

# San Bernardino County Sheriff's Department

## ADULT CORRECTIONS OFFICER SUPPLEMENTAL CORE COURSE – 79 HOURS

### **I. CALIFORNIA CRIMINAL JUSTICE SYSTEM**

#### A. Title 15

1. Identify the importance of the Minimum Standards for Local Detention Facilities as defined in Title 15.
2. Given a description of a situation related to offender housing or care, and using Title 15 and case law as references, identify instances of mistreatment.

#### B. Legal Foundations and Liability & Confidentiality and Records

1. Identify the legal references and sources that impact the work of an officer.
2. Given a scenario, identify a situation where a duty to inform exists.
3. Given a description of a crime that has been committed inside a detention facility, identify the applicable Penal Code sections related to the crime.
4. Identify the legal rights of an offender involved in a crime committed inside a detention facility.

#### C. Confidentiality & Records

1. Identify key legal requirements related to confidentiality and release of information.

### **II. PROFESSIONALISM AND ETHICS**

#### A. Social Media

1. Identify potential problems created by inappropriate officer use of social media.
2. Identify the safety implications of social media for officers and their families.
3. Identify how the use of social media by the offender may negatively impact staff.
  - a. Identify how the use of social media by the offender may negatively impact

### **III. GANGS**

#### A. Gang Overview

1. Identify typical classification issues related to gang membership.
2. Identify signs or symbols that may appear on envelopes or letters indicating gang affiliation.
3. Identify current trends and issues related to gang culture in institutions as well as in the community.

#### B. Gang Supervision

1. Identify verbal and non-verbal methods gang members use to communicate with each other in a custody setting.
2. Identify typical in-custody activity of gangs.

### **IV. COMMUNICATIONS**

#### A. Interpersonal Communication

1. Given a role play scenario, demonstrate the ability to give instructions to a group of offenders in a controlled environment.

## San Bernardino County Sheriff's Department

### B. Effective Communication

1. Identify types of offender behaviors that can be prevented or mitigated through effective interpersonal communication
2. Identify the barriers to effective communication in a detention setting.
3. Identify potential problems related to communicating with fellow officers in the presence of offenders.
4. Identify the topics an officer should or should not discuss with an offender.
5. Identify the importance of effective communication in a detention setting
6. Given a scenario involving an offender request, provide examples of effective communication skills to respond to the request.
7. Identify steps to take when there is a communication barrier (e.g., language, hearing impaired, etc.).

## V. MAINTAINING SECURITY

### A. Security and Key Control

1. Identify the purpose of a sally port.
2. Identify the rules for handling facility keys.
3. Identify issues related to handling keys that may pose a threat to security.
4. Identify the guidelines for security rounds, according to Title 15.
5. Identify potential issues to look for when conducting perimeter checks.
6. Identify steps in conducting an outside perimeter check.
7. Identify potential issues to look for when conducting security rounds.
8. Identify how to recognize signs of abuse, neglect, misconduct and mental illness during security rounds.
9. Identify the principles, conditions and limitations under which safety rooms may be used, according to Title 15.
10. Identify mandated requirements for safety room checks, according to Title 15.
11. Identify the requirements for monitoring an offender who is placed in a safety room.
12. Identify areas covered by safety and security rounds (e.g., physical plant and outer fences, etc.).
  - a. Identify the proper procedure when a door or gate will not open or close.
  - b. Identify security issues associated with electric doors/electronic controls.
  - c. Discuss re-housing (roll-ups) of offenders.
  - d. List the proper steps to follow when locking and unlocking doors/gates.
  - e. Identify reasons to transfer relevant information to other shifts and/or supervisor(s).

### B. Counts

1. Identify procedures for doing a numerical count.
2. Identify procedures for doing a body count.

## San Bernardino County Sheriff's Department

3. Identify principles that are important to the effective counting of offenders (e.g., welfare of offenders, stop movement, never let offenders count, etc.).
  4. Identify the procedure for responding to the absence of an offender.
  5. Identify the general guidelines for searching for a missing or escaped offender.
- C. Facility Searches
1. Identify the primary considerations for conducting facility searches.
  2. Identify the procedure to follow when searching a facility.
  3. Identify areas to search in a detention facility.
  4. Identify items to look for when searching the facility.
  5. Identify how to manage offenders during facility searches.
  6. In a simulated exercise, demonstrate the proper procedure for searching an area of a detention facility.
    - a. List potential hiding places to be checked carefully during a search of the facility.
    - b. Identify the procedure for limiting and controlling movement of offender workers during facility searches.
    - c. Identify the purpose of tools or materials commonly used during facility searches
- D. Contraband and Evidence
1. Identify security issues with offenders using an unauthorized telephone.
  2. Given a scenario, identify items that should be treated as contraband and rise to the level of disciplinary sanction or court proceedings.
  3. Given a description of an incident in which an offender is found to be in possession of a given type of contraband, state whether an arrest is indicated.
    - a. Define contraband.
    - b. Identify the types of contraband most commonly found in mail.
    - c. Given a list of sample contraband, identify how each item should be confiscated.

## VI. BOOKING, RECEIVING AND RELEASING

### A. Booking and Intake

1. Identify requirements regarding the medical screening of incoming offenders, according to Title 15.
2. Identify the notification requirements pertaining to developmentally disabled offenders.
3. Identify the agency and personal liability associated with failing to comply with medical clearance procedures.
  - a. Discuss religious rights of an offender at intake.
  - b. Identify statewide information systems used to find or input information.

### B. Booking Procedures

1. List the steps of the booking procedure.
2. Identify the number of calls incoming offenders are allowed to make, according to PC 851.5 and applicable WIC codes.

## San Bernardino County Sheriff's Department

3. Given a description of an offender's behavior in the receiving/holding room, identify the potential issues that may require additional referrals or action.
4. Identify the reasons why warrant checks should be completed prior to booking or releasing offenders.
  - a. Identify the reasons why it is important to obtain clear fingerprints.

### C. Orientation, Clothing and Supplies

1. Identify the procedure for orienting incoming offenders, according to Title 15.
2. Identify the correct procedure for orienting an incoming offender when communication barriers exist (e.g., non-English speaking, hearing or speech impaired, etc.).
3. Identify the major steps in processing offenders prior to housing.
4. Identify the minimum type of clothing and bedding required, according to Title 15.
5. Identify the consequences of issuing prohibited supplies to offenders.
  - a. Identify important things to be aware of when communicating with offenders during the orientation process.
  - b. Identify the benefits of providing incoming offenders with a thorough orientation.
  - c. Identify why it is important to issue offenders clothing that is in good condition.

### D. Releasing Offenders

1. Identify the different types of releases.
2. Identify the steps involved in releasing an offender.
3. Identify the possible consequences of releasing the wrong offender.
  - a. Discuss the medical conditions that may be accommodated upon release.
  - b. Identify the procedures for an in-custody release (e.g., to a transportation officer or another jurisdiction, etc.).

## VII. SUPERVISING OFFENDERS

### A. Manipulation of Staff

1. Identify indicators that a staff member is being victimized.
2. Identify the actions an officer should take when they feel they have been manipulated.
3. Identify how an officer can avoid being a victim of manipulation.
4. Identify signs of being a victim of manipulation.
5. Identify behaviors that may make a staff member prone to being manipulated.
6. Identify techniques and strategies of an offender manipulator.
  - a. Given a scenario in which an offender is attempting to manipulate an officer, demonstrate the appropriate response.

### B. Disturbances and Disputes

1. Identify signs of potential disturbances.
2. Identify group behaviors that indicate imminent conflict.
3. Identify potential consequences of failing to promptly respond to and investigate disturbances.
4. Identify principles for maintaining safety and security while responding to disturbances.

## San Bernardino County Sheriff's Department

5. Given several descriptions of offender disputes, classify each according to whether back-up should be called.
6. Identify precautions that may prevent a dispute from leading to physical injury or property damage.
7. Given a role play scenario, demonstrate the ability to give instructions to a group of offenders in an agitated state.
  - a. Identify the factors in a facility setting that produce tension for offenders and staff.
  - b. Given a situation, identify specific criteria that warrant further investigation.
  - c. Identify key reasons for stopping all horseplay.
  - d. Given a scenario depicting a problem situation occurring in the dining hall, generate a plan for enforcing discipline and re-establishing order.

### C. Safety/Health Standards and Procedures

1. Identify issues that may arise when supervising bathroom facilities and showers.
2. Identify the reasons for maintaining count and control over hygiene supplies.
3. Identify the value of good hygiene habits.
4. Identify the reasons proper safety and health practices should be promoted within a facility.

### D. Recreation

1. Identify Title 15 directives and case law relevant to offender exercise, recreation, fresh air and natural light exposure.
2. Identify how to properly supervise recreational and social activities.
3. Identify reasons for properly supervising recreational and social activities.
4. Identify classification issues to be aware of during exercise and recreation.
5. Given a facility description, classification, and environmental factors, identify potential safety and security hazards that can occur during recreation time.
6. Identify reasons why it is important to properly supervise offender phone calls.
7. Identify the mandates and other state laws that apply to offender phone privileges.

### E. Cleaning of Cells

1. Identify requirements relating to cleanliness of cells or dorms, according to Title 15.
2. Identify the responsibilities of officers in supervising the cleaning of cells or dorms.
3. Identify what officers should look for during the inspection of cells or dorms.
4. Identify potential dangers to staff and offenders from cleaning supplies.

### F. Progressive Discipline and Offender Grievances

1. Define the key principles that underlie the use of progressive discipline.
2. Identify the offender disciplinary process under Title 15.
3. Identify the legal requirements associated with offender grievances.
4. Identify the steps in the appeals process for offender grievances.
5. Identify the staff roles in the appeals process for offender grievances.

### G. Group Dynamics

1. Identify reasons for effective group management when working in a detention facility.

## San Bernardino County Sheriff's Department

2. Given a group activity, identify typical group dynamic issues.
3. Given a description of an offender group, identify those likely to be group leaders, followers and victims within the group.
  - a. Identify typical group dynamics that occur within a detention facility.
  - b. Identify offender behaviors that may signal trouble during meal time.
  - c. Identify the duties of the officer in supervising meal time.

### H. Movement

1. Identify safety and security concerns when escorting offenders to and from locations within the facility.
2. Identify how the classification system and housing layout is essential to escorting offenders within a facility.
3. Identify potential consequences of improper supervision during in-house movement of offenders.

### I. Offender Workers

1. Identify ability requirements and restrictions related to specific duty assignments (e.g., physical, mental, learning, etc.).
2. Identify the primary considerations for an officer when supervising a work detail.
3. Identify the criteria for selection of offender workers.
  - a. Identify how to properly supervise work details.
  - b. Identify the reasons why relatives should not be allowed to work together.
  - c. Identify the reasons why offenders should be assigned to work details rather than selecting their own.
  - d. Given a list of tasks and responsibilities, classify each as either appropriate or inappropriate for assignment to offender workers.

## VIII. MEDICAL

### A. Medical Issues and Universal Precautions

1. Match symptoms with common medical conditions.
2. Match infectious and contagious diseases with their symptomology.
3. Match contagious diseases with their primary modes of transmission.
4. Identify the symptoms of common contagious diseases that may be shared between offenders and officers.
5. Identify universal safety precautions and their application to the institutional environment.
6. Identify situations under which universal safety precautions need to be utilized.
7. Identify one example of the challenges when providing care to elderly offenders.
8. Identify if and when an offender has a legal right to refuse medications.
9. Identify the steps to follow when an offender requests to see a doctor.
  - a. Identify care requirements of the elder population.
  - b. Identify the reasons that doctors and nurses are to be given the following information: the classification of all offenders they visit; the

## San Bernardino County Sheriff's Department

importance of security; and that medical staff are to be accompanied at all times.

- c. Identify the factors that should be considered when using a multidisciplinary approach to providing medical health care services.
- d. Identify the role of the officer when assisting medical staff.
- e. Identify possible communication problems that can occur between medical staff and officers.

### B. Medical Legal Issues

1. Identify circumstances where medical treatment cannot be refused.
2. Identify the procedure to follow for an offender who refuses medical treatment.
3. Identify the potential liability for staff noncompliance with the medical treatment of offenders.
4. Identify consequences of improper handling or control of medication.

## IX. CLASSIFICATION OF OFFENDERS

### A. Classification of Offenders

1. Identify the purpose and intent of classification.
2. Identify sources of information for classification decisions.
3. Identify the consequences of incorrectly classifying an offender.
4. Given a list of classifications, identify the specific risks and required precautions associated with each classification.
5. Identify factors that influence ongoing reclassification.
6. Given a sample case description, indicate factors that would affect classification/housing. (WST)
7. Given a sample intake profile and classification plan, classify the offender and assign appropriate housing. (WST)
  - a. Identify behaviors exhibited during the classification process that would suggest the need for further investigation prior to classification.

## X. CULTURAL AWARENESS

### A. Gender Identity

1. Identify special considerations related to gender identity issues (e.g., searches, urine testing, housing, etc.).
2. Differentiate how people can identify themselves (e.g., sexual preference, natural anatomy or self-identity, etc.).
3. Identify social and economic impact relating to gender identity.

## XI. REPORT WRITING AND RECORD KEEPING

### A. General Reports

1. Presented with a scenario involving unusual offender behavior, generate a written report of the offender's behavior and appearance. (WST)
2. Given a scenario involving a facility incident, write a description of the incident. (WST)
  - a. Identify the major types of reports used in local corrections.
  - b. Identify the structure and elements of each major type of report.

# San Bernardino County Sheriff's Department

## XII. EMERGENCY PROCEDURES

### A. Emergency Planning

1. Identify the types of emergency situations that may occur in a detention/correction facility.
2. Identify priorities and responsibilities of officers during an emergency.
3. Given a description of an emergency, identify the steps needed to respond.
4. Identify the procedure for evacuating offenders (e.g., fire, hazardous materials spill, earthquake, etc.).
5. Identify situations when response from additional law enforcement might be necessary.
  - a. Identify guidelines for communicating with staff and offenders during emergencies.

### B. Fire and Life Safety

1. Identify possible dangers posed by the spread of smoke and gases in a facility.
2. Identify the procedure for responding to a fire in a facility.
3. Identify the key elements that should be considered in maintaining fire safety in a facility.
4. Match different types of fires with the appropriate fire extinguishing equipment needed to put out each type.
5. Identify the procedure for isolating and confining fire, smoke and gases to the area of origin.
6. Demonstrate the correct use of fire extinguishing equipment. (BST)
  - a. Discuss that not all sprinkler heads operate at the same time in an automatic sprinkler system.
  - b. Identify how to manually override automatic sprinkler system controls.

## XIII. VISITATION

### A. Visitation

1. Identify problems that can occur during professional visits.
2. Define the term "privileged communication".
3. Given a list of potential visitors, identify those who would have the right to privileged communication.
4. Identify potential consequences of violating statutes concerning privileged communication.
5. Identify issues related to visits and contacts that should be reported to medical and/or mental health staff.
6. Identify appropriate steps for admitting visitors into a facility.
7. Given offender classification and other relevant information, identify the procedure for monitoring a non-contact visit.
8. Identify problems most commonly associated with visits from family or friends.
9. Given appropriate code sections, Minimum Standards for Local Detention Facilities and case law for reference, identify the rights and visitation privileges of attorneys and other visitors.
10. Discuss the importance of visits for family unification and rehabilitation.



# San Bernardino County Sheriff's Department

## **XIV. SCREENING AND DISTRIBUTION OF SUPPLIES AND MAIL**

### A. Screening and Distribution of Supplies and Mail

1. Identify Title 15 mandates and postal regulations relevant to the opening and reading of legal and non-legal mail.
  - a. Identify possible consequences of improper mail distribution.
  - b. Identify the persons to whom an offender may or may not correspond.
2. Define legal mail using Title 15.
3. Identify the appropriate procedure for handling legal mail.
  - a. Identify possible consequences of inappropriately processing legal mail.
  - b. Identify signs indicating mail marked as legal, is in fact not legal mail.
4. Given sample portions of letters containing various types of information, identify why the information can pose a threat to safety and security of the facility.
5. Identify potential consequences of inadequate supervision of clothing or bedding exchange and distribution of supplies.
  - a. Identify things to observe during clothing or bedding exchange and distribution of supplies.
6. Given a list of offender classifications and standard supplies, identify potential incompatibilities.
7. Identify the types of contraband most commonly found in mail.
8. Identify the key reasons for maintaining a properly operated commissary.
9. Identify the procedure for distributing commissary goods to an offender who is not present at regular distribution time.

## **XV. TRANSPORTATION**

### A. Preparation for Transport

1. Identify the procedure for verifying the identity of an offender prior to transport.
2. Given a transport scenario where use of a vehicle is required, generate a plan for conducting the transport. (WST)
  - a. Identify common vehicle transportation duties necessary for an officer to perform when outside the facility.
  - b. Identify the importance of planning prior to conducting a transport and/or escort.
3. Identify guidelines for transporting different offender classifications (e.g., protective custody, disabled offenders, LGBTQI, etc.).
4. Identify types of offenders that should not be mixed during transport.
5. Identify the consequences of transporting the wrong offender.

# San Bernardino County Sheriff's Department

## XVI. PROGRAMS

### A. Evidence Based Practices and Programs

1. Define evidence-based practices and why they are important.
2. Identify why it is important to ensure evidence-based practices and program fidelity.
3. Identify why evidence-based assessment tools are used.
  - a. Identify the key principles of evidence-based practices.
  - b. Identify the importance of accurate data collection for evidence-based practices performance measures, program evaluation and offender outcomes.
  - c. Identify recent trends in evidence-based practices.
  - d. Identify how evidence-based practices have evolved.
  - e. Define data-driven decision making (DDDM).
  - f. Identify how criminal trends or new legal issues prompt the development of new crime prevention programs.

## XVII. ASSAULT AND ABUSE

### A. Sexual Assault and Abuse

1. Define zero tolerance as it applies to sexual assault, abuse and harassment.
2. Identify potential officer liability issues related to sexual assault/abuse.
3. Identify the signs that an offender may have been sexually assaulted/abused.
4. Identify how to communicate effectively and professionally with offenders, including lesbian, gay, bisexual, transgender, intersex or gender non-conforming, etc.
5. Define human trafficking and prostitution.
6. Identify officer responsibilities for sexual assault/abuse and harassment prevention, detection, reporting and response.
  - a. Identify the first step in response to an in-custody suspected or reported sexual assault/abuse.
  - b. Given a scenario where a sexual assault/abuse possibly occurred, identify persons that must be notified.
  - c. Identify an offender's right to be free from sexual assault/abuse and harassment.
  - d. Identify the right of offenders and employees to be free from retaliation for reporting sexual assault/abuse and harassment.
  - e. Identify the dynamics of sexual assault/abuse and harassment in confinement.
  - f. Identify the common reactions of sexual assault/abuse and harassment victims.
  - g. Identify how to detect and respond to signs of threatened and actual sexual assault/abuse.
  - h. Identify how to comply with mandatory reporting of sexual assault/abuse to outside authorities.
  - i. Discuss how to create an inclusive workplace for sexual orientation and gender identity minorities.
  - j. Identify how to avoid inappropriate relationships with offenders.

## San Bernardino County Sheriff's Department

The performance objectives and training notes in the Sexual Assault And Abuse class were matched with the Federal Requirements for Prison Rape Elimination Act (PREA) Training.

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Context: Title 28 – Judicial Administration. CHAPTER 1- DEPARTMENT OF JUSTICE (CONTINUED) PART 115 – PRISON RAPE ELIMINATION ACT NATIONAL STANDARDS

Subpart A – Standards for Adult Prisons and Jail – Training and Education

### XVIII. DEFENSIVE TACTICS AND RESTRAINT TECHNIQUES

#### A. Person Searches

1. Identify barriers to completing pat-down and/or strip searches.
2. Identify the consequences that may result from poorly conducted pat-down and strip searches.

#### B. Use of Restraints

1. Identify situations when the use of restraint devices may be appropriate, according to Title 15.
2. Identify the types of restraint devices used by officers.
  - a. Identify the principles governing the use of security restraints on offenders (e.g., marshal box, pat lock "black box", wrap restraints, flex, etc.).
3. Identify restraint methods that may not be appropriate (e.g., hog tying).
4. Identify circumstances when the use of restraints may not be appropriate.
5. Identify Title 15 requirements for direct visual supervision of an offender when the offender is in physical restraints.

#### C. Cell Extractions

1. Identify key considerations that must be addressed in planning cell extractions.
2. Given a scenario, demonstrate the roles of each member of the cell extraction team. (BST)
3. Identify the circumstances under which a cell extraction is necessary.

### XVIII. BEHAVIORAL HEALTH

#### A. Signs and Symptoms of Substance Abuse

1. Recognize recent trends in substance abuse.
  - a. It is important to be able to describe current drug trends at the state and local level.
2. Distinguish between different street drugs and prescription drugs.

#### B. Trauma

1. Recognize signs and symptoms of those affected by trauma.
2. Identify how behaviors and actions of staff may inflict trauma on individuals under our supervision or in our custody.
3. Identify appropriate classification/housing for someone who has suffered trauma.
4. Recognize the signs and symptoms of current trauma and past trauma (staff and offenders).
  - a. Identify the signs / symptoms of distress associated with secondary trauma.

## San Bernardino County Sheriff's Department

5. Recognize stigma and identify access to services for trauma.
  6. Recognize signs of human trafficking and services available for victims.
    - a. Give the victim/survivor the correct information about the help they need if they identify themselves as needing it/or if the staff suspects they have been trafficked.
  7. Recognize barriers to reporting trauma.
- C. Interventions and Resources
1. Identify techniques for effective interviewing of offenders.
    - a. Identify best practices within an organization and specific criteria for these practices.
    - b. Provide a list of questions to be asked during interview of significant other/family.
  2. Recognize verbal de-escalation techniques through scenarios.
  3. Determine appropriate responses when dealing with an emotionally upset person.
  4. Identify triggers of violence.
- D. Roles and Responsibilities
1. After viewing a video scenario, write a report. (WST)
  2. Identify Title 15 mandates that refer to the psychological treatment of offenders.
    - a. Discuss court orders and forced medications orders and proper documentation needed.
    - b. Articulate when an MHBI offender cannot refuse medical treatment.
    - c. Explain that offenders have a right to mental health screening and treatment.
    - d. Identify HIPAA requirements and strategies to preserve confidentiality.
    - e. Articulate importance of accurate and objective documentation of events.
    - f. Based on proper legal authority/verbal consent, be aware that searching electronic devices may uncover MHBI individuals.
    - g. Explain why failure to provide a thorough orientation is against the law.
    - h. Identify current legislation and case law pertaining to MHBI offenders.
- E. Liability
1. Identify the mandates around access to MHBI services.
  2. Identify the liability for refusing access to MHBI services.
  3. Identify potential liabilities resulting from a suicide.
    - a. If classification is done appropriately, it will decrease potential liability.
- F. Suicide Prevention
1. Determine the best means to identify the emotional/mental state of an offender.
  2. Recognize triggers and potential triggers (feelings, events, time, place, etc.) associated with suicidal behaviors.
  3. Identify differences between self-harm and suicidal ideations/attempts.
    - a. The instructor should note that any incident of offender self-harm or suicidal ideations should be documented.
  4. Recognize high risk behaviors associated with suicide.
  5. Evaluate suicide risk level and execute appropriate procedures.
  6. Identify suicidal risk factors.
  7. Identify strategies to mitigate suicide attempts.
  8. Identify the responsibilities of the officer when dealing with suicide risk offenders.

## San Bernardino County Sheriff's Department

- G. Foundation and Definitions: Signs and Symptoms
  - 1. Identify common Behavioral Health terminology.
  - 2. Identify the most common behaviors associated with mental health issues.
    - a. Identify four types of medication that can induce MHBI.
    - b. Identify MHBI conditions that may lead to non-compliant behavior from a MHBI offender.
    - c. Identify mental health indicators that can be misconceived as assaultive behavior.
    - d. Explain importance of being aware of arrestee having an MHBI.
  - 3. Identify abnormal physical or emotional behaviors which might be indicative of a mental health concern.
    - a. Explain how refusal of medical treatment can lead to a worsening of an offender's MHBI condition & a MHBI condition can lead to a refusal of medical treatment.
  - 4. Identify decompensation when it occurs.
    - a. Explain that poor hygiene can be a sign or symptom of mental health decompensation.
  - 5. Identify offenders who are exhibiting drug/alcohol use which may be a manifestation of their mental illness or medication.
    - a. Identify risk factors associated with mental health as opposed to drug abuse, co-occurring disorders, and self-medicating.
- H. Safety
  - 1. Identify risk of victimization/manipulation of mentally ill offenders.
    - a. Consider an individual's mental health status prior to their work assignment.
  - 2. Identify indicators that a mentally ill offender is the manipulator.
  - 3. Identify how behavioral health issues may increase risk of being abused or neglected.
    - a. Identify risk factors associated with mental health offenders transported with mixed classifications.
    - b. Based on mental health history, classification may need to be continuously re-classified for safety reasons.
  - 4. Identify self-harm behavior that MHBI offenders may engage in.
  - 5. Recognize the potential consequences of improper monitoring of MHBI offenders.
    - a. Identify increased risk associated with mentally ill individuals.
- I. Emotional Survival
  - 1. Identify signs and symptoms of emotional distress for the officer.
    - a. Identify and list available resources for officer experiencing emotional stress.
    - b. Identify techniques to respond to an officer in emotional distress.
  - 2. Define signs of secondary and vicarious trauma (as it relates to staff).
    - a. Describe the effects of secondary trauma on an officer's well-being.
    - b. Identify the signs and symptoms of distress associated with the secondary trauma.
  - 3. Identify appropriate responses to a critical incident to ensure staff emotional health is addressed.

## San Bernardino County Sheriff's Department

- a. Identify the effects of an altercation on the officer's well-being.
4. Identify the factors an officer should consider related to secondary trauma while preserving a crime scene.
5. Identify EAP services and how stigma can affect an officer's willingness to access them.
  - a. Be able to identify the effects trauma has on you and your family.
  - b. List possible healthy outlets.