

Unit 2: Roles and Responsibilities of the Probation Officer
Minimum Unit Instructional Time: 8 hours

Module 2.1 Roles and Responsibilities of the Probation Officer

Minimum Module Instructional Time: 3 hours

Student Performance Objectives:

- 2.1.1 Student will be able to identify the characteristics of the profession of the probation officer. (MCT)
- 2.1.2 Student will be able to describe the various roles of a probation officer on a continuum including case management, from rehabilitation to the enforcement of court orders (include mental health, vocational, substance abuse, and educational counseling). (MCT)

Penal Code/Statute/Case Law:

PC: 830, 830.5, 1202.7, 1203, 1203.2, and 1203.71

WIC: 270, 271, and 283

- 2.1.3 Student will be able to identify the major roles and responsibilities of the probation officer in relationship to the following constituencies: (MCT)
- State of California
 - County Board of Supervisors
 - County Judicial System
 - Community/Public, Victims
 - Probationers (and their family members)
 - Other Probation Personnel
 - Service Providers
 - Education System Representatives
 - Other Agencies in the Justice System
- 2.1.4 Student will be able to identify the major roles and relationships of the probation officer to the following components of the justice system: (MCT)
- Legislature
 - County Board of Supervisors
 - Court Systems (e.g., superior, municipal, appellate)
 - Court Clerk
 - District Attorney's Office
 - Defense Attorney
 - Police and Sheriff's Departments
 - Department of Corrections and Rehabilitation
 - Community Agencies

- Judge, Referee, Commissioner, Pro Tem, etc.
- State Judicial Council
- Juvenile Court
- Juvenile Justice Commission
- Delinquency Prevention Commission
- Parents
- Juvenile Hall/Juvenile Institutions

Penal Code/Statute/Case Law:

PC: 1203, 1228-1233.8

WIC: 225-236

2.1.5 Student will be able to identify the responsibilities of the probation officer in providing assistance in police investigations. (MCT)

2.1.6 Student will be able to describe the importance for probation departments and law enforcement agencies to cooperate. (MCT)

2.1.7 Student will be able to identify role of probation in early intervention programs to prevent crime. (MCT)

2.1.8 Student will be able to describe probation's role in working with community stakeholders to reduce crime and recidivism. (MCT)

2.1.9 Student will be able to describe the purpose of a Student Attendance Review Board. (MCT)

Penal Code/Statute/Case Law:

EDU: 48320

2.1.10 Student will be able to explain probation's role with regard to the Student Attendance Review Board. (MCT)

2.1.11 Student will be able to explain how criminal trends or new legal issues prompt the development of new crime prevention programs. (MCT)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs and is also related to the following core tasks:

- Serve on School Attendance Review Board.
- Give presentation to schools, community agencies, and civic groups.
- Represent probation department perspective with other agencies (e.g., social service, mental health, public schools).
- At the request of parents or others, speak with at-risk juvenile about their concerns or problems.
- Contact individuals who can provide employment for probationers to develop or maintain continuing working relationships.
- Design and develop special programs (e.g., victims' programs).
- Review terms and conditions of probation with police agency in probationer's area of residence.
- "Pull" files and gather paperwork to be forwarded to others.
- Gather data for statistical reports (e.g., caseload count and composition).
- Assist with special projects, studies, and investigations ordered by the court.
- Represent in joint operations with other law enforcement/corrections agencies (e.g., gang task force).
- Develop and design new community resources to meet probationer needs.
- Update program and resource information.
- Give assignments and/or instruction to other probation officers, probation assistants, aides, other probation department personnel, students, or volunteers.

Module 2.2 Ethics and the Probation Officer

Minimum Module Instructional Time: 3 hours

Student Performance Objectives:

- 2.2.1 Student will be able to describe why probation/peace officers should exemplify the highest ethical moral standards on and off duty. (MCT)

Penal Code/Statute/Case Law:

California Government Code Chapter 3300-3312
(Peace Officer Bill of Rights)

- 2.2.2 Student will be able to describe the potential consequences for failing to uphold a high ethical standard. (MCT)

- 2.2.3 Student will be able to describe the potential negative effects when a probation officer violates the law and/or departmental policies and procedures. (MCT)

Penal Code/Statute/Case Law:

California Government Code Chapter 3300-3312
(Peace Officer Bill of Rights)

- 2.2.4 Student will be able to identify the appropriate action to take when made aware of unethical and/or criminal conduct of other probation officers, correctional professionals, or others. (MCT)

Penal Code/Statute/Case Law:

California Government Code Chapter 3300-3312
(Peace Officer Bill of Rights)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Module 2.3 Legal Liability

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

- 2.3.1 Student will be able to identify the elements of civil liability law as they relate to the probation officer and probation department. (MCT)
- 2.3.2 Student will be able to identify elements of negligence as they pertain to the probation officer and probation department. (MCT)
- 2.3.3 Given various scenarios, the student will be able to identify situations where a duty to inform exists. (MCT)

Penal Code/Statute/Case Law:

Tarasoff v. Regents of the University of California, 17 Cal. 3d 425, 551 P.2d 334, 131 Cal. Rptr. 14 (Cal. 1976)

Thompson v. County of Alameda, 27 Cal. 3d 741, 167 Cal. Rptr. 70, 614 P.2d 728 (1980)

Core tasks related to the job:

This module is related to the following core tasks:

- Maintain current knowledge of areas of personal, agency, or county legal liability (e.g., attend training, read legal memos).
- Notify anyone who is the specific object of threats by a probationer.

Unit 3: California Justice System
Minimum Unit Instructional Time: 11 hours

Module 3.1 Legal Foundations for Probation

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- 3.1.1 Student will be able to identify the primary purpose and scope of application of each major legal reference or source that impacts the work of a probation officer (e.g., codes, statutes, relevant case law, and ROC). (MCT)

Method/Tool Used on the Job:

PC, WIC, and ROC as reference

- 3.1.2 Student will be able to identify the main code sections contained within the California Penal Code. (MCT)

Method/Tool Used on the Job:

PC, WIC, H&S, ROC, statutes, and relevant case law

- 3.1.3 Student will be able to identify the methods of determining the history and status of relevant codes. (MCT)

Method/Tool Used on the Job:

PC, WIC, H&S, and ROC

- 3.1.4 Using codes for reference, the student will be able to identify and define the legal terminology used in the juvenile justice system. (MCT)

Penal Code/Statute/Case Law:

WIC: 200, 300, 601, and 602.

Method/Tool Used on the Job:

PC, WIC, and ROC as reference

- 3.1.5 Using codes for reference, the student will be able to identify and define legal terminology used in the adult criminal justice system. (MCT)

Penal Code/Statute/Case Law:

ROC: 4.4 and 4.5

Method/Tool Used on the Job:

PC, WIC, and ROC as reference

- 3.1.6 Student will be able to define infractions, misdemeanors, and felonies including their associated penalties. (MCT)

Penal Code/Statute/Case Law:

PC: 17 and 18

Method/Tool Used on the Job:

PC

- 3.1.7 Provided with a list of various crimes, using the codes for reference, the student will be able to identify the specific penalties for each crime. (WST #1)

- 3.1.8 Student will be able to identify who is legally capable of committing a crime. (MCT)

Penal Code/Statute/Case Law:

PC: 26, 664,

ROC: 4.130

re Gladys R., 1 Cal.3d 855, 464 P.2d 127, 83 Cal. Rptr. 671 (1970)

- 3.1.9 Student will be able to describe the purpose and composition of the Judicial Council. (MCT)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Module 3.2 Confidentiality and Release of Information

Minimum Module Instructional Time: 3 hours

Student Performance Objectives:

- 3.2.1 Student will be able to identify the legal requirements related to confidentiality and release of information. (MCT)

Penal Code/Statute/Case Law:

HIPAA

C.O.R.I. laws

WIC: 389, 781, 827, 828

T.N.G. v. Superior Court (1971) 4

Cal.3d 767 (TNG order)

- 3.2.2 Student will be able to explain the possible consequences of failing to maintain confidentiality or improperly releasing information about a case. (MCT)

- 3.2.3 Student will be able to identify the difference in the concepts of "Need to Know" and "Right to Know." (MCT)

- 3.2.4 Student will be able to list the methods for confirming the identity of a person authorized to receive information. (MCT)

- 3.2.5 Student will be able to identify the types of information that can be shared with the public, media, attorneys, law enforcement agencies, and organizations. (MCT)

Penal Code/Statute/Case Law:

PC: 11075, 11076, and 1203.10

WIC: 826, 827, 828

- 3.2.6 Student will be able to identify the local, state, and national information systems directly accessible to probation officers. (MCT)

Penal Code/Statute/Case Law:

PC: 11140-11143

WIC: 827

Method/Tool Used on the Job:

CLETS, CJIS, NLETS, NCIC, and DMV

- 3.2.7 Student will be able to identify the state laws and policies pertaining to verifying and disseminating telecommunication information. (MCT)

- 3.2.8 Student will be able to identify the time frame an adult court report is available to the public. (MCT)

- 3.2.9 Given a sample scenario in which a duty to inform exists, the student will be able to identify confidential information. (WST #2)

Penal Code/Statute/Case Law:

Tarasoff v. Regents of the University of California, 17 Cal. 3d 425, 551 P.2d 334, 131 Cal. Rptr. 14 (Cal. 1976).

Thompson v. County of Alameda, 27 Cal. 3d 741, 167 Cal. Rptr. 70, 614 P.2d 728 (1980).

- 3.2.10 Student will be able to identify the types of information for which a release must be obtained. (MCT)

- 3.2.11 Student will be able to explain the procedures and limits of authority established by release of information forms. (MCT)

Penal Code/Statute/Case Law:

PC: 1543

Health Insurance Portability and Accountability Act (HIPAA) of 1996 (P.L.104-191)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)

- 3.2.12 Student will be to explain the different types of information that can be obtained from health and education agencies. (MCT)

Penal Code/Statute/Case Law:

Education Code: 49076

Core tasks related to the job:

This module is related to the following core tasks:

- Inform police department of law violations by probationer.
- Notify anyone who is the specific object of threats by a probationer.
- Notify victim, as required by law, when probationer is released.
- Discuss circumstances of the charge against juvenile with arresting officer.
- Check juvenile's prior arrest record and/or police contacts.

- Contact law enforcement agencies in other jurisdictions to uncover any previous trouble and/or learn the disposition of prior arrests (including ICE and federal agencies).
- Appear in court and answer questions about case.
- Respond to calls and/or correspondence requesting information about probationer.
- Respond to general questions from citizens in person, over the telephone, or in writing.
- Refers calls from media to agency Public Information Officer (PIO) or designated contact person, and/or alert PIO to sensitive issues.

Module 3.3 Juvenile Justice System and Process

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

- 3.3.1 Student will be able to identify the major steps in the juvenile justice system from custody to disposition. (MCT)
Penal Code/Statute/Case Law:
WIC: 600s and 700s.
- 3.3.2 Student will be able to identify the major categories of minors in the juvenile justice system. (MCT)
Penal Code/Statute/Case Law:
WIC: 601, 602, 654, 654.2, 725, 725.5, and 790.
- 3.3.3 Student will be able to define the major types of dispositions in juvenile cases. (MCT)
Penal Code/Statute/Case Law:
WIC: 602, 654, 654.2, 725a, 725.5, 737, and 790.
- 3.3.4 Student will be able to identify the major historical milestones in the development of the juvenile justice system in the United States and in the State of California. (MCT)
- 3.3.5 Student will be able to identify the major trends in the juvenile justice system in the United States and in the State of California. (MCT)
Penal Code/Statute/Case Law: SB 81
Method/Tool Used on the Job: evidence-based practices, assessment tools, and wrap-around services

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Module 3.4 Adult Criminal Justice System and Process

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

- 3.4.1 Student will be able to identify the major steps in the adult criminal justice system from arrest to sentencing. (MCT)

Penal Code/Statute/Case Law:
PC: 1100-1210, 859b, and 4019

- 3.4.2 Student will be able to identify the major types of disposition in adult cases. (MCT)

Penal Code/Statute/Case Law:
PC: 1000, 1168, 1170, 1202-1203, and 1210
ROC: 4.411

- 3.4.3 Student will be able to describe the roles of the District Attorney, probation officers, defense counsel, and court in the plea negotiation process. (MCT)

Penal Code/Statute/Case Law: *Method/Tool Used on the Job:*
PC: 1192 plea form

- 3.4.4 Student will be able to describe the process by which pleas are negotiated and entered. (MCT)

Penal Code/Statute/Case Law: *Method/Tool Used on the Job:*
PC: 1192 plea form

- 3.4.5 Student will be able to identify the major historical milestones in the development of the adult criminal justice system in the United States and in the State of California. (MCT)

- 3.4.6 Student will be able to identify the major trends in the adult criminal justice system in the US and in the State of California. (MCT)

Penal Code/Statute/Case Law: *Method/Tool Used on the Job:*
SB 678 evidence-based practices, assessment
tools, wrap-around services

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Unit 4: Current Trends and Practices
Minimum Unit Instructional Time: 10 hours

Module 4.1 Evidence-based Practices

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

- 4.1.1 Student will be able to identify and define the principles of evidence-based practices. (MCT)
- 4.1.2 Student will be able to describe the importance of evidence-based practices and programs. (MCT)
- 4.1.3 Student will be able to describe external influences on evidence-based practices. (MCT)
- 4.1.4 Student will be able to describe the importance of ensuring program fidelity. (MCT)
- 4.1.5 Student will be able to describe the importance of accurate data collection for performance measures, program evaluation, and offender outcomes. (MCT)
- 4.1.6 Student will be able to describe the evolution of evidence-based practices. (MCT)
- 4.1.7 Student will be able to describe recent trends in evidence-based practices. (MCT)

Method/Tool Used on the Job:

Motivational Interviewing

Cognitive Behavioral Therapy

Social Learning Theory Intervention Principles

Principles of Effective Interventions (NIC)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Module 4.2 Introduction to Assessment Tools

Minimum Module Instructional Time: 2 hours

Note to instructor: This module is intended to provide an introduction of assessment tools as preparation for subsequent modules that will address how various assessments are completed and used by POs.

Student Performance Objectives:

- 4.2.1 Student will be able to identify what assessment tools are and how they are used in probation. (MCT)
- 4.2.2 Student will be able to identify why it is important that an assessment tool has been validated. (MCT)
- 4.2.3 Student will be able to define a needs assessment. (MCT)
- 4.2.4 Student will be able to define a risk assessment. (MCT)
- 4.2.5 Student will be able to describe the difference between need and risk factors and their use in assessment tools. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).

Module 4.3 Interviewing Techniques

Minimum Module Instructional Time: 4 hours

Note to instructor: This module is intended to provide an introduction to interviewing techniques. Students will demonstrate interviewing techniques in subsequent modules of the course.

Student Performance Objectives:

- 4.3.1 Student will be able to describe the various interviewing techniques and skills used by probation officers. (MCT)

Method/Tool Used on the Job:

Motivational Interviewing

Cognitive Behavioral Interviewing

- 4.3.2 Given a simulated interview, the student will be able to identify interviewing techniques and skills. (WST #3)

Core tasks related to the job:

This module is related to the following core tasks:

- Conduct intake or pre-plea/pre-sentence interview with adult or juvenile.
- Interview juvenile/adult and co-defendants to get their description of the offense and background information.
- Interview probationer to assess his/her needs.
- Interview probationer to assess the risk he/she poses to the community.
- Interview parent or other adult associated with the juvenile (school, victim, witness, etc.) to obtain background information and information about the offense.
- Interview spouse, employer, victim, and/or others to verify information provided by defendant, gather additional information about the likelihood that the defendant will appear in court, and the potential hazard to the community if defendant is released.

- Interview members of juvenile's/adult's immediate family, other relatives, neighbors, employers, school officials, character references, and others about the social, educational, and work histories, and adjustments of the juvenile/adult.
- Interview witnesses to get their description of the offense.
- Interview persons in the criminal justice system (e.g., arresting officer, District Attorney, defense attorney) to get their statements.

Module 4.4 Disproportionate Minority Contact

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

- 4.4.1 Student will be able to define disproportionate minority contact. (MCT)
Penal Code/Statute/Case Law:
Juvenile Justice Delinquency Prevention Act of 1992 and 2002
- 4.4.2 Student will be able to describe how cultural awareness can impact disproportionate minority contact. (MCT)
- 4.4.3 Student will be able to describe how probation officers can reduce disproportionate minority contact. (MCT)
- 4.4.4 Student will be able to describe the societal benefits of reducing disproportionate minority contact. (MCT)
- 4.4.5 Student will be able to describe how the use of targeted interventions can reduce disproportionate minority contact. (MCT)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Unit 5: Risk Factors
Minimum Unit Instructional Time: 28 hours

Module 5.1 Gangs

Minimum Module Instructional Time: 6 hours

Student Performance Objectives:

- 5.1.1 Student will be able to explain the history of gangs. (MCT)
- 5.1.2 Student will be able to describe the gang culture, current trends, and issues. (MCT)
- 5.1.3 Student will be able to explain processes that gangs or other subcultures use in the recruitment of members, and in controlling the behavior of others. (MCT)
- 5.1.4 Student will be able to list markings and/or symbols that identify gang affiliation (e.g., scars, marks, tattoos, graffiti, and symbols). (MCT)
- 5.1.5 Student will be able to describe the characteristics of local street gangs. (MCT)
- 5.1.6 Student will be able to describe the relationship between local street gangs, prison gangs, and national and international gangs. (MCT)
- 5.1.7 Student will be able to categorize the various levels of gang involvement. (MCT)
- 5.1.8 Student will be able to identify the risk factors involved in recidivism of an individual with gang affiliation. (MCT)
- 5.1.9 Student will be able to describe programs and services that are effective for assisting individuals with gang affiliation. (MCT)
- 5.1.10 Student will be able to identify the criteria listed in the Penal Code that is required to identify an individual as a gang member. (MCT)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
PC: 186	dispositional reports, crime reports, associate's criminal history, registration form
- 5.1.11 Student will be able to explain how photographs are used to determine gang affiliation. (MCT)

5.1.12 Student will be able to list different resources from which to obtain photographs to be used in the determination of gang affiliation. (MCT)

Method/Tool Used on the Job:

gang bulletins, local law enforcement information systems, jail, prison, juvenile hall, and social networking sites

5.1.13 Student will be able to articulate special considerations for photographing suspected gang members, including photographing individuals of the opposite sex. (MCT)

5.1.14 Student will be able to identify guidelines and principles for interacting with suspected gang members. (MCT)

5.1.15 Student will be able to describe techniques for interviewing an individual with gang affiliation. (MCT)

5.1.16 Student will be able to identify the key things to observe or question during an interview with a gang-affiliated individual, using items in a risk and needs assessment system. (MCT)

5.1.17 In a simulated interview, the student will be able to demonstrate appropriate interviewing skills for interviewing gang members. (BST #1)

Method/Tool Used on the Job:

Motivational Interviewing

Core tasks related to the job:

This module is related to the following core tasks:

- Photograph probationer.
- Interview probationer to assess his/her needs.
- Interview probationer to assess the risk he/she poses to the community.
- Discuss circumstances of the charge against juvenile with arresting officer.
- Check juvenile's prior arrest record and/or police contacts.
- Contact law enforcement agencies in other jurisdictions to uncover any previous trouble and/or to learn the disposition of prior arrests (including ICE and federal agencies).
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).

Module 5.2 Family Violence

Minimum Module Instructional Time: 6 hours

Student Performance Objectives:

Domestic Violence

- 5.2.1 Student will be able to define a domestic violence victim. (MCT)
Penal Code/Statute/Case Law:
Family Code: 6211
- 5.2.2 Student will be able to define the cycle of violence. (MCT)
- 5.2.3 Given a list of symptoms and behaviors, the student will be able to identify those that may be indicative of domestic violence. (MCT)
- 5.2.4 Student will be able to identify the probation officer's role regarding domestic violence. (MCT)
- 5.2.5 Student will be able to identify the legal obligations of the probation officer to report/notify, in regards to potential domestic violence. (MCT)
Penal Code/Statute/Case Law:
Tarasoff v. Regents of the University of California, 17 Cal. 3d 425, 551 P.2d 334, 131 Cal. Rptr. 14 (Cal. 1976).
Thompson v. County of Alameda, 27 Cal. 3d 741, 167 Cal. Rptr. 70, 614 P.2d 728 (1980).
- 5.2.6 Student will be able to list the legal consequences of being convicted of domestic violence. (MCT)
Penal Code/Statute/Case Law:
PC: 1203.097

Child Abuse

- 5.2.7 Given a list of symptoms and behaviors, the student will be able to identify those that may be indicative of child abuse and/or neglect. (MCT)
Penal Code/Statute/Case Law:
PC: 273a
- 5.2.8 Student will be able to identify factors that put a child at increased risk of being abused and/or neglected. (MCT)

5.2.9 Student will be able to identify the legal obligations of the probation officer to report potential child abuse. (MCT)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
PC: 11165.1-11165.7, 11165.9, and 11166	Suspected Child Abuse Report (SCAR), CPS report, and CPS Reporting System

5.2.10 Given a scenario, the student will be able to complete a suspected child abuse report. (WST #4)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
PC: 11166	Mandated reporting forms and local CPS contact information

Elder Abuse

5.2.11 Given a list of symptoms and behaviors, the student will be able to identify those that may be indicative of elder abuse. (MCT)

Penal Code/Statute/Case Law:
PC: 368, 11174.4

5.2.12 Student will be able to identify the legal obligations of the probation officer to report potential elder abuse. (MCT)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
WIC: 15630 and 15633	Adult Protective Services Law Enforcement Contact Mandated Reporting Form

5.2.13 Given a scenario, the student will be able to complete a suspected elder abuse report. (WST #5)

Assessment

5.2.14 Given a scenario, the student will be able to demonstrate how to use risk and needs assessments tools for domestic abuse or child abuse. (WST #6)

Method/Tool Used on the Job:
SARA (Spousal Assault Risk Assessment Guide)

5.2.15 Student will be able to describe the legal obligations of the probation officer regarding the lethality assessment. (MCT)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
PC: 1203.097	Lethality Checklist

- 5.2.16 In a simulated interview, the student will be able to demonstrate interview skills with a probationer, or his/her family, to obtain information regarding domestic violence, child abuse, and elder abuse. (BST #2)

Method/Tool Used on the Job:

Motivational Interviewing

Referrals

- 5.2.17 Student will be able to list domestic violence, child abuse, or elder abuse resources that may be available within the community. (MCT)

Penal Code/Statute/Case Law:

Conservatorship

HIPAA

Method/Tool Used on the Job:

Community Resource Manual; 211

Hotline; Domestic Violence (DV)

providers; DA Victim's Advocate

Program; victim services.

Core tasks related to the job:

This module is related to the following core tasks:

- Photograph any injuries or bruises in cases of suspected child abuse.
- Assess and refer complaints of child neglect/abuse and file appropriate notifications under the law.
- Refer members of probationer's family, victim(s), or others to counseling and/or other appropriate program or agency.
- Refer complaints of suspected elder abuse and file appropriate notifications under the law.
- Refer complaints of suspected domestic violence to proper agencies for assistance.
- Check for physical signs of drug or alcohol abuse by probationer.
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).

Module 5.3 Psychological Problems

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- 5.3.1 Student will be able to identify the various psychological problems, including their symptoms and indicators, probation officers may encounter. (MCT)

Method/Tool Used on the Job:

DSM-IV TR

- 5.3.2 Student will be able to identify the various sources (therapist, probation officers, other professionals, case file etc.) that may provide information about the probationer's psychological problems. (MCT)

Penal Code/Statute/Case Law:

WIC: 827

C.O.R.I. laws

HIPAA

- 5.3.3 Student will be able to identify the key things to observe or question during an interview with a client in order to identify predictors of psychological problems. (MCT)

Method/Tool Used on the Job:

local risk and needs assessment

JV 220 for wards in placement

- 5.3.4 Given a simulated document of a probationer's background, the student will be able to identify indicators of psychological problems. (MCT)

Penal Code/Statute/Case Law:

WIC: 636.1

Method/Tool Used on the Job:

Case file, Interviewing techniques, Proxy

Risk Assessment; Static 99; JSORRAT,

DSM-IV TR, PDR, MAYSI, and COMPAS-

Youth

- 5.3.5 Student will be able to identify various risk and needs assessments available for psychological problems. (MCT)

Penal Code/Statute/Case Law:

Division 31 Regulations

Title IV-E

WIC: 711

Method/Tool Used on the Job:

MAYSI/COMPAS-Youth RT, -

PACT, MAYSI-2, STRONG

5.3.6 Student will be able to list mental health resources that may be available in the community to the probationer. (MCT)

Method/Tool Used on the Job:

12-Step programs; cognitive behavioral therapy; sex offender treatment; day reporting centers; psychotropic medicine monitoring, and Medi-Cal

Core tasks related to the job:

This module is related to the following core tasks:

- Interview probationer to assess his/her needs.
- Interview probationer to assess the risk he/she poses to the community.
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).
- Contact treatment programs, other probation officers, or parole officers to get information on their experience with the juvenile/adult.
- Review probationer's file to become familiar with the nature of the offense, prior record and individual's social, educational, and employment history.
- Review psychological, achievement, intelligence, aptitude, or interest test data for probationer for inclusion in court reports or other agencies.
- Identify treatment, educational, employment, or other program (e.g., alcohol, drug, or counseling treatment program) which will meet the needs of the probationer, his/her family, or others.

Module 5.4 Substance Abuse

Minimum Module Instructional Time: 6 hours

Student Performance Objectives:

- 5.4.1 Student will be able to list the various substances that may be abused by a probationer. (MCT)
- 5.4.2 Student will be able to identify various drugs and drug paraphernalia. (MCT)
Method/Tool Used on the Job:
streetdrugs.org
- 5.4.3 Given a class of substance abuse, the student will be able to identify signs and symptoms likely to be displayed by the abuser. (MCT)
Method/Tool Used on the Job:
Drug Abuse Recognition (DAR) Tools
- 5.4.4 Student will be able to describe typical signs and symptoms of being under the influence of a substance that can also be attributed to medical problems. (MCT)
- 5.4.5 Given a description of a probationer's behavior and appearance, the student will be able to generate an opinion regarding the likelihood of substance abuse and the class of drug involved. (MCT)
- 5.4.6 Student will be able to describe current state and local drug trends. (MCT)
- 5.4.7 Given a simulated document of a probationer's background, the student will be able to analyze the probationer's substance use history and identify the key things to observe or question during an interview. (WST #7)
- 5.4.8 In a simulated interview with a probationer, the student will be able to obtain the substance abuse history and assess the needs of the probationer. (BST #3)
Method/Tool Used on the Job:
Motivational Interviewing
Adolescent Alcohol and Drug Involvement Scale (AADIS)

5.4.9 Student will be able to identify various risk and needs assessments available for substance abuse problems. (MCT)

Method/Tool Used on the Job:

MAYSI; COMPAS-Youth; Proxy Risk Assessment, and STRONG assessments.com

5.4.10 Student will be able to list substance abuse resources that may be available to the probationer. (MCT)

Method/Tool Used on the Job:

211 Hotline

Core tasks related to the job:

This module is related to the following core tasks:

- Check juvenile for signs of injury or intoxication, determine whether juvenile/probationer has medical needs, and arrange for administration of medication or physician's attention when needed.
- Interview probationer to assess his/her needs.
- Check for physical signs of drug or alcohol abuse by probationer.
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).

Module 5.5 Crisis Intervention and Counseling

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- 5.5.1 Student will be able to explain the importance of listening and responding to probationer's questions. (MCT)
- 5.5.2 Student will be able to describe counseling techniques used by probation officers. (MCT)
Method/Tool Used on the Job:
Cognitive behavioral therapy, behavioral modification, and ART
- 5.5.3 Given a description of a crisis situation where one or more persons is emotionally upset, the student will be able to identify appropriate responses by the probation officer. (MCT)
Method/Tool Used on the Job:
TACT (Tone, Atmosphere, Communication, Time)
- 5.5.4 Given a description of a suicide threat, the student will be able to identify appropriate responses by the probation officer. (MCT)
Penal Code/Statute/Case Law:
WIC: 5150, 5157, 5250; and 5300
- 5.5.5 In a simulated interview between a client and a probation officer, the student will be able to identify and demonstrate the appropriate counseling technique for the situation. (BST #4)

Core tasks related to the job:

- Individually counsel probationer, probationer's family members, or others about personal problems (e.g., substance abuse, family issues, financial).
- Observe probationers in group and individual activity, and provide advice and counseling to foster behavioral modification.
- Conduct vocational or job counseling sessions with probationer.
- Conduct family counseling sessions.
- Lead group counseling or discussion session with clients.

- Advise victims of services available (e.g., counseling).
- Refer members of probationer's family, victim(s), or others to counseling and/or other appropriate program agency.
- Verbally intervene in potentially violent interpersonal situations.
- Assist probationers or other individuals experiencing personal crisis.

Module 5.6 Sex Offender Legal Mandates and Community Management

Minimum Module Instructional Time: 4 hours

- 5.6.1 Student will be able to identify legal requirements for an investigator regarding adult or juvenile sex offenders. (MCT)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
PC: 290 et seq., Sex Offender Punishment, Control and Containment Act of 2006 (PC: 290.04, 290.05, 290.06, & 1203(b)(2)(C)	JSORRAT, STATIC 99, psychological/psychiatric reports

- 5.6.2 Student will be able to identify legal mandates for the supervision of a sex offender who is granted formal probation. (MCT)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
PC: 290 et seq., Sex Offender Punishment, Control and Containment Act of 2006 (PC: 290.04, 290.05, 290.06, & 1203(b)(2)(C)	JSORRAT, STATIC 99, psychological/psychiatric reports, treatment updates, polygraph reports, the California Sex Offender Management Board

- 5.6.3 Student will be able to identify crimes that are considered a sex offense and specify registration requirements for sex offenders. (MCT)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
PC: 288(a), 290 et seq.	Sex Offender Registration Forms

- 5.6.4 Student will be able to identify special considerations in assessing and managing sex offender cases. (MCT)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
PC: 288, 290 et seq. Chelsea's Law	JSORRAT, STATIC 99

Core tasks related to the job:

This module is related to the following core tasks:

- Interview probationer to assess the risk he/she poses to the community.
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).
- Contact treatment programs, other probation officers, or parole officers to get information on their experience with the juvenile/adult.
- Review probationer's file to become familiar with the nature of the offense, prior record and individual's social, educational, and employment history.

- Review psychological, achievement, intelligence, aptitude, or interest test data for probationer for inclusion in court reports or other agencies.
- Identify treatment, educational employment or other program (e.g., alcohol, drug, or counseling treatment program) which will meet the needs of the probationer, his/her family, or others.

Unit 6: Juvenile Detention Decisions
Minimum Unit Instructional Time: 6 hours

Module 6.1 Juvenile Detention Decisions

Minimum Module Instructional Time: 6 hours

Student Performance Objectives:

- 6.1.1 Student will be able to define the roles of law enforcement and probation when a minor is taken into custody. (MCT)
Penal Code/Statute/Case Law:
WIC: 625, 626, 627, 627.5, and 628

- 6.1.2 Student will be able to identify when a juvenile must be advised of his/her constitutional rights. (MCT)
Penal Code/Statute/Case Law:
WIC: 627.5

- 6.1.3 Given a sample case description, student will be able to classify the case as a violation of WIC section 300, 601, or 602. (MCT)

- 6.1.4 Student will be able to define a status offense. (MCT)
Penal Code/Statute/Case Law:
WIC: 601

- 6.1.5 Student will be able to explain the procedure for handling a status offense case. (MCT)
Penal Code/Statute/Case Law:
WIC: 630

- 6.1.6 Student will be able to identify key factors relating to the decision to release the minor, and to whom the minor should be released. (MCT)
Penal Code/Statute/Case Law: *Method/Tool Used on the Job:*
WIC: 625, 626, 627, 627.5, and 628 CORI, motivational/ investigative interviewing

- 6.1.7 Given a sample police report on a juvenile taken into custody under WIC Section 602, the student will be able to generate a list of appropriate questions or points of information to cover with the juvenile, his/her parents, etc. (WST #8)
- 6.1.8 Given a list of juvenile offenses, student will be able to describe detention options and the information required to make a detention decision. (MCT)
Penal Code/Statute/Case Law:
WIC: 202, 208.5, 300, 601, 628, 654
- 6.1.9 Student will be able to identify what options are available as an alternative to custody. (MCT)
- 6.1.10 Student will be able to demonstrate the proper use of an assessment tool in making detention decisions, including when it is appropriate to override an assessment score. (WST #9)
Method/Tool Used on the Job:
Detention Risk Assessment Instrument (DRAI).
- 6.1.11 Given a scenario, the student will be able to determine whether to detain or release a minor. (MCT)
Penal Code/Statute/Case Law:
WIC: 628
- 6.1.12 Given a simulated scenario, student will be able to generate a report documenting and supporting their decision for filing a petition or handling informally. (WST #10)
Penal Code/Statute/Case Law:
WIC: 628
- 6.1.13 Student will be able to identify the statutory responsibility to notify the victim and parent of the minor's custody status and next court hearing. (MCT)
Penal Code/Statute/Case Law:
WIC: 628

6.1.14 Student will be able to identify the liability for failing to comply with medical clearance procedures. (MCT)

6.1.15 Given a sample case file, student will be able to identify the time frame in which a detention hearing must be held. (MCT)

Penal Code/Statute/Case Law:

WIC: 630, and 631

Core tasks related to the job:

This module is related to the following core tasks:

- Advise minor of constitutional rights (e.g., right to make phone calls) upon booking in Juvenile Hall.
- Contact parent, guardian, or responsible relative to notify them that the juvenile is in custody.
- Contact law enforcement, other correctional agencies, or other probation officers who may have an interest in the juvenile, and advise that the juvenile is in custody.
- Check juvenile for signs of injury or intoxication, determine whether juvenile/probationer has medical needs, and arrange for administration of medication or physician's attention when needed.
- Advise juvenile status offender (601) or law violator (602) of his/her constitutional rights or Miranda warnings, and ensure juvenile understands rights.
- Verify that referring agency has notified parent of minor's arrest.
- Advise minor and parents of right to counsel and process of obtaining public defender or private attorney.
- Counsel juvenile who will be released without further action.
- Initiate search to locate missing parents.
- Locate crisis home-placement for delinquent child (602) who is taken into temporary custody.
- Decide whether to hold in appropriate facility or release juvenile (300, 601, or 602).
- Review booking sheet for juvenile.
- Check juvenile's prior arrest record and/or police contacts.
- Discuss case with District Attorney to determine whether there is sufficient evidence to file charges and whether seriousness of the offense warrants filing.
- Decide whether to close the case, release the juvenile on promise to appear in court, handle informally, or detain.
- Schedule detention hearing.

- Inform all relevant parties (e.g., juvenile, parent, attorney) of date of detention hearing; ensure juvenile and parent agree to appear at hearing.
- At detention hearing, present recommendation to detain or release juvenile and recommendation as to how case should be handled.
- Prepare necessary paperwork for District Attorney to use in filing Juvenile Court petition in law violation cases.
- Recommend for or against release on own recognizance or reduction in bail, and state rationale for recommendation.
- Prepare report giving recommendation to detain or release juvenile and rationale for recommendation.
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc).

Unit 7: Information Gathering
Minimum Unit Instructional Time: 16 hours

Module 7.1 Case Information Gathering: Written Records

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- 7.1.1 Student will be able to identify what information is collected during an investigation to determine recommendations for probation and sentencing. (MCT)
- Penal Code/Statute/Case Law:*
PC: 1203
WIC: 653, 654, 725, 790, 727
- 7.1.2 Student will be able to list the types of written records used to investigate an adult or juvenile case. (MCT)
- 7.1.3 Student will be able to list different information sources for records checks. (MCT)
- Method/Tool Used on the Job:*
reports, CLETS, NCIC, CALGANGS, local information system
- 7.1.4 Given samples of various written records, the student will be able to identify the key information that is obtained from each. (MCT)
- 7.1.5 Student will be able to identify the different types of written records that may require a special request process. (MCT)
- 7.1.6 Student will be able to identify the typical time frame to obtain each of the major types of written records required to process a case. (MCT)
- 7.1.7 Student will be able to identify legal mandates or court orders for including or omitting information in written records. (MCT)
- Penal Code/Statute/Case Law:*
PC: 1203
WIC: 280

7.1.8 Student will be able to identify filing deadlines. (MCT)

Penal Code/Statute/Case Law:

Marsy's Law

ROC: 5.810(e)

PC: 1203

WIC: 628, 631, 632, 641, 653, 660, 702, 727.2, 727.3, 727.4

7.1.9 Student will be able to explain the potential consequences of failure to meet filing deadlines. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Check Juvenile Hall log and/or talk with Juvenile Hall to determine juvenile's attitude, conduct, and condition.
- Check probation files and/or contact assigned probation officer to obtain details of any prior contact a juvenile has had with probation department.
- Review record for any previous failures to appear by defendant requesting reduction of bail or release on own recognizance.
- Review CII rap sheet, FBI rap sheet, Department of Motor Vehicles printout, probation file, and/or other records pertaining to prior criminal record.
- Contact treatment programs, other probation officers, or parole officers to get information on their experience with the juvenile/adult.
- Review psychological, achievement, intelligence, aptitude, or interest test data for probationer for inclusion in court reports or other agencies.
- Review police reports of charges against a juvenile who has been cited or taken into custody.
- Contact police agency to obtain police report.
- Evaluate fitness of parent and extent to which there exists present or likely danger to minor including conducting child welfare/dependency record check.
- Review District Attorney's file, court referrals, police report, plea agreement or jury verdict, and/or any other paperwork pertaining to the current offense.
- Obtain verification of employment, education, and/or other pertinent background information (e.g., SSN, DL, State ID#, residence, job, etc.).
- Obtain and process court documents needed by Probation Department staff.
- Identify filing deadlines and court appearance deadlines.

Module 7.2 Restitutions, Fines, and Other Payments

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- 7.2.1 Student will be able to define key terms related to restitution, fines, funds, and penalties. (MCT)
- 7.2.2 Student will be able to identify the types of victim claims that are recoverable in a restitution order using the relevant codes for reference. (MCT)
- Penal Code/Statute/Case Law:*
PC: 1202.4, 1203.1, 1203.4
WIC: 730.6
- 7.2.3 Student will be able to identify applicable filing deadlines for restitution claims. (MCT)
- Penal Code/Statute/Case Law:*
PC: 1202.4, 1203.1, 1203.4
WIC: 730.6
- 7.2.4 Student will be able to identify the probationer's/victim's right to a restitution hearing. (MCT)
- Penal Code/Statute/Case Law:*
PC: 1202.4
- 7.2.5 Student will be able to identify the key information obtained from victims to determine loss and eligibility for services. (MCT)
- Penal Code/Statute/Case Law:*
PC: 1202.4
WIC: 730.6
- 7.2.6 Student will be able to evaluate if victim's documented loss is reasonably related to the crime for which the defendant is convicted. (MCT)
- Penal Code/Statute/Case Law:*
People v. Fulton (2003) 109 Cal.App.4th 876
People v. Gemelli (2008) 161 Cal.App.4th 1539
- 7.2.7 Student will be able to determine a defendant's ability to pay restitution fines and fees. (MCT)

7.2.8 Student will be able to determine a defendant's financial responsibility for unpaid restitution, fines, fees, and assessments. (MCT)

Penal Code/Statute/Case Law:

PC: 1214

7.2.9 Student will be able to identify the possible consequences for a probationer who fails to pay restitution fines and fees. (MCT)

7.2.10 Student will be able to outline the process of determining a victim's losses and formulating a reasonable restitution recommendation. (MCT)

Penal Code/Statute/Case Law:

PC: 1202.4

7.2.11 Given probation orders and a financial declaration, student will be able to develop a payment schedule that is reasonable and based on ability to pay. (WST #11)

Penal Code/Statute/Case Law:

PC: 1202.4

7.2.12 Student will be able to identify other collection procedures, including mediation services, collection services, victim proceeding civilly, etc. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Advise victims of services available (e.g., counseling).
- Contact victim(s) and ask them to detail their losses and estimate the dollar value of their loss.
- Advise probationer and/or victim of their right to a restitution hearing.
- Evaluate and verify constitution claims submitted by victim(s).
- Interview probationer and/or family to determine ability to pay restitution, fines, an other payments.
- Determine recommendation on the amount of restitution due to the victim(s).
- Determine or recommend whether probationer should pay cost of probation fee.
- Set up a payment schedule of fines, restitution, and other payments.

Module 7.3 Interviewing Victims

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- 7.3.1 Student will be able to identify the probation department's and probation officer's responsibilities to victims. (MCT)

Penal Code/Statute/Case Law:

PC: 11143, 1191.1, 1203.4 (b), 1203.05(a)

ROC: 421

- 7.3.2 Student will be able to describe the rights of victims in the criminal justice system. (MCT)

Penal Code/Statute/Case Law:

Marsy's Law

PC: 1191.1, 1764.2, 1191.15(b), 11143, 1191.1, 1203.4 (b),
1203.05(a) 964/293, and 679.02-679.08

ROC: 3.16, 421

WIC: 656.2, 676.5, 742

- 7.3.3 Student will be able to identify the key information that should be obtained in an interview with a victim. (MCT)

- 7.3.4 For a variety of crimes, the student will be able to identify possible sensitivities regarding the victim's emotional demeanor and empathy for their point of view/emotional state. (MCT)

Penal Code/Statute/Case Law:

WIC: 656.2, 706

PC: 1191.15; 1767, 1191.15(b)

- 7.3.5 In a simulated interview between a victim and probation officer, the student will be able to demonstrate the ability to interview and accurately capture the victim's impact statement. (BST #5)

Penal Code/Statute/Case Law:

WIC: 656.2, 706

PC: 1191.15, 1767, 1191.15(b)

Method/Tool Used on the Job:

interviewing/communication skills

cognitive behavioral interviewing

Core tasks related to the job:

This module is related to the following core tasks:

- Interview victim(s) to get their description of the offense, obtain a victim impact statement, and notify them of their right to appear in court.
- Advise victims of services available (e.g., counseling).
- Refer members of probationer's family, victim(s), or others to counseling and/or other appropriate program agency.
- Notify victim, as required by law, when probationer is released.

Module 7.4 Investigation Interviewing

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

7.4.1 Student will be able to identify key information that should be obtained from an investigative/dispositional interview with an adult or juvenile offender. (MCT)

7.4.2 Student will be able to identify sources of information regarding the adult or juvenile offender. (MCT)

7.4.3 Student will be able to describe the type of information that could be obtained from interviewing sources associated with the adult or juvenile offender. (MCT)

7.4.4 Student will be able to identify potential need and risk assessments that might be applicable to use during an investigative interview. (MCT)

<i>Penal Code/Statute/Case Law:</i>	<i>Method/Tool Used on the Job:</i>
PC: 290.04	JSORRAT, PACT, STRONG , North
Division 31	Pointe COMPAS, LSI, Allvest, Static 99,
	DV Lethality, etc.;

7.4.5 Student will be able to identify the information to be obtained during an interview with a significant family member of an adult or juvenile offender. (MCT)

Method/Tool Used on the Job:
Motivational Interviewing

7.4.6 Student will be able to identify when it is necessary to obtain release of information waivers. (MCT)

Penal Code/Statute/Case Law:
WIC: 1767.6, 827, and 828
ROC: 5.552
44 United States Code/1510

7.4.7 Student will be able to identify officer safety information that may be obtained during an interview and describe how to disseminate the information appropriately. (MCT)

- 7.4.8 In a simulated interview, the student will be able to demonstrate interviewing techniques to obtain the required information pertaining to an investigation. (BST #6)

Method/Tool Used on the Job:

Motivational Interviewing

Core tasks related to the job:

This module is related to the following core tasks:

- Conduct intake or pre-plea/pre-sentence interview with adult or juvenile.
- Interview juvenile/adult and co-defendants to get their description of the offense and background information.
- Contact probationer to set up initial interview appointment.
- Interview probationer to assess his/her needs.
- Interview probationer to assess the risk he/she poses to the community.
- Consult or share information with co-workers and/or supervisors (e.g., discuss recommended dispositions, treatment plans, appropriate referrals).
- Consult or share information important to officer safety/debriefing or critical incidents with co-workers and supervisors.
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).
- Obtain juvenile/adult or parent release for medical, psychiatric, or other information.
- Obtain verification of employment, education, and/or other pertinent background information (e.g., SSN, DL, State ID#, residence, job, etc.).
- Contact treatment programs, other probation officers, or parole officers to get information on their experience with the juvenile/adult.
- Discuss circumstances of the charge against juvenile with arresting officer.
- Interview parent or other adult associated with the juvenile (school, victim, witness, etc.) to obtain background information and information about the offense.
- Discuss circumstances of the charges against individual requesting release on own cognizance or bail reduction with arresting officer or others in the criminal justice system.

- Interview spouse, employer, victim, and/or others to verify information provided by defendant to gather additional information about the likelihood that the defendant will appear in court and the potential hazard to community if defendant is released.
- Interview members of juvenile's/adult's immediate family, relatives, neighbors, employers, school officials, character references, and others about the social, educational, work history, and adjustments of the juvenile/adult.
- Interview witnesses to get their description of the offense.
- Interview persons in the criminal justice system (e.g., arresting officer, District Attorney, defense attorney) to get their statements.

Unit 8: Court Reports and Presentations
Minimum Module Instructional Time: 28 hours

Module 8.1 Determinate Sentencing

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- 8.1.1 Student will be able to define determinate sentencing. (MCT)
- 8.1.2 Student will be able to define key terms associated with determinate sentencing. (MCT)
Penal Code/Statute/Case Law:
PC: 1170.11, 1170.12, 667
- 8.1.3 Student will be able to list factors that are critical in the determination of the eligibility for probation. (MCT)
Penal Code/Statute/Case Law:
ROC: 4.413 and 4.414
- 8.1.4 Student will be able to define factors in aggravation. (MCT)
Penal Code/Statute/Case Law:
JC Rule 4.421
- 8.1.5 Student will be able to define factors in mitigation. (MCT)
Penal Code/Statute/Case Law:
JC Rule 4.423
- 8.1.6 Student will be able to define sentencing enhancements. (MCT)
- 8.1.7 Student will be able to describe how dual use of facts applies to aggravating and mitigating factors with regards to elements of the crime and enhancements. (MCT)

- 8.1.8 Student will be able to identify the different methods of dealing with cases with multiple convictions. (MCT)
Penal Code/Statute/Case Law:
PC: 654, 667.6, 1170.1
Rules of Court: 4.426, 4.425, 4.451
- 8.1.9 Given sample offense reports and sample case information, the student will be able to determine applicable mitigating and aggravating factors and select the appropriate choice. (WST #12)
Penal Code/Statute/Case Law:
Rule of Court: 4.421, 4.423,
PC: 243.4(h), 1170.7-.85,
People v. Blakley,
People v. Cunningham;
People v. West,
People v. Moreno, 128 Cal. App. 3d 103
- 8.1.10 Given sample case information, the student will be able to identify when an individual would earn custody credits. (MCT)
Penal Code/Statute/Case Law:
PC: 2900.5
- 8.1.11 Given sample case information, the student will be able to indicate the circumstances under which a defendant would receive conduct credit. (MCT)
Penal Code/Statute/Case Law:
PC: 4019, 2900; 931, 2933, 2934
WIC: 3200,
ROC: 4.310, 4.472, and 4.411.5
- 8.1.12 Student will be able to specify the mandated requirements for domestic violence charges. (MCT)
Penal Code/Statute/Case Law:
PC: 273.5, 12021 and 12028
- 8.1.13 Student will be able to specify the mandated requirements for sex offenses. (MCT)
Penal Code/Statute/Case Law:
PC: 290 et al.

8.1.14 Given a sample case file, the student will be able to explain the nexus between a recommended condition of probation and the offense. (MCT)

Penal Code/Statute/Case Law:

People v Fortune 129 Cal.App. 4th, 790.

People v. Dominguez (1967) 256 Cal.App.2d 623, 627

8.1.15 Student will be able to explain how plea bargains, sentencing bargains, and Harvey waivers can impact sentencing recommendations. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Compute credit for time served, good time, and work time, for judge at sentencing.
- Read Penal Code and review sentencing manual to determine aggravating and mitigating circumstances of the crime.
- Synthesize and evaluate information gathered, to decide which facts of the case represent aggravating or mitigation circumstances of the crime.
- Provide sentencing/dispositional consultations to the judiciary on a specific probation case.

Module 8.2 Dispositional Alternatives in Adult Cases

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

- 8.2.1 Student will be able to describe the role of the probation officer's recommendation in the disposition of an adult case. (MCT)
- 8.2.2 Student will be able to identify the range of alternative dispositions available locally for adult offenders. (MCT)
- | | |
|-------------------------------------|-------------------------------------|
| <i>Penal Code/Statute/Case Law:</i> | <i>Method/Tool Used on the Job:</i> |
| PC: 1000, 1203.097 | EBP, Restorative justice. |
- 8.2.3 Student will be able to compare the advantages and disadvantages of alternative dispositions available locally. (MCT)
- 8.2.4 Given a sample criminal record for an adult offender, student will be able to identify the aspects of a prior record that would limit or justify eligibility for different dispositional alternatives. (MCT)
- 8.2.5 Student will be able to describe the purpose of a needs/risk assessment in determining appropriate programs. (MCT)
- | |
|-------------------------------------|
| <i>Method/Tool Used on the Job:</i> |
| STRONG |
- 8.2.6 Given sample case information and a list of community providers, the student will be able to identify an appropriate program for an adult offender. (MCT)
- | |
|-------------------------------------|
| <i>Method/Tool Used on the Job:</i> |
| Motivational Interviewing |
- 8.2.7 Student will be able to identify key considerations in making a recommendation to the court for conditions of probation. (MCT)
- 8.2.8 Given a sample case file, the student will be able to generate an appropriate recommendation for conditions of probation, linking probation terms and conditions to criminogenic risk and need factors. (WST #13)

8.2.9 Student will be able to identify the criteria affecting bail recommendations. (MCT)

Penal Code/Statute/Case Law: *Method/Tool Used on the Job:*
PC: 853.6, 1268, and 1270 Validated O.R. Point Scale

8.2.10 Student will be able to explain the positive and negative consequences of the probation officer's recommendation. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Synthesize and evaluate information gathered to decide on recommended disposition, sentence, and/or terms and conditions of probation.
- Determine probationer's eligibility for alternative sentencing programs.
- Prepare report giving recommendation for own recognizance release and/or bail reduction and rationale for recommendation.
- Notify applicant of denial of alternative sentencing programs.
- Orient probationer to alternative sentencing programs.

Module 8.3 Adult Court Reports

Minimum Module Instructional Time: 8 hours

Student Performance Objectives:

- 8.3.1 Student will be able to identify the statutory authority for a probation report and recommendation. (MCT)

Penal Code/Statute/Case Law:

PC: 1203.10

- 8.3.2 Student will be able to identify statutory timelines for preparing adult court reports. (MCT)

Penal Code/Statute/Case Law:

PC: 1191, 1203.71, 1202.72, 1203(b)(1)(E), 1203d

- 8.3.3 Student will be able to identify key principles for writing adult court reports. (MCT)

- 8.3.4 Student will be able to identify the elements of court reports, social studies, pre-sentence, and pre-plea reports mandated by the Penal Code. (MCT)

Penal Code/Statute/Case Law:

PC: 1203.2

- 8.3.5 Student will be able to explain the requirements for requesting a sentencing continuance. (MCT)

- 8.3.6 Given a complete investigation file for an adult defendant, the student will be able to generate a written court report. (WST #14)

- 8.3.7 Student will be able to describe the process of sealing adult records. (MCT)

Penal Code/Statute/Case Law:

PC: 1203.4

Core tasks related to the job:

This module is related to the following core tasks:

- Maintain current knowledge of case law and sentencing precedents (i.e., attend training, supervisor instructions, review legal update memos).
- Process requests for sealing records.

- When appropriate, request that the court give the probation department more time to investigate and submit report.
- Prepare pre-sentence, disposition, or pre-plea report to Superior Court.
- Prepare affidavit/petition/probation violation/modification notice.
- Prepare court documents for Judge's signature (e.g., arrest warrants, terms and conditions of probation, ex-parte orders).

Module 8.4 Dispositional Alternatives in Juvenile Cases

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

8.4.1 Student will be able to describe the role of the probation officer's recommendation in the disposition of a juvenile case. (MCT)

8.4.2 Student will be able to explain the purpose and content of a fitness report. (MCT)

Penal Code/Statute/Case Law:

WIC: 707

8.4.3 Student will be able to identify the range of alternative dispositions available locally for juvenile offenders. (MCT)

Penal Code/Statute/Case Law: *Method/Tool Used on the Job:*

WIC: 725/790, 654, 654.2 EBP, Restorative justice.

8.4.4 Student will be able to compare the advantages and disadvantages of alternative dispositions available locally. (MCT)

8.4.5 Student will be able to identify the legal basis for the use of informal probation. (MCT)

Penal Code/Statute/Case Law:

WIC 654.2

8.4.6 Student will be able to identify minors eligible for informal probation. (MCT)

Method/Tool Used on the Job:

assessment tool, interviewing techniques

8.4.7 Given a sample criminal record for a juvenile offender, student will be able to identify the aspects of a prior record that would affect eligibility for different dispositional alternatives. (MCT)

8.4.8 Student will be able to describe the purpose of a needs/risk assessment in determining appropriate programs. (MCT)

Method/Tool Used on the Job:

Positive Achievement Change Tool (PACT)

Rapid Risk Assessment of Sexual Offender (Rrasor)

Juvenile Sexual Offense Recidivism Risk Assessment Tool (JSORRAT)

8.4.9 Given a sample case file and a list of community providers, the student will be able to identify an appropriate program for a juvenile offender. (MCT)

8.4.10 Student will be able to explain reasons why a juvenile would be removed from their home. (MCT)

Penal Code/Statute/Case Law:

WIC: 727.1 and 11462.01

8.4.11 Student will be able to explain the process of investigating, preparing, documenting, and obtaining approval before making a recommendation to remove a juvenile from the home. (MCT)

8.4.12 Student will be able to identify placement options available for out-of-home placement. (MCT)

Penal Code/Statute/Case Law:

Division 31

8.4.13 Student will be able to explain how to evaluate and compare placement options. (MCT)

Penal Code/Statute/Case Law:

Division 31,

Title 22 Division 6

8.4.14 Student will be able to define the difference between approved, secured, and non-secured placements. (MCT)

8.4.15 Student will be able to explain the process or protocol that needs to be completed when a juvenile is placed in a home. (MCT)

8.4.16 Student will be able to describe the verification process to request out-of-county evaluation for possible placement. (MCT)

Penal Code/Statute/Case Law:

Division 31

8.4.17 Student will be able to explain the positive and negative consequences of probation officer's recommendation. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Synthesize and evaluate information gathered, to make recommendations of fitness for juvenile court.
- Synthesize and evaluate information gathered, to decide on recommended disposition, sentence, and/or terms and conditions of probation.
- Determine recommended placement (e.g., own home, Department of Corrections, jail) in cases that do not involve treatment programs or other referral sources.
- Determine probationer's eligibility for alternative sentencing programs.
- Notify applicant of denial of alternative sentencing programs.
- Orient probationer to alternative sentencing programs.
- Investigate private placements available (e.g., group homes, foster homes, relatives, treatment centers) for juveniles/adults.
- Visit placement facilities to learn about and evaluate the care and/or treatment they provide.
- Visit the juvenile's home to evaluate the quality of parental care and home environment in preparation for a report to the court.

Module 8.5 Juvenile Court Reports

Minimum Module Instructional Time: 8 hours

Student Performance Objectives:

- 8.5.1 Student will be able to identify the statutory authority for a probation report and recommendation. (MCT)
Penal Code/Statute/Case Law:
PC: 1203.10
WIC: 280 and 281
- 8.5.2 Student will be able to identify statutory timelines for preparing juvenile court reports. (MCT)
Penal Code/Statute/Case Law:
PC: 1191
- 8.5.3 Student will be able to identify key principles for writing juvenile court reports. (MCT)
- 8.5.4 Student will be able to identify the elements of court reports, social studies, and dispositional reports mandated by the Penal Code and Welfare and Institution Code. (MCT)
Penal Code/Statute/Case Law:
PC: 1203.2
WIC: 790, 707, 777-778
- 8.5.5 The student will be able to describe the circumstances why a dispositional continuance would be requested. (MCT)
- 8.5.6 Given a complete investigation file on a juvenile offender, the student will be able to generate a written court report. (WST #15)
- 8.5.7 Student will be able to identify key concepts determining fitness for juvenile court. (MCT)
Penal Code/Statute/Case Law:
WIC: 300, 600, 601, 602, 626, 628, and 707
PC: 1000, 1210.1, and 1203
- 8.5.8 Student will be able to identify key principles for writing a fitness report. (MCT)

8.5.9 Student will be able to describe the process of sealing juvenile records. (MCT)

Penal Code/Statute/Case Law:

WIC: 781 and 781.5

Core tasks related to the job:

This module is related to the following core tasks:

- Maintain current knowledge of case law and sentencing precedents (i.e., attend training, supervisor instructions, review legal update memos).
- Process requests for sealing records.
- Prepare and file petition in status offender cases.
- When appropriate, request that the court give the probation department more time to investigate and submit report.
- Prepare pre-sentence, disposition, or pre-plea report to Superior Court.
- Prepare affidavit/petition/probation violation/modification notice.
- Prepare court documents for Judge's signature (e.g., arrest warrants, terms and conditions of probation, ex-parte orders).
- Prepare juvenile intake report (i.e., report prepared at time of booking).
- Prepare fitness report for juveniles over the age of 14 charged with violations of applicable criminal law.
- Prepare and submit a request for petition to the District Attorney.
- Prepare detention report for use at detention hearing.

Module 8.6 Presentations to the Court and Testifying

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

- 8.6.1 Student will be able to identify instances when the probation officer could be called into court to provide information. (MCT)
- 8.6.2 Student will be able to identify the principles for appearing in court as a witness and/or when making other oral presentations. (MCT)
- 8.6.3 Student will be able to identify the roles of key courtroom personnel. (MCT)
- 8.6.4 Student will be able to explain how to prepare to make an oral presentation to the court. (MCT)
- 8.6.5 Student will be able to describe the consequences of good and poor performance in court by a probation officer. (MCT)
- Penal Code/Statute/Case Law:*
People v. Gayton (2006) 137 Cal.App.4th 96
- 8.6.6 Student will be able to identify the confidentiality issues of appearing in court as a witness and/or when making other oral presentations. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Review case file to prepare for appearance in court at case hearing.
- Testify at hearing, at disposition, or in court as a witness.
- When court ordered, gather information and update the court orally on status of a probation case.
- Appear in court and answer questions about case.
- Serve as sentencing consultant to the judiciary on a specific probation case.
- Sit in on and participate in plea sentence negotiations.

Unit 9: Orientation, Case Planning, and Supervision
Minimum Unit Instructional Time: 22 hours

Module 9.1 Conducting the Initial Meeting and Interview with a Probationer

Minimum Module Instructional Time: 8 hours

Student Performance Objectives:

- 9.1.1 Student will be able to explain the purpose and importance of the initial meeting with a new probationer. (MCT)
- 9.1.2 Student will be able to explain the importance of reviewing the probationer's case file in preparation for an initial meeting with a probationer. (MCT)
- 9.1.3 Student will be able to identify the legal obligations the court order places upon the probation officer. (MCT)
- 9.1.4 Student will be able to identify the general conditions of probation and any special conditions that might be applicable to a case. (MCT)
- 9.1.5 Student will be able to identify the situations requiring release of information forms. (MCT)
Penal Code/Statute/Case Law:
HIPPA regulations
- 9.1.6 Student will be able to explain the importance of maintaining an updated photographic record of a probationer. (MCT)
- 9.1.7 Student will be able to describe the various methods for contacting a probationer and describe the pros and cons of each. (MCT)
- 9.1.8 Student will be able to describe the various locations available for the initial meeting with the probationer and describe the pros and cons of each. (MCT)
- 9.1.9 Student will be able to identify which documents are acceptable to use for verification of employment, education, identification, etc. (MCT)
- 9.1.10 Student will be able to explain what documents the probationer needs to bring to the initial meeting. (MCT)
- 9.1.11 Student will be able to identify probationer's contact information either in the case file or by using other resources. (MCT)

- 9.1.12 Given a new probationer's file and court order, the student will be able to generate a list of interview questions for an initial interview. (WST #16)
- 9.1.13 Student will be able to explain what important information from the interview requires documentation. (MCT)
- 9.1.14 Student will be able to describe the information that should be collected from a probationer during the initial meeting in order to facilitate effective supervision. (MCT)
- 9.1.15 Student will be able to explain the legal obligation to provide a copy of the terms and conditions of probation to a probationer. (MCT)
Penal Code/Statute/Case Law:
PC: 1203.7
- 9.1.16 Student will be able to describe the importance of explaining the terms and conditions of probation with a probationer. (MCT)
Penal Code/Statute/Case Law:
PC: 290, 626, and 1203.12
H&S: 11590
- 9.1.17 Student will be able to identify individuals legally required to register with local law enforcement agencies. (MCT)
Penal Code/Statute/Case Law:
PC: 290, 457.1
H&S: 11590
- 9.1.18 Student will be able to identify individuals legally required to submit to DNA collection. (MCT)
Penal Code/Statute/Case Law:
PC: 290, 295 et seq, 296, 12021, and 14250 et seq
- 9.1.19 Student will be able to describe DNA collection protocols. (MCT)
- 9.1.20 Student will be able to explain the court processes to a probationer. (MCT)
- 9.1.21 Student will be able to explain the ramification of probation orders on the probationer's family and significant others. (MCT)

9.1.22 Student will be able to identify the benefits of complying with conditions of probation. (MCT)

Penal Code/Statute/Case Law:

PC: 1203.4

WIC: 781

9.1.23 Student will be able to identify consequences for non-compliance with conditions of probation. (MCT)

Penal Code/Statute/Case Law:

PC: 1203.1 and 1203.2

9.1.24 In a simulated interview, the student will be able to demonstrate interview techniques to motivate an offender to comply with conditions of probation. (BST #7)

Method/Tool Used on the Job:

Motivational Interviewing

Cognitive Behavioral Intervention

Core tasks related to the job:

This module is related to the following core tasks:

- Review probationer's file to become familiar with the nature of the offense, prior record, and individual's social, educational, and employment history.
- Review court dispositions.
- Contact probationer to set up initial interview appointment.
- Determine the frequency of contact needed during supervision, taking into account the risk involved and the needs of the probationer.
- Determine officer safety issues and develop plan for contact, search, arrest, seizure of evidence, etc.
- Review terms and conditions of probation with the probationer and/or family.
- Interview probationer to assess his/her needs.
- Interview probationer to assess the risk he/she poses to the community.

- Draw up contract with juvenile and parents, outlining conditions of informal probation.
- Obtain juvenile/adult or parent release for medical, psychiatric, or other information.
- Photograph probationer.
- Collect DNA sample.
- Obtain verification of employment, education, and/or other pertinent background information (e.g., SSN, DL, State ID#, residence, job, etc.).
- Consult with outside agencies to which the probationer has previously been referred to get their input (e.g., for development of a treatment plan).
- Set up information on probationer (e.g., court orders, address, phone) for Field Contact Notebook.

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Module 9.2 Establishing Case Goals and Plans

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- 9.2.1 Student will be able to describe the purpose and importance of a case plan. (MCT)
- 9.2.2 Student will be able to identify the components of a case plan. (MCT)
Penal Code/Statute/Case Law:
Title IV-e, Division 31
WIC: 16501.1, and 16500.09
- 9.2.3 Student will be able to describe how assessment tools are used in developing a case plan. (MCT)
Method/Tool Used on the Job:
Keirsey Interest Inventory, Rrasor, Sac Jmin, Static 99, JSORRAT, COMPAS, LSI, SARA, etc.
- 9.2.4 Given a sample case file on a new probationer, the student will be able to demonstrate the use of a departmentally-approved risk and needs assessment tool. (WST #17)
- 9.2.5 Given the results of the risk and needs assessment tool (reference Objective 9.2.4), the student will be able to describe how the results are incorporated into a case plan. (MCT)
- 9.2.6 Student will be able to identify criminogenic needs for a probationer which may not be court-mandated. (MCT)
- 9.2.7 Student will be able to explain classification systems for supervision levels. (MCT)
- 9.2.8 Student will be able to list the criteria used in determining the frequency and type of contacts. (MCT)
Method/Tool Used on the Job:
risk/needs assessment
- 9.2.9 Student will be able to identify the specific objectives associated with contacting the probationer and family in the home. (MCT)

- 9.2.10 Given a sample psychological evaluation, student will be able to describe how the recommendations are incorporated into a case plan. (MCT)
- 9.2.11 Student will be able to identify the educational needs/requirements of the probationer for a case plan. (MCT)
- 9.2.12 Student will be able to explain the circumstances when it may be necessary to incorporate drug-testing in a case plan. (MCT)
- 9.2.13 Given a sample case file, the student will be able to generate a written case plan. (WST #18)
- 9.2.14 Student will be able to explain the importance of continued evaluation, monitoring and adjustment of the long-term case plan. (MCT)

Penal Code/Statute/Case Law:

WIC: 727.3

Core tasks related to the job:

This module is related to the following core tasks:

- Review psychological, achievement, intelligence, aptitude, or interest test data for probationer for inclusion in court reports or other agencies.
- Prepare case plan and set goals for treatment or probationer's conduct under supervision (e.g., develop a treatment plan, supervision plan).
- Identify treatment, educational, employment or other program (e.g., alcohol, drug, or counseling treatment program) which will meet the needs of the probationer, his/her family, or others.
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).
- Contact placement facility, describe the case, and get their agreement to take the juvenile/adult.

- Refer probationer to appropriate program or agency.
- Write or dictate case/treatment plan or case review.
- Determine the frequency of contact needed during supervision, taking into account the risk involved and the needs of the probationer.
- Present cases to a committee that reviews recommendations (e.g., placement recommendations).

Module 9.3 Case Plan and Supervision

Minimum Module Instructional Time: 6 hours

Student Performance Objectives:

- 9.3.1 Student will be able to identify probation officer's role and legal responsibilities in supervising a probationer. (MCT)
Penal Code/Statute/Case Law:
PC: 1203
- 9.3.2 Student will be able to discuss the importance of monitoring the terms and conditions of probation and case plan. (MCT)
- 9.3.3 Student will be able to identify the reasons for making personal contact with the probationer. (MCT)
Method/Tool Used on the Job:
Case plan
- 9.3.4 Student will be able to explain how to set up appointments and establish office/field contacts, taking into consideration the terms and conditions of probation and risk factors. (MCT)
- 9.3.5 Given a sample case file, the student will be able to generate an interview plan for the personal contact with the probationer. (WST #19)
Method/Tool Used on the Job:
Case plan, assessment tools, and
Motivational Interviewing
- 9.3.6 Student will be able to explain the importance of maintaining current financial information and payment history. (MCT)
- 9.3.7 Student will be able to list various individuals and agencies who should be contacted to obtain information regarding the probationer, including the frequency of contact and purpose of the contact. (MCT)
- 9.3.8 Student will be able to explain why the continued use of assessment tools is important during supervision. (MCT)
Penal Code/Statute/Case Law:
SB 678

- 9.3.9 Student will be able to list the various reports that should be submitted by probationers and the key information that should be checked within each document. (MCT)
- 9.3.10 Student will be able to identify the reasons for visiting and observing the probationer in a variety of settings. (MCT)
Method/Tool Used on the Job:
Case plan
- 9.3.11 Given a sample case file, the student will be able to list the steps to take in preparing for a home visit. (MCT)
Penal Code/Statute/Case Law:
PC: 3067
- 9.3.12 Student will be able to list the types of information to be gathered during a home visit. (MCT)
- 9.3.13 Student will be able to identify potential problems involved in visiting a probationer at work. (MCT)
- 9.3.14 Student will be able to identify the importance of contact with the probationer in school. (MCT)
- 9.3.15 Given a sample case file, the student will be able to identify legal responsibilities to consider when contacting a minor at school. (MCT)
- 9.3.16 Student will be able to identify the purpose of a placement visit. (MCT)
Penal Code/Statute/Case Law:
Division 31
- 9.3.17 Student will be able to list the basic legal requirements for monitoring a juvenile in placement. (MCT)
Penal Code/Statute/Case Law:
Title IV, Division 31
- 9.3.18 Student will be able to identify probation officer obligations for probationer's medical treatment when placed on probation. (MCT)

9.3.19 Student will be able to identify the important information that needs to be documented to meet monitoring and record-keeping requirements. (MCT)

Penal Code/Statute/Case Law:

PC: 1203.10

9.3.20 Given a description of an interaction between a probation officer and a probationer, the student will be able to generate written documentation of the contact with the probationer. (WST #20)

Core tasks related to the job:

This module is related to the following core tasks:

- Interview probationer to assess the risk he/she poses to the community.
- Speak to probationer about poor performance or absence from work crew.
- Contact supervising probation officer about probationer's poor performance or absence from work crew.
- Interview probationer to determine progress toward the treatment goals and compliance with terms and condition of probation.
- Visit the home or neighborhood, school, and/or work place of probationer to check on the individual's conduct and compliance with terms and conditions of probation or wardship.
- Determine officer safety issues and develop plan for contact, search, arrest, seizure of evidence, etc.
- Respond to questions from probationer in person or over the telephone.
- Maintain field book information/documentation.
- Maintain case notes in probation file or keep chronological reports about probationer.
- Get clothing and other personal effects for probationers in placement/custody.
- Call or correspond with staff and/or administrators of placement agencies about the behavior of probationers.
- Arrange for medical treatment when necessary.
- Notify other agencies (e.g., Welfare Department) of information of interest (e.g., change of placement).
- Review psychological, achievement, intelligence, aptitude, or interest test data for probationer for inclusion in court reports or other agencies.
- Discuss probationer's financial circumstances and/or refer to services to obtain financial assistance (e.g., welfare, loans).
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).
- Determine the frequency of contact needed during supervision, taking into account the risk involved and the needs of the probationer.

- Interview parents, relatives, school officials, employers, and/or others in the probation officer's office or over the phone to check on probationer's conduct and compliance with terms and conditions of probation or wardship.
- Follow up to verify that probationer or other individual received service and to evaluate the success of referral.
- Review report forms or other written reports submitted by probationers to check place of residence, employment, probationary payments (fines, restitution, or support), and arrests in the preceding month.
- Review department reports to monitor payment of fines, restitution or other payments by the probationer.
- Obtain progress reports (orally or in writing) from referral sources (treatment, educational, employment, training programs) working with a probationer.
- Review citations issued by police and/or bookings in jail or juvenile hall for violations of probation or new offenses by probationers.

Module 9.4 Monitoring for Substance Use

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

- 9.4.1 Student will be able to identify the authority that allows probation officers to test probationers for controlled substances or alcohol. (MCT)
- 9.4.2 Student will be able to articulate when a detained/non-ward minor can be drug tested. (MCT)
- Penal Code/Statute/Case Law:*
WIC: 625.1, 625.2
- 9.4.3 Student will be able to identify the various methods available to test probationers for substance use. (MCT)
- 9.4.4 Student will be able to list the basic steps to take in preparing for and collecting drug-testing samples in the field and office. (MCT)
- 9.4.5 Student will be able to identify universal safety precautions when obtaining a sample from the probationer for a drug or alcohol test. (MCT)
- 9.4.6 Student will be able to describe the rationale for observing sample collection for drug or alcohol tests. (MCT)
- 9.4.7 Student will be able to identify universal safety precautions when disposing of drug-testing samples and kits. (MCT)
- 9.4.8 Student will be able to demonstrate the proper application and removal of safety gloves. (BST #8)

Core tasks related to the job:

This module is related to the following core tasks:

- Check for physical signs of drug or alcohol abuse by probationer.
- Observe collection of urine samples for drug-testing; submit samples while maintaining chain of evidence.
- Conduct drug/alcohol test.
- Guidelines: Search gloves/latex gloves
- Operate: Search gloves/latex gloves
- Guidelines: Urine bottles/drug test cups

Module 9.5 Factors in Making Referrals

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

Probationer Referrals

- 9.5.1 Student will be able to describe the importance of identifying resources in the community to assist a probationer and/or family member. (MCT)
- 9.5.2 Student will be able to identify probationer and case characteristics to consider when referring a probationer for services in the community. (MCT)
- 9.5.3 Student will be able to identify when a professional evaluation of a probationer is required (medical, psychological, alcohol, and drug). (MCT)
- 9.5.4 Student will be able to identify program components of local community services that should be evaluated when considering if a referral is appropriate for a probationer. (MCT)
- 9.5.5 Student will be able to explain how to assist probationers with job referrals and employment services. (MCT)
- 9.5.6 Given a sample case file, completed assessment, and description of services available in the local community, the student will be able to refer the probationer to services in the community. (WST #21)
- 9.5.7 Student will be able to explain how to prepare a case for referral to an outside agency. (MCT)

Victim Referrals

- 9.5.8 Student will be able to identify program components of local community services that should be evaluated when considering if a referral is appropriate for the victim. (MCT)
- 9.5.9 Student will be able to describe the importance of identifying resources in the community to assist victims. (MCT)
- 9.5.10 Student will be able to identify characteristics that should be considered when referring victims to services in the community. (MCT)

9.5.11 Student will be able to describe the process of referring victims to local community services. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Visit community-based organizations to learn about their services and evaluate the care and/or treatment they provide.
- Contact Social Services, schools, law enforcement, and other agencies to develop or maintain continuing working relationships.
- Identify treatment, educational, employment or other program (e.g., alcohol, drug, or counseling treatment program) which will meet the needs of the probationer, his/her family, or others.
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).
- Contact placement facility, describe the case, and get their agreement to take the juvenile/adult.
- Refer probationer for professional evaluations (e.g., medical, psychological, alcohol, or drug evaluation).
- Contact treatment, educational, training, employment program, or other community agency; describe probationer's needs and get their commitment to work with the probationer.
- Refer probationer to appropriate program or agency.
- Refer members of probationer's family, victim(s), or others to counseling and/or other appropriate program or agency.

Unit 10: Supervision Issues
Minimum Unit Instructional Time: 8 hours

Module 10.1 Violations of Probation or New Law Violations

Minimum Module Instructional Time: 3 hours

Student Performance Objectives:

10.1.1 Student will be able to describe what constitutes a probation violation. (MCT)

Penal Code/Statute/Case Law:

PC: 1203

WIC: 777

10.1.2 Student will be able to identify the legal authority and responsibilities to file a violation of probation report. (MCT)

Penal Code/Statute/Case Law:

PC: 1203.2, 1203.05, 1203.7,

and 1203.10

WIC: 827

10.1.3 Student will be able to identify the difference between a technical probation violation and new law violation. (MCT)

10.1.4 Student will be able to describe the criteria to determine who can be arrested on a technical violation. (MCT)

10.1.5 Student will be able to describe how to assess probationer's progress with terms and conditions/case plan when determining when to file a probation violation. (MCT)

10.1.6 Student will be able to list the alternative methods of responding to a violation of probation and compare the advantages and disadvantages of each. (MCT)

10.1.7 Given a scenario, the student will be able to determine if the behavior of the probationer constitutes a probation violation. (MCT)

10.1.8 Student will be able to identify the investigation method to collect information to prepare a violation of probation petition. (MCT)

10.1.9 Student will be able to identify the information that should be included in and would support a violation of probation petition. (MCT)

10.1.10 Student will be able to describe the steps involved in filing a violation of probation petition with the court. (MCT)

10.1.11 Given a sample case plan and description of an incident, the student will be able to generate a violation of probation petition and an appropriate recommendation for an adult case, using the relevant codes for reference. (WST #22)

Penal Code/Statute/Case Law:

PC: 1203

10.1.12 Given a sample case plan and description of an incident, the student will be able to generate a violation of probation petition and an appropriate recommendation for a juvenile case, using the relevant codes for reference. (WST #23)

Penal Code/Statute/Case Law:

WIC: 777, 827

10.1.13 Student will be able to identify the possible consequences of inappropriate response to a new law violation or violation of probation. (MCT)

10.1.14 Student will be able to identify the method for obtaining an arrest warrant for adult and juvenile violations of probation. (MCT)

Penal Code/Statute/Case Law:

PC: 840

10.1.15 Student will be able to list the steps involved in documenting an arrest for a violation of probation. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Arrest probationers who violate the law or conditions of probation.
- Execute probationer warrants.
- Prepare supplemental report on progress of probationer (e.g., results of professional evaluation, semi-annual review, updates).
- Evaluate the seriousness of a violation of probation and decide whether to file charges.
- Evaluate extent to which probationer is making satisfactory progress toward goals, and is complying with conditions of probation and case plan objectives.
- Review citations issued by police and/or bookings in jail or juvenile hall for violations of probation or new offenses by probationers.

- Request court action or garnishment of a violation of probation and decide whether to file charges.
- Request warrant from court on missing probationer.
- File petition or request that petition be filed to initiate court process when probationer violates terms of probation or commits a new offense.

Module 10.2 Modifications of Case Plan

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- 10.2.1 Student will be able to explain the importance of periodic reevaluation and adjustments in a case plan in regards to supervision. (MCT)
- 10.2.2 Student will be able to explain methods of determining compliance/non-compliance with case plan. (MCT)
- 10.2.3 Student will be able to identify the factors to consider when modifying a case plan. (MCT)
- 10.2.4 Student will be able to identify what options are available when reviewing or modifying a case plan. (MCT)
- 10.2.5 Student will be able to determine who needs to be involved or interviewed when modifying a case plan. (MCT)
- 10.2.6 Student will be able to define graduated sanctions. (MCT)
- 10.2.7 Student will be able to identify the reasons for the use of graduated sanctions. (MCT)
- 10.2.8 Student will be able to list the court reports and their components that may be associated with modifications of a case plan. (MCT)
- 10.2.9 Student will be able to identify the factors to consider for revocation or termination of probation. (MCT)
- 10.2.10 Student will be able to explain the investigation procedure and collection of information for inclusion in a supplemental, progress, or review report. (MCT)
- 10.2.11 Student will be able to list the types of information and components to be included in a supplemental, progress, or review report. (MCT)
- 10.2.12 Given a sample case file, the student will be able to prepare a supplemental, progress, or review report. (WST #24)
- 10.2.13 Given a sample case file, the student will be able to evaluate the probationer's progress with the case plan and generate a modified case plan consistent with the probation order. (WST #25)

Core tasks related to the job:

This module is related to the following core tasks:

- Visit placement agencies to discuss probationer's progress with probationer and agency staff.
- Evaluate extent to which probationer is making satisfactory progress toward goals and is complying with conditions of probation and case plan objectives.
- Determine whether to increase or decrease the frequency of contact with probationer.
- Determine whether to recommend revocation, modification, or termination of probation.
- Reassess cases that no longer require personal contact to "minimum supervision" status or refer to a "bank caseload."
- Write or dictate case/treatment plan or case review.
- Use professionally-accepted assessment tools (e.g., Static 99, JSORRAT, etc.).

Module 10.3 Out of County Jurisdiction and Interstate Compact

Minimum Module Instructional Time: 1 hour

Student Performance Objectives:

10.3.1 Student will be able to define a courtesy investigation. (MCT)

Penal Code/Statute/Case Law:

PC: 1203.9

WIC: 755, 1400

10.3.2 Student will be able to identify the process and legal requirements for inter-county transfer of adults and juveniles. (MCT)

Penal Code/Statute/Case Law:

PC 11180-11181, 1203.9

WIC: 1400

Miller v Youakim.

10.3.3 Student will be able to identify factors to consider in granting permission for out of county residency. (MCT)

10.3.4 Student will be able to identify the process and legal requirements for Interstate Compact supervision for adults and juveniles. (MCT)

Penal Code/Statute/Case Law:

7900 Family Code, Article 1 Sec. 10 #3 of US Constitution,
Crime Control Act 1934

Texas v NM 482 US 124 (1987)

Cuyler v. Adams, 449 US 433 (1981)

Miller v Youakim.

10.3.5 Student will be able to identify factors to consider in granting permission for out of state residency. (MCT)

10.3.6 Student will be able to identify factors to consider when issuing a travel permit to a probationer. (MCT)

10.3.7 Student will be able to describe the requirements for victim notification with regards to out of state travel requests. (MCT)

Penal Code/Statute/Case Law:
Section 500 ICJ, ICOTS Rules

Core tasks related to the job:

This module is related to the following core tasks:

- At the requests of other jurisdictions, conduct courtesy investigations (interview or record checks) of individuals currently or formerly living in the county.
- Request out-of-county evaluations of parent or relative for possible placement.
- Decide whether to accept the request from another county or state to supervise a probationer residing in county.
- For cases involving a non-resident individual, verify residence and complete paperwork requesting transfer of the case to county of residence.
- Review request for permission to leave county permanently (e.g., change of residence to another county or state) and recommend whether to approve or deny request.
- Issue travel permits.
- Initiate procedures to recommend transfer of case to appropriate court in new jurisdiction.
- Initiate procedures to request Interstate Compact supervision for probationers wishing to leave the state permanently.
- Review request for permission to leave county or state temporarily and decide whether to approve or deny request. .

Unit 11: Priority Setting
Minimum Unit Instructional Time: 2 hours

Module 11.1 Priority Setting for Probation Officer Functions

Minimum Module Instructional Time: 2 hours

Note to instructor: This module is a culminating activity that requires the student to evaluate all information in order to make priority and time management decisions utilizing all available codes, decision-making resources, and materials and information presented throughout the course.

Student Performance Objectives:

- 11.1.1 Student will be able to identify key elements to consider in making priority decisions regarding case and time management. (MCT)

- 11.1.2 Given a sample pre-sentence investigation report assignment, the student will be able to generate a schedule for completing the investigation (e.g., interview defendant, obtain written records from outside sources, etc.) prior to court filing deadlines, using all relevant resources. (WST #26)

- 11.1.3 Given a sample set of supervision functions (e.g., as received via in-box, voicemail, directives from supervisor, court, requests from law enforcement, schools, etc.), the student will be able to designate the priority in which those responsibilities should be handled and support this approach. (WST #27)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Unit A: Personal Safety
Minimum Unit Instructional Time: 9 hours

Module A.1 Personal Safety Precautions

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

- A.1.1 Student will be able to describe the key information to review before making field contact. (MCT)
- A.1.2 Student will be able to describe safety equipment that may be needed in the field. (MCT)
- A.1.3 Student will be able to define universal safety precautions. (MCT)
Penal Code/Statute/Case Law:
HIPAA
- A.1.4 Student will be able to describe situations when universal safety precautions should be used. (MCT)
- A.1.5 Student will be able to identify symptoms of contagious diseases. (MCT)
- A.1.6 Student will be able to identify the methods of transmission of contagious diseases. (MCT)
- A.1.7 Student will be able to identify situations when collaboration with law enforcement agencies may be necessary. (MCT)
- A.1.8 Student will be able to identify situations when response from law enforcement agencies may be necessary. (MCT)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Module A.2 Contraband and Evidence

Minimum Module Instructional Time: 3 hours

Student Performance Objectives:

- A.2.1 Student will be able to define contraband. (MCT)
- A.2.2 Student will be able to list different types of contraband. (MCT)
- A.2.3 Student will be able to define evidence. (MCT)
- A.2.4 Student will be able to identify key concepts of the "rules of evidence." (MCT)
- A.2.5 Student will be able to identify the reasons a probation officer's evidence may be introduced in court. (MCT)
- A.2.6 Student will be able to identify tests that evidence generally must pass before it may be admitted in juvenile or criminal court. (MCT)
- A.2.7 Student will be able to list important steps for properly documenting photographs that were taken to record injuries, observations, and evidence. (MCT)
- A.2.8 Student will be able to define chain of custody. (MCT)
- A.2.9 Student will be able to list the basic steps of maintaining chain of custody. (MCT)
- A.2.10 Student will be able to describe the legal repercussions for failing to maintain the chain of custody in handling evidence. (MCT)
- A.2.11 Student will be able to identify universal safety precautions when handling contraband and evidence. (MCT)

A.2.12 Student will be able to describe potentially dangerous situations when dealing with contraband and evidence. (MCT)

A.2.13 Student will be able to identify when to call for assistance. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Conduct presumptive drug tests on seized items suspected to be controlled substances.
- Photograph any injuries or bruises in cases of suspected child abuse.
- Collect, preserve evidence, and maintain chain of custody.

Module A.3 Searching Persons, Buildings, and Vehicles

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

- A.3.1 Student will be able to identify the legal authority to conduct searches. (MCT)
Penal Code/Statute/Case Law:
·PC: 835a, 830.5, 832
Terry v. Ohio
4th amendment
- A.3.2 Student will be able to identify the reasons why a search is conducted. (MCT)
- A.3.3 Student will be able to list different types of searches. (MCT)
- A.3.4 Student will be able to identify safety risks that may be encountered during a search of a person/residence/automobile. (MCT)
- A.3.5 Student will be able to identify predictors of non-compliant behavior while searching a subject. (MCT)
- A.3.6 Student will be able to identify potential concerns regarding same gender/opposite gender pat down searches. (MCT)
- A.3.7 Student will be able to describe legal limitations during a person/automobile/building search. (MCT)
- A.3.8 Student will be able to describe physical limitations during a person/automobile/building search. (MCT)
- A.3.9 Student will be able to explain what key information needs to be gathered and reviewed when planning a search. (MCT)
- A.3.10 Student will be able to identify steps that should be taken before a planned search is conducted. (MCT)

- A.3.11 Student will be able to identify the importance of having a search plan and communicating it to supervisors and peers prior to initiating the plan. (MCT)
- A.3.12 Student will be able to identify and explain safety equipment that may be needed when performing a search. (MCT)
- A.3.13 Student will be able to identify key concepts to consider when planning the approach to a residence/building/automobile to be searched. (MCT)
- A.3.14 Student will be able to define universal safety precautions that should be used during a search. (MCT)
- Penal Code/Statute/Case Law:*
HIPAA
- A.3.15 Student will be able to describe situations during a search when universal safety precautions should be used. (MCT)
- A.3.16 Student will be able to describe situations when planning a search that may require collaboration with law enforcement agencies. (MCT)
- A.3.17 Student will be able to describe situations that arise during a search that may require law enforcement agencies to respond. (MCT)
- A.3.18 Student will be able to describe how to respond to the discovery of hazardous materials. (MCT)
- A.3.19 Student will be able to demonstrate systematic and safe procedures when conducting searches of rooms and automobiles. (BST #9)
- A.3.20 Student will be able to describe various roles when multiple officers are searching persons, vehicles, or automobiles. (MCT)
- A.3.21 Student will be able to identify common places where weapons or contraband can be concealed on a subject's person. (MCT)

Unit B: Use of Force
Minimum Module Instructional Time: 19 hours

Module B.1 Principles of Use of Force

Minimum Module Instructional Time: 3 hours

Student Performance Objectives:

- B.1.1 Student will be able to identify the legal framework for a probation officer's use of reasonable force. (MCT)

Penal Code/Statute/Case Law:

PC: 830.5, 832, 835(a), 147, 149

Graham vs. Conner 490 US 386, 396 (1989)

Tennessee vs. Garner 471 US 1 (1985)

4th, 8th, 14th amendment

- B.1.2 Student will be able to identify the categories of force options. (MCT)

Penal Code/Statute/Case Law:

PC: 832, 835(a)

Graham vs. Conner 490 US 386, 396 (1989)

Tennessee vs. Garner 471 US 1 (1985)

- B.1.3 Student will be able to describe less lethal force options. (MCT)

- B.1.4 Student will be able to describe lethal force options. (MCT)

- B.1.5 Student will be able to describe actions that would constitute reasonable force. (MCT)

Penal Code/Statute/Case Law:

Graham vs. Conner 490 US 386, 396 (1989)

Tennessee vs. Garner 471 US 1 (1985)

4th, 8th, 14th amendment

- B.1.6 Student will be able to describe actions that would constitute excessive force. (MCT)

Penal Code/Statute/Case Law:

Graham vs. Conner 490 US 386, 396 (1989)

Tennessee vs. Garner 471 US 1 (1985)

4th, 8th, 14th amendment

Method/Tool Used on the Job:

use of Carotid restraint

B.1.7 Student will be able to identify factors that a probation officer should consider prior to employing the use of force. (MCT)

Penal Code/Statute/Case Law:

Graham vs. Conner 490 US 386, 396 (1989)

Tennessee vs. Garner 471 US 1 (1985)

4th amendment

B.1.8 Student will be able to identify predictors of assaultive behavior. (MCT)

B.1.9 Student will be able to describe intervention methods for de-escalating problematic situations. (MCT)

B.1.10 Student will be able to identify the psychological/physiological factors that affect a person threatened with danger (officer and subject). (MCT)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs. This content is also directly related to the following core tasks:

- Defend oneself or others using less lethal force (e.g., OC spray, baton).
- Defend oneself or others using lethal force.
- E01G: Guidelines: Badge
- E03G: Guidelines: Interior body armor (e.g., protective vest)
- E05G: Guidelines: Telephone/cell phone
- E07G: Guidelines: OC/Pepper Spray/Chemical Agents

Module B.2 Evasive and Blocking Techniques

Minimum Module Instructional Time: 4 hours

Student Performance Objectives:

B.2.1 Student will be able to demonstrate course-instructed stances and evasive movement technique(s). (BST #10)

B.2.2 Student will be able to demonstrate course-instructed blocking technique(s). (BST #11)

B.2.3 Student will be able to demonstrate course-instructed diversionary distraction technique(s). (BST #12)

Method/Tool Used on the Job:

hands, elbow, knee, foot strikes

B.2.4 Student will be able to demonstrate course-instructed personal body weapon(s). (BST #13)

Method/Tool Used on the Job:

hands, elbow, knee, foot strikes

Core tasks related to the job:

This module is related to the following core tasks:

- Determine officer safety issues and develop plan for contact, search, arrest, seizure of evidence, etc.
- Arrest probationers who violate the law or conditions of probation.
- Execute probationer warrants.
- Physically subdue a resisting or fleeing probationer, with the help of others.
- Physically defend self or others (i.e., with hands, arms or feet) against an attacking probationer or other individual.
- Physically restrain physically acting-out probationer or other individual.

Module B.3 Arrest and Control Techniques

Minimum Module Instructional Time: 12 hours

Student Performance Objectives:

B.3.1 Student will be able to demonstrate course-instructed control hold(s). (BST #14)

Method/Tool Used on the Job:

front/side wrist lock, rear wrist lock, escort position, twist lock, arm bars

B.3.2 Student will be able to demonstrate course-instructed escape technique(s). (BST #15)

B.3.3 Student will be able to demonstrate course-instructed take-down technique(s). (BST #16)

Method/Tool Used on the Job:

control hold, take-downs, leg sweep

B.3.4 Student will be able to demonstrate course-instructed prone control technique(s). (BST #17)

B.3.5 Student will be able to demonstrate course-instructed ground defense technique(s). (BST #18)

Core tasks related to the job:

This module is related to the following core tasks:

- Arrest probationers who violate the law or conditions of probation.
- Execute probationer warrants.
- Physically subdue a resisting or fleeing probationer, with the help of others.
- Physically defend self or others (i.e., with hands, arms or feet) against an attacking probationer or other individual.

Unit C: Restraints and Searching
Minimum Unit Instructional Time: 11 hours

Module C.1 Principles of Use of Restraints

Minimum Module Instructional Time: 3 hours

Student Performance Objectives:

- C.1.1 Student will be able to identify the nomenclature of handcuffs. (MCT)
- C.1.2 Student will be able to identify restraint devices other than handcuffs. (MCT)
Method/Tool Used on the Job:
Waist Chains, Zip Ties, Wrap,
Belly Chains, Leg Shackles
- C.1.3 Student will be able to explain the laws related to the use of restraints. (MCT)
Penal Code/Statute/Case Law:
PC: 835a, 830.5, 832
- C.1.4 Student will be able to identify situations when restraint devices may be appropriate. (MCT)
- C.1.5 Student will be able to identify circumstances when the use of restraints may not be appropriate. (MCT)
Penal Code/Statute/Case Law:
California Code of Regulations - Title 15 Division 3 Section 3269
- C.1.6 Student will be able to identify restraint methods that may not be appropriate (e.g., hog tying). (MCT)
- C.1.7 Student will be able to explain why certain restraint methods may not be appropriate (e.g., hog tying). (MCT)
- C.1.8 Student will be able to identify various methods of applying handcuffs. (MCT)
- C.1.9 Student will be able to describe the importance of properly identifying themselves before applying restraints. (MCT)

- C.1.10 Student will be able to identify the importance of verbal commands while applying restraints. (MCT)
- C.1.11 Student will be able to describe how to safely approach a subject prior to the application of handcuffs. (MCT)
- C.1.12 Student will be able to describe the proper application, safety considerations and limitations of handcuffs. (MCT)
- C.1.13 Student will be able to describe how to safely remove handcuffs. (MCT)

Core tasks related to the job:

This module is prerequisite to most core tasks performed by POs.

Module C.2 Handcuffing

Minimum Module Instructional Time: 5 hours

Student Performance Objectives:

C.2.1 Student will be able to demonstrate the use of verbal commands during the application of handcuffs. (BST #19)

C.2.2 Student will be able to demonstrate how to safely approach a compliant subject in a standing, kneeling, and prone position prior to the application of handcuffs. (BST #20)

C.2.3 Student will be able to demonstrate how to safely approach a non-compliant subject in a standing, kneeling, and prone position prior to the application of handcuffs. (BST #21)

C.2.4 Student will be able to demonstrate the proper application of handcuffs on a compliant subject from a standing, kneeling, and prone position. (BST #22)

C.2.5 Student will be able to demonstrate the proper application of handcuffs on a non-compliant subject in a standing, kneeling, and prone position using a course-instructed control hold. (BST #23)

Method/Tool Used on the Job:

Front/side wrist lock, rear wrist lock, escort position, twist lock, and arm bars

C.2.6 Student will be able to demonstrate, with a partner, the proper application of handcuffs on a non-compliant subject in a standing, kneeling, and prone position using a course-instructed control hold. (BST #24)

Method/Tool Used on the Job:

Front/side wrist lock, rear wrist lock, escort position, twist lock, and arm bars

C.2.7 Student will be able to demonstrate how to individually assist a handcuffed person in the kneeling and prone positions to his/her feet. (BST #25)

C.2.8 Student will be able to demonstrate, with a partner, how to assist a handcuffed person in the kneeling and prone positions to his/her feet. (BST #26)

C.2.9 Student will be able to demonstrate how to properly escort a handcuffed individual. (BST #27)

C.2.10 Student will be able to demonstrate how to safely remove handcuffs. (BST #28)

Core tasks related to the job:

This module is related to the following core tasks:

- Arrest probationers who violate the law or conditions of probation.
- Handcuff a non-resisting person.
- Handcuff a resisting person.
- Put an actively resisting person in the seat of a car.
- Assist an uncooperative/incapacitated individual (e.g., handcuffed person) from a prone position on the ground to his/her feet.
- Guidelines: Handcuffs
- Operate: Handcuffs

Module C.3 Searching the Person

Minimum Module Instructional Time: 3 hours

Student Performance Objectives:

- C.3.1 Student will be able to demonstrate the use of verbal commands during the search of a person. (BST #29)
- C.3.2 Student will be able to demonstrate how to safely approach a compliant subject in a standing, kneeling, and prone position prior to the search of his/her person. (BST #30)
- C.3.3 Student will be able to demonstrate the proper search technique of a compliant subject while in a standing, kneeling, and prone position. (BST #31)
- C.3.4 Student will be able to demonstrate a course-instructed technique in response to non-compliant behavior in a standing, kneeling and prone position during a search. (BST #32)
- Method/Tool Used on the Job:*
verbal commands, control hold take down,*chemical agents, baton, front/side wrist lock, rear wrist lock, escort position, twist lock, and arm bars
- C.3.5 Student will be able to demonstrate opposite gender pat-down searches. (BST #33)
- C.3.6 Student will be able to demonstrate same gender pat-down searches. (BST #34)
- C.3.7 During a scenario, the student will be able to find hidden contraband on a subject's person. (BST #35)

Core tasks related to the job:

This module is related to the following core tasks:

- Pat search juvenile/probationer for contraband.
- Determine officer safety issues and develop plan for contact, search, arrest, seizure of evidence, etc.
- Search probationer's person, personal property, residence, or automobile per court order.
- Collect, preserve evidence, and maintain chain of custody.

- Physically subdue a resisting or fleeing probationer, with the help of others.
- Handcuff a non-resisting person.
- Handcuff a resisting person.
- Physically defend self or others (i.e., with hands, arms or feet) against an attacking probationer or other individual.
- Guidelines: Search gloves/latex gloves

Unit D: Transportation
Minimum Unit Instructional Time: 1 hour

Module D.1 Preparation for Transport

Minimum Module Instructional Time: 1 hour

Student Performance Objectives:

- D.1.1 Student will be able to identify the different types of transports (e.g., destination, high risk, purpose of transport, number of individuals, etc.). (MCT)
- D.1.2 Student will be able to identify the steps to transport a probationer to a non-detention facility. (MCT)
- D.1.3 Student will be able to identify the steps to transport a probationer to a detention facility. (MCT)
- D.1.4 Student will be able to identify steps for transportation of a non-probationer. (MCT)
- D.1.5 Student will be able to identify steps for transportation of a non-compliant individual. (MCT)
- D.1.6 Student will be able to identify restraints for transportation of an individual. (MCT)
- D.1.7 Student will be able to identify how to assist a handcuffed person to a sitting position in a vehicle. (MCT)
- D.1.8 Student will be able to identify the potential consequences of failure to utilize safety precautions when transporting an individual. (MCT)

Core tasks related to the job:

This module is related to the following core tasks:

- Transport juvenile (using car or van) to juvenile hall facility.
- Transport individuals (e.g., from detention site to court, hospitals, airports, referral programs).
- Arrange for transportation of individuals (e.g., from detention site to court, hospitals, airports, referral programs).
- Inform adult jail staff of any custody problems.

Unit P: Physical Conditioning
Minimum Unit Instructional Time: 12 hours

Module P.1 Physical Conditioning Basics

Minimum Module Instructional Time: 1.5 hours

Student Performance Objectives:

- P.1.1 Student will be able to describe the key components of a performance-based fitness program and the ways each contributes to fitness.
- P.1.2 Student will be able to define common terms used in physical conditioning.
- P.1.3 Student will be able to describe the role of Rating of Perceived Exertion (RPE) in a physical conditioning program.
- P.1.4 Student will be able to describe the Borg Perceived Exertion Scale as described in the Guidelines for Exercise Testing and Prescription, American College of Sports Medicine, Eighth Edition (e.g., very, very light to very, very hard).
- P.1.5 Student will be able to identify common mistakes people make when participating in a physical conditioning program.
- P.1.6 Student will be able to identify equipment and clothing needed when participating in a fitness program.
- P.1.7 Student will be able to describe the purpose and goals of performance-based conditioning for probation officers.
- P.1.8 Student will be able to identify common injuries during training that might disable a probation officer.
- P.1.9 Student will be able to identify signs of overexertion and/or potential dangers during a physical conditioning program.
- P.1.10 Student will be able to identify the importance of warm-up and cool-down during a physical conditioning program.
- P.1.11 Student will be able to describe the difference between static stretching and dynamic stretching, and the appropriate applications for each type.

Module P.2 Conditioning Exercises

Minimum Module Instructional Time: 1 hour

Student Performance Objectives:

P.2.1 Complete Exercise Set A provided in the table below.

For a complete description of all exercise sets and how to complete the exercises, see the *Physical Conditioning Exercise Sets* and *Physical Conditioning Descriptions and Pictures* sections of this manual.

Exercise Set A		
Focus	Exercise	Reps/Time
Dynamic Stretching	Arm Circles	10 ea way
	Side Bends	1x2-3 per side
	Windmills	1x10-20
	Trunk Twists	1x8 reps per side
	Knee-to-Forehead	1x5-7 reps per leg
Low Intensity Strength	Side Leg Raises	1x10-12 reps per leg
	Push-ups	1x up to 20 reps
	Stomach Cr/Sit-ups	1x10-20 reps
Core Strength	Prone Planks	3x10 sec/Rest 10 sec
	R. Hover Planks	3x10 sec/Rest 10 sec
	L. Hover Planks	3x10 sec/Rest 10 sec
	Stomach Flutter Kicks	1x7 reps
Upper Body Strength	Wrist Curls	1x3 reps
	Arm Curls	1x3-6 reps
Lower Body Strength	Leg Press	1x3-6 reps
	or Modified Wall Sit	1x30-40sec hold x2 reps
Low Intensity Plyometrics	Skipping	2x10/Rest 30 sec
	Skip for Height	2x10/Rest 1 min
Lower Body Plyometrics	Two Foot Hops	1x10
	Single Foot S-S Hops	1x10
	Two Foot S-S Hops	1x10
Cardio	Jog/Walk	1.0 mi
	Sprint	2 nd session
Cool-Down	Walk	3 min
Static Stretching	Calf Stretch	3x5 sec, Rest 15 sec
	Quad Stretch	3x5 sec, Rest 15 sec
	Knee Hugs	3x5 sec, Rest 15 sec
	Stride Stretch	3x5 sec, Rest 15 sec

Module P.3 Conditioning Exercises

Minimum Module Instructional Time: 1 hour

Student Performance Objectives:

P.3.1 Complete Exercise Set A provided in the table below.

For a complete description of all exercise sets and how to complete the exercises, see the *Physical Conditioning Exercise Sets* and *Physical Conditioning Descriptions and Pictures* sections of this manual.

Exercise Set A		
Focus	Exercise	Reps/Time
Dynamic Stretching	Arm Circles	10 ea way
	Side Bends	1x2-3 per side
	Windmills	1x10-20
	Trunk Twists	1x8 reps per side
	Knee-to-Forehead	1x5-7 reps per leg
Low Intensity Strength	Side Leg Raises	1x10-12 reps per leg
	Push-ups	1x up to 20 reps
	Stomach Cr/Sit-ups	1x10-20 reps
Core Strength	Prone Planks	3x10 sec/Rest 10 sec
	R. Hover Planks	3x10 sec/Rest 10 sec
	L. Hover Planks	3x10 sec/Rest 10 sec
	Stomach Flutter Kicks	1x7 reps
Upper Body Strength	Wrist Curls	1x3 reps
	Arm Curls	1x3-6 reps
Lower Body Strength	Leg Press or Modified Wall Sit	1x3-6 reps 1x30-40sec hold x2 reps
	Low Intensity Plyometrics	Skipping
Skip for Height		2x10/Rest 1 min
Lower Body Plyometrics	Two Foot Hops	1x10
	Single Foot S-S Hops	1x10
	Two Foot S-S Hops	1x10
Cardio	Jog/Walk	1.0 mi
	Sprint	2 nd session
Cool-Down	Walk	3 min
Static Stretching	Calf Stretch	3x5 sec, Rest 15 sec
	Quad Stretch	3x5 sec, Rest 15 sec
	Knee Hugs	3x5 sec, Rest 15 sec
	Stride Stretch	3x5 sec, Rest 15 sec

Module P.4 Conditioning Exercises

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

P.4.1 Complete Exercise Set B provided in the table below.

For a complete description of all exercise sets and how to complete the exercises, see the *Physical Conditioning Exercise Sets* and *Physical Conditioning Descriptions and Pictures* sections of this manual.

Exercise Set B		
Focus	Exercise	Reps/Time
Warm-Up	DT Footwork	10 min
Dynamic Stretching	Arm Circles	10 ea way
	Side Bends	1x2-3 per side
	Windmills	1x10-20
	Trunk Twists	1x8 reps per side
	Knee-to-Forehead	1x8-10 reps
Low Intensity Strength	Side Leg Raises	2x13-15
	Push-ups	1x up to 20 reps
	Stomach Cr/Sit-ups	1x10-20 reps
Core Strength	Prone Planks	3x15 sec/Rest 15 sec
	R. Hover Planks	3x15 sec/Rest 15 sec
	L. Hover Planks	3x15 sec/Rest 15 sec
	Stomach Flutter Kicks	2x7 reps
Upper Body Strength	Wrist Curls	1x3 reps
	Arm Curls	1x3-6 reps
Lower Body Strength	Leg Press	1x3-6 reps
	or Modified Wall Sit	1x30-40sec hold x2 reps
Low Intensity Plyometrics	Skipping	2x10/Rest 20 sec
	Skip for Height	2x15/Rest 1 min
Lower Body Plyometrics	Single Foot S-S Hops	1x10
	Two Foot S-S Hops	1x10
	Standing Long Jumps	1x10
	Standing Jump /Reach	1x10
	Jumps Over Barrier	1x10
Upper Body Plyometrics	Wheel Barrow	3x16 steps
	or Overhead Throw	3x16 steps
	or Single Arm Throw	3x16 steps
	Explosive Wall Push-up	3x10 reps
	or Chest Pass	3x10 reps
or Chest Push	3x10 reps	
Cardio	Jog/Walk	1.5 mi
Cool-Down	Walk	3 min
Static Stretching	Calf Stretch	3x10 sec/Rest 20 sec
	Quad Stretch	3x10 sec/Rest 20 sec
	Knee Hugs	3x10 sec/Rest 20 sec
	Stride Stretch	3x10 sec/Rest 20 sec

Module P.5 Conditioning Exercises

Minimum Module Instructional Time: 2 hours

Student Performance Objectives:

P.5.1 Complete Exercise Set B provided in the table below.

For a complete description of all exercise sets and how to complete the exercises, see the *Physical Conditioning Exercise Sets* and *Physical Conditioning Descriptions and Pictures* sections of this manual.

Exercise Set B		
Focus	Exercise	Reps/Time
Warm-Up	DT Footwork	10 min
Dynamic Stretching	Arm Circles	10 ea way
	Side Bends	1x2-3 per side
	Windmills	1x10-20
	Trunk Twists	1x8 reps per side
	Knee-to-Forehead	1x8-10 reps
Low Intensity Strength	Side Leg Raises	2x13-15
	Push-ups	1x up to 20 reps
	Stomach Cr/Sit-ups	1x10-20 reps
Core Strength	Prone Planks	3x15 sec/Rest 15 sec
	R. Hover Planks	3x15 sec/Rest 15 sec
	L. Hover Planks	3x15 sec/Rest 15 sec
	Stomach Flutter Kicks	2x7 reps
Upper Body Strength	Wrist Curls	1x3 reps
	Arm Curls	1x3-6 reps
Lower Body Strength	Leg Press	1x3-6 reps
	or Modified Wall Sit	1x30-40sec hold x2 reps
Low Intensity Plyometrics	Skipping	2x10/Rest 20 sec
	Skip for Height	2x15/Rest 1 min
Lower Body Plyometrics	Single Foot S-S Hops	1x10
	Two Foot S-S Hops	1x10
	Standing Long Jumps	1x10
	Standing Jump /Reach	1x10
	Jumps Over Barrier	1x10
Upper Body Plyometrics	Wheel Barrow	3x16 steps
	or Overhead Throw	3x16 steps
	or Single Arm Throw	3x16 steps
	Explosive Wall Push-up	3x10 reps
	or Chest Pass	3x10 reps
or Chest Push	3x10 reps	
Cardio	Jog/Walk	1.5 mi
Cool-Down	Walk	3 min
Static Stretching	Calf Stretch	3x10 sec/Rest 20 sec
	Quad Stretch	3x10 sec/Rest 20 sec
	Knee Hugs	3x10 sec/Rest 20 sec
	Stride Stretch	3x10 sec/Rest 20 sec

Module P.6 Conditioning Exercises

Minimum Module Instructional Time: 1.5 hours

Student Performance Objectives:

P.6.1 Complete Exercise Set C provided in the table below.

For a complete description of all exercise sets and how to complete the exercises, see the *Physical Conditioning Exercise Sets* and *Physical Conditioning Descriptions and Pictures* sections of this manual.

Exercise Set C		
Focus	Exercise	Reps/Time
Warm-Up	DT Footwork	10 min
Dynamic Stretching	Arm Circles	10 ea way
	Side Bends	1x2-3 per side
	Windmills	1x10-20
	Trunk Twists	1x8 reps per side
	Knee-to-Forehead	1x11-13
Low Intensity Strength	Side Leg Raises	2x16-18
	Push-ups	1x up to 20 reps
	Stomach Cr/Sit-ups	1x10-20 reps
Core Strength	Prone Planks	3x20 sec/Rest 20 sec
	R. Hover Planks	3x20 sec/Rest 20 sec
	L. Hover Planks	3x20 sec/Rest 20 sec
	Stomach Flutter Kicks	3x7 reps
Upper Body Strength	Wrist Curls	1x3 reps
	Arm Curls	1x3-6 reps
Lower Body Strength	Leg Press	1x3-6 reps
	or Modified Wall Sit	2x30-40sec hold x2 reps
Low Intensity Plyometrics	Skipping	2x10/Rest 10 sec
	Skip for Height	2x20/Rest 1 min
Lower Body Plyometrics	Hexagon Drill	2 drills (24 touches)
	Multi-Jumps for Ht	2x10 jumps(1 m Rest)
	Plyo Circuits	3 x Plyo Circuit
Upper Body Plyometrics	Wheel Barrow	3x16 steps
	or Overhead Throw	3x16 steps
	or Single Arm Throw	3x16 steps
	Explosive Wall Push-up	3x10 reps
	or Chest Pass	3x10 reps
	or Chest Push	3x10 reps
	Push-up Jump	1x8 reps
	or Heavy Bag Thrust	1x8 reps
or Heavy Bag Stroke	1x8 reps	
or Catch&Throw	1x8 reps	
Cardio	Jog/Walk	2.0 mi
Cool-Down	Walk	3 min
Static Stretching	Calf Stretch	3x10 sec/Rest 25 sec
	Quad Stretch	3x10 sec/Rest 25 sec
	Knee Hugs	3x10 sec/Rest 25 sec
	Stride Stretch	3x10 sec/Rest 25 sec

Module P.7 Conditioning Exercises

Minimum Module Instructional Time: 1.5 hours

Student Performance Objectives:

P.7.1 Complete Exercise Set C provided in the table below.

For a complete description of all exercise sets and how to complete the exercises, see the *Physical Conditioning Exercise Sets* and *Physical Conditioning Descriptions and Pictures* sections of this manual.

Exercise Set C		
Focus	Exercise	Reps/Time
Warm-Up	DT Footwork	10 min
Dynamic Stretching	Arm Circles	10 ea way
	Side Bends	1x2-3 per side
	Windmills	1x10-20
	Trunk Twists	1x8 reps per side
	Knee-to-Forehead	1x11-13
Low Intensity Strength	Side Leg Raises	2x16-18
	Push-ups	1x up to 20 reps
	Stomach Cr/Sit-ups	1x10-20 reps
Core Strength	Prone Planks	3x20 sec/Rest 20 sec
	R. Hover Planks	3x20 sec/Rest 20 sec
	L. Hover Planks	3x20 sec/Rest 20 sec
	Stomach Flutter Kicks	3x7 reps
Upper Body Strength	Wrist Curls	1x3 reps
	Arm Curls	1x3-6 reps
Lower Body Strength	Leg Press	1x3-6 reps
	or Modified Wall Sit	2x30-40sec hold x2 reps
Low Intensity Plyometrics	Skiping	2x10/Rest 10 sec
	Skip for Height	2x20/Rest 1 min
Lower Body Plyometrics	Hexagon Drill	2 drills (24 touches)
	Multi-Jumps for Ht	2x10 jumps(1 m Rest)
	Plyo Circuits	3 x Plyo Circuit
Upper Body Plyometrics	Wheel Barrow	3x16 steps
	or Overhead Throw	3x16 steps
	or Single Arm Throw	3x16 steps
	Explosive Wall Push-up	3x10 reps
	or Chest Pass	3x10 reps
	or Chest Push	3x10 reps
	Push-up Jump	1x8 reps
	or Heavy Bag Thrust	1x8 reps
or Heavy Bag Stroke	1x8 reps	
or Catch&Throw	1x8 reps	
Cardio	Jog/Walk	2.0 mi
Cool-Down	Walk	3 min
Static Stretching	Calf Stretch	3x10 sec/Rest 25 sec
	Quad Stretch	3x10 sec/Rest 25 sec
	Knee Hugs	3x10 sec/Rest 25 sec
	Stride Stretch	3x10 sec/Rest 25 sec

Module P.8 Conditioning Exercises

Minimum Module Instructional Time: 1.5 hours

Student Performance Objectives:

P.8.1 Complete Exercise Set C provided in the table below.

For a complete description of all exercise sets and how to complete the exercises, see the *Physical Conditioning Exercise Sets* and *Physical Conditioning Descriptions and Pictures* sections of this manual.

Exercise Set C		
Focus	Exercise	Reps/Time
Warm-Up	DT Footwork	10 min
Dynamic Stretching	Arm Circles	10 ea way
	Side Bends	1x2-3 per side
	Windmills	1x10-20
	Trunk Twists	1x8 reps per side
	Knee-to-Forehead	1x11-13
Low Intensity Strength	Side Leg Raises	2x16-18
	Push-ups	1x up to 20 reps
	Stomach Cr/Sit-ups	1x10-20 reps
Core Strength	Prone Planks	3x20 sec/Rest 20 sec
	R. Hover Planks	3x20 sec/Rest 20 sec
	L. Hover Planks	3x20 sec/Rest 20 sec
	Stomach Flutter Kicks	3x7 reps
Upper Body Strength	Wrist Curls	1x3 reps
	Arm Curls	1x3-6 reps
Lower Body Strength	Leg Press	1x3-6 reps
	or Modified Wall Sit	2x30-40sec hold x2 reps
Low Intensity Plyometrics	Skipping	2x10/Rest 10 sec
	Skip for Height	2x20/Rest 1 min
Lower Body Plyometrics	Hexagon Drill	2 drills (24 touches)
	Multi-Jumps for Ht	2x10 jumps(1 m Rest)
	Plyo Circuits	3 x Plyo Circuit
Upper Body Plyometrics	Wheel Barrow	3x16 steps
	or Overhead Throw	3x16 steps
	or Single Arm Throw	3x16 steps
	Explosive Wall Push-up	3x10 reps
	or Chest Pass	3x10 reps
	or Chest Push	3x10 reps
	Push-up Jump	1x8 reps
	or Heavy Bag Thrust	1x8 reps
or Heavy Bag Stroke	1x8 reps	
or Catch&Throw	1x8 reps	
Cardio	Jog/Walk	2.0 mi
Cool-Down	Walk	3 min
Static Stretching	Calf Stretch	3x10 sec/Rest 25 sec
	Quad Stretch	3x10 sec/Rest 25 sec
	Knee Hugs	3x10 sec/Rest 25 sec
	Stride Stretch	3x10 sec/Rest 25 sec

