

# TRAINING MANUALS AND LESSON PLANS FOR CORRECTIONAL STAFF INCLUDING PRACTICAL APPLICATION OF THE UN STANDARDS AND NORMS

Gary Hill\*



## I. THE DEVELOPMENT OF A TRAINING MANUAL

Staff training and career development are very vital in any correction organization that aims at progressing. Training simply refers to the process of acquiring the essential skills required for a certain job. It targets specific goals, for instance understanding a process and operating a certain piece of equipment or system. Career development, on the other side, puts emphasis on broader skills, which are applicable in a wide range of situations. This includes decision making, thinking creatively and managing people.<sup>1</sup>

An important tool in facilitating both staff training and career development is a well-constructed staff training manual. Such a manual enables consistency in training and helps insure that all personnel hear the same information and philosophy in the way it is intended by the prison administration. The manual serves to codify workplace rules and guidelines. It helps enable departmental functions in the absence of key employees. It helps keep instructors on track and within the timeframe allotted to teach particular subjects. It helps insure that all intended subjects are covered in the course of a designed training program. It provides the students with reference information that can be used both for the immediate class and later for refreshing the information and providing remedial help.

### A. Needs Analysis

The process begins with a needs analysis — some refer to this as *front-end analysis*. It is an ongoing process of gathering data to determine what training needs exist to help the correction system develop the training required so it can meet its objectives. The training of correction officers is not an activity independent of the mission, objectives and core values of the corrections system. Rather, the training is a tool to help the prisons system meet its goals in an effective, efficient and humane manner.

The following, from [www.hr-survey.com/TrainingNeeds.htm](http://www.hr-survey.com/TrainingNeeds.htm), provides an excellent view of the training needs assessment process:

#### 1. Gathering Employee Opinions for Training Needs

Schedule a meeting with employees in a particular department or job classification. During the meeting, gather ideas from the employees about their needs and areas for professional development. Determine common themes and topics. Ask the employees to review the information gathered and determine which areas/needs are most important to receive training. Then determine the desired outcomes from the training to address these needs. These outcomes could serve as measures of success (validation) of the training.

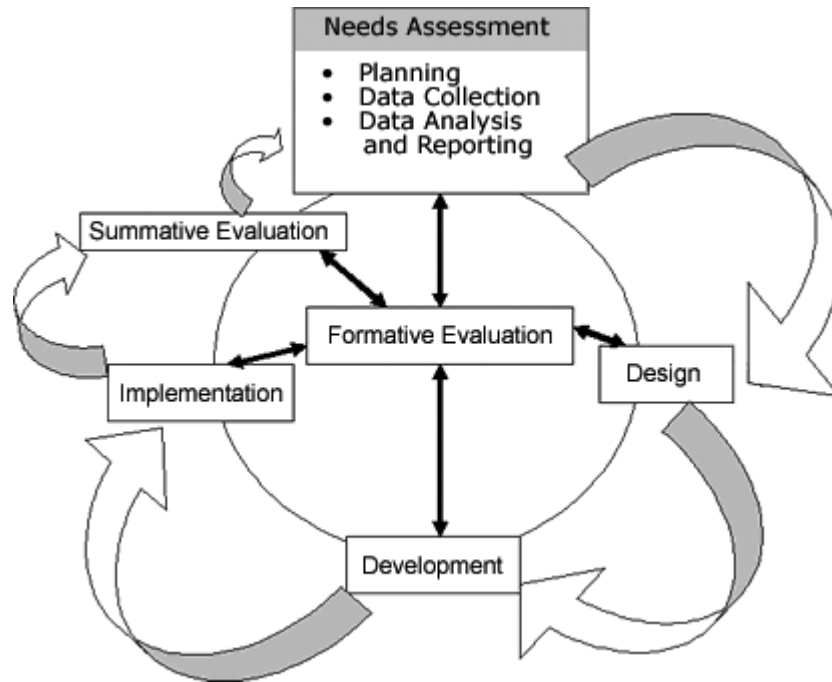
#### 2. The Steps in a Training Needs Assessment

1. Needs Assessment (collecting and analyzing data)
2. Design (program objectives, plan, measures of success)
3. Testing (prototype the instrument and process)
4. Implementation (collection measures and update as needed)
5. Analysis & Evaluation (review feedback and data collected)

---

\*Director of Staff Training of the International Corrections and Prisons Association and Scientific Coordinator of the International Scientific and Professional Advisory Council. Garyhill@cegaservices.com.

<sup>1</sup><[www.artofthestart.com](http://www.artofthestart.com)>, November 2014.



3. Assessment Methods: Advantages and Disadvantages<sup>2</sup>

<b>a. Workplace observation</b>	
<p><b>Advantages</b> Assurance that evidence is authentic, valid and current Applicant need not leave workplace Can illustrate competence through reference to/use of workplace facilities and resources Necessary method for some high risk activities and roles</p>	<p><b>Disadvantages</b> Applicant may feel pressured, affecting performance Assessor needs access to workplace</p> <p><b>Mitigation</b> Ensure that the applicant is fully informed Allow more than one attempt and inform the applicant that they are eligible for a second attempt. Negotiate with the employer to allow workplace access</p>
<b>b. Simulation</b>	
<p><b>Advantages</b> Enables assessment under simulated degraded or emergency conditions Enables assessment of infrequent events that have not otherwise occurred during workplace assessment</p>	<p><b>Disadvantages</b> In the case of safety critical roles in rail, requires access to simulator</p>
<b>c. Third party report</b>	
<p><b>Advantages</b> Can provide useful backup Process need not be complicated. e.g. Third party completes form or checklist</p>	<p><b>Disadvantages</b> Need to confirm that information is authentic and current Third party must be informed and credible</p> <p><b>Mitigation</b> Request a statutory declaration, signed and witnessed appropriately</p>

<sup>2</sup>Skills Recognition, <<http://www.skillsrecognition.net.au/the-advantages-and-disadvantages-of-various-assessment-methods>>.

<p><b>d. Questioning</b> in the form of a competency conversation, professional conversation, learning conversation, interview</p>	
<p><b>Advantages</b> Provides immediate feedback Provides opportunity to explore skills and experience in greater depth Does not disadvantage applicants with limited reading and writing skills</p>	<p><b>Disadvantages</b> Requires a skilled assessor Applicant performance may be influenced by assessor's style</p>
<p><b>e. Projects/assignments</b></p>	
<p><b>Advantages</b> Can provide extensive information on applicant skills, knowledge and experience May be used in both group and individual assessment Familiar assessment method for some applicants Allows for differences in learning styles</p>	<p><b>Disadvantages</b> Requires writing and presentation skills May ask for skills that are not required of the unit of competency May not be a good indication of workplace competence May be judged on presentation rather than content Difficult to confirm validity</p>
	<p><b>Mitigation</b> Cross check validity with a peer or colleague</p>
<p><b>f. Print portfolio</b> hard-copy documentary evidence compiled by applicant</p>	
<p><b>Advantages</b> May include various forms of evidence of informal, non-formal and formal experience Applicants are likely to be familiar with this approach</p>	<p><b>Disadvantages</b> May be difficult to confirm authenticity May be judged on presentation rather than content</p>
	<p><b>Mitigation</b> Check certifications, qualifications, third party reports and referees re: authenticity</p>
<p><b>g. e-Portfolio</b> electronic documentary evidence compiled by applicant</p>	
<p><b>Advantages</b> May include various forms of evidence of informal, non-formal and formal experience Suits applicants who are comfortable working with computers and online environment Can be streamlined through use of templates or ePortfolio software Information can be electronically shared and stored Minimizes paper-based evidence collection</p>	<p><b>Disadvantages</b> Requires computer literacy May be difficult to confirm authenticity/validity May be judged on presentation rather than content</p>
	<p><b>Mitigation</b> Check documents for authenticity where possible Allow for a paper-based portfolio</p>
<p><b>h. Point of view glasses</b> Video camera worn by an individual to take live audio-visual footage from the perspective of that person.</p>	
<p><b>Advantages</b> When worn by applicant or a colleague, provides audio-visual evidence of the applicant performing a work activity Particularly useful in assessing the skills of workers who are geographically remote from the assessor</p>	<p><b>Disadvantages</b> Requires access to the technology</p>

<b>i. Challenge Test</b> also called skills test	
<b>Advantages</b> Can include practical, written and/or oral elements Provides opportunity for targeted testing of safety critical activities and roles Can test understanding and recall	<b>Disadvantages</b> May not adequately assess skills requiring synthesis and analysis Stress may influence applicant performance
	<b>Mitigation:</b> Ensure the applicant is fully informed about the nature of the exercise Allow for a second opportunity and inform the applicant of this opportunity prior to taking the challenge.

Other ways of identifying potential training needs include:

- Review of incident reports (accidents, escapes, confrontations, contraband)
- Staff and inmate suggestions, complaints, requests
- News articles concerning the prison operation
- Input from visitors, inmate family members, clergy, NGOs

With each identified training need, establish a list of tasks needed to be accomplish it, along with performance objectives and how the accomplishment of the objective can be measured. The list of training needs and performance objectives must then become part of a full training curriculum (see sample in Appendix A) and converted into lesson plans or modules.

## B. Lesson Plans

A lesson plan is a detailed guide for teaching a lesson.<sup>3</sup> It's a step-by-step guide that outlines the instructor's objectives for what the students will accomplish during the lesson. It is the planning needed to insure the appropriate information is taught in the most effective manner. The United States President, Abraham Lincoln<sup>4</sup> said, "If I had eight hours to chop down a tree, I'd spend six hours sharpening the axe." Creating a lesson plan involves setting goals (objectives), developing activities, and determining the materials that will be used.

A lesson plan is not for the student — rather it is for the instructor and training administrators. The lesson plan consists of several item<sup>5</sup>:

Normal parts of a lesson plan:

- Aims and Objectives – what you wish to teach
  - No more than 1 to 2 aims for a 2-hour lesson
  - Objectives indicate what the student will be able to do as a result of the lesson (e.g. *At the conclusion of this block of instruction:*
    1. *The student will correctly name the major components of the nation's justice system.*
    2. *The student will correctly identify the nation's Prison Law and the legislative source of the Prison rules.*)
- Methods/Type of Instruction – how you will teach the subject matter
  - In developing this section, the instructor should take into consideration:
    - What the students should already know
    - What the instructor should know about the students
  - Methods – some examples include:
    - Lecture
    - Discussion
    - Question/answer sessions

<sup>3</sup>Cox, Janelle, *What is a Lesson Plan*, K6educators.about.com

<sup>4</sup>American 16<sup>th</sup> President, 1861-65.

<sup>5</sup>Much of the material explaining what a lesson plan should contain comes from *Slideshare* – <www.slideshare.net>.

- Demonstrations
  - Role playing
  - Tabletop exercises – group discussion of a simulated emergency situation. Students, in groups, discuss the actions they would take in a particular emergency, testing their emergency plan in an informal, low-stress environment
  - Computer simulations
  - Interactive video or computer-based programs
  - Simulations
  - Case studies
  - Planned reading
  - Practice
  - Resources – what materials you will need to teach the subject (and to help the instructor)
    - Normal items can include: student’s workbook, pens, paper
    - Special items could be: posters, charts, maps, worksheets, projector, PowerPoint, videos, security equipment
  - Assessment – how you will check that the students have learned what you have attempted to teach
    - My personal belief is that if you do not have a test at the end of the lesson you should not teach it. The test can be oral or written or even part of the on-the-job training with a coach or mentor. Testing for competency can be an on-going process with tests immediately after the subject is taught and then periodically throughout the individual’s career.
    - Test results should be recorded and part of the student’s file.
  - Evaluation – how you will check your performance as an instructor
    - Student feedback forms
    - Observation by other instructors
  - Contingency – what preparations you will do in case things do not go as planned
    - What could go wrong?
      - Guest lecturer does not show up
      - Projector does not work
      - Lesson proves too difficult for the majority of the class
      - Lesson proves too easy for the majority of the class
      - Subject matter covered in much less time than was planned – students have nothing to do
      - Class time over before all the material has been covered
      - A student, or several, become disruptive
      - Class is interrupted by higher officials or visitors
    - The above and others are samples – plan for each of them and more BEFORE they happen
- Parts of the lesson plan added for correction trainers:
- References to applicable laws, prison policy, international and national standards
  - Use, where applicable, of actual equipment used by the correction service
  - Examples from within the correction system – both current and historic (for example using actual cases of escape, finding contraband, staff/inmate interaction)

A lesson plan also serves to maintain consistency in how a subject is taught and helps keep both the instructor and the class on target and within allowed training times. In addition, if the original instructor cannot give the lesson, it allows the substitute instructor to maintain the integrity of the lesson. Most often, the individual lessons in a correction-based curriculum are part of a series building from basic to advanced knowledge and tied to practical application. Without common lesson plans, changes in instructors can break that chain of advancing the student’s knowledge and competency.

**Sample lesson plan format** (this is an example that can be modified):

LESSON PLAN 19 – Controlling Inmate Behavior

Method of Instruction: Lecture, Discussion, Question and Answer

Time Frame: 2 Hours

Performance Objectives: At the conclusion of this block of instruction the student will:

1. Be able to define what “control” means when used in the context of “controlling inmates”
2. Learn the steps to follow in handling inmate requests
3. Learn how to reinforce behavior using both verbal and non-verbal techniques

Training Aides Required: Blackboard or flip chart

**INTRODUCTION**

Controlling behavior simply means taking charge. This is what it's all about in an institution. Without the ability to control behavior, all the other efforts are wasted. An officer has to do everything he can to ensure appropriate behavior: first in the interest of the institution and himself, then in the interest of the inmate. The same holds true for the inmate. Learning to control his own behavior is in his own interest. Control of inmate behavior leads to a secure institution. Inmate self-control leads the inmate to success. Without control, nothing productive can occur.

Controlling inmate behavior is an applied activity, not a philosophical exercise. In this lesson we will concentrate on three specific application skills:

1. Handling inmate requests
2. Making requests of inmates
3. Reinforcing behavior

---

**DISCUSSION GUIDE:**

Pick two students, one to play the part of the inmate, the other the part of the officer.

The instructor should describe a scene in which an inmate requests something that will be difficult to grant -- examples might be an extra visit or to be allowed to work an easier job or to have some items not allowed other prisoners.

Have the class analyze the way the officer handled the situation and ask them to explain why control is important for inmate management. Then ask them to discuss what the inmate gains when he learns to control his own behavior. Help them end with an appropriate resolution and then point out the following:

---

In the case above, the officer exerted control through skill, not force. He didn't demean or put down, he didn't use sarcasm. You will note, however, that included in his skills were firmness and reasons for his actions. There was no weakness. The inmate now knows what he is expected to do and why. The officer was even able to continue to be responsive to the inmate when the inmate became irritated. The use of skill gets that job done and increases the probability that the inmate will feel he has been treated fairly even if he has to have his routine interrupted.

## **II. PRACTICAL APPLICATION OF INTERNATIONAL UN STANDARDS AND NORMS**

### **A. International Standards Impacting Corrections: List of Relevant Human Rights Instruments**

All of the instruments listed below are potentially of relevance to anyone wishing to submit allegations of ill-treatment to international bodies, or indeed within the national system. They have been arranged thematically in order to make it easier to pick out all instruments relevant to a specific topic. Within the thematic divisions, they have then been subdivided according to their origin, i.e. the international organization which created them.

1. General Human Rights Instruments

**United Nations:**

- Universal Declaration of Human Rights
- International Covenant on Civil and Political Rights
- Optional Protocol to the International Covenant on Civil and Political Rights

**Council of Europe:**

- European Convention on Human Rights

**Organization of American States:**

- American Declaration on the Rights and Duties of Man
- American Convention on Human Rights

**Organisation of African Unity:**

- African Charter on Human and Peoples' Rights

2. Torture-Specific Human Rights Instruments

**United Nations:**

- Declaration on the Protection of All Persons from Being Subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

**Council of Europe:**

- European Convention on the Prevention of Torture

**Organisation of American States:**

- Inter-American Convention to Prevent and Punish Torture

3. General Standards for the Treatment of Persons in Official Custody

**United Nations:**

- Standard Minimum Rules for the Treatment of Prisoners (the Mandela Rules)
- Basic Principles for the Treatment of Prisoners
- Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment
- United Nations Rules for the Protection of Juveniles Deprived of their Liberty
- United Nations Standard Minimum Rules for the Administration of Juvenile Justice ("The Beijing Rules")
- United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders (the Bangkok Rules)

**Council of Europe:**

- European Prison Rules

4. Professional Standards

**United Nations:**

- Principles of Medical Ethics relevant to the Role of Health Personnel, particularly Physicians, in the Protection of Prisoners and Detainees against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
- Model Autopsy Rules
- Code of Conduct for Law Enforcement Officials
- Basic Principles on the Use of Force and Firearms by Law Enforcement Officials
- Basic Principles on the Role of Lawyers
- Guidelines on the Role of Prosecutors
- Basic Principles on the Independence of the Judiciary

**Council of Europe:**

- Declaration on the Police

5. Instruments Relating to Women

**United Nations:**

- Declaration on the Elimination of All Forms of Discrimination against Women
- Convention on the Elimination of All Forms of Discrimination against Women
- Declaration on the Elimination of Violence against Women

**Organisation of American States:**

- Inter-American Convention on the Prevention, Punishment and Eradication of Violence Against Women

6. Instruments Relating to Children

**United Nations:**

- Declaration on the Rights of the Child
- Convention on the Rights of the Child
- United Nations Rules for the Protection of Juveniles Deprived of their Liberty
- United Nations Standard Minimum Rules for the Administration of Juvenile Justice (“The Beijing Rules”)

**Organization of African Unity:**

- African Charter on the Rights and Welfare of the Child

7. Instruments Relating to Persons Detained on Mental Health Grounds

**United Nations:**

- Principles for the Protection of Persons with Mental Illnesses and the Improvement of Mental Health Care

8. Instruments Relating to Racial Discrimination, Apartheid and Genocide

**United Nations:**

- United Nations Declaration on the Elimination of All Forms of Racial Discrimination
- International Convention on the Elimination of All Forms of Racial Discrimination
- Convention on the Prevention and Punishment of the Crime of Genocide
- International Convention on the Suppression and Punishment of the Crime of Apartheid

9. Instruments Relating to Disappearances and Extra-Judicial Executions

**United Nations:**

- Declaration on the Protection of All Persons from Enforced Disappearances
- Principles on the Effective Prevention and Investigation of Extra-legal, Arbitrary and Summary Executions

**Organization of American States:**

- Inter-American Convention on the Forced Disappearance of Persons

10. Humanitarian Law Instruments

- Geneva Convention I for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field
- Geneva Convention II for the Amelioration of the Condition of Wounded, Sick and Shipwrecked Members of Armed Forces at Sea
- Geneva Convention III relative to the Treatment of Prisoners of War
- Geneva Convention IV relative to the Protection of Civilian Persons in Time of War
- Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of International Armed Conflicts (Protocol I)
- Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of Non-International Armed Conflicts (Protocol II)

11. Other Relevant Instruments

**United Nations:**

- Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognised Human Rights and Fundamental Freedoms (“Declaration on Human Rights Defenders”)
- Safeguards Guaranteeing Protection of the Rights of Those Facing the Death Penalty
- Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power
- Statute of the International Criminal Court
- United Nations Standard Minimum Rules for Non-custodial Measures (the Tokyo Rules)



**B. Incorporating Standards and Norms in Lesson Plans and Training Material**

Often times United Nations and International Standards are taught apart from the other lesson plans. The attached sample curriculum does have a separate lesson plan on international standards. However, the standards that impact on all the individual lesson plans should also be identified in each lesson plan, along with national laws and organizational policy and procedures. My practice has been to identify them at the end of each lesson plan and to provide that information to the students. The intent is to have the students understand that everything we teach in corrections is tied to acceptable human rights standards and norms. Below is an example from the Table of Contents in *Basic Training Manual for Correctional Workers*<sup>6</sup>.

LESSON PLAN 14 - Introduction to Searching Techniques ..... 244  
 Supplement to LESSON PLAN 14 ..... 251  
 Human Rights Instruments Related to LESSON PLAN 14 ..... 272  
 Sample Procedural Assessment Template for LESSON PLAN 14 ..... 274

In the above example, the Supplement to LESSON PLAN 14 provides additional ways to teach the subject. The Human Rights Instruments are presented in the following format:

**International Covenant on Civil and Political Rights**

Adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966 entry into force 23 March 1976, in accordance with Article 49

Article 17

1. No one shall be subjected to arbitrary or unlawful interference with his privacy, family, home or correspondence, nor to unlawful attacks on his honour and reputation.
2. Everyone has the right to the protection of the law against such interference or attacks.

Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment  
 Adopted by General Assembly resolution 43/173 of 9 December 1988

*Principle 1*

**All persons under any form of detention or imprisonment shall be treated in a humane manner and with respect for the inherent dignity of the human person.**

*Principle 3*

There shall be no restriction upon or derogation from any of the human rights of persons under any form of detention or imprisonment recognized or existing in any State pursuant to law, conventions, regulations or custom on the pretext that this Body of Principles does not recognize such rights or that it recognizes them to a lesser extent.

**Basic Principles for the Treatment of Prisoners**

Adopted and proclaimed by General Assembly resolution 45/111 of 14 December 1990

1. All prisoners shall be treated with the respect due to their inherent dignity and value as human beings.

**Code of Conduct for Law Enforcement Officials**

Adopted by General Assembly resolution 34/169 of 17 December 1979

Article 2

In the performance of their duty, law enforcement officials shall respect and protect human dignity and maintain and uphold the human rights of all persons.

**World Medical Association Statement on Body Searches of Prisoners**

<sup>6</sup>*Instructor's Manual*, June 2006, International Corrections and Prisons Association and the International Scientific and Professional Advisory Council of the United Nations Crime Prevention and Criminal Justice Programme, CEGA Services/Contact Center, Lincoln, NE USA.

161ST INTERNATIONAL TRAINING COURSE  
VISITING EXPERTS' PAPERS

Adopted by the 45th World Medical Assembly Budapest, Hungary, October 1993

The prison systems in many countries mandate body cavity searches of prisoners. Such searches, which include rectal and pelvic examination, may be performed when an individual enters the prison population and thereafter whenever the individual is permitted to have personal contact with someone outside the prison population, or when there is a reason to believe a breach of security or of prison regulations has occurred. For example, when a prisoner is taken to Court for a hearing, or to the hospital for treatment, or to work outside the prison, the prisoner, upon returning to the institution, may be subjected to a body cavity search which will include all body orifices. The purpose of the search is primarily security and/or to prevent contraband, such as weapons or drugs, from entering the prison.

These searches are performed for security reasons and not for medical reasons. Nevertheless, they should not be done by anyone other than a competent person with some medical training. This non-medical act may be performed by a physician to protect the prisoner from the harm that might result from a search by a non-medically trained examiner. The physician should explain this to the prisoner and should furthermore explain to the prisoner that the usual conditions of medical confidentiality do not apply during this imposed procedure and that the results of the search will be revealed to the authorities. If a physician is duly mandated by an authority and agrees to perform a body cavity search on a prisoner, the authority should be duly informed of the necessity for this procedure to be done in a humane manner.

The search should be conducted by a physician other than the physician who will provide medical care to the prisoner.

The physician's obligation to provide medical care to the prisoner should not be compromised by an obligation to participate in the prison's security system.

The World Medical Association urges all governments and public officials with responsibility for public safety to recognize that such invasive search procedures are a serious assault on a person's privacy and dignity, and also carry some risk of physical and psychological injury. Therefore, the World Medical Association exhorts that, to the extent feasible without compromising public security,

- alternate methods be used for routine screening of prisoners, and body cavity searches be resorted to only as a last resort;
- If a body cavity search must be conducted, the responsible public official ensure that the search is conducted by personnel with sufficient medical knowledge and skills to perform the search safely;
- the same responsible authority ensure that due regard for the individual's privacy and dignity be guaranteed.

Finally, the World Medical Association urges all governments and responsible public officials to provide for such searches by a physician whenever warranted by the individual's physical condition. A specific request by a prisoner for a physician shall be respected, so far as possible.

**COUNCIL OF EUROPE. COMMITTEE OF MINISTERS. RECOMMENDATION No. R (98) 7-OF THE COMMITTEE OF MINISTERS TO MEMBER STATES CONCERNING THE ETHICAL AND ORGANISATIONAL ASPECTS OF HEALTH CARE IN PRISON**

Adopted by the Committee of Ministers on 8 April 1998, at the 627th meeting of the Ministers' Deputies.

*H. Body searches, medical reports, medical research.*

72. Body searches are a matter for the administrative authorities and prison doctors should not become involved in such procedures. However, an intimate medical examination should be conducted by a doctor when there is an objective medical reason requiring his/her involvement.

The Sample Procedural Assessment Template is a form for the instructor or, later, the Mentor/Coach to use to evaluate the student's performance:

**PROCEDURE ASSESSMENT: BODY SEARCHES**

Corrections Officer Name (please print): \_\_\_\_\_

**Introduction**

Read through the following security skill. Place a check (✓) under **Yes or No** in the column stating whether or not the officer performed this part of the task, they must perform this skill twice (on different days) and be graded both times.

RESOURCE MATERIAL SERIES No. 98

<b>Body Searches</b>	<b>1<sup>st</sup> Practice</b>		<b>2<sup>nd</sup> Practice</b>	
<b>1. Knowledge of Institutional Policies and/or Post Orders</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
● able to reference and state the reference numbers of the Policy and/or Post Order				
● demonstrates understanding when a body search can be conducted				
● demonstrates understanding that all searches must be carried out by a person of the same sex				
<b>2. Prepares self</b>				
● knows the reason for the search				
● acquires any equipment such as a bag (for contraband)				
● has another officer as a back-up				
<b>3. Procedures</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
● informs the prisoner that they are going to be searched				
● watches the prisoner for signs of aggression, once the prisoner has been told they are to be searched				
● has prisoner remove any excess clothing, shoes, jacket, etc.				
● has prisoner empty all of their pockets and pull them inside out				
● tells prisoner to stand approximately three feet from the wall facing the officer				
● has the prisoner spread their legs and stretch their arms to their sides				
● has the prisoner wiggle their fingers and checks their mouths for any hidden contraband				
● has the prisoner turn around and places their hands spread out against the wall, their feet should be approximately three feet wide apart and three feet from the wall				
● place their hand in the middle of the prisoners back (to detect any sudden movement)				
<b>4. Conducting the Search (Thoroughly and Systematically)</b>				
● searches the head and neck area (ears, hair and mouth if not previously done so)				
● searches the upper body – back – shoulders – arms – rib cage – front and back				
● searches the lower body – waist – butt – crotch – legs – feet				
● searches excess clothing and personal articles				
● searches shoes / or sandals				
● returns items to prisoner				
<b>5. Administration</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
<b>documents the search in the log book and includes all staff names who were involved</b>				
<b>places contraband into envelope and informs the supervisor immediately</b>				
<b>submits written reports of any unusual findings to the superintendent</b>				
<b>Overall Rating</b>	<b>Pass</b>	<b>Fail</b>	<b>Pass</b>	<b>Fail</b>

161ST INTERNATIONAL TRAINING COURSE  
VISITING EXPERTS' PAPERS

**Mentor's comments and training needs identified**

**Mentor's Signature:** \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Officer's comments** (optional):

**Officer's Signature:** \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

*(This does not state agreement; it only states this has been reviewed with the mentor)*

**III. CONCLUDING THOUGHTS**

In 1973, William Nagel, a renowned Australian criminologist wrote a book called, *The New Red Barn: A critical look at the modern American Prison*, in which he argued that an efficient, humane and effective prison could be operated anywhere (even a new red barn) with good staff, properly trained. This paper is an attempt to show some of what will help create that well trained staff. Good training does not happen by accident nor is it totally dependent upon a knowledgeable and dedicated instructor. It happens due to research, planning, implementing and evaluating. Training, to be effective, cannot happen in a vacuum — it must be based in principles and conform to accepted standards, laws and procedures. Students, in corrections, must understand both the extent and the limits of the power they hold over the lives of others. The correction officer must also be able to react appropriately in a variety of situations and under many levels of stress. Using minimum force and appropriate communication skills comes with training, practice, re-training and more practice.

## APPENDIX A: A SAMPLE PRISON OFFICER TRAINING COURSE

The material used here has been gathered by a review of more than 100 training programs conducted in individual Correctional Staff institutions, training academies and educational institutions around the world. Conferences with prison practitioners were held in North America, South America, Europe, Eastern Europe, Africa, Asia and the Middle East to go over the material in detail. More than 30 manuals were prepared with the laws of specific nations included for the general review and recommendations of prison personnel. The material in this section is what was found to be an almost universally agreed upon set of the basic and minimum information people working in a prison should have included in their initial training. The times suggested here for each course is, again, a compilation of what was gathered from the material reviewed and would most likely be used as a guide in individual institutions doing their own initial or refresher training. Training in a school or academy will undoubtedly be longer and more detailed.

Before working in a detention facility, prison or other type of correctional facility, it is important that certain basic elements are taught to each new employee. This is especially true for personnel who will be working directly with inmates. Following is an outline of what those basic elements should be. The individual institution may wish to change the order suggested for some of the training modules, or may wish to add to or modify some of the topics

The amount of time suggested for each module is based on the experience of similar training modules as operated in several prisons in different parts of the world. The time is the **minimum** needed to cover the subject and is meant as a guide to help you develop your own module. If desired, sample lesson plans can be provided to serve as an example as individual institutions develop their own. The following is for a correctional system where officers may use firearms. If a system does not use firearms, the lesson plans included below should be eliminated. Also initial training, and refresher training, should include ethics.

Though physical fitness training is important, it is not mentioned in this manual. Many prison systems bring their recruits into an academy and provide them with as much as six months to a year of basic training which has many additional elements not included here. Those who do more are to be commended and, if possible, copied by others. However, this manual is intended to present the minimum subject matter necessary for the efficient, effective and humane performance of duties. It goes without saying that without proper supervision and constant reinforcement of both the philosophy of the prison system and the appropriate behavior of the staff, the training is of little value.

Finally, what is presented here is the minimum classroom material. It is strongly suggested that the training include several practical sessions where the recruits spend time with experienced officers inside of prisons. After the initial orientation, a visit to one or more prisons is an important way to help the recruit to better understand what he or she will be exposed to during the individual lessons. It is also recommended that experienced officers be trained as "coaches" so when they are working with recruits, they can help reinforce and enhance the basic training.

### THE FIRST WEEK — AN OVERVIEW OF CORRECTIONS AND WORKING IN IT

#### I. ORIENTATION

This is the student's introduction to the corrections system. It begins with an overview of the nation's criminal justice system and moves to the specifics of the laws covering the prison system. It ends by covering the general duties and expected behavior of prison personnel. Minimum time that should be allocated to this subject is 2 hours.

#### II. OVERVIEW OF THE PRISON SYSTEM

This module looks at the purpose of prison within the nation. Emphasis is given to the legal difference of the status of a confinee in pre-trial detention and an offender imprisoned as a condition of the court-imposed sentence. It will also cover the different classifications of inmates which must, by law, be kept separate from each other. The final section will list and define the various prisons within the nation and describe their general purpose, population capacities and security levels. Minimum time that should be allocated to this subject is 2 hours.

161ST INTERNATIONAL TRAINING COURSE  
VISITING EXPERTS' PAPERS

III. WHO IS IN OUR PRISONS AND WHY?

This module provides information on the race, sex, age, offense, and average term served by the nation's inmates. It also covers the types and numbers of inmates from foreign nations. The lesson ends with a discussion among the students to help identify any false stereotypes and prejudices they might have concerning inmates in general. It will include a discussion on the causes of crime, especially violent crime, within the nation. Minimum time that should be allocated to this subject is 2 hours.

IV. INTERNATIONAL STANDARDS AND NORMS IMPACTING ON PRISON WORK AND INMATES

This module provides an in-depth introduction of the United Nations and other appropriate Standards and Norms defining the minimum standards of treatment required for detained and sentenced individuals. It covers inmate rights and staff responsibilities. Minimum time that should be allocated to this subject is 4 hours.

V. PRISON POLICIES AND PROCEDURES

This module identifies the authority under which the prison system works and provides an overview of the policies. Sample policies and procedures are presented. Group discussions and exercises are conducted to enable participants to find solutions to policy questions they might encounter. Minimum time that should be allocated to this subject is 6 hours.

VI. CROSS-CULTURAL AWARENESS

The purpose of this module is to provide participants with the knowledge and skills necessary to supervise and effectively communicate with all members of today's culturally diverse prison community, thereby improving the overall effectiveness of prison operations and avoiding culturally related supervision problems. Minimum time that should be allocated to this subject is 2 hours.

VII. INMATE DISCIPLINE

This module presents an introduction to the discipline process by reviewing the established rules for inmate behavior. The concept of due process in the discipline program is explained as well as punishment options. Minimum time that should be allocated to this subject is 3 hours.

VIII. INMATES AND THE PRISON ENVIRONMENT

This module begins with a brief discussion of the impact of prison and confinement on both inmates and staff. It covers the various stages inmates go through from reception to discharge from the system. This is followed by discussions of the subtle, destructive manipulation by some inmates that can lead staff into criminal activity while working in a prison. The manipulation techniques of the criminal personality are explored as a way of developing insights to protect against the "games" that some inmates play. Minimum time that should be allocated to this subject is 4 hours.

IX. VIOLENCE IN PRISON

This module looks at the issue of inmate violence from the point of view of controls available in prison settings. An analysis of previous disturbances or violent incidence is presented. Discussion of inmate needs and the physical conditions helping lead to prison disturbances is also provided. Minimum time that should be allocated to this subject is 1 hour.

X. A BRIEF OVERVIEW OF PRISONS AND TREATMENT PHILOSOPHIES

The previous lessons have laid the legal, operational and philosophical base of the prisons and the prison environment. This module looks at the history of how prisons developed into their current method of operating. Information is provided on the theory of re-socialization and rehabilitation and what role the prison officer plays. Current re-socialization programs operating within the prison are explained. Minimum time that should be allocated to this subject is 4 hours.

XI. HOSTAGE SURVIVAL

This module answers the question, "What should I do if I were taken hostage?" Mental and emotional preparedness is stressed along with a discussion of the emergency planning that is part of the institutional response to hostage situations. Minimum time that should be allocated to this subject is 2 hours.

XII. FIRE SAFETY

Fires in a prison are especially dangerous due to the security arrangements of prisons. All staff are expected to respond to fire emergencies as well as be aware of their role in fire prevention. Minimum time that should be allocated to this subject is 1 hour.

XIII. SUPERVISION OF INMATES

This module looks at the duties, responsibilities and techniques of inmate supervision. It provides some specific supervision activities when dealing with inmates who are members of organized gangs. Minimum time that should be allocated to this subject is 1.5 hours.

THE SECOND WEEK — MANAGING PROBLEMS IN A PRISON SETTING

XIV. INTRODUCTION TO SEARCHING TECHNIQUES

This program is divided into sub-sections that deal with techniques for clothed body searches, unclothed body searches and cell or area searches. A consistent “head to toe” approach to the frisk search is demonstrated as one of the security skills that will be tested at the end of the week. Minimum time that should be allocated to this subject is 4 hours.

XV. DRUG AWARENESS

This module introduces the drugs commonly found in prisons. It provides information on the use, effect and identification of chemicals and substances abused by inmates. It provides information concerning safety issues for staff who may come into contact with these substances. Minimum time that should be allocated to this subject is 2 hours.

XVI. SUICIDE PREVENTION

This module helps the staff identify the warning signs that people contemplating suicide often exhibit. Correctional Staff need to be aware of their role in identifying and preventing inmate suicide. Minimum time that should be allocated to this subject is 1 hour.

XVII. SIZING UP THE SITUATION

This module helps the staff know what is happening in any situation. Sizing up helps avoid costly mistakes and maximizes the chances that decisions will be effective and accurate. Minimum time that should be allocated to this subject is 2 hours.

XVIII. COMMUNICATING WITH INMATES

This module provides the skills to help staff open up communications with inmates. It provides staff with the ability to get another person to tell them more about what he or she knows or thinks. Minimum time that should be allocated to this subject is 2 hours.

XIX. CONTROLLING INMATE BEHAVIOR

Besides the need to protect the due process rights of inmates, there is a need to effectively deal with inmate behavior on an on-going basis that requires good management and communication skills on the part of prison workers. This module focuses on various proven ways to effectively correct behavior. Minimum time that should be allocated to this subject is 2 hours.

XX. FIRST AID AND HEALTH PROMOTION

This program includes an introduction to Emergency Action Principles as well as correct procedures for patient assessment prior to rendering or summoning aid. Techniques for rescue breathing, clearing an obstructed airway, and CPR are taught as well as other procedures for emergency conditions that, if not treated, can become life threatening very quickly. The session ends with a discussion of health and disease issues, such as TB, AIDS and other communicable diseases. It also covers information on what officers can do to help promote general health and sanitary conditions within the facility. Minimum time that should be allocated to this subject is 8 hours.

XXI. NON-VIOLENT CRISIS INTERVENTION

This module exposes the participants to recognition of the stages of crisis development in individuals as well as effective staff responses to each phase of this development. A series of exercises are provided to

161ST INTERNATIONAL TRAINING COURSE  
VISITING EXPERTS' PAPERS

assist staff in experiencing what it is like to work with someone going through these phases. Participants are given exposure to non-violent defense techniques as well as a non-violent team control technique. Minimum time that should be allocated to this subject is 4 hours.

XXII. PERSONNEL PROTECTION TECHNIQUES

This module introduces some fundamental principles of personal protection. A variety of defensive release techniques are demonstrated and practiced. The course concludes with several practical control techniques. Minimum time that should be allocated to this subject is 2 hours.

XXIII. KEY AND TOOL CONTROL

The secure use of tools and keys is an important aspect of every institutional operation. Basic ideas on acquisition and control of these devices is explored and discussed. Minimum time that should be allocated to this subject is 4 hours.

XXIV. INMATE COUNTS

This module introduces important security supervision techniques that are required in inmate management. The focus is on developing good observation skills along with procedures for conducting various types of inmate counts. An exercise in counting is a concluding activity for this module. Minimum time that should be allocated to this subject is 1 hour.

XXV. REPORT WRITING

This module provides an introduction to basic report writing skills as a background to the legal and administrative requirements for reports of the Prison system. The program is divided into two sessions and concludes with a Practicum where each participant will complete several reports that are reviewed under the supervision of the instructor. Minimum time that should be allocated to this subject is 2 hours.

XXVI. STRESS MANAGEMENT

This module demonstrates stress management techniques and has participants practice some of them. Minimum time that should be allocated to this subject is 2 hours.

THE THIRD WEEK — SECURITY PROCEDURE AND FIREARMS

XXVII. USE OF FORCE

This module investigates the types of force to use in controlling inmates, always keeping it to the least amount of force necessary. Practice in identifying potentially dangerous situations and how to handle them in as non-combative a manner as possible is given each participant. Minimum time that should be allocated to this subject is 2 hours.

XXVIII. FIREARM SAFETY

This module prepares the trainees for the specific weapons they will use in corrections. The basics of weapon and range safety are carefully presented as the most important aspect of weapons handling. Minimum time that should be allocated to this subject is 1 hour.

XXIX. INTRODUCTION TO WEAPONS

This module prepares the staff for the potentiality of carrying firearms and chemical agents as a job responsibility related to the authority granted them by the State. This course presents basic introductory skills and a familiarization with the handling characteristics and functional operation of each of the weapons they will use in their job. Classroom demonstration is provided for each weapon. Minimum time that should be allocated to this subject is 2 hours.

XXX. WEAPONS - CLASSROOM PRACTICE

Each trainee is given ample time to become physically acquainted with the operation of each weapon as a prelude to range practice and qualification. A series of drills and simulations are used to develop and enhance good shooting skills prior to range use of these weapons. Special training on the handling and use of chemical agents will be covered. Minimum time that should be allocated to this subject is 2 hours.



XXXI. RANGE PRACTICE AND QUALIFICATION

Each trainee will have an opportunity to practice with each weapon and then demonstrate a minimum of 70% proficiency with each weapon that they may be authorized to use in the course of their working duties. The courses of fire are designed to demonstrate accuracy and timeliness in weapon use. Minimum time that should be allocated to this subject is 2 hours.

XXXII. LOW-LIGHT AND NIGHT FIRING COURSES

Firing at Dusk and during night conditions provides an important familiarization with the limitations of using a weapon in these conditions. The course of fire includes the use of all basic weapons under both low-light and full night darkness conditions. Minimum time that should be allocated to this subject is 2 hours.

XXXIII. USING RESTRAINING DEVICES

The skills needed to safely and securely apply restraining devices are demonstrated in this module. The participants will learn the functional capability of restraints along with special skills used in the preparation for the transportation of prisoners. A safe transportation method is demonstrated. This is one of the security skills that will be tested at the end of the week. Minimum time that should be allocated to this subject is 3 hours.

XXXIV. TRANSPORTATION OF PRISONERS

This module introduces the security problems involved in motorized transportation of prisoners. A review of common problems is presented. A variety of seating arrangement scenarios are analyzed in preparation for this portion of the security skills evaluation at the end of the week. Minimum time that should be allocated to this subject is 2 hours.

XXXV. USE OF RADIO/TELEPHONES

This module demonstrates the different types of radio and telephone equipment used in corrections. Each trainee will be given an opportunity to practice with each type of radio. Communication security and methods of clear and concise communications are covered. Minimum time that should be allocated to this subject is 2 hours.

XXXVI. SPECIAL SECURITY ISSUES

This module will cover specialized areas of concern to prison personnel. Those issues include:

- Forced Cell Moves
- Riots
- Crime Scene Protection
- Internal Investigations
- Escapes
- Attacks on the Institution by Bandits

Minimum time that should be allocated to this subject is 4 hours.

XXXVII. SECURITY SKILLS PRACTICE

This module allows time for controlled practice of the skills required for frisk search, restraint application and transport in one of several situations. Each trainee will work with a partner to simulate real-life situations in the use of these skills. Minimum time that should be allocated to this subject is 4 hours.

**For additional information please contact: Gary Hill**  
**P.O. Box 81826**  
**Lincoln, NE 68501-1826**  
**USA**  
**Phone: 402 420-0602**  
**Fax: 402 420-0604**  
**Email: Garyhill@cega.com**

161ST INTERNATIONAL TRAINING COURSE  
VISITING EXPERTS' PAPERS

**ANNUAL AND ON-GOING TRAINING**

The material in this chapter has been gathered by a review of more than 100 training programs conducted in individual prisons, training academies and educational institutions. In some cases, where no formal written material was available individuals responsible for training were interviewed or material was gleaned from articles. The material in this section is what was found to be an almost universally agreed upon set of the basic and minimum information people working in a prison should have included in their annual and refresher training. The times suggested here for each course is, again, a compilation of what was gathered from the material reviewed and is considered the minimum necessary to cover the subject.

REQUIRED CURRICULUM

Course Title	Minimum	Hours
Prison Policies and Procedures .....		2
Self Defense .....		3
Firearms .....		5
Hostage Situations .....		1
Suicide Prevention .....		1
Safety, to include .....		4
Fire Protection		
Safety		
Emergency Procedures		
Environmental Issues		
Verbal/Written Communication Skills to include .....		2
Effective Listening		
Communication		
Report Writing		
Staff Conduct, to include .....		2
Code of Conduct		
Ethics		
Cultural Diversity .....		1
Security Issues, to include .....		6
Tool and Key Control		
Supervision of Inmates		
Escape Procedures		
Escort Procedures		
Search and Contraband		
Use of Force, to include .....		2
Personal Protection Techniques		
Medical Issues, to include .....		4
First Aid		
Medical Emergencies		
Health Promotion/Disease		
Working with new officers, on-the-job training and coaching techniques .....		1
Inmate Information, to include .....		6
Inmate Rights		
International Standards		
Re-socialization, rehabilitation Programs		
Inmate Rules and Regulations		