adjustment of camera range, if necessary
  - d. request another officer to check out the suspicious circumstances if the camera cannot be used
  - e. direct officer(s) to potential or actual trouble spots
  - f. report activities in log
- 244.0 List the types of metal detectors used to detect contraband, to include:
- a. fixed pass-through
  - b. hand-held body
  - c. other metal detectors
- 245.0 Describe maintenance guidelines for security equipment, to include:
- a. use equipment as directed by equipment manuals
  - b. keep equipment clean and in good repair
  - c. check frequently to ensure proper working order
  - d. report malfunctions immediately

## **Inmate Movement Requirements/Procedures**

- 246.0 Identify factors which control inmate movement, to include:
- a. physical design of facility
  - b. security control points
  - c. facility schedule
  - d. authorization
  - e. classification system
  - f. staff
- 247.0 Identify reasons for control of inmate movement, to include:
- a. aid in control of contraband
  - b. provide supervision of inmates
  - c. reduce assaults on inmates and staff
  - d. prevent escapes
- 248.0 Describe the types of inmate movement, to include:
- a. escorted - movement of inmates supervised by officer(s)
  - b. unescorted - movement of inmates not supervised (physically) by officer(s)
- 249.0 Identify the criteria for inmate movement, to include:
- a. orderly
  - b. prompt
  - c. accurate
  - d. consistent
  - e. safe
  - f. secure
- 250.0 Identify the correctional officer's responsibilities with regard to inmate movement, which may include:
- a. approve passes
  - b. issue passes
  - c. compile master pass list
  - d. apply restraints
  - e. escort inmate(s)
  - f. monitor movement - examine trip passes
  - g. conduct movement
  - h. report problems
  - i. record actions
- 251.0 Identify guidelines for escorting one inmate within the facility, to include:
- a. verify authorization for inmate movement
  - b. apply restraints as required
  - c. place self behind, and slightly to the right or left of the inmate; stay out of the inmate's reach
  - d. move inmate in the least amount of time possible; do not allow inmate to loiter or speak with others while en route
  - e. keep inmate apart from other persons
  - f. stay with inmate while he conducts business and return inmate to point of origin, unless told otherwise by supervisor
- 252.0 List activities which may require group movements initiated by audible signals from central control, to include:
- a. work call
  - b. meals

- c. recreation (indoor/yard)
  - d. sick call
- 253.0 Identify guidelines for conducting group movement of inmates, to include:
- a. obtain necessary authorization
  - b. direct inmates to form as many columns as necessary to facilitate orderly movement
  - c. count inmates present to be moved
  - d. notify control room of inmate count, starting time of movement, and destination
  - e. place self to rear and to one side of formation if there is only one escorting officer; stay out of inmates' reach
  - f. order inmates to proceed to destination, maintaining organized formation
  - g. keep inmates in view at all times; do not allow anyone or anything to pass between officer and group, or pass through group
  - h. never leave group alone; if inmate runs, stay with group and notify supervisor as soon as possible
  - i. observe for diversionary tactics
  - j. count inmates when formation reaches destination
  - k. notify control room of count and time movement is completed
- 254.0 Demonstrate proper procedures for escorting one inmate and a group of inmates.

### **Preliminary and Follow-up Investigation Procedures**

- 255.0 Define "investigation" as making detailed and systematic inquiries and/or observations.
- 256.0 Explain that a preliminary investigation is directed at establishing whether an offense has been committed and, if so, what type.
- 257.0 List the key elements of the preliminary investigation, to include:
- a. request medical aid, if necessary
  - b. determine if offense has been committed and, if so, what type
  - c. preserve the integrity of the crime scene
  - d. identify and retain witnesses and segregate, if necessary
  - e. document case and gather evidence
  - f. prepare a report stating facts
  - g. secure evidence
- 258.0 Define "follow-up investigation" as gathering information subsequent to the initial report to establish a case.
- 259.0 List methods of identifying inmates suspected of criminal activity or rule violation, to include:
- a. confessions
  - b. witness testimony
  - c. circumstantial evidence
  - d. physical evidence
- 260.0 Identify procedures of a follow-up investigation, to include:
- a. review the disciplinary report to follow-up or develop leads
  - b. view all evidence seized and ensure submission to proper authority for analysis, if appropriate
  - c. conduct interviews with the reporting officer, victim, any witnesses, etc.
  - d. evaluate statements, evidence, and laboratory results
  - e. consider, where appropriate, physical or electronic surveillance, and polygraph examinations
  - f. identify and locate suspect

- g. recover stolen property, if applicable
- h. effect liaison with prosecutor, if necessary

### **Crime Scene Search Procedures**

- 261.0 List responsibilities of the first officer at the crime scene, to include:
- a. arrive quickly but safely
  - b. render first aid, if necessary
  - c. apprehend suspect(s)
  - d. protect and preserve the scene
  - e. communicate the situation to control center
  - f. retain witnesses and suspects
  - g. record the events
- 262.0 Identify that the primary consideration when dealing with a crime scene is to protect and preserve evidence.
- 263.0 Define “crime scene search” as a planned and coordinated legal search of a crime scene to locate physical evidence and witnesses to the crime under investigation.
- 264.0 List purposes of the crime scene search, to include:
- a. develop facts of the crime
  - b. identify, collect and preserve evidence
  - c. identify the criminal
- 265.0 List the steps of a crime scene search conducted by an investigator or prison inspector, to include:
- a. surveying the scene
  - b. recording the scene by taking photographs and drawing sketches
  - c. measuring, locating and documenting all physical evidence
  - d. searching for prints
- 266.0 State that the general rule of crime scene searches is to collect evidence and information of a fragile nature before collecting material that is less likely to be lost or destroyed.
- 267.0 Explain major considerations involving crime scene searches, to include:
- a. protection of scene
  - b. boundary determination
  - c. choice of search pattern
  - d. instruction of personnel
  - e. coordination of personnel
  - f. termination of search
  - g. documentation
- 268.0 Stress that during any crime scene search only one officer should be in charge.
- 269.0 Describe the fundamental methods of searching a crime scene, to include:
- a. strip or line search pattern
  - b. grid search pattern
  - c. spiral search pattern
  - d. quadrant or zone search pattern
  - e. pie or wheel search pattern

### **Evidence Handling Procedures**

- 270.0 Define “relevant evidence” as anything that logically tends to prove or disprove a material fact at issue in a judicial case or controversy. (s. 90.401, F.S.)
- 271.0 Identify areas having the most impact on evidence, to include:

- a. legal requirements
  - b. scientific value
- 272.0 Identify four important considerations when handling evidence, to include:
- a. submit sufficient quantities of evidence
  - b. submit known standards of evidence
  - c. protect evidence from contamination
  - d. maintain chain of custody
- 273.0 Explain that evidence is marked by the recovering officer to establish and maintain the chain of custody.
- 274.0 Explain that the chain of custody identifies who handled evidence and why to preserve the integrity of the evidence for court presentation.
- 275.0 Identify responsibilities of the officer (crime scene technician/prison inspector) as it relates to evidence, to include:
- a. marking evidence
  - b. tagging evidence
  - c. evaluating evidence
  - d. preserving evidence
  - e. releasing evidence
  - f. clearing the scene
- 276.0 Define “trace evidence” as those minute articles that assist an investigator in locating a suspect.
- 277.0 List common types of evidence found at various crime scenes, to include:
- a. blood
  - b. seminal fluid
  - c. hairs
  - d. fibers
  - e. glass
  - f. paint
  - g. firearms/ammunition/casings
  - h. flammables
  - i. narcotics
  - j. documents
  - k. tool or pry marks
  - l. foot or tire impressions
  - m. fingerprints
- 278.0 Describe procedures for collecting, preserving, marking, and transporting evidence, to include:
- a. secure the area
  - b. tag and identify evidence
  - c. receipt evidence, if necessary
  - d. transfer to proper investigative authority
  - e. maintain chain of custody
  - f. document, as required
- 279.0 Demonstrate the correct method for collecting, preserving, marking and transporting various types of evidence.

### **Chain of Custody Concepts**

- 280.0 Define “chain of custody” as the witnessed, written record of all individuals who have maintained unbroken control over the evidence since its acquisition.

- 281.0 Explain that the chain of custody establishes proof that the evidence collected at the crime scene is the same as that being presented in court.
- 282.0 Identify the components of the “chain,” to include:
- a. who had contact with the evidence
  - b. date and time evidence was handled
  - c. circumstances under which evidence was handled
  - d. what changes, if any, were made to the evidence
- 283.0 Identify the information needed to establish the chain, to include:
- a. name or initials, ID number, etc., of the individual collecting the evidence and each person subsequently having custody
  - b. dates and times the evidence was collected and transferred
  - c. agency, case number, and type of crime
  - d. victim’s or suspect’s name
  - e. brief description of the item
- 284.0 Explain that it is important to properly store physical evidence to protect admissibility.
- 285.0 Identify safeguards to maintain the chain of custody, to include:
- a. limit the number of individuals handling the evidence
  - b. make sure persons handling evidence affix their names, ID numbers, and assignment to chain of custody documents
  - c. obtain signed receipts when transferring evidence
  - d. when accepting returned evidence, check for the identification mark and determine if its condition is the same or has been altered
  - e. advise prosecution if any alterations exist due to analysis

### **State Rules and Regulations**

- 286.0 Identify that Florida Statutes outline requirements on areas relevant to corrections, to include:
- a. state correctional system
  - b. Department of Corrections
  - c. inmate labor
  - d. parole, probation and community control
  - e. detention facilities and correctional officers
  - f. county and municipal inmates
  - g. youthful offenders
- 287.0 Identify that the provisions of the Florida Statutes are further expanded by rules in the Florida Administrative Code.
- 288.0 Identify responsibilities of the Department of Corrections, to include:
- a. provide care, custody and control of inmates, buildings, grounds, property and all other matters pertaining to existing and future institutions
  - b. oversee facilities and programs for the imprisonment, correction, rehabilitation and community supervision of adult offenders on parole, probation, community control or other community release programs
  - c. inspect state facilities and investigate incidents therein
  - d. provide judges with effective evaluative tools and information for use in sentencing
- 289.0 Identify that Florida Statutes authorize the Department of Corrections to promulgate rules governing the administration of the correctional system and the operation of the Department and that these rules can be found in Chapter 33 of the Florida Administrative Code.
- 290.0 Identify provisions of Chapter 33, F.A.C., pertaining to care of inmates, to include:

- a. arrival procedures and requirements
  - b. provision of a canteen or commissary
  - c. inmate clothing
  - d. inmate personal appearance and hygiene
  - e. inmate housing requirements
  - f. inmate medical care
  - g. inmate supervision of other inmates
- 291.0 Identify provisions of Chapter 33, F.A.C., pertaining to inmate work programs, to include:
- a. maximum hours of work
  - b. rest/day off requirements
  - c. contact with non-institution personnel
  - d. restrictions on inmate movement from workplace
- 292.0 Identify provisions of Chapter 33, F.A.C., pertaining to inmate mail, to include:
- a. examination for contraband
  - b. limitations on with whom correspondence may be conducted
  - c. subject matter content of mail
  - d. procedures when denying mail
  - e. provisions for forwarding mail after inmate is transferred or released
  - f. receipt of funds through the mail
  - g. provision of writing materials by the institution
- 293.0 Identify provisions of Chapter 33, F.A.C., pertaining to inmate legal documents, to include:
- a. handling of inmate legal mail
  - b. time and materials for preparation of legal documents
  - c. purchase and receipt of legal materials by inmate
  - d. notary public services
  - e. inmate assistance from other inmates in preparation of legal documents
- 294.0 Identify provisions of Chapter 33, F.A.C., pertaining to employee conduct, to include:
- a. reporting of law or rule violations by others
  - b. reporting criminal charges or arrest of self
  - c. physical appearance requirements
  - d. relationships with inmates and their families
  - e. participation in inquiries and investigations relating to official duties
  - f. submission to search and/or inspection of person, personal property or vehicle when on institution premises
  - g. treatment of inmates
  - h. working under the influence of drugs
  - i. insubordination
  - j. falsification of reports or records
  - k. sleeping on duty
  - l. use of force
  - m. giving legal advice
  - n. gambling
  - o. confidential information
  - p. attendance requirements
  - q. financial responsibility
  - r. solicitation
  - s. safety requirements
  - t. use of DC equipment and materials
  - u. possession of firearms or other weapons
  - v. political party participation

- w. violence, fighting, horseplay and threats
- 295.0 Identify that provisions of Chapter 33, F.A.C., pertaining to inmate discipline include:
  - a. general policy provisions
  - b. personnel involved in disciplinary matters
  - c. reporting disciplinary infractions
  - d. disciplinary processing
  - e. disciplinary action
- 296.0 Identify that Florida Model Jail Standards presents rules pertaining to all aspects of operation of county and municipal detention facilities.
- 297.0 Explain that it is important for the officer to locate and become thoroughly familiar with the rules and regulations for each institution or jail in which he/she works.

### **Inmate Transport Methods**

- 298.0 Describe the elements of safe inmate transport, to include:
  - a. clear and comprehensive agency guidelines are established and followed
  - b. an adequate number of personnel are available
  - c. vehicle used for transport is properly equipped and in good working order
  - d. seat belts for the inmate(s)
- 299.0 Identify reasons for searching and restraining inmates prior to transport, to include:
  - a. prevent escapes
  - b. confiscate weapons/evidence
  - c. officer safety
- 300.0 Demonstrate the proper technique for placing an inmate in a vehicle to be used for transport.
- 301.0 Identify that additional precautionary procedures are needed when transporting juveniles, injured persons, or members of the opposite sex.
- 302.0 List three basic mistakes that should be avoided in inmate transports, to include:
  - a. wasting time in the transport process
  - b. making assumptions of inmate's potential threat based on appearance
  - c. using seriousness of crime as an indicator of potential threat
- 303.0 Identify that it is necessary to search the vehicle for contraband before and after transporting inmate.

### **Custody Responsibilities/Custody Process Requirements**

- 304.0 Explain that the inmate has not lost his/her constitutional rights, and that it is the officer's responsibility to see that they are not violated.
- 305.0 Explain that illegal use of force cannot be used against an inmate.
- 306.0 Name arresting authorities that may confine inmates to the jail, to include:
  - a. local law enforcement officers
  - b. state law enforcement officers
  - c. law enforcement officers from other states and jurisdictions
  - d. U. S. Marshals or Deputy Marshals
  - e. parole and probation officers
- 307.0 Name the admission requirements for accepting an individual for confinement in a jail, to include:
  - a. obtain proper identification of person delivering inmate; may be local law enforcement officer, U. S. Marshal or Deputy Marshal, probation/parole officer
  - b. obtain proper legal papers giving authority for commitment/detention



- c. complete appropriate admission forms
- 308.0 Identify information needed on jail records for each inmate, to include:
- a. name
  - b. the charge(s)
  - c. age/sex/race
  - d. current residence
  - e. marital status
  - f. social security number
  - g. employment
- 309.0 Explain that the officer must not ask about the details of the crime when gathering personal data, as this can be considered a violation of the inmate's rights.
- 310.0 Explain that whenever a weapon or other personal property is taken, it is the duty of the property officer to give a receipt to the person without delay.
- 311.0 Explain that searching the inmate and his/her clothing is a major responsibility of a custody and confinement officer as well as the arresting officer.
- 312.0 List basic rules for assigning custody classification and housing assignments, to include:
- a. violent aggressive inmates should be housed alone
  - b. known homosexuals should be housed alone, if possible
  - c. youthful inmates shall be kept apart from older, more experienced inmates
  - d. handicapped, sick or injured inmates should be housed in an area where medical services are readily available
  - e. mentally ill inmates should be housed and carefully watched until other more suitable arrangements outside the jail can be made
  - f. inmates believed to be under the influence of drugs or alcohol should be monitored and observed
  - g. inmates of opposite sexes must be housed separately
  - h. pre-trial detainees must be housed separately from convicted inmates
  - i. "elderly offenders," inmates age 50 and older, incarcerated by the Department of Corrections are to be held in a separate correctional facility, apart from other inmates.

**Course Number: CJK0051**

**Occupational Completion Point: A**

**CMS Criminal Justice Defensive Tactics – 80 Hours – SOC Code 33-3012**

- 01.0 Demonstrate making an accurate threat assessment of a situation
- 02.0 Demonstrate use force appropriate to the subject resistance and situational factors
- 03.0 Demonstrate a prevailing attitude and the willingness and ability to fight when necessary
- 04.0 Demonstrate use integrated force options.
- 05.0 Demonstrate the ability to escalate, de-escalate, or disengage in a situation as appropriately.

**Course Number: CJK0040**

**Occupational Completion Point: A**

**CMS Criminal Justice Firearms – 80 Hours – SOC Code 33-3012**

- 01.0 Demonstrate safe weapon handling.
- 02.0 Demonstrate weapons cleaning and maintenance.
- 03.0 Demonstrate handgun holstering and drawing.
- 04.0 Demonstrate weapon loading and unloading.

05.0 Demonstrate basic shooting principles.

Proficiency on the CJSTC basic firearms courses of firing with a handgun during daylight and nighttime and a shotgun during daylight

**Course Number: CJK0031**

**Occupational Completion Point: A**

**CMS First Aid for Criminal Justice Officers – 40 Hours – SOC Code 33-3012**

- 01.0 Demonstrate how to ventilate a patient who is not breathing.
- 02.0 Demonstrate how to perform cardiopulmonary resuscitation (CPR) on a patient who has no heartbeat.
- 03.0 Demonstrate how to put on, properly remove, and discard disposable gloves.
- 04.0 Demonstrate how to conduct a scene size-up.
- 05.0 Demonstrate how to assess LOC/AVPU.
- 06.0 Demonstrate how to maintain an open airway.
- 07.0 Demonstrate how to assess breathing, including rate.
- 08.0 Demonstrate how to assess circulation, including pulse rate.
- 09.0 Demonstrate how to assess for uncontrolled bleeding.
- 10.0 Demonstrate how to conduct a physical assessment (DOTS/SAMPLE).
- 11.0 Demonstrate a walking assist.
- 12.0 Demonstrate an emergency drag.
- 13.0 Demonstrate an extremity lift or carry.
- 14.0 Demonstrate a log roll, to include manual stabilization of the head, neck, and cervical spine.
- 15.0 Demonstrate general treatment for shock.
- 16.0 Demonstrate how to stop bleeding.
- 17.0 Demonstrate dressing and bandaging an open wound.
- 18.0 Demonstrate how to splint broken bones in a lower extremity.
- 19.0 Demonstrate how to splint broken bones in an upper extremity.

**Course Number: CJK0280**

**Occupational Completion Point: A**

**Criminal Justice Officer Physical Fitness Training/Correctional Officer – 40 Hours – SOC Code 33-3012**

- 01.0 Increase their physical fitness
- 02.0 Improve their score on the final fitness evaluation
  - vertical jump
  - one minute sit-ups
  - 300 meter run
  - maximum push-ups
  - 1.5 mile run

**Course Number: CJK 0221**

**Occupational Completion Point: B**

**Correctional Cross-Over to Law Enforcement Introduction and Legal – 47 Hours – SOC Code 33-3051**

- 1.0 Understand the values and ethics required for criminal justice officers

- 2.0 Understand the consequences of sexual harassment
- 3.0 Understand the Fourth Amendment related to search and seizure
- 4.0 Know what constitutes a lawful arrest
- 5.0 Understand the Fifth and Sixth Amendments related to interrogation of suspects
- 6.0 Determine when a crime has been committed and the elements necessary to make an arrest for that crime
- 7.0 Understand the legal rules and concepts of evidence
- 8.0 Draft a probable cause affidavit
- 9.0 Articulate the legal justification for the use of force
- 10.0 Understand civil and criminal liability related to an officer's performance of duties
- 11.0 Understand an officer's duties and options in civil (noncriminal) incidents
- 12.0 Understand the legal considerations when dealing with juveniles
- 13.0 Role-play Practicum #1: Search and Seizure
- 14.0 Role-play Practicum #2: Standards of Legal Justification
- 15.0 Criminal Intent Scenarios
- 16.0 Role-play Practicum #3: Elements of Crimes
- 17.0 Role-play Practicum #4: Levels of Criminal Involvement
- 18.0 Classification of Offenses
- 19.0 Understand the values and ethics required for criminal justice officers
- 20.0 Understand the consequences of sexual harassment
- 21.0 Understand the Fourth Amendment related to search and seizure
- 22.0 Know what constitutes a lawful arrest
- 23.0 Understand the Fifth and Sixth Amendments related to interrogation of suspects
- 24.0 Determine when a crime has been committed and the elements necessary to make an arrest for that crime
- 25.0 Understand the legal rules and concepts of evidence
- 26.0 Know how to draft a probable cause affidavit
- 27.0 Be able to articulate the legal justification for the use of force
- 28.0 Understand civil and criminal liability related to an officer's performance of duties
- 29.0 Understand an officer's duties and options in civil (noncriminal) incidents
- 30.0 Be familiar with the legal considerations when dealing with juveniles
- 31.0 Give examples of sexual harassment and provide solutions to the scenario exercises.
- 32.0 Discuss the basic concepts of the U.S. Constitution and how they relate to law enforcement, giving particular attention to the 1st, 2nd, 4th, 5th, 6th, 8th, and 14th Amendments.
- 33.0 Explain the differences between and give examples of felonies, misdemeanors, noncriminal, and ordinance violations, and give examples of each.
- 34.0 Use Florida Statute 784.03 to demonstrate the different levels of a crime (for example, battery/misdemeanor and aggravated battery/felony).
- 35.0 Provide examples to illustrate the various levels and penalties/fines.
- 36.0 Provide an example of a case that was dismissed or lost because of an improper search or seizure.
- 37.0 Discuss the constitutional issues related to search and seizure, general legal requirements for a search warrant to be deemed valid, the exclusionary rule, and the Good Faith Doctrine.
- 38.0 Emphasize the numerous exceptions to search warrants, and give examples of each exception. Discuss relevant case law related to each of the exceptions. You should check for recent court cases that may affect these rulings.

- 39.0 Discuss standing and authority as related to consent searches.
- 40.0 Discuss the Chimel case as it relates to the scope of a search, i.e., “wingspan” of the suspect.
- 41.0 Discuss *Warden v. Hayden*, 387 U.S. 294 (1967), as it relates to the items that may be seized after a lawful search.
- 42.0 Describe the difference between seizure and forfeiture.
- 43.0 Describe and give examples about the four levels of legal justification: mere suspicion, reasonable suspicion, probable cause, and proof beyond a reasonable doubt
- 44.0 Emphasize the importance of being able to articulate reasonable suspicion and probable cause.
- 45.0 Describe sources of probable cause, including line-ups and showups.
- 46.0 Explain how the totality of circumstances test is applied to probable cause.
- 47.0 Conduct Role-play Practicum #2: Standards of Legal Justification.
- 48.0 Discuss a law enforcement officer’s authority to make arrests. Describe the types of arrests and the statutory provisions under Florida Statutes §901.02 and §901.15 by which officers may make warrantless arrests.
- 49.0 Explain the misdemeanor exceptions.
- 50.0 Explain the function of a notice to appear.
- 51.0 Discuss the doctrine of fresh pursuit. Relate F.S. 901.25 and case law to the conditions and procedures for an officer to follow if involved in a fresh pursuit.
- 52.0 Discuss the importance of the Miranda decision and its key elements. Explain the negative consequences of giving an abbreviated version of the Miranda warnings and restrictions on police interviewing tactics.
- 53.0 Discuss custody. Give examples.
- 54.0 Discuss interrogation. Give examples.
- 55.0 Explain the importance of waiver of Miranda warnings, completion of Advice of Rights form, and invocation of rights.
- 56.0 Apply the concept of intent and explain its significance in proving a criminal act. Discuss the categories of intent and give examples of each.
- 57.0 Use the Instructor Material or a similar resource to illustrate criminal intent. Provide the scenarios and identify the category of intent.
- 58.0 Provide the elements of each crime, and give examples for each.
- 59.0 Ensure that students understand each category of crime and the elements needed to prove probable cause that the crime occurred.
- 60.0 Apply the Florida Statutes to crimes for which there are no Criminal Jury Instructions, such as Fraudulent Use of a Credit Card and Criminal use of Personal Identification Information (Identity Theft).
- 61.0 Conduct Role-play Practicum, elements of crimes.
- 62.0 Describe the role of victims, witnesses, and suspected perpetrators involved in an incident.
- 63.0 Discuss the levels of criminal responsibility to include criminal attempt, solicitation, and conspiracy.
- 64.0 Conduct Role-play levels of criminal involvement.
- 65.0 Explain the concept of exculpatory evidence.
- 66.0 Explain each of the following legal defenses and give examples:
  - alibi
  - mistake or ignorance of fact
  - intoxication
  - duress or coercion

- justifiable use of force
  - self-defense
  - defense of property
  - entrapment
  - insanity
  - mental incompetence
  - statute of limitations
  - consent
- 67.0 Discuss types of evidence and give examples of each.
- Direct—fingerprints, DNA, stolen property
  - Testimonial—witness' verbal account of the facts
  - Documentary—worthless check, forged prescription
  - Physical or real—murder weapon, surveillance tape, money
  - Indirect or circumstantial—facts establishing the likelihood of guilt
- 68.0 Give an overview of issues related to evidence and provide examples:
- relevance to the case and supported by sworn testimony
  - importance of documentation
  - hearsay (including spontaneous statements and excited utterances)
  - problems in handling evidence (e.g., failure to document statements, not preserving a crime scene, allowing witnesses to commingle statements, not maintaining a proper chain of custody)
  - legal and departmental consequences of improper handling evidence (case is dismissed, officer's actions and departmental policies come under review)
  - application of the exclusionary rule related to illegally obtained evidence
- 69.0 Explain the purpose of a probable cause affidavit and the elements required in completing a legally sufficient probable cause affidavit. Stress the importance of legible handwriting in any report.
- 70.0 Discuss the legal basis for the use of force and concepts and pertinent court cases including:
- objective reasonableness
  - *Graham v. Conner*, 490 U.S. 386 (1989)
  - *Tennessee v. Garner*, 471 U.S. 1 (1985)
  - *State v. Hendrex*, 865 So.2d 531(Fla. 2nd DCA 2003)
- 71.0 Discuss Chapter 776, Florida Statutes, and the three main circumstances under which force may be used (arrest and detention, prevent escapes, and defense of persons).
- 72.0 Discuss the differences in civil and criminal liability. Give examples of the types of actions that may cause an officer to be held civilly and criminally liable.
- 73.0 Discuss the possible consequences of officer liability.
- 74.0 Discuss how an officer can reduce the risk of liability.
- 75.0 Discuss the various types of civil issues an officer may encounter, including landlord-tenant disputes, repossessions of property, removal or towing of vehicles or vessels from private property, recovering vehicles from tow yards, motor vehicle repair disputes, child custody disputes, real property boundaries disputes, and disputes over stolen property in the custody of a pawnbroker. Ensure that officers understand their lawful response options.
- 76.0 Discuss the following issues and related laws:
- taking a juvenile into custody
  - interrogating a juvenile

- traffic offenses committed by juveniles
- juvenile sex offenders
- school search issues

**Course Number: CJK0222**

**Occupational Completion Point: B**

**Correctional Cross-Over to Law Enforcement Communications – 56 Hours –  
SOC Code 33-3051**

- 1.0 Use radio equipment properly
- 2.0 Identify the communication audience
- 3.0 Gather information at a crime scene
- 4.0 Conduct basic interview
- 5.0 Identify root causes of miscommunication
- 6.0 Organize information chronologically
- 7.0 Organize information categorically
- 8.0 Document information
- 9.0 Take statements
- 10.0 Classify reports appropriately
- 11.0 Apply appropriate grammar mechanics
- 12.0 Write reports
- 13.0 Complete the arrest/probable cause affidavit
- 14.0 Discuss triggers, biases, and stereotypes that may influence behaviors.
- 15.0 Discuss citizens' expectations and how an officers' response can impact law enforcement's relationship with the community.
- 16.0 Discuss techniques for self control.
- 17.0 Describe how the makeup of the populations may affect types and volume of service calls and therefore law enforcement's response.
- 18.0 Discuss the interviewer's responsibilities and factors that influence a successful interview.
- 19.0 Discuss at-scene versus post-scene interviews.
- 20.0 Discuss types of interviewees and factors that influence the order of interviews.
- 21.0 Discuss the basic elements of the interview process and effective interview techniques. Give examples.
- 22.0 Discuss ways to evaluate the effectiveness of the interview and determine what information is suitable for court submission.
- 23.0 Describe methods of documenting the interview and procedures for taking notes.
- 24.0 Explain the importance of and methods for the following:
  - separating the interviewees
  - identifying location
  - using an interpreter
  - recording the statement
  - using writing materials
  - administering the oath
  - obtaining the interviewee's signature
  - developing questions based on what the witness says
- 25.0 Discuss situations when an officer may be required to assist in preparing a written statement.
- 26.0 Describe when an officer can notarize a statement.

- 27.0 Emphasize the importance reviewing statements for completeness.
- 28.0 Discuss basic procedures for taking statement, including when statements should be obtained.
- 29.0 Describe details to be included in a recorded statement.
- 30.0 Discuss juvenile interviews to include transport issues, juvenile suspects and Miranda, parental consent and notification, statutory limits on the number of interviews, and statutory requirements regarding law enforcement role when interacting with the Department of Children and Families.
- 31.0 Conduct Role-play, battery interview.
- 32.0 Discuss why officers write reports.
- 33.0 Discuss the different types of report forms and how they are used.
- 34.0 Describe the basic steps in writing a report.
- 35.0 Explain the purpose for taking field notes and the details that should be included.
- 36.0 Explain the importance of alternating between listening and writing.
- 37.0 Explain how to record field notes.
- 38.0 Discuss the basic facts included in note taking.
- 39.0 Explain the narrative of a report.
- 40.0 Explain the two ways notes can be organized.
- 41.0 Describe elements of effective report writing:
  - factual
  - clear
  - concise
  - complete
  - accurate
  - written in standard English
  - grammatically and structurally correct
  - legible
  - timely
- 42.0 Describe questions a report narrative must answer and methods for structuring a report.
- 43.0 Explain the difference between content and format.
- 44.0 Emphasize the importance of addressing all elements of a crime.
- 45.0 Emphasize the importance of proper grammar, punctuation, and spelling within the content of a report.
- 46.0 Describe proper sentence structure and methods for ensuring correct grammar and spelling.
- 47.0 Provide steps for proofreading and editing.
- 48.0 Conduct role-play, loitering at the convenience store.

**Course Number: CJK0223**

**Occupational Completion Point: B**

**Correctional Cross-Over to Law Enforcement Human Issues – 32 Hours –  
SOC Code 33-3051**

- 1.0 Respond to a crisis call, identify the crisis, recognize the legal responsibilities and options available to the officer, and provide the most appropriate intervention to complete the call.
- 2.0 Respond to a call involving an individual with a disability, recognize the signs and symptoms specific to the disability, and provide the most appropriate intervention

- respond to a crisis call involving a suicidal individual, assess the risk of suicide, and provide the most appropriate intervention to help calm the situation.
- 3.0 Respond to a call involving an elderly individual, assess the crisis, and provide the most appropriate intervention
  - 4.0 Respond to a call involving a juvenile, assess the behavioral characteristics, and provide the most appropriate intervention
  - 5.0 Respond to a call involving substance abuse, apply officer safety concerns, identify the substance and paraphernalia at the scene, and provide the most appropriate intervention
  - 6.0 Describe the types of crises an officer encounters and behavioral characteristics of individuals in crisis. Give examples.
  - 7.0 Explain techniques for responding to and stabilizing a crisis situation.
  - 8.0 Discuss the different response options available in a crisis situation, with emphasis on when referrals are required by Florida statute.
  - 9.0 Discuss elements of a crisis situation that may be included in an incident report.
  - 10.0 Respond to a crisis call, identify the crisis, recognize the legal responsibilities and options available to the officer, and provide the most appropriate intervention to complete the call.
  - 11.0 Respond to a call involving an individual with a disability, recognize the signs and symptoms specific to the disability, and provide the most appropriate intervention.
  - 12.0 Respond to a crisis call involving a suicidal individual, assess the risk of suicide, and provide the most appropriate intervention to help calm the situation.
  - 13.0 Respond to a call involving an elderly individual, assess the crisis, and provide the most appropriate intervention.
  - 14.0 Respond to a call involving a juvenile, assess the behavioral characteristics, and provide the most appropriate intervention.
  - 15.0 Respond to a call involving substance abuse, apply officer safety concerns, identify the substance and paraphernalia at the scene, and provide the most appropriate intervention.
  - 16.0 Explain the purpose of the Americans with Disabilities Act (ADA) and the elements involved in recognizing, working with, and protecting the rights of individuals with disabilities. Give examples.
  - 17.0 Emphasize the importance of the officer's role in relation to the Americans with Disabilities Act (ADA).
  - 18.0 Discuss stereotypes associated with individuals who have disabilities and those individuals overcoming disabilities.
  - 19.0 Explain mental illness, its signs and symptoms, and the conditions that mimic it.
  - 20.0 Explain the Baker Act, with emphasis on Section 394.463, F.S., criteria for voluntary and involuntary examination, and steps for completing the BA-52.
  - 21.0 Explain the difference between mental illness and mental retardation.
  - 22.0 Discuss the different levels and characteristics of mental retardation, facts to consider when communicating with persons with mental retardation, and resources available.
  - 23.0 Discuss indicators of speech and hearing impairments and ways to interact with a person with a communication disability.
  - 24.0 Discuss the rights of persons with a communication disability with emphasis on when an interpreter is required and Miranda rights.
  - 25.0 Discuss the ADA definition of mobility impairments and facts to consider when interacting with individuals with mobility impairment.
  - 26.0 Describe the difference between blindness and partial sight.



- 27.0 Discuss special considerations for interacting with a person who is blind or partially sighted.
- 28.0 Explain what autism is, the associated characteristics, and factors to consider when responding to an individual with autism.
- 29.0 Discuss the different characteristics and issues associated with juvenile offenders.
- 30.0 Describe the characteristics an officer should display when interacting with juveniles.
- 31.0 Discuss the different resources available for juveniles with emphasis on providing guidance for the youth and family.
- 32.0 Discuss effective methods for responding to juvenile offenders.
- 33.0 Describe the general characteristics of the elderly.
- 34.0 Discuss the aging process, age-related medical conditions, and ways to properly interact with the elderly.
- 35.0 Discuss resources that are available to assist the elderly.
- 36.0 Conduct role-play, crisis intervention.
- 37.0 Describe signs and indicators of suicide risks.
- 38.0 Discuss how to communicate and interact with persons who may be suicidal.
- 39.0 Discuss officer safety issues when interacting with a suicidal person.
- 40.0 Emphasize the importance of notifying the receiving facility when transporting a person who may be suicidal.
- 41.0 Describe referrals that may be available to assist persons who appear suicidal.
- 42.0 Discuss the difference between substance use, abuse, and dependence, and the associated behavioral characteristics of each.
- 43.0 Describe symptoms and conditions that sometimes mimic substance abuse.
- 44.0 Discuss treatment options available for substance abusers with emphasis on the Marchman Act.
- 45.0 Describe characteristics, methods of use, physical signs and symptoms, and withdrawal symptoms associated with the different substances.
- 46.0 Discuss the Florida Comprehensive Drug Abuse Prevention and Control Act with emphasis on how the different substances are scheduled.

**Course Number: CJK0061**  
**Occupational Completion Point: B**  
**Patrol 1 – 58 Hours – SOC Code 33-3051**

- 1.0 Understand Community Oriented Policing and how it is implemented as a problem-solving model, identifying the SECURE problem-solving model and its application in real life situations
- 2.0 Understand officer safety issues, identify and avoid fatal errors, identify and manage stress, maintain mental and physical fitness
- 3.0 Respond to a call, approach a suspect, make an arrest, transport a prisoner, and process the prisoner at a detention facility
- 4.0 Understand how to direct traffic, how to enforce traffic citations, identify how to respond to alarms and conduct a building search, and search, inventory and impound vehicles
- 5.0 Provide a brief history and explanation of what Community Oriented Policing (COP) encompasses.
- 6.0 Explain the core components of Community Oriented Policing.
- 7.0 Explain the principles, advantages, and benefits of COP.
- 8.0 Describe the SARA model and explain how it is incorporated into COP decision making.

- 9.0 Explain the use of a community assessment in assisting a law enforcement officer in job performance.
- 10.0 Review the concept of bridging SECURE and Community Policing (SARA).
- 11.0 Describe how SECURE can be used as a problem-solving model and apply it to real life situations.
- 12.0 Discuss how stress can affect an officer's performance and ways of managing it.
- 13.0 Describe different types of equipment that an officer uses to maintain safety.
- 14.0 Describe and give examples of safety hazards and fatal errors that can cause officer injury or death.
- 15.0 Review observation and perception as keys to officer survival.
- 16.0 Explain why discretion should be applied when using the senses.
- 17.0 Emphasize the importance of maintaining an awareness of cover and concealment areas while patrolling.
- 18.0 Describe safety tactics to use during an arrest or in the event of a shooting.
- 19.0 Define stressor.
- 20.0 Explain the difference between good and bad stress, and how good stress can benefit the officer.
- 21.0 Review the various types of stressors and explain how to deal with each.
- 22.0 Emphasize the importance of recognizing the early signs of stress.
- 23.0 Describe the information received in roll call such as BOLOs, officer safety issues, and special attention locations.
- 24.0 Emphasize the importance of being familiar with the assigned patrol area and equipment.
- 25.0 Explain what a BOLO is and how it is used.
- 26.0 Provide the content to students through lecture and/or guided classroom discussion. Where practical, provide hands-on activities that will allow students to learn by doing.
- 27.0 Explain and identify reactive, proactive, and coactive patrolling techniques.
- 28.0 Explain vehicle and foot patrol procedures.
- 29.0 Emphasize the importance of knowing the different aspects of the officers patrol area resources; i.e., crime hazards, hospitals, geography.
- 30.0 Define crime analysis and how it assists the patrol officer.
- 31.0 Conduct role-play, Johnson Street Mall.
- 32.0 Explain procedures for responding to a call for service and determining the nature of the call (civil vs. criminal).
- 33.0 Stress the officer safety issues with arriving on scene and dealing with complainants.
- 34.0 Explain procedures for interviewing witnesses and complainants.
- 35.0 Explain the procedures for approaching a suspect at the scene of a call.
- 36.0 Discuss legal limitations of frisk or pat down.
- 37.0 Emphasize officer safety issues when approaching a suspect.
- 38.0 Discuss factors which may influence an officer's decision to arrest a subject with an outstanding warrant.
- 39.0 Conduct Role-play, auto theft.
- 40.0 Conduct Role-play, knife.
- 41.0 Discuss the proper procedure for making a physical custody arrest.
- 42.0 Emphasize officer safety issues with arresting a suspect.
- 43.0 Explain the procedure, officer safety concerns, and special considerations relating to escorting, loading, and transporting a prisoner.
- 44.0 Explain the procedure for arriving and removing the prisoner at the booking facility.

- 45.0 Discuss procedure and officer safety concerns when transporting to a medical facility.
- 46.0 Explain the procedures, officer safety concerns, and special considerations relating to processing a prisoner for intake.
- 47.0 Explain and demonstrate the proper methods for directing traffic.
- 48.0 List the basic types of alarms which an officer may have to answer.
- 49.0 Describe how to construct a perimeter around an area which must be searched.
- 50.0 Describe techniques for searching the interior and exterior of a building including, "Cutting the Pie," "Crisscross," and "Leap Frog."
- 51.0 List the safety concerns when searching a building.
- 52.0 Demonstrate how to search a building with and without a flashlight.
- 53.0 Explain the difference in the levels of citizen contact and the laws of governing the contact.
- 54.0 Discuss applicable legal statues regarding towing, inventory, and searching of vehicles.
- 55.0 Discuss the most common traffic-related methods of citizen contact.
- 56.0 Explain and demonstrate the proper method for directing traffic.
- 57.0 Demonstrate the proper method for directing traffic.

**Course Number: CJK0062**  
**Occupational Completion Point: B**  
**Patrol 2 – 40 Hours – SOC Code 33-3051**

- 1.0 Complete and pass Unit 1, ICS-100 Introduction to the Incident Management System and Unit 2, IS-700 National Incident Management System (NIMS).
- 2.0 Identify the crowd control procedures to safely and effectively disperse or control a large group of people.
- 3.0 Identify issues affecting an officer's ability to protect and enforce the law when dealing with criminal street gangs and extremist groups.
- 4.0 Understand local emergency response plans, law enforcement duty-to-act requirements and their role as first responders, be aware of hazardous material class, name, or identification number, identify actions to take to isolate a HAZMAT incident and choose protective actions to take in accordance with the Emergency Response Guidebook (ERG), describe methamphetamine, methamphetamine users, and the paraphernalia and chemicals used to manufacture methamphetamine.
- 5.0 Respond to a bomb threat, assess the scene, search and evacuate a building or suspected bomb sight, identify weapons of mass destruction (WMD), and properly respond to a WMD incident.
- 6.0 Complete and pass examination for Unit 1, ICS-100 Introduction to the Incident Management System lesson plans and course descriptions are available through the following site: <http://training.fema.gov/EMIWeb/IS/is100.asp>
- 7.0 Complete and pass examination for Unit 2, IS-700 National Incident Management System (NIMS), an Introduction lesson plans and course descriptions are available through the following site: <http://training.fema.gov/EMIWeb/IS/is700.asp>
- 8.0 Discuss the proper method for responding to a call for service relating to a large crowd or group.
- 9.0 Discuss how to determine the nature of the gathering (hostile vs. non-hostile).
- 10.0 Explain the procedure for developing information about the event and leader.
- 11.0 Discuss the officer safety issues that may arise when arriving on scene and dealing with large crowds or groups.
- 12.0 Discuss elements of criminal street gangs present statewide.

- 13.0 Discuss the general structure of gangs and their alliances.
- 14.0 Emphasize common gang related symbols, graffiti, colors, signs, and tattoos.
- 15.0 Discuss different types of extremist groups and their motivations.
- 16.0 Discuss the extremist groups known to be active in Florida.
- 17.0 Identify a law enforcement officer's duty to act and the requirements of the duty to act.
- 18.0 Discuss the role of a law enforcement officer acting as the first responder at the awareness level in responding to a hazardous material incident.
- 19.0 Discuss the six characteristic signs (clues) as to the presence of hazardous materials.
- 20.0 Identify the classes of hazardous materials.
- 21.0 Describe the functions and use of the Emergency Response Guidebook (ERG).
- 22.0 Discuss the basic protective actions to take during a hazardous material incident.
- 23.0 Describe the functions and use of the ERG pages.
- 24.0 Discuss the OSHA requirements of the termination process.
- 25.0 Discuss an awareness level first responders duties after the termination of a HAZMAT situation.
- 26.0 Describe methamphetamine, its physical appearance, and how it is ingested.
- 27.0 Discuss the various processes, paraphernalia, and chemicals used to manufacture methamphetamine.
- 28.0 Describe the hazards associated with clandestine methamphetamine laboratories and the immediate response protocol.
- 29.0 Discuss important information when responding to bomb threat.
- 30.0 Identify necessary individuals to interview.
- 31.0 Discuss an officer's approach to a bomb threat.
- 32.0 Discuss the use of radios at the scene of a bomb threat.
- 33.0 Discuss who can authorize a building search.
- 34.0 Describe different types of searches and how they are conducted.
- 35.0 Discuss proper safety procedures to follow when conducting building searches.
- 36.0 Discuss evacuation of a building during a bomb threat.
- 37.0 Emphasize important information to obtain prior to conducting an evacuation.
- 38.0 Describe different types of areas to be evacuated.
- 39.0 Describe proper safety procedures to follow when conducting an evacuation.
- 40.0 Discuss laws concerning Weapons of Mass Destruction (WMD).
- 41.0 Describe possible targets of WMDs.
- 42.0 Explain the acronym BNICE and detail dissemination methods, routes of exposure, noticeable effect times, and levels of protection.
- 43.0 Discuss the categories of WMDs and the different types of agents.
- 44.0 Identify potential environmental indicators of each category.
- 45.0 Discuss evacuation of a WMD scene.
- 46.0 Discuss proper notification and communication of the threat.
- 47.0 Discuss establishing a perimeter at WMD scene.
- 48.0 Explain the role of the patrol officer within the span of control of the Incident Command System.

**Course Number: CJK0076**

**Occupational Completion Point: B**

**Crime Scene Investigations – 24 Hours – SOC Code 33-3051**

- 1.0 Respond to a crime scene

- 2.0 Protect and survey a crime scene
- 3.0 Process a crime scene
- 4.0 Dust for latent prints
- 5.0 Document a crime scene by sketching
- 6.0 Distribute copies of Student Course Summary to students (see handout).
- 7.0 Discuss pertinent information an officer should attempt to gather prior to or upon arriving at a crime scene. Emphasize the importance of taking field notes.
- 8.0 Describe a safe approach to the crime scene and common threats that should be considered.
- 9.0 Reemphasize from previous lessons (First Aid Course) the officer's responsibility to assess medical injuries, provide proper treatment, and request medical assistance.
- 10.0 Describe techniques for determining the extent of the crime scene and establishing a perimeter.
- 11.0 Discuss jurisdictional issues and when a crime scene may be relinquished to a secondary investigator or other agency.
- 12.0 Initiate role-play or discussion regarding victim and/or witness reluctance to get involved and provide variations on identifying who actually is the victim, witness, or suspect.
- 13.0 Participate in a mock crime scene and establish a perimeter and a crime scene log.
- 14.0 Discuss the key concepts found in *Mincey v. Arizona*, 437 U.S. 385 (1978).
- 15.0 Discuss the following Florida Statutes: 893.03 Standards and schedules and 918.13 tampering with or fabricating physical evidence.
- 16.0 Demonstrate how to dust, lift, and document latent prints.
- 17.0 Demonstrate the ability to document a crime scene.

**Course Number: CJK0071**

**Occupational Completion Point: B**

**Criminal Investigations– 56 Hours – SOC Code 33-3051**

- 1.0 Respond appropriately to a crime against a person or property, victim, witness, and suspect.
- 2.0 Conduct a preliminary investigation on crimes against persons, and crimes against property offenses
- 3.0 Conduct a follow-up investigation to establish a suspect's identity and/or ascertain facts of the case
- 4.0 Give testimony in different types of court proceedings
- 5.0 Understand the following Florida Statutes:
  - 741.28 Domestic violence definitions.
  - 856.011 Disorderly intoxication.
  - 784.046 Action by victim of repeat violence, sexual violence, or dating violence for protective injunction; powers and duties of court and clerk of court; filing and form of petition; notice and hearing; temporary injunction; issuance; statewide verification system; enforcement.
  - 741.31 Violation of an injunction for protection against domestic violence.
  - 741.29 Domestic violence; investigation of incidents; notice to victims of legal rights and remedies; reporting.
  - 960.001 Guidelines for fair treatment of victims and witnesses in the criminal justice and juvenile justice systems.
- 6.0 Provide an example of a domestic violence injunction.
- 7.0 Discuss the local Rights and Remedies brochure.

- 8.0 Discuss and understand the following Florida Statutes:
- 787.06 Human trafficking.
  - Chapter 895 Offenses concerning racketeering and illegal debts.
  - 796.03 Procuring person under age of 18 for prostitution.
- 09.0 Discuss the following Florida Statutes:
- 787.01 Kidnapping; kidnapping of child under age 13, aggravating circumstances
  - 787.02 False imprisonment; false imprisonment of child under age 13, aggravating circumstances
  - 787.03 Interference with custody
  - 787.04 Removing minors from state or concealing minors contrary to state agency order or court order.
- 10.0 Provide examples of kidnapping, false imprisonment, and interference with custody that illustrate the differences between them.
- 11.0 Discuss and understand the following Florida Statute:
- Chapter 937 Missing Persons Investigations.
  - 409.441 Runaway youth programs and centers.
- 12.0 Provide examples of when to apply the Amber Alert and the circumstances behind it.
- 13.0 Discuss and understand the following Florida Statutes:
- 812.13, robbery
- 14.0 Review the elements of each type of robbery and describe the differences.
- 15.0 Discuss the following Florida Statutes:
- 39 Proceedings Related to Children.
  - 784.046 Action by victim of repeat violence, sexual violence, or dating violence for protective injunction; powers and duties of court and clerk of court; filing and form of petition; notice and hearing; temporary injunction; issuance; statewide verification system; enforcement.
  - Chapter 794 Sexual Battery.
  - Chapter 787 Kidnapping; False Imprisonment; Luring or Enticing a Child; Custody Offenses.
  - Chapter 800 Lewdness; Indecent exposure.
  - 827.071 Sexual performance by a child; penalties.
  - 810.14 Voyeurism prohibited; penalties.
- 16.0 Provide an example of a rape kit.
- 17.0 Provide an example of a checklist of interview questions to ask the victim, witness, and suspect.
- 18.0 Discuss terms and behaviors of deviant sexual behavior, perversions, and obsessions and the parameters of legal and illegal activity they may encounter on the job.
- 19.0 Discuss the following Florida Statutes:
- 775.085 evidencing prejudice while committing offense; reclassification.
- 20.0 Conduct role-play, domestic violence.
- 21.0 Discuss and understand the following Florida Statutes:
- 856.021 Loitering or prowling: penalty.
  - 877.03 Breach of the peace, disorderly conduct.
  - 870.01 Affray and riots.
  - 856.011 Disorderly intoxication.
  - 856.015 Open house parties.
- 22.0 Discuss and understand the following Florida Statutes.
- 810.06 Possession of Burglary Tools.
  - 267.13 Prohibited practices; penalties.

- 23.0 Discuss the following Florida Statutes:
  - 806.13 Criminal mischief; penalties; penalty for minor.
- 24.0 Discuss the following Florida Statutes:
  - 509.151 obtaining food or lodging with intent to defraud; penalty.
- 25.0 Discuss the following Florida Statutes:
  - 806.101 False alarms of fires.
  - 806.111 Fire bombs.
- 26.0 Discuss the following Florida Statutes:
  - Chapter 895 offenses concerning racketeering and illegal debts.
- 27.0 Discuss the following Florida Statutes:
  - 812.014 Theft.
  - 812.022 Evidence of theft or dealing in stolen property.
- 28.0 Discuss the following Florida Statutes:
  - 831.01 Forgery.
  - 831.02 Uttering forged instruments.
- 29.0 Provide examples of worthless documents, forgery, etc.
- 30.0 Provide examples of types of crimes and initiate discussion regarding how they would conduct a canvass and how they would interact with witnesses and neighbors, etc.
- 31.0 Discuss organizing field notes, copies of documentation, etc., for future court use.
- 32.0 Discuss the following Florida Statutes:
  - 90.603 Disqualification of witness.
  - 90.403 Exclusion on grounds of prejudice or confusion.
- 33.0 Discuss organizing field notes, copies of documentation, etc., for future court use.
- 34.0 Discuss how respect plays into developing relationships with informants.
- 35.0 Discuss the following Florida Statutes:
  - 90.802 Hearsay rule.
  - Chapter 90 Evidence code.
  - 914.15 Law Enforcement officers; nondisclosure of personal information.
  - 90.616 Exclusion of witnesses.
- 36.0 Provide information about the various court proceedings that occur after the arrest through the trial, including pre-file meeting with state attorney, deposition, suppression hearing, pretrial meeting, etc.
- 37.0 Provide guidelines for giving testimony. Spend sufficient time on this topic to ensure that officers understand the importance of being an effective witness in court.
- 38.0 Conduct role-play, court room testimony.

**Course Number: CJK0082****Occupational Completion Point: B****Traffic Stops – 24 Hours – SOC Code 33-3051**

- 1.0 Define a traffic stop according to Florida Legal Guidelines.
- 2.0 Identify important benefits of traffic enforcement.
- 3.0 Identify that F.S. 316 contains criminal and noncriminal traffic violations.
- 4.0 Identify the most common traffic violations.
- 5.0 Identify the need to submit the confiscated driver's license to the appropriate driver's license office.
- 6.0 Identify formatting of the Florida Driver License.
- 7.0 Identify important components of the Florida Driver License.
- 8.0 Identify important components of Florida Vehicle License Plates.

- 9.0 Define discriminatory or bias-based profiling.
- 10.0 Identify protections offered by Title 18 of the United States Code and the Fourteenth Amendment.
- 11.0 Identify the perceptions commonly associated with discriminatory profiling.
- 12.0 Identify how an officer's behavior can help to minimize tension and maximize the cooperation of citizens during a traffic stop.
- 13.0 Identify the characteristics of a professional traffic stop that may help overcome language and other cultural barriers.
- 14.0 Identify reasons a vehicle may be stopped during an unknown risk traffic stop.
- 15.0 Identify traffic conditions that increase the potential for traffic violations during an unknown risk traffic stop.
- 16.0 Identify conditions that would affect traffic flow during an unknown risk traffic stop.
- 17.0 Identify where to park to observe traffic flow for potential traffic violations during an unknown risk traffic stop.
- 18.0 Identify where to position the patrol vehicle where it can safely re-enter traffic during an unknown risk traffic stop.
- 19.0 Identify the need to catch up to the vehicle to be stopped during an unknown risk traffic stop.
- 20.0 Identify the need to request backup as required during an unknown risk traffic stop.
- 21.0 Identify the need to maintain constant observation of vehicle suspected of a violation.
- 22.0 Identify the need to advise communication center of location and description of the vehicle, occupants, and tag number with state of issue during an unknown risk traffic stop.
- 23.0 Identify considerations for determining how to locate a safe stopping area to make a traffic stop during an unknown risk traffic stop.
- 24.0 Identify the need to activate the emergency equipment during an unknown risk traffic stop.
- 25.0 Identify the Florida Statutes that govern the operation of emergency vehicle lights and siren during an unknown risk traffic stop.
- 26.0 Identify how to use the emergency lights.
- 27.0 Identify the need to position patrol vehicle in line directly behind the suspect vehicle during an unknown risk traffic stop.
- 28.0 Identify how to direct the driver as to where to stop during an unknown risk traffic stop.
- 29.0 Identify how to activate the public address system during an unknown risk traffic stop.
- 30.0 Identify officer safety and survival techniques appropriate for the situation during an unknown risk traffic stop.
- 31.0 Identify how to offset the patrol vehicle at the rear of the violator's vehicle after the violator's vehicle stops during an unknown risk traffic stop.
- 32.0 Identify how the officer should prepare him- or herself to complete the stop after the officer has positioned the patrol vehicle during an unknown risk traffic stop.
- 33.0 Identify the need to determine the degree of danger involved during an unknown risk traffic stop.
- 34.0 Identify how to make contact with the vehicle occupants using proper tactics as demanded by the situation during an unknown risk traffic stop.
- 35.0 Identify how to make a safe approach to the violator's vehicle during an unknown risk traffic stop.
- 36.0 Identify the number of additional occupants in the vehicle during an unknown risk traffic stop.



- 37.0 LE026.8.C. Identify officer safety techniques in getting the violator to exit vehicle during an unknown risk traffic stop.
- 38.0 Identify the need to demonstrate a dignified and commanding presence during an unknown risk traffic stop.
- 39.0 Identify self as a law enforcement officer.
- 40.0 Identify the need to maintain a safe distance when talking to a violator during an unknown risk traffic stop.
- 41.0 Identify the need to explain the reason for the traffic stop during an unknown risk traffic stop.
- 42.0 Identify the need to describe the safety violation to the operator.
- 43.0 Identify the need to ask the driver for a lawful and reasonable explanation for law violation during an unknown risk traffic stop.
- 44.0 Identify how to arrange assistance for the citizen during an unknown risk traffic stop.
- 45.0 Identify documents to request from driver during an unknown risk traffic stop.
- 46.0 Identify the forms of identification that provide the most accurate personal information during an unknown risk traffic stop.
- 47.0 Identify how to compare a vehicle registration information to the vehicle's VIN for a match during an unknown risk traffic stop.
- 48.0 Identify where the driver and occupants should wait during an unknown risk traffic stop.
- 49.0 Identify the need to match information received from dispatch with information recorded during an unknown risk traffic stop.
- 50.0 Identify how to determine whether a vehicle is reported stolen through a check of 181 FCIC/NCIC during an unknown risk traffic stop.
- 51.0 Identify the legal issues if confidential information is disseminated for non-law enforcement purposes during unknown risk traffic stop.
- 52.0 Identify undercover law enforcement officers in the execution of their duties during an unknown risk traffic stop.
- 53.0 Identify that an officer may issue a citation, warning, or make an arrest as appropriate during an unknown risk traffic stop.
- 54.0 Identify how an officer decides whether to issue a citation or a warning during an unknown risk traffic stop.
- 55.0 Determine the nature of the offense during an unknown risk traffic stop.
- 56.0 Identify appropriate report forms used during an unknown risk traffic stop.
- 57.0 Identify a Uniform Traffic Citation (UTC).
- 58.0 Identify the need to explain the nature of the offense during an unknown risk traffic stop.
- 59.0 Identify the need to give options for handling the citation during an unknown risk traffic stop.
- 60.0 Identify the need to explain the violator's responsibility to adhere to traffic laws and local ordinances during an unknown risk traffic stop.
- 61.0 Identify the need to explain that the violator needs to sign the citation during an unknown risk traffic stop.
- 62.0 Identify the violation for refusal to sign the citation during an unknown risk traffic stop.
- 63.0 Identify how to close the interview with the violator during an unknown risk traffic stop.
- 64.0 Identify whether or not to make an arrest during an unknown risk traffic stop.
- 65.0 Demonstrate how to make a safe unknown risk traffic stop.
- 66.0 Accurately complete a citation or issue a warning during an unknown risk traffic stop.
- 67.0 Explain how to identify a suspect vehicle using a BOLO during a high risk traffic stop.

- 68.0 Identify matching identification points of the observed vehicle with the suspect vehicle description during a high risk traffic stop.
- 69.0 Identify additional information to give the dispatcher during a high risk traffic stop.
- 70.0 Identify how to maintain surveillance until backup arrives during a high risk traffic stop.
- 71.0 Identify how to follow the suspect vehicle at a safe distance without activating the emergency equipment during a high risk traffic stop.
- 72.0 Identify how to request back up or assistance from other agencies during a high risk traffic stop.
- 73.0 Identify how to maintain radio contact with responding units during a high risk traffic stop.
- 74.0 Identify what information to give to responding backup units during a high risk traffic stop.
- 75.0 Identify how to continually update the communications center of the travel route of the vehicle during a high risk traffic stop.
- 76.0 Identify what information to request from responding backup units during a high risk traffic stop.
- 77.0 Identify the need to locate a safe stopping site during a high risk traffic stop.
- 78.0 List the characteristics of a safe stopping site during a high risk traffic stop.
- 79.0 Identify a stopping site that has a line of unobstructed sight during a high risk traffic stop.
- 80.0 Identify a stopping site that has adequate roadway width to accommodate two patrol vehicles during a high risk traffic stop.
- 81.0 Identify how to coordinate the stopping site with backup units regarding their arrival time during a high risk traffic stop.
- 82.0 Identify that the primary officer should direct other units into position as they arrive at the scene during a high risk traffic stop.
- 83.0 Identify how to use the public address system microphone during a high risk traffic stop.
- 84.0 List the safety emergency equipment which can be used during a high risk traffic stop.
- 85.0 Identify the need to signal the suspect vehicle to pull over to the curb during a high risk traffic stop.
- 86.0 Ensure that emergency lights remain activated during a high risk traffic stop.
- 87.0 Identify the advantage to the officer to use blinding light, day or night, during a high risk traffic stop.
- 88.0 Identify the proper distance between the primary patrol vehicle and the suspect's vehicle for the stop during a high risk traffic stop.
- 89.0 Identify the proper position for the primary patrol vehicle and suspect's vehicle during a high risk traffic stop.
- 90.0 Identify the proper positioning of the backup patrol vehicle in relation to the primary patrol vehicle and suspect vehicle during a high risk traffic stop.
- 91.0 Identify how to take cover using the patrol vehicles during a high risk traffic stop.
- 92.0 Identify how to take cover from within the vehicle during a high risk traffic stop.
- 93.0 Identify how to take cover from behind the vehicle during a high risk traffic stop.
- 94.0 Determine whether or not the pursuit is legal, feasible, necessary, and meets departmental criteria during a high risk traffic stop.
- 95.0 Identify that the primary officer should assume command of the situation during a high risk traffic stop.
- 96.0 Identify that the primary officer will control the suspect and occupants of the vehicle.
- 97.0 Identify the importance of maintaining verbal control of all occupants throughout the stop during a high risk traffic stop.
- 98.0 Identify self and agency to suspect during a high risk traffic stop.

- 99.0 Identify the need to maintain verbal control of suspects using the public address system of the patrol vehicle during a high risk traffic stop.
- 100.0 Identify how to command the suspect(s) to keep their hands visible during a high risk traffic stop.
- 101.0 Identify the need to direct the suspect to raise his or her hands and keep them in a visible position.
- 102.0 Identify the need to direct the suspect to open the driver's door with his or her left hand, using the external door handle, during a high risk traffic stop.
- 103.0 Identify the need to direct the suspect to place ignition keys on top of the vehicle during a high risk traffic stop.
- 104.0 Identify the need to direct the suspect to exit the vehicle facing away from the law enforcement officers during a high risk traffic stop.
- 105.0 Identify the need to direct the suspect to walk backward towards the sound of the officer's voice during a high risk traffic stop.
- 106.0 Identify the need to direct the suspect to walk back to a predetermined point for safe securing during a high risk traffic stop.
- 107.0 Identify that the primary officer should instruct the backup unit to secure the suspect during a high risk traffic stop.
- 108.0 Identify the need to direct the suspect to assume a position of disadvantage during a high risk traffic stop.
- 109.0 Identify the need to retreat to cover with the suspect during a high risk traffic stop.
- 110.0 Identify the importance of maintaining visual contact with all occupants while conversing with the suspect during a high risk traffic stop.
- 111.0 Identify the need to instruct occupants to exit the vehicle one at a time during a high risk traffic stop.
- 112.0 Identify the conveyance to be searched during a high risk traffic stop.
- 113.0 Identify how to search a vehicle during a high risk traffic stop.
- 114.0 Identify the need to inform suspects they are under arrest during a high risk traffic stop.
- 115.0 Identify the need to request backup when searching the vehicle during a high risk traffic stop.
- 116.0 Identify how to accurately complete the appropriate report(s) during a high risk traffic stop.

**Course Number: CJK0083**

**Occupational Completion Point: B**

**DUI Traffic Stops – 24 Hours – SOC Code 33-3051**

- 1.0 Identify Driving Under the Influence (DUI) legal considerations.
- 2.0 Identify processes which occur in a person's body when they consume alcohol.
- 3.0 Identify driving patterns that are characteristic of an impaired operator during a Driving under the Influence traffic stop.
- 4.0 Identify the speech, motor coordination, odor, and other general observations that would assist in determining the individual's ability to operate the vehicle during a DUI traffic stop.
- 5.0 Identify if the impairment is a result of a medical condition or influenced by chemical substances during a DUI traffic stop.
- 6.0 Identify if the person has a mental illness during a DUI traffic stop.
- 7.0 Identify a person who has Alzheimer's or dementia during a DUI traffic stop.
- 8.0 Identify the condition of the operator's clothing during a DUI traffic stop.

- 9.0 Identify the need to maintain visual observation of the operator's physical condition and/or medical condition during a DUI traffic stop.
- 10.0 Identify odors of alcoholic beverages, vomit, urine, or drugs on the operator during a DUI traffic stop.
- 11.0 Identify signs of intoxication in the operator's responses to basic identification questions during a DUI traffic stop.
- 12.0 Identify if the person is able to understand a request or statement being given during a DUI traffic stop.
- 13.0 Identify uncoordinated movement (walking, standing, and fidgeting) of the operator during a DUI traffic stop.
- 14.0 Identify if a physical or mental impairment exists during a DUI traffic stop.
- 15.0 Identify when to ask the operator to perform the standardized field sobriety exercises.
- 16.0 Identify any physical handicaps the operator may display that may affect the performance of the standardized field sobriety exercises.
- 17.0 Identify how to select appropriate location for standardized field sobriety exercises.
- 18.0 Identify safety precautions for the officer and vehicle operator during a DUI traffic stop.
- 19.0 Identify how to request or assist the operator in moving to the side of the roadway away from the traffic or to a safe area upon exiting the vehicle during a DUI traffic stop.
- 20.0 Identify how to compare the results of the Standardized Field Sobriety Horizontal Gaze Nystagmus (HGN) clues to determine impairment.
- 21.0 Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the Horizontal Gaze Nystagmus exercise.
- 22.0 Identify how to compare the results of the Standardized Field Sobriety Walk and Turn clues to determine impairment.
- 23.0 Identify guidelines established by the National Highway Traffic Safety
- 24.0 Administration for the administration of the Walk and Turn exercise.
- 25.0 Identify guidelines established by the National Highway Traffic Safety
- 26.0 Administration for the administration of the One Leg Stand exercise.
- 27.0 Identify how to compare the results of the Standardized Field Sobriety One Leg Stand clues to determine impairment.
- 28.0 Identify the additional field sobriety exercises to be administered.
- 29.0 . Identify guidelines established by the National Highway Traffic Safety
- 30.0 Identify how to complete reports as required during a DUI traffic stop.
- 31.0 Identify the operator's ability to operate a vehicle based on the results of the standardized field sobriety exercises and officer's total observation.
- 32.0 Identify the need to arrange for family or licensed non-impaired driver to remove the vehicle during a DUI traffic stop.
- 33.0 Identify the need to prepare the appropriate traffic citation for the violation during a DUI traffic stop.
- 34.0 Identify appropriate Florida Statute violated during a DUI traffic stop.
- 35.0 Identify the circumstance that requires the holder of a commercial vehicle license to submit to breath, urine, and blood tests during a DUI traffic stop.
- 36.0 Identify the breath alcohol level that an officer may use to administratively suspend the driver's license of someone under the age of 21 during a DUI traffic stop.
- 37.0 Identify potential report forms to complete during a DUI traffic stop.
- 38.0 Identify a person with a comprehension or awareness problem due to medication or a medical condition during a DUI stop.
- 39.0 Identify that a drug may impair the ability of a driver to operate a vehicle safely.

- 40.0 Identify the categories of drugs.
- 41.0 Identify the effects of the drug categories on Horizontal Gaze Nystagmus and Vertical Gaze Nystagmus.
- 42.0 Identify when an officer could request a drug influence evaluation during a DUI stop.
- 43.0 Define polydrug use in relation to a DUI stop.

**Course Number: CJK0086**

**Occupational Completion Point: B**

**Traffic Cash Investigations – 32 Hours – SOC Code 33-3051**

- 1.0 Know the terms associated with traffic crash investigations
- 2.0 Safely respond to a traffic crash scene
- 3.0 Assess the scene of the crash
- 4.0 Provide emergency assistance to injured persons, if necessary
- 5.0 Obtain pertinent information to investigate the crash
- 6.0 Document the crash on the Florida Crash Report Form
- 7.0 Return the scene to normal as quickly as possible
- 8.0 Take appropriate enforcement action
- 9.0 Discuss the importance of assessing and securing the scene by identifying:
  - need for medical or other assistance
  - magnitude of incident
  - dangers and hazards
  - fatalities
- 10.0 Discuss conditions that may affect an officer's response to a traffic crash incident.
- 11.0 Demonstrate how to manage and control traffic at a crash scene using various devices including a marked vehicle, cones, flares, and barricades.
- 12.0 Demonstrate how to position a vehicle and other devices to protect a traffic crash scene.
- 13.0 Identify the different types of driver licenses and the difference between driver licenses and the Florida Identification Card.
- 14.0 Explain procedures for obtaining proper information from vehicle operators and witnesses at a traffic crash scene.
- 15.0 Explain how to respond to a traffic crash involving possible criminal charges. Emphasize response to crashes involving DUI with regard to crash privilege and "changing of the hats".
- 16.0 Demonstrate how evidence such as types of marks, runoffs/fluid trails, debris, property damage, other items struck or moved, skid marks, and faulty equipment at a traffic crash scene should be examined and collected to determine the actions of vehicles involved and the causation of a traffic crash.
- 17.0 Explain the purpose and demonstrate the procedures for taking photographs and completing a field sketch of the scene.
- 18.0 Discuss other evaluation methods of traffic crash scene investigation such as comparing interview statements to evidence, observing environmental conditions, posted signs and traffic control devices.
- 19.0 Demonstrate how to collect evidence and evaluate a traffic crash scene to include using measuring devices and completing a field sketch.
- 20.0 Calculating the Drag Factor
- 21.0 Calculate the Drag Factor Using a Drag Sled
- 22.0 Calculating the Drag Factor (f) in the Minimum Speed Formula
- 23.0 Calculating Drag Factor Using Test Skids

- 24.0 Approximate Drag Factor when the drag factor cannot be calculated through the use of the drag sled or test skids.
- 25.0 Calculating Drag Factor Using a Computer
- 26.0 Describe the statutory requirements and procedures for the exchange of driver information.
- 27.0 Provide a step by step demonstration and have students complete the DHSMV short form, long form, update continuation form and medical report form including diagrams and narratives.
- 28.0 Conduct Role Play, Traffic Crash Investigation.
- 29.0 Explain that an officer must identify all violations (not just the primary) at a traffic crash scene and issue citations as appropriate. Emphasize that careless driving citations are not catchall.
- 30.0 Conduct role play, Traffic Crash Investigation—DUI.

**Course Number: CJK0020****Occupational Completion Point: B****CMS Law Enforcement Vehicle Operations – 48 Hours – SOC Code 33-3051**

- 1.0 Develop the skills to operate a motor vehicle safely
- 2.0 Understand the role of law enforcement officers as they operate a vehicle
- 3.0 Understand personal and vehicle limits
- 4.0 Operate the vehicle in a safe manner while talking to dispatch
- 5.0 Understand the effect of stress on the driver
- 6.0 Discuss the importance of the operational readiness of the vehicle's engine, exterior, and interior.
- 7.0 Discuss the importance of forming a habit of checking under the seat before and after each shift and after each transport.
- 8.0 Inspect a vehicle and complete a vehicle inspection form.
- 9.0 Develop the skills to operate a motor vehicle safely.
- 10.0 Understand the role of law enforcement officers as they operate a vehicle.
- 11.0 Understand personal and vehicle limits.
- 12.0 Operate the vehicle in a safe manner while talking to dispatch.
- 13.0 Understand the effect of stress on a driver
- 14.0 Discuss road hazards and ways to prevent accidents.
- 15.0 Describe methods for maintaining awareness and factors and conditions impacting observation.
- 16.0 Describe and discuss corrective actions when encountering road or weather hazards.
- 17.0 Discuss types of recurrent crashes and techniques to avoid them.
- 18.0 Discuss the two-second rule and the four-second rule for following other vehicles safely.
- 19.0 Explain how physical force affects your ability to control and safely maneuver the vehicle with emphasis on the following:
  - increasing, decreasing, and constant radius
  - braking to a safe speed
  - apexing
  - proper steering
  - wheel tracking
- 20.0 Discuss proper seating and hand positions for steering the vehicle.
- 21.0 Discuss shuffle steering and the caster effect.
- 22.0 Review and demonstrate the Figure 8 exercise.

- 23.0 Review and demonstrate the Serpentine exercise.
- 24.0 Explain what threshold braking is and how it is performed.
- 25.0 Describe incipient skid and how to maintain control of the vehicle when it occurs.
- 26.0 Describe incipient spin and how to maintain control of the vehicle when it occurs.
- 27.0 Review and demonstrate threshold braking exercise.
- 28.0 Review and demonstrate evasive maneuver exercise.
- 29.0 Demonstrate using the skid pad; demonstrate how to control the vehicle during a slide.
- 30.0 Demonstrate using the skid pad, have the students demonstrate how to control the vehicle during a slide.
- 31.0 Describe the basic steps for positioning the vehicle, steering, and maintaining control through a 90-degree turn.
- 32.0 Demonstrate how to enter an intersection safely and make a 90-degree turn to the right and left.
- 33.0 Demonstrate how to properly execute backing from an intersection.
- 34.0 Demonstrate how to properly drive in reverse in a serpentine manner.
- 35.0 Demonstrate how to properly execute emergency backing with one lane change in each direction.
- 36.0 Discuss pursuit.
- 37.0 Review statutes and understand:
  - 316.003(1),
  - 316.271(6),
  - 316.126(3)(5),
  - 316.126(1), and
  - 316.072(5) (5c).
- 38.0 Discuss the several factors that may influence driving performance at night and techniques officers can use to improve vision and react properly to oncoming vehicular traffic.
- 39.0 Understand the Nighttime Emergency Evasive Exercise.
- 40.0 Demonstrate proper nighttime emergency evasive techniques.
- 41.0 Demonstrate proper nighttime emergency evasive techniques.
- 42.0 Demonstrate proper nighttime emergency forward serpentine techniques.
- 43.0 Demonstrate proper nighttime reverse serpentine techniques.
- 44.0 Define pursuit, and emphasize the importance of following agency policy and federal and state law.
- 45.0 Discuss case law impacting driving a vehicle in pursuit mode including:
  - *DeShaney v. Winnebago County Department of Social Services*, 489 U.S. 189 (1989)
  - *City of Pinellas Park v. Brown*, 604 So.2d.1222 (Fla. 1992)
  - *Brower v. Inyo County*, 489 U.S. 593 (1989)
  - *Tennessee v. Garner*, 471 U.S. 1 (1985)
  - *Graham v. Connor*, 490 U.S. 386 (1989)
  - *County of Sacramento v. Lewis*, 523 U.S. 833 (1998)
- 46.0 Summarize tactics used to bring vehicle pursuits to a safer and more rapid conclusion:
  - roadblocks
  - tire deflation
  - pursuit intervention technique.
- 47.0 Give examples of possible conclusions to a pursuit.

**Course Number: CJK0422**  
**Occupational Completion Point: B**  
**Dart-Firing Stun Gun – 8 Hours – SOC Code 33-3051**

- 1.0 Identify the use of a dart-firing stun gun (DFSG) in accordance with F.S. 943.1717
- 2.0 Identify and articulate CJSTC DFSG considerations and their impact on officers in Florida
- 3.0 Identify and articulate the possible effects that a DFSG has on the human body
- 4.0 Properly and safely operate a DFSG
- 5.0 Articulate (verbally and in reports) the justification for tactical options chosen while participating in DFSG simulated scenarios including the use of verbal skills to de-escalate a situation and avoid the use of a DFSG
- 6.0 Explain the history of F.S. 943.1717 and its legal implications for dart-firing stun gun use by officers in Florida and authorized civilian use.
- 7.0 Explain the CJSTC's considerations concerning DFSG use by officers in Florida.
- 8.0 Explain the history of electronic control devices leading to the invention of the stun guns.
- 9.0 Explain how stun guns work including basic nomenclature.
- 10.0 Explain drive stun use and signature marks.
- 11.0 Demonstrate the maintenance, care, and storage of a DFSG.
- 12.0 Explain possible effects of a DFSG application on the human body including indicators of positional asphyxia which is discussed in the CMS First Aid for Criminal Justice Officers course.
- 13.0 Explain medical considerations involving use of a DFSG including Sudden In-custody Death Syndrome, excited delirium, drug-induced psychosis, and how to follow agency policy in situations involving impaired, ill, or pregnant subjects.
- 14.0 Explain after care considerations of subjects following a DFSG application.
- 15.0 Explain how an officer may articulate tactical option use of a DFSG.
- 16.0 Explain the proper use of verbal skills to de-escalate a situation and avoid the use of the DFSG when practical.
- 17.0 Demonstrate the following:
  - drawing from the holster
  - deployment and firing a live cartridge onto target
  - reloading of the cartridge
  - transitioning from a DFSG to another force option
  - de-escalation—utilizing verbal commands to control a situation
  - contact cover or tactical approaches to a situation utilizing multiple officers
  - securing under power—gaining control of subject so restraints can be applied after a simulated DFSG application and full cycle has expired
  - transitioning from one force option to another as the situation dictates
- 18.0 Conduct Role-play Scenario, Bar Fight and Wanted Pan-Handler

**Course Number: CJK0212**  
**Occupational Completion Point: B**  
**Cross-Over Correctional to Law Enforcement CMS High-Liability – 8 Hours –**  
**SOC Code 33-3051**

- 1.0 Safe weapon handling
- 2.0 Basic shooting principles while firing handgun at night



2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Crossover from Law Enforcement Officer to Correctional Probation Officer (BRTP)  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

<b>PSAV</b>	
Program Number	P430162
CIP Number	0743010206
Grade Level	30, 31
Standard Length	112 hours
Teacher Certification	CORR OFF @7 G LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	21-1092
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkinsresources.asp">http://www.fldoe.org/workforce/perkins/perkinsresources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

This program is a planned sequence of instruction consisting of one occupational completion point. This program is established for the purpose of providing job-related training to candidates for full-time or part-time correctional probation officers (SOC 21-1092) that require entry level certification in accordance with Chapter 943, Florida Statutes (F.S.) and Chapter 11B-35, Florida Administrative Code (F.A.C.). **A student enrolled in this program must hold current certification as a law enforcement officer in accordance with Chapters 943, F.S. and 11B-35, F.A.C.**

The content includes, but is not limited to, knowledge of codes of ethics; history and evolution of laws; basic law and legal procedures; law enforcement operations; investigation skills; laws, rules, and regulations of arrest; search and seizure; use of force; defensive tactics; physical fitness; weapons skills; controlling and restraining techniques; traffic control and direction, DUI enforcement techniques; communications skills; and human relations skills.

### Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0252	Law Enforcement Cross-Over to Correctional Probation Legal and Investigations	18 hours	21-1092
	CJK0256	Law Enforcement Cross-Over to Correctional Probation Caseload Management	27 hours	
	CJK0257	Law Enforcement Cross-Over to Correctional Probation Supervision	40 hours	
	CJK0276	Correctional Probation Management Information Systems	27 hours	

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

Florida Department of Law Enforcement provides periodic updates to their curriculum and technical assistance through their frequently asked questions that can be located at: <http://www.fdle.state.fl.us/Content/getdoc/89630352-8b94-43f2-a8c5-ffc5d9ddcfd/Curriculum-Home-Page.aspx>.

### **Career and Technical Student Organization (CTSO)**

N/A

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's

accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once.

Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

After successfully completing this program, the student will be able to perform the following:

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Crossover from Law Enforcement Officer to Correctional Probation Officer**

**PSAV Number: P430162**

**Course Number: CJK0252**

**Occupational Completion Point: A**

**Law Enforcement Cross-Over to Correctional Probation Legal and Investigations –  
18 Hours – SOC Code 21-1092**

**Introduction to Correctional Probation and the Criminal Justice System**

- 01.0 Identify three major components of the criminal justice system, to include the following:
  - a) law enforcement
  - b) court system
  - c) corrections
- 02.0 Identify law enforcement agencies with which a probation officer will have an opportunity to interact, to include the following:
  - a) local police departments
  - b) county sheriff's office
  - c) Florida Highway Patrol (FHP)
  - d) Florida Department of Law Enforcement (FDLE)
  - e) Federal Marshal, Immigration and Customs Enforcement (ICE)
  - f) Federal Bureau of Investigation (FBI)
  - g) Department of Homeland Security
- 03.0 Identify levels of the court system, to include the following:
  - h) County Court
  - i) Circuit Court
  - j) Florida Supreme Court
  - k) United States District Courts
  - l) District Courts of Appeal
  - m) United States Supreme Court
- 04.0 Identify components of the Florida correctional system, to include the following:
  - n) municipal (city) jails
  - o) county correctional facilities
  - p) state institutions and facilities
  - q) treatment and evaluation centers
  - r) Community Corrections
  - s) Florida Parole Commission
- 05.0 Identify various types of state correctional facilities, to include the following:
  - t) major institutions
  - u) community correctional centers (work release) road prisons
  - v) forestry camps
  - w) work camps
  - x) probation and restitution centers
  - y) contract facilities
  - z) drug treatment centers
  - aa) boot camps

- 2.0 Discuss the passage of an offender from arrest through disposition of case, to include the following:
  - a) arrest
  - b) first appearance
  - c) arraignment
  - d) pretrial
  - e) trial
  - f) judgment
  - g) sentencing
- 3.0 Discuss the probation intake of an offender, to include the following:
  - a) probation intake
  - b) assignment to appropriate officer level
  - c) initial instruction of offender
  - d) data entry

### **State Rules and Regulations**

- 4.0 Identify that Florida Statutes outline requirements on areas relevant to corrections, to include the following:
  - a) state correctional system
  - b) Department of Corrections
  - c) parole, probation, and community control
  - d) youthful offenders
- 5.0 Explain that provisions of the Florida Statutes relevant to the Department of Corrections are further expanded by rules in Chapter 33 of the Florida Administrative Code (F.A.C.), to include the following:
  - a) provide care, custody and control of inmates, buildings, grounds, property, and all other matters pertaining to existing and future institutions
  - b) oversee facilities and programs for the imprisonment, correction, rehabilitation, and community supervision of adult offenders on parole, probation, community control, and other community release programs
  - c) inspect state, county, and municipal correctional facilities and investigate incidents therein
  - d) provide judges with effective evaluative tools and information for use in sentencing
- 6.0 Identify provisions of Chapter 33, F.A.C., pertaining to employee conduct, to include the following:
  - a) reporting of law or rule violations by others
  - b) reporting criminal charges or arrests of self
  - c) physical appearance requirements
  - d) relationships with inmates/offenders and their families
  - e) participation in inquiries and investigations relating to official duties
  - f) submission to search and/or inspection of person, personal property, or vehicle when on institution premises
  - g) treatment of inmates/offenders
  - h) working while under the influence of drugs
  - i) insubordination
  - j) falsification of reports or records
  - k) sleeping on duty
  - l) use of force
  - m) giving legal advice

- n) gambling
  - o) confidential information
  - p) attendance requirements
  - q) financial responsibility
  - r) solicitation
  - s) safety requirements
  - t) use of Department of Corrections equipment and materials
  - u) possession of firearms or other weapons
  - v) political party participation
  - w) violence, fighting, horseplay, and threats
- 7.0 Identify that provisions of Chapter 33.302, F.A.C., include rules relating to Community Corrections.
- 8.0 Demonstrate the ability to identify behavior that violates a rule or law (statute) during a mock situation.

### **Confidential Information and Public Records**

- 9.0 Identify aspects of state and federal law that relate to information a requesting agency is authorized to be given about an offender (“need to know” v. “right to know”), to include the following:
- a) Chapter 119, F. S.
  - b) Health Insurance Portability and Accountability Act of 1996 (HIPAA)
- 10.0 Explain that Section 945.10, F.S. specifies Department of Corrections’ records or information that are confidential and exempt, to include the following:
- a) mental health, medical, or substance abuse treatment records
  - b) pretrial intervention, pre-sentence, or post-sentence investigative records
  - c) information regarding a person in the federal witness protection program
  - d) Parole Commission records which are confidential and exempt from public disclosure
  - e) information that, if released, could jeopardize a person’s safety
  - f) information concerning a victim’s statement and identity
  - g) records that are otherwise confidential or exempt from public disclosure by law
- 11.0 Identify that the Health Insurance Portability and Accountability Act of 1996 (HIPAA) prohibits the disclosure of medical information without the authority of a subpoena.
- 12.0 Define redacting information as the removal of an offender’s confidential information when releasing requested information to an authorized agency/person.

### **Hearing Procedures**

- 13.0 List the various participants involved in court proceedings, to include the following:
- a) judge
  - b) offender
  - c) attorneys
  - d) witnesses
- 14.0 Explain that the officer will not provide any legal advice.
- 15.0 Identify the different types of hearings, to include the following:
- a) Violation of Probation—relates to the offender violating a condition of supervision
  - b) Restitution—relates to the offender’s financial obligations towards the victim
  - c) Modification of Probation—relates to a change in the offender’s probation

- d) Status Hearing—relates to a clarification of sentence
  - e) Early Termination—relates to an early release of supervision
- 16.0 Identify the procedure for an offender receiving a hearing notice, to include the following:
- a) The offender receives notice that provides the time, date, location, and type of hearing.
  - b) The offender complies with the notice.
  - c) An outcome is determined based on the type of hearing.
- 17.0 Explain the process of preparing a case for a hearing, to include the following:
- a) review relevant information
  - b) organize information in a chronological order
  - c) redact information, if necessary
  - d) review violation report to identify witnesses
- 18.0 Identify the appropriate authority to consult when preparing for a hearing, to include the following:
- a) state attorney
  - b) parole examiner

### **Sentencing Alternatives and Guidelines**

- 19.0 Identify that Chapter 921, F.S., provides guidelines for the sentencing of an offender in Florida.
- 20.0 List the purposes of sentencing guidelines, to include the following:
- a) provides for a uniform set of standards to guide the court in sentencing decisions
  - b) evaluates relevant factors present at sentencing relating to the offense or offenses and the defendant's prior criminal behavior
  - c) eliminates disparity in sentencing decisions
  - d) provides a means to mathematically score the penalty to several areas, including
    - severity of the crime
    - victim injury
    - prior record
    - legal status
    - other specific considerations
- 21.0 Explain that the Florida legislature replaced the sentencing guidelines and the Florida Sentencing Commission with the Florida Criminal Punishment Code, which became effective October 1, 1998.
- 22.0 Identify that under the Florida Criminal Punishment Code, the maximum sentence for any felony offense is determined by the statutory maximums provided in Section 775.082, F.S.
- 23.0 Explain that the Florida legislature gave sole responsibility for the preparation of score-sheets to the State Attorney, effective October 1, 2001.
- 24.0 Demonstrate the ability to interpret a score-sheet screen in the Offender-Based Information System (OBIS).

### **Executive Clemency**

- 25.0 Explain that executive clemency is governed by Chapter 940, F.S.
- 26.0 Explain that executive clemency can be granted by the Governor with the approval of two (2) cabinet members.



27.0 Identify the types of executive clemency, to include the following:

- a) full pardon
- b) conditional pardon
- c) commutation of sentence
- d) remission of fines and forfeitures
- e) authority to own or possess firearms
- f) restoration of civil rights
- g) commutation of death sentence

### **Restoration of Civil Rights**

28.0 Identify that, according to Section 940.05 F.S., any person who has been convicted of a felony may be entitled to the restoration of all the rights of citizenship enjoyed prior to conviction if:

- a) full pardon is received from the Board of Pardons
- b) maximum term of the sentence imposed is served
- c) final release has been granted by the Parole Commission

29.0 Indicate that a full pardon forgives guilt and restores all rights except the right to possess a firearm.

30.0 List the eligibility criterion for restoration of civil rights to be automatically granted, to include the following:

- a) offender does not have a disqualifying offense
- b) all restitution costs are paid
- c) there are no outstanding offenses
- d) supervision has been successfully terminated

### **Investigative Procedures**

31.0 State the types of investigations, to include the following:

- a) pre-sentence
- b) placement
- c) violation report
- d) pretrial intervention background
- e) transfer/receive
- f) transfer/send
- g) other state

32.0 Identify events that may initiate an investigation, to include the following: a new arrest new information discovered about the offender a review of background information from the offender's file

33.0 Identify the process involved in conducting an investigation, to include the following:

- a) conduct interviews
- b) obtain information
- c) verify information
- d) complete investigative report

34.0 List the various databases used when conducting an investigation, to include the following:

- a) Florida Crime Information Center II/National Crime Information Center 2000 (FCIC II/NCIC 2000)
- b) Driver And Vehicle Information Database (DAVID)
- c) Comprehensive Case Information System (CCIS)

- d) Offender-Based Information System (OBIS)
  - e) internet/public records
- 35.0 Explain that during an investigation, an officer may need to review an offender's information, to include the following:
- a) residence
  - b) employment
  - c) supervision compliance
  - d) education
  - e) socio-economic condition
  - f) criminal history
  - g) mental and physical health
  - h) associates
- 36.0 Identify that offender information may be obtained from a variety of sources, to include the following:
- a) court personnel
  - b) law enforcement
  - c) victims
  - d) offender
  - e) general public
- 37.0 State that the offender's signature is required on a release of information form to obtain confidential information during an investigation.
- 38.0 Identify the information that needs to be analyzed when conducting an investigation, to include the following:
- a) seriousness of the offense
  - b) circumstances of the offense
  - c) victim impact/injury
  - d) threat to public safety
  - e) appropriateness of the supervision plan
- 39.0 Explain the process for formulating a recommendation after an investigation has been conducted, to include the following:
- a) reviewing all information obtained
  - b) reviewing sentencing guidelines
  - c) assessing available community resources
  - d) assessing victim impact
  - e) assessing offender amenability to supervision
  - f) assessing offender supervision plan
- 40.0 Describe the steps in correctly preparing an investigative report, to include the following:
- a) determine the type of report
  - b) collect necessary information
  - c) extract relevant facts from collected information
  - d) organize information
  - e) complete appropriate report using applicable information
  - f) obtain appropriate signature/approvals
- 41.0 Demonstrate how to perform an investigation during a mock situation.

### **Report Writing**

- 42.0 Define report as a permanent written record which communicates important facts to be used in the future.
- 43.0 List uses of reports, to include the following:

- a) creates accountability for behavior
  - b) determines course of action
  - c) records facts into a permanent record
  - d) provides research and statistical data
  - e) provides reference material
  - f) provides sources for officer evaluation
  - g) serves as a basis of action by other agencies
- 44.0 Identify readers of reports, to include the following:
- a) supervisors
  - b) attorneys
  - c) judges
  - d) treatment sources
  - e) other officers
- 45.0 Identify the basic steps in report writing, to include the following:
- a) gather the facts
  - b) record the facts
  - c) organize the facts
  - d) write the report
  - e) evaluate the report
- 46.0 Identify basic characteristics of well written reports, to include the following:
- a) factual
  - b) clear
  - c) complete
  - d) concise
  - e) accurate
  - f) legible
  - g) grammatically correct
- 47.0 Explain that all reports can be used as evidence.
- 48.0 Discuss the different types of reports, to include the following:
- a) Pre-sentence Investigation
  - b) Pretrial background
  - c) Violation Report
  - d) Incident Report
  - e) Progress Report
  - f) Out of State Investigations
  - g) Use of Force
- 49.0 Identify required time frames for completing each report.
- 50.0 Explain proper distribution of each report.
- 51.0 Demonstrate how to accurately write a report.

**Course Number: CJK0256**

**Occupational Completion Point: A**

**Law Enforcement Cross-Over to Correctional Probation Caseload Management –  
27 Hours – SOC Code 21-1092**

### **Initial Intake Audit**

- 01.0 Explain that Section 945.25, F.S. specifies the documentation that should be maintained within an offender's file.
- 02.0 Define intake audit as a supervisor's review of an offender's file within the first 60 days of supervision.

- 03.0 State that in preparing for the supervisor's review, the items listed on the initial intake audit.
- 04.0 State that any deficiencies noted on the initial intake audit will be addressed within established time frames.
- 05.0 Demonstrate how to accurately perform an initial intake review by completing required forms and electronically recording relevant information into the appropriate databases.

### **Offender Financial Obligation Agreement (OFOA)**

- 06.0 Explain that the Offender Financial Obligation Agreement (OFOA) is established and maintained based on the information within the Court Ordered Payment System (COPS) database.
- 07.0 Explain that the OFOA will be reviewed with the offender, to include the following:
  - a) instruct on monetary obligations
  - b) obtain required signatures
  - c) provide offender with copy of the signed OFOA
- 08.0 Explain the follow-up for missed monthly payments, to include the following:
  - a) determine offender's ability to pay
  - b) determine offender's eligibility for Cost of Supervision exemption
  - c) submit violation, if required
- 09.0 Explain that Section 948.09, F.S., provides the authority for the Department of Corrections to exempt part or all costs of an offender's supervision.
- 10.0 Identify the condition(s) specified in Section 948.09, F.S. that an offender must meet to become eligible for Cost of Supervision exemption in part or whole, to include the following:
  - a) has attempted to diligently gain employment without success
  - b) is a full-time student
  - c) has a disability that prevents employment
  - d) age prevents employment
  - e) is responsible for the support of dependents, and the payment creates an undue hardship on the offender
  - f) is transferred out of state pursuant to an interstate compact
  - g) receives any of the following monies from the federal government:
    - Supplemental Security Income (SSI)
    - Aid for Dependent Children (AFDC)
    - Veteran's Disability Pension (VDP)
  - h) receives exemption from the sentencing authority
  - i) has other extenuating circumstances, as determined by the Secretary of Corrections
- 11.0 Explain that the offender must produce documentation of household income to determine his or her ability to pay supervision costs.
- 12.0 Explain that any modification of the financial obligation agreement will include the following:
  - a) recalculating the OFOA
  - b) obtaining appropriate signatures
  - c) providing offender a copy of the signed OFOA
- 13.0 Demonstrate how to generate and recalculate an OFOA.

### **Case Management**

- 14.0 Define "offender compliance" as the offender abiding by the supervision order.

- 15.0 Describe the steps involved in reviewing case materials, to include the following:
  - a) determine offender's compliance with supervision
  - b) determine the suitability of the program
  - c) determine termination date for each component
  - d) determine appropriate risks
  - e) compare information in case file to that contained in the database
- 16.0 Explain that case material should be continuously reviewed for monitoring offender compliance.
- 17.0 Identify the case material that should be continuously reviewed for monitoring offender compliance.
- 18.0 Explain that a part of case management is determining if an offender is eligible for early termination.
- 19.0 Discuss the different components of an offender's probation that must be analyzed when determining early termination, to include the following:
  - a) history of supervision
  - b) appropriate amount of supervision term has been completed
  - c) current compliance with conditions of supervision
  - d) special conditions have been fulfilled
  - e) monetary conditions have been fulfilled
  - f) justification for early termination
- 20.0 Explain that the officer will verify that the termination date is accurate.
- 21.0 Identify the different information within the OBIS that should be reviewed for case management purposes, to include the following:
  - a) termination date of each sentencing component
  - b) risk classification
  - c) employment
  - d) personal characteristics
  - e) photo date
  - f) DNA collection date
  - g) residence
  - h) community service hours
  - i) drug testing
  - j) program referral
  - k) case notes
  - l) contact standards
  - m) special conditions
- 22.0 State that preparing a file for audit will include ensuring that the case review printout is current.
- 23.0 Identify the process of verifying the accuracy of an offender's information for case management purposes, to include the following:
  - a) compare and contrast the offender's file with all appropriate databases
  - b) review all discrepancies
  - c) investigate discrepancies
  - d) resolve discrepancies
- 24.0 Explain that the offender's risk classification should be continuously monitored.
- 25.0 Explain that a case review exception is a deficiency that needs to be addressed within mandated time frames.
- 26.0 State that all corrections to case review exceptions must be approved by the supervisor.
- 27.0 Demonstrate how to locate special conditions of supervision in OBIS.
- 28.0 Demonstrate how to accurately verify the sentence structure screen in OBIS with court material.

- 29.0 Demonstrate how to locate at least two screens in OBIS that display an offender's risk classification.

### **Transfer of Supervision**

- 30.0 State that the officer may initiate a transfer upon an offender's request.
- 31.0 State that review of the case material will determine if the offender is eligible for transfer.
- 32.0 Explain the process of transferring an offender within the State of Florida, to include the following:
- a) approve the proposed residential information
  - b) approve the proposed employment information
  - c) review file for conflicts with Supervision Order
  - d) identify public safety concerns
  - e) update the Offender-Based Information System (OBIS)
  - f) advise offender of the reporting instructions from the receiving office
  - g) complete required documents
  - h) obtain supervisor's approval
- 33.0 Explain the process of receiving a transferred case within the State of Florida, to include the following:
- a) make contact with the offender
  - b) identify the offender
  - c) review case material to assess the appropriateness of the transfer
  - d) reinstruct the offender on the Supervision Order
  - e) verify offender residence through personal field contact
  - f) complete required documents
- 34.0 Explain that the Interstate Compact for supervision of adult offenders is an agreement that promotes cooperation and coordination among participating states in the transfer of supervised offenders across state boundaries. (Section 949.07, F.S.)
- 35.0 Identify the criteria for mandatory transfer of an offender out of state under the Interstate Compact Agreement, to include the following:
- a) have more than 90 days of supervision pending
  - b) have a valid plan of supervision
  - c) is in substantial compliance with supervision within the sending state
  - d) is a resident of the receiving state or has family within the receiving state that indicates a willingness and ability as specified in his or her plan of supervision
  - e) is employed within the receiving state or has means of support
- 36.0 Identify the criteria for the discretionary transfer of an offender out of state under the Interstate Compact Agreement, to include the following:
- a) the sending state may request transfer of supervision of an offender who does not meet the eligibility requirements
  - b) the sending state must provide sufficient documentation to justify the requested transfer
  - c) the receiving state shall have the discretion to accept or reject the transfer of supervision in a manner consistent with the purpose of the compact
- 37.0 Explain that the Compact Administrator is responsible for transactions between Florida offices and other states regarding transfers.
- 38.0 Explain the process of transferring an offender out of the state, to include the following:
- a) review the Interstate Compact criteria for eligibility
  - b) verify reason for transfer
  - c) verify residence
  - d) verify employment or means of support

- e) submit interstate transfer packet to the compact administrator

**Course Number: CJK0257**

**Occupational Completion Point: A**

**Law Enforcement Cross-Over to Correctional Probation Supervision – 40 Hours –  
SOC Code 21-1092**

**Supervision Techniques**

- 01.0 Define supervision as the action, process, or occupation of overseeing and directing in order to accomplish task(s).
- 02.0 Explain that the goal of supervision is to successfully reintegrate the offender back into society.
- 03.0 Identify that failure to recognize individual differences among those being supervised is the most common supervision error.
- 04.0 Identify factors that enhance the chances of positive effects when supervising offenders, to include the following:
- a) “firm, but fair”
  - b) job knowledge
  - c) self-confidence
  - d) consistent temperament
  - e) ability to give clear, understandable instructions
  - f) ability to recognize individual differences
  - g) ability to correct and praise (give praise in private)
  - h) ability to make positive corrective comments (give corrective comments in private)
  - i) ability to keep one’s word
  - j) ability to consider all factors before reaching conclusions
- 05.0 Identify general rules that officers should be aware of regarding supervision, to include the following:
- a) avoid over-familiarization with individuals under supervision
  - b) do not gossip with individuals under supervision
  - c) do not give legal advice to individuals under supervision
  - d) do not show
    - favoritism
    - bias
    - prejudices
    - opinions
  - e) never make a promise
  - f) do not discuss other staff members with individuals under supervision
- 06.0 Identify principles of successful supervision, to include the following:
- a) positive reinforcement is a powerful motivator of human action an individual is more likely to do something if he or she understands the reason for the action is understood suggest alternatives to the actions that the individual wishes to pursue a decision will be more meaningful and forceful if the offender is able to make it himself or herself use “no” judiciously, convincingly, and fairly refrain from using profanity or vulgarity bullying or belittling will arouse resentment and antagonism recognizing deception and manipulation
- 07.0 Identify consequences of poor supervision, to include the following: non-compliance to conditions of supervision conflict between the officer and individual under supervision.

08.0 Demonstrate effective supervision techniques in a mock situation.

### **Types of Supervision**

- 09.0 List the different types of supervision, to include the following:
- a) Administrative—non-reporting status, but periodic record checks are completed to verify the offender has not violated the law
  - b) Probation—a term or sentence imposed by the court with standard statutory conditions as well as special conditions
  - c) Drug Offender—intensive supervision that emphasizes treatment of the offender
  - d) Community Control I—a community-based punishment alternative to incarceration or regular probation
  - e) Community Control II (electronic monitoring)—a type of community control that involves placing community controlees on electronic monitoring
  - f) Sex Offender Probation—the standard terms and conditions of probation or community control apply to persons on sex offender probation, along with additional terms and conditions specified in statutes
  - g) Conditional Release—applies to certain inmates convicted for committing very serious crimes who are released from incarceration prior to completion of their sentence due to application of gain time credits
  - h) Pre-Trial Intervention—a state attorney diversion program requiring contact with a probation officer for persons charged with a crime, with delayed disposition until successful completion of imposed conditions
  - i) Addiction Recovery—a release program under the authority of the Florida Parole Commission for inmates with a history of drug use
  - j) Parole—applies to inmates released from prison under the authority of the Florida Parole Commission for offenses committed prior to October 1, 1983
- 10.0 Explain types of supervision to different audiences, to include the following:
- a) offenders
  - b) family members
  - c) employers
  - d) court officials
  - e) media
  - f) general public

### **Offender Orientation**

- 11.0 Identify the process for instructing the offender to report to the appropriate supervision office, to include the following:
- a) verify offender's current address
  - b) consult the supervision office directory
  - c) locate the nearest office for the offender
  - d) provide directions to the designated office
  - e) advise the time frame requirements
  - f) discuss the consequences of not reporting
- 12.0 Explain that the department will provide an approved interpreter during initial orientation, when necessary, and any other time required by law.
- 13.0 Identify the process for verifying the offender's identity, to include the following:
- a) conduct a Rapid Identification (ID) transaction
  - b) obtain photo identification



- c) complete the intake documentation forms
- 14.0 Identify that correctional probation officers of the Florida Department of Corrections are authorized to collect biological specimens (e.g., saliva) from specified offenders for DNA testing. (Section 943.325, F.S.)
- 15.0 Determine the relevant case materials that must be reviewed to conduct an offender orientation, to include the following:
  - a) court minutes
  - b) Supervision Order
  - c) Cost Order
  - d) Instructions to the Offender form
- 16.0 Discuss the role of the officer and offender, to include the following:
  - a) officer's role is to enforce the supervision order and provide offender with assistance in locating resources needed to successfully complete supervision
  - b) offender's role is to appropriately follow instructions and to comply with the supervision order
- 17.0 List the standard conditions of supervision an offender shall comply with, to include the following:
  - a) report to the probation office as instructed
  - b) permit the officer to visit residence, employment, or other approved areas
  - c) maintain suitable employment
  - d) support any legal dependents to the best of ability
  - e) remain within a specified area
  - f) remain lawful
  - g) make restitution for damage(s) or loss(es), as required
  - h) submit to random drug and alcohol testing
  - i) submit DNA, if required
  - j) avoid using intoxicants to excess or possessing any drugs or narcotics unless prescribed by physician
  - k) refrain from visiting places where intoxicants, drugs, or other dangerous substances are unlawfully sold, dispensed, or used
  - l) refrain from associating with person(s) engaged in criminal activity
  - m) pay monetary obligations
  - n) refrain from carrying, possessing, or owning any firearm(s)
- 18.0 List the special conditions of supervision an offender shall comply with, to include the following:
  - a) community service conditions
  - b) treatment conditions
  - c) educational conditions
  - d) curfew regulations
  - e) any other conditions ordered by the sentencing authority
- 19.0 Explain that special conditions of supervision are defined by the sentencing authority.
- 20.0 Explain the different legal requirements an offender must comply with, to include the following:
  - a) registration with local law enforcement
  - b) provide DNA, if required
  - c) pay child support
  - d) maintain valid driver's license
  - e) comply with all other legal requirements
- 21.0 State that a violation of probation can be submitted to the sentencing authority as a penalty for noncompliance with the conditions of supervision.

- 22.0 Explain that the sentencing authority has the final determination for defining the penalty for noncompliance with the conditions of supervision.
- 23.0 List the potential advantages for compliance with the conditions of supervision, to include the following:
  - a) early termination
  - b) successful completion of supervision
  - c) reduction of supervision level
- 24.0 Explain procedures for developing a supervision plan, to include the following:
  - a) evaluate offender's educational needs
  - b) identify offender's employment needs
  - c) evaluate offender's financial status
  - d) evaluate offender's environment
  - e) identify available resources
  - f) discuss time frames
  - g) document in case notes
- 25.0 Explain the process for documenting offender orientation, to include the following:
  - a) obtain the offender's signature on all required documentation
  - b) enter instructions given to the offender into the appropriate database
- 26.0 State that offender supervision may involve family support and cooperation.
- 27.0 Explain that information and referrals may be provided to the offender's family, if requested.
- 28.0 Explain that special supervision needs and expectations may be identified, to include the following:
  - a) potential safety concerns
  - b) domestic or other needs of the offender
  - c) expectations of supervision
- 29.0 Demonstrate the ability to use the DC website to locate a probation office closest to the residence of an offender who is requesting a transfer.
- 30.0 Demonstrate the ability to complete an intake data sheet.
- 31.0 Instruct an offender on the conditions of supervision through a mock orientation.
- 32.0 Demonstrate the ability to enter and update the residence and employment screens using OBIS.

### **Community Resources**

- 33.0 Identify reasons why an officer would make community resource referrals for an offender, to include the following:
  - a) providing professional support to aid the offender in resolving personal issues
  - b) complying with a mandate of the offender's order of supervision
- 34.0 Explain the steps of the offender referral process, to include the following:
  - a) assess the offender's need/Supervision Order
  - b) obtain other staff and/or agency recommendations
  - c) refer to the appropriate agency based on identified solutions
  - d) submit referral form
- 35.0 Identify the appropriate social service agency(s) to refer an offender, based on an evaluation of the offender's needs and/or to satisfy the conditions of supervision, to include the following:
  - a) mental health
  - b) alcohol and drug services/substance abuse
  - c) legal aid
  - d) vocational counseling

- e) financial assistance
  - f) child care
  - g) family counseling
  - h) health services
  - i) housing services
  - j) aging and adult services
  - k) domestic abuse centers
- 36.0 Identify that the officer will answer court inquiries related to available community resources specific to the offender's needs.
- 37.0 Explain that the officer will only make referrals to approved treatment providers.

### **Field Supervision**

- 38.0 Identify the various reasons for conducting field supervision, to include the following:
- a) to obtain information
  - b) to verify information
  - c) to observe environment
  - d) for surveillance
  - e) to provide temporary supervision upon request from another office
  - f) to provide information
- 39.0 List the different databases that could be reviewed when planning to make a field visit, to include the following:
- a) Offender-Based Information System (OBIS)
  - b) Comprehensive Case Information System (CCIS)
  - c) Florida Crime Information Center II/National Crime Information Center 2000 (FCIC II/NCIC 2000)
  - d) other local computerized court record services
  - e) maps
- 40.0 Identify the case materials that are needed to plan and conduct field supervision, to include the following:
- a) offender identification
  - b) offender's criminal history
  - c) residence information
  - d) employment information
  - e) case notes
  - f) Supervision Order
  - g) information alleging violation
  - h) current state of compliance with supervision
- 41.0 Explain the process for completing a field itinerary, to include the following:
- a) consider time frames, geographic area, and supervision priorities
  - b) prepare field itinerary
  - c) submit field itinerary to supervisor
- 42.0 Explain that local law enforcement may need to be notified when conducting field supervision.
- 43.0 Identify the process for verifying the suitability of an offender's residence, to include the following:
- a) review Supervision Order(s)
  - b) conduct a personal home visit
  - c) survey the environment
  - d) verify the residence plan with other home occupants or owner/landlord, if necessary

- e) ensure residence is not in violation of supervision conditions, local ordinances, and state/federal law
- 44.0 Identify the proper safety equipment to use when conducting field supervision, to include the following:
  - a) body armor
  - b) cell phone
  - c) flashlight
  - d) handcuffs
  - e) chemical agents
  - f) radio
  - g) firearm, if certified
- 45.0 State the required components for documenting field contacts, to include the following:
  - a) time frames
  - b) contact type
  - c) military time
  - d) date
  - e) person contacted
  - f) pertinent observations, information discussed, and other relevant data
  - g) officer initials
- 46.0 Demonstrate how to accurately record field supervision in electronic case notes.

### **Offender Employment**

- 47.0 Identify information necessary for verification of employment, to include the following:
  - a) employer contact information
  - b) employment duties
  - c) employment schedule
  - d) employment compensation
  - e) self-employment documentation
- 48.0 Explain that the offender's employer will be notified of supervision status within 30 days of employment.
- 49.0 State that the offender will be informed of the officer's duty to notify the employer of the offender's supervision status.

### **Offender Supervision Progress**

- 50.0 Explain the process for evaluating an offender's progress, to include the following:
  - a) reviewing case materials
  - b) conducting a criminal records check
  - c) discussing progress with the offender
  - d) identifying problems and concerns
- 51.0 Explain that the officer should consider all information when determining approaches or solutions for an offender, to include the following:
  - a) past history
  - b) treatment history
  - c) collateral sources
- 52.0 Explain that a plan of action for supervision will be developed based upon the offender's needs, concerns, and recommended solutions.
- 53.0 Identify the process for developing a plan of action, to include the following:
  - a) initiate an appropriate treatment plan
  - b) reinforce positive behavior through positive communication

- c) reassess progress

54.0 Demonstrate how to locate an offender's treatment history using OBIS.

### **Drug and Alcohol Testing**

55.0 List the necessary safety precautions to use in collecting specimens for drug and/or alcohol testing, to include the following:

- a) personal protection equipment
- b) appropriate cleaning supplies
- c) appropriate disposal using universal precautions

56.0 Identify the steps in collecting urine specimens for drug and/or alcohol testing, to include the following:

- a) identify offender
- b) wear protective safety equipment
- c) instruct offender to wash his or her hands
- d) provide the offender an unused specimen container
- e) directly observe the offender provide the specimen (mirrors may be used)
- f) accept specimen container from the offender
- g) visually inspect the sample

57.0 Explain that an on-site testing device will be used in the presence of the offender.

58.0 Explain the process if the urine sample is negative, to include the following:

- a) discard specimen
- b) discard testing device in collection container
- c) record test result

59.0 Explain that if the urine sample is positive, the officer will do the following:

- a) notify offender of the result
- b) give offender the opportunity to sign admission form
- c) submit specimen to lab, if required
- d) conduct warrantless arrest, if required
- e) report positive test results to sentencing authority

60.0 Describe the procedure when a specimen tests positive and the offender denies use, to include the following:

- a) process specimen using chain of custody
- b) provide specimen to lab
- c) discard testing container and testing device
- d) report positive test results to sentencing authority

### **Arrest Procedures**

61.0 Explain that Section 947.22, F.S. and Section 948.06, F.S., give correctional probation officers the authority to arrest supervised Florida offenders, with or without a warrant.

62.0 List reasons that may require an offender to be arrested, to include the following:

- a) active warrant
- b) reasonable grounds to believe a violation of supervision has occurred

63.0 List steps involved in the safe and legal arrest of an offender, to include the following:

- a) verify that a warrant is active, if required
- b) notify supervisor
- c) complete probable cause affidavit
- d) call for local law enforcement assistance
- e) identify self to the offender
- f) advise offender of reason for arrest

- g) follow Response to Resistance Matrix
- 64.0 Explain that an officer will verify that a warrant is active by contacting the originating agency.
- 65.0 Describe that case material should be reviewed to determine if an arrest should be initiated, to include the following:
- a) information indicating a violation has occurred
  - b) criteria that has been met for a warrantless arrest
  - c) an active warrant
- 66.0 State that the probation officer will assist law enforcement in conducting an arrest, as needed.
- 67.0 List the appropriate documents to be completed upon the arrest of an offender, to include the following:
- a) probable cause affidavit
  - b) violation report
  - c) affidavit
  - d) warrant, if required

### **Warrantless Arrest**

- 68.0 Define warrantless arrest as the authority to arrest an offender without a warrant under Section 947.22, F.S.
- 69.0 Explain that the officer has to have reasonable grounds to believe that the probationer/offender has violated conditions of supervision in a material respect.
- 70.0 List the criteria in which an officer has the authority to conduct a warrantless arrest, to include the following:
- a) The offender is an immediate threat if not taken into custody.
  - b) A sex offender has changed residence without permission.
  - c) A sex offender has violated any other condition that presents a threat to the community.
  - d) The offender has committed a new offense and has a history of violence.
  - e) The offender has committed a violent offense.
  - f) The offender has a history of violence and has committed one of the following:
    - curfew violation
    - positive drug test (with admission)
    - contact with victim when prohibited
    - community control violation
- 71.0 Explain that local law enforcement will need to assist the officer when a warrantless arrest is conducted.
- 72.0 Explain that the officer will advise the offender about the violation, to include the following:
- a) condition of supervision that has been violated
  - b) how the condition was violated
- 73.0 List the required documents that must be completed when conducting a warrantless arrest, to include the following:
- a) probable cause affidavit listing alleged violation
  - b) sworn statements from victim/witness
  - c) other local law enforcement required documents

## Violation And Warrant Procedures

- 74.0 Explain the process of investigating the accuracy of an alleged violation or accusation, to include the following:
  - a) interview witness(es), if necessary
  - b) conduct necessary investigative work
  - c) obtain the offender's statement
  - d) evaluate relevant documentation obtained through the investigation
- 75.0 Explain that hearsay evidence is admissible in a violation of probation hearing.
- 76.0 Explain that the offender's statement must be obtained before completing the violation report, unless the offender has absconded.
- 77.0 Explain that the officer needs to evaluate the circumstances of the violation to determine if it is willful.
- 78.0 Identify the different sections of a violation report, to include the following:
  - a) how the violation occurred
  - b) offender statement
  - c) history of supervision
  - d) recommendation for disposition
- 79.0 Identify that an affidavit is required to obtain a warrant from the court.
- 80.0 Explain that the violation report, affidavit, and warrant must be approved by the supervisor.
- 81.0 Explain that an affidavit is not required for a Florida Parole Commission case.
- 82.0 List the documentation that must be submitted to the court, to include the following:
  - a) violation report
  - b) affidavit
  - c) warrant
- 83.0 Explain that the supervision period may be tolled under certain circumstances.
- 84.0 Identify that the officer must submit an amended affidavit and addendum to the violation report if an offender continues to violate the conditions of supervision after the violation report, affidavit, and warrant have been submitted.
- 85.0 Explain that the officer can conduct an arrest after the warrant has been activated by the sentencing authority.
- 86.0 Demonstrate the ability to accurately complete a violation report, affidavit, and warrant.

## Absconder Procedures

- 87.0 Explain that an absconder is an offender who ceases to make himself or herself available for supervision, after attempts to locate (and make contact with) the offender has been unsuccessful.
- 88.0 Define "Be On the Look Out" (BOLO) as a Florida administrative message, in Florida Crime Information Center II, for law enforcement officers.
- 89.0 Explain that an officer, prior to filing an affidavit and/or warrant, will attempt to locate an absconded offender by various means, to include the following:
  - a) contacting the offender by phone
  - b) conducting field visit(s) to locations that the offender is known to frequent, including approved residence
  - c) contacting the offender's employer
  - d) contacting local jails
  - e) conducting a records check on the offender
- 90.0 Explain that an officer will complete a thorough investigation to determine if the offender has absconded and file a violation report.

- 91.0 Identify that an officer will request a BOLO for an absconder that is a violent/high risk offender who poses a threat to public safety.
- 92.0 Explain that the purpose of the BOLO is to direct Florida law enforcement agencies to detain the offender for questioning or potential arrest.
- 93.0 List the steps necessary to initiate a BOLO, to include the following:
  - a) verify offender has absconded
  - b) notify supervisor
  - c) request BOLO
  - d) verify with FDLE that BOLO was received
  - e) notify the Absconder Unit, if applicable

### **Offender Deportation**

- 94.0 Define Immigration and Customs Enforcement (ICE) as the federal agency responsible for enforcing immigration and custom laws within the United States. The Immigration and Customs Enforcement agency is a division of Homeland Security.
- 95.0 Define illegal alien as a foreign person entering the United States contrary to the laws governing immigration.
- 96.0 List documentation that could be used to identify immigration status, to include the following:
  - a) birth certificate
  - b) Certificate of Naturalization
  - c) U.S. Passport
- 97.0 List the responsibilities of the officer initiating the process for possible deportation, to include the following:
  - a) obtain the information regarding the immigration status
  - b) verify the offender's immigration status
  - c) notify ICE of the immigration issue
  - d) discuss with supervisor

### **Offender Informant Procedures**

- 98.0 State that the requesting law enforcement agency will provide the details concerning the informant's activities.
- 99.0 Identify considerations that should be reviewed when an offender is being considered as an informant, to include the following:
  - a) conflict with conditions of supervision
  - b) officer/public safety concerns
  - c) rehabilitative efforts
  - d) coercion
- 100.0 Explain that an offender informant request must be approved through the proper chain of command.

**Course Number: CJK0276**

**Occupational Completion Point: A**

**Correctional Probation Management Information Systems – 27 Hours –  
SOC Code 21-1092**

### **Offender-Based Information System (OBIS)**



- 01.0 Explain that the goal of the Offender-Based Information System (OBIS) is to store and maintain all offender information.
- 02.0 Identify uses of OBIS, to include the following:
  - a) documenting an offender's sentence
  - b) calculating an offender's termination date
  - c) tracking the offender's location
  - d) facilitating offender file/audit reviews by administrative staff
  - e) maintaining an active listing and count of offenders categorized by type, status, location, and risk classification
  - f) tracking investigations
  - g) generating various reports for case management purposes
  - h) generating various reports for administrative use
- 03.0 Identify that selected official department personnel have access to OBIS information, except that which is confidential, including offender health information.
- 04.0 Identify types of reports and information generated by OBIS, to include the following:
  - a) case notes
  - b) offender residence
  - c) offender characteristics
  - d) offender employment
  - e) offender treatment
  - f) special conditions of supervision
    - 1. Demonstrate how to properly complete forms using OBIS.
    - 2. Demonstrate how to retrieve appropriate screen information using OBIS.
    - 3. Demonstrate how to recognize and assess screen content within OBIS.

### **Court Ordered Payment System (COPS)**

- 05.0 Explain that the Court Ordered Payment System (COPS) is a database within the Offender-Based Information System (OBIS) that tracks court obligations and payments.
- 06.0 Identify that the court provides a synopsis of the offender's financial obligations.
- 07.0 Identify that an input form must be entered into COPS that contains the following:
  - a) offender's name and DC number
  - b) payee's contact information
  - c) monetary obligation
- 08.0 Demonstrate how to complete a COPS input and change form.

### **Florida Crime Information Center II (FCIC II)**

- 09.0 Identify the agency and location of the FCIC II, NCIC 2000, and the MCIC, which are:
  - a) FCIC II—Florida Crime Information Center II, Florida Department of Law Enforcement; Tallahassee, Florida
  - b) NCIC 2000—National Crime Information Center 2000, Federal Bureau of Investigation; Washington, DC
  - c) MCIC—Missing Children Information Clearinghouse, Florida Department of Law Enforcement; Tallahassee, Florida
- 10.0 List the major assets of FCIC II, to include the following:
  - a) provides computerized information system
  - b) provides information available on

- wanted/missing persons
  - stolen property
  - vehicle/vessel identification data
  - computerized criminal history
  - sexual predator/offender file
  - protection orders
- 11.0 Identify procedures for proper storage and disposal of FCIC II/NCIC 2000 information found in offender records.

### **Rapid Identification System (Rapid ID)**

- 12.0 Explain the purpose of the Rapid Identification system is to positively identify an offender.
- 13.0 Explain the Rapid ID system is located within one central secure area within the probation office.
- 14.0 State that the Rapid ID system accesses FCIC II and Warrants.
- 15.0 Explain that the officer can conduct a search or a match transaction with the Rapid ID system.
- 16.0 Identify the difference between “search” and “match” in relation to the Rapid ID system:
- 17.0 “Search” is when an offender does not have a state identification number (SID) or FDLE number.
- 18.0 “Match” is when an offender has an established SID or FDLE number within the system.
- 19.0 Explain the process for using the Rapid ID system, to include the following:
- a) enter the established SID or FDLE number if conducting a match transaction
  - b) have the offender press his or her right index and middle finger onto the fingerprint pad for three seconds (only the right index finger is used if conducting a match transaction)
  - c) use the left hand if the offender has a damaged or missing finger
  - d) assess the quality of fingerprints (results must be 50% or above)
  - e) lock the fingerprints through the appropriate screen
  - f) transmit the fingerprints through the appropriate screen
  - g) submit the fingerprints through the appropriate screen
- 20.0 Explain that the fingerprints have been successfully submitted and received if a transaction number appears on the screen and the offender’s identifiers can be accessed.
- 21.0 List the different responses the system provides once the offender’s fingerprints have been received, to include:
- a) “Hit”—the offender’s fingerprints are an exact match
  - b) “No hit”—the system is unable to find a match
  - c) “Ambiguous”—multiple records are located that are potential matches for the fingerprint images submitted
- 22.0 Explain that if the system provides a “hit” response, the offender’s criminal history can be accessed.
- 23.0 Demonstrate the ability to conduct a Rapid ID transaction.

### **Electronic Information Systems**

- 24.0 Identify the proper forms to enter information into the Management Information System databases, to include:
- a) Sentence Structure

b) Transaction Register/Intake Data

c) Court Ordered Payment System (COPS)

- 25.0 Explain that the officer will confirm the accuracy of the database by comparing it with official court documents.
- 26.0 Explain that appropriate signatures/approvals are required prior to submitting a completed database form.
- 27.0 Explain that the internet can be used to obtain information regarding an offender.
- 28.0 Identify that computerized court systems can be used to gather information regarding an offender through a docket or name search.
- 29.0 Explain that computerized traffic systems can provide an offender's civil and criminal traffic offenses.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Fire Investigator  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

PSAV	
Program Number	P430202
CIP Number	0743020501
Grade Level	30,31
Standard Length	320 hours
Teacher Certification	FIRE FIGHT @7 G
CTSO	N/A
SOC Codes (all applicable)	33-2021.02
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Financial Services/State Fire College for information regarding basic skills.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

### **Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	FFP0660	Fire Investigator I	160 hours	33-2021.02
B	FFP0661	Fire Investigator II	160 hours	33-2021.02

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

The Fire Investigator is a restricted enrollment program. Applicants must be certified law enforcement, fire fighter or fire inspector.

### **Career and Technical Student Organization (CTSO)**

N/A

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical

students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

## **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Standards:**

After successfully completing this program the student will be able to perform the following:

- 01.0 Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems.
- 02.0 Demonstrate knowledge of inspection practices for fire protection systems.
- 03.0 Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers.
- 04.0 Demonstrate knowledge of water supply for sprinkler and standpipe systems.
- 05.0 Demonstrate knowledge of acceptance testing for fire protection systems.
- 06.0 Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices.
- 07.0 Demonstrate knowledge of various extinguishing agents.
- 08.0 Define types of building classifications and construction types.
- 09.0 Define various loads and forces that affect buildings.
- 10.0 Demonstrate knowledge of various types of building construction and their effect on fire propagation, smoke generation, and control.
- 11.0 Define the characteristics of various building materials, with particular regard to fire resistance.
- 12.0 Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance.
- 13.0 Describe principles of fire resistance, fire growth, and the behavior of fire and smoke in buildings.
- 14.0 Demonstrate knowledge of features of matter and energy.
- 15.0 Demonstrate knowledge of the principles of chemical reaction: oxidation, reduction, and combustion.
- 16.0 Demonstrate knowledge of the fire tetrahedron and principles of extinguishment.
- 17.0 Demonstrate knowledge of common elements such as oxygen, hydrogen, fluorine, chlorine, bromine, phosphorus, sulfur, and carbon.
- 18.0 Demonstrate knowledge of corrosive materials, i.e. acids and bases.
- 19.0 Demonstrate knowledge of path of travel of fire, heat, and smoke.
- 20.0 Demonstrate knowledge of the role and responsibilities of the fire investigator.
- 21.0 Demonstrate the ability to differentiate between accidental and incendiary fire causes.
- 22.0 Demonstrate the ability to recognize and report indicators of the point of origin of a fire.
- 23.0 Explain the rule of law as it pertains to arrest, search and seizure procedures and their application to fire investigations.
- 24.0 Recognize and interpret fire scenes common to various types of fires.
- 25.0 Describe the chemistry of combustion and the relationship of atoms, elements, compounds, and organic compounds on fire.
- 26.0 Explain the nature and behavior of fire including the effects of heat.
- 27.0 Explain and identify the combustion properties of liquids, gases and solid fuels.

- 28.0 Identify and explain electrical causes of fires.
- 29.0 List and explain the procedures for lifting fingerprints, evidence collection and preservation.
- 30.0 List and identify the make-up and use of incendiary devices, explosives, and bombs.
- 31.0 List the procedures for documenting fire scenes, including sketching, photography, and report writing.
- 32.0 Analyze fire-related deaths and injuries and describe methods of documentation.
- 33.0 Identify the techniques for interviewing and questioning suspects and subjects.
- 34.0 Explain the role of the fire investigator in courtroom proceedings including courtroom demeanor and testifying.
- 35.0 Identify and list the sources and technology available for fire investigations.
- 36.0 Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.



2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Fire Investigator  
Postsecondary Number: P430202**

**Course Number: FFP0660  
Occupational Completion Point: A  
Fire Investigator I – 160 Hours – SOC Codes 33-2021.02**

- 01.0 Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems--The student will be able to:
- 01.01 List and define the classes of automatic sprinkler systems.
  - 01.02 Identify and describe major controls of automatic sprinkler systems.
  - 01.03 Discuss proper installation and application of automatic sprinkler systems for different classes of occupancies.
- 02.0 Demonstrate knowledge of inspection practices for fire protection systems--The student will be able to:
- 02.01 Discuss legal requirements for fire protection system inspections.
  - 02.02 Discuss testing of fire protection systems.
- 03.0 Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers--The student will be able to:
- 03.01 List and define the classes of portable fire extinguishers.
  - 03.02 Identify and describe major controls of portable fire extinguishers.
  - 03.03 Discuss proper installation and application of portable fire extinguishers for different classes of occupancies.
- 04.0 Demonstrate knowledge of water supply for sprinkler and standpipe systems--The student will be able to:
- 04.01 Identify the major parts of sprinkler systems.
  - 04.02 Identify the major parts of standpipe systems.
  - 04.03 Discuss the use of sprinkler systems in fire suppression tactics of fire departments.
  - 04.04 Discuss the use of standpipe systems in fire suppression tactics of fire departments.
  - 04.05 Discuss the water supply system for sprinklers.
  - 04.06 Discuss the water supply system for standpipes.
- 05.0 Demonstrate knowledge of acceptance testing for fire protection systems--The student will be able to:
- 05.01 Define acceptance testing.
  - 05.02 Define compliance testing.
  - 05.03 Discuss acceptance testing procedures for fire protection systems.

- 06.0 Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices--The student will be able to:
- 06.01 Identify the certification procedures for portable fire extinguishers.
  - 06.02 Identify the certification procedures for hood systems.
  - 06.03 Identify the certification procedures for sprinkler systems.
  - 06.04 Identify the certification procedures for fire alarm systems.
- 07.0 Demonstrate knowledge of various extinguishing agents--The student will be able to:
- 07.01 Discuss the properties of water as a fire extinguishing agent.
  - 07.02 Discuss the properties of dry chemical as a fire extinguishing agent.
  - 07.03 Discuss the properties of carbon dioxide as a fire extinguishing agent.
  - 07.04 Discuss the properties of foam as a fire extinguishing agent.
  - 07.05 Discuss the properties of halon as a fire extinguishing agent.
- 08.0 Define types of building classifications and construction types--The student will be able to:
- 08.01 Define and describe the characteristics of single-family residential construction.
  - 08.02 Define and describe the characteristics of multi-family residential construction.
  - 08.03 Define and describe the characteristics of light commercial construction.
  - 08.04 Define and describe the characteristics of heavy commercial construction.
  - 08.05 Define and describe the characteristics of industrial construction.
- 09.0 Define various loads and forces that affect buildings--The student will be able to:
- 09.01 Define (a) vertical load, (b) sheer load, (c) torsional load, (d) compressive load, (e) tension load, (f) static load, (g) live load, and (h) fire load.
  - 09.02 Define wind pressure.
  - 09.03 Discuss windstorm provisions of building codes.
- 10.0 Demonstrate knowledge of various types of building construction and their effect on fire propagation, smoke generation, and control--The student will be able to:
- 10.01 Define fire propagation.
  - 10.02 Define smoke generation.
  - 10.03 Define fire control.
  - 10.04 Define balloon construction.
  - 10.05 Define tilt-slab construction.
  - 10.06 Define post-and-lintel construction.
  - 10.07 Given a particular occupancy, discuss the likely development of a fire within that type of construction.
- 11.0 Define the characteristics of various building materials, with particular regard to fire resistance--The student will be able to:
- 11.01 Discuss the fire resistance characteristics of wood frame construction.
  - 11.02 Discuss the fire resistance characteristics of metal frame construction.
  - 11.03 Discuss the fire resistance characteristics of masonry construction.

- 11.04 Discuss the fire resistance characteristics of concrete construction.
- 12.0 Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance--The student will be able to:
  - 12.01 Define and describe fire load and resistance in assembly occupancies.
  - 12.02 Define and describe fire load and resistance in educational occupancies.
  - 12.03 Define and describe fire load and resistance in health care occupancies.
  - 12.04 Define and describe fire load and resistance in detention and correctional occupancies.
  - 12.05 Define and describe fire load and resistance in residential occupancies.
  - 12.06 Define and describe fire load and resistance in mercantile occupancies.
  - 12.07 Define and describe fire load and resistance in business occupancies.
  - 12.08 Define and describe fire load and resistance in industrial occupancies.
  - 12.09 Define and describe fire load and resistance in storage occupancies.
- 13.0 Describe principles of fire resistance, fire growth, and the behavior of fire and smoke in buildings--The student will be able to:
  - 13.01 Define fire resistance.
  - 13.02 Define fire growth.
  - 13.03 Define fire spread.
  - 13.04 Define smoke propagation.
- 14.0 Demonstrate knowledge of features of matter and energy--The student will be able to:
  - 14.01 Define the physical properties of matter.
  - 14.02 Define the physical properties of energy.
- 15.0 Demonstrate knowledge of the principles of chemical reaction: oxidation, reduction, and combustion--The student will be able to:
  - 15.01 Define oxidation.
  - 15.02 Define reduction.
  - 15.03 Define combustion.
- 16.0 Demonstrate knowledge of the fire tetrahedron and principles of extinguishment--The student will be able to:
  - 16.01 List and define the four parts of the fire tetrahedron.
  - 16.02 Discuss the principles of extinguishment.
- 17.0 Demonstrate knowledge of common elements such as oxygen, hydrogen, fluorine, chlorine, bromine, phosphorus, sulfur, and carbon--The student will be able to:
  - 17.01 Define the properties of oxygen.
  - 17.02 Define the properties of hydrogen.
  - 17.03 Define the properties of fluorine.
  - 17.04 Define the properties of chlorine.
  - 17.05 Define the properties of bromine.
  - 17.06 Define the properties of phosphorus.

- 17.07 Define the properties of sulfur.
- 17.08 Define the properties of carbon.
  
- 18.0 Demonstrate knowledge of corrosive materials, i.e. acids and bases--The student will be able to:
  - 18.01 Define the physical properties of acids.
  - 18.02 Define the physical properties of bases.
  
- 19.0 Demonstrate knowledge of the path of travel of fire, heat, and smoke--The student will be able to:
  - 19.01 Describe the path of travel for gasses in a structure.
  - 19.02 Describe the path of travel for heat and its three modes of transfer in a structure.
  
- 20.0 Demonstrate knowledge of the role and responsibilities of the fire investigator--The student will be able to:
  - 20.01 Define the role of the fire investigator.
  - 20.02 Discuss the responsibilities of the fire investigator in terms of state and national standards.
  
- 21.0 Demonstrate the ability to differentiate between accidental and incendiary fire causes--The student will be able to:
  - 21.01 Define accidental fire causes.
  - 21.02 Define incendiary fire causes.
  
- 22.0 Demonstrate the ability to recognize and report indicators of the point of origin of a fire--The student will be able to:
  - 22.01 List indicators of the point of origin of a fire.
  - 22.02 Identify point of origin indicators.

**Course Number: FFP0661**

**Occupational Completion Point: B**

**Fire Investigator II – 160 Hours – SOC Codes 33-2021.02**

- 23.0 Explain the rule of law as it pertains to arrest, search and seizure procedures and their application to fire investigations.
- 24.0 Recognize and interpret fire scenes common to various types of fires.
- 25.0 Describe the chemistry of combustion and the relationship of atoms, elements, compounds, and organic compounds on fire.
- 26.0 Explain the nature and behavior of fire including the effects of heat.
- 27.0 Explain and identify the combustion properties of liquids, gases and solid fuels.
- 28.0 Identify and explain electrical causes of fires.
- 29.0 List and explain the procedures for lifting fingerprints, evidence collection and preservation.
- 30.0 List and identify the make-up and use of incendiary devices, explosives, and bombs.
- 31.0 List the procedures for documenting fire scenes, including sketching, photography, and report writing.

- 32.0 Analyze fire-related deaths and injuries and describe methods of documentation.
- 33.0 Identify the techniques for interviewing and questioning suspects and subjects.
- 34.0 Explain the role of the fire investigator in courtroom proceedings including courtroom demeanor and testifying.
- 35.0 Identify and list the sources and technology available for fire investigations.
- 36.0 Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.

### **FFP 2630 Latent Investigation**

- 01.0 Describe the proper procedure for fire death investigations.
- 02.0 Describe the proper procedure for fire injury investigations.
- 03.0 Describing the required reports for fire deaths and injuries investigations.
- 04.0 The student will demonstrate an understanding of motives for arson.
- 05.0 Describe the various motives for arson.
- 06.0 Describe the differences between at least three different motives for arson.
- 07.0 Describe arson for profit.
- 08.0 Describe an arson set.
- 09.0 Describe an arson device.
- 10.0 Explain the difference between arson sets and devices.
- 11.0 Identify the various types of explosives.
- 12.0 Identify various types of chemical and hazardous materials.
- 13.0 Identify various types of fire related deaths and injuries.
- 14.0 Identify the various types of arson as a crime.
- 15.0 Identify safety issues.
- 16.0 Identify, examine and understand arson laws.
- 17.0 Identify the chain of evidence.

### **FSFC 407 Arson Investigation**

This course stresses effective crime scene work relative to fire investigation. Evidence preservation and collection, scene documentation, and investigator safety are main topics.

**NOTE: Prerequisite: FFP 2243 - Latent Investigation, and a State Certificate of Compliance, Fire Inspector Certification, or Certified Police Officer.**

### **FSFC 406 Post-Blast Investigation**

This course, following the model curriculum of the Federal Bureau of Investigation, covers crime scene procedures, laboratory procedures, chemical and physical components, and legal issues relative to bombing incidents.

**NOTE: This course is limited to certified investigators. Part of Fire Investigator II.**

- 01.0 Describe an arson scene involving an explosion.
- 02.0 Describe the procedures for investigating an explosion scene.
- 03.0 Describe how to preserve evidence during an explosion investigation.
- 04.0 Describe the legal issues relative to bombings.
- 05.0 Describe how a laboratory is used for investigating explosions.

- 06.0 Describe what the limitations of laboratories are.
- 07.0 Describe what equipment is used in a laboratory.
- 08.0 Describe explosive materials.
- 09.0 Describe the chemical components of explosive materials.
- 10.0 Describe the physical components of explosive materials.
- 11.0 The student will demonstrate an understanding of arson crime scenes involving explosions.
- 12.0 The student will demonstrate an understanding of laboratory procedures.
- 13.0 The student will demonstrate an understanding of the chemical and physical components of explosive materials.

### **FFP 2670 Legal Issues for Investigators**

**NOTE: This is a restricted enrollment program. Applicants must be Certified Law Enforcement, Fire Fighter or Fire Inspector.**

- 01.0 The student will demonstrate an understanding of the Florida Statutes by:
  - 01.01 Name the applicable State Statutes.
  - 01.02 Describe the content of the State Statutes.
  - 01.03 Describe the impact of State Statutes on arson investigations.
- 02.0 The student will demonstrate an understanding of preparing cases for trial by:
  - 02.01 Describe how to prepare a case for trial.
  - 02.02 Describe the stages of trials.
  - 02.03 Describe arson investigators responsibility in trials.
- 03.0 The student will demonstrate an understanding of interview techniques by:
  - 03.01 Describe and role playing appropriate interviewing techniques.
  - 03.02 Describe suspect's rights during interviews.
  - 03.03 Describe how to properly interview witnesses.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Pump Operator  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

PSAV	
Program Number	P430203
CIP Number	0743020302
Grade Level	30, 31
Standard Length	80 hours
Teacher Certification	FIRE FIGHT @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-2011
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Financial Services/State Fire College for information regarding basic skills.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

The program must be approved by the Division of State Fire Marshal, Bureau of Fire Standards and Training. Outcomes and Student Performance Standards in this program have been adapted from the National Fire Protection Association Standard for Fire Fighter Professional Qualifications (NFPA 1001) and the Standard for Fire Apparatus Driver/Operator Professional Qualifications (NFPA 1002), as regulated by the Florida Bureau of Fire Standards and Training through Chapter 633, F.S. and the State Fire Marshal Rules, Chapter 69A-37, Florida Administrative Code (F.A.C.).

The fire apparatus operator program content additionally includes, but is not limited to, an understanding of hydraulics and fluid dynamics, principles of fire department water supply, nomenclature and operations of fire apparatus, appliances, municipal and rural water systems, maintenance, and safety in operational procedures.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through career and technical classroom instruction and applied laboratory procedures or practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.

### **Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

OCP	Course Number	Course Title	Course Length	SOC Code
A	FFP0360 (Includes FFP1301, FFP1302)	Fire Apparatus Operator	80 hours	33-2011

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Visit the following website for additional information:  
<http://www.myfloridacfo.com/sfm/bfst/Standard/firestan.htm>

In field work involving the handling of equipment and performance of tasks under conditions considered hazardous, there shall be no less than one certified instructor for each six students, but in no case shall there be less than two certified instructors on the scene. The instructors shall be placed to oversee the safety and effectiveness of the training.”



## **Career and Technical Student Organization (CTSO)**

N/A

## **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need

accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of fire department organization and procedures.
- 02.0 Use fire alarms and communications equipment.
- 03.0 Demonstrate knowledge of fire behavior.
- 04.0 Use portable fire extinguishers.
- 05.0 Personal protective equipment.
- 06.0 Demonstrate knowledge of fire apparatus.
- 07.0 Use forcible entry equipment.
- 08.0 Demonstrate ventilation practices.
- 09.0 Use ropes, tools, and equipment.
- 10.0 Demonstrate rescue procedures.
- 11.0 Demonstrate safety procedures.
- 12.0 Use ladders.
- 13.0 Use fire hose, nozzles, and appliances.
- 14.0 Use fire streams.
- 15.0 Use water supplies.

- 16.0 Use private fire protection systems.
- 17.0 Demonstrate salvage procedures.
- 18.0 Demonstrate overhaul procedures.
- 19.0 Demonstrate knowledge of the fundamentals of extinguishment.
- 20.0 Demonstrate knowledge of the effects of building construction on fire fighting.
- 21.0 Participate in controlled burning exercises.
- 22.0 Sexually transmitted diseases/emergency medical care.
- 23.0 Demonstrate proficiency in first responder to medical emergencies techniques.
- 24.0 Detect the presence of hazardous materials.
- 25.0 Collect hazardous materials.
- 26.0 Initiate protective action.
- 27.0 Initiate the notification process.
- 28.0 Fire prevention, public fire education, and fire cause determination.
- 29.0 Demonstrate knowledge of fire pump ratings.
- 30.0 Demonstrate knowledge of the relationship between flow and pressure.
- 31.0 Demonstrate knowledge of the Six rules of Hydraulics and Fireground Rules of Thumb.
- 32.0 Demonstrate knowledge of hydrant capacity, standpipes, and sprinklers.
- 33.0 Demonstrate knowledge of friction loss and nozzle reaction.
- 34.0 Demonstrate knowledge of relay pumping.
- 35.0 Demonstrate ability to perform basic hydraulic calculations given the required formulas.
- 36.0 Demonstrate ability to drive the following patterns: (a) serpentine, (b) alley dock, (c) opposite alley and, (d) diminishing clearance.
- 37.0 Demonstrate the ability to position an apparatus for hydrant hook-up and drafting.
- 38.0 Demonstrate the ability to recognize cavitation, water hammer, overheating, and unusual noises.
- 39.0 Demonstrate the ability to draft, tandem and relay pumping.
- 40.0 Demonstrate the ability to perform apparatus inspections, testing, and routine service functions.
- 41.0 Demonstrate knowledge of NFPA 1901 and applicable state laws and rules.
- 42.0 Demonstrate knowledge of single and multi-stage pumps, pump piping, and the pumping process.
- 43.0 Demonstrate knowledge of static, positive, and gravity water sources.
- 44.0 Demonstrate knowledge pressure control, priming devices, and cooling systems.
- 45.0 Demonstrate knowledge of emergency vehicle driving characteristics and defensive driving techniques.
- 46.0 Demonstrate knowledge of gauges and valves.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Pump Operator**  
**Postsecondary Number: P430203**

**Course Number: FFP0360 (Includes FFP1301, FFP1302)**  
**Occupational Completion Point: A**  
**Fire Apparatus Operator – 80 Hours – SOC Code 33-2011**

01.0 Demonstrate knowledge of fire department organization, procedures and responsibilities--The student will be able to:

- 01.01 Describe the organization of the fire department.
- 01.02 Explain the Firefighter I's role as a member of the organization.
- 01.03 Explain the Firefighter II's role as a member of the organization.
- 01.04 Explain the responsibilities of the firefighter in assuming and transferring command within an incident management system.
- 01.05 Explain the mission of the fire service and of the local fire department.
- 01.06 Explain the function of a standard operating procedure.
- 01.07 Explain the fire department rules and regulations that apply to the position of firefighter.
- 01.08 Explain the basic components of incident management and the firefighter's role within the local incident management system.
- 01.09 Explain the role of other agencies that may respond to emergencies.
- 01.10 Describe the components of a member assistance program.

02.0 Use fire alarms and communications equipment--The student will be able to:

- 02.01 Define the procedure for a citizen to report a fire or other emergency.
- 02.02 Demonstrate action taken upon receipt of an alarm or report of an emergency.
- 02.03 Define the purpose and function of all alarm-receiving instruments and personnel-alerting equipment in the fire station.
- 02.04 Identify procedures required for receipt and processing of business and personal calls.
- 02.05 Define and demonstrate prescribed fire department radio procedures, including:
  - a. Routine traffic,
  - b. Emergency traffic,
  - c. Emergency evacuation signals, and
- 02.06 Demonstrate both mobile and portable radio equipment.

03.0 Demonstrate knowledge of fire behavior--The student will be able to:

- 03.01 Define fire.
- 03.02 Define the fire triangle and tetrahedron.
- 03.03 Identify two chemical, mechanical, and electrical energy heat sources.
- 03.04 Recognize the following conditions and explain their associated hazards and appropriate actions:
  - a. Incident fire
  - b. Rollover

- c. Hot smoldering fire
  - d. Flashover
  - e. Steady state
  - f. Back draft
- 03.05 Define the three methods of heat transfer.
- 03.06 Define the three physical stages of matter in which fuels are commonly found.
- 03.07 Define the hazard of finely divided fuels as they relate to the combustion process.
- 03.08 Define flash point, fire point, and ignition temperature.
- 03.09 Define concentrations of oxygen in air as it affects combustion and life safety.
- 03.10 Identify three products of combustion commonly found in structural fires that create a life hazard.
- 03.11 Define the following units of heat measurement:
- a. British Thermal Unit (BTU)
  - b. Fahrenheit (°F)
  - c. Celsius (°C)
  - d. Calorie (C)
- 03.12 Describe the process of thermal layering that occurs in structural fires and how to avoid disturbing the normal layering of heat.
- 04.0 Use portable fire extinguishers--The student will be able to:
- 04.01 Identify the classification of types of fire as they relate to the use of portable extinguishers.
  - 04.02 Given a group of differing extinguishers, identify the appropriate extinguishers for the various classes of fire.
  - 04.03 Define the portable extinguisher rating system.
  - 04.04 Extinguish Class A and B fires using the appropriate portable fire extinguisher.
- 05.0 Personal protective equipment--The student will be able to:
- 05.01 Demonstrate the use of self-contained breathing apparatus (SCBA) in conditions of obscured visibility.
  - 05.02 Identify the physical requirements of the wearer of the SCBA.
  - 05.03 Identify the limitations of the SCBA.
  - 05.04 Identify the safety features of all types of self-contained breathing apparatus.
  - 05.05 Demonstrate the function of each component of the SCBA.
  - 05.06 Demonstrate that the SCBA is in a safe condition for immediate use.
  - 05.07 Demonstrate and document routine maintenance for SCBA including inspection, cleaning and sanitizing.
  - 05.08 Demonstrate the use of SCBA in conditions of restricted space.
  - 05.09 Demonstrate the following emergency techniques to be used in the event of SCBA failure:
    - a. Use of emergency bypass or purge-valve
    - b. Conservation of air
    - c. Breathing from the breathing tube or regulator in the event of a face piece failure
  - 05.10 Demonstrate techniques for maximizing the air capacity of an SCBA under work conditions.
  - 05.11 Demonstrate the replacement of an expended cylinder of an SCBA assembly with a full cylinder.

- 05.12 Identify each of the following articles of protective equipment and describe their uses and limitations:
    - a. Helmet (with shield)
    - b. Hood
    - c. Boots
    - d. Gloves
    - e. Turnout or bunker coat
    - f. Turnout or bunker pants
    - g. SCBA
    - h. Personal Alert Safety System (PASS)
    - i. Eye protection
  - 05.13 Describe and demonstrate the care, inspection, and maintenance of each of the above items of protective equipment.
  - 05.14 Demonstrate the donning and doffing of the personal protective equipment listed in 5.10.
  - 05.15 Identify the hazardous environments requiring the use of respiratory protection.
  - 05.16 Demonstrate donning self-contained breathing apparatus while wearing protective clothing.
  - 05.17 Demonstrate rescue procedures for the following, without compromising the rescuer's respiratory protection:
    - a. A firefighter with functioning respiratory protection
    - b. A firefighter without functioning respiratory protection
    - c. A civilian without respiratory protection
- 06.0 Demonstrate knowledge of fire apparatus--The student will be able to:
- 06.01 Identify the function of the following:
    - a. Engine company
    - b. Truck company
    - c. Rescue/Squad company
  - 06.02 Describe the functions of the following units:
    - a. Pumper/Engine
    - b. Aerial Apparatus
    - c. Mobile Water Supply Apparatus/Tanker
    - d. Wildland Fire Apparatus
    - e. ARFF – Aircraft Rescue and Fire Fighting
  - 06.03 Identify special equipment used in the following apparatus:
    - a. Rescue
    - b. Chemical
    - c. Floodlight and power
    - d. Air truck
- 07.0 Use forcible entry equipment--The student will be able to:
- 07.01 Identify the materials and construction features of door and window locking devices.
  - 07.02 Identify the method and demonstrate procedures of through-the-lock entry for doors and windows.
  - 07.03 Identify the method and procedure of properly cleaning, maintaining, and inspecting each type of forcible entry tool.
  - 07.04 Identify and safely carry at least 1 of the following:

- a. Cutting tool
  - b. Prying tool
  - c. Pulling tool
  - d. Striking tool
- 07.05 Identify the materials and construction features of doors, windows, and walls and the dangers associated with forcing entry through each.
- 07.06 Describe and demonstrate the procedures for forcing entry through at least three different types each of doors, windows, and walls.
- 07.07 Demonstrate opening various types of windows from inside and outside, with and without the use of fire department tools.
- 07.08 Demonstrate breaking window or door glass and removing obstruction.
- 08.0 Demonstrate ventilation practices--The student will be able to:
- 08.01 Define the principles of ventilation, and identify the advantages and effects of ventilation.
  - 08.02 Identify the dangers present and precautions to be taken in performing ventilation.
  - 08.03 Describe the advantages and disadvantages of the following types of ventilation:
    - a. Vertical
    - b. Horizontal
    - c. Trench/strip
    - d. Mechanical
    - e. Mechanical pressurization
    - f. Hydraulic
  - 08.04 Describe the signs, causes, and effects of backdraft explosions.
  - 08.05 Describe the methods or procedures used to prevent backdraft explosions.
  - 08.06 Identify the tools and equipment used during ventilation and demonstrate their use.
  - 08.07 Recognize the characteristics of, and list necessary precautions when, ventilating at least the following roof types:
    - a. Flat
    - b. Shed
    - c. Pitched
    - d. Arched
  - 08.08 Demonstrate the integrity of a roof system by sounding.
  - 08.09 Describe how the following factors are used to determine the integrity of a roof system:
    - a. Construction
    - b. Visual observation
    - c. Elapsed time of fire
  - 08.10 Define procedures for the types of ventilation referred to in 08.03.
- 09.0 Use ropes, tools, and equipment--The student will be able to:
- 09.01 When given the proper size and amount of rope, demonstrate tying a:
    - a. Bowline knot
    - b. Clove hitch
    - c. Figure of eight on a bight
    - d. Figure of eight follow through
    - e. Figure of eight stopper knot

- f. Chimney hitch
  - g. Becket or sheet bend
  - h. Girth hitch
  - i. Overhand safety knot
- 09.02 Using an approved knot, hoist any selected forcible entry tool, ground ladder, or appliance to a height of at least 20 feet (6m).
- 09.03 Demonstrate the techniques of inspecting, cleaning, maintaining, and storing rope.
- 09.04 Use a rope to tie ladders, hose, and other equipment so as to secure them to immovable objects.
- 09.05 Identify the reasons for placing a rope out of service.
- 09.06 Distinguish between life safety and utility ropes.
- 10.0 Demonstrate rescue procedures--The student will be able to:
- 10.01 Demonstrate the removal of injured persons from the immediate hazard by the use of carries, drags, and stretchers.
  - 10.02 Define and demonstrate primary and secondary search procedures under fire conditions:
    - a. With a rope or hose
    - b. Without a rope or hose
  - 10.03 Don a life safety harness that meets the requirements of NFPA 1983, Standard on Fire Service Life Safety Rope, Harnesses, and Hardware.
  - 10.04 Inspect a life safety harness and identify the conditions that would require its removal from service.
  - 10.05 Identify and demonstrate the use of the following rescue tools:
    - a. Cribbing and shoring material
    - b. Block and tackle
    - c. Hydraulic devices
    - d. Pneumatic devices
    - e. Ratchet devices
  - 10.06 Demonstrate the following evolutions, which may be required to extricate an entrapped victim of a motor vehicle crash by displacing:
    - a. Vehicle roof
    - b. Vehicle door
    - c. Windshield
    - d. Steering wheel
    - e. Steering column and dashboard
- 11.0 Demonstrate safety procedures--The student will be able to:
- 11.01 Identify dangerous building conditions created by fire.
  - 11.02 Demonstrate techniques for action when trapped or disoriented in a fire situation or a hostile environment.
  - 11.03 Explain hazards related to electrical emergencies.
  - 11.04 Demonstrate use of portable power plants, lights, cords, connectors, and ground fault interrupters (GFI).
  - 11.05 Describe the responsibilities of a firefighter as required by NFPA 1500.
  - 11.06 Demonstrate the procedures for shutting off the gas services to a building.
  - 11.07 Demonstrate the procedures for shutting off electrical service to a building.



- 11.08 Describe the elements of a personal accountability system and demonstrate the application of the system at an incident.
  - 11.09 Demonstrate the use of seat belts, noise barriers, and other safety equipment provided for protection while riding the apparatus.
  - 11.10 Demonstrate safety procedures when mounting, dismounting, and operating around fire apparatus.
  - 11.11 Identify a minimum of three common types of accidents or injuries, and their causes, that occur in the following locations:
    - a. Fire ground
    - b. Responding and returning
    - c. Training
    - d. Non-fire emergencies
    - e. Other on-duty locations
  - 11.12 Identify safety procedures for ensuring a safe station/facility environment.
  - 11.13 Identify potential long-term consequences of exposure to products of combustion.
- 12.0 Use ladders--The student will be able to:
- 12.01 Identify and describe the use of the following types of ladders:
    - a. Folding/attic
    - b. Roof
    - c. straight/wall
    - d. Aerial ladders
  - 12.02 Raise, position, and lower the following types of ground ladders:
    - a. ft. single or wall ladder
    - b. 24 ft. extension ladder
    - c. 35 ft. extension ladder
    - d. Attic/folding ladder
  - 12.03 Demonstrate the deployment of a roof ladder on a pitched roof.
  - 12.04 Climb the full length of each type of ground (and aerial, if available) ladder carrying fire fighting tools or equipment while ascending and descending.
  - 12.05 Climb the full length of each type of ground (and aerial, if available) ladder and bring an "injured person" down the ladder.
  - 12.06 Demonstrate the techniques of working from ground or aerial ladders with tools and appliances, with and without a safety harness.
  - 12.07 Demonstrate the techniques of cleaning, inspecting and maintaining ladders.
- 13.0 Use fire hose, nozzles, and appliances--The student will be able to:
- 13.01 Identify the sizes, types, amounts, and use of hose as required to be carried on a pumper according to NFPA 1901.
  - 13.02 Demonstrate the use of all nozzles, hose adapters, and hose appliances as required to be carried on a pumper according to NFPA 1901.
  - 13.03 When given the necessary equipment and operating as an individual and as a member of a team, advance dry hose lines of two different sizes, both of which shall be 1 1/2 inch or larger, from a pumper:
    - a. Into a structure
    - b. Up a ladder to a second floor landing
    - c. Up an inside stairway to an upper floor
    - d. Up an outside stairway to an upper floor

- e. Down an inside stairway to a lower floor
  - f. Down an outside stairway to a lower floor
  - g. To an upper floor by hoisting.
- 13.04 When given the necessary equipment and operating as a member of a team, advance charged attack lines of two different sizes, both which shall be 1 1/2 inch or larger, from a pumper:
- a. Into a structure
  - b. Up a ladder to a second floor landing
  - c. Up an outside stairway to an upper floor
  - d. Up an inside stairway to an upper floor
  - e. Down an inside stairway to a lower floor
  - f. Down an outside stairway to a lower floor
  - g. To an upper floor by hoisting.
- 13.05 Demonstrate the techniques for cleaning fire hose, couplings, and nozzles; and inspecting for damage.
- 13.06 Demonstrate at least 3 different types of hose loads and finishes.
- 13.07 Demonstrate three types of hose rolls.
- 13.08 Demonstrate two types of hose carries.
- 13.09 Demonstrate coupling and uncoupling of fire hose.
- 13.10 Work from a ground ladder with a charged attack line, which shall be 1 1/2 inch or larger.
- 13.11 Demonstrate the methods for extending a hose line.
- 13.12 Demonstrate replacing a burst section of hose line.
- 13.13 Demonstrate a hand lay of 300 feet (90 m) of supply line 1 1/2 inch (65 mm) or larger from a pumper to a water source.
- 14.0 Use fire streams--The student will be able to:
- 14.01 Define a fire stream.
  - 14.02 Demonstrate how to open and close a nozzle and how to adjust its stream pattern and flow setting, when applicable.
  - 14.03 Define water hammer and at least one method for its prevention.
  - 14.04 Define the following methods of water application:
    - a. Direct
    - b. Indirect
    - c. Combination
  - 14.05 Identify precautions to be followed while advancing hose lines to a fire.
  - 14.06 Describe three observable results that are obtained when the proper application of a fire stream is accomplished.
  - 14.07 Assemble and operate a foam fire stream arrangement given the appropriate equipment.
  - 14.08 Demonstrate the methods for applying foam.
- 15.0 Use water supplies--The student will be able to:
- 15.01 Identify the water distribution system, and other water sources in the local community.
  - 15.02 Identify the following parts of a water distribution system:
    - a. Distributors
    - b. Primary feeders
    - c. Secondary feeders

- 15.03 Explain the operation of a:
    - a. Dry-barrel hydrant
    - b. Wet-barrel hydrant
  - 15.04 Define the following:
    - a. Normal operating pressure of a water distribution system
    - b. Residual pressure of a water distribution system
    - c. Flow pressure and d) static pressure
  - 15.05 Identify the following types of main water valves:
    - a. Indicating
    - b. Non-indicating
    - c. Post indicator
    - d. Outside screw and yoke
  - 15.06 Describe how the following conditions reduce hydrant effectiveness:
    - a. Obstructions to use of hydrant
    - b. Direction of hydrant outlets to suitability of use
    - c. Mechanical damage
    - d. Rust and corrosion
    - e. Failure to open the hydrant fully
    - f. Ability to drain
  - 15.07 Identify the apparatus, equipment, and appliances required to provide water at rural locations by relay pumping, large diameter hose, or a tanker shuttle.
  - 15.08 Identify and explain the four (4) fundamental components of a modern water system.
  - 15.09 Demonstrate deployment of a portable water tank.
  - 15.10 Connect a supply hose to a hydrant, and fully open and close the hydrant.
  - 15.11 Demonstrate the hydrant to pumper hose connections for forward and reverse lays.
  - 15.12 Assemble and connect the equipment necessary for drafting from a static water supply source.
  - 15.13 Demonstrate the assemblage of equipment necessary for the transfer of water between portable water tanks.
  - 15.14 Describe the loading and off-loading of tanks on mobile water supply apparatus.
  - 15.15 Identify the pipe sizes used in water distribution systems for residential, business, and industrial districts.
  - 15.16 Identify two causes of increased resistance or friction loss in water mains.
- 16.0 Use private fire protection systems--The student will be able to:
- 16.01 Identify a fire department sprinkler connection and water motor alarm.
  - 16.02 Connect hose line(s) to a fire department connection of a sprinkler or standpipe system.
  - 16.03 Define how the automatic sprinkler heads open and release water.
  - 16.04 Temporarily stop the flow of water from a sprinkler head using a wedge, tong, or stopper.
  - 16.05 Define the value of automatic sprinklers in providing safety to the occupants in a structure.
  - 16.06 Demonstrate carrying a 100 ft. attack line, 1 1/2" or larger, into a building, connecting it to a standpipe, and advancing from a standpipe.
  - 16.07 Identify the "Main Control" valve on an automatic sprinkler system.
  - 16.08 Operate a main control valve on an automatic sprinkler system from "open" to "closed" and then back to "open".

- 17.0 Demonstrate salvage procedures--The student will be able to:
- 17.01 Identify the purpose of salvage and its value to the public and the fire department.
  - 17.02 Demonstrate the removal of debris, and the removal and routing of water from a structure.
  - 17.03 Demonstrate the covering or closing of openings made during fire fighting operations.
- 18.0 Demonstrate overhaul procedures--The student will be able to:
- 18.01 Identify the purpose of overhaul.
  - 18.02 Recognize at least four (4) indicators of hidden fires.
  - 18.03 Demonstrate searching for hidden fires.
  - 18.04 Demonstrate how to separate and remove charred material from unburned material.
  - 18.05 Demonstrate exposure of hidden fires by opening ceilings, walls, floors, and pulling apart burned materials.
  - 18.06 Define duties of fire fighters left at the fire scene for fire and security surveillance.
- 19.0 Demonstrate knowledge of the fundamentals of extinguishment--The student will be able to:
- 19.01 Describe the tactics employed to fight wildland fires.
- 20.0 Demonstrate knowledge of the effects of building construction on fire fighting--The student will be able to:
- 20.01 Describe the basic structural characteristics of the following types of building construction:
    - a. Wood frame
    - b. Ordinary
    - c. Heavy timber
    - d. Noncombustible
    - e. Fire resistant
  - 20.02 Identify the general fire behavior expected with each type of building construction, including the spread of fire and the safety of the building, occupants, and firefighters.
  - 20.03 Describe at least three hazards associated with truss and lightweight construction.
  - 20.04 Identify dangerous building conditions created by fire and fire suppression activities.
  - 20.05 Identify five indicators of building collapse.
  - 20.06 Describe the effects of fire and fire fighting activities on the following building materials:
    - a. Wood
    - b. Masonry
    - c. Cast iron
    - d. Steel
    - e. Gypsum wallboard

- f. Reinforced concrete
  - g. Glass
  - h. Plaster on lath
- 20.07 Define the following terms as they relate to building construction:
- a. Load bearing
  - b. Partition wall
  - c. Veneer wall (exterior)
  - d. Party wall
  - e. Fire wall
  - f. Cantilever wall
- 21.0 Participate in controlled burning exercises--The student will be able to:
- 21.01 Using the appropriate protective equipment, tools, and agents, extinguish a Class A fire inside of a structure.
  - 21.02 Using the appropriate protective equipment, tools, and agents, extinguish an exterior Class A fire.
  - 21.03 Using the appropriate protective equipment, tools, and agents, extinguish an exterior open pan of a Class B liquid.
  - 21.04 Using the appropriate protective equipment, tools, and agents, extinguish a vehicle fire.
  - 21.05 Using the appropriate protective equipment, tools and agents, extinguish a storage container (exterior dumpster/trash bin) fire.
- 22.0 Sexually transmitted diseases/emergency medical care--The student will be able to:
- 22.01 Apply infection control techniques designed to prevent the spread of sexually transmitted diseases to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 23.0 Demonstrate proficiency in first responder to medical emergencies techniques--The student will be able to:
- 23.04 Conduct a primary assessment of problems that are a threat to life if not corrected immediately.
  - 23.05 Demonstrate the use, decontamination, disinfection, and disposal of personal protective equipment used for protection from infection.
  - 23.06 Perform the following procedures as defined in the Journal of the American Medical Association, "Standards and Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiac Care (ECC)":
    - a. Single-rescuer CPR
      - Adult
      - Child
      - Infant
    - b. Two-rescuer CPR on an adult
    - c. Management of an obstructed airway
      - Conscious and unconscious adult
      - Conscious and unconscious child
      - Conscious and unconscious infant

- 23.07 Demonstrate the use of a resuscitation mask in the performance of single- and two-rescuer CPR.
  - 23.08 Identify three (3) types of external bleeding and the characteristics of each type.
  - 23.09 Demonstrate three (3) procedures for controlling external bleeding.
  - 23.10 Identify characteristics and emergency medical care of thermal burns according to degree and severity.
  - 23.11 Identify the emergency medical care for chemical burns, including chemical burns of the eyes.
  - 23.12 Identify the symptoms and demonstrate emergency medical care of traumatic shock.
  - 23.13 Identify the symptoms and demonstrate emergency medical care for ingested poisons and drug overdoses.
  - 23.14 Identify the method of contacting the poison control center that serves the local jurisdiction.
- 24.0 Detect the presence of hazardous materials--The student will be able to:
- 24.01 Define hazardous materials.
  - 24.02 Identify the Department of Transportation (DOT) hazard classes and divisions of hazardous materials and common examples of materials in each hazard class or division.
  - 24.03 Identify the primary hazards associated with each of the DOT hazard classes and divisions of hazardous materials by hazard class or division.
  - 24.04 Identify the difference between hazardous materials incidents and other emergencies.
  - 24.05 Identify typical occupancies and locations in the community where hazardous materials are manufactured, transported, stored, used or disposed of.
  - 24.06 Identify typical container shapes that can indicate hazardous materials.
  - 24.07 Identify facility and transportation markings and colors that indicate hazardous materials, including the following:
    - a. UN/NA identification numbers
    - b. NFPA 704 markings
    - c. Military hazardous materials markings
    - d. Special hazard communication markings
    - e. Pipeline markings
    - f. Container markings
  - 24.08 Given an NFPA 704 marking, describe the significance of the colors, numbers, and special symbols.
  - 24.09 Identify U.S. and Canadian placards and labels that indicate hazardous materials.
  - 24.10 Identify the basic information on Material Safety Data Sheets (MSDS) and shipping papers that indicates hazardous materials.
  - 24.11 Identify where to find Material Safety Data Sheets (MSDS).
  - 24.12 Identify entries on MSDS that indicate the presence of hazardous materials.
  - 24.13 Identify the entries on shipping papers that indicate the presence of hazardous materials.
  - 24.14 Match the name of the shipping papers found in transportation (air, highway, rail, and water) with the mode of transportation.
  - 24.15 Identify the person responsible for having the shipping papers in each mode of transportation.

- 24.16 Identify where the papers can be found in an emergency in each mode of transportation.
  - 24.17 Identify examples of clues (other than occupancy/location, container shape, markings/color, placards/labels, MSDS, and shipping papers) that use the senses of sight, sound and odor to indicate hazardous materials.
  - 24.18 Describe the limitation of using the senses in determining the presence or absence of hazardous materials.
- 25.0 Collect hazardous materials--The student will be able to:
- 25.01 Identify the three methods for determining the appropriate guide page for a hazardous material.
  - 25.02 Identify the two general types of hazards found on each guide page.
- 26.0 Initiate protective action--The student will be able to:
- 26.01 Identify the location of both the local emergency response plan and the organization's standard operating procedures.
  - 26.02 Identify the role of the first responder at the awareness level during a hazardous materials incident.
  - 26.03 Identify the basic precautions to be taken to protect themselves and others in a hazardous materials incident.
  - 26.04 Identify the precautions necessary when providing emergency medical care to victims of hazardous materials incidents.
  - 26.05 Identify typical ignition sources found at the scenes of hazardous materials incidents.
  - 26.06 Identify the ways hazardous materials are harmful to people, the environment, and property at hazardous materials incidents.
  - 26.07 Identify the general routes of entry for human exposure to hazardous materials.
  - 26.08 Given the identify of various hazardous materials (name, UN/NA identification number, or type placard), identify the following response information:
    - a. Emergency action (fire, spill, or leak and first aid)
    - b. Personal protective equipment necessary
    - c. Initial isolation and protective action distances
  - 26.09 Given the name of a hazardous material, identify the recommended personal protective equipment from the following list:
    - a. Street clothing and work uniforms
    - b. Structural fire-fighting protective clothing
    - c. Positive pressure self-contained breathing apparatus
    - d. Chemical-protective clothing and equipment
  - 26.10 Identify the definitions for each of the following protective actions:
    - a. Isolation of the hazard area and denial of entry
    - b. Evacuation
    - c. Sheltering in-place protection
  - 26.11 Identify the shapes of recommended initial isolation and protective action zones.
  - 26.12 Describe the difference between small and large spills as found in the table of Initial Isolation and Protective Action Distances.
  - 26.13 Identify the circumstances under which the following distances are used at a hazardous material incident:
    - a. Table of initial isolation and protective action distance
    - b. Isolation distances in the numbered guides

- 26.14 Describe the difference between the isolation distances in the orange-bordered guide pages and the protective action distances in the green-bordered pages in the document.
  - 26.15 Identify the techniques used to isolate the hazard area and deny entry to unauthorized persons at hazardous materials incidents.
- 27.0 Initiate the notification process--The student will be able to:
- 27.01 Given either a facility or transportation scenario involving hazardous materials, identify the appropriate initial notifications to be made and how to make them, consistent with the local emergency response plan or the organization's standard operating procedures.
- 28.0 Fire prevention, public fire education, and fire cause determination--The student will be able to:
- 28.01 Identify five (5) common causes of fires and their prevention.
  - 28.02 Define the importance of inspection and public fire education programs to fire department public relations and the community.
  - 28.03 Demonstrate inspection procedures for private dwellings.
  - 28.04 Present a prepared program to an identified audience, given a lesson plan, time allotment, and instructional materials for the following topics:
    - a. Stop, drop and roll
    - b. Crawl low in smoke
    - c. Escape planning
    - d. Alerting others
    - e. Calling the fire department
    - f. Fire station tour
    - g. Residential smoke detector placement and maintenance
  - 28.05 Document the presentation of a program covered in 28.04, given a reporting form that includes:
    - a. Program title
    - b. Number of participants
    - c. Evaluations
- 29.0 Demonstrate knowledge of fire pump ratings--The student will be able to:
- 29.01 Define fire pump ratings.
  - 29.02 Interpret fire pump ratings.
- 30.0 Demonstrate knowledge of the relationship between flow and pressure--The student will be able to:
- 30.01 Define flow.
  - 30.02 Define pressure.
  - 30.03 Discuss the mathematical relationship between flow and pressure.
  - 30.04 Perform calculations based on the formulas expressing the relationship between flow and pressure.
- 31.0 Demonstrate knowledge of the Six Rules of Hydraulics and Fireground Rules of Thumb--The student will be able to:



- 31.01 List and define the Six Rules of Hydraulics.
- 31.02 List and define the Fireground Rules of Thumb.
- 32.0 Demonstrate knowledge of hydrant capacity, standpipes, and sprinklers--The student will be able to:
  - 32.01 Identify major components of fire hydrants.
  - 32.02 Identify major types of fire hydrants.
  - 32.03 Identify major components of standpipe systems.
  - 32.04 Identify major components of sprinkler systems.
  - 32.05 Identify major types sprinkler heads.
  - 32.06 Identify major components of municipal water systems.
  - 32.07 Identify major components of static water supply.
- 33.0 Demonstrate knowledge of friction loss and nozzle reaction--The student will be able to:
  - 33.01 Define friction loss.
  - 33.02 Calculate friction loss over different lengths and diameters of fire hose.
  - 33.03 Define nozzle reaction.
  - 33.04 Discuss nozzle reaction with different types of nozzle at different pressures.
- 34.0 Demonstrate knowledge of relay pumping--The student will be able to:
  - 34.01 Define relay pumping.
  - 34.02 Perform the calculations to determine the relay set-up to deliver the desired flow.
- 35.0 Demonstrate ability to perform basic hydraulic calculations given the required formulas--The student will be able to:
  - 35.01 Calculate flow rates.
  - 35.02 Calculate tip pressures.
  - 35.03 Calculate pumping capacity.
- 36.0 Demonstrate the ability to drive the following patterns: (a) serpentine, (b) alley dock, (c) opposite alley and, (d) diminishing clearance--The student will be able to:
  - 36.01 Drive the serpentine course without error.
  - 36.02 Drive the alley dock exercise without error.
  - 36.03 Drive the opposite alley exercise without error.
  - 36.04 Drive the diminishing clearance exercise without error.
- 37.0 Demonstrate the ability to position an apparatus for hydrant hook-up and drafting--The student will be able to:
  - 37.01 Park the apparatus in position for catching the hydrant.
  - 37.02 Park the apparatus in position for drafting.
- 38.0 Demonstrate the ability to recognize cavitation, water hammer, overheating, and unusual noises--The student will be able to:

- 38.01 Define cavitation.
  - 38.02 Discuss measures to prevent cavitation.
  - 38.03 Define water hammer.
  - 38.04 Discuss measures to prevent water hammer.
  - 38.05 3Define overheating.
  - 38.06 3Discuss measures to prevent overheating.
  - 38.07 Discuss troubleshooting pump operations by listening.
- 39.0 Demonstrate the ability to draft, tandem and relay pumping--The student will be able to:
- 39.01 Define drafting.
  - 39.02 Define tandem pumping.
  - 39.03 Perform drafting operations.
  - 39.04 Perform tandem pumping operations.
  - 39.05 Perform relay pumping operations.
- 40.0 Demonstrate the ability to perform apparatus inspections, testing, and routine service functions--The student will be able to:
- 40.01 Set up appropriate preventative maintenance schedules.
  - 40.02 Perform complete apparatus inspection prior to operations.
  - 40.03 Test apparatus components prior to use.
  - 40.04 Discuss routine service and maintenance activities for fire apparatus.
- 41.0 Demonstrate knowledge of NFPA 1901 and applicable state laws and rules--The student will be able to:
- 41.01 List and discuss key provisions of NFPA 1901.
  - 41.02 List and discuss key provisions of the Florida statutes relative to fire apparatus.
- 42.0 Demonstrate knowledge of single and multi-stage pumps, pump piping, and the pumping process--The student will be able to:
- 42.01 Identify major components of single-stage pumps.
  - 42.02 Identify major components of multi-stage pumps.
  - 42.03 Identify major components of pump piping.
  - 42.04 List major steps of the pumping process.
- 43.0 Demonstrate knowledge of static, positive, and gravity water sources--The student will be able to:
- 43.01 Define static water sources.
  - 43.02 Define positive water sources.
  - 43.03 Define gravity water sources.
- 44.0 Demonstrate knowledge of pressure control, priming devices, and cooling systems--The student will be able to:
- 44.01 Define pressure controls and demonstrate operation of each major type.
  - 44.02 Define priming devices.
  - 44.03 Identify major components of primary and auxiliary cooling systems.

45.0 Demonstrate knowledge of emergency vehicle driving characteristics and defensive driving techniques--The student will be able to:

45.01 Discuss the driving characteristics of emergency vehicles.

45.02 Discuss defensive driving techniques.

46.0 Demonstrate knowledge of gauges and valves--The student will be able to:

46.01 Identify all gauges on a typical pumper apparatus.

46.02 Read all gauges on a typical pumper apparatus.

46.03 Identify all valves on a typical pumper apparatus.

46.04 Operate all valves on a typical pumper apparatus.

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**Florida Department of Education  
Curriculum Framework**

**Program Title:** Firesafety Inspector  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

PSAV	
Program Number	P430204
CIP Number	0743020102
Grade Level	30, 31
Standard Length	360 hours
Teacher Certification	FIRE FIGHT @7G
CTSO	N/A
SOC Codes (all applicable)	33-2021
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Financial Services/State Fire College for information regarding basic skills.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

### **Program Structure**

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	FFP0560	Firesafety Inspector I	200 hours	33-2021.01
B	FFP0562	Firesafety Inspector II	160 hours	33-2021.33

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

#### **Career and Technical Student Organization (CTSO)**

N/A

#### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

#### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

#### **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

## Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate understanding of the Life Safety Code as applied to various kinds of occupancies.
- 02.0 Demonstrate ability to locate proper citations within the Life Safety Code.
- 03.0 Demonstrate knowledge of the concept of code equivalency.
- 04.0 Demonstrate knowledge of types of egress and distances required.
- 05.0 Demonstrate the ability to properly classify types of occupancies.
- 06.0 Demonstrate the ability to calculate the size, area, and volume of complex building shapes.
- 07.0 Demonstrate ability to use architectural ruler.
- 08.0 Demonstrate recognition of various types and methods of construction as denoted in architectural drawings.
- 09.0 Demonstrate ability to interpret working drawings of residential, light and heavy commercial buildings.
- 10.0 Demonstrate ability to interpret conventions, symbols, and notes on architectural working drawings.
- 11.0 Demonstrate knowledge of the relationship between working drawings, "as-built", and actual construction.
- 12.0 Demonstrate knowledge of the construction process and materials used.
- 13.0 Demonstrate knowledge of legal foundations for fire inspections.
- 14.0 Demonstrate knowledge of the fire inspection process.
- 15.0 Demonstrate knowledge of fire inspection practices as part of an overall fire prevention program.
- 16.0 Demonstrate knowledge of fire inspection report writing.
- 17.0 Demonstrate knowledge of complaint handling and code enforcement procedures.
- 18.0 Demonstrate knowledge of special occupancies.
- 19.0 Demonstrate knowledge of unsafe conditions, fire hazards, and fire loads.
- 20.0 Demonstrate knowledge of fire behavior.
- 21.0 Demonstrate knowledge of fire cause determination.
- 22.0 Demonstrate knowledge of proper storage of flammable and combustibles.
- 23.0 Demonstrate knowledge of proper storage of hazardous materials.
- 24.0 Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems.
- 25.0 Demonstrate knowledge of inspection practices for fire protection systems.
- 26.0 Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers.
- 27.0 Demonstrate knowledge of water supply for sprinkler and standpipe systems.
- 28.0 Demonstrate knowledge of acceptance testing for fire protection systems.
- 29.0 Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices.
- 30.0 Demonstrate knowledge of various extinguishing agents.

- 31.0 Define types of building classifications and construction types.
- 32.0 Define various loads and forces that affect buildings.
- 33.0 Demonstrate knowledge of various types of building construction and their effect on fire propagation, smoke generation, and control.
- 34.0 Define the characteristics of various building materials, with particular regard to fire resistance.
- 35.0 Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance.
- 36.0 Describe principles of fire resistance, fire growth, and the behavior of fire and smoke in buildings.
- 37.0 Periodic table of elements.
- 38.0 Chemical structure.
- 39.0 Inorganic compounds.
- 40.0 Organic compounds I: organic architecture.
- 41.0 Organic compounds II: non-polar compounds.
- 42.0 Organic compounds III: polar compounds.
- 43.0 Chemical formulas.
- 44.0 Identify the chemical and physical properties of matter.
- 45.0 Physical effects and exposure to hazardous materials.
- 46.0 Science officer research.
- 47.0 Identify the common elements by their atomic symbols on the periodic table and demonstrate an understanding of why the table is organized into columns and groups.
- 48.0 Differentiate between elements, compounds and mixtures, and give examples of each.
- 49.0 Explain the difference between ionic and covalent bonding and be able to predict when each will occur.
- 50.0 Identify, name, and understand the basic chemistry involved with common hydrocarbon derivatives.
- 51.0 Comprehend the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse conditions.
- 52.0 Identify, name, and understand the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.
- 53.0 Analyze facility occupancy, transportation documents, shape and size of containers, and Material Safety Data Sheets (MSDS) to recognize the physical state and potential hazards of reactivity related to firefighter health and safety.
- 54.0 Demonstrate the ability to utilize guidebooks to determine an initial course of action for emergency responders.
- 55.0 Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.
- 56.0 Name the parts of a pre-engineered system.
- 57.0 Explain how a pre-engineered system operates.
- 58.0 Describe the application of a pre-engineered system.
- 59.0 List the different types of extinguishing agents.
- 60.0 Define the different extinguishing agents.
- 61.0 Describe the properties of the various extinguishing agents.
- 62.0 The student will demonstrate an understanding of alarm systems associated with pre-engineered systems.
- 63.0 Name the components of a pre-engineered system alarm.
- 64.0 Describe the activation of the alarm system.
- 65.0 List the associated compliance codes required for alarm systems.
- 66.0 The student will demonstrate an understanding of inspection procedures.



- 67.0 Describe the inspection procedure for a pre-engineered system.
- 68.0 List the inspection guidelines for pre-engineered systems.
- 69.0 Explain the need for inspections of pre-engineered systems.
- 70.0 Identify the problem.
- 71.0 Detecting incendiary fires.
- 72.0 Understand the nature and behavior of fire.
- 73.0 Understand the combustible properties of liquid and gaseous fuels.
- 74.0 Understand the properties of solid fuels.
- 75.0 Identify sources of ignition.
- 76.0 Deal with structure fires.
- 77.0 Deal with wildland fires.
- 78.0 Deal with vehicle and ship fires.
- 79.0 Electrical cause fires.
- 80.0 Clothing and fabric fires.
- 81.0 Explosions.
- 82.0 Chemical fires and hazardous materials.
- 83.0 Available lab services.
- 84.0 Fire related deaths and injuries.
- 85.0 Arson as a crime.
- 86.0 Other investigative topics.
- 87.0 Describe an exothermic reaction.
- 88.0 Explain various terms describing fire behavior.
- 89.0 Describe hazards associated with fire.
- 90.0 Describe burn injuries and their care.
- 91.0 Know and use resources in injury prevention available on a national basis.
- 92.0 Know and use resources in injury prevention on a statewide basis.
- 93.0 Know and use resources in injury prevention on a local basis.
- 94.0 Understand the importance of documentation of activities.
- 95.0 Given forms and formats, document fire and life safety education programs.
- 96.0 Given forms and formats, prepare written reports.
- 97.0 Given a list of events, program requests, etc. maintain a work schedule.
- 98.0 Demonstrate an understanding of methods used in conducting fire and life safety programs.
- 99.0 Select instructional materials that are appropriate to the audience and learning objectives.
- 100.0 Maintain safety during fire and life safety education activities.
- 101.0 Present a lesson plan.
- 102.0 Notify the public of an educational event.
- 103.0 Distribute educational information.
- 104.0 Administer an evaluation instrument.
- 105.0 Score and evaluation instrument.
- 106.0 To train fire rescue department personnel in the role of Public Information Officer (PIO).
- 107.0 To give participants an overview of the key functions and responsibilities of the fire rescue department PIO.
- 108.0 To stress the need for cooperation with the media.
- 109.0 To show trainees an example of an effective PIO at work at an emergency scene.
- 110.0 To give trainees an opportunity to practice specific performance based skills required in the PIO function.
- 111.0 To be familiar with the most current media technology.
- 112.0 Understand the need for public information policies.

- 113.0 Understand Incident Command System (ICS), Joint Information Center (JIC), and Joint Information Systems (JIS)
- 114.0 Discuss unified message.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Firesafety Inspector  
PSAV Number: P430204**

**Course Number: FFP0560  
Occupational Completion Point: A  
Firesafety Inspector I – 200 Hours – SOC Codes 33-2021, 33-2021.01**

- 01.0 Demonstrate understanding of the life safety code as applied to various kinds of occupancies--The student will be able to:
- 01.01 Identify the sections of the Life Safety Code.
  - 01.02 Identify which sections apply to different types of occupancies.
  - 01.03 Define key terms as used in the Life Safety Code.
- 02.0 Demonstrate ability to locate proper citations within the Life Safety Code--The student will be able to:
- 02.01 Given a set of inspection circumstances, identify the section of the Life Safety Code that applies.
  - 02.02 Given a set of inspection circumstances, be able to cite the remedy as found in the Life Safety Code (LSC).
- 03.0 Demonstrate knowledge of the concept of code equivalency--The student will be able to:
- 03.01 Given a set of similar inspection circumstances, choose between available codes and standards that best apply.
  - 03.02 Compare and contrast national, regional, state, and local codes and standards.
- 04.0 Demonstrate knowledge of types of egress and distances required--The student will be able to:
- 04.01 Define types and characteristics of egress in the LSC.
  - 04.02 Find appropriate minimum distances to egress in the LSC.
  - 04.03 Define and discuss different methods of closure for means of egress.
  - 04.04 Describe appropriate markings for means of egress.
- 05.0 Demonstrate the ability to properly classify types of occupancies--The student will be able to:
- 05.01 Define and describe assembly occupancies.
  - 05.02 Define and describe educational occupancies.
  - 05.03 Define and describe health care occupancies.
  - 05.04 Define and describe detention and correctional occupancies.
  - 05.05 Define and describe residential occupancies.
  - 05.06 Define and describe mercantile occupancies.
  - 05.07 Define and describe business occupancies.
  - 05.08 Define and describe industrial occupancies.

- 05.09 Define and describe storage occupancies.
- 06.0 Demonstrate the ability to calculate the size, area, and volume of complex building shapes--The student will be able to:
  - 06.01 Calculate the size of various buildings.
  - 06.02 Calculate the area of various buildings.
  - 06.03 Calculate the volume of various buildings.
- 07.0 Demonstrate ability to use architectural ruler--The student will be able to:
  - 07.01 Measure various building dimensions from working drawings, using the appropriate referenced scale.
- 08.0 Demonstrate recognition of various types and methods of construction as denoted in architectural drawings--The student will be able to:
  - 08.01 Identify markings for different types of doors.
  - 08.02 Identify markings for different types of windows.
  - 08.03 Identify markings for load-bearing and non-load-bearing walls.
  - 08.04 Identify markings for mechanical and air-handling systems.
  - 08.05 Identify markings for electrical systems.
  - 08.06 Identify markings for plumbing systems.
- 09.0 Demonstrate ability to interpret working drawings of residential, light and heavy commercial buildings--The student will be able to:
  - 09.01 Identify characteristics of residential construction plans.
  - 09.02 Identify characteristics of light commercial construction drawings.
  - 09.03 Identify characteristics of heavy commercial construction drawings.
- 10.0 Demonstrate ability to interpret conventions, symbols, and notes on architectural working drawings--The student will be able to:
  - 10.01 Identify the clearance radius for doors.
  - 10.02 Identify the width of windows and doors.
  - 10.03 Identify the movable and immovable partitions.
- 11.0 Demonstrate knowledge of the relationship between working drawings, "as-builts", and actual construction--The student will be able to:
  - 11.01 Compare and contrast drawings done at each stage of construction.
  - 11.02 Compare and contrast design drawings and "as-builts".
  - 11.03 Discuss the importance of physical inspection during and after construction.
- 12.0 Demonstrate knowledge of the construction process and materials used--The student will be able to:
  - 12.01 List steps in the construction process.
  - 12.02 Identify the roles of general contractors.
  - 12.03 Identify the roles of subcontractors.

- 12.04 Identify the principal building trades and their functions.
- 13.0 Demonstrate knowledge of legal foundations for fire inspections--The student will be able to:
  - 13.01 Describe applicable chapters and sections of the Florida Statutes that govern fire safety inspections.
  - 13.02 Describe applicable chapters and sections of the Florida Administrative Code that govern fire safety inspections.
- 14.0 Demonstrate knowledge of the fire inspection process--The student will be able to:
  - 14.01 Discuss fire inspection and its place within the fire department's organization.
  - 14.02 Define and discuss inspection and re-inspection.
  - 14.03 Discuss the scheduling of fire inspections.
  - 14.04 Compare and contrast the customer service and code enforcement concepts of fire inspection.
  - 14.05 Discuss the steps of the physical fire inspection.
- 15.0 Demonstrate knowledge of fire inspection practices as part of an overall fire prevention program--The student will be able to:
  - 15.01 List and describe the components of a complete fire prevention program.
  - 15.02 Discuss the proactive role of the fire inspector.
  - 15.03 Discuss the educational role of the fire inspection.
- 16.0 Demonstrate knowledge of fire inspection report writing--The student will be able to:
  - 16.01 Define the parts of a complete fire inspection report.
  - 16.02 Discuss the proper uses of fire inspection reports.
  - 16.03 Discuss the proper handling, distribution, and retention of fire inspection reports.
  - 16.04 Prepare a draft fire inspection report to acceptable industry standards.
- 17.0 Demonstrate knowledge of complaint handling and code enforcement procedures--The student will be able to:
  - 17.01 Discuss methods of handling occupant complaints relative to fire inspections.
  - 17.02 Discuss code enforcement authority of fire inspectors.
  - 17.03 Discuss code development and adoption processes.
  - 17.04 Discuss appeal process relative to code violations.
- 18.0 Demonstrate knowledge of special occupancies--The student will be able to:
  - 18.01 Define special occupancies.
  - 18.02 Discuss LSC applications relative to special occupancies.
  - 18.03 Discuss fire inspection practices relative to special occupancies.
- 19.0 Demonstrate knowledge of unsafe conditions, fire hazards, and fire loads--The student will be able to:
  - 19.01 Define and discuss unsafe conditions.

- 19.02 Define and discuss fire hazards.
- 19.03 Define and discuss fire loads.
- 20.0 Demonstrate knowledge of fire behavior--The student will be able to:
  - 20.01 Define and discuss the fire triangle.
  - 20.02 Define and discuss the fire tetrahedron.
  - 20.03 Define ignition temperature.
  - 20.04 Define flammable range.
  - 20.05 Define combustion.
- 21.0 Demonstrate knowledge of fire cause determination--The student will be able to:
  - 21.01 Discuss how to determine the point of origin of a fire.
  - 21.02 Define and discuss "V" patterns.
  - 21.03 Define and discuss char patterns.
  - 21.04 Define and discuss smoke stains.
  - 21.05 Compare and contrast accidental and incendiary fire causes.
- 22.0 Demonstrate knowledge of proper storage of flammable and combustibles--The student will be able to:
  - 22.01 Define and discuss flammable materials.
  - 22.02 Define and discuss combustible materials.
  - 22.03 Discuss proper storage methods.
  - 22.04 Identify and discuss proper markings for flammable and combustible material storage areas.
- 23.0 Demonstrate knowledge of proper storage of hazardous materials--The student will be able to:
  - 23.01 Define and discuss hazardous materials.
  - 23.02 Define and discuss material safety data sheets.
  - 23.03 Discuss proper storage methods.
  - 23.04 Identify and discuss proper markings for hazardous materials storage areas.
- 24.0 Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems--The student will be able to:
  - 24.01 List and define the classes of automatic sprinkler systems.
  - 24.02 Identify and describe major controls of automatic sprinkler systems.
  - 24.03 Discuss proper installation and application of automatic sprinkler systems for different classes of occupancies.
- 25.0 Demonstrate knowledge of inspection practices for fire protection systems--The student will be able to:
  - 25.01 Discuss legal requirements for fire protection system inspections.
  - 25.02 Discuss testing of fire protection systems.

26.0 Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers--The student will be able to:

- 26.01 List and define the classes of portable fire extinguishers.
- 26.02 Identify and describe major controls of portable fire extinguishers.
- 26.03 Discuss proper installation and application of portable fire extinguishers for different classes of occupancies.

27.0 Demonstrate knowledge of water supply for sprinkler and standpipe systems--The student will be able to:

- 27.01 Identify the major parts of sprinkler systems.
- 27.02 Identify the major parts of standpipe systems.
- 27.03 Discuss the use of sprinkler systems in fire suppression tactics of fire departments.
- 27.04 Discuss the use of standpipe systems in fire suppression tactics of fire departments.
- 27.05 Discuss the water supply system for sprinklers.
- 27.06 Discuss the water supply system for standpipes.

28.0 Demonstrate knowledge of acceptance testing for fire protection systems--The student will be able to:

- 28.01 Define acceptance testing.
- 28.02 Define compliance testing.
- 28.03 Discuss acceptance-testing procedures for fire protection systems.

29.0 Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices--The student will be able to:

- 29.01 Identify the certification procedures for portable fire extinguishers.
- 29.02 Identify the certification procedures for hood systems.
- 29.03 Identify the certification procedures for sprinkler systems.
- 29.04 Identify the certification procedures for fire alarm systems.

30.0 Demonstrate knowledge of various extinguishing agents--The student will be able to:

- 30.01 Discuss the properties of water as a fire-extinguishing agent.
- 30.02 Discuss the properties of dry chemical as a fire-extinguishing agent.
- 30.03 Discuss the properties of carbon dioxide as a fire-extinguishing agent.
- 30.04 Discuss the properties of foam as a fire-extinguishing agent.
- 30.05 Discuss the properties of halon as a fire-extinguishing agent.

31.0 Define types of building classifications and construction types--The student will be able to:

- 31.01 Define and describe the characteristics of single-family residential construction.
- 31.02 Define and describe the characteristics of multi-family residential construction.
- 31.03 Define and describe the characteristics of light commercial construction.
- 31.04 Define and describe the characteristics of heavy commercial construction.
- 31.05 Define and describe the characteristics of industrial construction.

- 32.0 Define various loads and forces that affect buildings--The student will be able to:
- 32.01 Define (a) vertical load, (b) sheer load, (c) tortional load, (d) compressive load, (e) tension load, (f) static load, (g) live load, and (h) fire load.
  - 32.02 Define wind pressure.
  - 32.03 Discuss windstorm provisions of building codes.
- 33.0 Demonstrate knowledge of various types of building construction and their effect on fire propagation, smoke generation, and control--The student will be able to:
- 33.01 Define fire propagation.
  - 33.02 Define smoke generation.
  - 33.03 Define fire control.
  - 33.04 Define balloon construction.
  - 33.05 Define tilt-slab construction.
  - 33.06 Define post-and-lintel construction.
  - 33.07 Given a particular occupancy, discuss the likely development of a fire within that type of construction.
- 34.0 Define the characteristics of various building materials, with particular regard to fire resistance--The student will be able to:
- 34.01 Discuss the fire resistance characteristics of wood frame construction.
  - 34.02 Discuss the fire resistance characteristics of metal frame construction.
  - 34.03 Discuss the fire resistance characteristics of masonry construction.
  - 34.04 Discuss the fire resistance characteristics of concrete construction.
- 35.0 Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance--The student will be able to:
- 35.01 Define and describe fire load and resistance in assembly occupancies.
  - 35.02 Define and describe fire load and resistance in educational occupancies.
  - 35.03 Define and describe fire load and resistance in health care occupancies.
  - 35.04 Define and describe fire load and resistance in detention and correctional occupancies.
  - 35.05 Define and describe fire load and resistance in residential occupancies.
  - 35.06 Define and describe fire load and resistance in mercantile occupancies.
  - 35.07 Define and describe fire load and resistance in business occupancies.
  - 35.08 Define and describe fire load and resistance in industrial occupancies.
  - 35.09 Define and describe fire load and resistance in storage occupancies.
- 36.0 Describe principles of fire resistance, fire growth, and the behavior of fire and smoke in buildings--The student will be able to:
- 36.01 Define fire resistance.
  - 36.02 Define fire growth.
  - 36.03 Define fire spread.
  - 36.04 Define smoke propagation.



**Course Number: FFP0562**  
**Occupational Completion Point: B**  
**Firesafety Inspector II – 200 Hours – SOC Codes 33-2021, 33-2021.01**

- 37.0 Periodic table of elements.
- 38.0 Chemical structure.
- 39.0 Inorganic compounds.
- 40.0 Organic compounds I: organic architecture.
- 41.0 Organic compounds II: non-polar compounds.
- 42.0 Organic compounds III: polar compounds.
- 43.0 Chemical formulas.
- 44.0 Identify the chemical and physical properties of matter.
- 45.0 Physical effects and exposure to hazardous materials.
- 46.0 Science officer research.
- 47.0 Identify the common elements by their atomic symbols on the periodic table and demonstrate an understanding of why the table is organized into columns and groups.
- 48.0 Differentiate between elements, compounds and mixtures, and give examples of each.
- 49.0 Explain the difference between ionic and covalent bonding and be able to predict when each will occur.
- 50.0 Identify, name, and understand the basic chemistry involved with common hydrocarbon derivatives.
- 51.0 Comprehend the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse conditions.
- 52.0 Identify, name, and understand the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.
- 53.0 Analyze facility occupancy, transportation documents, shape and size of containers, and Material Safety Data Sheets (MSDS) to recognize the physical state and potential hazards of reactivity related to firefighter health and safety.
- 54.0 Demonstrate the ability to utilize guidebooks to determine an initial course of action for emergency responders.
- 55.0 Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.
- 56.0 Name the parts of a pre-engineered system.
- 57.0 Explain how a pre-engineered system operates.
- 58.0 Describe the application of a pre-engineered system.
- 59.0 List the different types of extinguishing agents.
- 60.0 Define the different extinguishing agents.
- 61.0 Describe the properties of the various extinguishing agents.
- 62.0 The student will demonstrate an understanding of alarm systems associated with pre-engineered systems.
- 63.0 Name the components of a pre-engineered system alarm.
- 64.0 Describe the activation of the alarm system.
- 65.0 List the associated compliance codes required for alarm systems.
- 66.0 The student will demonstrate an understanding of inspection procedures.
- 67.0 Describe the inspection procedure for a pre-engineered system.
- 68.0 List the inspection guidelines for pre-engineered systems.
- 69.0 Explain the need for inspections of pre-engineered systems.
- 70.0 Identify the problem.
- 71.0 Detecting incendiary fires.
- 72.0 Understand the nature and behavior of fire.

- 73.0 Understand the combustible properties of liquid and gaseous fuels.
- 74.0 Understand the properties of solid fuels.
- 75.0 Identify sources of ignition.
- 76.0 Deal with structure fires.
- 77.0 Deal with wildland fires.
- 78.0 Deal with vehicle and ship fires.
- 79.0 Electrical cause fires.
- 80.0 Clothing and fabric fires.
- 81.0 Explosions.
- 82.0 Chemical fires and hazardous materials.
- 83.0 Available lab services.
- 84.0 Fire related deaths and injuries.
- 85.0 Arson as a crime.
- 86.0 Other investigative topics.

**Elective:** (choose one)

### **FFP1793 Fire and Life Safety Educator - Level I**

- 87.0 Describe an exothermic reaction.
- 88.0 Explain various terms describing fire behavior.
- 89.0 Describe hazards associated with fire.
- 90.0 Describe burn injuries and their care.
- 91.0 Know and use resources in injury prevention available on a national basis.
- 92.0 Know and use resources in injury prevention on a statewide basis.
- 93.0 Know and use resources in injury prevention on a local basis.
- 94.0 Understand the importance of documentation of activities.
- 95.0 Given forms and formats, document fire and life safety education programs.
- 96.0 Given forms and formats, prepare written reports.
- 97.0 Given a list of events, program requests, etc. maintain a work schedule.
- 98.0 Demonstrate an understanding of methods used in conducting fire and life safety programs.
- 99.0 Select instructional materials that are appropriate to the audience and learning objectives.
- 100.0 Maintain safety during fire and life safety education activities.
- 101.0 Present a lesson plan.
- 102.0 Notify the public of an educational event.
- 103.0 Distribute educational information.
- 104.0 Administer an evaluation instrument.
- 105.0 Score and evaluation instrument.

### **FFP2706 Public Information Officer (PIO)**

- 106.0 To train fire rescue department personnel in the role of PIO.
- 107.0 To give participants an overview of the key functions and responsibilities of the fire rescue department PIO.
- 108.0 To stress the need for cooperation with the media.
- 109.0 To show trainees an example of an effective PIO at work at an emergency scene.
- 110.0 To give trainees an opportunity to practice specific performance based skills required in the PIO function.
- 111.0 To be familiar with the most current media technology.

- 112.0 Understand the need for public information policies.
- 113.0 Understand Incident Command System (ICS), Joint Information Center (JIC), and Joint Information Systems (JIS)
- 114.0 Discuss unified message.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Fire Fighter  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety, & Security

PSAV	
Program Number	P430205
CIP Number	0743020300
Grade Level	30, 31
Standard Length	<b>(Core hours 398)</b> 538 hours if all five OCPs are completed
Teacher Certification	FIRE FIGHT @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-2011, 53-3099
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

### Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in the fire science realm that ranges from a frontline fire fighter to entry level fire inspectors and investigators.

Additionally, this is an instructional program that prepares individuals to provide initial care to sick or injured persons. The First Responder is the first to arrive at the scene of an illness or injury but does not have the primary responsibility for treating and transporting the injured person(s). First Responders may include law enforcement, correctional officers, correctional probation officers, life guards, fire services or basic life support non-licensed personnel who act as part of an organized emergency medical services team. This program must be approved by the Department of Education (DOE) utilizing standards jointly developed by the Florida Department of Law Enforcement (FDLE), Department of Financial Services (DFS) and the Emergency Medical Services (EMS) Bureau of the Department of Health (DOH) as specified in Section 401.435, F.S.

The program must be approved by the Division of State Fire Marshal, Bureau of Fire Standards and Training. Outcomes and Student Performance Standards in this program have been adapted from the National Fire Protection Association Standard for Fire Fighter Professional Qualifications (NFPA 1001) and the Standard for Fire Apparatus Driver/Operator Professional Qualifications (NFPA 1002), as regulated by the Florida Bureau of Fire Standards and Training through Chapter 633, F.S. and the State Fire Marshal Rules, Chapter 69A-37, Florida Administrative Code (F.A.C.).

The Fire Fighter program content includes, but is not limited to, orientation to the fire service, fire alarms and communication, vehicles, apparatus and equipment, fire behavior, portable extinguishers, fire streams, fundamentals of extinguishment, ladders, hoses, tools and equipment, forcible entry, salvage, overhaul, ventilation, rescue, protective breathing equipment, first responder emergency medical techniques, water supplies, principles of in-service inspections, safety, controlled burning, and employability skills.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through career and technical classroom instruction and applied laboratory procedures or practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.

## **Program Structure**

Pursuant to s. 633.35(1) and 633.45(2)(a), Florida Statutes, the Department of Financial Service, Division of State Fire Marshal, has established curriculum requirements for Training Firefighter Recruits or Firefighters. These curriculum requirements are implemented by Rule 69A-37.055, Florida Administrative Code. The curriculum requirements are:

The firefighter training embodied in the curriculum requirements for schools operated by or for any employing agency for the specific purpose of training firefighter recruits or firefighters **shall consist of 206 hours of training to complete Part I (equivalent to NFPA Firefighter I compliant) and an additional 192 hours to complete Part II (equivalent to NFPA Firefighter II compliant) training. Completion of both Part I and Part II represents the required 398 hours referred to collectively hereinafter as the "Minimum Standards Course" which is required to be certified as a firefighter.** The individual courses shall have the titles, content, and at least the minimum hours

of instruction prescribed by the Bureau in this rule. Part I completion shall be documented when the required coursework identified in this section has been completed. These courses shall be delivered by an instructor approved by the Bureau. Part I curriculum may be delivered by a recognized fire department. The completion of the Form DFS-K4-1028 "Verification of Prescribed Training Hours" evidencing compliance with minimum curriculum requirements shall be presented to the Bureau Field Representative prior to the state certification examination.

**69A-37.056 Specifications for Certifiable Training.**

To be recognized for certification as a firefighter by the Bureau, training shall be obtained under the conditions specified herein. Satisfactory completion of the prescribed training, instruction, and standards in accordance with these specifications shall be certified by a designated instructor or member of the Bureau staff.

- (1) Part I curriculum set forth in paragraph 69A-37.055(2)(a), F.A.C., taught independent of Part II curriculum set forth in paragraph 69A-37.055(2)(b), F.A.C., may be conducted through fire departments or facilities other than approved training centers, but must be compliant to or have access to all facilities, equipment, and instructors required for the delivery of the curriculum, in accordance with Rule 69A-37.060, F.A.C. Curriculum set forth in paragraphs 69A-37.055(2)(a) and (b), F.A.C., taught as the Minimum Standards Course shall be taught at a facility approved pursuant to Rule 69A-37.060, F.A.C. Alternative delivery techniques including mentoring and/or blended learning (traditional classroom with computer based training must be approved by the Bureau and provide for verified complete compliance to the skill and knowledge objectives).
- (2) The training shall be given by instructors certified by the Bureau.
- (3) All subjects listed in the Minimum Standards Course shall be included in the curriculum.
- (4) Each student enrolled in Minimum Standards Course shall receive instruction and training in every course subject of the curriculum. Knowledge-based curriculum shall not be less than the number of hours specified for each subject. Skill-based curriculum hours are based upon an ideal class size of 30 with a student to instructor ratio of one instructor for every six students, and a student to equipment ratio of one piece or set of equipment for every six students. Hours may be adjusted according to the actual class ratio.
- (5)(a) One aspect of training is psychomotor skills development, which includes the demonstrated ability to perform individually and as a member of a team or group all tasks and operations associated with the training in a manner which does not present a threat to the safety of the trainee, co-workers, or others and which contributes to the successful achievement of the purpose for which the task or operation is being performed.
  - (b) If, in the professional opinion of the instructors, the student does not possess the qualities necessary to satisfactorily perform psychomotor tasks, the student shall be dropped from the training program.
- (6) Each subject area within the Minimum Standards Course will be tested to validate the acquisition and application of relevant knowledge and skill. All subject area and final tests, both written and practical, given during the Minimum Standards Course shall require maintenance of a percentage score of not less than 70% on each subject listed in the Minimum Standards Course. If a minimum score of 70% is not achieved on any test, the student shall be afforded a one-time make up examination to achieve the required 70%. Students not in compliance with the minimum score requirement shall be dropped from the course.

- (a) In order to sit for the state examination, the information required by Sections 633.34 and 633.35, F.S., must be furnished to the Bureau.
- (b) State examinations, consisting of a written and a practical part, shall be administered by a Field Representative of the Bureau, or designee, and shall encompass all components of the Minimum Standards Course. The applicant must attain a score of 70 percent on both the written and practical examinations to receive a certificate of compliance.
- (c) The state practical examination will be administered at the local training facility. Whenever possible, the Bureau will schedule the state examination date at the convenience of the training facility. The written examination will be administered electronically at the local training center facility or local testing center if the training center lacks the capacity to support electronic testing.
- (7) In general classroom work, the number of students per certified instructor will be determined by the instructor on the basis of complexity of the subject.
- (8) In demonstrations involving the use of equipment and performance of tasks under non-hazardous conditions, whether in the classroom or in the field, there shall be no less than one certified instructor for each ten students.
- (9) In field work under conditions considered hazardous there shall be not less than one certified instructor for each six students, but in no case shall there be less than two certified instructors. The instructors shall be placed to oversee the safety and effectiveness of the training. Live Fire Training shall be conducted in accordance with Rule 69A-37.405, F.A.C.
- (10) In those instances in which the normal scheduled time does not allow for compliance with the foregoing limitations, the time allotted to those classes shall be extended as necessary to ensure compliance with the intent and purpose of these rules.

*Specific Authority 633.45(2)(a) FS. Law Implemented 633.35(2) FS. History—New 9-7-81, Formerly 4A-37.16, 4A-37.56, Amended 11-26-85, 1-3-90, 6-30-91, 3-20-95, 12-10-01, Formerly 4A-37.056, Amended 3-19-09*

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44 (3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	FFP0010	Fire Fighter I	206 hours	33-2011
B	FFP0020	Fire Fighter II	192 hours	33-2011
C	FFP0360	Fire Apparatus Operator	80 hours	53-3099
D	FFP0363	Emergency Vehicle Operator Course (EVOC)	20 hours	53-3099
E	FFP0142	Medical First Responder	40 hours	53-3099

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

## **Special Notes**

Visit the following website for additional information:

<http://www.myfloridacfo.com/sfm/bfst/Standard/firestan.htm>

The additional three OCPs: Fire Apparatus Operator, Emergency Vehicle Operator Course (EVOC), and Medical First Responder are incorporated so the student will have increased opportunities for gainful employment.

## **Career and Technical Student Organization (CTSO)**

There is no appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills



requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an individual educational plan (IEP) served in exceptional student education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Introduction
- 02.0 Firefighter Safety and Health

- 03.0 Fire Behavior
- 04.0 Building Construction
- 05.0 Personal Protective Gear
- 06.0 Portable extinguishers
- 07.0 Ropes and Knots
- 08.0 Building Search and Victim Removal
- 09.0 Forcible Entry
- 10.0 Ladders
- 11.0 Ventilation
- 12.0 Water Supply
- 13.0 Hose
- 14.0 Water Fire Streams
- 15.0 Fire Control
- 16.0 Automatic Sprinkler Systems
- 17.0 Loss Control
- 18.0 Protecting Fire Scene Evidence
- 19.0 Fire Department Communications
- 20.0 FL SERC Awareness Level Hazardous Materials
- 21.0 Operations Level Hazardous Materials
- 22.0 Introduction to Wildland Fire Behavior
- 23.0 Wildland Firefighter Training
- 24.0 Building Construction and Structural Collapse Awareness
- 25.0 Rescue and Extrication
- 26.0 Water Supply
- 27.0 Fire Hose
- 28.0 Fire Streams
- 29.0 Fire Control
- 30.0 Fire Detection, Alarm, and Suppression Systems
- 31.0 Protecting Fire Scene Evidence
- 32.0 Fire Department Communications
- 33.0 Fire Prevention and Public Education
- 34.0 Flammable Gas Control
- 35.0 Florida Fire Chiefs Statewide Emergency Response Plan
- 36.0 Thermal Imaging – (TIC)
- 37.0 Positive Pressure Ventilation
- 38.0 Engine Company Evolutions
- 39.0 Ladder Company Evolutions
- 40.0 Company Evolutions - Combined Operations
- 41.0 Air monitoring – CO, LEL, O2 – SCBA
- 42.0 New Challenges
- 43.0 Firefighter Safety and Survival
- 44.0 Demonstrate knowledge of fire department organization and procedures.
- 45.0 Use fire alarms and communications equipment.
- 46.0 Demonstrate knowledge of fire behavior.
- 47.0 Use portable fire extinguishers.
- 48.0 Personal protective equipment.
- 49.0 Demonstrate knowledge of fire apparatus.
- 50.0 Use forcible entry equipment.
- 51.0 Demonstrate ventilation practices.
- 52.0 Use ropes, tools, and equipment.
- 53.0 Demonstrate rescue procedures.

- 54.0 Demonstrate safety procedures.
- 55.0 Use ladders.
- 56.0 Use fire hose, nozzles, and appliances.
- 57.0 Use fire streams.
- 58.0 Use water supplies.
- 59.0 Use private fire protection systems.
- 60.0 Demonstrate salvage procedures.
- 61.0 Demonstrate overhaul procedures.
- 62.0 Demonstrate knowledge of the fundamentals of extinguishment.
- 63.0 Demonstrate knowledge of the effects of building construction on fire fighting.
- 64.0 Participate in controlled burning exercises.
- 65.0 Sexually transmitted diseases/emergency medical care.
- 66.0 Detect the presence of hazardous materials.
- 67.0 Collect hazardous materials.
- 68.0 Initiate protective action.
- 69.0 Initiate the notification process.
- 70.0 Fire prevention, public fire education, and fire cause determination.
- 71.0 Demonstrate knowledge of fire pump ratings.
- 72.0 Demonstrate knowledge of the relationship between flow and pressure.
- 73.0 Demonstrate knowledge of the Six rules of Hydraulics and Fireground Rules of Thumb.
- 74.0 Demonstrate knowledge of hydrant capacity, standpipes, and sprinklers.
- 75.0 Demonstrate knowledge of friction loss and nozzle reaction.
- 76.0 Demonstrate knowledge of relay pumping.
- 77.0 Demonstrate ability to perform basic hydraulic calculations given the required formulas.
- 78.0 Demonstrate ability to drive the following patterns: (a) serpentine, (b) alley dock, (c) opposite alley and, (d) diminishing clearance.
- 79.0 Demonstrate the ability to position an apparatus for hydrant hook-up and drafting.
- 80.0 Demonstrate the ability to recognize cavitation, water hammer, overheating, and unusual noises.
- 81.0 Demonstrate the ability to draft, tandem and relay pumping.
- 82.0 Demonstrate the ability to perform apparatus inspections, testing, and routine service functions.
- 83.0 Demonstrate knowledge of NFPA 1901 and applicable state laws and rules.
- 84.0 Demonstrate knowledge of single and multi-stage pumps, pump piping, and the pumping process.
- 85.0 Demonstrate knowledge of static, positive, and gravity water sources.
- 86.0 Demonstrate knowledge pressure control, priming devices, and cooling systems.
- 87.0 Demonstrate knowledge of emergency vehicle driving characteristics and defensive driving techniques.
- 88.0 Demonstrate knowledge of gauges and valves.
- 89.0 Program logistics and focus.
- 90.0 Extent of the problem.
- 91.0 Personnel selection.
- 92.0 Necessity of Standard Operating Guidelines.
- 93.0 Legal aspects of emergency vehicle driving.
- 94.0 Vehicle dynamics.
- 95.0 Vehicle inspection and maintenance.
- 96.0 Vehicle operations and safety.
- 97.0 Emergency vehicle competency.
- 98.0 Straight line exercise.
- 99.0 Confined space turnaround exercise.

- 100.0 Alley dock exercise.
- 101.0 Serpentine exercise.
- 102.0 Off-set alley exercise.
- 103.0 Parallel park exercise.
- 104.0 Diminishing clearance exercise.
- 105.0 Stopping exercise.
- 106.0 Demonstrate proficiency in first responder to medical emergencies techniques.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Fire Fighter**  
**PSAV Number: P430205**

**Course Number: FFP0010**  
**Occupational Completion Point: A**  
**Fire Fighter I – 206 Hours – SOC Code 33-2011**

01.0 Introduction:

- 01.01 Describe the history and culture of the fire service.
- 01.02 Describe the mission of the fire service.
- 01.03 Define fire department organizational principles.
- 01.04 Describe the organization of the Agency Having Jurisdiction (AHJ) fire department.
- 01.05 Distinguish among functions of fire companies.
- 01.06 Given the fire service terminology contained within the Firefighter I curriculum, define terms with 70% accuracy.
- 01.07 Summarize primary knowledge and skills the firefighter must have to function effectively.
- 01.08 Distinguish among the primary roles of fire service personnel.
- 01.09 Explain the Firefighter I's role as a member of the organization.
- 01.10 Distinguish among policies, procedures, and standard operating procedures (SOPs).
- 01.11 Explain the function of a standard operating procedure.
- 01.12 Explain the fire department policies and procedures that apply to the position of firefighter.
- 01.13 Demonstrate the ability to use departmental documents, standards or code materials to locate information specific to those materials.
- 01.14 Discuss fire service interaction with other organizations.
- 01.15 List three other agencies that may respond to emergencies.
- 01.16 Given a selection of publications, select the Florida Operations Guide (FOG).
- 01.17 Explain the purpose of the FOG.
- 01.18 Given Florida Statute 316.2398 explain the impact of "duty to drive with due regard for the safety of all persons using the highway" upon emergency driving liability.
- 01.19 Recall from Florida Statute 316.2398, when the use of red warning signals is authorized for a volunteer's privately owned vehicle (POV).
- 01.20 Recall from Florida Statute 316.2398 how many red warning signals may be displayed on a volunteer's POV.
- 01.21 Recall from Florida Statute 316.2398 what documentation is required to be able to display red signals and where the documentation must it be kept.
- 01.22 Given a violation of Florida Statute 316.2398, describe the punishment prescribed under the statute.
- 01.23 Given 69A-37, locate the applicable sections for attaining and maintaining a certificate of compliance.
- 01.24 Identify three purposes of the Incident Command System (ICS).
- 01.25 Identify requirements to use ICS.

- 01.26 Given any of the fourteen (14) basic features of the Incident Command System (ICS), describe that feature.
- 01.27 Describe the role and function of the Incident Commander.
- 01.28 Describe the role and function of the Command Staff.
- 01.29 Describe the roles and functions of the Operations, Planning, Logistics, Finance/Administration sections and Information/Intelligence Function.
- 01.30 Describe the six (6) basic ICS facilities.
- 01.31 Identify facilities that may be located together.
- 01.32 Identify facility map symbols.
- 01.33 Describe common mobilization responsibilities.
- 01.34 Describe common responsibilities at an incident.
- 01.35 List individual accountability responsibilities.
- 01.36 Describe common demobilization responsibilities.
- 01.37 Describe National Incident Management System (NIMS) concepts and principles.
- 01.38 Identify the benefits of using NIMS as a national response model.
- 01.39 Describe how NIMS will help to coordinate and integrate the response to domestic incidents.
- 01.40 Identify NIMS components.
- 01.41 Identify the benefits of using ICS as the national response model.
- 01.42 Identify the organizational structure of ICS.
- 01.43 Identify five major management functions.
- 01.44 Describe the purpose of unique position titles in ICS.
- 01.45 Explain the roles and responsibilities of the Command and General Staff.
- 01.46 Determine when it is appropriate to institute an Area Command.
- 01.47 Describe the functions and purpose of Multiagency Coordination Systems.
- 01.48 Describe the Public Information Systems required by NIMS.
- 01.49 Identify ways in which NIMS affects how their jurisdictions prepare for incidents and events.
- 01.50 Describe how NIMS affects the way resources are managed before, during, and after an incident.
- 01.51 Describe the advantages of common communication and information management standards.
- 01.52 Explain how NIMS will influence technology and technological systems required for emergency response.

## 02.0 Firefighter Safety and Health:

- 02.01 List ways to prevent firefighter injuries.
- 02.02 Discuss National Fire Protection Association standards related to firefighter health and safety.
- 02.03 Describe the responsibilities of a firefighter as required by NFPA 1500.
- 02.04 Describe the primary purpose/focus of NFPA 1500.
- 02.05 Given NFPA 1500 identify at least 3 components affecting the Firefighter I.
- 02.06 Discuss Florida Firefighter Occupational Safety and Health Administration regulations.
- 02.07 Explain the two in two out requirement of 69A-62.003.
- 02.08 List the main goals of a safety program.
- 02.09 Discuss firefighter health considerations and employee assistance and wellness programs.
- 02.10 Describe an Employee Assistance Program.
- 02.11 List the benefits of an active physical fitness program.

- 02.12 Given an AHJ Employee Assistance Program, explain the purpose of the program and how to access it.
- 02.13 List guidelines for riding safely on the apparatus.
- 02.14 List 4 prohibited practices and describe the danger(s) of each (unbelted, riding the tailboard, mounting while moving, dismounting before the unit is fully stopped).
- 02.15 Discuss safety in the fire station.
- 02.16 Identify safety procedures for ensuring a safe station/facility environment.
- 02.17 Given a picture of a particular area within a fire station with 5 unsafe conditions present, identify at least 3 of the 5.
- 02.18 Describe ways to maintain safety in training.
- 02.19 List four (4) potential training hazards and explain how to avoid them.
- 02.20 Given a visual representation of a training area with five (5) potential hazards, identify three (3) with 100% accuracy.
- 02.21 Identify a minimum of three (3) common types of training accidents or injuries, and their causes.
- 02.22 Explain how to maintain and service equipment.
- 02.23 Given AHJ safety equipment, demonstrate its appropriate use.
- 02.24 Given an AHJ fire service tool or piece of equipment that requires cleaning, don the appropriate safety equipment and clean the item using methods approved by the AHJ or the manufacturer of the item.
- 02.25 Given a cleaning solvent approved for use by the AHJ, recall where the applicable MSDS sheet is, prepare the solvent for safe use and don appropriate safety equipment.
- 02.26 Given a tool or piece of equipment to repair, select the appropriate repair parts, tools to affect the repair and appropriate safety equipment to wear while affecting the repairs.
- 02.27 Demonstrate to the satisfaction of the AHJ, the ability to follow manufacturer's instructions or AHJ guidelines for tool and equipment maintenance and repair.
- 02.28 Given AHJ procedures for recording repairs, cleaning or servicing of tools and or equipment and the necessary forms or log books, document the repair, cleaning or service as appropriate to the satisfaction of the AHJ.
- 02.29 Discuss emergency scene preparedness.
- 02.30 Discuss emergency scene safety.
- 02.31 Summarize general guidelines for scene management including highway incidents, crowd control, and cordoning off emergency scenes.
- 02.32 Explain the importance of personnel accountability.
- 02.33 Summarize basic interior operations techniques.
- 02.34 Describe emergency escape and rapid intervention.
- 02.35 Respond to an incident, correctly mounting and dismounting an apparatus.
- 02.36 Demonstrate the use of seat belts, noise barriers, and other safety equipment provided for protection while riding the apparatus.
- 02.37 Set up and operate in work areas at an incident using traffic and scene control.
- 02.38 Given an emergency scene and the presence of vehicle traffic, utilities or a specific environmental conditions, list at least three (3) additional potential hazards related to the condition specified.
- 02.39 Given an AHJ apparatus, describe the correct procedure(s) for dismounting apparatus in traffic.
- 02.40 Given a selected operation and four (4) acts being conducted as part of that operation, differentiate between safe and unsafe acts.

- 02.41 Given the hazard or the assignment, identify protective equipment that will improve safety.
- 02.42 Given a work zone, describe how it will be marked to improve operational safety.
- 02.43 Given protective equipment, demonstrate its proper use.
- 02.44 Given a simulated traffic or scene area to operate within, demonstrate the proper deployment of traffic and scene control devices.
- 02.45 Given a simulated emergency and a protected area, demonstrate safe work habits within the area in terms of situational awareness, movement within the area and when working near the edge of the protected area.

### 03.0 Fire Behavior:

- 03.01 Describe physical and chemical changes of matter related to fire.
- 03.02 Discuss modes of combustion, the fire triangle, and the fire tetrahedron.
- 03.03 List the four (4) components of the fire tetrahedron.
- 03.04 Explain the difference between the Fire Triangle and Fire Tetrahedron.
- 03.05 Explain the difference between heat and temperature.
- 03.06 Describe sources of heat energy.
- 03.07 Identify two (2) chemical, mechanical, and electrical energy heat sources.
- 03.08 Discuss the transmission of heat.
- 03.09 Define the three (3) methods of heat transfer.
- 03.10 Define the following units of heat measurement: British Thermal Unit (BTU), Fahrenheit (°F), Celsius (°C).
- 03.11 Explain how the physical states of fuel affect the combustion process.
- 03.12 Define the three physical stages of matter in which fuels are commonly found.
- 03.13 Define the hazard of finely divided fuels as they relate to the combustion process.
- 03.14 Define flash point, fire point, and ignition temperature.
- 03.15 Explain how oxygen concentration affects the combustion process.
- 03.16 Define concentrations of oxygen in air as it affects combustion and life safety.
- 03.17 Discuss the self-sustained chemical reaction involved in the combustion process.
- 03.18 Define fire.
- 03.19 Describe common products of combustion.
- 03.20 Distinguish among classifications of fires.
- 03.21 Describe the stages of fire development within a compartment.
- 03.22 List four (4) signs of a potential backdraft situation.
- 03.23 Describe the conditions that cause a backdraft.
- 03.24 Describe the effects of a backdraft.
- 03.25 Summarize factors that affect fire development within a compartment.
- 03.26 Describe the process of thermal layering that occurs in structural fires and how to avoid disturbing the normal layering of heat.
- 03.27 Describe methods used to control and extinguish fire.
- 03.28 List the four (4) methods of fire control (cool, remove fuel, remove oxygen, stop chemical chain reaction).

### 04.0 Building Construction:

- 04.01 Describe common building materials.
- 04.02 Describe construction types and the effect fire has on the structural integrity of the construction type.
- 04.03 Identify the primary strengths and weaknesses of construction types.
- 04.04 Within the AHJ area, list four (4) types of wall construction/materials in use.



- 04.05 Describe dangerous building conditions created by a fire or by actions taken while trying to extinguish a fire.
- 04.06 Identify indicators of building collapse.
- 04.07 List actions to take when imminent building collapse is suspected.
- 04.08 Describe hazards associated with lightweight and truss construction.

#### 05.0 Personal Protective Gear:

- 05.01 Describe the purpose of protective clothing and equipment.
- 05.02 Describe characteristics of protective clothing and equipment.
- 05.03 Summarize guidelines for the care of personal protective clothing.
- 05.04 Given issued protective equipment consisting of at least helmet (with eye protection), hood, boots, gloves, bunker coat, and bunker pants, describe or demonstrate the care, inspection, and maintenance of the components.
- 05.05 List the four common respiratory hazards associated with fires and other emergencies.
- 05.06 Describe the potential long term consequences of exposure to products of combustion:
- 05.07 Distinguish characteristics of respiratory hazards.
- 05.08 Describe physical, medical, and mental factors that affect the firefighter's ability to use respiratory protection effectively.
- 05.09 Describe equipment and air-supply limitations of self contained breathing apparatus (SCBA).
- 05.10 Explain the reasons for fit testing each wearer of respiratory protection.
- 05.11 Discuss effective air management.
- 05.12 Distinguish among characteristics of air-purifying respirators, open-circuit SCBA, and closed-circuit SCBA.
- 05.13 Describe basic SCBA component assemblies.
- 05.14 Given an AHJ SCBA, describe the function of each component – SCBA specific
- 05.15 Discuss storing protective breathing apparatus.
- 05.16 Summarize recommendations for the use of Personal Alert Safety System (PASS) devices.
- 05.17 Describe precautionary safety checks for SCBA.
- 05.18 List four (4) safety checks that should be completed prior to donning.
- 05.19 Discuss general donning and doffing considerations for SCBA.
- 05.20 Summarize general items to check in daily, weekly, monthly, and annual SCBA inspections.
- 05.21 Demonstrate and document routine maintenance for SCBA including inspection, cleaning and sanitizing.
- 05.22 Summarize safety precautions for refilling SCBA cylinders.
- 05.23 Discuss safety precautions for SCBA use.
- 05.24 Describe actions to take in emergency situations using SCBA.
- 05.25 Given a situation and specified SCBA malfunction, list four (4) self-preservation/emergency actions.
- 05.26 Discuss operating in areas of limited visibility while wearing SCBA.
- 05.27 Given a non-lethal atmosphere and personal protective equipment (PPE), operate as part of a team in reduced visibility for the duration of one cylinder.
- 05.28 Discuss exiting areas with restricted openings under emergency conditions while wearing SCBA.
- 05.29 Don PPE and SCBA for use at an emergency.

- 05.30 Given an AHJ SCBA equipped apparatus, demonstrate donning SCBA from the storage or mounting location while wearing PPE.
  - 05.31 Given issued protective equipment consisting of at least helmet (with eye protection), hood, boots, gloves, bunker coat, bunker pants and wearing civilian/station clothing, demonstrate donning all PPE (excluding SCBA & PASS) and be ready for safe operation in a hazard free atmosphere within one (1) minute.
  - 05.32 Doff PPE and SCBA and prepare for reuse.
  - 05.33 Given full PPE, a route that includes both work and non-work movement and a monitoring point, demonstrate the complete consumption of one cylinder, initiating emergency conditions as necessary to complete the route to the monitoring point.
  - 05.34 Inspect PPE and SCBA for use at an emergency incident.
  - 05.35 Given an AHJ SCBA, inspect then determine if the unit is in condition to don and use.
  - 05.36 Clean and sanitize PPE and SCBA.
  - 05.37 Fill an SCBA cylinder from a cascade system.
  - 05.38 Fill an SCBA cylinder from a compressor/purifier.
  - 05.39 Perform emergency operations procedures for an SCBA.
  - 05.40 Given a situation involving a simulated regulator, face piece or low air emergency, a simulated hazardous atmosphere and full protective equipment, demonstrate the appropriate action to take for a distance of at least 30' in order to evacuate the hazardous atmosphere.
  - 05.41 Exit a constricted opening while wearing standard SCBA.
  - 05.42 Given full protective equipment, vision obscured mask and a 30' restricted passageway that requires both strap loosening and removal of SCBA to negotiate, as part of a team, exit via the restricted passageway without removing the mask or losing control of the frame/regulator.
  - 05.43 Change an SCBA cylinder — One-person method.
  - 05.44 Change an SCBA cylinder — Two-person method
- 06.0 Portable extinguishers:
- 06.01 Describe methods by which agents extinguish fire.
  - 06.02 Given a selected extinguisher, describe two (2) advantages and one (1) disadvantage.
  - 06.03 List mechanisms by which portable extinguishers expel their contents.
  - 06.04 Distinguish among classifications of fires and the most common agents used to extinguish them.
  - 06.05 Name and define the five (5) classes of fire. (A, B, C, D, K).
  - 06.06 Given a class A, B, C or D fire, list three (3) examples of that class of fire.
  - 06.07 Given a class of fire and a selected extinguisher, explain the hazards of the class and extinguisher.
  - 06.08 Describe types of extinguishers and their common uses.
  - 06.09 Discuss extinguishers and agents for metal fires.
  - 06.10 Explain the portable extinguisher rating system.
  - 06.11 Given a class of fire and a compatible extinguisher, explain the rating system for capability and effectiveness.
  - 06.12 Describe factors to consider in selecting the proper fire extinguisher.
  - 06.13 Describe items to check for immediately before using a portable fire extinguisher.

- 06.14 Given a selected extinguisher, demonstrate the proper procedure for placing the extinguisher into operation.
- 06.15 Describe the PASS method of application.
- 06.16 Given a fire situation, demonstrate how to safely approach the fire, the distance from which to discharge the extinguishing agent and the method of application.
- 06.17 Summarize procedures that should be part of every fire extinguisher inspection.
- 06.18 Discuss damaged portable fire extinguishers and obsolete portable fire extinguishers.
- 06.19 Operate a stored pressure water extinguisher to extinguish a class A fire.
- 06.20 Operate a dry chemical (ABC) extinguisher to extinguish a class B fire of not less than 9 square feet.
- 06.21 Given a selection of water, dry chemical and CO<sub>2</sub> extinguishers, a type of fire and size, select the most appropriate extinguisher.
- 06.22 Demonstration - Given full protective equipment, and appropriate extinguisher, extinguish a Class C fire.
- 06.23 Demonstrate operating a carbon dioxide (CO<sub>2</sub>) extinguisher.

07.0 Ropes and Knots:

- 07.01 Explain the differences between life safety and utility rope.
- 07.02 List three (3) uses each for life safety and utility rope in support of response activities.
- 07.03 Summarize basic guidelines for rope maintenance.
- 07.04 Given an AHJ rope and procedures, demonstrate the techniques of inspecting, cleaning, maintaining, and storing rope.
- 07.05 Describe webbing and webbing construction.
- 07.06 Describe parts of a rope and considerations in tying a knot.
- 07.07 Describe knot characteristics and knot elements.
- 07.08 Describe characteristics of knots commonly used in the fire service.
- 07.09 Given the name, picture, or actual knot, identify it and describe the purpose for which it could be used.
- 07.10 Summarize hoisting safety considerations.
- 07.11 Inspect, clean, and store rope.
- 07.12 List three (3) conditions that would cause the rope to be placed out of service.
- 07.13 Given a sufficient amount of rope(s), tie the following knot in a reasonable amount of time finishing with an approved safety knot while wearing structural firefighting gloves: Clove Hitch.
- 07.14 Given a sufficient amount of rope(s), tie the following knot in a reasonable amount of time finishing with an approved safety while wearing structural firefighting gloves: Figure-eight bend (Follow Through).
- 07.15 Given a sufficient amount of rope(s), tie the following knot in a reasonable amount of time finishing with an approved safety while wearing structural firefighting gloves: Figure eight on a bight.
- 07.16 Hoist an axe.
- 07.17 Hoist a pike pole.
- 07.18 Hoist a roof ladder.
- 07.19 Hoist a dry hoseline.
- 07.20 Hoist a charged hoseline.
- 07.21 Hoist a power saw.

- 07.22 Given a ladder, hose or other piece of equipment, an appropriate length of utility line and a point to secure to, secure the item utilizing an approved knot and safety to assure safe operations.
- 07.23 Given a selected tool/piece of equipment and a lifting height of 20', apply the appropriate knot, safety and tag line.
- 07.24 Given a tool or piece of equipment, an assistant to hoist, serviceable utility rope, tag line and a lifting height of 20', hoist the item, and place it in condition to be operated/used.

08.0 Building Search and Victim Removal:

- 08.01 Define and differentiate between a rescue and extrication operation.
- 08.02 Summarize safety guidelines for search and rescue personnel operating within a burning building.
- 08.03 Describe a successful rescue operation and the firefighter's role in it.
- 08.04 List four (4) rescue situations that would require respiratory protection in order to affect a safe rescue. (Heated gases, smoke/particulate, oxygen depleted atmosphere, CO incident).
- 08.05 Describe the psychological effects of operating in obscured conditions and ways to control these effects.
- 08.06 Describe the value of forcible entry tool utilization in rescue operations.
- 08.07 List three (3) uses of ladders in rescue situations (bridging, escape, entry).
- 08.08 Explain the objectives of a building search.
- 08.09 Describe the methodology for finding victims in a rescue situation.
- 08.10 List four (4) indicators of the presence of victims in a rescue situation, (time of day, occupancy, vehicles in driveway, neighbor/evacuee info).
- 08.11 List three (3) ways of determining if an area is tenable.
- 08.12 Describe primary search and secondary search.
- 08.13 Discuss conducting search operations.
- 08.14 Explain what actions a firefighter should take when in distress.
- 08.15 Describe actions that should be taken by a rapid intervention crew (RIC) when a firefighter is in distress.
- 08.16 Describe the primary responsibility of the back up (RIC) team in fire attack situations.
- 08.17 Discuss victim removal methods.
- 08.18 List four (4) victim/resident/firefighter removal methods.
- 08.19 Discuss emergency power and lighting equipment.
- 08.20 Conduct a primary and secondary search.
- 08.21 Given a below or above grade rescue situation, a selection of ladders, tools, a training manikin, protective equipment, an assignment and as part of a team, effect a below or above grade structural fire rescue.
- 08.22 Given reduced visibility conditions, tools, protective equipment, attack line, utility rope, an assignment to conduct a primary search and as part of a team, conduct a primary search as directed.
- 08.23 Exit a hazardous area.
- 08.24 Demonstrate the incline drag.
- 08.25 Demonstrate the blanket drag.
- 08.26 Demonstrate the webbing drag.
- 08.27 Given a fully equipped engine, protective equipment, a simulated hazardous environment, an assignment and as part of a team, perform the safe rescue of a

- firefighter down with functioning respiratory protection, a firefighter down with non-functioning respiratory protection or a civilian down.
- 08.28 Given a simulated injured person with selected injuries in proximity of an immediate hazard, tools, protective equipment, an assignment and as part of a team, remove the person from the immediate hazard utilizing an approved method of carry, dragging or stretcher as directed.
  - 08.29 Demonstrate the cradle-in-arms lift/carry — One-rescuer method.
  - 08.30 Demonstrate the seat lift/carry — Two-rescuer method.
  - 08.31 Demonstrate the extremities lift/carry — Two-rescuer method.
  - 08.32 Demonstrate the chair lift/carry method 1 — Two rescuers.
  - 08.33 Demonstrate the chair lift/carry method 2 — Two rescuers.
  - 08.34 Illuminate the emergency scene.
  - 08.35 Identify fire service lighting equipment.

## 09.0 Forcible Entry:

- 09.01 Select appropriate cutting tools for specific applications.
- 09.02 Discuss manual and hydraulic prying tools.
- 09.03 Discuss pushing/pulling tools and striking tools.
- 09.04 Summarize forcible entry tool safety rules.
- 09.05 Describe correct methods for carrying forcible entry tools.
- 09.06 Given a selection of AHJ forcible entry hand tools, protective equipment and an assignment, select the proper tool, demonstrate how to carry and correctly utilize the selected tool to accomplish the task assigned.
- 09.07 Summarize general care and maintenance practices for forcible entry tools.
- 09.08 Given a selection of hand and power forcible entry tools, protective equipment and an assignment, select the proper tool and demonstrate the proper care, inspection and maintenance after use.
- 09.09 Explain items to look for in sizing up a door.
- 09.10 Within the AHJ area, list four (4) basic door construction types in use and demonstrate normal operation.
- 09.11 List four (4) dangers associated with forcing entry through doors.
- 09.12 Describe the characteristics of various types of wooden swinging doors.
- 09.13 Describe the characteristics of various types of metal swinging doors.
- 09.14 Describe the characteristics of various types of sliding doors, revolving doors, and overhead doors.
- 09.15 Explain how fire doors operate.
- 09.16 Describe the characteristics of basic types of locks.
- 09.17 Describe rapid-entry lockbox systems.
- 09.18 Describe methods of forcible entry through doors.
- 09.19 Describe methods of through-the-lock forcible entry for doors.
- 09.20 Explain action that can be taken to force entry involving padlocks.
- 09.21 Describe ways of gaining entry through gates and fences.
- 09.22 List hazards in forcing windows.
- 09.23 List four (4) dangers associated with forcing entry through windows.
- 09.24 Describe types of windows and entry techniques.
- 09.25 Demonstrate opening various types of windows from inside and outside, with and without the use of fire department tools.
- 09.26 Describe techniques for breaching walls.
- 09.27 List two (2) dangers associated with forcing entry through walls.
- 09.28 Describe techniques for breaching floors.

- 09.29 Clean, inspect, and maintain hand tools and equipment.
- 09.30 Clean, inspect, and maintain power tools and equipment.
- 09.31 Force entry through an inward-swinging door — Two-firefighter method.
- 09.32 Force entry through an outward-swinging door — Wedge-end method.
- 09.33 Given a variety of forcible entry tools, demonstrate forcing entry through a door, a window, and a wall or lock.
- 09.34 Force entry using the through-the-lock method.
- 09.35 Force entry using the through-the-lock method using the K-tool.
- 09.36 Force entry using the through-the-lock method using the A-tool.
- 09.37 Force entry through padlocks.
- 09.38 Force entry through a double-hung window.
- 09.39 Force entry through a window (glass pane).
- 09.40 Force a Lexan® window.
- 09.41 Force entry through a wood-framed wall (Type V Construction) with hand tools.
- 09.42 Force entry through a masonry wall with hand tools.
- 09.43 Force entry through a metal wall with power tools.
- 09.44 Breach a hardwood floor.
- 09.45 Given a locked window or door with glass, a selection of tools, protective equipment, an assignment as part of a team to force entry or vent, demonstrate the proper procedures for breaking the glass and clearing any obstructions.
- 09.46 Given a selection of walls to be breached, a selection of tools, protective equipment and an assignment as part of a team, force entry or escape.

## 10.0 Ladders:

- 10.01 Describe parts of a ladder.
- 10.02 Describe types of ground ladders used in the fire service.
- 10.03 Discuss materials used for ladder construction.
- 10.04 Discuss ladder maintenance and cleaning.
- 10.05 Summarize items to check for when inspecting and service testing ladders.
- 10.06 Summarize factors that contribute to safe ladder operation.
- 10.07 List three (3) hazards associated with carrying and raising ground ladders.
- 10.08 Describe the qualities of a foundation suitable for ladder placement.
- 10.09 Given a ladder and task, describe 2 methods of determining the proper climbing angle.
- 10.10 Describe the dangers associated with a ladder at an improper climbing angle.
- 10.11 Describe how to evaluate the ability of a wall to support the tip or fly of a given ladder.
- 10.12 Discuss selecting the proper ladder for the job.
- 10.13 Summarize items to consider before removing and replacing ladders on apparatus.
- 10.14 Describe proper procedures to follow when lifting and lowering ground ladders.
- 10.15 Describe various types of ladder carries.
- 10.16 Explain proper procedures for positioning ground ladders.
- 10.17 Explain precautions to take before raising a ladder.
- 10.18 Describe various types of ladder raises.
- 10.19 Given, an assignment as part of a team and full PPE, carry, position, raise, extend, secure, foot, lower, carry and re-stow each type of AHJ ladder so that each position is demonstrated at least once to the satisfaction of the AHJ.
- 10.20 Describe procedures for moving ground ladders.
- 10.21 Describe heeling and tying in ground ladders.

- 10.22 List guidelines for climbing ladders.
- 10.23 Given a positioned, ready to climb ladder, and an assignment, confirm or deny that the structural component utilized will support a ladder.
- 10.24 Describe methods for lowering conscious or unconscious victims down ground ladders.
- 10.25 Clean, inspect, and maintain a ladder.
- 10.26 Carry a ladder — One-firefighter low-shoulder method.
- 10.27 Carry a ladder — Two-firefighter low-shoulder method.
- 10.28 Carry a ladder — Three-firefighter flat-shoulder method.
- 10.29 Tie the halyard.
- 10.30 Raise a ladder — One-firefighter method.
- 10.31 Raise a ladder — Two-firefighter flat raise.
- 10.32 Raise a ladder — Two-firefighter beam raise.
- 10.33 Raise a ladder — Three- or four-firefighter flat raise.
- 10.34 Given a properly positioned ladder, full protective gear and as part of a team, climb a fully extended 24' or 28' ladder with an assigned tool, lock in, unlock, climb to the tip and return to the ground with the assigned tool.
- 10.35 Deploy a roof ladder — One-firefighter method.
- 10.36 Given a properly positioned ladder, full protective gear and as part of a team, climb an extended 24' or 28' ladder with a roof ladder and position it for climbing; when ordered, descend to the ground with the roof ladder.
- 10.37 Given a properly positioned ground and roof ladder, full protective gear, and as part of a team, climb an extended 24' or 28' ladder with an assigned tool, transit to the roof ladder, and simulate working from the roof ladder; when ordered, descend to the ground with the assigned tool.
- 10.38 Pivot a ladder — Two-firefighter method.
- 10.39 Shift a ladder — One-firefighter method.
- 10.40 Shift a ladder — Two-firefighter method.
- 10.41 Leg lock on a ground ladder.
- 10.42 Assist a conscious victim down a ground ladder.
- 10.43 Remove an unconscious victim down a ground ladder.
- 10.44 Given a properly positioned ladder, full protective gear and as part of a team climb a fully extended 24' or 28' ladder and demonstrate a through the window rescue of an unconscious patient.
- 10.45 Select, carry, and raise a ladder properly for various types of activities.

## 11.0 Ventilation:

- 11.01 Describe reasons for fireground ventilation.
- 11.02 Explain the principles of natural, horizontal, mechanical and hydraulic ventilation.
- 11.03 Identify the role of proper ventilation in the prevention of backdrafts.
- 11.04 Describe the effect of horizontal, mechanical and hydraulic ventilation on fire suppression operations.
- 11.05 List considerations that affect the decision to ventilate.
- 11.06 Discuss factors that are taken into account when deciding the need for ventilation.
- 11.07 Discuss vertical ventilation.
- 11.08 Describe 2 advantages and 2 disadvantages of vertical ventilation.
- 11.09 Describe how the following factors are used to determine the integrity of a roof system: construction, visual observation, elapsed time of fire.
- 11.10 List safety precautions to observe when undertaking vertical ventilation.

- 11.11 List warning signs of an unsafe roof condition.
- 11.12 List at least 6 basic indicators of potential collapse and or roof failure.
- 11.13 Given a flat, pitched or arched roof with both safe and unsafe soft areas, protective equipment, tools, ladders, an assignment and as part of a team, evaluate the integrity of a roof system by sounding.
- 11.14 Discuss roof coverings and using existing roof openings for vertical ventilation purposes.
- 11.15 Discuss ventilation considerations for various types of roofs.
- 11.16 Given a scenario requiring the ventilation of a flat or pitched roof, describe the proper technique and safety precautions for establishing and maintaining ventilation.
- 11.17 Describe trench or strip ventilation including advantages, disadvantages, utilization and value.
- 11.18 Explain procedures for ventilation of a conventional basement.
- 11.19 List factors that can reduce the effectiveness of vertical ventilation.
- 11.20 Discuss horizontal ventilation.
- 11.21 List the advantages and limitations of horizontal ventilation.
- 11.22 Discuss considerations for horizontal ventilation.
- 11.23 Distinguish between advantages and disadvantages of forced ventilation.
- 11.24 Discuss negative-pressure ventilation.
- 11.25 Discuss positive-pressure ventilation.
- 11.26 Compare and contrast positive-pressure and negative-pressure ventilation.
- 11.27 Describe hydraulic ventilation.
- 11.28 List disadvantages to the use of hydraulic ventilation.
- 11.29 List the advantages of hydraulic ventilation.
- 11.30 Explain the effects of building systems on fires or ventilation.
- 11.31 Ventilate a flat roof.
- 11.32 Ventilate a pitched roof.
- 11.33 Ventilate a structure using mechanical positive-pressure ventilation.
- 11.34 Ventilate a structure using horizontal hydraulic ventilation.
- 11.35 Given a smoke filled structure with an extinguished fire, protective equipment, tools, two (2) attack lines, an assignment, a nozzle and as part of a team, effect smoke removal and change of atmosphere using hydraulic ventilation.
- 11.36 Given a simulated structure fire, protective equipment, tools, ladders, hose lines, an assignment and as part of a team, conduct at least three (3) types of ventilation, one (1) utilizing hand tools, one (1) using power tools and one (1) using mechanical pressure ventilation.
- 11.37 Given a smoke filled structure with ventilation operations in progress, and obstructions hindering ventilation, demonstrate safely clearing the obstruction(s).
- 11.38 Given a selection of ventilation tools and equipment, protective equipment, and an assignment as part of a team, select the correct tool, carry it safely and demonstrate its safe operation.

## 12.0 Water Supply

- 12.01 Describe dry-barrel and wet-barrel hydrants.
- 12.02 Discuss fire hydrant marking and location.
- 12.03 Summarize potential problems to look for when inspecting fire hydrants.
- 12.04 List five (5) conditions that contribute to decreased hydrant flow and pressure.
- 12.05 Discuss alternative water supplies.
- 12.06 Discuss rural water supply operations.



- 12.07 Identify the apparatus, equipment, and appliances required to provide water at rural locations by relay pumping, large diameter hose, or a tanker (tender) shuttle.
- 12.08 Describe the loading and off-loading of tanks on mobile water supply apparatus.
- 12.09 Connect a supply hose to a hydrant, and fully open/close the hydrant.
- 12.10 Make soft-sleeve and hard-suction hydrant connections.
- 12.11 Assemble and connect the equipment necessary for drafting from a static water supply source.
- 12.12 Demonstrate the assemblage of equipment necessary for the transfer of water between portable water tanks.
- 12.13 Demonstrate deploying a portable water tank.

### 13.0 Hose

- 13.01 Discuss fire hose sizes.
- 13.02 Describe types of fire hose damage and practices to prevent such damage.
- 13.03 Given at least three (3) lengths of hose with various examples of wear and damage and orders to inspect, differentiate between wear, damage and an in-service or out of service length. Should hose(s) damage necessitate removal from service, identify the various types of damage to the hose.
- 13.04 Discuss general care and maintenance of fire hose.
- 13.05 Explain the AHJ procedure for reporting a defective hose and removing it from service.
- 13.06 Given a length of hose, appropriate protective equipment and cleaning equipment, demonstrate the proper method for cleaning the hose for inspection and reloading purposes.
- 13.07 Given a length of cleaned, wet hose, appropriate protective equipment and hose drying equipment, demonstrate the proper method for drying hose in preparation for reloading.
- 13.08 Given a length of hose to be removed from service, appropriate protective equipment, AHJ procedures and such materials as required, demonstrate the marking of the hose so it is not placed in service.
- 13.09 Distinguish between characteristics of threaded couplings and non-threaded couplings.
- 13.10 Discuss care of fire hose couplings.
- 13.11 Describe the characteristics of hose appliances and tools.
- 13.12 Given a selection of NFPA 1901 pumper required nozzles, hose adaptors and hose appliances, demonstrate and explain their primary use.
- 13.13 Describe common hose rolls. (Twin doughnut optional).
- 13.14 List general hose loading guidelines.
- 13.15 Describe common hose loads.
- 13.16 Describe the purpose, advantages, and disadvantages of the flat, minuteman and triple layer hose load.
- 13.17 Describe hose load finishes.
- 13.18 Discuss preconnected hose loads for attack lines.
- 13.19 List guidelines when laying hose.
- 13.20 Describe the basic hose lays for supply hose.
- 13.21 Describe procedures for handling preconnected and other hose.
- 13.22 List general safety guidelines that should be followed when advancing a hoseline into a burning structure.
- 13.23 Discuss procedures for advancing hose.

- 13.24 Describe techniques for operating hoselines.
- 13.25 Inspect and maintain hose.
- 13.26 Make a straight hose roll.
- 13.27 Make a donut hose roll.
- 13.28 Couple a hose.
- 13.29 Uncouple a hose.
- 13.30 Given two (2) lengths of NST coupled hose and two (2) lengths of Storz coupled hose, demonstrate coupling and uncoupling without assistance.
- 13.31 Make the accordion hose load.
- 13.32 Make the flat hose load.
- 13.33 Make the preconnected flat hose load.
- 13.34 Make the triple layer hose load.
- 13.35 Make the minuteman hose load.
- 13.36 Connect to a hydrant using a forward lay.
- 13.37 Given an engine, water source, supply line and full protective equipment, demonstrate hand laying 100' of LDH supply line from the pumper to the water source
- 13.38 Make the reverse hose lay.
- 13.39 Advance the preconnected flat hose load.
- 13.40 Advance the minuteman hose load.
- 13.41 Advance the triple layer hose load.
- 13.42 Advance hose — Shoulder-load method.
- 13.43 Advance hose — Working line drag method.
- 13.44 Given the necessary equipment and operating as a member of a team, advance both dry and charged attack lines of two different sizes, both which shall be 1 ½ inch or larger, from a pumper into a structure.
- 13.45 Given the necessary equipment and operating as a member of a team, advance both dry and charged attack lines of two different sizes, both which shall be 1 ½ inch or larger: up an inside stairway to an upper floor; down an inside stairway to a lower floor.
- 13.46 Advance an uncharged line up a ladder into a window.
- 13.47 Advance a charged line up a ladder into a window.
- 13.48 Extend a hoseline.
- 13.49 Given the necessary equipment and operating as a member of a team, advance both dry and charged lines of two different sizes, both which shall be 1 ½ inch or larger, from a pumper:
  - a. up a ladder to a second floor landing
  - b. up an outside stairway to an upper floor
  - c. down an outside stairway to a lower floor
  - d. to an upper floor by hoisting
- 13.50 Replace a burst hoseline.
- 13.51 Operate a charged attack line from a ladder.

#### 14.0 Water Fire Streams:

- 14.01 List methods that are used with fire streams to reduce the heat from a fire and provide protection to firefighters and exposures.
- 14.02 List and explain the properties of a fire stream.
- 14.03 Discuss the extinguishing properties of water.
- 14.04 List three (3) benefits and three (3) disadvantages of water as an extinguishing agent.

- 14.05 List the expansion rate of water converting to steam at 212F and 1100F.
- 14.06 Describe friction loss.
- 14.07 Define water hammer.
- 14.08 Explain the impact of water hammer on the water supply system.
- 14.09 List 2 methods of reducing or preventing water hammer.
- 14.10 Distinguish among characteristics of fire stream sizes.
- 14.11 Discuss types of streams and nozzles.
- 14.12 Given a selection of nozzle types, identify a solid, fog and broken stream nozzle.
- 14.13 List three (3) observable interior and exterior changes that indicate proper application and effect of a fire stream on a fire.
- 14.14 Discuss handling hand line nozzles.
- 14.15 Given an AHJ nozzle, explain how to safely operate and control it.
- 14.16 Describe the effect that low or excessive nozzle pressure has on fire stream application.
- 14.17 Given an AHJ nozzle, describe its capabilities in terms of flow rate, pattern and reach.
- 14.18 Describe types of nozzle control valves.
- 14.19 Explain the differences between a manually adjusted and automatic nozzle design.
- 14.20 List checks that should be included in nozzle inspections.
- 14.21 Operate a solid-stream nozzle.
- 14.22 Operate a fog-stream nozzle.
- 14.23 Given an AHJ nozzle, hose, demonstrate how to open and close the nozzle to minimize water hammer.
- 14.24 Given an AHJ adjustable pattern and flow nozzle, demonstrate how to adjust stream pattern and flow setting.
- 14.25 Operate a broken-stream nozzle.

## 15.0 Fire Control:

- 15.01 Describe initial factors to consider when suppressing structure fires.
- 15.02 List the fundamental steps in the process of fire extinguishment.
- 15.03 Explain the importance of exposure protection in the extinguishment process.
- 15.04 Summarize considerations prior to entering a burning building.
- 15.05 Explain the gas cooling technique.
- 15.06 Describe direct attack, indirect attack, and combination attack.
- 15.07 List at least one (1) advantage and disadvantage for each type of application.
- 15.08 Discuss deploying master stream devices.
- 15.09 Describe aerial devices used to deliver elevated master streams.
- 15.10 Describe actions and hazards associated with suppressing Class C fires.
- 15.11 List electrical hazards and guidelines for electrical emergencies.
- 15.12 Discuss responsibilities of companies in structural fires.
- 15.13 Explain actions taken in attacking fires in upper levels of structures.
- 15.14 Explain the differences in attack and control techniques for at grade and above grade fires.
- 15.15 List and describe at least five (5) special conditions or challenges that a high-rise fire presents.
- 15.16 Explain actions taken in attacking fires belowground in structures.
- 15.17 Explain the differences between at grade fires and below grade fires.
- 15.18 Discuss structure fires in properties protected by fixed systems.
- 15.19 Explain actions taken when attacking a vehicle fire.

- 15.20 Explain actions taken when attacking trash container fires.
- 15.21 Explain actions taken when attacking fires in confined spaces.
- 15.22 Attack a structure fire — Exterior attack.
- 15.23 Deploy and operate a master stream device.
- 15.24 Turn off building utilities.
- 15.25 Attack a structure fire (above, below, and grade level) — Interior attack.
- 15.26 Given a water source, hose line, nozzle, sufficient pressure, tools, equipment, protective equipment and a class A fire, demonstrate the following:
  - a. Ability to apply water using direct attack.
  - b. Ability to apply water using indirect attack.
  - c. Ability to apply water using combination attack.
- 15.27 Given a water source, an AHJ minimum 1901 outfitted pumper, its tools and equipment, an assignment, a live class A fire situation and as part of a crew, demonstrate the following:
  - a. Ability to attack fires at grade level.
  - b. Ability to attack fires at above grade level.
  - c. Ability to attack fires at below grade level.
  - d. Ability to locate and suppress interior wall and sub floor fires.
- 15.28 Attack a passenger vehicle fire.
- 15.29 Extinguish a fire in a trash container.
- 15.30 Attack a fire in stacked/piled materials.

#### 16.0 Automatic Sprinkler Systems:

- 16.01 List functions of fire detection, alarm, and suppression systems.
- 16.02 Discuss general automatic sprinkler protection and types of coverage.
- 16.03 List at least three (3) benefits of a full or partial sprinkler system with regard to life safety.
- 16.04 Given pictures of sprinkler system components, identify the fire department (FD) connection and motor alarm.
- 16.05 Given a selection of a fusible link, frangible bulb and chemical pellet type sprinkler head, describe the operation of one (1) selected head.
- 16.06 Describe control valves and operating valves used in sprinkler systems.
- 16.07 Describe major applications of sprinkler systems.
- 16.08 Discuss operations at fires in protected properties
- 16.09 Operate a sprinkler system control valve.
- 16.10 Manually stop the flow of water from a sprinkler.
- 16.11 List three (3) methods of stopping the flow of water from an active sprinkler head.- Wedges, kit, valve
- 16.12 Given an active sprinkler head, flowing at rated capacity, at least 8' off the ground, tools, protective equipment and as part of a team, stop the flow of water while the rest of the system remains in operation.
- 16.13 Connect hoseline to a sprinkler system fire department connection (FDC).
- 16.14 Given a structure with a simulated above grade fire, tools, at least 1 ½ " attack line of at least 100' length, protective equipment, an assignment and as part of a team, connect and prepare to operate from the standpipe.
- 16.15 Given a standpipe connection with an adjustable pressure reducer, at least 100' of 1 ½" attack line, and protective equipment, demonstrate the adjustment of the pressure reducer to match nozzle flow.

#### 17.0 Loss Control:

- 17.01 Explain the philosophy of loss control.
- 17.02 List four (4) methods of property conservation/loss control – salvage, overhaul, ventilation, minimize water damage.
- 17.03 List 4 benefits of property conservation/loss control – protection from weather, vandalism, smoke/fire and evidence protection, and customer satisfaction (good PR).
- 17.04 Discuss planning and procedures for salvage operations.
- 17.05 Describe salvage covers, salvage cover maintenance, and equipment used in salvage operations.
- 17.06 List three (3) types of salvage covers.
- 17.07 List four (4) uses for salvage covers – Cover roof openings, cover furnishings, chutes, and catchalls.
- 17.08 Summarize basic principles of salvage cover deployment.
- 17.09 Summarize methods used to catch and route water from fire fighting operations and cover openings using salvage covers.
- 17.10 Discuss overhaul operations.
- 17.11 List at least two (2) dangers associated with overhaul.
- 17.12 Explain the purpose of overhaul.
- 17.13 Describe how to minimize water damage during overhaul extinguishment operations.
- 17.14 Describe tools and equipment used in overhaul.
- 17.15 Discuss fire safety during overhaul.
- 17.16 Discuss locating hidden fires.
- 17.17 Recognize at least four (4) indicators of hidden fires -- discoloration, distortion, hot spot, smoke, failed sheet rock.
- 17.18 Summarize the overhaul process.
- 17.19 Clean, inspect, and repair a salvage cover.
- 17.20 Roll a salvage cover for a one-firefighter spread.
- 17.21 Spread a rolled salvage cover — One-firefighter method.
- 17.22 Fold a salvage cover for a one-firefighter spread.
- 17.23 Spread a folded salvage cover — One-firefighter method.
- 17.24 Fold a salvage cover for a two-firefighter spread.
- 17.25 Spread a folded salvage cover — Two-firefighter balloon throw.
- 17.26 Given a salvage cover, demonstrate one method of rolling and one method of folding for future use.
- 17.27 Given a room of furniture, protective equipment and an assignment as part of a team, arrange the room contents for protection and effectively protect it.
- 17.28 Construct a water chute without pike poles.
- 17.29 Construct a water chute with pike poles.
- 17.30 Given a structure with water run-off from an upper floor, protective equipment, tools, materials, an assignment and as part of a team, construct an effective water chute to divert water and conserve property.
- 17.31 Construct a catchall.
- 17.32 Given a structure with water run-off from an upper floor, protective equipment, tools, materials an assignment and working as part of a team, construct an effective catchall to conserve property.
- 17.33 Given an extinguished training fire, protective equipment, tools, hose line and an assignment as part of a team, demonstrate the safe removal of debris, rubble, and other materials.

- 17.34 Given a structure with fire debris, water runoff, protective equipment, tools, and an assignment as part of a team, remove the debris and route the water to minimize damage.
- 17.35 Locate and extinguish hidden fires.
- 17.36 Given a selection of attack lines and an overhaul assignment, select the most effective line for the situation.
- 17.37 Given a selection of water application devices and an overhaul assignment, select the most effective device for the situation.
- 17.38 Given an extinguished training fire, protective equipment, tools, hose line and an assignment as part of a team, demonstrate how to separate and remove charred material from unburned material.
- 17.39 Given a simulated or actual interior fire where knockdown and visible fire have been eliminated, protective equipment, hose line, tools, an assignment and working as part of a team, demonstrate searching for hidden or spot fires in a wall, ceiling or floor.
- 17.40 Given a simulated or actual interior fire where knockdown and visible fire have been eliminated, protective equipment, hose line, tools, an assignment and working as part of a team, demonstrate opening a ceiling, wall or floor searching for hidden or spot fires in a wall, ceiling or floor.
- 17.41 Given a structure with a selection of external openings made during firefighting operations, tools, materials, and an assignment as part of a team, cover / secure the opening.
- 17.42 Given a box of four (4) – 6 mm (millimeter) plastic sheeting, a selected opening or furnishings to be protected, tools, equipment, protective equipment and an assignment as part of a team, deploy the plastic and cover the selected opening or furnishings effectively.

## 18.0 Protecting Fire Scene Evidence:

- 18.01 Describe signs and indications of an incendiary fire.
- 18.02 List at least three (3) obvious signs of arson.
- 18.03 Summarize important observations to be made en route, after arriving at the scene, and during fire fighting operations.
- 18.04 Describe at least two (2) visual indicators used in determining the area of origin.
- 18.05 Given post fire pictures of a fire scene, identify the obvious signs of arson.
- 18.06 Given post fire pictures of a fire scene, identify the area of origin.
- 18.07 Discuss firefighter conduct and statements at the scene.
- 18.08 Explain firefighter responsibilities after the fire.
- 18.09 List at least four (4) duties of firefighters left at a post fire and overhaul scene to await the arrival of investigators.
- 18.10 Discuss protecting and preserving evidence.
- 18.11 List three (3) reasons for protection of fire scene. (evidence, safety, security).
- 18.12 Given a post fire scene, protective equipment, tools, an assignment and working as part of a team, conduct property conservation, overhaul and protect the area of origin for cause determination.

## 19.0 Fire Department Communications:

- 19.01 Describe communication responsibilities of the firefighter.
- 19.02 Summarize necessary skills for fire department communication.
- 19.03 Describe basic communications equipment used in telecommunications centers.

- 19.04 Describe basic business telephone courtesies.
- 19.05 Explain how a firefighter should proceed when receiving emergency calls from the public.
- 19.06 Given an emergency call to dispatch, list at least five (5) critical pieces of information needed by dispatch to properly process the call.
- 19.07 Describe types of public alerting systems.
- 19.08 Describe procedures that the public should use to report a fire or other emergency.
- 19.09 Discuss ways of alerting fire department personnel to emergencies.
- 19.10 Describe the purpose and function of all alarm-receiving instruments and personnel-alerting equipment in the AHJ fire station.
- 19.11 Summarize guidelines for radio communications.
- 19.12 Describe information given in arrival and progress reports.
- 19.13 Explain the purpose of tactical channels.
- 19.14 Discuss calls for additional resources and emergency radio traffic.
- 19.15 Discuss evacuation signals and personnel accountability reports.
- 19.16 Define and demonstrate prescribed fire department radio procedures, including: routine traffic, emergency traffic, and emergency evacuation signals.
- 19.17 Handle business calls and reports of emergencies.
- 19.18 Given AHJ procedures for answering non-emergency telephone calls, a telephone, an intercom or a non emergency call, properly answer, process and complete the call in accordance with AHJ procedures.
- 19.19 Use a portable radio for routine and emergency traffic.
- 19.20 Demonstrate the proper operation of both mobile and portable radio equipment.
- 19.21 Given a letter or letters of the alphabet, give the military phonetic identifier.

## 20.0 FL SERC Awareness Level Hazardous Materials:

- 20.01 Know the applicable regulations for hazardous materials.
- 20.02 Identify the regulatory requirements that apply to responders of hazardous materials incidents, and awareness.
- 20.03 Identify the expected roles of responders of hazardous materials incidents.
- 20.04 Identify who must receive awareness training.
- 20.05 Identify the training requirements of OSHA 29 CFR 1910.120 (EPA 40 CFR 311).
- 20.06 Identify the annual refresher training requirements for responders.
- 20.07 Identify the 4 roles or functions of the awareness level responder.
- 20.08 Define Hazardous Materials.
- 20.09 List the 5 levels of Hazardous Materials training.
- 20.10 Understanding the potential outcomes associated with an emergency created when hazardous substances are present.
- 20.11 Describe how hazardous material incidents differ from other emergencies.
- 20.12 Identify the hazards posed by hazardous materials incidents.
- 20.13 List the seven hazards which can be found at a hazmat incident.
- 20.14 Given one of the hazards that can be found at a hazmat incident, identify an example of that hazard.
- 20.15 The ability to recognize the presence of hazardous substances in an emergency.
- 20.16 Identify the 6 clues to the presence of hazardous materials.
- 20.17 The ability to identify the hazardous substances, if possible.
- 20.18 Demonstrate the ability to identify the hazard classes of hazardous materials.
- 20.19 Identify a hazardous material by class, name or UN/NA identification number.

- 20.20 An understanding the first responder awareness individual's role in the employer's emergency response plan including security and control.
- 20.21 Identify the role of the LEPC and SERC with regard to hazardous materials emergency response planning.
- 20.22 Explain the concept of "Duty to Act."
- 20.23 Explain the concept of "Standard of Care."
- 20.24 Describe SARA and how it relates to the employer's ERP.
- 20.25 List 2 operational modes at the awareness level.
- 20.26 Explain how the 2 awareness level operational modes are applied ability to realize the need for additional resources and make appropriate notifications to the communication center.
- 20.27 List the steps necessary to activate an Emergency Response Plan.
- 20.28 Given a simulated hazardous materials incident and various information, provide an initial report to the communications center.
- 20.29 Awareness Level - NAERG - An understanding of the NAERG.
- 20.30 Given a NAERG and sufficient information to identify a hazardous material, identify the actions to be taken in order to protect responders during hazardous materials emergencies.
- 20.31 Given a NAERG and sufficient information to identify a hazardous material, identify the actions to be taken in order to protect civilians during hazardous materials emergencies.
- 20.32 Given a NAERG, describe its purpose and intended use.
- 20.33 Identify the type and intended authority of the information that the NAERG provides.
- 20.34 Given a NAERG and a placard select the correct guide page.
- 20.35 List the 4 ways a guide page can be selected.
- 20.36 Identify which guide page is utilized when no information is available.
- 20.37 Given 2 guide page numbers, identify which one indicates the more dangerous product.
- 20.38 Given a NAERG, a scenario, the time of day and sufficient information to identify a chemical, provide information on isolation and protective action distances.
- 20.39 Given a picture of a scene, select the best guide page based upon the information in the picture.
- 20.40 Given a scenario and an exposed conscious or unconscious person, identify the correct course of action based upon the information provided.

## 21.0 Operations Level Hazardous Materials:

- 21.01 CFR 1910.120(q)(6)(ii)(A) – (F) and Florida SERT Operations.
- 21.02 Explain the four (4) functions of Hazmat Awareness.
- 21.03 Explain the five (5) functions or Hazmat Operations.
- 21.04 Given a Hazmat Operations function, define the function.
- 21.05 Given a proper Operations level action at a hazmat incident, match the action to the Operations level function.
- 21.06 Identify the incident levels.
- 21.07 Identify the need for the use of an Incident Management System.
- 21.08 Demonstrate the chain of command.
- 21.09 Identify methods for communicating status.
- 21.10 Identify the roles of the Safety Officer and EMS responders.
- 21.11 Identify the responsibility to establish and enforce control procedures.
- 21.12 Describe potential roles of the operation responder.



- 21.13 Identify three types of stressors.
- 21.14 Identify when withdraw may be indicated.
- 21.15 Describe the plans that effect hazardous materials operations.
- 21.16 Knowledge of the basic hazard and risk assessment techniques.
- 21.17 Perform a hazard/risk assessment.
- 21.18 Understand the need for damage assessment (Hazard/risk assessment)
- 21.19 Observations are essential.
- 21.20 What is around you that can be impacted?
- 21.21 What conduits are present to assist with the materials movement?
- 21.22 Specialized technical assistance may be required.
- 21.23 Identify the steps for determining objectives.
- 21.24 Identify when and how to obtain assistance.
- 21.25 Common references - ERG, Chapter 22 Awareness
- 21.26 Given an ERG, National Institute for Occupational Safety and Health (NIOSH) Pocket Guide or Material Safety Data Sheet (MSDS), a hazardous material and a situation, demonstrate the ability to use the designated reference to determine an initial course of action.
- 21.27 Know how to select and use proper personal protective equipment provided to the first responder operational level.
- 21.28 Identify proper personal protective equipment.
- 21.29 How can the hazards affect responders?
- 21.30 Physical properties of hazardous materials.
- 21.31 Chemical properties of hazardous materials.
- 21.32 An understanding of basic hazardous materials terms.
- 21.33 Define "Defensive Operations".
- 21.34 Define BLEVE and its potential impact.
- 21.35 Know how to perform basic control, containment and/or confinement operations within the capabilities of the resources and personal protective equipment available with their unit.
- 21.36 Identify ways to obtain information.
- 21.37 Identify information that needs to be collected.
- 21.38 Identify the DOT hazard classes and divisions of hazardous materials.
- 21.39 Identify important chemical and physical properties.
- 21.40 Explain how the General Hazardous Materials Behavior Model (GEBMO) can help firefighters understand the likely course of an incident.
- 21.41 Identify the difference between exposure and contamination.
- 21.42 Determine the appropriate DOT class of the product.
- 21.43 Radioactive packaging considerations.
- 21.44 Shipping papers are essential.
- 21.45 General classification of containers.
- 21.46 Container used is largely dependent upon vapor pressure of the product.
- 21.47 Identify general shapes of containers.
- 21.48 Identify important container markings.
- 21.49 Suggest materials that might be stored in containers.
- 21.50 Discuss radiological materials packaging.
- 21.51 Describe container stress and failures.
- 21.52 Know how to implement basic decontamination procedures. Skill 1hr.
- 21.53 Demonstrate emergency decontamination.
- 21.54 Perform technical decontamination.
- 21.55 Identify appropriate level of protection.
- 21.56 Identify ways objects become contaminated.

- 21.57 Identify various methods of decontamination.
- 21.58 Describe emergency decontamination.
- 21.59 Identify appropriate methods for dealing with contaminated patients.
- 21.60 Identify the various types of contamination.
- 21.61 Identify the various methods of decontamination.
- 21.62 Stages of decontamination.
- 21.63 An understanding of the relevant standard operating procedures and termination procedures.
- 21.64 Identify the 3 actions to be taken during termination.
- 21.65 Identify the information that should be obtained during an incident debriefing.

## 22.0 Introduction to Wildland Fire Behavior:

- 22.01 Define basic terminology used in wildland fire.
- 22.02 Identify the elements of the fire triangle.
- 22.03 Describe three methods of heat transfer.
- 22.04 List the basic characteristics of topography and describe how they affect wildland fire behavior.
- 22.05 Identify the basic fuel types.
- 22.06 Describe three methods of heat transfer.
- 22.07 Describe the effect temperature and relative humidity has on wildland fire behavior.
- 22.08 Describe the effect of precipitation on wildland fire behavior.
- 22.09 Describe the differences between a stable and unstable atmosphere.
- 22.10 Describe general and local winds.
- 22.11 Describe critical fire weather conditions.
- 22.12 List the different types of fire weather forecasts and outlooks available.
- 22.13 Identify indications that fire behavior may be increasing.
- 22.14 Describe combined influences that may cause extreme fire behavior and safety concerns.
- 22.15 List seven fire environment factors to be aware of while monitoring fire behavior

## 23.0 Wildland Firefighter Training:

- 23.01 Identify nine parts of a wildland fire: Finger, Flank (right and left), Head, Island, Origin, Perimeter, Pocket, Rear/Heel, Spot Fire.
- 23.02 Define nine wildland fire behavior terms: Backing, Blowup, Creeping, Crowning, Running, Smoldering, Spotting, Spread, Torching.
- 23.03 Discuss five other useful wildland firefighting terms: Anchor Point, Class of Fire – A-G, Control Line, Fireline, Mopup.
- 23.04 Explain the importance of the proper use and maintenance of Personal Protective Equipment (PPE).
- 23.05 Develop a list of personal gear needed for an extended period away from their home station.
- 23.06 Explain the firefighter's accountability for personal and agency property.
- 23.07 List the benefits of maintaining a high level of physical fitness and health.
- 23.08 Explain how eating well and staying hydrated can reduce firefighter fatigue.
- 23.09 Explain the importance of keeping personal gear and assigned area in fire camp clean and organized.
- 23.10 Explain different types of crew organizations commonly used in initial attack and extended attack.

- 23.11 Explain the importance of respecting cultural differences in terms of food, standards of behavior, dress, and customs.
- 23.12 Identify the common denominators on tragedy fires.
- 23.13 Given a scenario, identify the appropriate Watch Out Situations.
- 23.14 Apply appropriate Standard Firefighting Orders to minimize the potential for serious injury or death.
- 23.15 Describe how Lookouts, Communications, Escape routes and Safety zones (LCES) is related to the Standard Firefighting Orders.
- 23.16 Define escape route, escape time, and safety zone.
- 23.17 Identify travel barriers that will affect escape time.
- 23.18 List the three types of safety zone categories and describe one example of each.
- 23.19 Describe a general guideline for determining safety zone size to avoid radiant heat injury.
- 23.20 Identify the limitations of utilizing the Incident Response Pocket Guide safety zone guidelines.
- 23.21 Describe the difference between deployment sites and safety zones.
- 23.22 Explain the two most important functions of the fire shelter.
- 23.23 Discuss the inspection and care of the fire shelter.
- 23.24 Discuss the last resort survival options.
- 23.25 Discuss entrapment and deployment site.
- 23.26 Demonstrate the correct deployment procedures for the fire shelter in 25 seconds or less.
- 23.27 Define Situation Awareness and describe why it is important.
- 23.28 State the five communication responsibilities.
- 23.29 Identify potential hazards in the fire environment.
- 23.30 Define the Risk Management Process and describe why it is important.
- 23.31 Describe actions that foster teamwork.
- 23.32 Develop a list of three safety procedures to follow when traveling by each of the following: vehicle, boat, helicopter, fixed-wing aircraft, on foot.
- 23.33 Given hand tools, personal protective equipment, and proper maintenance tools, check the condition of each item, perform field maintenance, and identify those needing replacement.
- 23.34 Demonstrate the proper sharpening techniques for commonly used tools.
- 23.35 Given a description of three fireline jobs and a choice of tools, state the tool that would be used for each job.
- 23.36 Demonstrate the proper methods of carrying and passing tools.
- 23.37 Demonstrate the proper spacing when using hand tools.
- 23.38 Demonstrate the proper placement, near a fireline, of one or more tools when not in use.
- 23.39 Given a swatter or gunnysack and personal protective equipment, check the condition of the fire swatter and perform field maintenance.
- 23.40 Describe two hazards to operators when using a fusee.
- 23.41 Demonstrate or simulate how to ignite, use, and extinguish a fusee.
- 23.42 Describe four hazards to operators when using a drip torch.
- 23.43 State the proper fuel mixture for a drip torch
- 23.44 Prepare a drip torch for use and ignite.
- 23.45 Demonstrate the safe use of the drip torch.
- 23.46 Extinguish a drip torch and prepare it for storage.
- 23.47 Describe two field expedient methods for igniting wildland fuels.
- 23.48 Given a backpack pump and a source of water, demonstrate how to properly operate and maintain the pump.

- 23.49 Correctly identify common hose components and accessories.
- 23.50 Describe the process of correctly unrolling hose.
- 23.51 Use a hose clamp and/or field-expedient method to restrict water flow in a charged line.
- 23.52 Describe and demonstrate the two hose lay methods.
- 23.53 Correctly identify the water use hand signals.
- 23.54 Demonstrate the nozzle settings for straight stream and fog spray.
- 23.55 Describe a fire situation when the straight and fog spray nozzle water streams would be used.
- 23.56 Describe three protective measures for hose and fittings when in use or being transported.
- 23.57 Describe four hazards to hose lays.
- 23.58 Retrieve deployed hose using two methods; i.e., watermelon rolls, firefighters' carry, figure 8.
- 23.59 Identify and mark non-serviceable sections of hose and couplings.
- 23.60 Describe three methods for breaking the fire triangle.
- 23.61 Describe three methods of attack on a fire.
- 23.62 List three suppression techniques and describe their uses.
- 23.63 Describe the blackline concept.
- 23.64 Describe four kinds of fire control line.
- 23.65 Name four threats/hazards to an existing control line when fire is burning inside the line.
- 23.66 Describe the proper follow-up procedures for a dozer or tractor plow fireline.
- 23.67 Describe two kinds of coordinated crew techniques used for fireline construction and with at least four additional personnel, construct a fireline utilizing these techniques.
- 23.68 Describe safety procedures to follow when in an area where retardant/water drops are being made.
- 23.69 Describe five safety procedures to follow when working around engines, tractor plows, and dozers.
- 23.70 Demonstrate the proper use of appropriate hand tools during fire suppression activities.
- 23.71 Demonstrate the construction of a cup trench on a steep slope.
- 23.72 Describe five ways to communicate with designated personnel.
- 23.73 Describe a systematic method of locating spot fires.
- 23.74 Describe four considerations when patrolling a fire.
- 23.75 Describe frequencies and how they affect radio communications.
- 23.76 List four elements of proper radio use procedures.
- 23.77 Transmit a message clearly using proper procedure and language.
- 23.78 Describe three radio trouble shooting practices used to improve radio reception or transmission.
- 23.79 Describe precautions and care to protect the radio from damage.
- 23.80 Describe and demonstrate how to extinguish burning materials by chopping, scraping, and mixing them with soil and water.
- 23.81 Describe precautions to take when applying water to hot materials and demonstrate proper techniques for doing so.
- 23.82 Describe a systematic method of mopup and give two reasons for using this method.
- 23.83 Describe how each of the four senses aid in detecting burning materials.
- 23.84 Discuss the importance of breaking up and dispersing machine piles and berms adjacent to the control line.

- 23.85 Demonstrate the technique of cold trailing on a simulated fire perimeter.
- 23.86 State three factors that determine the amount of additional work required for a water or retardant line.
- 23.87 Given a constructed control line, strengthen the line to facilitate holding by rearranging and fireproofing fuels adjacent to the line.
- 23.88 Given a live fire or simulated (flag) fire exercise, the students will be able to:
  - a. Demonstrate proper travel procedures en route to and from a fire.
  - b. Demonstrate proper use, handling, and maintenance of hand tools.
  - c. Construct progressive and leap frog hand line.
  - d. Construct simple and progressive hose lays.
  - e. Use escape routes to promptly retreat to a safety zone.
  - f. Participate in an "after action review."
- 23.89 Identify the wildland/urban interface watch out situations.
- 23.90 Identify personnel safety concerns in wildland/urban interface fires.

**Course Number: FFP0020**

**Occupational Completion Point: B**

**Fire Fighter II– 192 Hours – SOC Code 33-2011**

24.0 Building Construction and Structural Collapse Awareness:

- 24.01 Describe the effects of fire and suppression activities on common building materials.
- 24.02 Describe items to be observed during size-up of a building.
- 24.03 Describe building conditions that create additional risk in construction, renovation, and demolition.
- 24.04 Recognize the different building loads, their definitions and examples of each.
- 24.05 Define tension, compression, bending or shear forces.
- 24.06 Recognize an example of tension, compression, bending or shear forces.
- 24.07 Given a building material, identify whether it is ductile and brittle.
- 24.08 Describe the difference between elastic and plasticity in building materials.
- 24.09 Describe the purpose of a factor of safety in building design.
- 24.10 Given the term yield point, ultimate strength or yield stress, describe the term.
- 24.11 Given an example of a load being transferred throughout a structure, identify whether the example is an axial, eccentric or torsional load.
- 24.12 Describe the composition of vertical load systems within structures.
- 24.13 Describe or identify a Shear wall/Box system and Frame System.
- 24.14 Describe the purpose of Diagonal Bracing and Structural Redundancy.
- 24.15 Recognize the factors that determine the strength of wood, concrete and steel.
- 24.16 Recall the temperature at which steel loses strength and softens.
- 24.17 Given the terms, differentiate between Reinforced Concrete, Pre-tensioned Concrete and or Post-tensioned Concrete.
- 24.18 Identify the characteristics of wood construction.
- 24.19 Identify the characteristics of braced steel frame and light metal frame buildings.
- 24.20 Identify the characteristics of steel frame construction with cast-in-place walls.
- 24.21 Identify the characteristics of concrete shear wall buildings.
- 24.22 Identify the characteristics of concrete /steel walls with unreinforced masonry infill walls.
- 24.23 Identify the characteristics of tilt-up concrete wall buildings.
- 24.24 Identify the characteristics of precast concrete frame buildings.
- 24.25 Identify the characteristics of unreinforced masonry.

- 24.26 Identify the characteristics of reinforced masonry buildings.
- 24.27 Given an earthquake of a specified magnitude, use the Minus 1x10 Rule of Thumb to estimate the type and quantity of after shocks to expect.
- 24.28 Define earthquake horizontal, shear, and moment forces.
- 24.29 Recognize the difference between Building Resonance & Natural Frequency.
- 24.30 Describe and locate Dynamic wind dampers.
- 24.31 List when wind loading becomes a factor in collapse shoring.
- 24.32 Differentiate between high and low explosives.
- 24.33 Identify the building damaging energy of an explosion.
- 24.34 Recognize the differences between an internal and external building explosion in terms of building damage.
- 24.35 Describe the building damaging energy of a flood.
- 24.36 Describe why most building collapses occur.
- 24.37 Given a collapse or structural instability condition, recognize the inadequacy, failure or collapse.
- 24.38 Given the basic building type, recognize the collapse pattern associated with that building type.
- 24.39 Recognize the four (4) problems of building collapse hazard identification.
- 24.40 Recognize the three (3) types of hazards found in collapsed structures.
- 24.41 Recognize the four (4) components of a building hazard assessment.
- 24.42 Recall when mitigation activities can commence.
- 24.43 Recognize the primary rule of collapse shoring operations.
- 24.44 Given a specialized structural monitoring device, recognize how it is utilized.
- 24.45 Describe Void Space Rescue.
- 24.46 Describe Structural Triage in terms of: when should it be accomplished, who should do it, and how much time should be spent per building.
- 24.47 Recognize the number of members and function of the Search and Recon. Team.
- 24.48 Recognize what a Hasty Search is and who typically conducts it.
- 24.49 Given a drawing of a Marking system, match it to a Structural Hazard Evaluation, Search and Rescue Assessment or Victim Marking system.
- 24.50 Recognize the full name for the acronym USAR.
- 24.51 Recognize the basic approach to USAR (five components).
- 24.52 Recognize when Search and Rescue (SAR) activities begin.
- 24.53 Identify the basic four (4) phases of search and rescue within collapsed buildings.
- 24.54 Identify the three (3) components of a basic search and rescue plan.
- 24.55 Given the type of building, recognize the type search that is conducted.
- 24.56 Given the type of building, recognize the dangers facing rescuers.
- 24.57 Given the type of building, recognize the methods of victim access that can be expected.
- 24.58 Given a list of equipment, identify which is typically used for search.

## 25.0 Rescue and Extrication:

- 25.01 Discuss maintaining emergency power and lighting equipment.
- 25.02 Describe the different cleaning methods suitable for power plants, power tools and lighting equipment.
- 25.03 Describe characteristics of hydraulic rescue tools.
- 25.04 Describe characteristics of non-hydraulic rescue tools.
- 25.05 Explain the difference between traumatic and non-traumatic disentanglement (take apart versus rip apart).

- 25.06 Identify the advantages and disadvantages of hand, electric, hydraulic and pneumatic tools/extrication equipment.
- 25.07 Discuss cribbing for rescue operations.
- 25.08 Describe the characteristics of pneumatic tools.
- 25.09 Discuss lifting/pulling tools used in rescue operations.
- 25.10 Given five (5) tools from a selection of hand, electric, hydraulic and pneumatic forcible entry and or rescue tools for disassembly, cutting, pulling, lifting, separating, demonstrate the safe operation and handling of the tools wearing protective equipment appropriate for the tool.
- 25.11 Explain the size-up process for a vehicle incident.
- 25.12 Describe the fire department's role at a vehicle accident.
- 25.13 Describe the process of scene assessment and extrication size-up.
- 25.14 Describe items to look for when assessing the need for extrication activities.
- 25.15 Given a graphic of a vehicle, identify the points of strength and weakness in auto body construction.
- 25.16 Explain the difference between traumatic and non-traumatic disentanglement (take apart versus rip apart).
- 25.17 Explain the value of the Holmatro (or similar) vehicle extrication book from a safety perspective.
- 25.18 Discuss stabilizing vehicles involved in a vehicle incident.
- 25.19 Given cribbing/shoring material, extrication equipment, protective equipment appropriate for the operation, and as part of a team, stabilize a vehicle (with safety systems neutralized) for extrication right side up, on its side and on its roof using cribbing, cribbing/pneumatic, cribbing/hydraulic, cribbing/hand jacks.
- 25.20 List the three methods of gaining access to victims in vehicles.
- 25.21 List the most common hazards associated with wrecked passenger vehicles.
- 25.22 Identify at least five (5) dangers associated with vehicle components and systems.
- 25.23 Identify at least three (3) dangers unique to each of the following: Propane, Hydrogen and Hybrid Gas/electric fueled vehicles.
- 25.24 Explain the dangers associated with Supplemental Restraint Systems (SRS) and Side-Impact Protection Systems (SIPS).
- 25.25 Given a vehicle with air bag systems, describe the dangers the systems present and explain how to recognize, disarm or neutralize the airbags.
- 25.26 Given a simulated crash scene with PPE and as part of a crew, assess and neutralize any vehicle systems that might pose a threat to the operations.
- 25.27 Describe basic actions taken for patient management.
- 25.28 Describe patient removal.
- 25.29 Describe laminated safety glass and tempered glass.
- 25.30 Discuss removing glass from vehicles.
- 25.31 Explain considerations when removing vehicle roof and doors.
- 25.32 Describe common patterns of structural collapse.
- 25.33 Describe the most common means of locating hidden victims in a structural collapse. (NFPA® 1001, 6.4.1).
- 25.34 Describe structural collapse hazards.
- 25.35 Describe shoring.
- 25.36 Discuss technical rescue incidents.
- 25.37 Describe the firefighter's role at a special rescue operation.
- 25.38 Identify hazards associated with special rescue operations.
- 25.39 Recognize both the types and uses for rescue tools.
- 25.40 Explain the intent of safe rescue practices.

- 25.41 Explain the goals of special rescue teams.
- 25.42 Service and maintain portable power plants and lighting equipment.
- 25.43 Given a cleaning solvent and its directions for use, describe how to correctly use it.
- 25.44 Given equipment to maintain, manufacturer instructions/AHJ guidelines for its maintenance, and an assignment, describe how to perform the maintenance.
- 25.45 Operate power plants, power tools, and lighting equipment.
- 25.46 Given the procedures for documenting the cleaning and maintenance of equipment, equipment to clean or maintain, necessary supplies and safety gear and an assignment, complete the assignment and document in accordance with procedure.
- 25.47 Given the procedures for reporting problems found with equipment during maintenance and problems found, report the problem in accordance with procedure and take such action as required.
- 25.48 Complete the recording and reporting procedures in accordance with AHJ requirements.
- 25.49 Extricate a victim trapped in a motor vehicle.
- 25.50 Given several simulated crash vehicles with simulated patients to be extricated, stabilized right side up, on their side and on their roof, with PPE and as part of a team, assess the vehicle for extrication, choose and apply appropriate techniques for moving or removing vehicle roofs, doors, windshields, windows, steering wheels or columns, and the dashboard using hand, electric, hydraulic and pneumatic tools and equipment.
- 25.51 Assist rescue teams.
- 25.52 Given a selection of rescue tools and an assignment to bring a specified rescue tool to the tool staging area, identify the tool correctly and carry it safely to complete the assignment wearing PPE as appropriate.
- 25.53 Given a simulated rescue team situation, and the assignment to secure the area, establish public barriers utilizing such existing/natural barriers and such rope, cones, tape, etc as needed to identify the area as entry prohibited.

## 26.0 Water Supply:

- 26.01 Identify and explain the four (4) fundamental components of a modern water system.
- 26.02 Identify the following parts of a water distribution system:
  - a. Distributors
  - b. Primary feeders
  - c. Secondary feeders
- 26.03 Identify the following types of main water valves:
  - a. Indicating
  - b. Non-indicating
  - c. Post indicator
  - d. Outside screw and yoke
- 26.04 Define the following water distribution terms:
  - a. Normal operating pressure
  - b. Residual pressure
  - c. Flow pressure
  - d. Static pressure

## 27.0 Fire Hose:



- 27.01 Explain service testing fire hose.
- 27.02 Identify the correct procedures for safely conducting hose service testing.
- 27.03 Discuss test site preparation for service testing fire hose.
- 27.04 List equipment necessary to service test fire hose.
- 27.05 Explain the service test procedure.
- 27.06 List the indicators that require a hose be removed from service.
- 27.07 Given various size hose to test, equipment, safety equipment and an assignment, test the hose.
- 27.08 Given AHJ hose test records, record the hose test results.
- 27.09 Visually differentiate between hose that has passed test, and hose that failed.

## 28.0 Fire Streams:

- 28.01 Describe the suppression characteristics of fire fighting foam.
- 28.02 List the methods by which foam prevents or controls a hazard.
- 28.03 Define terms associated with types of foam and the foam-making process.
- 28.04 Define drain time, foam concentrate, foam solution, finished foam, boil over,
- 28.05 Discuss how foam is generated.
- 28.06 Discuss foam concentrates.
- 28.07 Identify the concentrates that work on hydrocarbon and polar solvent fires.
- 28.08 Describe the characteristics of fire-fighting foams.
- 28.09 Describe the uses of fire-fighting foams.
- 28.10 Describe the limitations of fire-fighting foams.
- 28.11 Differentiate between hydrocarbon and polar solvent fuels.
- 28.12 Describe methods by which foam may be proportioned.
- 28.13 Discuss foam proportioners.
- 28.14 Discuss foam delivery devices.
- 28.15 List the advantages of using fog nozzles versus foam nozzles for foam application.
- 28.16 List the disadvantages of using fog nozzles versus foam nozzles for foam application.
- 28.17 List reasons for failure to generate foam or for generating poor-quality foam.
- 28.18 Identify the causes of poor foam generation.
- 28.19 Describe the corrective measures that can be taken to correct poor foam generation.
- 28.20 Describe foam application techniques.
- 28.21 Describe the reaction between hot metal and applied AFFF finished foam.
- 28.22 List the disadvantages of improper application or insufficient finished foam flow upon a fire.
- 28.23 Given specified type foam, a quantity of foam concentrate and a fire stream flow, calculate the amount of discharge time for finished foam.
- 28.24 Given specified simulated finished foam, the appropriate equipment, apparatus, PPE and as part of a team, demonstrate the various foam application techniques for the specified foam.
- 28.25 Given an AHJ foam system, demonstrate the proper foam application technique.
- 28.26 Discuss hazards associated with foam concentrates.
- 28.27 Describe the methods to reduce or avoid hazards.
- 28.28 Place a foam line in service — In-line eductor.
- 28.29 Given the necessary tools, equipment, apparatus, PPE, and a specified foam concentrate, set up and prepare to commence applying finished foam.

- 28.30 Given a simulated spill situation, specified simulated finished foam, the appropriate equipment, apparatus, PPE and as part of a team, approach and retreat from spills as part of a coordinated team.
- 28.31 Given an AHJ foam system, select the correct nozzle and such fittings as necessary to flow finished foam.

## 29.0 Fire Control:

- 29.01 Summarize considerations for hoseline selection.
- 29.02 Discuss stream selection.
- 29.03 Discuss suppressing Class B fires.
- 29.04 Describe the characteristics of pressurized flammable gases.
- 29.05 Describe the effects of a boiling liquid expanding vapor explosion (BLEVE).
- 29.06 Given a scenario, identify safe havens before approaching flammable gas cylinder fires.
- 29.07 Explain why bulk transport vehicle fires are difficult incidents.
- 29.08 Discuss control of gas utilities.
- 29.09 Describe the characteristics of pressurized flammable gases.
- 29.10 Identify the four (4) basic action plans for flammable gas fires.
- 29.11 Discuss command at structural fires.
- 29.12 Extinguish an ignitable liquid fire.
- 29.13 Given a team, an ignitable liquid scenario, protective equipment and foam/hose line(s), select the appropriate action to mitigate the scenario, enact the plan and be successfully evaluated in its concept and enactment.
- 29.14 Given a 100 SF minimum class B combustible liquid fire, a team, PPE including SCBA, hand lines and an assignment, size up, deploy and extinguish the fire.
- 29.15 Given a 100 SF minimum class B Flammable liquid fire, a team, PPE including SCBA, foam lines and an assignment, size up, set up, deploy and extinguish the fire.
- 29.16 Control a pressurized flammable gas container fire
- 29.17 Given a 100 SF minimum class B fire with both horizontal and vertical components, a team, PPE including SCBA, foam lines, 30 lb. extinguishers and an assignment, size up, set up, deploy and extinguish the horizontal component with foam and the vertical with dry chemical.
- 29.18 Establish Incident Command and coordinate interior attack of a structure fire.
- 29.19 Given a live fire scenario and an assignment, assemble and outfit a team and accomplish the assignment maintaining communications, accountability and control.
- 29.20 Given a scenario, establish command and provide the required information to dispatch.
- 29.21 Given a scenario, transfer command and provide the required information to the person assuming command.
- 29.22 Perform assigned duties in conformance with applicable NFPA, safety regulations and AHJ procedures.
- 29.23 Define the role of a Fire Fighter II as defined by the state of Florida.
- 29.24 Given a scenario that may or may not require establishment of command, determine if command is needed.
- 29.25 Given a scenario that requires establishment of command, organize and coordinate an incident management system until command is transferred.
- 29.26 Given a scenario, a FOG manual and an assignment within the incident management system, describe the function.

- 29.27 Given a class of fire, list in the order from best to least, the methods of extinguishment.
- 29.28 Given a class of fire and given a selection of dangers, select the greatest danger presented by the class of fire selected.
- 29.29 Given a specific hose deployment configuration and a selection of appliances and adaptors, select the appropriate appliances(s) and adaptor(s) needed.
- 29.30 Given a fire simulation or case study, identify the appropriate Search and Rescue effort.
- 29.31 Given a fire simulation or case study and a selected ventilation procedure, list the advantages and disadvantages of the selected procedure.
- 29.32 Given a type structure and the fire location in that structure, identify appropriate fire suppression approaches and practices.
- 29.33 Given a structure fire with an entry barrier and a selected method of gaining access, identify the tools necessary to accomplish the assignment.
- 29.34 Given a fire simulation in a residential or commercial structure and an on-scene report, select the appropriate nozzle and hose for fire control.
- 29.35 Define a high rise structure.
- 29.36 Describe the manpower requirements for high rise fires.
- 29.37 List five (5) challenges and five (5) dangers associated with high rise fires.
- 29.38 Describe the proper usage of elevators in high rise fires.
- 29.39 List at least two (2) radio communication issues and ways to overcome them.
- 29.40 Read and evaluate case studies to best control a fire.
- 29.41 List the sequence of search priorities and identify its basis.
- 29.42 Describe the advantages and disadvantages of evacuation versus protecting in place in rescue.
- 29.43 Define "area of refuge".
- 29.44 Given a selection of equipment and an assignment, assemble a high rise pack. Ready it for deployment and use.
- 29.45 Given a simulated high rise fire on a specified floor, full PPE, an assignment and as part of a team, advance a high rise pack and such tools as would be needed, set up, connect to the standpipe and initiate an interior attack with rescue and ventilation components.
- 29.46 Given a team, an ignitable liquid scenario, protective equipment and foam/hose line(s), select the appropriate action to mitigate the scenario, enact the plan and be successfully evaluated in its concept and enactment.
- 29.47 Given a team, a flammable liquid scenario, protective equipment and foam/hose line(s), select the appropriate action to mitigate the scenario, enact the plan and be successfully evaluated in its concept and enactment.
- 29.48 Given a team, a flammable liquid and gas scenario, protective equipment, dry chem extinguishers and foam/hose line(s), select the appropriate action to mitigate the scenario, enact the plan and be successfully evaluated in its concept and enactment.
- 29.49 Describe the differences with regard to time and temperature between the heat build up in vented and non-vented spaces.
- 29.50 Describe the concept of thermal layering.
- 29.51 Given a stage of fire in a confined/non-vented space, identify the correct hose stream application to minimize damage to the thermal layer and effect extinguishment.
- 29.52 List at least three (3) examples of confined/non-vented enclosures.
- 29.53 Given a live fire scenario for a specified level of fire (attic, grade level, upper levels, or basement), an extinguishment assignment, a hose team, PPE and

equipment, deploy the appropriate hose load and apply the appropriate attack technique.

- 29.54 Given a live fire scenario, demonstrate the ability to evaluate and forecast a fire's growth and development.
- 29.55 Given a live fire scenario, a team and a forcible entry assignment, select tools for forcible entry and accomplish the assignment.
- 29.56 Incorporate search and rescue procedures and ventilation procedures in the completion of the attack team efforts.
- 29.57 Determine developing hazardous building or fire conditions.
- 29.58 Given a live vehicle fire scenario, an extinguishment assignment, a hose team, PPE and equipment, select the appropriate hose load and apply the appropriate attack technique.
- 29.59 Given a live outdoor (dumpster or piles) fire scenario, an extinguishment assignment, a hose team, PPE and equipment, select the appropriate hose load and apply the appropriate attack technique.
- 29.60 Explain the characteristics of flammable liquids and gases that make these products a hazard.
- 29.61 Identify the fire fighting techniques employed in combating fires involving flammable liquids.
- 29.62 Identify the fire fighting techniques employed in combating fires involving flammable gases.
- 29.63 Explain the characteristics of flammable liquids and gases that make these products a hazard

### 30.0 Fire Detection, Alarm, and Suppression Systems:

- 30.01 Describe types of heat detectors.
- 30.02 Explain the basic operation and types of fire detection systems.
- 30.03 Describe types of smoke detectors/alarms.
- 30.04 Explain how flame detectors and fire-gas detectors operate.
- 30.05 Discuss combination detectors and indicating devices.
- 30.06 Describe types of automatic alarm systems.
- 30.07 Discuss supervising fire alarm systems and auxiliary services.
- 30.08 Describe the operation of an automatic fire sprinkler system.
- 30.09 Explain the basic operation and types of suppression systems.
- 30.10 Discuss water supply for sprinkler systems.
- 30.11 Describe major applications of sprinkler systems.

### 31.0 Protecting Fire Scene Evidence:

- 31.01 The role and relationship of Firefighter IIs, in fire investigations.
- 31.02 The role and relationship of Criminal Investigators in fire investigations.
- 31.03 The role and relationship of Insurance Investigators in fire investigations.
- 31.04 List the methods utilized to assess origin and cause.
- 31.05 List the types of evidence that may be used in fire cause determination.
- 31.06 Given a fire scene simulation or visual representations, locate the fire's area of origin.
- 31.07 Explain how legal considerations affect firefighters during operations that may involve incendiary evidence.
- 31.08 The effects and problems associated with removing property or evidence from the scene.

- 31.09 Given a fire scene simulation, equipment, an assignment and identified evidence, properly protect the evidence.
- 31.10 Describe at least 3 means of protecting potential fire cause evidence.
- 31.11 Given a fire scene simulation or visual representations of the fire's area of origin, identify the possible cause(s).

32.0 Fire Department Communications:

- 32.01 Recall SOPs for alarm assignments and fire department radio communication procedures.
- 32.02 Discuss calls for additional resources and emergency radio traffic.
- 32.03 Recall MAYDAY procedures.
- 32.04 Define MAYDAY communications.
- 32.05 List the conditions when MAYDAY communications should be initiated.
- 32.06 Describe the procedure for actions to be taken upon receiving a MAYDAY communication.
- 32.07 Explain the impact of MAYDAY communications on firefighter survival.
- 32.08 Given a fire ground scenario and a simulated need to enact MAYDAY communications, initiate MAYDAY procedures.
- 32.09 Given a fire ground scenario and receipt of a simulated MAYDAY communications, take such action and communicate as predicated by IMS position.
- 32.10 Discuss evacuation signals and personnel accountability reports.
- 32.11 Demonstrate the procedures to follow when PAR is called.
- 32.12 Summarize the information in incident reports.
- 32.13 List at least 5 content requirements for a basic incident report
- 32.14 List the purposes and usefulness of accurate reports.
- 32.15 List the consequences of inaccurate reports.
- 32.16 Given the requirement to complete an incident report, describe how to obtain necessary information, and required coding procedures.
- 32.17 Given the details of an incident, complete a basic incident report using the correct codes and proof the report for accuracy.
- 32.18 Given AHJ computers or other equipment necessary to complete reports, demonstrate the ability to utilize them in completion of a basic incident report including a narrative.
- 32.19 Demonstrate the ability to operate fire department communications equipment as part of fire ground operations and IMS.
- 32.20 Given a fire ground scenario, a team in your charge and a need for assistance, communicate the need, given AHJ communications equipment and standard operating procedures, so that the supervisor is consistently informed of team needs, SOPs are followed, and the assignment is accomplished safely.

33.0 Fire Prevention and Public Education:

- 33.01 Describe a survey and an inspection.
- 33.02 Discuss the fire prevention activities of reviewing community data and code enforcement.
- 33.03 Given AHJ SOPs, identify those relating to fire prevention, life safety and education.
- 33.04 Explain the importance of inspection and public fire education programs to fire department public relations and the community.

- 33.05 Summarize common fuel and heat-source hazards.
- 33.06 Discuss common fire hazards and why they increase the likelihood of a fire.
- 33.07 List five (5) common causes of fire and at least one (1) remedy for each cause.
- 33.08 Summarize special fire hazards in commercial, manufacturing, and public-assembly occupancies.
- 33.09 Summarize target hazard properties.
- 33.10 Discuss personal requirements and equipment requirements for conducting inspections.
- 33.11 Recognize the common symbols used in diagramming construction features, utilities, hazards, and fire protection systems.
- 33.12 Discuss scheduling and conducting fire inspections.
- 33.13 Given pictures or graphics of various fire suppression and detection systems components, identify the system and the component.
- 33.14 Given a structure or visuals of a structure with hazards and special considerations, identify the hazards and or special considerations that should be added to pre-incident sketch.
- 33.15 Given pre-incident forms and directions, complete all forms in accordance with the directions.
- 33.16 Explain the importance of a fire safety survey to the community.
- 33.17 Explain how a preincident planning survey is conducted.
- 33.18 Explain the importance of accurate diagrams in pre-incident surveys.
- 33.19 List the basic components of a pre-incident survey and form completion.
- 33.20 Explain the purpose of a residential fire safety survey.
- 33.21 Summarize guidelines for conducting residential fire safety surveys.
- 33.22 Given a residential structure or pictorial representation of a residential structure with at least ten (10) fire and/or life safety hazards, identify at least seven (7) of the hazards.
- 33.23 Describe the referral procedures for an AHJ regarding survey deficiencies or requests for assistance.
- 33.24 Given findings from a survey, demonstrate communicating preapproved recommendations to the occupants.
- 33.25 Given an AHJ attendance sheet and instructions, document a public education presentation.
- 33.26 Summarize common causes of residential fires.
- 33.27 Summarize items to address when conducting residential fire safety surveys.
- 33.28 Discuss general considerations for the preparation and delivery of fire and life safety information.
- 33.29 Explain the basic concepts of presenting public fire safety information.
- 33.30 List four (4) parts of public education informational materials.
- 33.31 Given public fire safety informational materials, explain how to use them.
- 33.32 Discuss presenting fire and life safety education for adults.
- 33.33 Given a program to present, the AHJ forms required for documentation, directions for form completion, an identified audience and an incident requiring notation, complete the forms and document the incident.
- 33.34 Discuss presenting fire and life-safety information for young children.
- 33.35 Discuss fire and life-safety presentation topics.
- 33.36 Given an identified audience, an assignment and the reference materials, present info on how to stop, drop and roll when your clothing is on fire.
- 33.37 Discuss fire station tours.
- 33.38 Given AHJ SOPS for conducting station tours, describe key safety and presentation points when giving fire station tours.

- 33.39 Prepare a pre-incident survey.
- 33.40 Given a structure, procedures, equipment, a partner and an assignment, perform a pre-incident survey. This survey will include of the Sketch the site, buildings, and special features.
- 33.41 Given an AHJ survey form and directions for correct completion, conduct a residential survey and complete the form.
- 33.42 Given findings from a survey and an AHJ list of preapproved recommendations, match the findings to the correct recommendations
- 33.43 Make a fire and life safety presentation.
- 33.44 Present a prepared program to an identified audience, given a lesson plan, an assignment, time allotment, and instructional materials for one of the following topics:
  - a. Crawl low in smoke
  - b. Escape planning
  - c. Alerting others
  - d. Calling the fire department
  - e. Fire station tour
  - f. Residential smoke detector placement and maintenance
- 33.45 Conduct a fire station tour.

#### 34.0 Flammable Gas Control:

- 34.01 Describe the differences between refrigerated and pressurized gas storage.
- 34.02 Define and apply the following terms – Flammable range, UEL, LEL, specific gravity, vapor pressure, flash point, BTU, Mercaptan, cryogenic, Auto-ignition Temperature, Boiling Point.
- 34.03 Given the UEL, LEL, specific gravity, vapor pressure, flashpoint, boiling point and auto-ignition temperature of several unnamed gases, select the highest danger based upon the characteristics.
- 34.04 Given a cut-away of a gas cylinder, identify the major components.
- 34.05 Describe the effects of heat and pressure on closed cylinders.
- 34.06 Recognize the characteristics of Natural Gas and Propane fires.
- 34.07 Describe the signs of impending boiling liquid expanding vapor explosion (BLEVE).
- 34.08 List at least 3 methods of identifying cylinder contents.
- 34.09 Define the term safe haven.
- 34.10 Describe water stream usage and demands for pressurized cylinder fires.
- 34.11 Given a scenario with a premature flame extinguishment, select the best operational option.
- 34.12 Identify the types of valves used in pressurized gas containers and their operation.
- 34.13 Given a flammable gas scenario with various hazards, select the best course of action.
- 34.14 Given a flammable gas scenario with an action plan of cutting out a valve, identify conditions that would require retreating.
- 34.15 Given a flammable gas scenario with an action plan to secure the product, identify alternatives to “going in”.
- 34.16 Describe the safest method of approaching a closed container on fire – there is none.
- 34.17 Given a scenario, select the proper nozzle pattern and optimum location for application and safety.

- 34.18 Given a team, full PPE, hose line and nozzle, demonstrate advancing towards a simulated gas fire and retreating.
- 34.19 Given a team, full PPE, 2 hose lines with nozzles, various equipment (ladders, webbing, haligan, electric fans, etc) normally carried on an engine and an assignment, create an unmanned hose line to cover a designated target while a second team provides cover for those so engaged.
- 34.20 Given various size hose lines and monitors, demonstrate various techniques for water application including a broken stream.
- 34.21 Given a flammable gas fire in liquid state, a team, a hose line/nozzle and an assignment to extinguish, extinguish the fire coordinating a dry-chem with water stream attack.
- 34.22 Given a flammable gas fire in vapor state, a team, a hose line/nozzle and an assignment to extinguish, extinguish the fire coordinating a dry-chem with water stream attack.
- 34.23 Conduct operations against twin 100's, a 420 in the upright and fallen over positions, a BBQ grill and a pipeline valve cutout in both liquid and vapor sides.
- 34.24 Given a cylinder and a situation, assess the cylinder integrity/changing cylinder conditions and formulate appropriate actions.
- 34.25 Demonstrate a valve cut out approach and retreat on a simulated pipeline valve.
- 34.26 Choose effective procedures when conditions change.
- 34.27 Using non-flammable compressed gas such as nitrogen, having dry-chem, a hose line, a gas cylinder with a failed valve with a supply line from that tank/pipeline, tools, a team, full PPE and an assignment, crimp the line to secure the flow.

35.0 Florida Fire Chiefs Statewide Emergency Response Plan:

- 35.01 Describe the purpose of the SERP.
- 35.02 Identify the Florida Statute that establishes a structure for disaster management.
- 35.03 Recall the number of regional response areas.
- 35.04 Differentiate between a type I and II pumper.
- 35.05 Identify the Agency responsible for Fire/Search and Rescue Emergency Support Functions.
- 35.06 Identify the training required for firefighters and company officers.

36.0 Thermal Imaging – (TIC):

- 36.01 Describe the operating principle and limitations of TICs.
- 36.02 List the advantages and disadvantages of using TICs.
- 36.03 Define the term intrinsically safe and explain its application with reference to TICs.
- 36.04 Utilize to identify hotspots.
- 36.05 Utilize as member of a team in simulated smoke and fire condition.
- 36.06 Utilize as a member of a team in fire and smoke condition.
- 36.07 Given simulated smoke and fire conditions and a TIC failure, take action to maintain team safety as either operator or team leader.
- 36.08 Given a specific brand of TIC, manufacturers' instructions, AHJ maintenance procedures and such tools, cleaning materials as specified, conduct a service check and maintenance of the unit to including battery and screen. Document this service in writing as directed.



### 37.0 Positive Pressure Ventilation:

- 37.01 Explain the concept of PPV.
- 37.02 Explain the requirements for setting up a PPV fan(s) for proper operation.
- 37.03 Describe the advantages, disadvantages and safety issues regarding the use of PPV.
- 37.04 Describe the vent openings required for PPV operations.
- 37.05 Describe how PPV may be used in support of offensive operations.
- 37.06 Describe how PPV may be used in support of defensive operations.
- 37.07 Explain the difference in operating PPV fans in series or parallel.
- 37.08 Given a smoked out structure, utilize a PPV fan with proper ventilation to clear out the smoke.
- 37.09 Demonstrate offensive use of PPV on a live fire scenario.
- 37.10 Demonstrate defensive use of PPV on a live fire scenario.
- 37.11 Given an active smoke generator in the tower, demonstrate utilizing PPV to pressurize the stairwell.

### 38.0 Engine Company Evolutions:

- 38.01 Describe the elements of a personal accountability system and demonstrate the application of the system at an incident.
- 38.02 Identify the sizes, types, amounts, and use of hose as required to be carried on a pumper according to NFPA 1901.
- 38.03 Demonstrate master stream deployment.
- 38.04 Describe and demonstrate positions and functions.
- 38.05 Describe and demonstrate coordinating attack and ventilation.
- 38.06 Describe integrating pre-plans with tactical safety.
- 38.07 Stability of structures exposed to heat.
- 38.08 Describe and demonstrate reading smoke.
- 38.09 Describe hose team leader position (not on the nozzle).
- 38.10 Demonstrate communications – observation, emergency.
- 38.11 Demonstrate situational awareness – crew, environment, safe haven, rescue vs. recovery.
- 38.12 Describe water supply for attack, for defense.
- 38.13 Describe risk versus gain.
- 38.14 Discuss a case history.
- 38.15 Demonstrate skill during an evolutions.

### 39.0 Ladder Company Evolutions:

- 39.01 Describe the elements of a personal accountability system and demonstrate the application of the system at an incident.
- 39.02 Describe and demonstrate forcible entry.
- 39.03 Describe and demonstrate vertical ventilation, PPV deployment and use.
- 39.04 Demonstrate aerial deployment and operations – climb, dismount, mount, operate hose lines as appropriate, operate all tools, assist in set-up.
- 39.05 Describe and demonstrate search and rescue.
- 39.06 Describe and demonstrate roof ops.
- 39.07 Describe safe haven.
- 39.08 Describe and demonstrate emergency procedures – aerial failure.
- 39.09 Describe electrical hazards.

- 39.10 Describe 2nd egress for interior crews.
- 39.11 Describe and demonstrate situational awareness – scene security.
- 39.12 Roof stability, when to be, when not to be.
- 39.13 Risk versus gain.
- 39.14 Tactical use and dangers of elevated master streams.
- 39.15 Discuss a case history.

#### 40.0 Company Evolutions - Combined Operations:

- 40.01 Structure fire, eng/ladder response – each Fire Fighter I filling a position on both the engine and the ladder.
- 40.02 Given a fully equipped engine, ladder, a crew of 3 plus an instructor/officer for each, and a live fire scenario; respond to and perform such skills as necessary to mitigate the situation.
- 40.03 Utilize Mayday communications in simulated emergency.
- 40.04 Describe the elements of a personal accountability system and demonstrate the application of the system at an incident.

#### 41.0 Air monitoring – CO, LEL, Oxygen – SCBA:

- 41.01 Gas monitors are a tool for determining the safety of an area with regard to specific products. They are much better than nothing at all in determining the safety of an atmosphere, post –fire.
- 41.02 Conditions for SCBA removal- maximum permissible level for removal.
- 41.03 Dangers not indicated by traditional air monitors – pockets, stagnant air, off gas from impregnated metals, cyanide.
- 41.04 Entry requirements prior to determination of breathable atmosphere.
- 41.05 Limiting access based upon findings and who must comply.

#### 42.0 New Challenges:

- 42.01 Strengthened/mold resistant sheet rock – differences standard to strengthened, fire resistance, ability to breach/remove.
- 42.02 National Gypsum Hi-Impact 8000 – layer of Lexan – see <http://www.lapeercofireassoc.org/files/ReinforcedDrywall.pdf>.
- 42.03 Fighting fire in non-vented spaces – GPS – Gallons per Second Theory, decision to enter, maintaining thermal balance.
- 42.04 Venting facilities with Lexan – Properties of Lexan (GE trade name) how to remove, cause failure, being introduced for use in car side windows.
- 42.05 Difference between acrylic (Plexiglas) and polycarbonate (Lexan) Lexan 30X stronger than Plexiglas.
- 42.06 Storm windows, doors, systems – various storm protection systems – plywood, corrugated metal, roll ups, reinforced garages. How to gain entry, decision to enter versus exterior operations.
- 42.07 Styrofoam in buildings including full and partial construction (Styrofoam parapets).
- 42.08 Marshfield lead lined gypsum, doors, bricks, etc for radiation protection applications.
- 42.09 Magnetic Resonance Imaging – (MRI) – dangers.
- 42.10 Hydrogen Cyanide as a major byproduct of combustion.
- 42.11 Tilt-wall construction challenges.

42.12 R-85 FUELS.

43.0 Firefighter Safety and Survival:

- 43.01 Orientation.
- 43.02 Introduction
- 43.03 Case studies.
- 43.04 Orientation of skill stations.
- 43.05 Proactive tasks of RIT.
- 43.06 Identify the differences between the operations and technician levels.
- 43.07 Describe operations level activities and technician level activities.
- 43.08 Define stress inoculation and how it applies to RIT/Safety and Survival.
- 43.09 Identify how to locate a downed firefighter, assess the firefighter's condition and the environment.
- 43.10 Demonstrate how to provide an emergency air supply.
- 43.11 Describe the steps to call for additional resources.
- 43.12 Demonstrate how to start the rescue effort.
- 43.13 Identify the five objectives of RIT.
- 43.14 Define "Hormonal Mediated Tachycardia" and how it affects firefighter survival.
- 43.15 Explain the meaning of surveillance and reconnaissance as they pertain to the fire building and suppression activities.
- 43.16 Explain proactive behaviors that RIT can accomplish.
- 43.17 Explain and identify how RIT can provide a means of egress from a fire building.
- 43.18 Explain how time can affect RIT operations.
- 43.19 Explain the environment often encountered by RIT.
- 43.20 Identify possible resources for RIT operations.
- 43.21 Identify RIT positions and responsibilities.
- 43.22 Identify RIT team positions and their responsibilities to include: Rescue Sector Officer RIT Leader, RIT members.
- 43.23 Identify concepts behind risk management on the fire ground.
- 43.24 Identify and describe RIT tools and equipment.
- 43.25 Define the acronym ESCAPE.
- 43.26 Discuss and demonstrate the mule kick technique of breaching walls.
- 43.27 Discuss and demonstrate breaching 2x4 drywall walls, concrete block and/or brick.
- 43.28 Define the procedures for a window escape.
- 43.29 Demonstrate Straddle and Hang.
- 43.30 Demonstrate Hang and Drop.
- 43.31 Describe the procedure for a ladder bail out.
- 43.32 Describe the procedures for a rope bail out.
- 43.33 Describe the procedures for a hose slide.
- 43.34 Describe the procedures for a drywall ladder climb.
- 43.35 Define the acronym CAN as it pertains to a RIT radio report.
- 43.36 Packaging Drags.
- 43.37 Up/Down Stairs.
- 43.38 Denver Drill – Tight space rescue.
- 43.39 High Anchor.
- 43.40 Conventional window Lifts.
- 43.41 Nance drill – Below floor rescue.
- 43.42 Entanglement.
- 43.43 Headfirst Ladder Slide.

- 43.44 Wall Breaching.
- 43.45 Reading Couplings.
- 43.46 Scenarios – application of skills and knowledge acquired to include MAYDAY communication.

**Course Number: FFP0360 (Includes FFP 1301, FFP 1302)**  
**Occupational Completion Point: C**  
**Fire Apparatus Operator (Pump Operator) – 80 Hours – SOC Code 53-3099**

- 44.0 Demonstrate knowledge of fire department organization, procedures and responsibilities--The student will be able to:
  - 44.01 Describe the organization of the fire department.
  - 44.02 Explain the Firefighter I's role as a member of the organization.
  - 44.03 Explain the Firefighter II's role as a member of the organization.
  - 44.04 Explain the responsibilities of the firefighter in assuming and transferring command within an incident management system.
  - 44.05 Explain the mission of the fire service and of the local fire department.
  - 44.06 Explain the function of a standard operating procedure.
  - 44.07 Explain the fire department rules and regulations that apply to the position of firefighter.
  - 44.08 Explain the basic components of incident management and the firefighter's role within the local incident management system.
  - 44.09 Explain the role of other agencies that may respond to emergencies.
  - 44.10 Describe the components of a member assistance program.
- 45.0 Use fire alarms and communications equipment--The student will be able to:
  - 45.01 Define the procedure for a citizen to report a fire or other emergency.
  - 45.02 Demonstrate action taken upon receipt of an alarm or report of an emergency.
  - 45.03 Define the purpose and function of all alarm-receiving instruments and personnel-alerting equipment in the fire station.
  - 45.04 Identify procedures required for receipt and processing of business and personal calls.
  - 45.05 Define and demonstrate prescribed fire department radio procedures, including:
    - a. Routine traffic,
    - b. Emergency traffic,
    - c. Emergency evacuation signals, and
  - 45.06 Demonstrate both mobile and portable radio equipment.
- 46.0 Demonstrate knowledge of fire behavior--The student will be able to:
  - 46.01 Define fire.
  - 46.02 Define the fire triangle and tetrahedron.
  - 46.03 Identify two chemical, mechanical, and electrical energy heat sources.
  - 46.04 Recognize the following conditions and explain their associated hazards and appropriate actions:
    - a. Incident fire
    - b. Rollover
    - c. Hot smoldering fire
    - d. Flashover

- e. Steady state
  - f. Back draft
  - 46.05 Define the three methods of heat transfer.
  - 46.06 Define the three physical stages of matter in which fuels are commonly found.
  - 46.07 Define the hazard of finely divided fuels as they relate to the combustion process.
  - 46.08 Define flash point, fire point, and ignition temperature.
  - 46.09 Define concentrations of oxygen in air as it affects combustion and life safety.
  - 46.10 Identify three products of combustion commonly found in structural fires that create a life hazard.
  - 46.11 Define the following units of heat measurement:
    - a. British Thermal Unit (BTU)
    - b. Fahrenheit (°F)
    - c. Celsius (°C)
    - d. Calorie (C)
  - 46.12 Describe the process of thermal layering that occurs in structural fires and how to avoid disturbing the normal layering of heat.
- 47.0 Use portable fire extinguishers--The student will be able to:
- 47.01 Identify the classification of types of fire as they relate to the use of portable extinguishers.
  - 47.02 Given a group of differing extinguishers, identify the appropriate extinguishers for the various classes of fire.
  - 47.03 Define the portable extinguisher rating system.
  - 47.04 Extinguish Class A and B fires using the appropriate portable fire extinguisher.
- 48.0 Personal protective equipment--The student will be able to:
- 48.01 Demonstrate the use of self-contained breathing apparatus (SCBA) in conditions of obscured visibility.
  - 48.02 Identify the physical requirements of the wearer of the SCBA.
  - 48.03 Identify the limitations of the SCBA.
  - 48.04 Identify the safety features of all types of self-contained breathing apparatus.
  - 48.05 Demonstrate the function of each component of the SCBA.
  - 48.06 Demonstrate that the SCBA is in a safe condition for immediate use.
  - 48.07 Demonstrate and document routine maintenance for SCBA including inspection, cleaning and sanitizing.
  - 48.08 Demonstrate the use of SCBA in conditions of restricted space.
  - 48.09 Demonstrate the following emergency techniques to be used in the event of SCBA failure:
    - a. Use of emergency bypass or purge-valve
    - b. Conservation of air
    - c. Breathing from the breathing tube or regulator in the event of a face piece failure
  - 48.10 Demonstrate techniques for maximizing the air capacity of an SCBA under work conditions.
  - 48.11 Demonstrate the replacement of an expended cylinder of an SCBA assembly with a full cylinder.
  - 48.12 Identify each of the following articles of protective equipment and describe their uses and limitations:
    - a. Helmet (with shield)

- b. Hood
  - c. Boots
  - d. Gloves
  - e. Turnout or bunker coat
  - f. Turnout or bunker pants
  - g. SCBA
  - h. Personal Alert Safety System (PASS)
  - i. Eye protection
- 48.13 Describe and demonstrate the care, inspection, and maintenance of each of the above items of protective equipment.
- 48.14 Demonstrate the donning and doffing of the personal protective equipment listed in 48.10.
- 48.15 Identify the hazardous environments requiring the use of respiratory protection.
- 48.16 Demonstrate donning self-contained breathing apparatus while wearing protective clothing.
- 48.17 Demonstrate rescue procedures for the following, without compromising the rescuer's respiratory protection:
- a. A firefighter with functioning respiratory protection
  - b. A firefighter without functioning respiratory protection
  - c. A civilian without respiratory protection
- 49.0 Demonstrate knowledge of fire apparatus--The student will be able to:
- 49.01 Identify the function of the following:
- a. Engine company
  - b. Truck company
  - c. Rescue/Squad company
- 49.02 Describe the functions of the following units:
- a. Pumper/Engine
  - b. Aerial Apparatus
  - c. Mobile Water Supply Apparatus/Tanker
  - d. Wildland Fire Apparatus
  - e. ARFF – Aircraft Rescue and Fire Fighting
- 49.03 Identify special equipment used in the following apparatus:
- a. Rescue
  - b. Chemical
  - c. Floodlight and power
  - d. Air truck
- 50.0 Use forcible entry equipment--The student will be able to:
- 50.01 Identify the materials and construction features of door and window locking devices.
- 50.02 Identify the method and demonstrate procedures of through-the-lock entry for doors and windows.
- 50.03 Identify the method and procedure of properly cleaning, maintaining, and inspecting each type of forcible entry tool.
- 50.04 Identify and safely carry at least 1 of the following:
- a. Cutting tool
  - b. Prying tool
  - c. Pulling tool

- d. Striking tool
  - 50.05 Identify the materials and construction features of doors, windows, and walls and the dangers associated with forcing entry through each.
  - 50.06 Describe and demonstrate the procedures for forcing entry through at least three different types each of doors, windows, and walls.
  - 50.07 Demonstrate opening various types of windows from inside and outside, with and without the use of fire department tools.
  - 50.08 Demonstrate breaking window or door glass and removing obstruction.
- 51.0 Demonstrate ventilation practices--The student will be able to:
- 51.01 Define the principles of ventilation, and identify the advantages and effects of ventilation.
  - 51.02 Identify the dangers present and precautions to be taken in performing ventilation.
  - 51.03 Describe the advantages and disadvantages of the following types of ventilation:
    - a. Vertical
    - b. Horizontal
    - c. Trench/strip
    - d. Mechanical
    - e. Mechanical pressurization
    - f. Hydraulic
  - 51.04 Describe the signs, causes, and effects of backdraft explosions.
  - 51.05 Describe the methods or procedures used to prevent backdraft explosions.
  - 51.06 Identify the tools and equipment used during ventilation and demonstrate their use.
  - 51.07 Recognize the characteristics of, and list necessary precautions when, ventilating at least the following roof types:
    - a. Flat
    - b. Shed
    - c. Pitched
    - d. Arched
  - 51.08 Demonstrate the integrity of a roof system by sounding.
  - 51.09 Describe how the following factors are used to determine the integrity of a roof system:
    - a. Construction
    - b. Visual observation
    - c. Elapsed time of fire
  - 51.10 Define procedures for the types of ventilation referred to in 51.03.
- 52.0 Use ropes, tools, and equipment--The student will be able to:
- 52.01 When given the proper size and amount of rope, demonstrate tying a:
    - a. Bowline knot
    - b. Clove hitch
    - c. Figure of eight on a bight
    - d. Figure of eight follow through
    - e. Figure of eight stopper knot
    - f. Chimney hitch
    - g. Becket or sheet bend
    - h. Girth hitch

- i. Overhand safety knot
  - 52.02 Using an approved knot, hoist any selected forcible entry tool, ground ladder, or appliance to a height of at least 20 feet (6m).
  - 52.03 Demonstrate the techniques of inspecting, cleaning, maintaining, and storing rope.
  - 52.04 Use a rope to tie ladders, hose, and other equipment so as to secure them to immovable objects.
  - 52.05 Identify the reasons for placing a rope out of service.
  - 52.06 Distinguish between life safety and utility ropes.
- 53.0 Demonstrate rescue procedures--The student will be able to:
- 53.01 Demonstrate the removal of injured persons from the immediate hazard by the use of carries, drags, and stretchers.
  - 53.02 Define and demonstrate primary and secondary search procedures under fire conditions:
    - a. With a rope or hose
    - b. Without a rope or hose
  - 53.03 Don a life safety harness that meets the requirements of NFPA 1983, Standard on Fire Service Life Safety Rope, Harnesses, and Hardware.
  - 53.04 Inspect a life safety harness and identify the conditions that would require its removal from service.
  - 53.05 Identify and demonstrate the use of the following rescue tools:
    - a. Cribbing and shoring material
    - b. Block and tackle
    - c. Hydraulic devices
    - d. Pneumatic devices
    - e. Ratchet devices
  - 53.06 Demonstrate the following evolutions, which may be required to extricate an entrapped victim of a motor vehicle crash by displacing:
    - a. Vehicle roof
    - b. Vehicle door
    - c. Windshield
    - d. Steering wheel
    - e. Steering column and dashboard
- 54.0 Demonstrate safety procedures--The student will be able to:
- 54.01 Identify dangerous building conditions created by fire.
  - 54.02 Demonstrate techniques for action when trapped or disoriented in a fire situation or a hostile environment.
  - 54.03 Explain hazards related to electrical emergencies.
  - 54.04 Demonstrate use of portable power plants, lights, cords, connectors, and ground fault interrupters (GFI).
  - 54.05 Describe the responsibilities of a firefighter as required by NFPA 1500.
  - 54.06 Demonstrate the procedures for shutting off the gas services to a building.
  - 54.07 Demonstrate the procedures for shutting off electrical service to a building.
  - 54.08 Describe the elements of a personal accountability system and demonstrate the application of the system at an incident.
  - 54.09 Demonstrate the use of seat belts, noise barriers, and other safety equipment provided for protection while riding the apparatus.



- 54.10 Demonstrate safety procedures when mounting, dismounting, and operating around fire apparatus.
  - 54.11 Identify a minimum of three common types of accidents or injuries, and their causes, that occur in the following locations:
    - a. Fire ground
    - b. Responding and returning
    - c. Training
    - d. Non-fire emergencies
    - e. Other on-duty locations
  - 54.12 Identify safety procedures for ensuring a safe station/facility environment.
  - 54.13 Identify potential long-term consequences of exposure to products of combustion.
- 55.0 Use ladders--The student will be able to:
- 55.01 Identify and describe the use of the following types of ladders:
    - a. Folding/attic
    - b. Roof
    - c. Straight/wall
    - d. Aerial ladders
  - 55.02 Raise, position, and lower the following types of ground ladders:
    - a. 14 ft. single or wall ladder
    - b. 24 ft. extension ladder
    - c. 35 ft. extension ladder
    - d. Attic/folding ladder
  - 55.03 Demonstrate the deployment of a roof ladder on a pitched roof.
  - 55.04 Climb the full length of each type of ground (and aerial, if available) ladder carrying fire fighting tools or equipment while ascending and descending.
  - 55.05 Climb the full length of each type of ground (and aerial, if available) ladder and bring an "injured person" down the ladder.
  - 55.06 Demonstrate the techniques of working from ground or aerial ladders with tools and appliances, with and without a safety harness.
  - 55.07 Demonstrate the techniques of cleaning, inspecting and maintaining ladders.
- 56.0 Use fire hose, nozzles, and appliances--The student will be able to:
- 56.01 Identify the sizes, types, amounts, and use of hose as required to be carried on a pumper according to NFPA 1901.
  - 56.02 Demonstrate the use of all nozzles, hose adapters, and hose appliances as required to be carried on a pumper according to NFPA 1901.
  - 56.03 When given the necessary equipment and operating as an individual and as a member of a team, advance dry hose lines of two different sizes, both of which shall be 1 1/2 inch or larger, from a pumper:
    - a. Into a structure
    - b. Up a ladder to a second floor landing
    - c. Up an inside stairway to an upper floor
    - d. Up an outside stairway to an upper floor
    - e. Down an inside stairway to a lower floor
    - f. Down an outside stairway to a lower floor
    - g. To an upper floor by hoisting.

- 56.04 When given the necessary equipment and operating as a member of a team, advance charged attack lines of two different sizes, both which shall be 1 1/2 inch or larger, from a pumper:
    - a. Into a structure
    - b. Up a ladder to a second floor landing
    - c. Up an outside stairway to an upper floor
    - d. Up an inside stairway to an upper floor
    - e. Down an inside stairway to a lower floor
    - f. Down an outside stairway to a lower floor
    - g. To an upper floor by hoisting.
  - 56.05 Demonstrate the techniques for cleaning fire hose, couplings, and nozzles; and inspecting for damage.
  - 56.06 Demonstrate at least 3 different types of hose loads and finishes.
  - 56.07 Demonstrate three types of hose rolls.
  - 56.08 Demonstrate two types of hose carries.
  - 56.09 Demonstrate coupling and uncoupling of fire hose.
  - 56.10 Work from a ground ladder with a charged attack line, which shall be 1 1/2 inch or larger.
  - 56.11 Demonstrate the methods for extending a hose line.
  - 56.12 Demonstrate replacing a burst section of hose line.
  - 56.13 Demonstrate a hand lay of 300 feet (90 m) of supply line 1 1/2 inch (65 mm) or larger from a pumper to a water source.
- 57.0 Use fire streams--The student will be able to:
- 57.01 Define a fire stream.
  - 57.02 Demonstrate how to open and close a nozzle and how to adjust its stream pattern and flow setting, when applicable.
  - 57.03 Define water hammer and at least one method for its prevention.
  - 57.04 Define the following methods of water application:
    - a. Direct
    - b. Indirect
    - c. Combination
  - 57.05 Identify precautions to be followed while advancing hose lines to a fire.
  - 57.06 Describe three observable results that are obtained when the proper application of a fire stream is accomplished.
  - 57.07 Assemble and operate a foam fire stream arrangement given the appropriate equipment.
  - 57.08 Demonstrate the methods for applying foam.
- 58.0 Use water supplies--The student will be able to:
- 58.01 Identify the water distribution system, and other water sources in the local community.
  - 58.02 Identify the following parts of a water distribution system:
    - a. Distributors
    - b. Primary feeders
    - c. Secondary feeders
  - 58.03 Explain the operation of a:
    - a. Dry-barrel hydrant
    - b. Wet-barrel hydrant

- 58.04 Define the following:
    - a. Normal operating pressure of a water distribution system
    - b. Residual pressure of a water distribution system
    - c. Flow pressure and d) static pressure
  - 58.05 Identify the following types of main water valves:
    - a. Indicating
    - b. non-indicating
    - c. Post indicator
    - d. Outside screw and yoke
  - 58.06 Describe how the following conditions reduce hydrant effectiveness:
    - a. Obstructions to use of hydrant
    - b. Direction of hydrant outlets to suitability of use
    - c. Mechanical damage
    - d. Rust and corrosion
    - e. Failure to open the hydrant fully
    - f. Ability to drain
  - 58.07 Identify the apparatus, equipment, and appliances required to provide water at rural locations by relay pumping, large diameter hose, or a tanker shuttle.
  - 58.08 Identify and explain the four (4) fundamental components of a modern water system.
  - 58.09 Demonstrate deployment of a portable water tank.
  - 58.10 Connect a supply hose to a hydrant, and fully open and close the hydrant.
  - 58.11 Demonstrate the hydrant to pumper hose connections for forward and reverse lays.
  - 58.12 Assemble and connect the equipment necessary for drafting from a static water supply source.
  - 58.13 Demonstrate the assemblage of equipment necessary for the transfer of water between portable water tanks.
  - 58.14 Describe the loading and off-loading of tanks on mobile water supply apparatus.
  - 58.15 Identify the pipe sizes used in water distribution systems for residential, business, and industrial districts.
  - 58.16 Identify two causes of increased resistance or friction loss in water mains.
- 59.0 Use private fire protection systems--The student will be able to:
- 59.01 Identify a fire department sprinkler connection and water motor alarm.
  - 59.02 Connect hose line(s) to a fire department connection of a sprinkler or standpipe system.
  - 59.03 Define how the automatic sprinkler heads open and release water.
  - 59.04 Temporarily stop the flow of water from a sprinkler head using a wedge, tong, or stopper.
  - 59.05 Define the value of automatic sprinklers in providing safety to the occupants in a structure.
  - 59.06 1Demonstrate carrying a 100 ft. attack line, 1 1/2" or larger, into a building, connecting it to a standpipe, and advancing from a standpipe.
  - 59.07 Identify the "Main Control" valve on an automatic sprinkler system.
  - 59.08 Operate a main control valve on an automatic sprinkler system from "open" to "closed" and then back to "open".
- 60.0 Demonstrate salvage procedures--The student will be able to:

- 60.01 Identify the purpose of salvage and its value to the public and the fire department.
  - 60.02 Demonstrate the removal of debris, and the removal and routing of water from a structure.
  - 60.03 Demonstrate the covering or closing of openings made during fire fighting operations.
- 61.0 Demonstrate overhaul procedures--The student will be able to:
- 61.01 Identify the purpose of overhaul.
  - 61.02 Recognize at least four (4) indicators of hidden fires.
  - 61.03 Demonstrate searching for hidden fires.
  - 61.04 Demonstrate how to separate and remove charred material from unburned material.
  - 61.05 Demonstrate exposure of hidden fires by opening ceilings, walls, floors, and pulling apart burned materials.
  - 61.06 Define duties of fire fighters left at the fire scene for fire and security surveillance.
- 62.0 Demonstrate knowledge of the fundamentals of extinguishment--The student will be able to:
- 62.01 Describe the tactics employed to fight wildland fires.
- 63.0 Demonstrate knowledge of the effects of building construction on fire fighting--The student will be able to:
- 63.01 Describe the basic structural characteristics of the following types of building construction:
    - a. Wood frame
    - b. Ordinary
    - c. Heavy timber
    - d. Noncombustible
    - e. Fire resistant
  - 63.02 Identify the general fire behavior expected with each type of building construction, including the spread of fire and the safety of the building, occupants, and firefighters.
  - 63.03 Describe at least three hazards associated with truss and lightweight construction.
  - 63.04 Identify dangerous building conditions created by fire and fire suppression activities.
  - 63.05 Identify five indicators of building collapse.
  - 63.06 Describe the effects of fire and fire fighting activities on the following building materials:
    - a. Wood
    - b. Masonry
    - c. Cast iron
    - d. Steel
    - e. Gypsum wallboard
    - f. Reinforced concrete
    - g. Glass
    - h. Plaster on lath

- 63.07 Define the following terms as they relate to building construction:
- a. Load bearing
  - b. Partition wall
  - c. Veneer wall (exterior)
  - d. Party wall
  - e. Fire wall
  - f. Cantilever wall
- 64.0 Participate in controlled burning exercises--The student will be able to:
- 64.01 Using the appropriate protective equipment, tools, and agents, extinguish a Class A fire inside of a structure.
  - 64.02 Using the appropriate protective equipment, tools, and agents, extinguish an exterior Class A fire.
  - 64.03 Using the appropriate protective equipment, tools, and agents, extinguish an exterior open pan of a Class B liquid.
  - 64.04 Using the appropriate protective equipment, tools, and agents, extinguish a vehicle fire.
  - 64.05 Using the appropriate protective equipment, tools and agents, extinguish a storage container (exterior dumpster/trash bin) fire.
- 65.0 Sexually transmitted diseases/emergency medical care--The student will be able to:
- 65.01 Apply infection control techniques designed to prevent the spread of sexually transmitted diseases to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 66.0 Detect the presence of hazardous materials--The student will be able to:
- 66.01 Define hazardous materials.
  - 66.02 Identify the Department of Transportation (DOT) hazard classes and divisions of hazardous materials and common examples of materials in each hazard class or division.
  - 66.03 Identify the primary hazards associated with each of the DOT hazard classes and divisions of hazardous materials by hazard class or division.
  - 66.04 Identify the difference between hazardous materials incidents and other emergencies.
  - 66.05 Identify typical occupancies and locations in the community where hazardous materials are manufactured, transported, stored, used or disposed of.
  - 66.06 Identify typical container shapes that can indicate hazardous materials.
  - 66.07 Identify facility and transportation markings and colors that indicate hazardous materials, including the following:
    - a. UN/NA identification numbers
    - b. NFPA 704 markings
    - c. Military hazardous materials markings
    - d. Special hazard communication markings
    - e. Pipeline markings
    - f. Container markings
  - 66.08 Given an NFPA 704 marking, describe the significance of the colors, numbers, and special symbols.

- 66.09 Identify U.S. and Canadian placards and labels that indicate hazardous materials.
  - 66.10 Identify the basic information on Material Safety Data Sheets (MSDS) and shipping papers that indicates hazardous materials.
  - 66.11 Identify where to find Material Safety Data Sheets (MSDS).
  - 66.12 Identify entries on MSDS that indicate the presence of hazardous materials.
  - 66.13 Identify the entries on shipping papers that indicate the presence of hazardous materials.
  - 66.14 Match the name of the shipping papers found in transportation (air, highway, rail, and water) with the mode of transportation.
  - 66.15 Identify the person responsible for having the shipping papers in each mode of transportation.
  - 66.16 Identify where the papers can be found in an emergency in each mode of transportation.
  - 66.17 Identify examples of clues (other than occupancy/location, container shape, markings/color, placards/labels, MSDS, and shipping papers) that use the senses of sight, sound and odor to indicate hazardous materials.
  - 66.18 Describe the limitation of using the senses in determining the presence or absence of hazardous materials.
- 67.0 Collect hazardous materials--The student will be able to:
- 67.01 Identify the three methods for determining the appropriate guide page for a hazardous material.
  - 67.02 Identify the two general types of hazards found on each guide page.
- 68.0 Initiate protective action--The student will be able to:
- 68.01 Identify the location of both the local emergency response plan and the organization's standard operating procedures.
  - 68.02 Identify the role of the first responder at the awareness level during a hazardous materials incident.
  - 68.03 Identify the basic precautions to be taken to protect themselves and others in a hazardous materials incident.
  - 68.04 Identify the precautions necessary when providing emergency medical care to victims of hazardous materials incidents.
  - 68.05 Identify typical ignition sources found at the scenes of hazardous materials incidents.
  - 68.06 Identify the ways hazardous materials are harmful to people, the environment, and property at hazardous materials incidents.
  - 68.07 Identify the general routes of entry for human exposure to hazardous materials.
  - 68.08 Given the identify of various hazardous materials (name, UN/NA identification number, or type placard), identify the following response information:
    - a. Emergency action (fire, spill, or leak and first aid)
    - b. Personal protective equipment necessary
    - c. Initial isolation and protective action distances
  - 68.09 Given the name of a hazardous material, identify the recommended personal protective equipment from the following list:
    - a. Street clothing and work uniforms
    - b. Structural fire-fighting protective clothing
    - c. Positive pressure self-contained breathing apparatus

- d. Chemical-protective clothing and equipment
  - 68.10 Identify the definitions for each of the following protective actions:
    - a. Isolation of the hazard area and denial of entry
    - b. Evacuation
    - c. Sheltering in-place protection
  - 68.11 Identify the shapes of recommended initial isolation and protective action zones.
  - 68.12 Describe the difference between small and large spills as found in the table of Initial Isolation and Protective Action Distances.
  - 68.13 Identify the circumstances under which the following distances are used at a hazardous material incident:
    - a. Table of initial isolation and protective action distance
    - b. Isolation distances in the numbered guides
  - 68.14 Describe the difference between the isolation distances in the orange-bordered guide pages and the protective action distances in the green-bordered pages in the document.
  - 68.15 Identify the techniques used to isolate the hazard area and deny entry to unauthorized persons at hazardous materials incidents.
- 69.0 Initiate the notification process--The student will be able to:
- 69.01 Given either a facility or transportation scenario involving hazardous materials, identify the appropriate initial notifications to be made and how to make them, consistent with the local emergency response plan or the organization's standard operating procedures.
- 70.0 Fire prevention, public fire education, and fire cause determination--The student will be able to:
- 70.01 Identify five (5) common causes of fires and their prevention.
  - 70.02 Define the importance of inspection and public fire education programs to fire department public relations and the community.
  - 70.03 Demonstrate inspection procedures for private dwellings.
  - 70.04 Present a prepared program to an identified audience, given a lesson plan, time allotment, and instructional materials for the following topics:
    - a. Stop, drop and roll
    - b. Crawl low in smoke
    - c. Escape planning
    - d. Alerting others
    - e. Calling the fire department
    - f. Fire station tour
    - g. Residential smoke detector placement and maintenance
  - 70.05 Document the presentation of a program covered in 70.04, given a reporting form that includes:
    - a. Program title
    - b. Number of participants
    - c. Evaluations
- 71.0 Demonstrate knowledge of fire pump ratings--The student will be able to:
- 71.01 Define fire pump ratings.
  - 71.02 Interpret fire pump ratings.

- 72.0 Demonstrate knowledge of the relationship between flow and pressure--The student will be able to:
- 72.01 Define flow.
  - 72.02 Define pressure.
  - 72.03 Discuss the mathematical relationship between flow and pressure.
  - 72.04 Perform calculations based on the formulas expressing the relationship between flow and pressure.
- 73.0 Demonstrate knowledge of the Six Rules of Hydraulics and Fireground Rules of Thumb--The student will be able to:
- 73.01 List and define the Six Rules of Hydraulics.
  - 73.02 List and define the Fireground Rules of Thumb.
- 74.0 Demonstrate knowledge of hydrant capacity, standpipes, and sprinklers--The student will be able to:
- 74.01 Identify major components of fire hydrants.
  - 74.02 Identify major types of fire hydrants.
  - 74.03 Identify major components of standpipe systems.
  - 74.04 Identify major components of sprinkler systems.
  - 74.05 Identify major types sprinkler heads.
  - 74.06 Identify major components of municipal water systems.
  - 74.07 Identify major components of static water supply.
- 75.0 Demonstrate knowledge of friction loss and nozzle reaction--The student will be able to:
- 75.01 Define friction loss.
  - 75.02 Calculate friction loss over different lengths and diameters of fire hose.
  - 75.03 Define nozzle reaction.
  - 75.04 Discuss nozzle reaction with different types of nozzle at different pressures.
- 76.0 Demonstrate knowledge of relay pumping--The student will be able to:
- 76.01 Define relay pumping.
  - 76.02 Perform the calculations to determine the relay set-up to deliver the desired flow.
- 77.0 Demonstrate ability to perform basic hydraulic calculations given the required formulas--The student will be able to:
- 77.01 Calculate flow rates.
  - 77.02 Calculate tip pressures.
  - 77.03 Calculate pumping capacity.
- 78.0 Demonstrate the ability to drive the following patterns: (a) serpentine, (b) alley dock, (c) opposite alley and, (d) diminishing clearance--The student will be able to:
- 78.01 Drive the serpentine course without error.
  - 78.02 Drive the alley dock exercise without error.



- 78.03 Drive the opposite alley exercise without error.
- 78.04 Drive the diminishing clearance exercise without error.
- 79.0 Demonstrate the ability to position an apparatus for hydrant hook-up and drafting--The student will be able to:
  - 79.01 Park the apparatus in position for catching the hydrant.
  - 79.02 Park the apparatus in position for drafting.
- 80.0 Demonstrate the ability to recognize cavitation, water hammer, overheating, and unusual noises--The student will be able to:
  - 80.01 Define cavitation.
  - 80.02 Discuss measures to prevent cavitation.
  - 80.03 Define water hammer.
  - 80.04 Discuss measures to prevent water hammer.
  - 80.05 Define overheating.
  - 80.06 Discuss measures to prevent overheating.
  - 80.07 Discuss troubleshooting pump operations by listening.
- 81.0 Demonstrate the ability to draft, tandem and relay pumping--The student will be able to:
  - 81.01 Define drafting.
  - 81.02 Define tandem pumping.
  - 81.03 Perform drafting operations.
  - 81.04 Perform tandem pumping operations.
  - 81.05 Perform relay pumping operations.
- 82.0 Demonstrate the ability to perform apparatus inspections, testing, and routine service functions--The student will be able to:
  - 82.01 Set up appropriate preventative maintenance schedules.
  - 82.02 Perform complete apparatus inspection prior to operations.
  - 82.03 Test apparatus components prior to use.
  - 82.04 Discuss routine service and maintenance activities for fire apparatus.
- 83.0 Demonstrate knowledge of NFPA 1901 and applicable state laws and rules--The student will be able to:
  - 83.01 List and discuss key provisions of NFPA 1901.
  - 83.02 List and discuss key provisions of the Florida statutes relative to fire apparatus.
- 84.0 Demonstrate knowledge of single and multi-stage pumps, pump piping, and the pumping process--The student will be able to:
  - 84.01 Identify major components of single-stage pumps.
  - 84.02 Identify major components of multi-stage pumps.
  - 84.03 Identify major components of pump piping.
  - 84.04 List major steps of the pumping process.

- 85.0 Demonstrate knowledge of static, positive, and gravity water sources--The student will be able to:
- 85.01 Define static water sources.
  - 85.02 Define positive water sources.
  - 85.03 Define gravity water sources.
- 86.0 Demonstrate knowledge of pressure control, priming devices, and cooling systems--The student will be able to:
- 86.01 Define pressure controls and demonstrate operation of each major type.
  - 86.02 Define priming devices.
  - 86.03 Identify major components of primary and auxiliary cooling systems.
- 87.0 Demonstrate knowledge of emergency vehicle driving characteristics and defensive driving techniques--The student will be able to:
- 87.01 Discuss the driving characteristics of emergency vehicles.
  - 87.02 Discuss defensive driving techniques.
- 88.0 Demonstrate knowledge of gauges and valves--The student will be able to:
- 88.01 Identify all gauges on a typical pumper apparatus.
  - 88.02 Read all gauges on a typical pumper apparatus.
  - 88.03 Identify all valves on a typical pumper apparatus.
  - 88.04 Operate all valves on a typical pumper apparatus.

**Course Number: FFP0363**

**Occupational Completion Point: D**

**Emergency Vehicle Operator Course (EVOC) –20 Hours – SOC Code 53-3099**

- 89.0 Program logistics and focus--The student will be able to:
- 89.01 Understand the goal of the emergency vehicle driver training program.
  - 89.02 Recognize the importance of an emergency vehicle driver training program.
  - 89.03 Identify the elements of a comprehensive emergency vehicle driver training program.
- 90.0 Extent of the problem--The student will be able to:
- 90.01 Understand the complexities of driving under emergency conditions and the existence of laws governing emergency vehicle operations.
  - 90.02 Recognize the high incidence of accidents involving emergency vehicles and the associated deaths and injuries to emergency service personnel and members of the public.
  - 90.03 Know the types, conditions, and causes of accidents involving emergency vehicles and their impact upon all concerned.
  - 90.04 Recognize the factors that contribute to the incidence of accidents involving emergency vehicles.
- 91.0 Personnel selection--The student will be able to:

- 91.01 Recognize that personnel selection procedures are the first steps in developing an effective emergency vehicle driver program.
  - 91.02 Understand that the human aspects of emergency vehicle driver selection are an important component in the driver selection.
  - 91.03 Recognize that a number of abilities necessary for driving emergency vehicle must be acquired.
  - 91.04 Recognize that importance of maintaining accurate and complete personnel records both for the protection of the emergency service organization and the individual emergency vehicle driver.
  - 91.05 Understand that importance of maintaining emergency vehicle driving proficiency through an on-going recertification program.
- 92.0 Necessity of Standard Operating Guidelines--The student will be able to:
- 92.01 Understand the reasons that development and implementation of Standard Operating Guidelines (SOG) are important to operating an effective emergency vehicle driver training program
  - 92.02 Recognize the subject areas necessary for SOG's that impact the certification, operation, and recertification of emergency vehicle drivers.
- 93.0 Legal aspects of emergency vehicle driving--The student will be able to:
- 93.01 Understand the changing legal climate which exists and its impact upon emergency vehicle drivers and the associated emergency services organizations.
  - 93.02 Identify the primary legal principles which affect emergency vehicle drivers and recognize their implications upon emergency vehicle operations.
  - 93.03 Recognize that specific state driving laws affect the emergency vehicle driver.
  - 93.04 Recognize that individual state or local laws, standards, and requirements impact emergency vehicle driver training and operations
- 94.0 Vehicle dynamics--The student will be able to:
- 94.01 Understand the physical forces which act upon vehicles and their impact upon vehicle handling.
  - 94.02 Recognize that certain vehicle characteristics can influence the impact of physical forces on emergency vehicles.
- 95.0 Vehicle inspection and maintenance--The student will be able to:
- 95.01 Understand the value and importance of regular inspections of emergency vehicles to ensure safe operations.
  - 95.02 Identify the major component systems of an emergency vehicle and recognize their contribution to the vehicle's operations.
  - 95.03 Understand how to perform pre and post-trip inspections.
  - 95.04 Understand the various classes of preventative maintenance and the importance of a preventative maintenance program for emergency vehicles.
  - 95.05 Recognize the role of the emergency vehicle driver in performing certain vehicle inspection and maintenance functions.
  - 95.06 Understand the importance of keeping accurate and complete records.

96.0 Vehicle operations and safety--The student will be able to:

- 96.01 Recognize that motivation is both physically and mentally based; and, when motivated, positive change in individuals can be accomplished
- 96.02 Understand that there are a number of important actions which must be completed prior to initiating the driving of any emergency vehicle.
- 96.03 Recognize that emergency response driving is a complex process involving many factors, tasks, and maneuvers.

97.0 Emergency vehicle competency--The student will be able to:

- 97.01 Understand the purpose of successfully completing a competency course as a component of an emergency vehicle driver training program.
- 97.02 Recognize the importance of safe operations and specific safety precautions when participating on an emergency while driver training competency course.
- 97.03 Understand the method of scoring for evaluating an emergency vehicle driver completing the competency course.

98.0 Straight line exercise--The student will demonstrate:

- 98.01 Operation of the vehicle within close quarters both in forward and reverse directions at a steady speed.
- 98.02 Adjusting the mirrors for proper viewing, make minor adjustments in steering, and gain confidence in traversing a restricted area.

99.0 Confined space turnaround exercise--The student will demonstrate:

- 99.01 Become familiar with the turning radius of the vehicle.
- 99.02 Depth perception involving the placement of the rear of the vehicle as seen through the vehicle's mirrors.

100.0 Alley dock exercise--The student will demonstrate:

- 100.01 Positioning the emergency vehicle to back into a confined space.
- 100.02 The judgment of depth perception and distance using the vehicle's mirrors to position the rear of the vehicle at or close to a fixed point.

101.0 Serpentine exercise--The student will demonstrate:

- 101.01 The location of the corners of the vehicle for maneuverability purposes.
- 101.02 The turning radius of the vehicle while proceeding forward and backward.
- 101.03 Utilize both mirrors of the vehicle during one continuous exercise.
- 101.04 Confidence in the use of mirrors for vehicle maneuvering

102.0 Off-set alley exercise--The student will demonstrate:

- 102.01 Become aware of the front and rear tracking of the vehicle.
- 102.02 Depth perception through the vehicle's mirrors especially recognizing the location of the right rear wheel.

103.0 Parallel park exercise--The student will demonstrate:

- 103.01 Understanding of the importance of vehicle positioning prior to starting a movement that requires an exact right side placement.
- 103.02 Turning radius of the vehicle as it impacts restricted space placement.
- 103.03 The position of the right front extremity of the vehicle while completing a maneuver.
- 103.04 Placement of the right side of the vehicle at a specific point utilizing the vehicle's mirrors.

104.0 Diminishing clearance exercise—The student will demonstrate:

- 104.01 The importance of properly aligning a vehicle when entering a very confined asymmetrical area.
- 104.02 Traveling through a continually more finding restricted area.

105.0 Stopping exercise—The student will demonstrate:

- 105.01 The positioning of the front of the vehicle.
- 105.02 Break smoothly and precisely while brining the vehicle to a stop at a specified point.

**Course Number: FFP0142**

**Occupational Completion Point: E**

**Medical First Responder – 40 Hours – SOC Code 53-3099**

106.0 Demonstrate proficiency in first responder to medical emergencies techniques--The student will be able to:

- 106.01 Conduct a primary assessment of problems that are a threat to life if not corrected immediately.
- 106.02 Demonstrate the use, decontamination, disinfection, and disposal of personal protective equipment used for protection from infection.
- 106.03 Perform the following procedures as defined in the Journal of the American Medical Association, "Standards and Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiac Care (ECC)":
  - a. Single-rescuer CPR
    - Adult
    - Child
    - Infant
  - b. Two-rescuer CPR on an adult
  - c. Management of an obstructed airway
    - Conscious and unconscious adult
    - Conscious and unconscious child
    - Conscious and unconscious infant
- 106.04 Demonstrate the use of a resuscitation mask in the performance of single- and two-rescuer CPR.
- 106.05 Identify three (3) types of external bleeding and the characteristics of each type.
- 106.06 Demonstrate three (3) procedures for controlling external bleeding.
- 106.07 Identify characteristics and emergency medical care of thermal burns according to degree and severity.

- 106.08 Identify the emergency medical care for chemical burns, including chemical burns of the eyes.
- 106.09 Identify the symptoms and demonstrate emergency medical care of traumatic shock.
- 106.10 Identify the symptoms and demonstrate emergency medical care for ingested poisons and drug overdoses.
- 106.11 Identify the method of contacting the poison control center that serves the local jurisdiction.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Fire Officer  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

PSAV	
Program Number	P430206
CIP Number	0743020203
Grade Level	30, 31
Standard Length	648 hours
Teacher Certification	FIRE FIGHT @7 G
CTSO	N/A
SOC Codes (all applicable)	33-1021
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Financial Services/State Fire College for information regarding basic skills.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

### **Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	FFP0760	Fire Officer I	328 hours	33-1021
B	FFP0761	Fire Officer II	320 hours	33-1021

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

This instructional program prepares individuals to provide initial care to sick or injured persons. The First Responder is the first to arrive at the scene of an illness or injury but does not have the primary responsibility for treating and transporting the injured person(s). First Responders may include law enforcement, correctional officers, correctional probation officers, life guards, fire services or basic life support non-licensed personnel who act as part of an organized emergency medical services team. This program must be approved by the Department of Education (DOE) utilizing standards jointly developed by the Florida Department of Law Enforcement (FDLE), Florida Department of Financial Services (DFS) and the Emergency Medical Services (EMS) Bureau of the Department of Health (DOH) as specified in Section 401.435, F.S.

The program must be approved by the DFS, Division of State Fire Marshal, Bureau of Fire Standards and Training (BFST). Outcomes and Student Performance Standards in this program have been adapted from the National Fire Protection Association Fire Fighter Professional Qualifications NFPA 1001 and NFPA 1021, Fire Officer Professional Qualifications, as regulated by the Florida BFST through Chapter 633, F.S. and the State Fire Marshal Rules, Chapter 69A-37, Florida Administrative Code (F.A.C.).

The fire fighter program content includes, but is not limited to, orientation to the fire service, fire alarms and communication, vehicles, apparatus and equipment, fire behavior, portable extinguishers, fire streams, fundamentals of extinguishment, ladders, hoses, tools and equipment, forcible entry, salvage, overhaul, ventilation, rescue, protective breathing equipment, first responder emergency medical techniques, water supplies, principles of in-service inspections, safety, controlled burning, and employability skills.



The Fire Officer I program content additionally includes, but is not limited to, an understanding of principles of supervision, training methods, fire inspection practices, fire protection systems, fire suppression tactics, and hazardous materials.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through career and technical classroom instruction and applied laboratory procedures or practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues

There is no examination for the Fire Officer II but credentials must be submitted to Standards for review with a completed application.

### **Career and Technical Student Organization (CTSO)**

N/A

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have

passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

Fire Officer I and Fire Officer II certifications are governed by the Bureau of Fire Standards and Training. After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of legal foundations for fire inspections.
- 02.0 Demonstrate knowledge of the fire inspection process.
- 03.0 Demonstrate knowledge of fire inspection practices as part of an overall fire prevention program.
- 04.0 Demonstrate knowledge of fire inspection report writing.
- 05.0 Demonstrate knowledge of complaint handling and code enforcement procedures.
- 06.0 Demonstrate knowledge of special occupancies.
- 07.0 Demonstrate knowledge of unsafe conditions, fire hazards, and fire loads.
- 08.0 Demonstrate knowledge of fire behavior.
- 09.0 Demonstrate knowledge of fire cause determination.
- 10.0 Demonstrate knowledge of proper storage of flammables and combustibles.
- 11.0 Demonstrate knowledge of proper storage of hazardous materials.
- 12.0 Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems.
- 13.0 Demonstrate knowledge of inspection practices for fire protection systems.
- 14.0 Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers.
- 15.0 Demonstrate knowledge of water supply for sprinkler and standpipe systems.
- 16.0 Demonstrate knowledge of acceptance testing for fire protection systems.
- 17.0 Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices.
- 18.0 Define types of building classifications and constructions and construction types.
- 19.0 Define various loads and forces that affect buildings.
- 20.0 Demonstrate knowledge of various types of building construction and their effects of fire propagation, smoke generations and control.
- 21.0 Define the characteristics of various building materials, with particular regard to fire resistance.
- 22.0 Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance.
- 23.0 Describe principles of fire resistance, fire growth, and behavior of fire in buildings.
- 24.0 Demonstrate knowledge of the incident management system.
- 25.0 Demonstrate advanced knowledge and ability to function in the incident management system.
- 26.0 Develop incident action plans for fire fighting scenarios.
- 27.0 Demonstrate knowledge of flashover and backdraft.
- 28.0 Demonstrate knowledge of various extinguishing agents.
- 29.0 Demonstrate knowledge of various methods of water application including solid stream, straight stream, and fog spray.
- 30.0 Demonstrate knowledge of the principles of fire fighting strategy and tactics.
- 31.0 Demonstrate knowledge of "ideal rate of flow".
- 32.0 Demonstrate knowledge of the five main observable tactical considerations and the 15 points of size-up.
- 33.0 Demonstrate knowledge of fire situational analysis and its impact on firefighter safety.
- 34.0 Demonstrate knowledge of engine company and ladder company operations give a fireground scenario.
- 35.0 Demonstrate knowledge of proper position of apparatus.
- 36.0 Demonstrate knowledge of proper water source determination for delivery to the fire scene.
- 37.0 Demonstrate knowledge of the signs of building collapse.
- 38.0 Demonstrate knowledge of the capability and limitation of personal protective equipment.

- 39.0 Demonstrate knowledge of engine company and ladder company operations give a fireground scenario.
- 40.0 Demonstrate knowledge of proper position of apparatus.
- 41.0 Demonstrate knowledge of proper water source determination for delivery to the fire scene.
- 42.0 Demonstrate knowledge of the signs of building collapse.
- 43.0 Demonstrate knowledge of the capability and limitation of personal protective equipment.
- 44.0 Demonstrate an understanding of firefighting in multiple dwellings.
- 45.0 Demonstrate an understanding of firefighting in a high-rise building.
- 46.0 Demonstrate an understanding of firefighting in a contiguous structure.
- 47.0 Demonstrate an understanding of firefighting taxpayers and mixed-use occupancies.
- 48.0 Demonstrating an understanding of firefighting in commercial occupancies and strip malls.
- 49.0 Demonstrate knowledge of critical incident stress management.
- 50.0 Demonstrate knowledge of features of matter and energy.
- 51.0 Demonstrate knowledge of the principles of chemical reaction, oxidation, reduction and combustion.
- 52.0 Demonstrate knowledge of the fore tetrahedron and principles of extinguishment.
- 53.0 Demonstrate knowledge of common elements such as oxygen, hydrogen, fluorine, chlorine, phosphorus, sulfur, and carbon.
- 54.0 Demonstrate knowledge of corrosive materials, i.e. acids and bases.
- 55.0 Demonstrate knowledge of path of travel of fire, heat and smoke.
- 56.0 Demonstrate knowledge of the role and responsibilities of the fire investigator.
- 57.0 Demonstrate an ability to differentiate between accidental and incendiary fire cause.
- 58.0 Demonstrate the ability to recognize and report indicators of the point of origin of a fire.
- 59.0 Demonstrate knowledge of the function of management.
- 60.0 Demonstrate knowledge of principles leadership.
- 61.0 Demonstrate knowledge of major management theorists (Drucker, Peters, MacGregor, Herzberg, et al).
- 62.0 Demonstrate knowledge of span of control and unity of command.
- 63.0 Demonstrate knowledge of principles of motivation.
- 64.0 Demonstrate knowledge of personality typing as applied to leadership.
- 65.0 Demonstrate knowledge of the principles of small group behavior.
- 66.0 Demonstrate knowledge of ethical and legal considerations for first level supervisors.
- 67.0 Demonstrate the ability to recognize, define, and discuss basic concepts of terrorism.
- 68.0 Demonstrate the ability to design and present in-service training.
- 69.0 Demonstrate the knowledge of the principles of adult learning.
- 70.0 Demonstrate the ability to design valid test items.
- 71.0 Demonstrate the ability to effectively critique presentations.
- 72.0 The student will become familiar with the periodic table of contents, chemical structure, inorganic compounds, organic compounds I – organic architecture, organic compounds II – non-polar compounds, organic compounds III – polar compounds, chemical formulas; identify the chemical and physical properties of matter; physical effects and exposure to hazardous materials; science officer research.
- 73.0 Identify the common elements by their atomic symbols on the Periodic Table and demonstrate an understanding of why the table is organized into columns and groups.
- 74.0 Differentiate between elements, compounds and mixtures, and give examples of each.
- 75.0 Explain the difference between ionic and covalent bonding and be able to predict when each will occur.
- 76.0 Identify, name, and understand the basic chemistry involved with common hydrocarbon derivatives.

- 77.0 Comprehend the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse conditions.
- 78.0 Identify, name, and understand the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.
- 79.0 Analyze facility occupancy, transportation documents, shape and size of containers, and Material Safety Data Sheets (MSDS) to recognize the physical state and potential hazards of reactivity related to firefighter health and safety.
- 80.0 Demonstrate the ability to utilize guidebooks to determine an initial course of action for emergency responders.
- 81.0 Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.
- 82.0 The student will become familiar with identifying the problem, detecting incendiary fires, understand the nature and behavior of fire, understand the combustible properties of liquid and gaseous fuels, understand the properties of solid fuels, identify sources of ignition, deal with structure fires, deal with wildland fires, deal with vehicle and ship fires, electrical cause fires, clothing and fabric fires, explosions, chemical fires and hazardous materials, available lab services, fire related deaths and injuries, arson as a crime, other investigative topics; the students will be able to identify the fundamental theories and concepts of fire investigation; identify the various types of structure fires; identify the various types of grass and wood land fires; identify the various types of automobile, motor vehicle, and ship fires; identify the different variety of electrical fires; identify various types of clothing and fabric fires.
- 83.0 The student will become familiar with modern fire protection, emergency medical, and rescue services; evaluating local risks and planning for the necessary resources; leadership strategies for the political process; organizing and deploying resources; human resource management; fiscal management; capital resource management; leading and managing; training for fire and emergency response services; performance measurement and organizational improvement; health, wellness, and injury prevention; comprehensive prevention programs; regulations, standards, and issues of liability; information management; communication systems and emergency response centers; intergovernmental cooperation; identify career development opportunities and strategies for success; explain the need for effective communication skills both written and verbal; articulate the concepts of span and control, effective delegation and division of labor; recognize appropriate appraising and disciplinary actions and the impact on employee behavior; examine the history and development of management and supervision; evaluate methods of managing available resources; identify roles and responsibilities of leaders in organizations; compare and contrast the traits of effective versus ineffective supervision and management styles; identify and assess safety needs for both emergency and non-emergency situations; identify the importance of ethics as they apply to supervisors; identify the role of a company officer in incident command system (ICS); describe the benefits of documentation; identify and analyze the major causes involved in line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.
- 84.0 The student will be able to design and develop a training course and lesson plan upon completion of this chapter.
- 85.0 Enabling objectives.
- 86.0 The student will be able to develop their plan for professional development as a fire service instructor.
- 87.0 The student will be able to establish a classroom environment that meets the legal ramifications as specified by local, state, and federal rules, regulations, and standards.

- 88.0 The student will be able to construct, administer, and evaluate an assessment instrument.
- 89.0 Define the different types of laws; explain their basic differences, and how the law functions in society.
- 90.0 Become familiar with federal, state, and local laws, which regulate or influence emergency services.
- 91.0 Explain the role and purpose of national codes and standards concerning their legal influence.
- 92.0 Become familiar with legal decisions that have or will affect the fire service.
- 93.0 Discuss the organization and legal structure of the fire department.
- 94.0 Define the liabilities of firefighters.
- 95.0 Recognize legal duties of emergency service members.
- 96.0 Discuss negligence in an emergency setting.
- 97.0 Define discrimination and identify areas of potential discrimination in the emergency service.
- 98.0 Identify, explain and discuss the legalities of entrance requirements, residency, grooming, and drug testing.
- 99.0 Discuss the scope of the civil rights act.
- 100.0 Discuss the parameters and explain the basic intent of the American Disabilities Act, Fair Labor Standards Act, and Family Medical Leave Act.
- 101.0 Explain the at-will doctrine.
- 102.0 Explain the purpose of labor and employment laws.
- 103.0 Identify and analyze the major causes involved in the line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.
- 104.0 Describe an exothermic reaction.
- 105.0 Explain various terms describing fire behavior.
- 106.0 Describe hazards associated with fire.
- 107.0 Describe burn injuries and their care.
- 108.0 Know and use resources in injury prevention available on a national basis.
- 109.0 Know and use resources in injury prevention on a statewide basis.
- 110.0 Know and use resources in injury prevention on a local basis.
- 111.0 Understand the importance of documentation of activities.
- 112.0 Given forms and formats, document fire and life safety education programs.
- 113.0 Given forms and formats, prepare written reports.
- 114.0 Given a list of events, program requests, etc. maintain a work schedule.
- 115.0 Demonstrate an understanding of methods used in conducting fire and life safety programs.
- 116.0 Select instructional materials that are appropriate to the audience and learning objectives.
- 117.0 Maintain safety during fire and life safety education activities.
- 118.0 Present a lesson plan.
- 119.0 Notify the public of an educational event.
- 120.0 Distribute educational information.
- 121.0 Administer an evaluation instrument.
- 122.0 Score and evaluation instrument.
- 123.0 Train fire rescue department personnel in the role of PIO.
- 124.0 Give participants an overview of the key functions and responsibilities of the fire rescue department PIO.
- 125.0 Stress the need for cooperation with the media.
- 126.0 Show trainees an example of an effective PIO at work at an emergency scene.

- 127.0 Give trainees an opportunity to practice specific performance based skills required in the PIO function.
- 128.0 Be familiar with the most current media technology.
- 129.0 Understand the need for public information policies.
- 130.0 Understand Incident Command System (ICS), Joint Information Center (JIC), and Joint Information Systems (JIS)
- 131.0 Discuss unified message.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Fire Officer**  
**PSAV Number: P430206**

**Course Number: FFP0760**  
**Occupational Completion Point: A**  
**Fire Officer I – 328 Hours – SOC Code 33-1021**

- 01.0 Demonstrate knowledge of legal foundations for fire inspections--The student will be able to:
  - 01.01 Describe applicable chapters and sections of the Florida Statutes that govern fire safety inspections.
  - 01.02 Describe applicable chapters and sections of the Florida Administrative Code that govern fire safety inspections.
  
- 02.0 Demonstrate knowledge of the fire inspection process--The student will be able to:
  - 02.01 Discuss fire inspection and its place within the fire department's organization
  - 02.02 Define and discuss inspection and re-inspection
  - 02.03 Discuss the scheduling of fire inspections
  - 02.04 Compare and contrast the customer service and code enforcement concepts of fire inspection
  - 02.05 Discuss the steps of the physical fire inspections
  
- 03.0 Demonstrate knowledge of fire inspection practices as part of an overall fire prevention program--The student will be able to:
  - 03.01 List and describe the components of a complete fire prevention program.
  - 03.02 Discuss the proactive role of the fire inspector
  - 03.03 Discuss the educational role of the fire inspection.
  
- 04.0 Demonstrate knowledge of fire inspection report writing--The student will be able to:
  - 04.01 Define the parts of a complete fire inspection report.
  - 04.02 Discuss the proper handling, distribution, and retention of fire inspection reports.
  - 04.03 Prepare a draft fire inspection report to acceptable industry standards.
  
- 05.0 Demonstrate knowledge of complaint handling and code enforcement procedures--The student will be able to:
  - 05.01 Discuss methods of handling occupant complaints relative to fire inspections.
  - 05.02 Discuss code enforcement authority of fire inspectors.
  - 05.03 Discuss code development and adoption processes
  - 05.04 Discuss appeal process relative to code violations.
  
- 06.0 Demonstrate knowledge of special occupancies--The student will be able to:



- 06.01 Define special occupancies
- 06.02 Discuss LSC applications related to special occupancies.
- 06.03 Discuss fire inspection practice relative to special occupancies.
  
- 07.0 Demonstrate knowledge of unsafe conditions, fire hazards, and fire loads--The student will be able to:
  - 07.01 Define and discuss unsafe conditions
  - 07.02 Define and discuss fire hazards.
  - 07.03 Define and discuss fire loads.
  
- 08.0 Demonstrate knowledge of fire behavior--The student will be able to:
  - 08.01 Define and discuss the fire triangle
  - 08.02 Define the discuss the fire tetrahedron.
  - 08.03 Define ignition temperature
  - 08.04 Define flammable range.
  - 08.05 Define combustion.
  
- 09.0 Demonstrate knowledge of fire cause determination--The student will be able to:
  - 09.01 Discuss how to determine the point of origin of a fire
  - 09.02 Define and discuss "V" patterns.
  - 09.03 Define and discuss char patterns.
  - 09.04 Define and discuss smoke stains.
  - 09.05 Compare and contrast accidental and incendiary fire causes.
  
- 10.0 Demonstrate knowledge of proper storage of flammables and combustibles--The student will be able to:
  - 10.01 Define and discuss flammable materials
  - 10.02 Define and discuss combustible materials
  - 10.03 Discuss proper storage methods
  - 10.04 Identify and discuss proper markings for flammable and combustible material storage areas.
  
- 11.0 Demonstrate knowledge of proper storage of hazardous materials--The student will be able to:
  - 11.01 Define and discuss hazardous materials
  - 11.02 Define and discuss material safety data sheets
  - 11.03 Discuss proper storage methods
  - 11.04 Identify and discuss proper markings for hazardous materials storage areas.
  
- 12.0 Demonstrate knowledge of classifications, controls, and applications of automatic sprinkler systems--The student will be able to:
  - 12.01 List and define the classes of automatic sprinkler systems
  - 12.02 Identify and describe major controls of automatic sprinkler systems
  - 12.03 Discuss proper installation and application of automatic sprinkler systems for different classes of occupancies

- 13.0 Demonstrate knowledge of inspection practices for fire protection systems.--The student will be able to:
- 13.01 Discuss legal requirements for fire protection system inspection
  - 13.02 Discuss testing of fire protection systems
- 14.0 Demonstrate knowledge of classifications, controls, and applications of portable fire extinguishers.--The student will be able to:
- 14.01 List and define the classes of portable fire extinguishers.
  - 14.02 Identify and describe major controls of portable fire extinguishers.
  - 14.03 Discuss proper installation and application of portable fire extinguishers for different classes of occupancies.
- 15.0 Demonstrate knowledge of water supply for sprinkler and standpipe systems.--The student will be able to:
- 15.01 Identify the major parts of sprinkler systems
  - 15.02 Identify the major parts of standpipe systems.
  - 15.03 Discuss the use of sprinkler systems in fire suppression tactics of fire departments.
  - 15.04 Discuss the use of standpipe system in fire suppression tactics of fire departments.
  - 15.05 Discuss the water supply system for sprinklers.
  - 15.06 Discuss the water supply system for standpipes.
- 16.0 Demonstrate knowledge of acceptance testing for fire protection systems.--The student will be able to:
- 16.01 Define acceptance testing
  - 16.02 Define compliance testing
  - 16.03 Discuss acceptance testing procedures for fire protection systems
- 17.0 Identify the appropriate certifications for fire extinguishers, hood systems, sprinkler systems, and alarm devices.--The student will be able to:
- 17.01 Identify the certification procedures for portable fire extinguishers.
  - 17.02 Identify the certification procedures for hood systems.
  - 17.03 Identify the certification procedures for sprinkler systems.
  - 17.04 Identify the certification procedures for fire alarm systems.
- 18.0 Define types of building classifications and constructions and construction types.--The student will be able to:
- 18.01 Define and describe the characteristics of single-family residential construction.
  - 18.02 Define and describe the characteristics of multi-family residential construction.
  - 18.03 Define and describe the characteristics of light commercial construction.
  - 18.04 Define and describe the characteristics of heavy commercial construction.
  - 18.05 Define and describe the characteristics of industrial construction.

- 19.0 Define various loads and forces that affect buildings--The student will be able to:
- 19.01 Define (a) vertical load, (b) sheer load, (c) tortional load, (d) compressive load, (e) tension load, (f) static load, (g) live load, and (h) fire load.
  - 19.02 Define wind pressure.
  - 19.03 Discuss windstorm provisions of building codes.
- 20.0 Demonstrate knowledge of various types of building construction and their effects of fire propagation, smoke generations and control--The student will be able to:
- 20.01 Define fire propagation.
  - 20.02 Define smoke generation.
  - 20.03 Define fire control.
  - 20.04 Define balloon construction.
  - 20.05 Define tilt-slab construction.
  - 20.06 Define post-and-lintel construction.
  - 20.07 Given a particular occupancy, discuss the likely development of a fire within that type of construction.
- 21.0 Define the characteristics of various building materials, with particular regard to fire resistance--The student will be able to:
- 21.01 Discuss the fire resistance characteristics of wood frame construction.
  - 21.02 Discuss the fire resistance characteristics of metal frame construction.
  - 21.03 Discuss the fire resistance characteristics of masonry construction.
  - 21.04 Discuss the fire resistance characteristics of concrete construction.
- 22.0 Define the characteristics of various building types and occupancies, with particular regard to fire load and resistance--The student will be able to:
- 22.01 Define and describe fire load and resistance in assembly occupancies.
  - 22.02 Define and describe fire load and resistance in educational occupancies.
  - 22.03 Define and describe fire load and resistance in health care occupancies.
  - 22.04 Define and describe fire load and resistance in detention and correctional occupancies.
  - 22.05 Define and describe fire load and resistance in residential occupancies.
  - 22.06 Define and describe fire load and resistance in mercantile occupancies.
  - 22.07 Define and describe fire load and resistance in business occupancies.
  - 22.08 Define and describe fire load and resistance in industrial occupancies.
  - 22.09 Define and describe fire load and resistance in storage occupancies.
- 23.0 Describe principles of fire resistance, fire growth, and behavior of fire in buildings--The student will be able to:
- 23.01 Define fire resistance.
  - 23.02 Define fire growth.
  - 23.03 Define fire spread.
  - 23.04 Define smoke propagation.
- 24.0 Demonstrate knowledge of the incident management system--The student will be able to:

- 24.01 Define principle features of an Incident Command system (ICS) as an incident management system.
  - 24.02 Define and explain the primary management functions.
  - 24.03 Explain Management by Objectives.
  - 24.04 Define "Unity of Command" and "Chain of Command".
  - 24.05 Demonstrate establishment and transfer of command.
  - 24.06 Explain the need for organizational flexibility.
  - 24.07 Define unified Command.
  - 24.08 Define Span of Control.
  - 24.09 Understand and use common terminology.
  - 24.10 Describe Personnel Accountability System (PAS)
  - 24.11 Explain Integrated Communications.
  - 24.12 Define Resource Management
  - 24.13 Understand and develop an Incident Action Plan (IAP)
  - 24.14 Explain how the incident organization expands or contracts to meet operational needs of the incident or event
  - 24.15 Describe the use of Branches, Divisions, and Groups within the Operations Section, and provide supervisory titles associated with each level.
  - 24.16 List the essential elements of information involved in transfer of command.
  - 24.17 Match organizational positions with appropriate ICS sections.
  - 24.18 Describe an ICS organization appropriate to a small incident using an Incident Briefing form.
  - 24.19 Name each of the principal facilities used in conjunction with ICS, and explain the purpose and use of each.
  - 24.20 Identify which facilities may be located together at an incident or event.
  - 24.21 Describe the need for proper incident resource management.
  - 24.22 Describe three ways of managing resources and the advantages of each.
  - 24.23 Explain the purpose of resource typing.
  - 24.24 Describe the three resource status conditions used at an incident, and the purpose and limits associated with each.
  - 24.25 Explain how resources status is changed, how notifications of changes are made, and how status is maintained at an incident or event.
  - 24.26 In a small group exercise, list various kinds of resources that may be encountered during incidents in which the student is or may become involved.
  - 24.27 Provide typing for these resources.
  - 24.28 List actions to be accomplished prior to leaving for an incident or event.
  - 24.29 List the steps involved at incident check-in.
  - 24.30 List (or select from a list) major personal responsibilities at an incident or event.
  - 24.31 List the major steps necessary in the incident or event demobilization process.
- 25.0 Demonstrate advanced knowledge and ability to function in the incident management system--The student will be able to:
- 25.01 Match responsibility statements to each ICS organizational element.
  - 25.02 List the ICS positions that may include deputies, and describe deputy roles and responsibilities.
  - 25.03 Describe differences between deputies and assistants.
  - 25.04 Describe ICS reporting and working relationships for Technical Specialist and Agency Representatives.
  - 25.05 Describe reporting relationships and information flow within the organization.

- 25.06 Describe the steps in transferring and assuming incident command.
  - 25.07 List the major elements included in the incident briefing.
  - 25.08 Develop a sample organization around a major event to include the use of all appropriate sections and organizational modules.
  - 25.09 Describe how incidents can best be managed by appropriate and early designation of primary staff members and by proper delegation of authority.
  - 25.10 Describe how Unified Command functions on a multi-jurisdiction or multi-agency incident.
  - 25.11 List the minimum staffing requirement within each organizational element for at least two incidents of different sizes.
  - 25.12 Describe the role and use of forms in effective incident management.
  - 25.13 Identify and describe four basic principles of resource management.
  - 25.14 Identify the basic steps involved in managing incident resources.
  - 25.15 Know the contents of, and how the Operational Planning Worksheet (ICS Form 215), is used.
  - 25.16 Identify the organizational elements at the incident can order resources.
  - 25.17 Describe the differences between single and multipoint resource ordering and the reasons for each.
  - 25.18 Describe why and how resources are assigned to staging areas, camps and direct tactical assignments.
  - 25.19 Describe the purpose and importance of planning for resource demobilization.
  - 25.20 Identify five key considerations associated with resource management and the reasons for each.
  - 25.21 Describe the function and general duties associated with each element of Air Operations Branch organization.
  - 25.22 Diagram a full Air Operations Branch organization using a simulated scenario.
  - 25.23 Describe the function and use of the ICS Form 220, Air Operations Summary Worksheet. List the major steps involved in the planning process.
  - 25.24 Identify the ICS titles of personnel who have responsibilities in developing the incident action plan and list their duties.
  - 25.25 As part of an exercise, identify incident objectives for a simulated scenario.
  - 25.26 As part of an exercise, describe appropriate strategies and tactics to meet incident objectives for a simulated scenario.
  - 25.27 Explain the use of Operational Periods in the planning process, and how Operational Periods are derived.
  - 25.28 Explain the function of the Operational Planning Worksheet (ICS Form 215) and other forms, which may be used in preparing the Incident Action Plan.
  - 25.29 Explain the criteria for determining when the Incident Action Plan should be prepared in writing.
  - 25.30 Identify the kinds of supporting materials included in an Incident Action Plan.
  - 25.31 List the major sections in a Demobilization Plan. As part of a group exercise, develop an Incident Action Plan for a simulated scenario.
- 26.0 Develop incident action plans for fire fighting scenarios--The student will be able to:
- 26.01 Use an Incident Command System worksheet to layout an ICS structure for a given scenario.
  - 26.02 Describe the functions of various sections of an ICS structure.
- 27.0 Demonstrate knowledge of flashover and backdraft--The student will be able to:

- 27.01 Define the phenomenon of flashover.
  - 27.02 List the indicators of flashover.
  - 27.03 List the safety actions to take regarding flashover.
  - 27.04 Define the phenomenon of backdraft.
  - 27.05 List the indicators of backdraft.
  - 27.06 List the safety actions to take regarding backdraft.
  - 27.07 List the safety actions to take regarding backdraft.
- 28.0 Demonstrate knowledge of various extinguishing agents--The student will be able to:
- 28.01 Discuss the properties of water as a fire extinguishing agent.
  - 28.02 Discuss the properties of dry chemical as a fire extinguishing agent
  - 28.03 Discuss the properties of carbon dioxide as a fire extinguishing agent.
  - 28.04 Discuss the properties of foam as a fire extinguishing agent.
  - 28.05 Discuss the properties of halon as a fire extinguishing agent.
- 29.0 Demonstrate knowledge of various methods of water application including solid stream, straight stream, and fog spray--The student will be able to:
- 29.01 Discuss the advantages and disadvantages of solid streams.
  - 29.02 Discuss the advantages and disadvantages of straight streams.
  - 29.03 Discuss the advantages and disadvantages of fog sprays.
- 30.0 Demonstrate knowledge of the principles of fire fighting strategy and tactics--The student will be able to:
- 30.01 List basic principles of fire fighting tactics.
  - 30.02 Define single company operations.
  - 30.03 Discuss safety issues relative to fire fighting strategy.
- 31.0 Demonstrate knowledge of "ideal rate of flow"--The student will be able to:
- 31.01 Define "Ideal Rate of Flow".
  - 31.02 Calculate ideal rate of flow in various fire fighting scenarios.
- 32.0 Demonstrate knowledge of the five main observable tactical considerations and the 15 points of size-up--The student will be able to:
- 32.01 List and define the five observable tactical considerations.
  - 32.02 List and define the fifteen points of size-up.
- 33.0 Demonstrate knowledge of fire situational analysis and its impact on firefighter safety--The student will be able to:
- 33.01 Define fire situational analysis.
  - 33.02 Discuss safety considerations in various fire fighting scenarios.
- 34.0 Demonstrate knowledge of engine company and ladder company operations give a fireground scenario--The student will be able to:
- 34.01 Define engine companies.

- 34.02 Define truck companies
- 34.03 Compare and contrast engine and truck company operations.
- 35.0 Demonstrate knowledge of proper position of apparatus--The student will be able to:
  - 35.01 Define and discuss staging.
  - 35.02 Define and discuss forward lay.
  - 35.03 Define and discuss reverse lay.
  - 35.04 Define and discuss catching a hydrant.
- 36.0 Demonstrate knowledge of proper water source determination for delivery to the fire scene--The student will be able to:
  - 36.01 Discuss how to determine the rating of fire hydrant.
  - 36.02 List and describe alternate sources of water where hydrants are not available.
- 37.0 Demonstrate knowledge of the signs of building collapse--The student will be able to:
  - 37.01 List signs of building collapse.
  - 37.02 List and discuss actions to be taken if collapse is imminent.
  - 37.03 Define and estimate collapse zones.
- 38.0 Demonstrate knowledge of the capability and limitation of personal protective equipment--The student will be able to:
  - 38.01 List and describe personal protective equipment worn by firefighters.
  - 38.02 Discuss when personal protective equipment should be take out of service for repair or replacement.
- 39.0 Demonstrate knowledge of engine company and ladder company operations give a fireground scenario--The student will be able to:
  - 39.01 Define engine companies.
  - 39.02 Define truck companies
  - 39.03 Compare and contrast engine and truck company operations.
- 40.0 Demonstrate knowledge of proper position of apparatus--The student will be able to:
  - 40.01 Define and discuss staging.
  - 40.02 Define and discuss forward lay
  - 40.03 Define and discuss reverse lay
  - 40.04 Define and discuss catching a hydrant
- 41.0 Demonstrate knowledge of proper water source determination for delivery to the fire scene--The student will be able to:
  - 41.01 Discuss how to determine the rating of fire hydrant.
  - 41.02 List and describe alternate sources of water where hydrants are not available.
- 42.0 Demonstrate knowledge of the signs of building collapse--The student will be able to:

- 42.01 List signs of building collapse.
- 42.02 List and discuss actions to be taken if collapse is imminent.
- 42.03 Define and estimate collapse zones.
  
- 43.0 Demonstrate knowledge of the capability and limitation of personal protective equipment--The student will be able to:
  - 43.01 List and describe personal protective equipment worn by firefighters.
  - 43.02 Discuss when personal protective equipment should be take out of service for repair or replacement.
  
- 44.0 Demonstrate an understanding of firefighting in multiple dwellings--The student will be able to:
  - 44.01 Identify firefighting problems in multiple dwellings.
  - 44.02 Identity life hazards in multiple dwellings.
  - 44.03 Define the acronym CRAVE and apply it to an in-class scenario.
  
- 45.0 Demonstrate an understanding of firefighting in a high-rise building--The student will be able to:
  - 45.01 Define a high-rise building.
  - 45.02 List the challenges of fighting a fire in a high-rise building.
  
- 46.0 Demonstrate an understanding of firefighting in a contiguous structure--The student will be able to:
  - 46.01 Define contiguous structures.
  - 46.02 Explain the two categories of contiguous structures.
  - 46.03 Explain the strategic approach involving contiguous structures using the acronym CRAVE and apply it to a classroom scenario.
  
- 47.0 Demonstrate an understanding of firefighting in taxpayers and mixed-use occupancies--The student will be able to:
  - 47.01 Define mixed use and taxpayer occupancies.
  - 47.02 Identify the construction features of taxpayer and mixed use occupancies.
  - 47.03 Identify the life hazards and firefighting problems encountered in these occupancies.
  - 47.04 Explain the strategic approach involving contiguous structures using the acronym CRAVE and apply it to a classroom scenario.
  
- 48.0 Demonstrate an understanding of firefighting in commercial occupancies and strip malls--The student will be able to:
  - 48.01 Identify commercial occupancies and many of the associated hazards.
  - 48.02 Identify and discuss a variety of roof hazards
  - 48.03 Discuss sprinkler use in such occupancies.
  - 48.04 Identify and discuss life hazards associated with commercial occupancies and strip malls.



- 48.05 Explain the strategic approach involving commercial occupancies and strip malls and apply it to a classroom scenario.
- 49.0 Demonstrate knowledge of critical incident stress management--The student will be able to:
- 49.01 Define critical incident stress.
  - 49.02 Discuss the critical incident stress debriefing process.
  - 49.03 Recognize the potential signs of a firefighter suffering from critical incident stress.
- 50.0 Demonstrate knowledge of features of matter and energy--The student will be able to:
- 50.01 Define the physical properties of matter.
  - 50.02 Define the physical properties of energy.
- 51.0 Demonstrate knowledge of the principles of chemical reaction: oxidation, reduction and combustion--The student will be able to:
- 51.01 Define oxidation.
  - 51.02 Define reduction.
  - 51.03 Define combustion.
- 52.0 Demonstrate knowledge of the fire tetrahedron and principles of extinguishment--The student will be able to:
- 52.01 List and define the four parts of the fire tetrahedron.
  - 52.02 Discuss the principles of extinguishment.
- 53.0 Demonstrate knowledge of common elements such as oxygen, hydrogen, fluorine, chlorine, bromine, phosphorus, sulfur, and carbon--The student will be able to:
- 53.01 Define the properties of oxygen.
  - 53.02 Define the properties of hydrogen
  - 53.03 Define the properties of fluorine.
  - 53.04 Define the properties of chlorine.
  - 53.05 Define the properties of bromine.
  - 53.06 Define the properties of phosphorus.
  - 53.07 Define the properties of sulfur.
  - 53.08 Define the properties of carbon.
- 54.0 Demonstrate knowledge of corrosive materials, i.e. acids and bases--The student will be able to:
- 54.01 Define the physical properties of acids.
  - 54.02 Define the physical properties of bases.
- 55.0 Demonstrate knowledge of path of travel of fire, heat and smoke--The student will be able to:
- 55.01 Describe the path of travel for gasses in a structure.
  - 55.02 Describe the path of travel for heat and its three mode of transfer in a structure.

- 56.0 Demonstrate knowledge of the role and responsibilities of the fire investigator--The student will be able to:
  - 56.01 Define the role of the fire investigator
  - 56.02 Discuss the responsibilities of the fire investigator in terms of state and national standards.
  
- 57.0 Demonstrate the ability to differentiate between accidental and incendiary fire cause--The student will be able to:
  - 57.01 Define accidental fire causes.
  - 57.02 Define incendiary fire causes.
  
- 58.0 Demonstrate the ability to recognize and report indicators of the point of origin of a fire--The student will be able to:
  - 58.01 List indicators of the point of origin of a fire.
  - 58.02 Identify point of origin indicators at an actual fire scene.
  
- 59.0 Demonstrate knowledge of the functions of management--The student will be able to:
  - 59.01 List the functions of management.
  - 59.02 Select the appropriate management function in different scenarios.
  
- 60.0 Demonstrate knowledge of principles of leadership--The student will be able to:
  - 60.01 Compare and contrast various models of leadership theory.
  - 60.02 Select the appropriate leadership style in different scenarios.
  
- 61.0 Demonstrate knowledge of major management theorists (Drucker, Peters, MacGregor, Herzberg, et al)--The student will be able to:
  - 61.01 Identify various major management theorists by their principal contribution to the literature.
  - 61.02 Compare and contrast the major management theories.
  
- 62.0 Demonstrate knowledge of span of control and unity of command--The student will be able to:
  - 62.01 Define span of control
  - 62.02 Define unity of command
  - 62.03 Construct an organizational chart according to proper span of control and unity of command concepts.
  
- 63.0 Demonstrate knowledge of principles of motivation--The student will be able to:
  - 63.01 Define motivators
  - 63.02 Define hygiene factors
  - 63.03 Select the appropriate motivator to employ in different scenarios.

- 64.0 Demonstrate knowledge of personality typing as applied to leadership--The student will be able to:
- 64.01 Discuss Jung's theory of personality.
  - 64.02 Discuss the Meyers-Briggs model.
  - 64.03 Discuss his/her own personality type and leadership style.
  - 64.04 Discuss the application of personality typing to supervision.
- 65.0 Demonstrate knowledge of the principles of small group behavior--The student will be able to:
- 65.01 List and define the four steps of small group formation.
  - 65.02 Define risky shift.
  - 65.03 Define the "Abilene Paradox".
  - 65.04 Compare and contrast leading versus facilitating small groups.
- 66.0 Demonstrate knowledge of ethical and legal considerations for first level supervisors--The student will be able to:
- 66.01 Compare and contrast the ethics of obligation and the ethics of aspiration
  - 66.02 Define vicarious liability
  - 66.03 Define putative knowledge
  - 66.04 Describe key provisions of federal and state labor relations law
  - 66.05 Discuss supervisory issues relative to cultural diversity
  - 66.06 Discuss supervisory responsibilities relative to sexual harassment
- 67.0 Demonstrate the ability to recognize, define, and discuss basic concepts of terrorism--The student will be able to:
- 67.01 Define and discuss terrorism, including significant incidents that have occurred within the United States.
  - 67.02 Illustrate through cases histories, various types of potential incidents.
  - 67.03 Define domestic and international terrorism per the current Department of Justice definitions.
  - 67.04 Recognize circumstances that indicate a potential terrorist act.
  - 67.05 Recognize suspicious circumstances that may indicate possible terrorism.
  - 67.06 Define differences and similarities between responding to terrorist and non-terrorist incidents.
  - 67.07 Recognize circumstances and on-scene key indicators that may indicate a suspicious incident.
  - 67.08 Implement appropriate self-protective measures.
  - 67.09 Define scene security requirements unique to terrorist incidents.
- 68.0 Demonstrate the ability to design and present in-service training--The student will be able to:
- 68.01 Design a brief in-service training presentation.
  - 68.02 Deliver a live in-service training presentation.
- 69.0 Demonstrate the knowledge of the principles of adult learning--The student will be able to:

- 69.01 List and define the parts of Bloom's taxonomy
- 69.02 List and define level of fluency
- 69.03 Compare and contrast adult education and training with K-12 education and training.

70.0 Demonstrate the ability to design valid test items--The student will be able to:

- 70.01 Write valid test questions
- 70.02 Write effective distracters
- 70.03 Validate test items

71.0 Demonstrate the ability to effectively critique presentations--The student will be able to:

- 71.01 Conduct a constructive review of another's performance
- 71.02 Give useful verbal feedback

**Course Number: FFP0761**

**Occupational Completion Point: B**

**Fire Officer II – 320 Hours – SOC Code 33-1021**

72.0 The student will become familiar with:

- 72.01 Periodic table of elements
- 72.02 Chemical structure
- 72.03 Inorganic compounds
- 72.04 Organic compounds I: organic architecture
- 72.05 Organic compounds II: non-polar compounds
- 72.06 Organic compounds III: polar compounds
- 72.07 Chemical formulas
- 72.08 Identify the chemical and physical properties of matter
- 72.09 Physical effects and exposure to hazardous materials
- 72.10 Science officer research

73.0 Identify the common elements by their atomic symbols on the Periodic Table and demonstrate an understanding of why the table is organized into columns and groups.

74.0 Differentiate between elements, compounds and mixtures, and give examples of each.

75.0 Explain the difference between ionic and covalent bonding and be able to predict when each will occur.

76.0 Identify, name, and understand the basic chemistry involved with common hydrocarbon derivatives.

77.0 Comprehend the basic chemical and physical properties of gases, liquids and solids, and predict the behavior of a substance under adverse conditions.

78.0 Identify, name, and understand the basic chemistry and hazards involved with the nine U.S. Department of Transportation hazard classes and their divisions.

79.0 Analyze facility occupancy, transportation documents, shape and size of containers, and Material Safety Data Sheets (MSDS) to recognize the physical state and potential hazards of reactivity related to firefighter health and safety.

80.0 Demonstrate the ability to utilize guidebooks to determine an initial course of action for emergency responders.

81.0 Identify and analyze the causes involved in the line of duty firefighter deaths related to structural and wildland firefighting, training and research and the reduction of emergency risks and accidents.

82.0 The student will become familiar with the following topics:

- 82.01 Identify the problem
- 82.02 Detecting incendiary fires
- 82.03 Understand the nature and behavior of fire
- 82.04 Understand the combustible properties of liquid and gaseous fuels
- 82.05 Understand the properties of solid fuels
- 82.06 Identify sources of ignition
- 82.07 Deal with structure fires
- 82.08 Deal with wildland fires
- 82.09 Deal with vehicle and ship fires
- 82.10 Electrical cause fires
- 82.11 Clothing and fabric fires
- 82.12 Explosions
- 82.13 Chemical fires and hazardous materials
- 82.14 Available lab services
- 82.15 Fire related deaths and injuries
- 82.16 Arson as a crime
- 82.17 Other investigative topics
- 82.18 The students will be able to identify the fundamental theories and concepts of fire investigation.
- 82.19 Identify the various types of structure fires.
- 82.20 Identify the various types of grass and wood land fires.
- 82.21 Identify the various types of automobile, motor vehicle, and ship fires.
- 82.22 Identify the different variety of electrical fires.
- 82.23 Identify various types of clothing and fabric fires.

83.0 The student will become familiar with the following topics:

- 83.01 Modern fire protection, emergency medical, and rescue services.
- 83.02 Evaluating local risks and planning for the necessary resources.
- 83.03 Leadership strategies for the political process.
- 83.04 Organizing and deploying resources.
- 83.05 Human resource management.
- 83.06 Fiscal management.
- 83.07 Capital resource management.
- 83.08 Leading and managing.
- 83.09 Training for fire and emergency response services.
- 83.10 Performance measurement and organizational improvement.
- 83.11 Health, wellness, and injury prevention.
- 83.12 Comprehensive prevention programs.
- 83.13 Regulations, standards, and issues of liability.
- 83.14 Information management.
- 83.15 Communication systems and emergency response centers.
- 83.16 Intergovernmental cooperation.
- 83.17 Identify career development opportunities and strategies for success.
- 83.18 Explain the need for effective communication skills both written and verbal.

- 83.19 Articulate the concepts of span and control, effective delegation and division of labor.
  - 83.20 Recognize appropriate appraising and disciplinary actions and the impact on employee behavior.
  - 83.21 Examine the history and development of management and supervision.
  - 83.22 Evaluate methods of managing available resources.
  - 83.23 Identify roles and responsibilities of leaders in organizations.
  - 83.24 Compare and contrast the traits of effective versus ineffective supervision and management styles.
  - 83.25 Identify and assess safety needs for both emergency and non-emergency situations.
  - 83.26 Identify the importance of ethics as they apply to supervisors.
  - 83.27 Identify the role of a company officer in Incident Command System (ICS).
  - 83.28 Describe the benefits of documentation.
  - 83.29 Identify and analyze the major causes involved in line of duty fire fighter deaths related to health, wellness, fitness and vehicle operations.
- 84.0 Design and develop a training course and lesson plan, upon completion of this chapter.
- 85.0 Enabling objectives--Upon completion, the student shall be able to:
- 85.01 List and describe the five phases of the instructional design process
  - 85.02 Construct goals and objectives for a class
  - 85.03 Explain how a lesson plan is used
- 86.0 Develop a plan for professional development as a fire service instructor--The student will be able to
- 86.01 Describe the role of mentors
  - 86.02 Identify various continuing professional development opportunities
  - 86.03 Discuss the value of using a library as a fire service instructors
  - 86.04 Describe research as it pertains to the fire service instructor
  - 86.05 Describe various ways to obtain professional development opportunities
  - 86.06 Describe Fire and Emergency Services Higher Education (FESHE) and how it affects the fire service instructor
  - 86.07 Discuss the benefits of Training Resources and Data Exchange (TRADE) to the fire service Instructor
- 87.0 Establish a classroom environment that meets the legal ramifications as specified by local, state, and federal rules, regulations, and standards--The student will be able to
- 87.01 Discuss the NFPA role in standards development
  - 87.02 List and relate the various NFPA standards relative to the fire service instructor
  - 87.03 List and discuss the role of local, state, and federal agencies relative to the fire service instructor
  - 87.04 Define negligence and its affect on the fire service instructor
  - 87.05 Describe what constitutes harassment
  - 87.06 Discuss academic honesty and privacy issues
  - 87.07 Explain the affects of ADA relative to fire service instructors
  - 87.08 Explain copyright and how it applies to instructors

- 88.0 Construct, administer, and evaluate an assessment instrument—The student will be able to
- 88.01 Define the four levels of evaluation
  - 88.02 Differentiate between summative and formative evaluation
  - 88.03 Define the different kinds of tests
  - 88.04 Discuss the difference among the various types of tests
  - 88.05 List various sources for tests
- 89.0 Define the different types of laws; explain their basic differences, and how the law functions in society.
- 90.0 Become familiar with federal, state, and local laws, which regulate or influence emergency services.
- 91.0 Explain the role and purpose of national codes and standards concerning their legal influence.
- 92.0 Become familiar with legal decisions that have or will affect the fire service.
- 93.0 Discuss the organization and legal structure of the fire department.
- 94.0 Define the liabilities of firefighters.
- 95.0 Recognize legal duties of emergency service members.
- 96.0 Discuss negligence in an emergency setting.
- 97.0 Define discrimination and identify areas of potential discrimination in the emergency service.
- 98.0 Identify, explain and discuss the legalities of entrance requirements, residency, grooming, and drug testing.
- 99.0 Discuss the scope of the civil rights act.
- 100.0 Discuss the parameters and explain the basic intent of the American Disabilities Act, Fair Labor Standards Act, and Family Medical Leave Act.
- 101.0 Explain the at-will doctrine.
- 102.0 Explain the purpose of labor and employment laws.
- 103.0 Identify and analyze the major causes involved in the line of duty firefighter deaths related to health, wellness, fitness and vehicle operations.

**ENC 1200 Business Communications**

**(Or equivalent)**

**CGM 1000 Microcomputer Concepts**

**(Or equivalent)**

**Elective:** (choose one)

**FFP1793 Fire and Life Safety Educator - Level I**

- 104.0 Describe an exothermic reaction.
- 105.0 Explain various terms describing fire behavior.
- 106.0 Describe hazards associated with fire.
- 107.0 Describe burn injuries and their care.
- 108.0 Know and use resources in injury prevention available on a national basis.
- 109.0 Know and use resources in injury prevention on a statewide basis.
- 110.0 Know and use resources in injury prevention on a local basis.
- 111.0 Understand the importance of documentation of activities.
- 112.0 Given forms and formats, document fire and life safety education programs.
- 113.0 Given forms and formats, prepare written reports.

- 114.0 Given a list of events, program requests, etc. maintain a work schedule.
- 115.0 Demonstrate an understanding of methods used in conducting fire and life safety programs.
- 116.0 Select instructional materials that are appropriate to the audience and learning objectives.
- 117.0 Maintain safety during fire and life safety education activities.
- 118.0 Present a lesson plan.
- 119.0 Notify the public of an educational event.
- 120.0 Distribute educational information.
- 121.0 Administer an evaluation instrument.
- 122.0 Score and evaluation instrument.

### **FFP2706 Public Information Officer (PIO)**

- 123.0 Train fire rescue department personnel in the role of PIO.
- 124.0 Give participants an overview of the key functions and responsibilities of the fire rescue department PIO.
- 125.0 Stress the need for cooperation with the media.
- 126.0 Show trainees an example of an effective PIO at work at an emergency scene.
- 127.0 Give trainees an opportunity to practice specific performance based skills required in the PIO function.
- 128.0 Be familiar with the most current media technology.
- 129.0 Understand the need for public information policies.
- 130.0 Understand Incident Command System (ICS), Joint Information Center (JIC), and Joint Information Systems (JIS)
- 131.0 Discuss unified message.



2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Fire Instructor  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

PSAV	
Program Number	P430207
CIP Number	0743029900
Grade Level	30, 31
Standard Length	120 Hours
Teacher Certification	FIRE FIGHT @7 G
CTSO	N/A
SOC Codes (all applicable)	25-1194
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Financial Services/State Fire College for information regarding basic skills.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

### **Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	FFP0160	Fire Instructor I	40 hours	25-1194
B	FFP0161	Fire Instructor II	40 hours	25-1194
C	FFP0162	Fire Instructor III	40 hours	25-1194

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

#### Instructor I, II and III Requirements:

##### Instructor I

- Minimum 6 years experience with organized fire department
- High school graduate
- Physical ability to perform tasks
- Completion of Fire Service Course Delivery
- Pass state test
- May teach courses in which they are certified

##### Instructor II

- Same as Instructor I plus:
  - Associates degree or higher
  - Completed Fire Service Course Design
  - May teach any class recognized by Bureau of Fire Standards and Training (BFST) that they can provide verification of successful completion of said class

##### Instructor III

- Same requirements and approved teaching assignments as Instructor II except:
  - Requires bachelor's degree or higher
  - No state testing required at this time

## **Career and Technical Student Organization (CTSO)**

N/A

## **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 11, Language 11, and Reading 11. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need

accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards:**

After successfully completing this program the student will be able to perform the following:

- 01.0 Understand adult learning strategies and concepts.
- 02.0 Begin an active training program.
- 03.0 Gain leadership of the training group.
- 04.0 Give presentations and lead discussions.
- 05.0 Facilitate structured activities and promote team learning.
- 06.0 Conclude and evaluate an active training program.
- 07.0 List and describe the five phases of the instructional design process.
- 08.0 Construct goals and objectives for a class.
- 09.0 Explain how a lesson plan is used.
- 10.0 Develop a plan for professional development as a fire service instructor.
- 11.0 Describe the role of mentors.
- 12.0 Identify various continuing professional development opportunities.
- 13.0 Discuss the value of using a library as fire service instructors.
- 14.0 Describe research as it pertains to the fire service instructor.
- 15.0 Describe various ways to obtain professional development opportunities.

- 16.0 Describe Fire and Emergency Services Higher Education (FESHE) and how it affects the fire service instructor.
- 17.0 Discuss the benefits of Training Resources and Data Exchange (TRADE) to the fire service Instructor.
- 18.0 Establish a classroom environment that meets the legal ramifications as specified by local, state, and federal rules, regulations, and standards.
- 19.0 Discuss the NFPA role in standards development.
- 20.0 List and relate the various NFPA standards relative to the fire service instructor.
- 21.0 List and discuss the role of local, state, and federal agencies relative to the fire service instructor.
- 22.0 Define negligence and its affect on the fire service instructor.
- 23.0 Describe what constitutes harassment.
- 24.0 Discuss academic honesty and privacy issues.
- 25.0 Explain the affects of ADA relative to fire service instructors.
- 26.0 Explain copyright and how it applies to instructors.
- 27.0 Construct, administer, and evaluate an assessment instrument.
- 28.0 Define the four levels of evaluation.
- 29.0 Differentiate between summative and formative evaluation.
- 30.0 Define the different kinds of tests.
- 31.0 Discuss the difference among the various types of tests.
- 32.0 List various sources for tests.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Fire Instructor**  
**Postsecondary Number: P430207**

**Course Number: FFP0160**  
**Occupational Completion Point: A**  
**Fire Instructor I – 40 Hours – SOC Code 25-1194**

- 01.0 Understand adult learning strategies and concepts--The student will be able to:
  - 01.01 Understand the nature of adult learning.
  - 01.02 Discuss the concerns about active training.
  - 01.03 Understand the concepts involved in the delivery of active training.
  
- 02.0 Begin an active training program--The student will be able to:
  - 02.02 Prepare mentally to instruct.
  - 02.03 Arrange the physical training environment.
  - 02.04 Greet participants and establish rapport.
  - 02.05 Get the best from the first thirty minutes of training.
  - 02.06 Review the agenda.
  - 02.07 Invite feedback to the agenda.
  
- 03.0 Gain leadership of the training group--The student will be able to:
  - 03.03 Set group norms.
  - 03.04 Control timing and pacing.
  - 03.05 Get the group's attention.
  - 03.06 Increase student receptivity to leadership.
  - 03.07 Handle problem situations.
  
- 04.0 Give presentations and lead discussions--The student will be able to:
  - 04.04 Know their group.
  - 04.05 Organize their presentation.
  - 04.06 Watch their body language.
  - 04.07 Add visual aids.
  - 04.08 Make smooth transitions.
  
- 05.0 Facilitate structured activities and promote team learning--The student will be able to:
  - 05.05 Structure activities.
  - 05.06 Facilitate team learning.
  
- 06.0 Conclude and evaluate an active training program--The student will be able to:
  - 06.06 Review program content.
  - 06.07 Obtain final questions and concerns.

- 06.08 Promote self-assessment.
- 06.09 Focus on back-on-the-job applications.
- 06.10 Express final sentiments.
- 06.11 Evaluate the program.

**Course Number: FFP0161**  
**Occupational Completion Point: B**  
**Fire Instructor II – 40 Hours – SOC Code 25-1194**

- 07.0 List and describe the five phases of the instructional design process.
- 08.0 Construct goals and objectives for a class.
- 09.0 Explain how a lesson plan is used.
- 10.0 Develop a plan for professional development as a fire service instructor.
- 11.0 Describe the role of mentors.
- 12.0 Identify various continuing professional development opportunities.
- 13.0 Discuss the value of using a library as fire service instructors.
- 14.0 Describe research as it pertains to the fire service instructor.
- 15.0 Describe various ways to obtain professional development opportunities.
- 16.0 Describe Fire and Emergency Services Higher Education (FESHE) and how it affects the fire service instructor.
- 17.0 Discuss the benefits of Training Resources and Data Exchange (TRADE) to the fire service Instructor.
- 18.0 Establish a classroom environment that meets the legal ramifications as specified by local, state, and federal rules, regulations, and standards.
- 19.0 Discuss the NFPA role in standards development.
- 20.0 List and relate the various NFPA standards relative to the fire service instructor.
- 21.0 List and discuss the role of local, state, and federal agencies relative to the fire service instructor.
- 22.0 Define negligence and its affect on the fire service instructor.
- 23.0 Describe what constitutes harassment.
- 24.0 Discuss academic honesty and privacy issues.
- 25.0 Explain the affects of ADA relative to fire service instructors.
- 26.0 Explain copyright and how it applies to instructors.
- 27.0 Construct, administer, and evaluate an assessment instrument.
- 28.0 Define the four levels of evaluation.
- 29.0 Differentiate between summative and formative evaluation.
- 30.0 Define the different kinds of tests.
- 31.0 Discuss the difference among the various types of tests.
- 32.0 List various sources for tests.

**Course Number: FFP0162**  
**Occupational Completion Point: C**  
**Fire Instructor III – 40 Hours – SOC Code 25-1194**

This is not a stand alone course but the below requirements:

- Same requirements and approved teaching assignments as Instructor II except:
  - Requires bachelor's degree or higher
  - No state testing required at this time

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Private Investigator Intern  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

<b>PSAV</b>	
Program Number	P430208
CIP Number	0743010904
Grade Level	30, 31
Standard Length	40 hours
Teacher Certification	Law Enforcement @ 7 G Public Service @ 7 G
CTSO	N/A
SOC Codes (all applicable)	33-9021
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Agriculture and Consumer Services/Division of Licensing for information regarding basic skills.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment as Private Investigator Interns (SOC 33-9021) in accordance with the requirements of Chapter 33 of the Code of Federal Regulations (33 CFR), the requirements of the Florida Department of Agriculture and Consumer



Services (DOACS) Chapter 493, Florida Statutes (F.S.), and Chapter 5N-1, Florida Administrative Code (F.A.C.). Reinforcement of basic skills in language and reading, appropriate for the job, is provided through preparatory classroom instruction and applied laboratory procedures and practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community involvement, health, and environmental safety issues.

### **Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion point.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	SCY0051	Private Investigator Intern 1	24 hours	33-9021
	SCY0052	Private Investigator Intern 2	16 hours	

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Classroom and laboratory activities are an integral part of this program. These activities include practical experience in managing security; using verbal and nonverbal skills to defuse conflict; cooperating with emergency personnel; conducting record searches; employment or financial assets investigations; delivering court testimony; and responding to and analyzing results of case studies of investigative incidents. This program also includes methodology on conducting electronic surveillance, executive protection, obtaining, maintaining and preserving evidence, and firearms training.

### **Special Notes**

Effective January 1, 2012, a person applying for the Class "CC" Private Investigator Intern License will be required to submit proof of completion of all 40 hours of the total required training at the time of submitting an application for licensure to the Division. Applicants will no longer have the option of taking only 24 hours of training and deferring the remaining 16 hours of training until after the license has been issued.

### **Career and Technical Student Organization (CTSO)**

N/A

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and

special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

After successfully completing this program, the student will be able to complete the following modules:

- 01.0 Understand Chapter 493, Florida Statute and Chapter 5n-1, Florida Administrative Code.
- 02.0 Under the intern/sponsor relationship as required by Chapter 493, section 6116, F.S.
- 03.0 Professional ethics.
- 04.0 Legal issues; liability.
- 05.0 Surveillance.
- 06.0 Report writing.
- 07.0 Equipment for private investigation.
- 08.0 Interviewing and truth verification.
- 09.0 Sources of information.
- 10.0 The computer and investigations.
- 11.0 Restriction on records.
- 12.0 Locating people and performing background investigations.
- 13.0 Evidence.
- 14.0 Executive protection.
- 15.0 Anti-terrorism.
- 16.0 Courtroom and formal hearing demeanor and practice for private investigators.

- 17.0 Pretrial responsibilities.
- 18.0 Specific responsibilities.
- 19.0 The investigator as witness.
- 20.0 The investigator on the stand.
- 21.0 Self-evaluation as a witness.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Private Investigator Intern**  
**PSAV Number: P430208**

**Course Number: SCY0051**  
**Occupational Completion Point: A**  
**Private Investigator Intern 1 – 24 Hours – SOC Code 33-9021**

01.0 Understand Chapter 493, Florida statute and chapter 5n-1, Florida Administrative Code--  
The students will be able to:

- 01.01 Understand Chapter 493, F.S. and 5N-1, F.A.C.
- 01.02 Discuss the regulation requirements of the private security industry.
- 01.03 Demonstrate knowledge of the definitions listed in Chapter 493.6101, F.S.
- 01.04 Identify those who may perform the duties of private investigator, but to whom Chapter 493, F.S. does not apply.
- 01.05 Understand the process involved in the initial application for licensure as outlined in Section 493.6105, F.S. and 5N-1.120 F.A.C.
- 01.06 Understand the licensure and posting requirements specified in Section 493.6106 and 493.6203, F.S.
- 01.07 Recognize that the DOACS shall conduct an investigation of an applicant prior to the issuance of a license, and that the investigation will include the items listed in Section 493.6108, F.S.
- 01.08 Understand the licensing identification requirements as described in 493.6111.
- 01.09 Understand license contents and duration, and the requirement to carry such license while on duty as a private investigator intern as stated in Section 693.6111, F.S.
- 01.10 Understand the responsibilities associated with the sponsorship of interns as stated in Section 493.6116 (1) F.S.
- 01.11 Understand the penalties for violations of statute per Section 493.6120.
- 01.12 Know the requirements and procedures of license renewal per Section 493.6113, F.S.
- 01.13 Understand the requirements of Section 493.6114, F.S., for canceling or inactivating a license.
- 01.14 Understand the prohibitions to carrying a weapon or firearm as listed in Section 493.6115, F.S.
- 01.15 Discuss the grounds for disciplinary action by the DOACS against a licensee, agency or applicant as specified in Section 493.6118, F.S.
- 01.16 Understand the penalties for violation of the provisions of Chapter 493 F.S. as listed in Section 5N-1.113, F.A.C.
- 01.17 Understand the restrictions against the use of the state of Florida seal as stated in Section 493.6124, F.S.
- 01.18 Know the applicable fees, different classes, purposes and costs of licenses listed in Sections 493.6201-493.6202, F.S. and Section 5N-1.116, F.A.C.
- 01.19 Recognize that complaints as defined in Chapter 493, F.S. and 5N-1, F.A.C., shall be filed with and investigated by the DOACS if probable cause exists that a violation has occurred.

- 01.20 Understand license issuance, operation and transferability as described in 5N-1.120(1).
  - 01.21 Understand prohibited activities and requirements as listed in Section 5N-1.124, F.A.C.
  - 01.22 Be familiar with the licensure requirements for firearm instructors, schools and training facilities as stated in Sections 5N-1.134 and 5N-1.138 F.A.C.
  - 01.23 Understand the restrictions for divulging investigative information and false reporting as stated in Section 493.6119, F.S.
  - 01.24 Explain the need for confidentiality per Section 493.6122, F.S.
  - 01.25 Explain unlawful symbols of authority per Sections 843.085 and 493.6118.
  - 01.26 Understand the restrictions on carrying ammunition as specified in Section 5N-1.129, F.A.C.
  - 01.27 Be familiar with the licensure requirements for firearms instructors, schools and training facilities as stated in Section 5N-1.134, F.A.C.
  - 01.28 Be familiar with the school curriculum, examination and record retention requirements as stated in Section 5N-1.140, F.A.C.
- 02.0 Under the intern/sponsor relationship as required by Chapter 493, section 6116, F.S.--  
The students will be able to:
- 02.01 Understand the responsibilities associated with the sponsorship of interns as stated in Section 493.6116 (1) F.S.
  - 02.02 Be familiar with the letter of intent to sponsor private investigator intern as stated in Section 493.6116 (2) F.S.
  - 02.03 Be familiar with the process of termination/completion of sponsorship as stated in Section 493.6116 (5) F.S.
  - 02.04 Be familiar with the intern semi-annual progress report requirement as stated in Section 493.6116 (5) F.S.
  - 02.05 Understand the Employee Action Report and its relationship among interns, sponsors, and licensed private investigation agencies.
  - 02.06 Understand the concept of "direction and control" of interns by their sponsors.
  - 02.07 Know the definition of "subcontractor" as defined by the Internal Revenue Service.
  - 02.08 Understand the prohibitions under Chapter 493, Florida Statute as it relates to being paid for services rendered.
- 03.0 Professional ethics--The students will be able to:
- 03.01 Understand the client/investigator relationship.
  - 03.02 Recognize the importance of the initial client interview.
  - 03.03 Understand whether a client's intentions are legal and ethical.
  - 03.04 Explain how to establish a clear understanding of the client's goals and contract.
  - 03.05 Understand the need to work the case in a timely and cost-effective manner.
  - 03.06 Understand the need to provide regular updates and reports.
  - 03.07 Explain the need for confidentiality.
  - 03.08 Recognize the need to disseminate information.
  - 03.09 Identify potential conflicts of interests.
  - 03.10 Understand the need to provide a quality work product.
  - 03.11 Understand the need to provide detailed reports and invoices.
  - 03.12 Understand the concept of "truth in advertising".
  - 03.13 Understand the procedure for Agency-to-Agency billing.

04.0 Legal issues, liability--The student will be able to:

- 04.01 Explain Civil and Criminal liabilities/law enforcement notification requirement.
- 04.02 Identify "Invasion of Privacy"/the correct way of conducting audio/video surveillance.
- 04.03 Understand the legal parameters of trespassing.
- 04.04 Explain the legal ramifications resulting from falsification of information on reports.
- 04.05 Explain the legal ramifications of misrepresentation of authority.
- 04.06 Understand the proper release of information.
- 04.07 Demonstrate proper chain of custody procedure and explain the legal consequences for evidence tampering.

05.0 Surveillance--The student will be able to:

- 05.01 Understand the appropriate use and need for surveillance.
- 05.02 Demonstrate the ability to plan surveillance, formal and informal.
- 05.03 Understand the need for precaution when conducting surveillance.
- 05.04 Explain the different techniques for conducting surveillance
- 05.05 Explain the techniques and issues involved on a vehicular surveillance,

06.0 Report writing--The student will be able to:

- 06.01 Understand the need for taking accurate field notes\prerequisite for good reporting.
- 06.02 Explain the five elements of report writing referred to as Who, What, When, Where, and How.
- 06.03 Demonstrate proper procedures in efficient and accurate report writing.
- 06.04 Understand the importance of proofreading and editing.
- 06.05 Explain importance of proper punctuation, capitalization and spelling.
- 06.06 Explain sources available for grammar guidance.

07.0 Equipment for private investigation--The student will be able to:

- 07.01 Understand appropriate legal issues as it relates to private investigations.
- 07.02 Demonstrate basic knowledge of specialty investigation equipment.
- 07.03 Demonstrate basic knowledge on the proper\legal use of audio recorder/audio recording.
- 07.04 Demonstrate basic knowledge on the proper\legal use of video recorders/video recording.
- 07.05 Demonstrate basic knowledge on the proper\legal use of still cameras\still photography.
- 07.06 Understand when to use photography on surveillance.

08.0 Interviewing and truth verification--The student will be able to:

- 08.01 Understand the importance of interviews as part of an investigation.
- 08.02 Understand the interview as a basic tool of investigation.
- 08.03 Explain the primary purpose of an interview – obtain information.

- 08.04 Define the principle types of interviews – Complainant, Witness, Suspect, Subject, and other interviews that are applicable.
  - 08.05 Understand the need for training to be an effective interviewer.
  - 08.06 Explain the personal traits, attitude and conduct of a successful interviewer.
  - 08.07 Be familiar with the variables that prevent an interviewer from doing an effective job.
  - 08.08 Identify the basic qualifications of the interviewer.
  - 08.09 Identify the types of interviewees.
  - 08.10 Explain the variables that discourage talking.
  - 08.11 Explain the variables that encourage talking.
  - 08.12 Identify the general rules of the interview – Preparation, the Opening, Body Language, Proper Questioning, and Proper Closing.
- 09.0 Sources of information--The student will be able to:
- 09.01 Understand Florida’s “open records state” laws.
  - 09.02 Explain difference between public and private records.
  - 09.03 Identify categories of public and private records.
  - 09.04 Demonstrate how to research public records.
  - 09.05 Identify public records vendors.
  - 09.06 Understand how to avoid information pitfalls\verifying all information.
  - 09.07 Identify information resources available in the internet.
- 10.0 The computer and investigations--The student will be able to:
- 10.01 Explain terminology common operating a computer.
  - 10.02 Demonstrate basic computer knowledge.
  - 10.03 Identify different types of computers.
  - 10.04 Identify software available to assist in investigations.
  - 10.05 Identify the tools available to the investigator on the internet.
- 11.0 Restriction on records--The student will be able to:
- 11.01 Define the objectives of the Fair Credit Reporting Act.
  - 11.02 Define the objectives of the Gramm-Leach-Bliley Act.
  - 11.03 Explain what information NCIC stands for and what restrictions it places on obtaining certain records.

**Course Number: SCY0052**

**Occupational Completion Point: B**

**Private Investigator Intern 2 – 16 Hours – SOC Code 33-9021**

- 12.0 Locating people and performing background investigations--The student will be able to:
- 12.01 Understand how to conduct “skip tracing”.
  - 12.02 Identify the fundamentals of background Investigations.
  - 12.03 Understand credit reports and the information contained therein.
  - 12.04 Explain what and how to conduct conviction history checks.
  - 12.05 Demonstrate how to verify employment.
  - 12.06 Demonstrate how to verify workers’ compensation claims and their validity.
  - 12.07 Demonstrate how to verify educational history and their validity.



- 12.08 Identify privacy laws as they apply to motor vehicle checks.
- 12.09 Demonstrate how to present gathered information.

13.0 Evidence--The student will be able to:

- 13.01 Understand the importance of evidence and explain applicable terminology as it relates to gathering evidence.
- 13.02 Explain the procedure when searching for evidence.
- 13.03 Demonstrate the proper procedure for collecting and presenting evidence.
- 13.04 Explain comparison and analysis of evidence.
- 13.05 Identify what may constitute evidence in vehicular accidents.
- 13.06 Explain fire cause and origin evidence.
- 13.07 Understand role of an expert witness.
- 13.08 Explain evidence admissibility within the parameters of a legal proceeding.
- 13.09 Identify potential evidence in workplace\individual accidents.
- 13.10 Identify evidence in maritime investigations.

14.0 Executive protection--The student will be able to:

- 14.01 Explain the basics of executive protection.
- 14.02 Identify the proper procedure for evaluating risk.
- 14.03 Demonstrate protective techniques.
- 14.04 Identify the skills necessary for protection service.
- 14.05 Explain the bodyguard\client relationship.
- 14.06 Understand the techniques for dealing\working with difficult clients.
- 14.07 Identify possible booby traps and explosives.
- 14.08 Explain how to work with law enforcement within executive protection parameters.

15.0 Anti-terrorism--The student will be able to:

- 15.01 Describe different types of terrorism.
- 15.02 Identify major terrorist groups.
- 15.03 Understand different terrorist acts.
- 15.04 Explain where to report any terrorist activity.

16.0 Courtroom and formal hearing demeanor and practice for private investigators--The student will be able to:

- 16.01 Explain why case preparation is the most important element in being a good witness in a judicial proceeding.
- 16.02 Discuss when case preparation begins.
- 16.03 Identify the basic tools for all investigations – good notes, accurate documentation, evidence, and reliable witness statements.

17.0 Pretrial responsibilities--The student will be able to:

- 17.01 Understand the general responsibilities regarding pre-trial preparation.
- 17.02 Demonstrate a basic understanding of the 'rules of evidence'.
- 17.03 Demonstrate a basic knowledge of court procedures.

- 17.04 Identify the duties of each court official –witness, judge, jury, prosecutor, and defense attorney.
- 18.0 Specific responsibilities--The student will be able to:
  - 18.01 Explain the need to review all investigative notes before trial.
  - 18.02 Understand the need to have at least one pre-trial conference with the attorneys.
  - 18.03 Understand the obligation to professionally represent the client.
  - 18.04 Understand the necessity of making all evidence available at time of trial.
- 19.0 The investigator as witness--The student will be able to:
  - 19.01 Understand that in court, the investigator is the same as any other witness, to only state the facts.
  - 19.02 Explain proper conduct expected of an investigator while waiting to testify.
  - 19.03 Describe proper attire for court appearances.
  - 19.04 Discuss the importance of proper conduct and professional appearance as a witness.
- 20.0 The investigator on the stand--The student will be able to:
  - 20.01 Discuss how to properly approach the witness stand when called to testify.
  - 20.02 Demonstrate the correct manner to address court officials while testifying.
  - 20.03 Understand the importance of relating the facts in logical and chronological order.
  - 20.04 Explain common tactics used by opposing the attorney during cross-examination.
  - 20.05 List “easy ways” to lose a court case.
- 21.0 Self-evaluation as a witness--The student will be able to:
  - 21.01 Explain how an investigator’s case preparation and appearance in court reflects on his\her competency.
  - 21.02 Understand the need for constructive criticism from peers.
  - 21.03 Discus the importance of learning from one’s own mistakes.

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Police Service Aide  
**Program Type:** Career Preparatory  
**Career Cluster:** Law, Public Safety & Security

PSAV	
Program Number	P439991
CIP Number	0743019901
Grade Level	30, 31
Standard Length	206 hours
Teacher Certification	LAW ENF @7 G PUB SERV @7 G
CTSO	N/A
SOC Codes (all applicable)	33-3041
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Contact the Florida Department of Law Enforcement for information regarding basic skills and the Criminal Justice Basic Abilities Examination.

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

The purpose of this program is to prepare students for employment as Parking Enforcement Specialists (SOC 33-3041), Traffic Crash Investigators (SOC 33-3099), and Community Service Officers/Police Service Aides (SOC 33-9099.99). The program prepares students for

employment as a Parking Enforcement Specialist (PES) or Traffic Crash Investigator (TCI) in accordance with Chapters 316 and 943, Florida Statutes (F.S.).

Section 316.640, F.S., mandates that a Florida Department of Law Enforcement (FDLE), Criminal Justice Standards and Training Commission (CJSTC) approved course be used to train civilians, employed by police departments, sheriff's offices or the Florida Highway Patrol, to investigate traffic crashes. Even though successful completion of this course is required to perform the duties of a non-sworn TCI, the CJSTC does not certify these individuals.

Additionally, this is an instructional program that prepares individuals to provide initial care to sick or injured persons. The First Responder is the first to arrive at the scene of an injury but does not have the primary responsibility for treating and transporting the injured person(s). First Responders may include law enforcement, correctional officers, correctional probation officers, life guards, fire services or basic life support non-licensed personnel who act as part of an organized emergency medical services team.

The content includes, but is not limited to, the employee's role, constitutional and criminal law, crash investigation, first responder techniques, traffic control, and police community relations as designated in minimum training requirements as established by the CJSTC.

### **Program Structure**

This program is a planned sequence of instruction consisting of three occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CJK0110	Parking Enforcement Specialist	16 hours	33-3041
B	CJK0112	Traffic Accident Investigator	80 hours	33-3099
C	CJK0114	Police Service Aide	110 hours	33-3099.99

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

The FDLE CJSTC student performance standards for First Responder were adapted and condensed from U.S. Department of Transportation Emergency Medical Services, First Responder Training Course, National Standard Curriculum Instructors Lesson Plan and

American Society for Testing and Materials, Committee F-30. Administrators and instructors should refer to these materials for additional details.

First Responder certification is available through testing with the National Registry of Emergency Medical Technicians (NREMT). The NREMT may be contacted at 614-888-4484.

### **Career and Technical Student Organization (CTSO)**

N/A

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Explain the role of the PES.
- 02.0 Demonstrate appropriate use of the radio for maximum efficiency.
- 03.0 Vehicle operations.
- 04.0 Trial procedures and testimony.
- 05.0 State the authority of the TCI as outlined in Chapter 316.640, F.S.
- 06.0 List the procedures of traffic crash scene management.
- 07.0 Demonstrate use of the radio for maximum efficiency.
- 08.0 Demonstrate proficiency in first responder to medical emergencies techniques.

- 09.0 List the basic principles of traffic crash investigation.
- 10.0 Conduct interviews to determine the who, what, when, and where of the traffic crash.
- 11.0 Understand importance of good note-taking and diagramming.
- 12.0 Know the signs of impairment.
- 13.0 Examine the crash scene and identify the elements that should be included in the Florida Traffic Crash Report.
- 14.0 State the definitions relative to the TCI.
- 15.0 Accurately complete the appropriate traffic crash investigation form(s) and Uniform Traffic Citation.
- 16.0 Discuss trial procedures and testimony.
- 17.0 Explain the Community Service Officer's/Police Service Aide's role, ethics and professionalism.
- 18.0 Demonstrate patrol procedures.
- 19.0 Demonstrate investigative report writing skills.
- 20.0 Conduct preliminary property crime investigations.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Police Service Aide**  
**PSAV Number: P439991**

**Course Number: CJK0110**  
**Occupational Completion Point: A**  
**Parking Enforcement Specialist – 16 Hours – SOC Code 33-3041**

- 01.0 Explain the role of the parking enforcement specialist (PES)--The student will be able to:
- 01.01 State the authority of the PES as outlined in Chapter 316.640, F.S.
  - 01.02 State what parking enforcement statutes are in Chapter 316, F.S.
  - 01.03 State that parking violations/infractions are offenses punishable under the laws of this state by a fine, forfeiture, or other civil penalty.
  - 01.04 State the definitions relevant to the PES contained in Chapter 316.003, F.S.
  - 01.05 State the meaning of "arrest" as defined in Black's Law Dictionary.
  - 01.06 State what an "admission" includes in accordance with Chapter 90.803(18), F.S.
  - 01.07 Explain that municipalities and counties may enact ordinances, which act as local regulations for parking.
  - 01.08 Explain that municipalities and counties may enact ordinances that apply only within the geographical limits of the county or city enacting them.
  - 01.09 State that the Uniform Traffic Citation may not be issued for violation of municipal or county ordinances, per Chapter 316.1945, F.S.
  - 01.10 Define "obstruction of justice".
  - 01.11 Explain penalties for resisting a PES with and without violence to his/her person as listed in Chapters 784.07, 843.01 and 843.02, F.S.
  - 01.12 State those resisting a PES with or without violence to his/her person and obstruction by disguise are considered obstructing justice pursuant to Chapter 843, F.S.
  - 01.13 Explain that it is a misdemeanor to alter any vehicle registration certificate, license plate, and mobile home sticker or validation sticker per Chapter 320.061, F.S.
  - 01.14 Define "courtesy".
  - 01.15 State that courtesy may be demonstrated by tone of voice, word selection and usage, mannerisms, attitude, respect for others, positioning of body and driving habits.
  - 01.16 Explain that courtesy affects the image of an agency and is an important public relations tool.
  - 01.17 Explain that courtesy creates support for the PES.
  - 01.18 Identify officious and oppressive manner, disrespectful attitude, officious tone of voice, and use of negative body language as non-language factors which contribute to negative response from the public.
  - 01.19 Identify guidelines that help improve human relation's skills.
- 02.0 Demonstrate appropriate use of the radio for maximum efficiency--The student will be able to:



- 02.01 Identify the FCIC as the Florida Crime Information Center at the FDLE, and the NCIC as the National Crime Information Center at the Federal Bureau of Investigation.
  - 02.02 State the FCIC will provide information on wanted/missing persons, stolen property, vehicle/vessel identification data, criminal history and registered sexual predators per Chapters 775.21 and 943.0435, F.S.
  - 02.03 State that a PES can use the FCIC to obtain driver license and vehicle/vessel identification data available through links with the Florida Department of Highway Safety and Motor Vehicles and the Florida Department of Environmental Protection.
  - 02.04 State that when using a radio for communication the PES will operate and monitor radio frequencies for calls for service and receiving messages.
  - 02.05 Explain when a PES communicates via the radio in the presence of a citizen, he or she should display care and concern for the public by using appropriate procedures so as to lessen distress and concern.
  - 02.06 Identify general radio procedures.
  - 02.07 Explain appropriate microphone techniques.
- 03.0 Vehicle operations--The student will be able to:
- 03.01 State that vision supplies approximately 90-95% of incoming data to a driver.
  - 03.02 List acuity, depth perception, field of vision, color vision, and night vision as the components of vision that may impact vehicle operation and control.
  - 03.03 State that a driver's sense of hearing allows him/her to locate the source of a sound (i.e. siren, screeching brakes, etc.).
  - 03.04 State a driver's sense of equilibrium is important in detecting and identifying vehicle dynamics.
  - 03.05 State that a driver's sense of smell can be used to detect gasoline leakage, propane gas, fire, electrical shortage and brake fluid leaks.
  - 03.06 List diabetes, narcolepsy, heart conditions, and epilepsy as conditions that may impair a driver's functioning, particularly in stressful conditions.
  - 03.07 List stress, emotions, fatigue, drug use and shift work as transient factors that may affect a driver's ability to act and react.
  - 03.08 State a driver's psychological attitude is a significant factor in driving.
  - 03.09 State that the "left-right-left" says when driving through or taking off from an intersection, look to the left, then the right and then glance back to the left.
  - 03.10 Explain that when the PES sees an emergency vehicle approaching with siren and flashing lights, the PES must, according to Chapter 316.126, F.S.: yield the right-of-way to the emergency vehicle; pull as close to the curb as possible, clear of any intersection; and stop and remain in position until the emergency vehicle has passed.
  - 03.11 List the body, windshield and windows, lights, tires and rims as the exterior areas of the assigned agency/special duty vehicle to be checked during routine maintenance and inspection.
  - 03.12 List gauges, mirrors, horn, lights, brakes, air conditioning and loose items as the interior areas of the vehicle to be checked during routine maintenance inspection.
  - 03.13 List fluids, belts, hoses, and wires as the engine compartment of the vehicle to be checked during routine maintenance and inspection.
  - 03.14 List spare tire, jack, first aid kit, flares, fire extinguisher, and radio as the items in the vehicle to be checked during routine maintenance and inspection.
  - 03.15 Define territorial jurisdiction.

- 03.16 Read a map to locate addresses within jurisdictional boundaries.
- 03.17 Identify state roads, local roads, and federal highways using the symbols located on a map.

04.0 Trial procedures and testimony--The student will be able to:

- 04.01 Define "subpoena".
- 04.02 Define "subpoena duces tecum".
- 04.03 State that subpoenas may be issued by administrative, civil, and regulatory agencies.
- 04.04 Explain that failure to comply with a subpoena is addressed by the court through either civil contempt or criminal proceedings.
- 04.05 Know the Florida court system structure and comprehend how the courts relate to law enforcement.
- 04.06 Comprehend the rules of the court and the basic court trial procedures.
- 04.07 Comprehend the responsibilities of a PES with regard to court proceedings, the proper appearance of a PES and the appropriate behavior and techniques that a PES should employ in a moot court setting.

**Course Number: CJK0112**

**Occupational Completion Point: B**

**Traffic Accident Investigator – 80 Hours – SOC Code 33-3099**

05.0 State the authority of the TCI as outlined in chapter 316.640, F.S.--The student will be able to:

- 05.01 Explain the TCI's role.
- 05.02 Explain ethics and professionalism.
- 05.03 Comprehend the responsibilities of TCIs with regard to providing information and assistance to victims and witnesses of crimes.

06.0 List the procedures of traffic crash scene management--The student will be able to:

- 06.01 Evaluate the crash scene for hazards upon approach.
- 06.02 Position patrol vehicle to protect the integrity of the crash area.
- 06.03 Check for the extent of injuries.
- 06.04 Obtain or administer necessary medical assistance.
- 06.05 Determine needs and request assistance, if necessary.
- 06.06 Implement theft prevention measures.
- 06.07 Preserve crash scene when appropriate.
- 06.08 Manage and direct assistance (tow truck, medical personnel, etc.)
- 06.09 Restore traffic flow, which could include alternate routes.
- 06.10 Clear the scene.

07.0 Demonstrate appropriate use of the radio for maximum efficiency--The student will be able to:

- 07.01 Operate and monitor radio frequencies for calls for service and receiving messages.

- 07.02 When communicating via the radio in the presence of a citizen, display care and concern for the public by using appropriate procedures so as to lessen distress and concern.
  - 07.03 Identify general radio procedures.
  - 07.04 Explain appropriate microphone techniques.
  - 07.05 Demonstrate the proper use of a portable radio unit, vehicle radio station, and preparation of a radio message utilizing the basic codes and language that are standard to law enforcement agencies.
- 08.0 Demonstrate proficiency in first responder to medical emergencies techniques--The student will be able to:
- 08.01 State the TCI should know when to determine if emergency medical service is needed by asking all parties involved if they have any injuries, and looking for injuries that may not be apparent to the parties involved.
  - 08.02 State that the TCI should only administer, according to agency guidelines, those forms of first aid for which he/she has been trained.
  - 08.03 State the signs of sudden cardiac arrest.
  - 08.04 Demonstrate mastery of each technique of cardio-pulmonary resuscitation (CPR).
  - 08.05 State definition of "shock".
  - 08.06 Identify signs and symptoms associated with shock.
  - 08.07 State the way to control bleeding in the lower extremities.
  - 08.08 State the reasons that use of a tourniquet for controlling bleeding is only as a last resort.
  - 08.09 State the definitions and signs for the following medical conditions:
    - a. Heart attack.
    - b. Angina.
    - c. Heart failure.
    - d. Stroke.
    - e. Diabetic coma.
    - f. Insulin shock.
    - g. Seizures.
    - h. Asthma.
  - 08.10 Define procedures for gaining access to patients in various vehicular situations, to include:
    - a. Closed upright vehicles.
    - b. Closed overturned vehicles.
    - c. Pinned beneath vehicles.
    - d. Pinned inside vehicles.
    - e. Vehicles with electrical hazards.
    - f. Vehicles involving hazardous materials.
  - 08.11 State the TCI must locate the subject requiring treatment by looking for the possible injured parties.
  - 08.12 State the TCI must verbally ask about possible injuries.
  - 08.13 State the TCI must access the scene for possible hazards.
  - 08.14 State the TCI must identify potential hazards, to include:
    - a. Fallen power lines.
    - b. Roads.
    - c. Body fluids.
    - d. Vehicle fluids.

- e. Open contaminated cargo.
  - f. Precarious cargo.
  - g. Chemicals.
  - h. Loads.
- 08.15 State the TCI must evaluate the nature and extent of injury or condition by conducting an initial assessment.
- 08.16 Demonstrate assessment of the various conditions and explain what measures should be taken for each.
- 08.17 State the TCI must know the standard first aid equipment, to include:
- a. Bandages and band aids.
  - b. Compresses.
  - c. Eye patches.
  - d. First aid cream.
  - e. Triangular bandages.
  - f. Burn ointment.
  - g. Sting kit.
- 08.18 State the TCI must know what protective equipment (i.e. gloves, face shield, bio-hazardous bags, protective eye shields) is to be used and when.
- 08.19 State the TCI will search for information regarding potential medical conditions looking for medical alert jewelry, or by asking the victim or bystanders.
- 08.20 List the general care steps for burns.
- 09.0 List the basic principles of traffic crash investigation--The student will be able to:
- 09.01 State that the TCI should not violate any rights of a citizen guaranteed by the Bill of Rights of the United States Constitution.
- 09.02 List the basic principles of traffic crash investigation, to include:
- a. Giving first aid.
  - b. Protecting the crash scene.
  - c. Clearing the area to prevent another crash.
  - d. Taking statements.
  - e. Collecting and measuring evidence.
  - f. Diagramming the scene.
  - g. Determining the primary collision factor.
  - h. Completing the crash report.
  - i. Providing testimony, when necessary.
- 09.03 Locate drivers and independent witnesses by questioning bystanders.
- 09.04 Receive the basic information from people either involved in the crash, or who witnessed the crash, as to what happened, who was involved, where it happened and how it happened.
- 10.0 Conduct interviews to determine the who, what, when, and where of the traffic crash--The student will be able to:
- 10.01 State the primary factors that influence the success of an interview.
- 10.02 State independent witnesses should be interviewed as soon as possible to avoid having them leave the scene.
- 10.03 State independent witnesses must be interviewed separately from parties involved in the crash to avoid collaboration and testimony corruption.
- 10.04 State drivers should be interviewed separately to avoid confrontation.

- 10.05 List each driver's interpretation of the crash events to determine if the accounts confirm the statements of other drivers, witnesses and physical evidence.
  - 10.06 State that note taking, tape recording and written statements are the three procedures used for interview and interrogation documentation.
  - 10.07 State the definitions of a "confession", an "admission", a "witness" and an "independent witness".
  - 10.08 Know the duty of the TCI to collect and examine for validity, accuracy, and correctness, as defined in Chapter 316.540, F.S., driver licenses, vehicle registrations and proof of motor vehicle insurance from the drivers.
  - 10.09 Demonstrate the correct and incorrect way to conduct an interview employing the use of interpersonal skills in courtesy and human diversity through the use of tone of voice, language, mannerisms, attitude and respect or tolerance for others.
  - 10.10 State that courtesy is an important element in criminal justice work because it:
    - a. Affects public relations.
    - b. Reflects on the agency.
    - c. Creates support.
    - d. Reflects self-respect.
    - e. Relaxes involved parties.
- 11.0 Understand importance of good note taking and diagramming--The student will be able to:
- 11.01 Discuss the following procedures necessary for good note taking:
    - a. Use a notebook and pen.
    - b. Write legibly.
    - c. Use a standard format.
    - d. Use correct spelling and numbers
    - e. Use a field sketch.
    - f. Use abbreviations.
    - g. Be timely.
    - h. Listen and write.
  - 11.02 State the four reasons field notes are used.
  - 11.03 State the TCI should document the independent witnesses' names, addresses, and telephone numbers for future contact.
  - 11.04 State the independent witnesses' accounts of the crash events should be listed as they occur.
  - 11.05 Explain the importance of diagramming.
  - 11.06 List the equipment used in sketching/diagramming.
  - 11.07 Identify information to be included in the field sketch.
  - 11.08 Construct a field sketch of a crash scene.
  - 11.09 Explain the difference between the field sketch and the diagram.
- 12.0 Know the signs of impairment--The student will be able to:
- 12.01 Know the signs of alcohol impairment may include, but are not limited to:
    - a. A smell of an alcohol beverage on breath or clothing.
    - b. Slurred speech.
    - c. Imbalance.
    - d. Constricted or dilated eye pupils.

- 12.02 Know that the signs of chemical impairment often mimic the characteristics of alcohol.
  - 12.03 Know the pre-existing medical conditions that may be confused with alcohol impairment.
  - 12.04 Know the definition of driving under the influence of an alcoholic beverage, and chemical substances listed in Chapter 877.111, F.S., or any substance controlled under Chapter 893, F.S.
  - 12.05 State that "normal faculties" are the ability to walk, talk, judge distance and make judgments.
- 13.0 Examine the crash scene and identify the elements that should be included in the florida uniform traffic crash report--The student will be able to:
- 13.01 Determine what type of report, if any, is required.
  - 13.02 State the TCI should survey the extent of the damaged vehicles and/or other property by viewing the area.
  - 13.03 Be able to visually estimate the dollar amount of damages to vehicles and/or other property.
  - 13.04 State that the names, addresses, and telephone numbers of all property owners must be included in the report.
  - 13.05 State conditions under which drivers involved in the crash will complete a Driver Exchange of Information form (DHSMV Form 90006).
  - 13.06 Observe the total crash scene to locate:
    - a. General geographic directions.
    - b. Evidence of, or most logical point of, perception.
    - c. Evidence of direction/location of travel.
    - d. First point of impact.
    - e. Point of maximum engagement.
    - f. Points of secondary impacts.
    - g. Paths of travel post-collision.
    - h. Point(s) of final rest.
    - i. Fixed objects that are directly or indirectly involved in the crash and/or crash scene such as visual obstructions and access points for other traffic.
  - 13.07 Look for landmarks, signage, and roadway markings that did or should have influenced the crash; such as curbs, road striping, medians, safety zones, traffic control devices and traffic information devices.
  - 13.08 State the two types of evidence that should be collected on the scene and list examples of each type.
  - 13.09 State the six types of surface marks a vehicle may make.
  - 13.10 List factors to be considered when evaluating skid marks to determine vehicular speed.
  - 13.11 Demonstrate accurate and meaningful measurement taking at a crash scene.
  - 13.12 Demonstrate knowledge and use of the formula and Speed Nomograph for calculating the drag factor.
  - 13.13 Demonstrate the knowledge, and use of, the formula for determining speed from a skid mark.
  - 13.14 List three reasons why photography is a valuable tool at a crash scene.
  - 13.15 List the legal considerations affecting the admissibility of photographs.
  - 13.16 List the three types of photographs that should be taken at a crash scene.
  - 13.17 Demonstrate the proper use and placement of measuring devices within the area to be photographed.

- 13.18 Demonstrate the correct manner to take photographs.
- 13.19 State reasons for marking finished photographs.
  
- 14.0 State the definitions relative to the TCI--The student will be able to:
  - 14.01 State the definitions relative to the TCI found in Section 316.003, F.S.
  - 14.02 State the following definitions relative to the TCI:
    - a. First harmful event.
    - b. Fatal injury.
    - c. Incapacitating injury.
    - d. Primary collision factor.
    - e. Sketch.
  - 14.03 State the following legal definitions relative to the traffic crash investigation:
    - a. Admission.
    - b. Arrest.
    - c. Contraband.
    - d. Deposition.
    - e. Duces Tecum.
    - f. Evidence.
    - g. FCIC/NCIC.
    - h. Forfeiture.
    - i. Infraction.
    - j. Jurisdiction.
    - k. Jury.
    - l. Misdemeanor.
    - m. Ordinance.
    - n. Probable cause.
    - o. Reasonable doubt.
    - p. Restitution.
    - q. Search.
    - r. Seizure.
    - s. Subpoena.
    - t. Venue.
    - u. Witness.
  
- 15.0 Accurately complete the appropriate Florida uniform traffic crash investigation form(s) and Florida uniform traffic citation--The student will be able to:
  - 15.01 State the purposes of traffic crash reporting and investigating.
  - 15.02 State the uses of a traffic crash report.
  - 15.03 Identify the sources of information for each entry on the forms.
  - 15.04 State the items to be shown on a crash diagram.
  - 15.05 Explain the necessity for analysis of detailed information concerning the crash.
  - 15.06 Identify the main causes and/or contributory causes of crash to include people, vehicles and highway environment.
  - 15.07 Name the sources available to the TCI for obtaining factual evidence; to include people, vehicles and highway environment.
  - 15.08 Name the contributory traffic violation, non-contributory traffic violation and non-traffic violation as the basic types of law violations that occur because of the crash.

- 15.09 State the correct procedure for completing a Uniform Traffic Citation when there is a violation of Chapters 316, 318 and/or 322, F.S., that has resulted in a traffic crash.
- 15.10 Complete the appropriate traffic crash investigation form according to Florida Statutes.
- 16.0 Trial procedures and testimony--The student will be able to:
  - 16.01 State the importance of court preparation for the TCI.
  - 16.02 Explain the pre-trial hearing/conference responsibilities of the TCI.
  - 16.03 Explain the importance of depositions.
  - 16.04 State the appropriate demeanor to display during a hearing/pre-trial conference is to present an image of professional appearance, manner, and bearing.
  - 16.05 Explain wearing the proper uniform, having good personal grooming/hygiene, and being aware of habits (i.e. gum chewing, nail biting) are required to make a good personal appearance.
  - 16.06 Identify appropriate behavior when giving testimony and/or statements.
  - 16.07 Describe tactics used by opposing counsel during cross-examination.
  - 16.08 State the techniques the TCI may use to counteract cross-examination tactics used by the defense counsel.

**Course Number: CJK0114**

**Occupational Completion Point: C**

**Police Service Aide – 110 Hours – SOC Code 33-9099.99**

- 17.0 Explain the community service officer's/police service aide's role, ethics, and professionalism--The student will be able to:
  - 17.01 Explain the Community Service Officer's/Police Service Aide's role.
  - 17.02 Explain ethics and professionalism.
- 18.0 Demonstrate patrol procedures--The student will be able to:
  - 18.01 Use the telephone and police radio properly.
  - 18.02 Recognize the symptoms of mental illness and retardation and notify the proper authorities.
  - 18.03 Perform foot patrol and vehicular patrol and recognize police hazards.
  - 18.04 Secure the necessary evidence, including the scientific tests and reports, in order to successfully prosecute impaired drivers.
  - 18.05 Operate a vehicle according to National Safety Council standards.
- 19.0 Demonstrate investigative report writing skills--The student will be able to:
  - 19.01 Comprehend the types and basic requisites of reports.
  - 19.02 Identify the basic steps in writing a report.
  - 19.03 Apply the fundamentals in writing a report.
- 20.0 Conduct preliminary property crime investigations--The student will be able to:
  - 20.01 Apply proper methods of collecting, preserving, marking and transporting evidence.



- 20.02 Process surfaces for latent fingerprints.
- 20.03 Complete an evidence receipt, maintaining the chain of custody.
- 20.04 Discuss the information required for specific property crime investigations.
- 20.05 Describe procedures for investigating specific property crimes.
- 20.06 Demonstrate preliminary investigation of specific property crimes.