International Scientific and Professional
Advisory Council of the United Nations
Crime Prevention and Criminal Justice Program (ISPAC)
And
International Corrections and Prisons Association (ICPA)

The Luigi Daga Project

BASIC TRAINING MANUAL FOR CORRECTIONAL[1] WORKERS

Prepared by Gary Hill

Instructor's Manual
GENERIC VERSION

[1] The term "corrections" and prison has the same meaning in this manual. The use of "corrections" has been chosen because most nations have moved from a system that is only punitive to one that is meant to help the offenders live a life that is crime free once they are released from custody.

THIS IS A GENERIC DRAFT VERSION

DATE OF DRAFT is June 2006

BASIC TRAINING MANUAL COMMITTEE OF PRISON EXPERTS

This draft manual is the result of a collaborative effort with input, review, examples and suggestions received from a variety of sources. Following are some of the major players who participated. I must apologize in that I am sure some individuals have been left out.

The original members of the committee which initiated the development of the Basic Training Manual Project are:
Rohi BAALBAKI (Lebanon), Emilia BOUZON DE TERZANO (Argentina), Vincent DEL BUONO (Canada), Gary HILL (United States), Konrad HOBE (Germany), Luigi DAGA (Italy), Anthony TRAVISONO (United States), A. NAGASHIMA (Japan), J. FEEST (UNICRI), Gerhard MUELLER (United States), R. WAREHAM/ Viola PLUMMER (North American International Association Against Torture), Joseph A.A. ETIMA (Uganda), H. ZEID (Saudi Arabia), Roy D. King (United Kingdom), Cristiina HUKKILA (HEUNI), Giaccmo CANEPA (Italy).

Providing significant input were:
Martine BIRLING (France), Mark BYERS (New Zealand), Robert CLARK (Scotland), Lynn CUDDINGTON (Canada), Harold FOSKER (Norway), Robert GOBLE (United States), David MATHER (Australia), Leo R. JANSEN (Netherlands), Joe MCDERMOTT (Ireland), James MCDONALD (Scotland), Randy POLTARUK (Canada), Nicolas ROGGO (Switzerland), Josep Maria TAMARIT (Spain), Nuria TORRES (Spain), Dmitrij USIK (Lithuania), Jan VAN DEN BRAND (Netherlands), Nadia VIGEL (France)

Reviewing the material and providing input were:
Ujo AGOMOH (Nigeria), Soraya Beumer (Netherlands), Nicholas BROOKE (England), Bob BROWN (Canada), Dr. Johnson O.R. BYABASHAIJA (Uganda), Titus KONG LING CHICH (Singapore), James CHISHOLM (Scotland), Doris Y Y CHOW (Hong Kong), William CONNOLLY (Ireland), Sione FALEMANU (Tonga), Daniel GUNN (Scotland), Matthew Hamidullah (United States), Dr. M. Enamul HAQUE (Bangladesh), Isabel HIGHT (New Zealand), Helen HILTON (Scotland), HIROYUKI (Japan), Sio MEI HO (Macao), Lenin HOV (Cambodia), Mukete Tahle ITOE (Cameroon), Peter KAKOLA (Nambia), Christer KARLSSON (Sweden), Major Rashed Said GHANIM AL KHAYAREEN (State of QATAR), Ahnshik KIM (South Korea), Diane KNOPF (Canada), Leung-Ming KWOK (China), Jacqui LAW (Scotland), Roy LOUIS (Canada), Stephanie MACPHERSON (Canada), Joe Marchese (United States), Fidelis M. MBOYA (Tanzania), Marena MCLAUGHLIN (Canada), John MINJA (Tanzania), Paul MOYLE (Australia), Barry MULCAHY (United States), Dr. Robert NAGLE (United States), Rene NGWENYA (South Africa), Lt. Col. Zaal AL NOAIMI (State of Qatar), Slavi NOVAK (Slovenia), Lt. Col. John NURSE (Barbados), Sirilawan PANMADEE (Thailand), Chong Fung PING (Singapore), Bill RATTRAY (Scotland), Somphop RUJJANAVET

(Thailand), Setha SAK (Cambodia), Sokhan SAMKOL (Cambodia), Akena SAMUEL (Uganda), Jabu SISHUBA (South Africa), Terry SMITH (Turks & Caicos Islands), Marinela SOTA (Albania), Manap SRISUPHANTHAVORN (Thailand), Vitaya SURIYAWONG (Thailand), Ernest SYLVER (Ghana), Jenny THOMAS (England), Sebonyane Alfred TSETSANC (South Africa), Sonia WALLACE (Jamaica), Bill WILKEY (United States), Yu XIAO (China), Dick YEUNG (Hong Kong), Lam YICK-KEI (Hong Kong).

Multi-national conferences to discuss the Draft Manual were held in:
Italy, Brazil, Egypt, Saudi Arabia, Barbados, Uganda and Kyrgyzstan held multi-day meetings where the Draft Manual was the only topic. Discussion on the Manual were held at international conferences in Austria, Canada, South Africa, United States, China, Thailand, Lebanon, Ethiopia, Costa Rica, Hungary, Australia and Scotland.

Versions of the Draft Manual was used as a template by prison departments reviewing their own training programs in:
Somalia, Cameroon, Bosnia & Herzegovina and the Republika Surpska

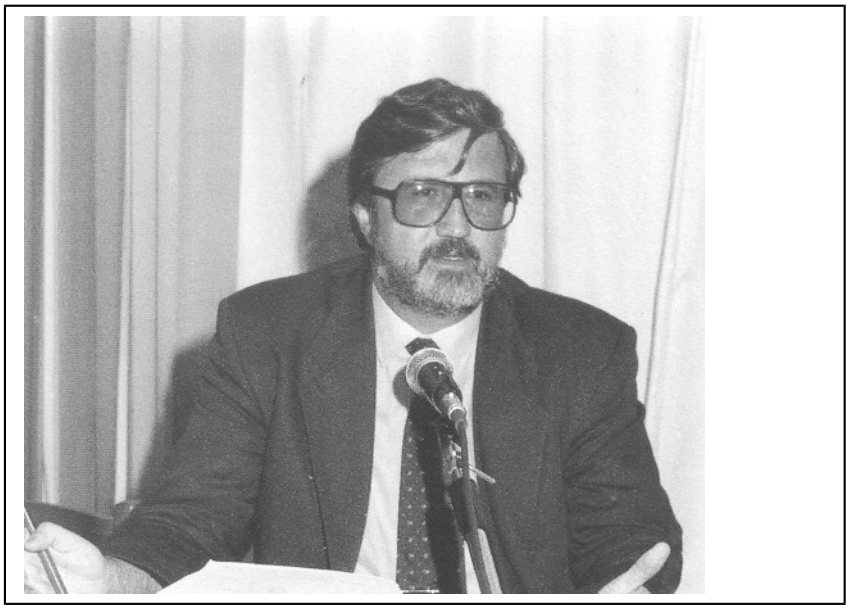
Versions of the Draft Manual have been translated by nations reviewing it into:
English, Spanish, French, Portuguese, Russian, Arabic and Somalia.

The review and update process of the Draft Manual continues and it is therefore considered a work in process.

Questions, comments, suggestions, additions can be sent to:

Gary Hill
PO Box 81826
Lincoln, NE 68501-1826
USA
Phone: 402 420-0602
Fax: 402 420-0604
Email: Garyhill@cega.com

THIS MANUAL IS DEDICATED TO LUIGI DAGA



During his career with the department of prison administration in Italy, Luigi Daga confronted many of the most pressing issues facing correctional systems, such as drug addiction, overcrowding, aids, lack of resources and alternative sentencing. Though highly educated and respected in both academic and political circles, Luigi Daga concentrated on the practical solutions to the current needs of correctional systems around the world. He did write and do research geared towards long-term solutions, but he never forgot that those currently serving in prisons either as inmates or staff had real and immediate needs. His work to insure both the development and implementation of humane standards for prisons and proper training and recognition of staff was responsible for many positive changes in prison systems worldwide. Luigi Daga died as a result of a random act of terrorism. Though he was not specifically targeted, he became a victim of a violent and tragic crime. It is ironic that the way society and specifically the justice and correctional system treated the person who killed him was based on much of the work carried out by Luigi Daga. The treatment of that offender, like millions of others around the world was fair and humane -- just as Luigi would have demanded. As the initial chair of the group responsible for the development of this manual and the process to make sure it is both practical and effective, his contributions will live on in better correctional practice for years to come.

Table of Contents

FORWARD....1
BACKGROUND ON THE DEVELOPMENT OF THE TRAINING MANUAL....2
1. Importance of prison staff training in the policy of the international agencies....2
2. Some of the methodological considerations used in preparation of the staff training manual....2
HOW THE MANUAL IS ORGANIZED....3
SECTION I - BASIC CORRECTIONAL OFFICER TRAINING COURSE....5
THE FIRST WEEK -- AN OVERVIEW OF CORRECTIONS AND WORKING IN IT....6
1. ORIENTATION TO THE NATION'S PRISON SYSTEM AND THE OFFICER'S OBLIGATION UNDER THE LAW....6
2. OVERVIEW OF THE PRISON SYSTEM....6
3. WHO IS IN OUR PRISONS AND WHY?....6
4. INTERNATIONAL STANDARDS AND NORMS IMPACTING ON PRISON WORK AND INMATES....6
5. PRISON POLICIES AND PROCEDURES....6
6. CROSS-CULTRUAL AWARENESS....7
7. INMATE DISCIPLINE....7
8. INMATES AND THE PRISON ENVIRONMENT....7
9. VIOLENCE IN PRISON....7
10. EMERGENCY PREPAREDNESS....7
11. HOSTAGE SURVIVAL....7
12. FIRE SAFETY....7
13. SUPERVISION OF INMATES....8
THE SECOND WEEK -- MANAGING PROBLEMS IN A PRISON SETTING....8
14. INTRODUCTION TO SEARCHING TECHNIQUES....8
15. DRUG AWARENESS....8
16. SUICIDE PREVENTION....8
17. SIZING UP THE SITUATION – BEING AWARE OF YOUR ENVIRONMENT. .8
18. COMMUNICATING WITH INMATES....8
19. CONTROLLING INMATE BEHAVIOR....8
20. FIRST AID AND HEALTH PROMOTION....8
22. KEY AND TOOL CONTROL....9
23. INMATE COUNTS....9
24. REPORT WRITING....9
25. STRESS MANAGEMENT....9
THE THIRD WEEK -- SECURITY PROCEDURE AND FIREARMS....9
26. USE OF FORCE....9
27. WEAPONS....9
28. USING RESTRAINING DEVICES....10
29. TRANSPORTATION OF PRISONERS....10
30. USE OF RADIO/TELEPHONES....10
SECTION II – ADDITIONAL TRAINING INFORMATION AND OUTLINES....11
ANNUAL AND ON-GOING TRAINING....11

Required Curriculum....11
Training Needs Analysis....13
ALTERNATIVE TRAINING COURSE SUMMARIES....16
Training course for junior prison officers the of Prison Department of Lithuania....16
Sample Basic Training Course – includes lessons on literacy due to educational level of the nation....30
SECTION III – TRAINING MODULES/LESSON PLANS....39
LESSON PLAN 1 – Orientation to the nation's prison system and the officer's obligation under the law....41
LESSON PLAN I – Orientation – using a different format....51
LESSON PLAN 2 – Overview of the Prison System....63
LESSON PLAN 3 – Who is in Our Prisons and Why?....71
Supplement to LESSON PLAN 3....73
Human Rights Instruments Related to LESSON PLAN 3....74
LESSON PLAN 4 – UN and International Human Rights Standards Impacting on Corrections 78
Supplement to LESSON PLAN 4....89
Another Sample LESSON PLAN 4....89
Additional Resources and Information for LESSON PLAN 4....90
Human Rights Instruments Related to LESSON PLAN 4....91
LESSON PLAN 5 – Correctional Policies and Procedures....94
Supplement to LESSON PLAN 5....128
Human Rights Instruments Related to LESSON PLAN 5....128
LESSON PLAN 6 – Cross-Cultural Awareness....135
Human Rights Instruments Related to LESSON PLAN 6....138
LESSON PLAN 7 – Inmate Discipline....142
Supplement to LESSON PLAN 7....150
Another Sample LESSON PLAN 7....154
Human Rights Instruments Related to LESSON PLAN 7....169
LESSON PLAN 8 – Inmates and the Prison Environment....175
Supplement to LESSON PLAN 8....180
Human Rights Instruments Related to LESSON PLAN 8....180
LESSON PLAN 9 – Violence in Prison....183
Supplement to LESSON PLAN 9....185
Another Sample LESSON PLAN 9 (in a different format)....185
LESSON PLAN 10 – Emergency Preparedness....188
Supplemental to LESSON PLAN 10....194
Another Sample LESSON PLAN 10 (in another format)....203
Human Rights Instruments Related to LESSON PLAN 10....206
LESSON PLAN 11 – Hostage Survival....207
Supplement to LESSON PLAN 11....213
LESSON PLAN 12 - Fire Safety....221
Supplement to LESSON PLAN 12....225
LESSON PLAN 13 - Supervision of Inmates....232
Supplement to LESSON PLAN 13....237

Human Rights Instruments Related to LESSON PLAN 13.....242
LESSON PLAN 14 – Introduction to Searching Techniques.....244
Supplement to LESSON PLAN 14.....251
Human Rights Instruments Related to LESSON PLAN 14.....272
Sample Procedural Assessment Template for LESSON PLAN 14.....274
LESSON PLAN 15 – Drug Awareness.....277
Human Rights Instruments Related to LESSON PLAN 15.....289
LESSON PLAN 16 - Suicide Prevention.....291
Another Sample LESSON PLAN 16 (Very Extensive – a total advanced course).....299
Human Rights Instruments Related to LESSON PLAN 16.....331
LESSON PLAN 17 – Sizing up the Situation – Being Aware of Your Environment.....332
Supplement to LESSON PLAN 17.....342
LESSON PLAN 18 – Communicating With Inmates.....346
Supplement to LESSON PLAN 18.....355
Human Rights Instruments Related to LESSON PLAN 18.....363
LESSON PLAN 19 – Controlling Inmate Behavior.....364
Human Rights Instruments Related to LESSON PLAN 19.....373
LESSON PLAN 20 – First Aid and Health Promotion.....374
Supplement to LESSON PLAN 20.....382
Human Rights Instruments Related to LESSON PLAN 20.....391
LESSON PLAN 21 – Personal Protection Techniques.....399
Human Rights Instruments Related to LESSON PLAN 21.....404
LESSON PLAN 22 – Key and Tool Control.....405
Supplement to LESSON PLAN 22.....414
Another Sample LESSON PLAN 22.....416
LESSON PLAN 23 – Inmate Counts.....419
Human Rights Instruments Related to LESSON PLAN 23.....424
Sample Procedural Assessment Templates for LESSON PLAN 23.....425
LESSON PLAN 24 – Report Writing.....426
Supplement to LESSON PLAN 24.....430
Human Rights Instruments Related to LESSON PLAN 24.....431
Sample Procedural Assessment Template for LESSON PLAN 24.....433
1 Report Writing.....433
B Report consisted of:.....433
LESSON PLAN 25 – Stress Management.....434
Supplement to LESSON PLAN 25.....443
LESSON PLAN 26 – Use of Force.....444
Human Rights Instruments Related to LESSON PLAN 26.....452
LESSON PLAN 27 – Weapons.....456
A. INTRODUCTION TO WEAPONS.....456
Human Rights Instruments Related to LESSON PLAN 27.....458
LESSON PLAN 28 – Use of Restraining Devices.....460
Supplement to LESSON PLAN 28.....465
Human Rights Instruments Related to LESSON PLAN 28.....468
LESSON PLAN 29 - Transportation of Prisoners.....469

Human Rights Instruments Related to LESSON PLAN 29....492
Sample Procedural Assessment Templates for LESSON PLAN 29....494
LESSON PLAN 30 – Use of Radio/Telephones....495
Supplement to LESSON PLAN 30....500
LESSON PLAN 31 – HIV-AIDS....501
Supplement to Lesson Plan 31....511
Human Rights Instruments Related to LESSON PLAN 31....517
LESSON PLAN 32 – Ethics for Correctional Personnel....520
CODE OF CONDUCT FOR CORRECTIONS OFFICERS....520
SECTION IV....525
TRAINING TECHNIQUES AND TRAINING OF TRAINERS....525
THE BASICS OF MODERN TEACHING TECHNIQUES....525
COACHING....536
COACHING SKILLS QUIZ....542
SAMPLE CLASS OUTLINE FOR A TRAINING OF TRAINERS COURSE....545
SECTION V....549
TESTING MECHANISMS....549
SECTION VII: CORRECTIONAL OFFICER TRAITS AND SKILLS....551
CORRECTIONAL OFFICER SKILLS....552
COMPETENCY PROFILE OF CORRECTIONAL OFFICER....552
Manage and Communicate with Inmates....552
SECTION VII....559
SOURCES OF INFORMATION....559
The United Nations Crime Prevention and Criminal Justice Program Network....559
Human Rights Non-governmental Organizations (NGOs)....565
SECTION VIII....567
UNITED NATIONS AND INTERNATIONAL STANDARDS....567
[1] Universal Declaration of Human Rights....570
[2] International Covenant on Economic, Social and Cultural Rights....576
[3] International Covenant on Civil and Political Rights....585
Recommendations of the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders....594
STANDARD MINIMUM RULES FOR THE TREATMENT OF PRISONERS....595
Declaration on the Protection of All Persons from Being Subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment....611
Code of Conduct for Law Enforcement Officials....614

FORWARD

The idea of preparing a manual for correctional workers took its origin from the awareness on the part of the Resource Committee on Correctional System and Rights that a set of guidelines was necessary in order to reconcile two aspects underlying correctional systems the world over: the safeguard of prisoners' rights and the recognition of the role of prison officers. A correctional worker who has been given the means and skills proper to his or her job, and who feels confident about what he/she has got to do, will be fully enabled to deal with people in his/her charge in a fair and humane way.

The Resource Committee's members, among which was the late lamented Luigi Daga, were well aware of the fact that each country had its distinct legal and correctional system as well as cultural, economic and social features; this, together with the consciousness that a practical approach was needed in order to give correctional workers the effective means to do their job, has led to the preparation of a manual which is at the same time comprehensive and open in conception; that is to say that it offers the foundations on which each correctional administration will build up its internal organization, taking into the account the characteristics peculiar to each one.

Training programs and interviews with trainers from around the world were used to develop this Manual. However, because each nation is unique in terms of its laws, policies, culture and customs, this Manual must be considered a draft to be modified for use by each nation.

The reader is encouraged to write if more information on anything covered in this manual is desired. Comments, criticisms, and suggestions are also invited.

The contact for the items related to this manual is:

Gary Hill
P.O. Box 81826
Lincoln, NE 68501-1826
U.S.A.
Phone: 402 420-0602
Fax: 402 420-0604
E-Mail: Garyhill@cega.com

BACKGROUND ON THE DEVELOPMENT OF THE TRAINING MANUAL

1. Importance of prison staff training in the policy of the international agencies

Staff training activities form a subject that is at the crossroads of some fundamental problems within corrections. At the same time, the production of "codes of conduct" and the informing and training of personnel in working within that code and other international standards and norms is a subject of direct commitment of the United Nations. In later chapters of this manual detailed information on the nearly forty international documents that govern correctional treatment will be provided. However, it is important here to note that no standards or norms or hopes or plans of any national or international body can be carried out without acceptance and proper practice by prison staff. What people in a far off room can dictate as acceptable or unacceptable practice means little if the prison guard is not trained in how to carry it out.

The increasing sophistication of individuals and international criminal organizations in all sections of the world make the work of the individual correctional officer more demanding than ever before. The amount of technical equipment, the rapid growth of new laws and court mandates, the increased scrutiny of media, human rights groups and international organizations means that the correctional officer must be among the finest-trained personnel working in any field. It must also be noted that it is the corrections system of each nation that is charged with keeping citizens in conditions that deprive them of what would normally be their basic rights. That alone demands a highly trained and competent staff.

2. Some of the methodological considerations used in preparation of the staff training manual

The initial training and updating of the prison staff, although having much in common with the training of the remaining personnel of the penal system, presents particular problems from the methodological and subject-matter aspects. A general and satisfactory reflection on these problems is lacking in the international literature, even if practical initiatives in the training field are numerous.

There is, above all, a problem of resources, of the cost/benefit ratio. In general, the prison staff, because of the heavy work commitment necessary, has little time for training: either initial training or during their careers. This is especially true in developing countries where the resources devoted to training are very small, in view of the already very low percentage of the national expenditure earmarked for the prison system. The need to supply the delicate service in prisons hinders, in fact, in almost all prison administrations, the possibility of organizing the training course on a satisfactory basis. For this, the preparation of intensive training modules which optimize the time/training ratio is essential.

A second consideration in preparing this manual is that the subject matter of prison staff training can only, in part, be standardized at an international level. It is possible, in fact, to predetermine the training on international documents, in the fundamental rights universally recognized in international agreements, on the standard minimum rules, and on the main UN codes of conduct; but it is certainly not possible to predetermine from the outside the training on the internal prison regulations and, in general, on all that which concerns the level of the internal legislation.

From this point of view, no standpoint of imposing the contents could be acceptable, and the risk of "cultural colonization" must be borne in mind. It is, moreover, a common risk to coordinate support activity to the developing countries (which in addition, may also be countries of long-standing judicial civilization). In addition, it must be remembered that (unlike the police and court personnel) prison is characterized by constant contact between the operators and the clients, twenty-four hours a day. Thus, the training cannot be limited to imparting theoretical subject-matter, nor mere technical information.

It is necessary, therefore, to create an effective interaction between training and working activity, and, thus, a real two-way communication between instructors and prison staff. To this end, a multi-disciplinary approach to tackle the training problems in an integrated way is important.

The analysis of the situation of the country's correctional structure will help considerably in the definition of the contents and methods of teaching: It is important to note that despite some basic homogeneity, the purposes of various correctional systems differ slightly (i.e. some may stress rehabilitation or reintegration back into society as a crime-free person and others might stress punishment for committing acts against society, while other systems might have victim or state compensation as their major purpose), and that, consequently, a precise analysis of the main purpose of imprisonment must be made by each country prior to using this training manual and/or developing their own material.

In the development of this manual, care was taken to attempt to account for the differences in local cultures, social-cultural environments, economic differences and the wide variation in prison systems.

HOW THE MANUAL IS ORGANIZED

Section I Contains a list of the basic training every person who supervises prisoners or detainees should be given. The section provides a brief description of each section, an approximation of the <u>minimum</u> time necessary to teach it and any special notes about the activity.

Section II Contains a list of the minimum on-going or annual training necessary for correctional personnel to maintain a *minimum* standard of proficiency. An article on conducting a training needs assessment is included as a reminder that in training, as in all of corrections, the program must be tailored to the needs as they

actually exist and the development of training should be based on those needs as identified through a specific and detailed process. Additional samples of training course summaries are included here.

Section III Contains sample training modules and lesson plans on certain items that should be taught in a consistent manner in all correctional systems. These include certain staff safety and human rights subjects. Included also, where appropriate, are the applicable international standards, sample post orders, mentoring guidelines and procedures and alternate lesson plans.

Section IV Contains information on the training of trainers and on training techniques, including the use of experienced staff as on-the-job trainers, mentors and coaches.

Section V Contains information on testing mechanisms and processes.

Section VI Contains information on specific skills and traits necessary to be an effective correctional officer.

Section VII Credits and index of sources and references for material used in the manual.

Section VIII Contains information on the various UN and other international standards that impact on corrections.

SECTION I - BASIC CORRECTIONAL OFFICER TRAINING COURSE

The material in this chapter has been gathered by a review of training programs conducted in individual correctional institutions, training academies and educational institutions from literally every part of the world. Though most of the information comes from organizations located in North America and Europe, material from six continents was reviewed. In some cases, where no formal written material was available, ISPAC Resource Committee members interviewed individuals responsible for training or gleaned material from articles. The material in this section is what was found to be an almost universally agreed upon set of the basic and minimum information people working in a correctional facility should have included in their initial training. The times suggested here for each course is, again, a compilation of what was gathered from the material reviewed. It is suggested that each correctional training program develop a summary of the course content that can be distributed to the students when they first enter the training program. This will allow them to see how all the various subjects fit together. The material was presented to groups of correctional personnel and trainers at workshops/training sessions in several nations. Their input was used to modify the initial material.

It is important to remind the user that this manual is a generic version, using sample laws and policies, and must be modified for the unique needs of each correctional facility and nation's legal and social system. Thus, each reader is encouraged to use the following as a guide and to rewrite the material as deemed appropriate.

Before working in a jail, prison or other correctional facility, it is important that certain basic elements are taught to each new employee. This is especially true for personnel who will be working directly with inmates. Following is an outline of what those basic elements should be.

The individual institution may wish to change the order suggested for some of the training modules, or may wish to add to or modify some of the topics. In Section III some suggested lesson plans will be provided for some of the subjects covered below. In other instances, each institution will have to develop their own.

The amount of time suggested for each module is based on the experience of similar training modules as operated in several correctional institutions in different parts of the world. The time is the minimum needed to cover the subject and is meant as a guide to help you develop your own module or modify one of the enclosed samples for your own use. Additionally, Section IV contains information on various ways of presenting the training depending upon the time, expertise and resources each institution has available

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

constant reinforcement of both the philosophy of the correctional system and the appropriate behavior of the staff, the training is of little value.

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

THE FIRST WEEK -- AN OVERVIEW OF CORRECTIONS AND WORKING IN IT

1. ORIENTATION TO THE NATION'S PRISON SYSTEM AND THE OFFICER'S OBLIGATION UNDER THE LAW

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

2. OVERVIEW OF THE PRISON SYSTEM

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

3. WHO IS IN OUR PRISONS AND WHY?

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

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

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

5. PRISON POLICIES AND PROCEDURES

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

6. CROSS-CULTRUAL AWARENESS

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

7. INMATE DISCIPLINE

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

8. INMATES AND THE PRISON ENVIRONMENT

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

9. VIOLENCE IN PRISON

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

10. EMERGENCY PREPAREDNESS

The previous lessons have laid the legal, operational and philosophical base of the prisons and the prison environment. This module looks at the types of emergencies for which correctional staff must be prepared. Though some potential emergency situations may be specific to a particular institution, several common factors do exist. Minimum time that should be allocated to this subject is 2 hours.

11. HOSTAGE SURVIVAL

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

12. FIRE SAFETY

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

13. SUPERVISION OF INMATES

This module looks at the duties, responsibilities and techniques of inmate supervision. It provides some specific supervision activities when dealing with inmates who are members of organized gangs.

THE SECOND WEEK -- MANAGING PROBLEMS IN A PRISON SETTING

14. INTRODUCTION TO SEARCHING TECHNIQUES

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

15. DRUG AWARENESS

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

16. SUICIDE PREVENTION

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

17. SIZING UP THE SITUATION – BEING AWARE OF YOUR ENVIRONMENT

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

18. COMMUNICATING WITH INMATES

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

19. CONTROLLING INMATE BEHAVIOR

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

20. FIRST AID AND HEALTH PROMOTION

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

21. PERSONNEL PROTECTION TECHNIQUES

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

22. KEY AND TOOL CONTROL

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

23. INMATE COUNTS

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

24. REPORT WRITING

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

25. STRESS MANAGEMENT

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

THE THIRD WEEK -- SECURITY PROCEDURE AND FIREARMS

26. USE OF FORCE

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

27. WEAPONS

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

A. INTRODUCTION TO WEAPONS

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

B. WEAPONS – CLASSROOM PRACTICE

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

C. RANGE PRACTICE AND QUALIFICATION

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

D. LOW-LIGHT AND NIGHT FIRING COURSES

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

28. USING RESTRAINING DEVICES

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

29. TRANSPORTATION OF PRISONERS

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

30. USE OF RADIO/TELEPHONES

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

SECTION II – ADDITIONAL TRAINING INFORMATION AND OUTLINES

ANNUAL AND ON-GOING TRAINING

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

Required Curriculum

Course Title	Minimum Hours
Prison Policies and Procedures	2
Self Defense	3
Firearms	5
Hostage Situations	1
Suicide Prevention	1
Safety, to include:	4
Fire Protection	
Safety	
Emergency Procedures	
Environmental Issues	
Verbal/Written Communication Skills to include:	2
Effective Listening	
Communication	
Report Writing	
Staff Conduct, to include:	2
Code of Conduct	
Ethics	
Cultural Diversity	1
Security Issues, to include:	6
Tool and Key Control	

Supervision of Inmates
Escape Procedures
Escort Procedures
Search and Contraband
Use of Force, to include:……...2
Personal Protection Techniques
Medical Issues, to include:……4
First Aid
Medical Emergencies
Health Promotion/Disease
Working with new officers, on-the-job training and coaching techniques……..…1
Inmate Information, to include:……6
Inmate Rights
International Standards
Re-socialization, rehabilitation Programs
Inmate Rules and Regulations

Training Needs Analysis

A Training Needs Analysis (TNA) should be conducted as a first step in the process of developing a training framework.[2] TNAs should focus on identifying and solving performance issues. Part of this process includes identifying knowledge and competency gaps and determining whether training is an appropriate remedial response. This determination is a key aspect of a training needs analysis since training when used to address issues which cannot be resolved by a training response is both wasteful of resources and damaging to the credibility and integrity of the broader training program. It is important to note that in the context of a TNA 'need' is the gap between "what is" and "what ought to be" rather than a "want" or a "desire." The learning required, i.e. the skills and knowledge to be learned, competencies needed and attitude change desired, should be clearly specified.

The purpose of a Training Needs Analysis is:

To determine training relevant to prison staff jobs
To determine training that will improve performance
To determine whether training will make a difference
To distinguish training needs from organizational problems
To link improved job performance with the organization's goals, and
To determine what, if any, training has already been given, when and to whom.

A TNA may be conducted as a written survey or audit completed by individual staff. It may be conducted or supplemented by individual interviews or focus groups. National prison staff should be involved in both developing the questionnaires and conducting the analysis. Following is a sample form which can be used in conducting a Training Needs Analysis:

[2] *Conducting a Training Needs Assessment*, Jeannette Swist, 2001. Explanation of the process can be found at: http://www.amxi.com/amx_mi30.htm

Correctional Officer: Training Needs Analysis Form

Name: ……. Rank: ……..

Date of Birth: ……..

Prisons Experience (In years): …….

Positions held within the Prisons Department (Correctional Officer, Superviser):
1: ……..
2: ……..

List other experience: (Positions held outside the Prisons Department)

Organisation	Years Service	Duties

Education Level: …….

If previously serving in the Prisons Department list training received:
1:
2:
3:
4:
5:
List training you believe you need or should receive:
1: ……..
2: …….
3: ……
4: …….

Sign: ……. Date: ……..

This table is to be completed by each person. Honest answers are required to enable a training programme to be developed. Tick the box which best describes your knowledge, experience and confidence with each subject.

Subject	**Very Good**	**Good**	**Average**	**Need Help**
Admitting a prisoner to the institution				
Communicable Disease Awareness				
Discharging a prisoner				
Emergency Procedures				
Escorts: External				
Escorts: Internal				
Firearms Procedures				
First Aid				
Handcuffs				
Human Rights, minimum standards.				
Liberia Legislation				
Prison Routine				
Prisoner Property				
Prisoner Supervision				
Report writing				
Searching: Body Search				
Searching: Cell and Area				
Security: General				
Structure of the Prisons Department				
The Courts System				
Visit Procedures				
Warrants				

ALTERNATIVE TRAINING COURSE SUMMARIES

Training course for junior prison officers the of Prison Department of Lithuania

Nr.	Disciplines for training	Form of control	The forms of training and amount of hours					
			Total	Lectures	Seminars	Practical	Testss	Course credit tests
Chapter 1 - Common disciplines								
1.	Psychology of communication in correctional institutions	Course credit test	30	12	12	4	-	2
2.	Culture of the language and clerical work	Course credit test	34	14	-	14	4	2
3.	Professional ethics of the officers of correctional institutions	Course credit test	16	8	6	-	-	2
Chapter 2 - Special disciplines								
4.	Fundamentals of law	Course credit test	62	26	26	-	6	4
5.	International standards of treatment of inmates	Course credit test	22	10	8	-	-	4
6.	Penal law	Integrated exam	62	28	28	-	6	-
7.	Administrative activity in correctional institutions	Integrated exam	110	28	22	60	-	-
8.	Weapons and shooting	Test	40	6	-	34	-	-
9.	Self-defence and usage of individual special means of protection	Test	40	2	-	38	-	-
10	First medical aid	Practical occupations	10	6	2	2		
	Reserve		24*					
	Total		426	160	111	123	16	16

Note: * Hours for tests and integrated exams.

PSYCHOLOGY OF COMMUNICATION OF CORRECTIONAL WORKERS AND INMATES

Chapter 3 - SUBJECT PROGRAM

1 theme. GENERAL, CORRECTIONAL AND COMMUNICATIONAL PSYCHOLOGIES.

(4 hours)

Conception of general and correctional psychology. Consciousness. Realized and unrealized processes. Processes of knowing. Motivations, emotions, feelings. Will. Individual and personality. Temperament. Character. Abilities.

Correctional psychology. Reasons of criminal and asocial conduct of inmates.

Communicational psychology. Communicational psychology as apprehension, change of information, interaction and relations between two or more people. Presumptions of successful communication.

Role of psychology in correctional institutions and prisons.

2 theme. CONSEQUENCES OF CUSTODIAL PENALTY FOR INMATES AND THEIR INFLUENCE ON COMMUNICATION OF CORRECTIONAL WORKERS AND INMATES.

(4 hours)

Custodial penalty as psychological trauma. Loss of independence (strict regulation of main functions of an inmate). Breaking of emotional relations with a family, loss of work, lack of communication, forced communication and living with hostile, unattractive people, limitation of sexual relations, negative influence of criminal surrounding, rise of psychological disorder (anxiety, depressions, suicides, injures of oneself).

Consequences of a custodial penalty for an inmate's personality. Problems of adaptation of inmates. Usage of psychotherapy methods for adaptation of inmates.

3 theme. INDIVIDUAL COMMUNICATION WITH INMATES BY CORRECTIONAL WORKERS.

(4 hours)

The essence, principles and peculiarities of individual communication with inmates. Individual communication as getting deep into the reasons of inmates' problems and difficulties. Personal and social problems of inmates. Identification of alternatives. Ways of solving problems. Foreseeing of the consequences of a solution. Planning and activity. An evaluation and the return connection.

Psychology of conflicts. Conception, types, ways of solution of conflicts. Prevention of conflicts between inmates.

4 theme. SKILLS TO MAINTAIN COMMUNICATION.

(6 hours)

The styles of communication: authoritarian – command; collaborative – constructive; liberal – familiar.

Role of correctional workers and inmates in the process of communication. Dependence of communication upon psychological climate. Verbal and non-verbal communication.

The first meeting with a new inmate. Listening as a skill of expressing suitable and sincere interest in an inmate. Questions and answers while associating with inmates. Reflection of the content of communication.

5 theme. COMMUNICATION WITH SEPARATE GROUPS OF INMATES.

(8 hours)

Communication with inmates who have sexual problems.

Psychopedagogical help for inmates who use alcohol and drugs.

Communication of correctional workers with aggressive and unmotivated to change oneself inmates.

Conception and reasons of brutality and aggressiveness of inmates. An ability to accept an aggressive conduct. Ways of decreasing aggressive conduct: decreasing of negative influence of custodial penalty, solution of personal and social problems, observation of the change of conduct, ways of decreasing tension.

Peculiarities of communication with the inmates who have specific problems: anxiety, fear. Work with hysterical, paranoiac, schizophrenic, asocial personality. An inmate with depression and suicidal intentions.

Programs of correction and their psychological characteristics.

6 theme. INFLUENCE OF STRESS OF CORRECTIONAL WORKERS TO COMMUNICATION.

(4 hours)

Influence of stress. Social problems. Dependence upon alcohol and drug substances. Prisons and correctional institutions as factors raising stress of the workers (character of the work, inability to participate and change solutions of higher instances and make influence to the penal reform, ambivalent feelings to inmates, negative look to a prison worker by society and etc.). Optimal tension at work. Prevention of stress. Skills of overcoming stress.

THE CULTURE OF LANGUAGE AND CLERICAL WORK

SUBJECT PROGRAM

		Number of hours

No.	Themes	Total	Lectures	Control works	occupationsPractical	Seminars
1.	A conception of the culture of language	2	2	-	-	
2.	The affairs of official letters in correctional institutions	8	2	2	4	
3.	Phonetics and science of accent	4	2	-	2	
4.	Vocabulary	4	2	-	2	
5.	Wordbuilding	4	2	-	2	
6.	Morphology	6	2	2	2	
7.	Syntax	6	2	2	2	
Total		34 academic hours				

Note: At the end of the course the students pass an undifferenciated credit course test.

PROFESSIONAL ETHICS OF CORRECTIONAL OFFICERS

SUBJECT PROGRAM

Chapter 1 - 1 theme. ETHICS, MORALS AND CULTURE OF CONDUCT

(4 hours)

Conception of ethics, morals and culture of conduct. An origin of morals: individual and social. Moral culture. The ground of culture – the internal culture of a person.

Normative nature of morals and law. Community and differences of morals and law. Moral and legal evaluations. Morality of law.

Concept and specific features of professional ethics of correctional officers. Categories of professional ethics. Professional conscience, professional duty, professional responsibility, professional honour. Moral demands for a person who chooses the profession of a correctional officer. Moral culture, moral evaluation of oneself and of surrounding people of the correctional officers as the social group.

Etiquette. Principles of etiquette and of official etiquette.

2 theme. LITHUANIAN AND EUROPEAN LEGISLATIVE ACTS THAT REGULATE THE ETHICAL CONDUCT OF CORRECTIONAL OFFICERS

(4 hours)

Legislative acts, their characteristics, the main ethic principles and standards for the staff of correctional institutions.

European Prison Rules.

Code of Conduct for Law Enforcement Officials.

Ethic rules of civil servants' conduct.

Committee of Ministers recommendation Nr. R (97) 12 Appendix II.

Ethic rules for the officials of the Prison Department Ministry of Justice of the Republic of Lithuania.

3 theme. PECULIARITIES OF COMMUNICATION OF CORRECTIONAL OFFICERS WITH INMATES AND OFFENDERS.

(4 hours)

Subculture of inmates (offenders), peculiarity of their person contacts. Groups, their structure, status of their member, style of their person contacts.

Evaluation of personality and moral principles of inmate (offender).

Culture of conduct of correctional officers and peculiarities of ethical communication with inmates and offenders. Peculiarities of intercommunication of inmates. Evaluation of personality and moral principles of an inmate or an offender. Objective and subjective difficulties of communication by correctional officers with inmates. Illegal and inadmissible conduct of correctional officers with inmates, problems, ways of solution and consequences. Responsibility of a correctional officer for the correction of an offender's personality. Moral education of offenders and inmates in correctional institutions. Ethical reasons in choosing legal forms of compulsion.

4 theme. MORAL RELATIONS AND CULTURE OF CONDUCT OF THE STAFFS OF CORRECTIONAL INSTITUTIONS.

(2 hours)

Ethical peculiarities of official and moral communication of correctional officers. Collective nature of professional activity of correctional officers. Interaction of staff and personality. Knowing of oneself and of others (temperament, character, feelings). Official subordination, discipline and responsibility. Authority. Style and tact of operative management. Interdependence of social and official prestige. A chief – the creator of official and ethical communication and of harmonious team. Moral control of official conduct. Moral sources of culture and education of management. Moral conflicts in the service, their origin, ways of solution. Ways of self-regulation and help of colleagues after an experience of stress and fear.

ORIGIN OF LAW

SUBJECT PROGRAM

1 theme. COMMON CHARACTERISTICS OF THE THEORY OF STATE

(4 hours)

Conception, signs and destination of state. Forms of a government of a state, state system and political regime. State machinery. State politics of punishment implementation.

2 theme. COMMON CHARACTERISTICS OF LAW THEORY.

(4 hours)

Conception, signs, destination and functions of law. Structure of law. Sources of law. Relation of state and law.

3 theme. CONCEPTION AND SOURCES OF CONSTITUTIONAL LAW OF THE REPUBLIC OF LITHUANIA.

(4 hours)

Conception and sources of constitutional law its connection with penal law and other branches of law. Conception of constitution and its main characteristics.

4 theme. STATE INSTITUTIONS OF THE REPUBLIC OF LITHUANIA AND THEIR ROLE IN IMPLEMENTATION OF CRIMINAL PUNISHMENTS.

(4 hours)

The Seym of the Republic of Lithuania. The President of the Republic of Lithuania. The Government of the Republic of Lithuania. The place of penal institutions in the system of law and order institutions of the Republic of Lithuania.

5 theme. CONCEPTION, FUNCTIONS AND SYSTEM OF CRIMINAL LAW.

(4 hours)

Concept, essence and functions of criminal law. Common rules of criminal law. System of criminal law. Sources of criminal law. The connection of criminal and penal laws.

6 theme. CRIMINAL RESPONSIBILITY AND ITS GROUNDS. PARDON FROM CRIMINAL RESPONSIBILITY.

(4 hours)

Concept of criminal responsibility. Legal grounds for bringing to criminal responsibility. Conception and kinds of pardon from criminal responsibility.

7 theme. CRIME.

(4 hours)

Concept and signs of a crime. Classification of crimes. Differentiation of crimes from other violations of law and amoral actions. Composition of a crime.

8 theme. PUNISHMENT. AN IMPOSITION OF A PUNISHMENT.

(4 hours)

Concept and signs of a punishment. Purpose of a punishment. A system of punishments. Common elements of the imposition of a punishment. The imposition of a new punishment when serving a punishment a new crime is committed.

9 theme. PARDON.

(4 hours)

Concept and kinds of pardon. Parole or mitigation of a punishment. Parole. Pardon in a case of illness. Amnesty and pardon.

10 theme. CONCEPTION OF THE LAW OF CRIMINAL PROCESS.

(4 hours)

Concept and goals of criminal process. The law of criminal process and its connection with the penal law. The role of the correctional administration in the criminal process.

11 theme. MEASURES OF SUPPRESSION. DETENTION ON REMAND.

(4 hours)

Concept, the grounds for imposition and kinds of measures of suppression. Conditions and grounds, duration of application of the detention on remand. Abolition or commutation of the measure of suppression.

12 theme. CONCEPTION OF ADMINISTRATIVE LAW.

(4 hours)

Concept and subject of administrative law. Concept and system of state government institutions. The relationship of administrative law with the penal law and the use of its norms in the correctional institutions.

13 theme. VIOLATION OF ADMINISTRATIVE LAW AND RESPONSIBILITY.

(4 hours)

Violation of administrative law, delimination of it from a crime, disciplinary violation and delict of civil law. Concept and main features of administrative responsibility.

INTERNATIONAL STANDARDS OF THE TREATMENT OF OFFENDERS

SUBJECT PROGRAM

1 theme. INTERNATIONAL CO-OPERATION ON THE TREATMENT OF OFFENDERS.

(4 hours)

The history of creation of international co-operation concerning the treatment of offenders. International prisons congresses. The concept of international standards establishing the treatment of offenders. International organizations that take part in creating and accepting the documents regulating the treatment of offenders.

2 theme. INTERNATIONAL DOCUMENTS DEFINING THE TREATMENT OF OFFENDERS.

(6 hours)

The classification of international documents regulating the treatment of offenders. General characteristics of international universal and regional documents of common character that regulate the treatment of offenders. General characteristics of international special documents regulating the treatment of offenders.

3 theme. EUROPEAN PRISON RULES.

(8 hours)

General regulations of the European prison rules – the main principles, purpose, their significance for the national penal system. The rules regulating the conditions of life and medical service of offenders. The rules regulating regime of imprisonment. The rules regulating the organization of work and professional training of offenders. The rules regulating the correctional training in prisons. The demands of the regulations to prison staff.

LAW OF PUNISHMENT ENFORCEMENT

SUBJECT PROGRAM

1 theme. PUNISHMENT.

(4 hours)

Theories of punishments. Concept and signs of a punishment. Destination of a punishment. A system of punishments.

2 theme. PUNISHMENT ENFORCEMENT BRANCH OF LAW. PUNISHMENT ENFORCEMENT LAWS.

(4 hours)

Conception, signs and subject of punishment enforcement law. Destination of punishment enforcement law. Connection of punishment enforcement law and of other branches of law, it's place in the system of law.

Sources and kinds of punishment enforcement law. Punishment enforcement laws and their goals. The statements of the penal law passed by the Government of the Republic of Lithuania and by other governmental institutions of the State. The statements of the UNO and EC on the questions of the punishment enforcement law.

3 theme. SYSTEM OF PUNISHMENT ENFORCEMENT INSTITUTIONS.

(4 hours)

System of punishment enforcement institutions. Kinds of correctional institutions and their legal status. Legal status of the prison department. Other punishment enforcement institutions: correctional inspections, offices of bailiffs.

4 theme. LEGAL STATUS OF CONVICTS.

(4 hours)

Concept of legal status of convicts. General rights, freedoms and duties of convicts. Special rights and duties of convicts. Prohibitions for convicts. Mitigation or toughening of legal status of convicts. Legal status of sentenced foreign citizens.

5 theme. ORDER AND CONDITIONS OF IMPLEMENTATION OF CUSTODIAL PENALTY. CLASSIFICATION OF INMATES.

(6 hours)

Concept of custodial penalty.

Order and conditions of implementation of custodial penalty. Places of implementation of custodial penalty.

Concept and criteria of classification of inmates: legal, biological, psychological, pedagogic.

Peculiarities of implementation of custodial penalty by women and delinquent children.

Order and conditions of implementation of lifelong custodial penalty. Legal status of inmates serving a life sentence.

6 theme. REGIME OF IMPLEMENTATION OF CUSTODIAL PENALTY.

(4 hours)

Conception and content of implementation of custodial penalty. Main demands of regime. Means to ensure the regime.

7 theme. WORK OF INMATES.

(4 hours)

Legal regulation of the work of inmates, purposes and forms of drawing into a work. Work conditions and payment for the work of inmates.

Drawing of inmates into an unpaid work.

8 theme. SOCIAL REHABILITATION OF INMATES, THE GOALS AND THE FORMS. SECONDARY AND PROFESSIONAL EDUCATION.

(4 hours)

Conception of social rehabilitation, the goals and the forms. Programs of inmates' social rehabilitation. Independent organizations of inmates.

Secondary education, professional technical training and professional training in industry of persons sentenced to the custodial penalty.

9 theme. MAINTENANCE AND MEDICAL SERVICE OF INMATES.

(4 hours)

Assurance of room and conditions of life in correctional institutions.

Providing of inmates with clothing, foot-wear and bedding.

Providing of inmates with food.

Department hospitals. Medical service of inmates in specialized health supervision institutions subordinated to the Ministry of care of public health.

10 theme. PECUNIARY LIABILITY OF INMATES

(4 hours)

Pecuniary liability of inmates according to the Code of Punishment Enforcement of Lithuanian Republic. Pecuniary liability of inmates for damage to property of state made while doing working duties, damage to state which fulfillment is not connected with doing working duties (damage to state made by other acts), for damage to property made to the third persons. The right of damage compensation for correctional institutions and lockups, which hadn't been compensated by released inmates. Damage compensation, which was made by inmate's criminal act.

11 theme. RELEASING FROM IMPRISONMENT.

(4 hours)

A law ground for releasing of inmates from imprisonment. An order of inmates' releasing from imprisonment. Financial help for the persons released from the imprisonment. Maintenance for invalids exempted from punishment, for old persons and parentless delinquent children.

12 theme. REMAND PRISONS.

(4 hours)

Destination of remand prisons. A law ground for keeping offenders in the remand prisons. Categories of such persons and their legal status. Conditions of keeping persons in the remand prisons. A law ground for releasing from remand prisons.

13 theme. CUSTODIAL PENALTY IN EUROPEAN COUNTRIES.

(4 hours)

Custodial penalty in Great Britain, France, Germany, Denmark and Sweden.

14 theme. LEGAL REFORM OF THE SYSTEM IMPLEMENTING PUNISHMENTS OF THE REPUBLIC OF LITHUANIA.

(4 hours)

The ground of legal reform of the system implementing punishments. Stages of the reform. The system of punishments foreseen in the Criminal Code of the Republic of Lithuania. The legal status of inmates foreseen in the project of Code Punishment enforcementof the Republic of Lithuania.

ADMINISTRATION AND MANAGEMENT IN CORRECTIONAL INSTITUTIONS

SUBJECT PROGRAM

1 theme. CONCEPT OF ADMINISTRATIVE ACTIVITIES IN CORRECTIONAL INSTITUTIONS, STRUCTURE OF MANAGEMENT OF CORRECTIONAL INSTITUTIONS.

(4 hours)

Concept of administrative activities of correctional institutions. Destination, goals and system of correctional institutions. Internal and external administrative activities of correctional institutions. Subjects of activity of administration. Legal regulation of the institution: regulations, instructions of one's duties.

2 theme. SERVICE IN CORRECTIONAL INSTITUTIONS.

(6 hours)

Concept of service in the Prison department. Legal regulation of service. Acception and training of prison officers and other State employees. Ranks and uniforms of prison officers. Legal status of prison officers. Special rights of prison officers. Stimulation and discipline

responsibility of prison officers. Suspension of officer duties, discharge and change of their position. Salary and social guarantees for the officers. Peculiarities of service in correctional institutions. Perspectives of the development of the service during the penal reform of Republic.

3 theme. TECHNICAL MEANS OF SECURITY AND COMMUNICATION USED IN CORRECTIONAL INSTITUTIONS.

(2 hours)

Destination and classification of technical means of security and communication. Tactical technical standards. Rules of security working with technical means of security. Exploitation of technical means of security and communication.

4 theme ORGANIZATION OF SECURITY AND SUPERVISION IN CORRECTIONAL INSTITUTIONS.

(6 hours)

General regulations of the instruction on security and supervision in remand prisons and prisons. Planning of the means of security and supervision. Structure of duty service. Preparation of duty service for service. Change of relieves of security and supervision. Discussion about the results of the work of the relief of the officers. Control of the work of duty service.

5 theme OBLIGATIONS OF OFFICERS WHO ORGANIZE AND IMPLEMENT SUPERVISION IN CORRECTIONAL INSTITUTIONS

(22 hours)

General official rights and obligations of supervising duty shift. Official obligations of senior supervisor of the duty shift. Official obligations of supervisor in the living zone and the discipline group of correctional institution. Official obligations of supervisor in the industrial zone. Official obligations of supervisor in cell lodging, solitary and punishment cells. Official obligations of supervisor in correctional institution related with handing over mail and dispatches, receiving and delivery of small packets with the press, order of appointments. Official obligations of supervisor in open colony where inmates could leave without guard or escort. Official obligations of supervisor in control post of transport. Inadmissible person contacts between supervisors and inmates (ruses of inmates). Responsibility of officers who had inadmissible person contacts with inmates. Practical occupations in Vilnius 2nd correctional facility.

6 theme. GENERAL RULES OF THE ORDER OF USE OF SPECIAL MEANS AND FIREARMS.

(4 hours)

Purpose of use of special means and firearms. Special means and firearms – exceptional means. Responsibility of the officers who have given an illegal permission for use or have used special means or firearms. Permission to arm officers with special means and firearms. Permission to use special means and firearms. Registration and making official the use of special means and firearms.

7 theme. OBLIGATIONS OF OFFICERS WHO ORGANIZE AND IMPLEMENT GUARD IN CORRECTIONAL INSTITUTIONS

(12 hours)

General official obligations of guard on duty shift. Official obligations of the guard's chief. Official obligations of the senior supervisor of the reserve group. Official obligations of supervisor of the reserve group. Official obligations of supervisor in the control post. Official obligations of supervisor in the guard tower. Official obligations of supervisor in the security path. Official obligations of supervisor (operator). Official obligations of supervisor (kinologist). Practical occupations in Vilnius 2nd correctional facility.

8 theme. DRUGS.

(6 hours)

Classification and identification of narcotic substances. Ways of stopping the circulation of narcotic substances. Treatment of material evidence.

7 theme. ORDER OF MAKING SEARCHES AND INSPECTIONS IN REMAND PRISONS AND CORRECTIONAL INSTITUTIONS.

(6 hours)

General rules of making searches and inspections in correctional institutions. Organization of common searches. Making of searches and inspections in remand prisons and territories of correctional institutions.

9 theme. PECULIARITIES OF SUPERVISION OF OFFENDERS AND INMATES WHO REFUSE TO EAT OR ARE BEND FOR ESCAPING.

(2 hours)

Actions of the staff of the institutions of correction or detention on remand when inmates refuse to eat. Order of inclusion in to a list of the inmates who are bend for escaping. Order of organizing the supervision of inmates enlisted as those who are bend for escaping.

10 theme. RULES OF PASSAGE REGIME IN REMAND PRISONS AND CORRECTIONAL INSTITUTIONS.

(8 hours)

Concept and destination of passage regime in remand prisons and correctional institutions. Kinds and destination of the passes. Order of giving passes. Order of entering (leaving) remand prisons and correctional institutions by persons. Order of entering (leaving) remand prisons and correctional institutions by inmates who have the right to go without a guard. Order of identification and withdrawal of the released persons from remand prisons and correctional institutions. Order of inspection of transport and loads and order of driving in (out) of the means of transport to the territories of remand prisons and correctional institutions. Order of inspection of entering (leaving)in to remand prisons and correctional institutions by persons and control of their things. Primary inspection of documents. Main ways and features of falsification of documents. Criminal classification and identification of external features of a person, their significance while implementing the passage regime.

11 theme. ORDER OF TRANSPORTATION OF OFFENDERS AND INMATES.

(6 hours)

Main concepts of transportation and of special transport. Kinds of convoy. Structure of convoy. Allocation of convoy in the guard posts. Organization of transportation. General duties of the officers of convoy. Organization and course of search of the people transported. Separate keeping of the people transported in time of transportation. Rules of treatment of the people transported by convoy. Peculiarities of separate kinds of convoy. Statute rituals in the activity of Prison department and institutions subordinated to it.

13 theme. TACTICS OF PROFESSIONAL ACTIVITY IN TIME OF CRISIS STATE OF THE INSTITUTIONS UNDER THE PRISON DEPARTMENT.

(4 hours)

Reasons and conditions of crisis states in the institutions. Prevention and blocking of crisis states (mass riots, group opposition, disobedience to the demands of management, escape of inmates (offenders), natural calamities, fire, mass poisoning, etc.). Special plans of activity. Actions of service officers in cases of crisis circumstances. Significance of keeping the place of a crime for later examination. Liquidation of the results of crisis states.

14 theme. ACTIONS OF PRISON OFFICERS IN EXTREME SITUATIONS

(6 hours)

Trainings of special tactics (according to a separate plan).

15 theme. INTRODUCTION OF ADMINISTRATIVE ACTIVITY OF CORRECTIONAL INSTITUTIONS.

(Excursion to Pravieniškės' Second Strengthened Regime Correctional Labour Colony and to Pravieniškės' Hospital – Correctional Labour Colony)

(8 hours)

Destination and goals of correctional institutions. Services of correctional institutions. Organization of supervision and security. Technical means of security and communication used in correctional institutions. Organization of correctional training of prisoners. Drawing of the prisoners into a work. Maintenance and medical supply.

Chapter 1 - FIRST MEDICAL AID

Chapter 2 - SUBJECT PROGRAM

(10 hours)

General rules of the first aid. General rules of transportation of patients, injured persons. Signs of life, their establishment. Clinic and biological death. Bringing to life. Fainting-fit. Stable side position, spasms, bleeding. Soothing of pain. Fracture of bones, dislocation. Wounds. Bandaging. Contusion. Burn. Overheating. Cold. General cold of a body. Electric trauma. Choke. Drowning. Hanging of oneself. Shock. Foreign bodies. Biting and stinging. Allergic reaction. Dangerous state because of an illness of brains or trauma. Dangerous state because of an illness

or trauma of organs of chest. Dangerous state because of illness and traumas of organs of stomach. Infectious illnesses. Poisoning.

WEAPONS AND SHOOTING

SUBJECT PROGRAM

No.	Themes	Number of hours				
		Total	Lectures	Seminars	Practical occupations	Control works
1.	The rules of safe treatment of firearm. The grounds of ballistics	2	2	-	-	-
2.	Pistols PM 9,2 mm and ČZ-75 9 mm. Technical data and structure	4	2	-	2	-
3.	Practical training with pistols PM and ČZ-75 without cartridges	2	-	-	2	-
4.	Practical shooting from pistol PM	8	-	-	8	-
5.	Automatic gun AKS-74U. Pistol-machine-gun PM-98	4	2	-	2	-
6.	Practical training with automatic gun without cartridges	2	-	-	2	-
7.	Practical shooting from automatic gun AKS-74U. Practical shooting from pistol-machine-gun PM-98. Practical shooting from sport gun TOS-12.	18	-	-	18	-
Total		40 academic hours				

Note: At the end of the program the students have a course credit test.

SELF-DEFENCE AND USAGE OF INDIVIDUAL SPECIAL MEANS OF PROTECTION

SUBJECT PROGRAM

No.	Themes	Number of hours		
		Total	Lectures	Practical occupations

1.	Safety and hygiene demands during training	2	2	-
2.	Special preparatory actions	4	-	4
3.	Painful actions	2	-	2
4.	Actions of strangulation	2	-	2
5.	Blows	2	-	2
6.	Defence from the blows	4	-	4
7.	Actions of retention	4	-	4
8.	Liberations from different embraces, clasps, etc.	6	-	6
9.	Defence from an armed attacker	6	-	6
10.	Actions of putting handcuffs and tying	2	-	2
11.	Actions with banana	2	-	2
12.	Individual and groupal actions of retention	4	-	4
Total		40 academic hours		

Note: At the end of the program the students have a differentiated course credit test.

Sample Basic Training Course – includes lessons on literacy due to educational level of the nation.

Correctional Officer Induction Course

Week One

Time	Monday 30th	Tuesday 31st	Wednesday 1st	Thursday 2nd	Friday 3rd	Saturday 4th	Sunday 5th
06:00		Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	
07:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
09:00	Registration and Role Call	Parade and Review	Parade and Review	Parade and Review	Parade and Review	Parade and Review	
09:30	Opening Ceremony	Conditions of Employment	Human Rights	Penal Legislation	Introduction to Prison Procedures	Code of Conduct (3)	
10:30		Code of Conduct (1&2)		Liberian Legislation	Log Books, Registers & Journals & Key Control	Introduction to Searching	
11:30	Introductions				Prison Routine	Prisoner Property (1)	
12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
14:00	Role and Structure of the Bureau	Reports & Journals, Introduction.	Human Rights	Introduction to Security	Rule of Law	Organised Sporting Events	
15::00	Role of the Correctional Officer	Incident Reports, Introduction.	Justice Administration System	Prisoner Supervision	Principles of Minimum Force		
16:00							

Week Two

Time	Monday 6th	Tuesday 7th	Wednesday 8th	Thursday 9th	Friday 10th	Saturday 11th	Sunday 12th
06:00	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	
07:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
09:00	Parade and Review	Parade and Review	Parade and Review	Parade and Review	Parade and Review	Parade and Review	
09:30	Communications (1)	Incident Reports	Prisoner Rights and Privileges (1&2)	Admission Procedures (1)	Procedures for Searching & Inspection	Prisoner Accommodation (1)	
10:30		Gender and Gender based violence		Searching Areas & Vehicles	Conflict Management (1)	Procedure: Key Control	
11:30	Instructing Prisoners, The 4 step method.		Hostages	Judicial System		Officer Observations	
12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
14:00	Advanced Literacy Course. (1)	Gender and Gender based violence	Escort Procedures	Unlocks & Lockups	Advanced Literacy Course. (2)	Organised Sporting Events	
15:00				Stress Management (1)			
16:00							

Week Three

Time	Monday 13th	Tuesday 14th	Wednesday 15th	Thursday 16th	Friday 17th	Saturday 18th	Sunday 19th
06:00	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	
07:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
09:00	Parade and Review	Parade and Review	Parade and Review	Parade and Review	Parade and Review	Parade and Review	
09:30	Searching Cells	Conflict Management (2)	Incident Reports	Test	First Aid Training	Emergency Procedures	
10:30			Strip Searches			Pat Searches	
11:30	Warrants of Commitment		Introduction to Prisoner Visits	Officer Safety		First Aid Training	
12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
14:00	Team Exercise	HIV & AIDS	Advanced Literacy Course. (3)	Advanced Literacy Course. (4)	First Aid Training	Organised Sporting Events	
15:00	Escorts						
16:00							

Week Four

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
06:00	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	
06:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
0800	**In Service Training in the Central Prison**						
0900							
1000							
1100							
1200							Lunch
1300							
1400							
1500							
1600							

Week Five

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
06:00	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	
07:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
09:00	Parade and Review	Parade and Review	Parade and Review	Parade and Review	Parade and Review	Parade and Review	
0800	**Weaponless Defence and Restraint Training**						
0900							
1000							
1100							
1200							Lunch
1300							
1400							
1500							
1600							

Week Six

Time	Monday 4th	Tuesday 5th	Wednesday 6th	Thursday 7th	Friday 8th	Saturday 9th	Sunday 10th
06:00	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	
07:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
09:00	Parade and Review	Parade and Review	Parade and Review	Parade and Review	Parade and Review	Parade and Review	
09:30	Review of In-service	Incident Reports	Time Management	Prisoner Classification and Separation	Prisoner Transfers	Team Work	
10:30	Radio Procedures	Officer / Prisoner Interaction	Conflict Management (3)		**Pat Searching Practical**	Prisoner Accommodation (2)	
11:30	Security Equipment and Restraints	Fire Safety		Presentations (1)	Prisoners at Risk (1)	Presentations (2)	
12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
14:00	Advanced Literacy Course. (5))	Fire Safety	Prisoner Discipline (1)	Visits	Cultural and Religious Awareness	Organised Sporting Events	
15:00		**Cell Search Practical**	Prisoner Programmes	**Handcuffs Practical**			
16:00							

Week Seven

Time	Monday 11th	Tuesday 12th	Wednesday 13th	Thursday 14th	Friday 15th	Saturday 16th	Sunday 17th
06:00	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	
07:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
09:00	Parade and Review	Parade and Review	Parade and Review	Parade and Review	Parade and Review	Parade and Review	
09:30	Interview Techniques (1)	Prisoner Disturbances	Communicable Diseases	Conflict Management (4)	**Incident Report Practical**	**Cell Search Practical**	
10:30		***Radio Practice***	Stress Management (2)		Work Placement of Prisoners	Presentations (3)	
11:30	Prisoner Property (2)	Admission Procedures (2)	Prisoner Discipline (2)	Presentations (4)	Presentations (5)	*Timed Test & Communications Exercise*	
12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
14:00	Advanced Literacy Course. (6))		**Handcuffs Practical**	Test	Advanced Literacy Course. (7))	Organised Sporting Events	
15:00		**Incident Report Practical**	Release Procedures	Parade			
16:00							

Week Eight

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
06:00	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	
06:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
0800	**In Service Training, in the Central Prison**						
0900							
1000							
1100							
1200							Lunch
1300							
1400							
1500							
1600							

Week Nine

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
06:00	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	
06:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
0800	**In Service Training in the Central Prison**						
0900							
1000							
1100							
1200							Lunch
1300							
1400							
1500							
1600							

Week Ten

Time	Monday 1st	Tuesday 2nd	Wednesday 3rd	Thursday 4th	Friday 5th	Saturday 6th	Sunday 7th
06:00	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	
07:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
09:00	Parade and Review	Parade and Review	Parade and Review	Parade and Review	Parade and Review	Parade and Review	
09:30	Revision Security	Conflict Management (5)	Revision Searching	Drug Awareness	Revision Report Writing	**Incident Report Practical**	
10:30	Types of Key Safes		Counselling		Check up Procedures	Interview Techniques (2)	
11:30	Treatment of Youthful Offenders	Prisoners at Risk (2)	Presentations (7)	Risk Situations	Presentations (9)		
12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
14:00	Labour Distribution	Advanced Literacy Course. (8))	Needs in Assessment	Presentations (8)	U.N. Minimum Standards	Organised Sporting Events	
15:00	Presentations (6)		Preparation of a Duty Roster	Female Prisoners			
16:00							

Week Eleven

Time	Monday 8th	Tuesday 9th	Wednesday 10th	Thursday 11th	Friday 12th	Saturday 13th	Sunday 14th
06:00	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	
07:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
09:00	Parade and Review	Parade and Review	Parade and Review	Parade and Review	Parade and Review	Parade and Review	
09:30							
10:30							
11:30							
12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
14:00		Advanced Literacy Course. (9)		Advanced Literacy Course. (10)			
15:00							
16:00							

Week 12 - 15th

Time	Monday 15th	Tuesday 16th	Wednesday 17th	Thursday 18th	Friday 19th	Saturday 20th	Sunday 21st
06:00	Fitness Training	Fitness Training	Fitness Training	Fitness Training	Fitness Training	On Prison Roster	
07:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		
09:00	Parade and Review	Parade and Review	Parade and Review	Parade and Review	Parade and Review	Commencement of In-service Training	
09:30		**Test Pat Down Searching**	**Test, Report Writing**		The next 9 months. Assessment , on the job training.		
10:30	**Test, Handcuffs**			Written Examination			
11:30	Presentations (10)	**Test Area Searching**	Mentor Programme				
12:30	Lunch	Lunch	Lunch	Lunch	Lunch		
14:00	**Test Cell Search**	Advanced Literacy Course. (11)	Revision	Restraint Training **Evaluation**	Graduation		
15:00							
16:00							

SECTION III – TRAINING MODULES/LESSON PLANS

Though most of the sample lesson plans come from organizations located in North America and Europe, material from continents was reviewed. In some cases, where no formal written material was available, ISPAC and ICPA Resource Committee members interviewed individuals responsible for training or gleaned material from articles. The material in this section is what was found to be an almost universally agreed upon set of the basic and minimum information people working in a correctional facility should have included in their initial training. The times suggested here for each course is, again, a compilation of what was gathered from the material reviewed. The primary lesson plan format is explained below. In some cases, supplemental lesson plans are provided which utilize different types of lesson plan formats.

Many of the lesson plans included have been taken directly from existing training academies and modified only slightly. This has been done when it is felt that the particular plan presents a good general picture of the type of subject matter that should be presented. By using various styles of lesson plans, it is hoped that the reader might find which model suits his or her style best and will give a variety of choices when the person writes their own lesson plans.

When electronic, video or other equipment was suggested in the original lesson plan, it has been eliminated here in recognition that many training facilities lack the necessary equipment. However, for just about every lesson presented, video and computer programs have been developed in many nations. If the reader feels that such programs or material might be helpful, he/she is encouraged to contact us for more information. Some supplemental lesson plans which are based on video or computer programs (primarily PowerPoint presentations) have been included.

It is important to remind the user that this manual is a generic version and must be modified for the unique needs of each correctional facility and nation's legal and social system. Thus, each reader is encouraged to use the following as a guide and to rewrite the material as deemed appropriate.

INSTRUCTOR'S NOTES :

In between lines like this will be notes to the instructor on the material that follows. Some of the notes will indicate specific suggestions on how the material should be presented. Other items might include reasons for the presentation of the material and/or specific ways to involve the students.

DISCUSSION GUIDE :

In between lines like this will be material that can be used by the instructor to lead group discussions with the students. Depending upon the size of the class and the amount of individual student participation desired, the instructor can either lead a discussion (or question and answer session) with the entire class or the class can be divided into smaller groups with each group discussing specific items (each group can discuss the same item or each group can discuss separate items assigned by the instructor). If the class is divided into groups, a spokesperson for each group should give a brief summary of their conclusions to the entire class.

Material in the lesson plans written in bold italics generally mean that it is taken directly from the laws, policies, or standard operating procedures of a particular nation to be used as an example. The reader is reminded that these laws, policies or standard operating procedures are the ones available to the writer and may be out-of-date or may even have been eliminated. ***They are used as examples*** and must be reviewed and changed as necessary to fit the applicable laws, policies or procedures of the nation for which the training manual is being modified.

LESSON PLAN 1 – Orientation to the nation's prison system and the officer's obligation under the law.

NOTE: The data used as an example is from the nation of Cameroon. This entire lesson plan must be rewritten by personnel within the nation using it to reflect their laws and procedures.

Method of Instruction: Lecture, Discussion, Question and Answer

Time Frame: 2 Hours

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

1. The student will correctly name the major components of the nation's justice system.
2. The student will correctly identify the nation's Prison Law and the legislative source of the Prison rules.
3. The student will list at least 3 things permitted of correctional officers identified in the legislation.
4. The student will list at least 3 things a correctional officer is prohibited from doing.

References: Penal Code (Law No. 65-LF-24 of 12 November 65 and Law No. 67-LF-1 of 12 June 67); Constitution of Cameroon, revised 18 January 1996.

Training Aides Required: Blackboard or Flip Chart, copy of handout material for each student. Copy of Penal Code (Law No. 65-LF-24 of 12 November 65 and Law No. 67-LF-1 of 12 June 67).

INSTRUCTOR'S NOTES:

The following introduction should be read pretty much as it is written. The instructor may wish to change some of the wording to better fit his or her style and to include some specific mention of the local or national identity. This is the time to insure that the students understand the importance of this material to themselves, to the organization, to the nation and to the citizens they are hired to protect and serve. This would be a good time for a high ranking government or police official to be present to either deliver this introduction or to help give credibility to how seriously this material is viewed by the leadership.

INTRODUCTION

A prison is not a democracy! Having said that, it is important for all staff to know that it is also not a private kingdom ruled over by all-powerful staff. Not even the top prison administrator in our nation has total power over the lives of the inmates. We operate by a system of laws and procedures. Just as the police in the free world can only arrest, charge and convict a person for activities that have been declared illegal by the governmental process, so it is in the prison. We operate under a set of laws. We can only discipline a prisoner for a violation of those specific laws. Just as a free person has certain rights to a properly handled arrest and trial, so do we within the prison.

The justice system is composed of three elements. Operating under the law of the country it has the police who arrest, the courts which convict and the prisons to carry out the decrees of the court. The police do not give out punishment, they are to only arrest those suspected of a crime. They must remember that the person is innocent until a court says they are guilty. The court, using the laws established by the legislative branch and hearing the evidence, determines the guilt or innocence of the person and decides on the sentence. That sentence is also prescribed in accordance with established law. The prison is to keep the person away from other citizens to help protect the public. The prison is also charged with doing all it can to help the person acquire whatever skills or treatment possible so as when the prisoner is released, he or she will be equipped to live a crime-free life if they so choose. Finally, a person is sent to prison as punishment, not for punishment. That means that the prison staff is not given the responsibility to make the person suffer through the application of abuse, mental or physical. The mere fact that the person is deprived of freedom of movement, has limits placed on his or her ability to visit with family and friends is the punishment.

The Constitution of Cameroon and the Penal Code (Law No. 65-LF-24 of 12 November 65 and Law No. 67-LF-1 of 12 June 67) defines the disciplinary and penal provisions under which we operate.

DISCUSSION GUIDE:

Break the class into small groups and ask each of them to discuss the substance of the following material in terms of how they see it defining their roles.

On January 18, 1996, the 1972 version of the Constitution of Cameroon was amended. The Preamble says, in part:

"We, the people of Cameroon,

Proud of our linguistic and cultural diversity, an enriching feature of our national identity, but profoundly aware of the imperative need to further consolidate our unity, solemnly declare that we constitute one and the same Nation, bound by the same destiny, and assert our firm determination to build the Cameroonian Fatherland on the basis of the ideals of fraternity, justice and progress;

Jealous of our hard-won independence and resolved to preserve same; convinced that the salvation of Africa lies in forging ever-growing bonds of solidarity among African Peoples, affirm our desire to contribute to the advent of a united and free Africa, while maintaining peaceful and brotherly relations with the other nations of the World, in accordance with the principles enshrined in the Charter of the United Nations;

. . .

We, the people of Cameroon

Declare that the human person, without distinction as to race, religion, sex or belief, possesses inalienable and sacred rights;

Affirm our attachment to the fundamental freedoms enshrined in the Universal Declaration of Human Rights, the Charter of the United Nations and the African Charter on

Human and People's Rights and all duly ratified international conventions relating thereto, in particular, to the following principles:

-all persons shall have equal rights and obligations. The State shall provide all its citizens with the conditions necessary for their development;

-the State shall ensure the protection of minorities and shall preserve the rights of indegenous populations in accordance with the law;

-no person may be compelled to do what the law does not prescribe;

-no person may be prosecuted, arrested or detained except in the cases and according to the manner determined by law;

-the law may not have retrospective effect. No person may be judged and punished, except by virtue of a law enacted and published before the offence committed;

-the law shall ensure the right of every person to a fair hearing before the courts;

-every accused person has a right to life, to physical and moral integrity and to humane treatment in all circumstances. Under no circumstances shall any person be subjected to torture, to cruel, inhumane or degrading treatment;

-no person shall be harassed on grounds of his origin, religious, philosophical or political opinions or beliefs, subject to respect for public policy;

-freedom of religion and worship shall be guaranteed;

-the State shall guarantee all citizens of either sex the rights and freedoms set forth in the Preamble of the Constitution.

INSTRUCTOR'S NOTES:

This is an excellent time to remind the students that the nation and its prisons work under a system of laws. Point out that the reason they are to learn these and other laws and policies is because it is their responsibility not only to carry out the dictates of the law, but to recognize when they are asked or encouraged to something that is against the law. When that happens they have the right to refuse the order on the grounds that it is not lawful. This will be a rare occurrence, but should be especially followed in regards to the treatment of offenders and fellow officers. Be sure the students understand that all personnel, including the Warden, are responsible to insure that all who are imprisoned are done so under the direction and protection of the laws of Cameroon.

Part II of the Penal Code deals with the provisions of punishment and prevention. It is the intent of the criminal law of Cameroon that both the correction of the offender and the protection of the public be considered. As stated in the preliminary Circular 3-DL-1129, "public protection, to be effective, and particularly in the case of first offenders and young persons, even if not minor, demands a wide range of penalties and measures at the disposal of the courts, thus enabling them to make the punishment fit not only the crime but also the criminal, taking account of his chances of reformation, to avoid so far as at all possible the risks of contamination, relapse and repetition producing persistent (habitual) offenders who can be dealt with only by preventive confinement.

INSTRUCTOR'S NOTES:

Point out that the following specific sections of the Penal Code have direct bearing on the work of the prison officer. For example, Section 17 tells the prison officer that they can not add to the punishment of the prisoner on their own. Make sure each group discusses the following sections in terms of how it impacts on them and their work.

Following are some specific provisions of the Code that have a direct impact on the job of a correctional officer.

Section 17: No penalty or measure may be imposed unless provided by law, and except in respect of an offence lawfully defined.

Section 24: Imprisonment. Imprisonment shall mean loss of liberty during which the offender shall be obliged to work, subject to any contrary order of the court for reasons to be recorded in the judgement.

Section 25: Prisoner's Fund
The proceeds of every prisoner's work shall be allocated as follows:
2/3 to the Treasury
1/3 to the building up of a personal savings fund for the prisoner.

Section 26: Detention. Detention shall mean loss of liberty imposed for a political felony or misdemeanor[3], during which the offender shall not be obliged to work, and shall be confined in a special establishment, or failing such establishment separately from those convicted under the ordinary law.

Section 27: Commencement of Sentence.
Where the offender has not been in custody pending trial, and where no warrant of arrest or remand is issued against him at the time of judgment in the circumstances authorized by the Criminal Procedure Code, no sentence of loss of liability may be enforced until it has become final.
No woman who is with child or who has been recently delivered may begin to serve her sentence until six weeks after delivery.
1. A woman with child already in custody pending trial shall continue until the expiry of the said period to be in custody as if awaiting trial.

Note: Part (2) and (3) also means that a woman giving birth when in custody awaiting trial continues to have the advantage of this less rigorous custody for six weeks after, despite conviction. Since custody awaiting trial is compulsorily counted towards the duration of the sentence, her ultimate release is not postponed by reason of her starting to serve her sentence later.
Where a husband and wife have been sentenced for the same or different offences to imprisonment for less than a year, and are not in custody at the time of sentence, and show that they have a fixed common residence and a child under the age of eighteen supported by them

[3] The instructor should be prepared to define legal and other terms the students might not be familiar with.

and in their charge, the sentence on one may be suspended until expiry of the sentence on the other.

DISCUSSION GUIDE:

As the individual groups begin to discuss Section 28, ask the class as a whole if they know why it is important for individual officers to know how sentences are calculated. The class should be helped to understand that the main question all inmates have and the most important item to them is when they will be released. Thus, it is important for all officers to be able to explain how sentences are calculated.

Section 28 – Calculation of sentence.
In a sentence of loss of liberty expressed in days, each day shall mean twenty-four hours.
2. Sentence of one month shall mean thirty days.
3. Sentence expressed in months or years shall be specified by calendar date/
4. . . . the duration of the sentence shall include and run from:
the day on which the offender was taken into custody under that sentence; or
in a case of concurrent sentences passed on different dates, the day on which he was first taken into custody under any such sentence.
In case of escape, the period of unlawful liberty shall not be counted in the duration of the sentence.

Section 29 – Separation of Minors. An offender under the age of eighteen shall serve his sentence in a special establishment, or, failing such establishment, shall be separated from offenders over that age.

Section 37 – Preventive Confinement shall mean confinement for from five to twenty years under a programme of work and social reformation, during which the offender shall, in default of a separate establishment, be confined separately from convicts serving a sentence of imprisonment.

Section 83 - Obedience to Lawful Authority
No criminal responsibility shall arise from an act performed on the orders of a competent authority to whom obedience is lawfully due.
This section shall not apply where the order is manifestly unlawful.

DISCUSSION GUIDE:

Section 83 is clear that even if a superior officer orders a subordinate to carry out a clearly unlawful order – such as to confine a person under the age of 10 in the same cell with adult offenders – the subordinate can be prosecuted for a criminal act. Have the class discuss how they can tell what is "manifestly unlawful" as opposed to something that they might not know for sure is unlawful. Section 84 poses another area of judgment on the part of the officer. His "defence" or use of force must be proportionate with the perceived threat.

Section 84 -- Lawful Defence
No criminal responsibility shall arise from an act dictated by the immediate necessity of defence of the person acting or of any other person, or of any right of himself or of any other, against an unlawful infringement.

Provided that the means of defence be proportionate to the seriousness of the infringement threatened.

Intentional killing shall be proportionate to an attack causing a reasonable apprehension of death, of grievous harm as defined by the Penal Code, of rape or of sodomy.

Section 89 – Public Servant. Subject to any special penalties provided for felonies or misdemeanors committed by public servants, the fact of being a public servant established or otherwise shall aggravate the responsibility of any such person guilty of any other felony or misdemeanor against which it is his duty to guard or to take action.

NOTE: Examples would be the policeman who commits a theft, the customs officer who commits smuggling -- a prison warder who abets a punishable escape incurs as accessory to the same penalty as the escaping prisoner, but doubled under this section.

Section 132 – Aggravation for Public Servant. Any public servant who uses force to any person shall be punished, where no heavier punishment is provided, with imprisonment for from six months to five years.

Section 134 – Corruption
Any public servant or government employee who, for himself or for a third party, solicits, accepts or receives any offer, promise, gift or present in order to perform, refrain from performing or postpone any act of his office shall be punished with imprisonment for from five to ten years and with fine of from two hundred thousand to two million francs.

The term of imprisonment shall be from one to five years and the fine from one hundred thousand to one million francs where the act does not lie within the competence of the person corrupted but was however facilitated by his office.

5. Any public servant or government employee who solicits or accepts any reward in money or fund for himself or for a third party as remuneration for having already performed or refrained from any such act shall be punished in like manner as under the foregoing subsection (2).

Section 138 – Failure to report deficiency. Any public servant having knowledge of any cash or book deficiency in the accounts of a public official under his orders or supervision, and not reporting the deficiency to the legal authorities or to his immediate superior, shall be punished with imprisonment for from one to five years.

Section 140 – Oppression. Any public servant who takes advantage of his position to infringe any private right or interest shall be punished with imprisonment for from three months to one year, or with fine of from five thousand to fifty thousand francs, or with both such imprisonment and fine.

Section 147 – Denial of Justice. Any person exercising judicial functions who declines, after having been duly moved in that behalf, to issue a decision, shall be punished with imprisonment for from three months to two years.

Section 156 – Assault on Public Servant.
Whoever uses force to a public servant or otherwise interferes with him, shall be punished with imprisonment for from one month to three years and with fine of from five thousand to one hundred thousand francs.

6. Where the force or interference is premeditated, or where it results, intentionally or otherwise, in harm within the meaning of section 277 or 280 of this Code, the punishment shall be imprisonment for from five to ten years, and fine of from twenty thousand to five hundred thousand francs.

Where the force or interference results unintentionally in death, the punishment shall be imprisonment for life.
Where the force or interference is intended to cause death the punishment shall be death.

Section 157 – Simple Resistance.
Whoever by force or other interference obstructs the performance of his lawful duty by any person engaged in the execution of any law, regulation, decision in the administration of justice or other lawful order, shall be punished with imprisonment for from three months to four years.
Where the offender or any co-offender is armed the punishment shall be for from one to five years.

Section 158 – Collective Resistance.
Where the offence defined in the last foregoing section is committed by five or more persons together the punishment shall be imprisonment for from one to three years; and where any two of them openly bear arms the imprisonment shall be for from five to fifteen years.
Any co-offender who himself bears arms, open or concealed, shall be punished with imprisonment for from five to fifteen years.

Section 160 – Compulsion of Public Servant. Whoever by interference or threat procures a public servant improperly to perform or to refrain from any act of his office, shall be punished with imprisonment for from two to ten years and with fine of from twenty thousand to one million francs.

Section 162 – Misleading Public Servant.
Whoever by any false statement influences the conduct of a public servant shall be punished with imprisonment for from fifteen days to three months and with fine of from five thousand to fifty thousand francs.
Whoever by any means procures the entry in the criminal record of any one person of the conviction of any other shall be punished with imprisonment for from one to five years.

7. Whoever by any means procures the improper issue to himself of an extract from the criminal record of another person shall be punished with imprisonment for from one month to one year.

Section 192 – Communication with Persons in Custody. Whoever contrary to the rules governing the custody of any person lawfully detained facilitates his relations with any outside party, shall be punished with imprisonment from three months to six months.

Section 193 – Escape.
Whoever escapes from lawful custody, or who being permitted to work outside prison leaves his place of work without permission, shall be punished with imprisonment for from three months to one year.
Whoever assists any person to escape from lawful custody shall be punished in like manner.
For escape or rescue effected by force to the person or to property the punishment shall be imprisonment for from one to five years; and for escape or rescue with arms the punishment shall be imprisonment for from five to ten years.
Where the person in custody is charged with felony or has been sentenced to loss of liberty for more than ten years the punishment shall be imprisonment for from five to ten years.

CONCLUSION

The Cameroon Corrections Corp is a very important part of a legal system designed to provide all our citizens and visitors with a fair and effective system of justice. Because the taking away of individual freedom and the locking of individuals in prisons is such a harsh and difficult part of all societies, the Cameroon people have taken great steps to insure that the system is as humane and just as possible. It is our duty as correctional staff to be aware of both the spirit and the letter of the law and to follow it strictly.

To this end and to strive for meeting the charge to encourage and assist prisoners to change positively to lead a crime-free life all prison officers who have contact with inmates must always interact and communicate with prisoners with respect and in a manner that reinforces positive behavior and progressive change in their lives.

QUIZ

1. List the three sides of the justice triangle.

2. What does the Constitution of Cameroon say about the human person?

3. Discuss three things that correctional officers are prohibited from doing and indicate what punishment they can suffer if they violate them.

4. What is the main Prison Law of Cameroon?

Answers to Quiz

1. Courts, Police, Corrections

2. That without distinction as to race, religion, sex or belief, they possess inalienable and sacred rights including the right to life, to physical and moral integrity and to humane treatment in all circumstances and under no circumstances to be subjected to any form of torture, cruel, inhumane or degrading treatment.

3. Any of the following or others listed in the text of the lesson, Constitution or Penal Code

A. Any public servant who takes advantage of his position to infringe any private right or interest shall be punished with imprisonment for from three months to one year, or with fine of from five thousand to fifty thousand francs, or with both such imprisonment and fine.

B. Any public servant or government employee who, for himself or for a third party, solicits, accepts or receives any offer, promise, gift or present in order to perform, refrain from performing or postpone any act of his office shall be punished with imprisonment for from five to ten years and with fine of from two hundred thousand to two million francs.

C. Any public servant who takes advantage of his position to infringe any private right or interest shall be punished with imprisonment for from three months to one year, or with fine of from five thousand to fifty thousand francs

4. Penal Code (Law No. 65-LF-24 of 12 November 65 and Law No. 67-LF-1 of 12 June 67)
.

LESSON PLAN I – Orientation – using a different format

TOPIC:	*ORIENTATION*
OBJECTIVES:	At the conclusion of this block of instruction the student will: 1. The student will correctly name the major components of the nation's justice system. 2. The student will correctly identify the nation's Prison Law and the legislative source of the Prison rules. 3. The student will list at least 3 things permitted of correctional officers identified in the legislation. 4. The student will list at least 3 things a correctional officer is prohibited from doing.
REFERENCES:	• Penal Code (Law No. 65-LF-24 of 12 November 65 and Law No. 67-LF-1 of 12 June 67); • Constitution of Cameroon, revised 18 January 1996.
MATERIALS and/or EQUIPMENT:	• Blackboard or Flip Chart, • Copy of handout material for each student: ◆ Copy of Penal Code (Law No. 65-LF-24 of 12 November ◆ 65 Law No. 67-LF-1 of 12 June 67) • Test / Quiz
METHODS OF INSTRUCTION:	• Lecture • Discussion • Question and Answer
TIME FRAME:	Two (2) Hours
PREREQUISITES:	None
INTRODUCTION:	
AIM/INTENT:	To provide the students an opportunity to examine and discuss the nations justice system and prison rules as they relate to the administration and operations of a prison facility and the execution of their duties.
LINK:	It is our duty as correctional staff to be aware of both the spirit and the letter of the law and to follow it strictly.
OUTLINE of CONTENT:	• The Constitution of Cameroon

- Penal Code
- Treatment of Prisoners
- Prohibitions
- Minors
- Lawful Defence

INSTRUCTOR'S NOTES: The following introduction should be read pretty much as it is written.

The instructor may wish to change some of the wording to better fit his or her style and to include some specific mention of the local or national identity.

This is the time to insure that the students understand the importance of this material to themselves, to the organization, to the nation and to the citizens they are hired to protect and serve.

This would be a good time for a high ranking government or police official to be present to either deliver this introduction or to help give credibility to how seriously this material is viewed by the leadership.

MOTIVATION: **A prison is not a democracy!**
Having said that, it is important for all staff to know that it is also not a private kingdom ruled over by all-powerful staff. Not even the top prison administrator in our nation has total power over the lives of the inmates.

We operate by a system of laws and procedures. Just as the police in the free world can only arrest, charge and convict a person for activities that have been declared illegal by the governmental process, so it is in the prison. We operate under a set of laws.

We can only discipline a prisoner for a violation of those specific laws. Just as a free person has certain rights to a properly handled arrest and trial, so do we within the prison.

PRESENTATION

The justice system is composed of three elements.

LECTURE:

Operating under the law of the country it has the police who arrest, the courts, which convict and the prisons to

carry out the decrees of the court.

The police do not give out punishment, they are to only arrest those suspected of a crime. They must remember that the person is innocent until a court says they are guilty.

The court, using the laws established by the legislative branch and hearing the evidence, determines the guilt or innocence of the person and decides on the sentence.

That sentence is also prescribed in accordance with established law. The prison is to keep the person away from other citizens to help protect the public.

The prison is also charged with doing all it can to help the person acquire whatever skills or treatment possible so as when the prisoner is released, he or she will be equipped to live a crime-free life if they so choose.

Finally, a person is sent to prison as punishment, not for punishment. That means that the prison staff is not given the responsibility to make the person suffer through the application of abuse, mental or physical. The mere fact that the person is deprived of freedom of movement has limits placed on his or her ability to visit with family and friends is the punishment.

The Constitution of Cameroon and the Penal Code (Law No. 65-LF-24 of 12 November 65 and Law No. 67-LF-1 of 12 June 67) defines the disciplinary and penal provisions under which we operate.

DISCUSSION GUIDE: Break the class into small groups and ask each of them to discuss the substance of the following material in terms of how they see it defining their roles.

LECTURE: On January 18, 1996, the 1972 version of the Constitution of Cameroon was amended. The Preamble says, in part:

"We, the people of Cameroon,
Proud of our linguistic and cultural diversity, an enriching feature of our national identity, but profoundly aware of the imperative need to further consolidate our unity,

solemnly declare that we constitute one and the same Nation, bound by the same destiny, and assert our firm determination to build the Cameroonian Fatherland on the basis of the ideals of fraternity, justice and progress;

Jealous of our hard-won independence and resolved to preserve same; convinced that the salvation of Africa lies in forging ever-growing bonds of solidarity among African Peoples, affirm our desire to contribute to the advent of a united and free Africa, while maintaining peaceful and brotherly relations with the other nations of the World, in accordance with the principles enshrined in the Charter of the United Nations;

LECTURE: *We, the people of Cameroon*

Declare that the human person, without distinction as to race, religion, sex or belief, possesses inalienable and sacred rights;

Affirm our attachment to the fundamental freedoms enshrined in the Universal Declaration of Human Rights, the Charter of the United Nations and the African Charter on Human and People's Rights and all duly ratified international conventions relating thereto, in particular, to the following principles:

- all persons shall have equal rights and obligations. The State shall provide all its citizens with the conditions necessary for their development;
- the State shall ensure the protection of minorities and shall preserve the rights of indigenous populations in accordance with the law;
- no person may be compelled to do what the law does not prescribe;
- no person may be prosecuted, arrested or detained except in the cases and according to the manner determined by law;
- the law may not have retrospective effect. No person may be judged and punished, except by virtue of a law enacted and published before the offence committed;
- the law shall ensure the right of every person to a fair hearing before the courts;
- every accused person has a right to life, to physical and moral integrity and to humane treatment in all circumstances. Under no circumstances shall any

person be subjected to torture, to cruel, inhumane or degrading treatment;
- no person shall be harassed on grounds of his origin, religious, philosophical or political opinions or beliefs, subject to respect for public policy;
- freedom of religion and worship shall be guaranteed;
- the State shall guarantee all citizens of either sex the rights and freedoms set forth in the Preamble of the Constitution.

INSTRUCTORS NOTE: This is an excellent time to remind the students that the nation and its prisons work under a system of laws.

Point out that the reason they are to learn these and other laws and policies is because it is their responsibility not only to carry out the dictates of the law, but to recognize when they are asked or encouraged to something that is against the law. When that happens they have the right to refuse the order on the grounds that it is not lawful. This will be a rare occurrence, but should be especially followed in regards to the treatment of offenders and fellow officers.

Be sure the students understand that all personnel, including the Warden, are responsible to insure that all who are imprisoned are done so under the direction and protection of the laws of Cameroon.

LECTURE: Part II of the Penal Code deals with the provisions of punishment and prevention. It is the intent of the criminal law of Cameroon that both the correction of the offender and the protection of the public be considered.

As stated in the preliminary Circular 3-DL-1129, "public protection, to be effective, and particularly in the case of first offenders and young persons, even if not minor, demands a wide range of penalties and measures at the disposal of the courts. Thus enabling them to make the punishment fit not only the crime but also the criminal, taking account of his chances of reformation, to avoid so far as at all possible the risks of contamination, relapse and repetition producing persistent offenders who can be dealt with only by preventive confinement.

INSTRUCTORS NOTE: Point out that the following specific sections of the Penal

Code have direct bearing on the work of the prison officer.
For example:
Section 17 tells the prison officer that they can not add to the punishment of the prisoner on their own. Make sure each group discusses the following sections in terms of how it impacts on them and their work.

LECTURE: Following are some specific provisions of the Code that have a direct impact on the job of a correctional officer.

Section 17: No penalty or measure may be imposed unless provided by law, and except in respect of an offence lawfully defined.

LECTURE: Section 24: Imprisonment. Imprisonment shall mean loss of liberty during which the offender shall be obliged to work, subject to any contrary order of the court for reasons to be recorded in the judgement.

Section 25: Prisoner's Fund
The proceeds of every prisoner's work shall be allocated as follows:

- 2/3 to the Treasury
- 1/3 to the building up of a reserve fund for the prisoner.

Section 26: Detention. Detention shall mean loss of liberty imposed for a political felony or misdemeanour, during which the offender shall not be obliged to work, and shall be confined in a special establishment, or failing such establishment separately from those convicted under the ordinary law.

Section 27: Commencement of Sentence.
Where the offender has not been in custody pending trial, and where no warrant of arrest or remand is issued against him at the time of judgment in the circumstances authorized by the Criminal Procedure Code, no sentence of loss of liability may be enforced until it has become final.

No woman who is with child or who has been recently delivered may begin to serve her sentence until six weeks after delivery.

1. A woman with child already in custody pending trial

shall continue until the expiry of the said period to be in custody as if awaiting trial.

Note: Part (2) and (3) also means that a woman giving birth when in custody awaiting trial continues to have the advantage of this less rigorous custody for six weeks after, despite conviction.

Since custody awaiting trial is compulsorily counted towards the duration of the sentence, her ultimate release is not postponed by reason of her starting to serve her sentence later.

Where a husband and wife have been sentenced for the same or different offences to imprisonment for less than a year, and are not in custody at the time of sentence, and show that they have a fixed common residence and a

LECTURE:

child under the age of eighteen supported by them and in their charge, the sentence on one may be suspended until expiry of the sentence on the other.

DISCUSSION GUIDE:

As the individual groups begin to discuss Section 28, ask the class as a whole if they know why it is important for individual officers to know how sentences are calculated.

The class should be helped to understand that the main question all inmates have and the most important item to them is when they will be released. Thus, it is important for all officers to be able to explain how sentences are calculated.

LECTURE:

Section 28 – Calculation of sentence.

In a sentence of loss of liberty expressed in days, each day shall mean twenty-four hours.

- Sentence of one month shall mean thirty days.
- Sentence expressed in months or years shall be reckoned by calendar date/
- . . . the duration of the sentence shall include and run from:
  - the day on which the offender was taken into custody under that sentence; or
  - in a case of concurrent sentences passed on different dates, the day on which he was first taken into custody under any such sentence.
  - In case of escape, the period of unlawful liberty shall not be counted in the duration of the

sentence.

Section 29 – Separation of Minors. An offender under the age of eighteen shall serve his sentence in a special establishment, or, failing such establishment, shall be separated from offenders over that age.

Section 37 – Preventive Confinement shall mean confinement for from five to twenty years under a programme of work and social reformation, during which the offender shall, in default of a separate establishment, be confined separately from convicts serving a sentence of imprisonment.

Section 83 - Obedience to Lawful Authority
No criminal responsibility shall arise from an act performed on the orders of a competent authority to whom obedience is lawfully due.
This section shall not apply where the order is manifestly unlawful.

DISSCUSSION GUIDE:

Section 83 is clear that even if a superior officer orders a subordinate to carry out a clearly unlawful order – such as to confine a person under the age of 10 in the same cell with adult offenders – the subordinate can be prosecuted for a criminal act.

Have the class discuss how they can tell what is "manifestly unlawful" as opposed to something that they might not know for sure is unlawful. Section 84 poses another area of judgment on the part of the officer. His "defence" or use of force must be proportionate with the perceived threat.

LECTURE:

Section 84 -- Lawful Defence
No criminal responsibility shall arise from an act dictated by the immediate necessity of defence of the person acting or of any other person, or of any right of himself or of any other, against an unlawful infringement.
Provided that the means of defence be proportionate to the seriousness of the infringement threatened.
Intentional killing shall be proportionate to an attack causing a reasonable apprehension of death, of grievous harm as defined by the Penal Code, of rape or of sodomy.

Section 89 – Public Servant. Subject to any special penalties provided for felonies or misdemeanours committed by public servants, the fact of being a public servant established or otherwise shall aggravate the responsibility of any such person guilty of any other felony or misdeameanour against which it is his duty to guard or to take action.
NOTE: Examples would be the policeman who commits a theft, the customs officer who commits smuggling -- a prison warder who abets a punishable escape incurs as accessory the same penalty as the escaping prisoner, but doubled under this section.

Section 132 – Aggravation for Public Servant. Any public servant who uses force to any person shall be punished, where no heavier punishment is provided, with imprisonment for from six months to five years.

LECTURE:

Section 134 – Corruption
Any public servant or government employee who, for himself or for a third party, solicits, accepts or receives any offer, promise, gift or present in order to perform, refrain from performing or postpone any act of his office shall be punished with imprisonment for from five to ten years and with fine of from two hundred thousand to two million francs.
The term of imprisonment shall be from one to five years and the fine from one hundred thousand to one million francs where the act does not lie within the competence of the person corrupted but was however facilitated by his office.

1. Any public servant or government employee who solicits or accepts any reward in money or fund for himself or for a third party as remuneration for having already performed or refrained from any such act shall be punished in like manner as under the foregoing subsection (2).

Section 138 – Failure to report deficiency. Any public servant having knowledge of any cash or book deficiency in the accounts of a public official under his orders or supervision, and not reporting the deficiency to the legal authorities or to his immediate superior, shall be punished

with imprisonment for from one to five years.

Section 140 – Oppression. Any public servant who takes advantage of his position to infringe any private right or interest shall be punished with imprisonment for from three months to one year, or with fine of from five thousand to fifty thousand francs, or with both such imprisonment and fine.

Section 147 – Denial of Justice. Any person exercising judicial functions who declines, after having been duly moved in that behalf, to issue a decision, shall be punished with imprisonment for from three months to two years.

Section 156 – Assault on Public Servant.
Whoever uses force to a public servant or otherwise interferes with him, shall be punished with imprisonment for from one month to three years and with fine of from five thousand to one hundred thousand francs.

LECTURE:

6. Where the force or interference is premeditated, or where it results, intentionally or otherwise, in harm within the meaning of section 277 or 280 of this Code, the punishment shall be imprisonment for from five to ten years, and fine of from twenty thousand to five hundred thousand francs.

Where the force or interference results unintentionally in death, the punishment shall be imprisonment for life.
Where the force or interference is intended to cause death the punishment shall be death.

Section 157 – Simple Resistance.
Whoever by force or other interference obstructs the performance of his lawful duty by any person engaged in the execution of any law, regulation, decision in the administration of justice or other lawful order, shall be punished with imprisonment for from three months to four years.
Where the offender or any co-offender is armed the punishment shall be for from one to five years.

Section 158 – Collective Resistance.
Where the offence defined in the last foregoing section is

committed by five or more persons together the punishment shall be imprisonment for from one to three years; and where any two of them openly bear arms the imprisonment shall be for from five to fifteen years. Any co-offender who himself bears arms, open or concealed, shall be punished with imprisonment for from five to fifteen years.

Section 160 – Compulsion of Public Servant. Whoever by interference or threat procures a public servant improperly to perform or to refrain from any act of his office, shall be punished with imprisonment for from two to ten years and with fine of from twenty thousand to one million francs.

Section 162 – Misleading Public Servant.
Whoever by any false statement influences the conduct of a public servant shall be punished with imprisonment for from fifteen days to three months and with fine of from five thousand to fifty thousand francs.
Whoever by any means procures the entry in the criminal record of any one person of the conviction of any other shall be punished with imprisonment for from one to five years.

LECTURE:

7. Whoever by any means procures the improper issue to himself of an extract from the criminal record of another person shall be punished with imprisonment for from one month to one year.

Section 192 – Communication with Persons in Custody.
Whoever contrary to the rules governing the custody of any person lawfully detained facilitates his relations with any outside party, shall be punished with imprisonment from three months to six months.

Section 193 – Escape.
Whoever escapes from lawful custody, or who being permitted to work outside prison leaves his place of work without permission, shall be punished with imprisonment for from three months to one year.
Whoever rescues any person from lawful custody shall be punished in like manner.

For escape or rescue effected by force to the person or to property the punishment shall be imprisonment for from

	one to five years; and for escape or rescue with arms the punishment shall be imprisonment for from five to ten years. Where the person in custody is charged with felony or has been sentenced to loss of liberty for more than ten years the punishment shall be imprisonment for from five to ten years.
SUMMARY / CONCLUSION:	The Cameroon Corrections Corp is a very important part of a legal system designed to provide all our citizens and visitors with a fair and effective system of justice. Since the taking away of individual freedom and the locking of individuals in prisons is such a harsh and difficult part of all societies, the Cameroon people have taken great steps to insure that the system is as humane and just as possible. It is our duty as correctional staff to be aware of both the spirit and the letter of the law and to follow it strictly.
TEST	Administer the Quiz
ASSIGNMENT:	None

LESSON PLAN 2 – Overview of the Prison System

NOTE: The data used as an example is from the nation of Bosnia & Herzegovina. This entire lesson plan must be rewritten by personnel within the nation using it to reflect their institutions, laws and procedures.

Method of Instruction: Lecture, Discussion, Question and Answer

Time Frame: 1 Hour

Performance Objectives:

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

1. The student will be able to describe the places of imprisonment in Bosnia and Herzegovina.
2. The student will be able to name the separate prisons or sections within a prison where different prisoners must be kept, separate from each other and the staff requirements.
3. The student will be able to describe the purpose of training and treatment of convicted prisoners.

References: The Law of Implementing Criminal Sanctions and Book of Rules on House Order .; various United Nations and International standards and norms.

Training Aides Required: Flip Chart or Black Board. Overhead Projector (or if one is not available, a list of handouts for each participant). Copy of Prison Law -- all found in the Appendix of the Corrections Manual. Copies of International Standards contained in the Corrections Manual.

INTRODUCTION

Any person charged with or convicted of any criminal offence or any person ordered detained by any court or other lawful authority having the power and jurisdiction to order imprisonment may be confined in prison. Places of imprisonment are specified and classified.

Within the Federation of Bosnia and Herzegovina, the following prisons exist:

1. Zenica Correctional Institution
2. Bihac District Prison
3. Busovaca District Prison
4. Mostar-Istok District Prison
5. Mostar-Zapad District Prison
6. Orasje District Prison
7. Sarajevo District Prison
8. Tuzla District Prison

NOTE: Normally, each prison should indicate it's security classification and classification of prisoners (e.g. remand, convicted, age, gender, etc.)

The prison system uses the following classifications of institutions or designated areas within the institution:

Closed, Half closed and Open

Prior to the war, separate prisons were used for women and juveniles. Now, as we are rebuilding our sytem, currently women, men and juveniles are housed in some of the same facilities. However, in all cases they are kept separate from each other and treated according to the laws.

CONFINEMENT AND TREATMENT OF PRISONERS:

DISCUSSION GUIDE:

Let different students read each section of the following and then ask for class comments to make sure they understand the intent.

Acceptance of the prisoners.

Detainees and Sentenced prisoners are to be kept separate. The Detainee is an individual only accused of a crime and is being kept in the prison only to insure that he or she will appear for trial. A Sentenced prisoners is a person convicted of a crime and serving a sentence handed down by the court.

Detainees: From Prison Rules applying to Detainees:

Article 2

The detainee serves his detention in a special room from the reform house, penitentiary or municipality jail, separate from persons who are not of the same sex and has rules separate who has committed in executing the same criminal act. People who are serving a regular sentence and people who have returned criminal act in recourse.

Article 3

While being in detention, the inmate's personality and dignity must not be heard. Only those restrictions needed to prevent escape an agreement that might be damaging for successful procedure pre-trial could be applied to a detainee.

II - Acceptance and assignment of inmate

Article 4

The acceptance of detainee to serve detention is made based on a decree, which has accompanied every inmate separately. A written certificate on detainee acceptance is issued with particulars of name, date and hour of acceptance.

Sentenced Prisoners: From Prison Rules applying to Sentenced Prisoners:

Article 5.
Acceptance of the prisoners into the penitentiary is done on the basis of referral acts, issued by the competent court. On acceptance into the penitentiary the identity of the prisoner is verified through ID, and in accordance with personal data indicated in the court's verdict. Should the prisoner arrive to begin his sentence, without the introductory referral act of the court and without the correct ID documentation, he shall not be admitted to the penitentiary. If there exists any doubt that in place of the prisoner, some other person has appeared to serve the sentence, such a person shall be held at the penitentiary and immediately it shall be requested from the competent authorities, that they determine his or her, identity.

Article 6.

An authorised officer of the penitentiary shall examine the personal belongings of the prisoner. During their stay at the penitentiary the prisoners are permitted to possess with them orthopedic aids, items of personal hygiene, items for cleaning shoes and clothes, items for writing letters, items for smoking, a little folding pen knife, two sweater or pullover with a V neck, two pairs of winter and summer underwear each respectively, socks and handkerchiefs, a pair of gloves, woolen cap, trainers, two sports t-shirts, pajamas, shoes and shirts, a class for water, family photographs and a wedding ring.

Books and other printed matter or some other item, the inmate can only have with the approval of authorised officers of the penitentiary.

2. Acceptance of the prisoners.

Article 5.

Acceptance of the prisoners into the penitentiary is done on the basis of referral acts, issued by the competent court. On acceptance into the penitentiary the identity of the prisoner is verified through ID, and in accordance with personal data indicated in the court's verdict. Should the prisoner arrive to begin his sentence, without the introductory referral act of the court and without the correct ID documentation, he shall not be admitted to the penitentiary. If there exists any doubt that in place of the prisoner, some other person has appeared to serve the sentence, such a person shall be held at the penitentiary and immediately it shall be requested from the competent authorities, that they determine his or her, identity.

Article 6.

An authorised officer of the penitentiary shall examine the personal belongings of the prisoner. During their stay at the penitentiary the prisoners are permitted to possess with them orthopedic aids, items of personal hygiene, items for cleaning shoes and clothes, items for writing letters, items for smoking, a little folding pen knife, two sweater or pullover with a V neck, two pairs of winter and summer underwear each respectively, socks and handkerchiefs,

a pair of gloves, woolen cap, trainers, two sports t-shirts, pajamas, shoes and shirts, a class for water, family photographs and a wedding ring.

Books and other printed matter or some other item, the inmate can only have with the approval of authorised officers of the penitentiary.

Article 7.

Items not eligible for inmates possession during their sentence at the penitentiary shall be taken away from him, during searches.

A protocol report will be made on the confiscation of such material, in triplicate. The protocol is signed by the search officer and by the inmate whose items have been confiscated.

One copy of the signed report is retained by the inmate, the other copy is placed into the box containing the confiscated items, and the third copy remains in the file of the inmate in question.

Article 8.

With the exception of valuables, the confiscated items are immediately returned to the family of the inmate, or are deposited in the penitentiary warehouse. The valuable items are handed over to the inmates family members on the occasion of their visit, the signed protocol is presented and requires the signature of both the recipient and presenting persons.

A charge for the dispatching of the items from the above paragraph, is to be born by the inmate. Items are placed on deposit in the warehouse only for those inmates without any family or other relatives to whom the confiscated items may be sent.

Items kept in the penitentiaries warehouse are registered in a separate book, and they are held so that they may be returned undamaged to the inmate upon his release. Clothing is compulsorily disinfected.

Items which are not for legal circulation or are prohibited, shall be confiscated permanently. Items that are liable to deteriorate shall not be taken into custody, but unless they can be returned to the family of the inmate, will be destroyed.

Article 9.

Acceptance into a block of the penitentiary means that the inmate is obliged to have a haircut, shave, except for religious clerics or priests, bathe and change into the correct penitentiary uniform and shoes, have their photograph and fingerprints taken (papular lines).

In the penitentiary blocks the inmate will become familiar with stipulations on the laws applying to penal Law and the violation of sanctions, also with a List of rules on the house order, a List of rules on classified incentive groups, stipulations on the rules pertaining to the payment of inmates for their work at the penitentiary, a list of rules on the use of weapons and other means of control for the penitentiary guards in maintaining order, and a list of rules on the inmates self -management. Upon acceptance of the penitentiary, the inmates are entitled to advise their immediate family, in writing and, or by telephone. He has rights to correspondence, visitors and acceptance of parcels.

If the prisoner is without money, he is entitled to a letter to his family, at the expense of the penitentiary.

Article 10.

During their stay at the acceptance block, the inmates do housework, such as cleaning and maintaining the rooms in which they stay, as well as any other organised work in such a block.

Subject to special permission of the penitentiaries Governor, inmates staying in the acceptance block may, if required, be sent to carry out certain work in the production block, under the supervision of the guards, provided that they work separate from the other inmates.

Article 11.

The inmates leaving the acceptance block, individually or in a group, for a medical check, meals, receiving visitors, or to any other place outside of their ward, are taken under the supervision of a guard, and are not permitted to come into contact with any of the other inmates.

Article 12.

The departure of inmates from the acceptance block into the special penitentiary shop(here in after, shop), in order to purchase any required food supply, will be organised in groups under the guards supervision.

Article 13.

While staying at the acceptance block the inmates are prohibited from attending cinema performances, cultural or entertainment programmes, sporting events, or any other form of cultural or sporting activities which are organised in the penitentiary.

3. Study of inmates personality and determination of a treatment programme.

Article 14.

After being searched, the inmates are accommodated in the acceptance block premises and they are kept separate from the other inmates.

They are allowed to remain in the acceptance block for a maximum of up to thirty days.

Article 15.

During their stay in the acceptance block the inmates are photographed and their fingerprints taken,

Independent of the length of their sentence, the photographing of the inmates is done each five years, and for juvenile persons each second year.

Article 16.

An expert team in the acceptance block test the personality of the inmate through medical, psychological, pedagogical and social examinations. Based upon their findings an orientational programme of treatment is determined, involving, type of work, requirements in general and special education, engagement in leisure activities, ability to work individually and in groups, and other forms which should be undertaken for the inmates reeducation.

Article 17.

The treatment programme is determined by the penitentiaries Governor based on suggestions from the Reeducation Service.

Changes in the treatment programme may be made during the course of the inmate's sentence, it depends on the level of implementation of the foreseen treatment, new and increased knowledge of the inmate, and in respect to changes in health conditions or other circumstances.

Article 18.

After determining treatment, the inmates are assigned to their collectives and their working posts.

Article 19.

The department for younger persons accommodates inmates up to the age of twenty five, and they remain in that block, as a rule, up until they complete their twenty fourth year, maximum.

In exceptional circumstances an inmate may remain even after he has passed the age of twenty four, if it is necessary that he complete already begun educational or expert training programmes, but the maximum age permissible is twenty seven.

On completion of age twenty four or twenty seven, the inmate is assigned to remain in reeducation collectives with persons of senior age.

4. Classification of inmates..

Article 20.

Based upon personality studies and results achieved in terms of reeducation, through the application of proposed treatment, the classification and reclassification of the inmate is made into, incentive classification groups.

Article 21.

From the acceptance block the inmates are made up into preparatory groups, in which they stay for a period of one to four months. From these preparatory groups the inmates are assigned into three classification groups, two of which are positive, A and B, and one is negative, group C.

Article 22.

Within the preparatory and classification groups there is monitoring of the behavior of the inmate, acceptance and implementation of treatment, evaluation of results achieved by the inmates in individual activities, and based on results obtained in reeducational work, then classification and reclassification of the inmates is made.

Article 23.

Proposals for classification and reclassification are submitted at meetings of micro-teams composed of educators, instructors and a guard.

The final classification groups are adopted at a meeting of the Reeducation Service.

Organisation of the micro-teams work is stipulated through the instructions of the penitentiary management.

Article 24.

Criteria for the assignment into individual classification groups, assignment of classifications and other particulars, are stipulated through the list of rules for the classification of inmates into classified and incentive groups.

CONCLUSION

Prisoners can be detained only in those facilities designated by the law. Such facilities must conform to basic health and safety standards. All prisoners shall be kept separate by sex and, if possible, youth from adult, convicted from detainee. It is also obvious that the goal of the prison is to help prepare the inmates to return to society with the skills, social and practical, that they need to live a crime-free life. To accomplish this it is important that correctional staff treat prisoners with respect and remember that one of their primary jobs is that of a teacher. The inmate is in prison as punishment, not for punishment.

QUIZ

1. List at least five places of imprisonment in Bosnia and Herzegovina.
2. Name the separate sections within a prison where different prisoners must be kept, separate from each other and the staff requirements.
3. Identify the Classes of prisons demanded by Bosnia and Herzegovina law.
4. What is the difference between a detainee and a sentenced prisoner?

Answers to Quiz

1. Any five of the following:
    1. Zenica Correctional Institution
    2. Bihac District Prison
    3. Busovaca District Prison
    4. Mostar-Istok District Prison
    5. Mostar-Zapad District Prison
    6. Orasje District Prison
    7. Sarajevo District Prison
    8. Tuzla District Prison

2. Male and female prisoners shall be kept apart and confined in separate parts of the prison in such manner as to prevent their communicating the one sex with the other.
   Prisoners of each sex shall be divided into the following classes-
   (a) unconvictedprisoners;
   (b) convicted prisoners;
   (c) young prisoners;
   (d) adults;

3. Closed, Half closed and Open

4. A detainee is not guilty of any crime. He or she is in prison only to make sure they will appear at the trial. A sentenced prisoner has had a trial and has been found guilty of an offense and is serving a term defined by the law and the court.

LESSON PLAN 3 – Who is in Our Prisons and Why?

NOTE: This lesson plan must be completed by competent personnel in the nation using this manual (As an example, in this lesson plan we refer to Cameroon).

Method of Instruction: Lecture, discussion, question and answer

Time Frame: 2 Hour

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

1. Be able to list the types of crime most common in Cameroon.
2. Be able to discuss the causes and types of violent crime in Cameroon.
3. Be able to discuss the effects crime in Cameroon has on the nation's citizens, economy and quality of life.
4. Be able to show the difference between the crimes and violence caused as part of the recent civil war and those that go on during normal times.
5. Be able to list the types of prisoners in Cameroon=s prisons by type of crime, sentence and special classification (such as foreign prisoners).
6. Be able to discuss the general types and numbers of prisoners in Cameroon=s prisons by age, sex, and any other demographic information considered important.

References: Current Cameroon police, court and prison records which show number and types of crimes reported, arrests, convictions, inmate counts, crimes inmates were convicted of, sentence, age, sex and related demographic information.

Training Aides Required: Blackboard and/or flip chart.

INTRODUCTION

If we are charged with the job of rehabilitating and re-socializing those people charged with crimes, it is important that we know who they are and how they came to be prisoners. Are we working with some special group of individuals with rare and identifiable traits, or, for the most part, are we working with people much like ourselves?

INSTRUCTOR'S NOTES:

Break the class into small groups with each group discussing the types of crimes they have seen in their own neighborhoods and communities and the impact those crimes had on the citizens, their children's attitudes and the quality of the lives of their families and their neighbors.

Then present the statistical data of arrests, convictions and the demographics of who is in the prison system. Lead the class, as a whole, in an open discussion of what the statistics mean in terms of who they are likely to find in prison.

CONCLUSION

The discussion made it obvious that those in prison are much like ourselves. Some are truly evil and dangerous, but most are ordinary people who did stupid or desperate acts as a result of fear or greed or ignorance. As we carry out our duties we must remember that different people commit crimes, often the same type of crime, for entirely different reasons. For example, let's look at a thief. A person may steal because he or she could not get a job and was hungry or needed food for the children. If that is the only reason the person stole then our job is to make sure they leave our prisons with the training and direction to get a job. If, on the other hand the person stole because they couldn't hold a job, then we must help them overcome the dependence on alcohol or drugs or lack of personal work habits so when they leave they will be able to hold a job and live law abiding lives. Another person may steal because they did not want a job. That person will be in our prison to be taught that everything has a price, including crime and that if they steal, they will spend time in our prisons until they decide to live as responsible people in a free world. A person may also be in prison for stealing because they wanted money to support a cause (some classified as terrorists might fit in this category). If so, they would be treated as the last person - that person will be in our prison to be taught that everything has a price, including crime and that if they steal, they will spend time in our prisons until they decide to live as responsible people in a free world – correctional staff are not to be involved in the political issues of the inmates. Though what each prisoner needs may be different and though the programs we give them may vary in order to help meet those needs, they way we treat them must be the same for all. Regardless of the motive or crime of the prisoner, we must act professionally and humanely. Remember the discussion of your small group and you will better understand that though we do not approve of crime and what it does to us and our society, we must treat those who have participated in criminal acts humanely.

Each individual officer should strive to maintain the rehabilitative ideal but no individual officer can actually rehabilitate a prisoner. It is the system and regime in place that has the effect and the officer supports this ideal. For example, part of the Irish Prison Service Mission Statement states ' The Service is committed to managing custodial sentences in a way which encourages and supports prisoners in their endeavouring to live law abiding and purposeful lives as valued members of society.' I think this is a more realistic approach. All officers, and the service as a whole can do is provide support and facilities and the objective of rehabilitation.

INSTRUCTOR'S NOTES:

No quiz is used with this section as it is intended for general background information for the students.

Supplement to LESSON PLAN 3

Though not specifically sent in response to this lesson plan, France sent a lesson plan outline that could go here or the orientation or separately. It is:

Social Exclusion
"People under judicial control" – Awareness Unit – Duration: 24 hurs

Training Objectives	Provide the pupils with a better understanding of the different forms of social exclusion using a multi-disciplinary approach. Develop professional competencies for interviewing marginal people
Teaching objectives	The pupil should be able to: - Identify the different concepts of exclusion - Identify the institutional, personal and societal mechanisms used in relations with this population
Pre-requirement	Psychopathology, work placement
Content	- The 'standard' society and the concept of exclusion - Forms of exclusion / marginal people in our society - Different forms of marginal, groups and the marginal world - Psychological approach to different forms of marginal - Institutionalized representations of marginal people - Social management of the different forms of marginal - Role and attitude of the CIP (Rehabilitation and probation officer) concerning the issues using case studies
Teaching methods	Interactions, in groups (two groups) Lectures
Timing	5th cycle
Type of trainer	Psycho-sociologist, Clinical psychologist
Evaluation method	Evaluated at end of first year

Human Rights Instruments Related to LESSON PLAN 3

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

Article 10
1. All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person.
2. (a) Accused persons shall, save in exceptional circumstances, be segregated from convicted persons and shall be subject to separate treatment appropriate to their status as unconvicted persons;
(b) Accused juvenile persons shall be separated from adults and brought as speedily as possible for adjudication.
3. The penitentiary system shall comprise treatment of prisoners the essential aim of which shall be their reformation and social rehabilitation. Juvenile offenders shall be segregated from adults and be accorded treatment appropriate to their age and legal status.

Standard Minimum Rules for the Treatment of Prisoners
Adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955, and approved by the Economic and Social Council by its resolutions 663 C (XXIV) of 31 July 1957 and 2076 (LXII) of 13 May 1977

Separation of categories
8. The different categories of prisoners shall be kept in separate institutions or parts of institutions taking account of their sex, age, criminal record, the legal reason for their detention and the necessities of their treatment. Thus,
(a) Men and women shall so far as possible be detained in separate institutions; in an institution which receives both men and women the whole of the premises allocated to women shall be entirely separate;
(b) Untried prisoners shall be kept separate from convicted prisoners;
(c) Persons imprisoned for debt and other civil prisoners shall be kept separate from persons imprisoned by reason of a criminal offence;
(d) Young prisoners shall be kept separate from adults.

23. (1) In women's institutions there shall be special accommodation for all necessary pre-natal and post-natal care and treatment. Arrangements shall be made wherever practicable for children to be born in a hospital outside the institution. If a child is born in prison, this fact shall not be mentioned in the birth certificate.
(2) Where nursing infants are allowed to remain in the institution with their mothers, provision shall be made for a nursery staffed by qualified persons, where the infants shall be placed when they are not in the care of their mothers.

Classification and individualization
67. The purposes of classification shall be:
(a) To separate from others those prisoners who, by reason of their criminal records or bad characters, are likely to exercise a bad influence;
(b) To divide the prisoners into classes in order to facilitate their treatment with a view to their social rehabilitation.

68. So far as possible separate institutions or separate sections of an institution shall be used for the treatment of the different classes of prisoners.

58. The purpose and justification of a sentence of imprisonment or a similar measure deprivative of liberty is ultimately to protect society against crime. This end can only be achieved if the period of imprisonment is used to ensure, so far as possible, that upon his return to society the offender is not only willing but able to lead a law-abiding and self-supporting life.

61. The treatment of prisoners should emphasize not their exclusion from the community, but their continuing part in it. Community agencies should, therefore, be enlisted wherever possible to assist the staff of the institution in the task of social rehabilitation of the prisoners. There should be in connection with every institution social workers charged with the duty of maintaining and improving all desirable relations of a prisoner with his family and with valuable social agencies. Steps should be taken to safeguard, to the maximum extent compatible with the law and the sentence, the rights relating to civil interests, social security rights and other social benefits of prisoners.

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

Principle 8
Persons in detention shall be subject to treatment appropriate to their unconvicted status. Accordingly, they shall, whenever possible, be kept separate from imprisoned persons.
Principle 36
1. A detained person suspected of or charged with a criminal offence shall be presumed innocent and shall be treated as such until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. The arrest or detention of such a person pending investigation and trial shall be carried out only for the purposes of the administration of justice on grounds and under conditions and procedures specified by law. The imposition of restrictions upon such a person which are not strictly required for the purpose of the detention or to prevent hindrance to the process of investigation or the administration of justice, or for the maintenance of security and good order in the place of detention shall be forbidden.
Principle 37
A person detained on a criminal charge shall be brought before a judicial or other authority provided by law promptly after his arrest. Such authority shall decide without delay upon the

lawfulness and necessity of detention. No person may be kept under detention pending investigation or trial except upon the written order of such an authority. A detained person shall, when brought before such an authority, have the right to make a statement on the treatment received by him while in custody.

Convention for the Protection of Human Rights and Fundamental Freedoms
As amended by Protocol No. 11. Rome, 4.XI.1950

Article 6[4] – Right to a fair trial

2. Everyone charged with a criminal offence shall be presumed innocent until proved guilty according to law.

Recommendation No R (87) 3 of the Committee of Ministers to member states on the European Prison Rules
Adopted by the Committee of Ministers on 12 February 1987at the 404th meeting of the Ministers' Deputies

The allocation and classification of prisoners
11. 1. In allocating prisoners to different institutions or regimes, due account shall be taken of their judicial and legal situation (untried or convicted prisoner, first offender or habitual offender, short sentence or long sentence), of the special requirements of their treatment, of their medical needs, their sex and age.
2. Males and females shall in principle be detained separately, although they may participate together in organised activities as part of an established treatment programme.
3. In principle, untried prisoners shall be detained separately from convicted prisoners unless they consent to being accommodated or involved together in organised activities beneficial to them.
4. Young prisoners shall be detained under conditions which as far as possible protect them from harmful influences and which take account of the needs peculiar to their age.
12. The purposes of classification or reclassification of prisoners shall be:
a. to separate from others those prisoners who, by reasons of their criminal records or their personality, are likely to benefit from that or who may exercise a bad influence; and
b. to assist in allocating prisoners to facilitate their treatment and social resettlement taking into account the management and security requirements.

The Ouagadougou Declaration on Accelerating Prison and Penal Reform in Africa.

Burkina Fasso 18-20 September 2002**.**

Reducing the prison population
Criminal justice agencies should work together more closely to make less use of imprisonment. The prison population can only be reduced by a concerted strategy. It should be based on

[4] Heading added according to the provisions of Protocol No. 11 (ETS No. 155).

accurate and widely publicized information on the numbers and kinds of people in prison and on the social and financial impact of imprisonment. Reduction strategies should be ongoing and target both sentenced and unsentenced prisoners.

Promoting the reintegration of offenders into society

Greater effort should be made to make positive use of the period of imprisonment or other sanction to develop the potential of offenders and to empower them to lead a crime-free life in the future. This should include rehabilitative programmes focusing on the reintegration of offenders and contributing to their individual and social development

American Convention on Human Rights

Adopted at the Inter-American Specialized Conference on Human Rights, San José, Costa Rica, 22 November 1969

Article 5. Right to Humane Treatment

3. Punishment shall not be extended to any person other than the criminal.
4. Accused persons shall, save in exceptional circumstances, be segregated from convicted persons, and shall be subject to separate treatment appropriate to their status as unconvicted persons.
5. Minors while subject to criminal proceedings shall be separated from adults and brought before specialized tribunals, as speedily as possible, so that they may be treated in accordance with their status as minors.
6. Punishments consisting of deprivation of liberty shall have as an essential aim the reform and social readaptation of the prisoners

LESSON PLAN 4 – UN and International Human Rights Standards Impacting on Corrections

Method of Instruction: Lecture, Discussion, Question and Answer

Time Frame: 4 Hours

Performance Objectives:

At the completion of this course, the participants will be able to write, without benefit of notes (unless otherwise specified), the following:

1. A list of three (3) major UN or international standards impacting on prisons and prisoners.
2. A list of ten (10) basic rights for all prisoners.
3. A description of the basic philosophy in dealing with detainee and a description of the basic philosophy in dealing with convicted persons.
4. A listing of the two (2) steps in handling situations in which a person observes the violation of a prisoners human rights.

References: Selected parts of UN and other international standards and norms. Material contained in the section of this manual dealing with UN and International Standards.

Training Aids Required: Flip Chart, Chalk Board, Overhead (if available -- if not, copies of the overhead material for each student).

INSTRUCTOR'S NOTES:

The first part of this should be read or paraphrased by the instructor

---

INTRODUCTION

Charged with the responsibility of making sure people who have broken the law of the nation do not escape and making sure that the punishment the courts has given to offenders is carried out is the main job of the prison. Yet the prisoner retains many basic rights. Knowing what those rights are and making sure they are not violated is directly connected to how the prison officer can and must carry out his or her assignments. The prison environment, by definition, places the inmate in the same position as a dependent child. He or she must ask the prison staff for permission to move or work or talk to people. It is the staff that determines when a prisoner will eat or sleep or even use the bathroom. That dependency makes the inmate vulnerable to potential abuse by other prisoners and staff alike.

The Constitution of the Republic of Cameroon specifically mentions that Cameroon "affirms its attachment to the fundamental freedoms enshrined in the Universal Declaration of Human Rights, the Charter of the United Nations and The African Charter on Human and Peoples' Rights, and all duly ratified international conventions relating thereto."

When a suspected criminal is arrested, he is a total unknown in terms of background and security. He may be innocent or he may be a psychotic killer. His legal status is that of an

innocent person under suspicion. He is not guilty of any wrongdoing until the court says he is. Thus, in theory, he should have all the rights every other citizen has. Yet we know that this is not possible in a jail or prison setting.

This training is designed to:

1. Familiarize correction officers with the basic international instruments that define what rights all prisoners have.
2. Familiarize correction officers with what basic rights all prisoners have.
3. Advise correction officers how to protect prisoner rights while doing their job in a safe and effective manner.
4. Train correction officers how to handle difficult inmates and situations without violating their basic rights and when suspension of certain rights might be appropriate.
5. Advise correction officers how to properly handle situations in which they see or know of violations of inmate basic rights by other prison staff or public officials.

Since the founding of the United Nations, more than thirty instruments have been written and adopted by the General Assembly and other UN organs, in the area of criminal justice which deal specifically with human rights.

Two basic documents cover the human rights of all people, and in both special protection is provided for persons accused of crimes. These documents are:

INSTRUCTOR'S NOTES:

The instructor should separate five students and place them with a senior correctional officer to act as "reactors." Then the instructor should have students alternate reading different paragraphs and have the remaining students follow along. Before selecting the students who will do the reading, be sure to inform them in advance and make sure they all have the ability to read the material.

The group selected as reactors will be asked to indicate, after consultation among themselves and with the senior prison official working with them, if any of the standards are contrary or in agreement with existing domestic law and internal prison policy or procedure. They should react after each section is covered.

---

1. Universal Declaration of Human Rights adopted by the General Assembly in 1948. Article 5 states that "No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment." Other articles state that no one shall be subjected to arbitrary arrest, detention or exile. That everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial. A heavier penalty cannot be imposed on a person than the one that was applicable at the time the penal offense was committed. The Universal Declaration lists the rights of all people, such as the rights to worship as they choose, rights of privacy in their home, equal protection under the law, freedom of opinion and expression, and many other freedoms most of us enjoy. However, the Declaration also provides for the limiting of those freedoms, but only "as determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society."

2. International Covenant on Civil and Political Rights

adopted by the General Assembly in 1966. Again the prohibition against torture or cruel, inhumane or degrading punishment is stressed. But in this Covenant, specifics are added:

A. No one shall be subjected without his free consent to medical experimentation

B. Anyone sentenced to death shall have the right to seek pardon or commutation of the sentence or amnesty. No one under 18 years of age, nor any pregnant women can be put to death.

C. Anyone arrested or detained on a criminal charge shall be brought promptly to a judge or other judicial authority and shall be informed, at the time of arrest, of the charges against him.

D. All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person.

E. Anyone who has been the victim of unlawful arrest or detention shall have an enforceable right to compensation.

F. Accused persons, except in exceptional circumstances, shall be segregated from convicted persons and "shall be subject to separate treatment appropriate to their status as unconvicted persons.

G. Accused juvenile persons shall be separated from adults and brought as speedily as possible for adjudication.

H. The penitentiary system shall comprise treatment of prisoners the essential aim of which shall be their reformation and social rehabilitation. Juvenile offenders shall be segregated from adults and be accorded treatment appropriate to their age and legal status.

Four very important UN documents speak specifically about the protection of persons subjected to detention or imprisonment:

1. The Standard Minimum Rules for the Treatment of Offenders were originally adopted in 1957 and amended in 1973 to include persons arrested or imprisoned without charge.

Not intended to describe in detail a model system of penal institutions, they set out what is generally accepted as being good principles and good practice in the treatment of offenders and the management of institutions. The rules are divided into two parts.

Part I of the rules applies to all categories of prisoners criminal or civil, untried or convicted. They contain such basic principles as:

1. There shall be no discrimination on grounds of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. On the other hand, it is necessary to respect the religious beliefs and moral precepts of the group to which the prisoner belongs.

2. The different categories of prisoners shall be kept in separate institutions or parts of institutions taking account of their sex, age, criminal record, the legal reason for their detention and the necessities of their treatment.

3. In all places where prisoners are required to live or work,

a. The windows will be large enough to enable the prisoners to read or work by natural light, and shall be so constructed that they can allow the entrance of fresh air whether or not there is artificial ventilation;

b. Artificial light shall be provided sufficient for the prisoners to read or work without injury to eyesight.

4. The sanitary installations shall be adequate to enable every prisoner to comply with the needs of nature when necessary and in a clean and decent manner.

5. Adequate bathing and shower installations shall be provided so that every prisoner may be enabled and required to have a bath or shower, at a temperature suitable to the climate, as frequently as necessary for general hygiene according to season and geographical region, but at least once a week in a temperate climate.

6. Every prisoner who is not allowed to wear his own clothing shall be provided with an outfit of clothing suitable for the climate and adequate to keep him in good health. Such clothing shall in no manner be degrading or humiliating.

7. Every prisoner shall, in accordance with local or national standards, be provided with a separate bed, and with separate and sufficient bedding which shall be clean when issued, kept in good order and changed often enough to ensure its cleanliness.

8. Every prisoner shall be provided by the administration at the usual hours with food of nutritional value adequate for health and strength, of wholesome quality and well prepared and served.

9. Drinking water shall be available to every prisoner whenever he needs it.

10. Every prisoner who is not employed in outdoor work shall have at least one hour of suitable exercise in the open air daily if the weather permits.

11. All money, valuables, clothing and other effects belonging to a prisoner which under the regulations of the institution he is not allowed to retain shall be placed in safe custody, an inventory made of the items and signed by the prisoner. Those items, along with anything he received from outside while incarcerated, shall be returned to him upon release.

12. Upon the death or serious illness of, or serious injury to a prisoner, or his removal to an institution for the treatment of mental affections, the director shall at once inform the spouse, if the prisoner is married, or the nearest relative and shall in any event inform any other person previously designated by the prisoner.

13. A prisoner shall be informed at once of the death or serious illness of any near relative. In case of the critical illness of a near relative, the prisoner should be authorized, whenever circumstances allow, to go to his bedside either under escort or alone.

14. Every prisoner shall have the right to inform at once his family of his imprisonment or his transfer to another institution.

15. Every prisoner shall have an opportunity each week day of making requests or complaints to the director of the institution or the officer authorized to represent him.

16. Every prisoner shall be allowed to make a request or complaint, without censorship as to substance but in proper form, to the central prison administration, the judicial authority or other proper authorities through approved channels.

Two specific categories, under Part I of the Standard Minimum Rules for the Treatment of Prisoners deserve special attention by all correctional officers:

A. Discipline and punishment

1. Discipline and order shall be maintained with firmness, but with no more restraint than is necessary for safe custody and well-ordered community life.

2. No prisoner shall be employed, in the service of the institution, in any disciplinary capacity. This rule shall not, however, impede the proper functioning of systems based on self-government, under which specified social, educational or sports activities or responsibilities are entrusted, under supervision, to prisoners who are formed into groups for the purpose of treatment.

3. The following shall always be determined by law or by the regulation of the competent administrative authority:

a. Conduct constituting a disciplinary offence;

b. The types and duration of punishment which may be inflicted;

c. The authority competent to impose such punishment.

4. No prisoner shall be punished except in accordance with the terms of such law or regulation, and never twice for the same offence.

5. Where necessary and practicable the prisoner shall be allowed to make his defense through an interpreter.

6. Corporal punishment, punishment by placing in a dark cell, and all cruel, inhuman or degrading punishments shall be completely prohibited as punishments for disciplinary offences.

7. Punishment by close confinement or reduction of diet shall never be inflicted unless the medical officer has examined the prisoner and certified in writing that he is fit to sustain it.

8. Instruments of restraint, such as handcuffs, chains, irons and straitjackets, shall never be applied as a punishment. Furthermore, chains or irons shall not be used as restraints. Other instruments of restraint shall not be used except in the following circumstances:

a. As a precaution against escape during a transfer, provided that they shall be removed when the prisoner appears before a judicial or administrative authority;

b. On medical grounds by direction of the medical officer;

c. By order of the director, if other methods of control fail, in order to prevent a prisoner from injuring himself or others or from damaging property; in such instances the director shall at once consult the medical officer and report to the higher administrative authority.

9. The patterns and manner of use of instruments of restraint shall be decided by the central prison administration. Such instruments must not be applied for any longer than is strictly necessary.

B. Institutional Personnel

1. The prison administration shall provide for the careful selection of every grade of the personnel, since it is on their integrity, humanity, professional capacity and personal suitability for the work that the proper administration of the institution depends.

2. Before entering on duty, the personnel shall be given a course of training in their general and specific duties and be required to pass theoretical and practical tests.

3. After entering on duty and during their career, the personnel shall maintain and improve their knowledge and professional capacity by attending courses of in-service training to be organized at suitable intervals.

4. All members of the personnel shall at all times so conduct themselves and perform their duties as to influence the prisoners for good by their example and to command their respect.

5. Officers of the institutions shall not, in their relations with the prisoners, use force except in self-defense or in cases of attempted escape on an order based on law or regulations. Officers who have recourse to force must use no more than is strictly necessary and must report the incident immediately to the director of the institution.

6. Except in special circumstances, staff performing duties which bring them into direct contact with prisoners should not be armed. Furthermore, staff should in no circumstances be provided with arms unless they have been trained in their use.

Part II of the Standard Minimum Rules for the Treatment of Prisoners contains rules applicable to special categories:

A. Prisoners Under Sentence:

1. Imprisonment and other measures which result in cutting off an offender from the outside world are afflictive by the very fact of taking from the person the right of self-determination by depriving him of his liberty. Therefore the prison system shall not, except as incidental to justifiable segregation or the maintenance of discipline, aggravate the suffering inherent in such a situation.

2. The regime of the institution should seek to minimize any differences between prison life and life at liberty which tend to lessen the responsibility of the prisoners or the respect due to their dignity as human beings.

3. Prison labor must not be of an afflictive nature.

4. The precautions laid down to protect the safety and health of free workmen shall be equally observed in institutions.

B. Prisoners Under Arrest or Awaiting Trial:

1. Unconvicted prisoners are presumed innocent and shall be treated as such.

2. Without prejudice to legal rules for the protection of individual liberty or prescribing the procedure to be observed in respect of untried prisoners, these prisoners shall benefit by a special regime which includes:

a. Being kept separate from convicted prisoners;

b. Shall be offered the opportunity to work, but will not be required to work. If the prisoner decides to work, he shall be paid for it.

c. An untried prisoner shall be allowed to inform immediately his family of his detention and shall be given all reasonable facilities for communicating with his family and friends, and for receiving visits from them, subject only to such restrictions and supervision as are necessary in the interests of the administration of justice and of the security and good order of the institution.

2. Declaration on the Protection of All Persons From Being Subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment adopted in 1975.

A. For the purpose of this Declaration, torture means any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted by or at the instigation of a public official on a person for such purposes as obtaining from him or a third person information or confession, punishing him for an act he has committed or is suspected of having committed, or intimidating him or other persons. It does not include pain or suffering arising only from, inherent in or incidental to, lawful sanctions to the extent consistent with the Standard Minimum Rules for the Treatment of Prisoners.

Torture constitutes an aggravated and deliberate form of cruel, inhuman or degrading treatment or punishment.

B. No State may permit or tolerate torture or other cruel, inhumane or degrading treatment or punishment. Exceptional circumstances such as a state of war or a threat of war, internal political instability or any other public emergency may not be invoked as a justification of torture or other cruel, inhuman or degrading treatment or punishment.

C. The training of law enforcement personnel and of other public officials who may be responsible for persons deprived of their liberty shall ensure that full account is taken of the prohibition against torture and other cruel, inhuman or degrading treatment or punishment. This prohibition shall also, where appropriate, be included in such general rules or instructions as are issued in regard to the duties and functions of anyone who may be involved in the custody or treatment of such persons.

D. Any person who alleges that he has been subjected to torture or other cruel, inhuman or degrading treatment or punishment by or at the instigation of a public official shall have the right to complain to, and to have his case impartially examined by, the competent authorities of the State concerned.

E. If an investigation establishes that an act of torture as defined in "A" above appears to have been committed, criminal proceedings shall be instituted against the alleged offender or offenders in accordance with national law. If an allegation of other forms of cruel, inhuman or degrading treatment or punishment is considered to be well founded, the alleged offender or offenders shall be subject to criminal, disciplinary or other appropriate proceedings.

3. Principles of Medical Ethics adopted in 1982 states that it is a contravention of medical ethics for health personnel, particularly physicians, to participate in any procedure for restraining a prisoner or detainee unless such a procedure is determined in accordance with purely medical criteria as being necessary for the protection of the physical or mental health or the safety of the prisoner or detainee himself, of his fellow prisoners or detainees, or of his guardians, and it presents no hazard to his physical or mental health.

4. Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment adopted in 1984.

A. An order from a superior officer or public authority may not be invoked as a justification of torture.

B. Each State Party shall ensure that education and information regarding the prohibition against torture are fully included in the training of law enforcement personnel, civil or military, medical personnel, public officials and other persons who may be involved in the custody, interrogation or treatment of any individual subjected to any form of arrest, detention or imprisonment.

INSURING INMATE RIGHTS

INSTRUCTOR'S NOTE:

Using actual incidence from within your prison system, or a compilation of several incidence, write a series of scenarios that will provoke discussions from the students on issues directly related to taking actions in difficult situations that might test their ability to adhere to international standards

A prison is not a democracy. Many prisoners express themselves through aggressive action. Often, when situations occur that can cause harm to a correction officer or to inmates, it happens quickly and does not allow preparation time. Therefore, in order to handle inmates during difficult situations, pre-training and practice are important keys to being able to do the job safely and without violating inmate rights.

The following are a series of examples for discussion and to provide an opportunity to think (when not under pressure) of the appropriate response. All of the examples and case histories come from either actual incidents or are a compilation of actual incidents. Remember, the time to think about how you plan to handle dangerous situations is before the situation occurs. Thus, each officer should spend time alone and in conversation with others creating, in his mind, possible situations that can occur and then working out a proper solution. Also, the more an officer practices other basic skills taught in both basic and on-going training, the less likely he is to be faced with a situation he is not prepared to handle. When prison security and discipline is handled properly in a consistent and proper manner, few situations arise which places the officer in a position where the violating of an inmates rights might occur due to circumstances or panic. Thus, the best human rights training is comprised of knowing what rights prisoners have and being well trained in basic correctional skills.

QUIZ

1. Name three United Nations Documents that impact on the rights of confined individuals.

2. A basic principle of working with convicted and sentenced offenders prohibits:
   - A. Punishing prisoners for violating prison rules
   - B. Punishing prisoners for supporting the political opposition
   - C. Punishing prisoners for verbally abusing officers
   - D. All of the above

3. List ten (10) rights all prisoners have.

   Bonus List an additional five (5) rights all prisoners have.

4. What is the basic philosophy in how you should treat pre-trial detainees?

5. Describe the process you should follow when you see a senior officer abusing a prisoner's human rights.

6. Define "torture."

7. List three times when it is permissible for an officer use force against a prisoner.

8. When can corporal punishment be used to discipline an inmate?

9. Under what circumstances can a prisoner be placed in a dark cell for discipline?

10. Discuss the major differences between Cameroon Prison Law and the UN and international standards and norms impacting on corrections in Cameroon.

Answers to Quiz

1. Universal Declaration of Human Rights; International Covenant on Civil and Political Rights; The Standard Minimum Rules for the Treatment of Offenders. NOTE: The student may list other UN or human rights standards covered in the lesson. However, the student should always include The Standard Minimum Rules in his list as that is the most comprehensive of the international documents impacting on corrections.

2. B

3. Any 10 (or 15 for bonus points of the following):

1. Not to be discriminated against due to his/her race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
2. The right to his/her religious beliefs and moral precepts.
3. Be kept separate from other prisoners based on differences in sex, juvenile status, and convicted vs non-convicted status.
4. Have sufficient light to read and work by.
5. Have access to fresh air.
6. Have constant access to clean and decent sanitary facilities to be able to comply with the needs of nature.
7. Have access to shower or bathing facilities as frequently as necessary to maintain general hygiene, but no less than once a week.
8. Wear his own or prison furnished clothing sufficient for maintenance of good health and that is neither humiliating or degrading.
9. Be provided with food, served at normal hours, which is of nutritional value adequate for health and of wholesome quality and well prepared and served.
10. Have drinking water available whenever it is needed.
11. Be given at least 1 hour of exercise daily.
12. Have his/her personal property returned upon release.
13. Have friends or relatives informed of any movement to another institution, serious injury or illness or upon his/her death.
14. Be informed, at once, of the death or serious illness of any near relative.
15. To be able, at once, to inform relatives of his or her incarceration or transfer to another institution.
16. To have the opportunity each week day of making requests or complaints to the director of the institution or the officer authorized to represent him.
17. To be allowed to make a request or complaint, using the proper form, to the central prison administration, the judicial authority or other proper authorities through approved channels.

4. Unconvicted prisoners are presumed innocent and shall be treated as such.

5. First the offending staff member should be told to stop and informed that it is a violation of the person's basic human rights. Second, a report should be turned in to the offending officers superior.

6. "Torture" is defined as any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted by or at the instigation of a public official on a person for such purposes as obtaining from him or a third person information or confession, punishing him for an act he has committed or is suspected of having committed, or intimidating him or other persons.

7. 1. To protect another officer or prisoner or person.
   2. To prevent an escape.
   3. In self defense.

8. Never.

9. Never.

10. There is no basic differences or disagreements between the rights guaranteed by Cameroon law and those recommended by UN or other international standards and norms impacting on corrections.

Supplement to LESSON PLAN 4

The above lesson plan may contain too much information – it may be too detailed for new officers and it may not hold their attention in a way which promotes good learning. Other ways to teach the international standards might concentrate more on the philosophy behind the UN declaration and less on the specifics. One training academy gives the officer/candidates a 50 question test on their first day of training. Each question is prefixed by "A Prisoner has a right to . . . " then statements like

"to contest his/her innocence in court"
"to good wholesome food"
"to bedding, i.e. mattress at night"
Etc.

Several days later the training on human rights is given and the test they took previously is given back to them so they can check their original answers to see how many of their original thoughts were incorrect.

Another Sample LESSON PLAN 4

Topic: **STANDARD MINIMUM RULES FOR THE TREATMENT OF PRISONERS**

Time: 2 Sessions (each session is 1 hour)

This session is designed to summarize the sessions that have proceeded. During this session the students will be doing a majority of the work.

Divide group into smaller groups.

Allocate each group one section of the UN minimum standards.

As a group they have 15 minutes to develop a 5 minute session demonstrating how the nation's procedures comply with their section.

Just as important is to mention other sessions and how they impact on the section under review.

For Example: Segregation, What does the UN Standard say, what does the procedure state. Is Accommodation, visits etc influenced by this section?

The idea is to get the students to think about the entire system and tie all the parts together.

Question: From your two periods of In-service Training, what if any areas do not comply with the Minimum Standards.

At the end summarise what has been presented. Emphasise that the entire responsibility of the Correctional Officer relates to ensuring the standards are maintained.
Also stress that these are **minimum standards**, they can be exceeded but not reduced.

Additional Resources and Information for LESSON PLAN 4

Relevant International Instruments on the Treatment of Prisoners

1. The Standard Minimum Rules for the Treatment of Prisoners
2. Body of Principles for the Protection of Persons Under Any Form of Detention or Imprisonment
3. Principles of Medical Ethics relevant to the Role of Health Personnel, particularly Physicians, in the Protection of Prisoners and Detainees against Torture and Other Cruel, Inhuman and Degrading Treatment
4. United Nations Principles on the Treatment of Prisoners
5. Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
6. Declaration on the Protection of All Persons from Being Subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
7. Safeguards Guaranteeing Protection of the Rights of Those Facing Death Penalty
8. United Nations Guidelines for the Prevention of Juvenile Delinquency
9. United Nations Standard Minimu Rules for the Administration of Justice (the Beijing Rules)
10. United Nations Rules for the Protection of Juveniles Deprived of their Liberty
11. Basic Principles on the Independence of the Judiciary
12. Basic Principles on the Role of Lawyers
13. Guidelines on the Role of Prosecutors
14. Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power
15. United Nations Standard Minimum Rules for Non-Custodial Measures (Tokyo Rules)
16. Principles on the Effective Prevention and Investigation of Extra-Legal, Arbitrary and Summary Executions
17. Code of Conduct for Law Enforcement Officials
18. Basic Principles in the Use of Force and Firearms by Law Enforcement Officials
19. United Nations Declaration of Human Rights
20. African Charter on Human and Peoples Rights
21. American Convention on Human Rights
22. Convention on the Rights of the Child (CRC)
23. Convention relating to the Status of Refugees
24. European Convention for the Protection of Human Rights and Fundamental Freedoms
25. Geneva Convention relative to the Protection of Civilian Persons in Time of War
26. ILO Convention no. 105: Abolition for Forced Labour Convention, 1957
27. International Convention on the Elimination of All Forms of Racial Discrimination
28. International Covenant on Civil and Political Rights (ICCPR)
29. Commission on Accreditation for Corrections (American Correctional Association) correctional standards
30. Council of Europe Prison Rules
31. Select Committee of the Committee of Ministers of the Council of Europe report on treatment of foreign prisoners

32. Guidelines of the Committee of Ministers of the Council of Europe on human rights and the fight against terrorism – sections dealing with detention of terrorist suspects
33. Basic Principles for the Treatment of Prisoners

Resources available on the Internet:

- Human Rights and Prisons: Manual on Human Rights Training for Prison Officials, Office of the High Commissioner for Human Rights. http://www.ohchr.org/english/about/publications/docs/pts11_En.pdf
- Human Rights and Prisons: A Pocket Guide of International Human Rights Standards for Prison Officials. This is a particularly good handout for prison officers. http://www.ohchr.org/english/about/publications/docs/pts11-add3_En.pdf

Human Rights Instruments Related to LESSON PLAN 4

Universal Declaration of Human Rights, 1948

Article 3

Everyone has the right to life, liberty and security of person

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 12

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

International Covenant on Civil and Political Rights

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

Article 7

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his free consent to medical or scientific experimentation.

Article 10

All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person.

Basic Principles for the Treatment of Prisoners

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

5. Except for those limitations that are demonstrably necessitated by the fact of incarceration, all prisoners shall retain the human rights and fundamental freedoms set out in the Universal Declaration of Human Rights, and, where the State concerned is a party, the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and

Political Rights and the Optional Protocol thereto, as well as such other rights as are set out in other United Nations covenants.

Convention for the Protection of Human Rights and Fundamental Freedoms
as amended by Protocol No. 11. Rome, 4.XI.1950

Article 1 – Prohibition of discrimination

The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.

Recommendation No R (87) 3 of the Committee of Ministers to member states on the European Prison Rules
Adopted by the Committee of Ministers on 12 February 1987at the 404th meeting of the Ministers' Deputies

The basic principles
1. The deprivation of liberty shall be effected in material and moral conditions which ensure respect for human dignity and are in conformity with these rules.

2. The rules shall be applied impartially. There shall be no discrimination on grounds of race, colour, sex, language, religion, political or other opinion, national or social origin, birth, economic or other status. The religious beliefs and moral precepts of the group to which a prisoner belongs shall be respected.

3. The purposes of the treatment of persons in custody shall be such as to sustain their health and self-respect and, so far as the length of sentence permits, to develop their sense of responsibility and encourage those attitudes and skills that will assist them to return to society with the best chance of leading law-abiding and self-supporting lives after their release.

52. Prison staff shall be continually encouraged through training, consultative procedures and a positive management style to aspire to humane standards, higher efficiency and a committed approach to their duties.

African Charter on Human and Peoples' Rights
Adapted by the eighteenth Assembly of Heads of State and Government, June 1981 – Nairobi, Kenya.
Article 2
Every individual shall be entitled to the enjoyment of the rights and freedoms recognised and guaranteed in the present Charter without distinction of any kind such as race, ethnic group, colour, sex, language, religion, political or any other opinion, national and social origin, fortune, birth or any status

Article 3
1. Every individual shall be equal before the law
2. Every individual shall be entitled to equal protection of the law
Article 5
Every individual shall have the right to the respect of the dignity inherent in a human being and to the recognition of his legal status. All forms of exploitation and degradation of man, particularly slavery, slave trade, torture, cruel, inhuman or degrading punishment and treatment shall be prohibited.
Article 6
Every individual shall have the right to liberty and to the security of his person. No one may be deprived of his freedom except for reasons and conditions previously laid down by law. In particular, no one may be arbitrarily arrested or detained.

Kampala Declaration on Prison conditions in Africa. September, 1996.
1. That the human rights of prisoners should be safeguarded at all times and that non-governmental agencies should have a special role in this respect,
2. That prisoners should retain all rights which are not expressly taken away by the fact of their detention,
3. That prisoners should have living conditions which are compatible with human dignity,
4. That conditions in which prisoners are held and the prison regulations should not aggravate the suffering already caused by the loss of liberty,
5. That the detrimental effects of imprisonment should be minimized so that prisoners do not lose their self-respect and sense of personal responsibility,
6. That prisoners should be given the opportunity to maintain and develop links with their families and the outside world,
7. That prisoners should be given access to education and skills training in order to make it easier for them to reintegrate into society after their release,
8. That special attention should be paid to vulnerable prisoners and that non-governmental organizations should be supported in their work with these prisoners.

American Convention on Human Rights
Adopted at the Inter-American Specialized Conference on Human Rights, San José, Costa Rica, 22 November 1969
<u>Article 5. Right to Humane Treatment</u>
1. Every person has the right to have his physical, mental, and moral integrity respected.
2. No one shall be subjected to torture or to cruel, inhuman, or degrading punishment or treatment. All persons deprived of their liberty shall be treated with respect for the inherent dignity of the human person.
3. Punishment shall not be extended to any person other than the criminal.
6. Punishments consisting of deprivation of liberty shall have as an essential aim the reform and social re-adaptation of the prisoners.

LESSON PLAN 5 – Correctional Policies and Procedures

Correctional Policies and Procedures

NOTE: The data used as an example is from the nation of Bosnia & Herzegovina. This entire lesson plan must be rewritten by personnel within the nation using it to reflect their institutions, laws and procedures.

Method of Instruction: Discussion, Lecture, Question and Answer

Time Frame: 6 Hours

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

1. Be able to describe the diferences in the handling of detainees and of sentenced prisoners.
2. Be able to list 10 of the prison procedures outlined in the law.
3. Be able to describe, in detail, the system of privileges used in Bosnia and Herzegovina corrections.
4. Be able to describe, in detail, the visiting and letter writing rights and procedures for the prisoners.
5. Be able to describe, in detail, the basic food, clothing and other material prescribed by law for the prisoner.

References: The Law of Implementing Criminal Sanctions and Book of Rules on House Order .

Training Aides Required: Flip Chart, Blackboard, Overhead Projector (or copies of handouts for all students if no Overhead Projector is available), copy of The Law of Implementing Criminal Sanctions and Book of Rules on House Order -- found in the appendix of the Correctional Training Manual.

INSTRUCTOR'S NOTES:

The instructor should separate five students and place them with a senior prison officer to act as "**reactors.**" Then the instructor should have students alternate reading different paragraphs and have the remaining students follow along. Before selecting the students who will do the reading, be sure to inform them in advance and make sure they all have the ability to read the material.

The group selected as **reactors** will be asked to indicate, after consultation among themselves and with the senior prison official working with them, if any of the policies or procedures are contrary or in agreement with existing international standards and norms. They should react after each section is covered.

INTRODUCTION

A prison operates strictly according to the law and on established and approved procedure. If, for any reason, procedures are not followed, that represents a violation of the law and the offending officer can be punished. More important, procedures that are not followed, place the life of prisoners, staff and the public in danger. When officers are told, by senior staff, not to follow procedures, they are being told to disobey the law. Realizing that unless the procedure violates or threatens the health, safety or human rights of prisoners, the orders must be followed, then it is the officers obligation to report the deviation of procedure to higher correctional authorities.
The procedures and policy of the Bosnia and Herzegovina Correctional system come from the Bosnia and Herzegovina Prisons Act and Subsidiary Legislation, Prison Rules under Chapter 9:02 Some of its parts contain:

PRISONERS LIFE AND PRISON ADMINISTRATION

DISCUSSION GUIDE:

Then the instructor should have students alternate reading different paragraphs and have the remaining students follow along. Before selecting the students who will do the reading, be sure to inform them in advance and make sure they all have the ability to read the material.

INSTRUCTOR'S NOTES:

The number (i.e. ***5.***) used before various sections denotes the rule number as established in the Prisons Act. Not all the prison rules are covered in this lesson. Students will be expected to read and be familiar with all the rules, but those covered here are the ones that most directly impact on the daily work of the officers.

Detainees:

INSTRUCTOR'S NOTES:

Point out to the students that the following rules are applied because untried prisoners are only being held for legal action. They are not guilty of any crime until the court finds them guilty. Thus, they are to be treated as innocent persons, subject to the necessary procedures of safety, security, hygiene and necessary institutional discipline.

Article 5

in the prison, a registered book of detainee is run.

For each detainee to register the following particulars are to indicate: order number, first and second name of detainee, date, month and year of his birth, his permanent address of state, profession, nationality, date of admission to the prison; hour, date, month and year, name of authority giving order for the acceptance of

detainee; number and date of order, date of relief of detainee; number and date of such order.

Article 6

on acceptance of detainee into the jail, his identity is determined based on i.d., traveling documents or any other documents suitable for such determination.

Personal search of detainee may be done only by officials of the same sex.

Article 7

detainee is entitled to use his bedclothes items and other items matching his regular needs, unless it will be damaging for successful procedure of pre-trial. On acceptance to the prison detainee is having confiscation of the following items: money; for exchange, valuable items, knives, scissors, razors, needles, belts, scarfs, shoe laces, ties, mirrors and likewise things suitable for hurting the body and also items suitable for attack or escape from the prison.*

Some of the items from the previous may be left with the detainee on his request on which the authority leading the process is to decide.

Article 8

a receipt on confiscated items from the previous article, there is an issuance of receipt indicating family name, father's name and the name of the detainee, sold quantity and other essential particulars of item being confiscated, date of confiscation and when the amount of items is denoted by number, the number of items is also written with letters.

Article 9

items confiscated from detainee are retained in a certain room of the jail protected from deterioration and damages.

Money and valuables are kept in a safe, these items as well as the items subject to deterioration which are confiscated from detainee upon his agreement will be delivered to or sent on that any expenses to his family or a person appointed by him.*

Article 10

detainee is entitled to have nourishment on his own expense, to wear his own suit and to purchase books and newspapers on his account unless it is damaging for successful procedure of the pre-trial and the body leading the procedure is to decide about it.

Detainee may use magazines, daily papers and a book from the jail library, subject to approval by a body leading procedures.

Article 11

upon acceptance to the detention jail, detainee is being acquainted with basic rules and duties that he will have during detention.

Article 12

when assigning detainee into the jail rooms a count will be taken on personal characteristic of each detainee, his participation in committing criminal act and possibilities of accommodations.

Detained juveniles, as a rule, are accommodated separate from the full age Persons. Juvenile judge may determine that a juvenile be in detention together with a full age person if the isolation of juvenile would last longer, and there is a possibility, a juvenile should be put in a room with a full age person which action wouldn't have damaged input on him.*

The assignment of detainee from the previous paragraph is made by the governor of jail or a person authorized by him.

Article 13

detainee taking part in committing the same criminal act as detainee making criminal acts being in the mutual link as a rule are not placed in the same room.

Persons who have committed criminal acts in recourse as a rule are not placed in the same room with other persons deprived of freedom to whom they might have damaging impact.

Detainee being held with infection or some other communicable disease are accommodated separate from the other inmates, on which the decision by the jail governor upon suggestion of jail doctor.

Page 6

Iii - medical hygienic conditions in jail and food of inmates

Article 14

upon acceptance into the jail, the general medical check-up of detainee will be made and the findings will be recorded in his medical card. Following the medical check-up the detainee will have a bath and if necessary a disinfection of his clothing and other items he brought in himself will be made. Post-op in the same manner it will be treatment also with items, a receipt later to be used by detainee.*

Article 15

accommodation of detainee should comply to general hygienic requirements.

The room accommodating detainee has to be well lit and heated depending on climate conditions.

Jail rooms where detainee stay are regularly aired or vented.

the management of prison is obliged to enable detainees to maintain cleanliness of their body, bedclothes, clothing and footwear.

Article 16

a regular control of hygiene and inmate accommodation is made in the jail and in that respect necessary steps are taken.

Disinfection of the appliances for sewage and other installations, plumbing and inventorying jail is made as a rule once in three months.*

Painting of the rooms in which the detainee are is made at least once a year and other hygienic prevention measures are taken as required or upon order of the body making supervision over detainee.

Article 17

detainee are shaved and cleansed twice a week, haircut once a month and a bath at least once a week.

Detainee possessing their own electric shaver, governor may approve their own shaving, if there are possibilities for that in jail.

Female detainee will be provided with use of hot water and necessary hygienic accessories will be made at their disposal.

Article 18

detainee are obliged to regularly clean the room they stay in and in that regard proceed in accordance to schedule determined by the jail governor.

Article 19

detainee who has known his own underwear, clothes and footwear, these items are provided by the jail in accordance to the list of rules of clothing and footwear of the prisons.

For detainee not having his own money resources and not possessing toiletries, the prison is obliged to provide with essential items, such as, towels, soap, etc.

Article 20

detainee has a separate bed composed of a setting of a mattress, pillow with pillow case, two sheets, one or up to two blankets in the summer or two to three blankets in winter period, depending on the air temperature.

When admitting to detention the detainee is provided with clean bedclothes, unless he uses his own bedclothes.

The detainee is provided with a small closet or separate drawer in a closet or a separate part of furniture for keeping items he's allowed to have in his cell.

Article 21

the director of the jail or person authorized by him is obliged to everyday visits to detainee on premises of detention prison in which detainee stay.

Doctor or another medical worker of the prison is obliged to visit detainee and the rooms in which they stay at least once a week and when necessary to suggest appropriate measure for eliminating found out imperfections.

Article 22

medical care for detainee is provided in jail dispensary.

If hospital treatment is necessary, detainee is referred to the penitentiary reform house hospital. In an emergency detainee is sent into the nearest corresponding medical facility. On referral of the detainee into the correction house after or other medical organization it is to be decided upon proposal of prison doctor by the authorities making an inquest and in emergency by the manager or his authorized person who therefore advises court authorities or police authorities leading the pre-trial inquest.

A mere act to the prison in agreement with in inquest body undertakes necessary measures to prevent escape of detainee under the preceding paragraph* or his contact with other persons or with other inmates.*

Article 23

upon approval of pre-trial body and after supervision of such body or supervision of each authorized person, a doctor may examine detainee upon detainee's request and expense, a doctor selected by detainee in this case, detainee shall be previously examined by prison doctor.

This examination as a rule is made on the premises in the presence of the prison doctor or other medical worker.

Article 24

detainee is entitled that is subject to pre-trial inquest body shall purchase medicines on his expense or to receive them from his family or other persons.

Medicines from the preceding paragraph have prior to use be examined by prison doctor who determines medicine taking in accordance to the order specialist who has prescribes such medicine and prison doctor decides on manner of keeping medicine.

Article 25

detainees are moving in the certain prison walking area as a rule together for a walk are taken only detainees who are accommodated in the same room or same dormitory.

If in the same time detainees from different rooms are taken for a walk then it must not be the case of detainees who took part in committing shame or shared violation. Women and men must walk together neither the detainees who's together walking might be damaging to successful conduct of pre-trial inquest.

During the work the detainees are moving free and they may talk to each other and smoke. Therefore, they mustn't violate all their peace or violate other rules of discipline in prison.

Old and ill detainees and disabled persons or those incapable of moving, may in the time for walk sit in the area of the prison intended for walking. Walking of detainees is made under supervision of the guard.

After the assessment of the director provided the interest of security, persons to whom death penalty is pronounced may be taken for walk also individually.

Article 26

detainees may have smoking organized in certain hours should the health reasons require so. This is to be decided by the director of the prison upon the prison doctor proposal.

Article 27

detainees who are fed under low expense are entitled to food free of charge. Detainees receive three daily meals in accordance to the prescribed table on nourishment of such persons. Based on the calorie table, the director of the prison determines the menu for seven days in advance.

The food supply that nourishment is made has to be a good quality and meals have to be tastefully cooked and to be of different ingredients.

Calorie value of daily meal must not be less than 2,500 calories

Severely ill and patients and pregnant women receive increased food prescribed by prison's doctor.

Prior distribution of each meal, director or person authorized by him is obliged to taste meals to be given to detainees and his finding is registered in the control book. If there is suspicion in the food quality, the meal will not be distributed unless examined by the prison doctor, who registers his finding in the control book.

Article 28

the prison doctor or other health worker is bound at least once a week to visit prison kitchen and check cleanliness there and the manner of food cooking, quality of supplies and calorie value of the food as well as health status of cooks and other workers employed in the kitchen.

Article 29

detainee is obliged to receive daily food meals.

If detainee refuses to take food, immediately the director of the prison is advised thereof, also the pre-trial inquest body and president of court during supervision makes should detainee refuse even after warning that he should take it and if such action detainee puts his life into hazard the doctor will even without his consent apply necessary medical measures.

Article 30

detainee has right to buy his food on his expense and the manager of the prison is obliged to enable him so.

Food being brought to date any on his expense is brought once a week in quantity matching his normal daily requirements, and this dispatch of food is done in the time determined by the director of prison. In case of doubt which quantity of food is necessary the director is obliged to make consultation with doctor. Within jail premises the detainee cannot keep food supplies in quantities exceeding 5 kilograms.*

Detainee is entitled to receive parcels amounts who's individual weight may not exceed 10 kilos. If parcel exceeds allowed weight then the article 9 of this book of rule will be applied.

A record is maintained on food and parcels received.

Article 31

food, dishes and other items which are given personally to the person during visits or by mail prior to handing them over to the detainee are searched in his presence.

Detainees are forbidden to receive, purchase or consume alcohol or other potion. The alcohol or other potions sent to the detainee in the mail or in some other way shall not be delivered to detainee.

Iv - the work and behavior of detainee

Article 32

upon detainees request and subject to approval a work for detainee may be allowed for jobs corresponding his mental and physical properties provided it is not damaging for pre-trial inquest procedure.

Article 33

through their behavior, detainees must not violate peace and order in prison.

Detainees must not offend each other or physically fight each other.

Article 34

for detainees accommodated in various rooms of prison, it is forbidden for them without approval of the pre-trial body following actions to write to each other, to talk to each other or to establish contact in any way, also forbidden is any oral or written contact with persons being outside the prison.

Article 35

if it is noticed that detainees are making mutual agreement in a way to be damaging for a successful pre-trial treatment, then director of prison or other authorized worker shall make transfer and separation of detainees.

If the detainee is returned to the prison after attempt of escape and in a case when there is justified suspicion or determination that he is preparing escape or when he gives resistance or threatens with force or in other way jeopardizes security of persons or property in his surrounding or jeopardizes his security, then detainee next to his isolation may be tight as well.*

Decision on the preceding paragraph is brought by the director of prison or other authorized worker, there upon which they advise the pre-trial body.

*A measure of tying up must not be applied over juvenile delicates.**

Article 36

for inflicted damage to detainee is responsible under regulation of indemnification.

Article 37

detainee is forbidden to make tattooing on himself or on any other inmate.

Article 38

in his later hours detainee will be enabled to learn, prepare for exams, read books and other printed letters he may have in his cell, writing letters and appeals as well as playing chess or other games.

Article 41

director of the prison determines by his order daily activities of the detainees particularly morning rides, face washing, cleaning of the rooms they stay in, taking daily meals, evening rest, use of leisure time, organizing and conducting activities of detainees.

Vi - visits, writing and acceptance of letters, acceptance of parcels and printed materials

Article 42

the director of the prison will enable detainees to have visits upon approval of the authority of the pre-trial inquests and under supervision of authorized person within stipulation of house order.

Director shall in agreement with the president of court supervising of detainees will determine at least one day in a week and hours in that day when visits to detainee may be made.

Visits to detainee is made in a separate room with a duration of 15 minutes, but the pre-trial body may decide on a longer duration of visit.

Person making supervision may suspend visits or interrupt visits if detainee or visitor use such visits in a way that might damaging to pre-trial inquest or if detainee or visitors behave impolite or violating discipline. On measures undertaking after such violation then the pre-trial body will advised thereof.

Article 43

detainee may make correspondence and letters to a person outside of prison with the knowledge and other supervision of pre-trial inquest body. All of the letters sent or received by detainee shall be prior to posting or handing over will be given to the pre-trial body and further it will be treated upon decision of such body.

Detainee shall be enabled to purchase items of writing of his own expense, if detainee has no money resources the prison is bound to enable him that he may send letters to family or close relatives as to write some documents, such as petitions, appeals and complaints in order to protect his rights and interests.

Posting of petitions of detainee to the competent body is to be done the same day when written or next day at the latest, where upon the authorized officer will take care of it.

Article 44

the prison will enable interview and writing letters of detainee with his lawyer or his solicitor, if detainee was inquested by authorities. On the requested interview or the letter the detainee wants to have in his lawyer or about letter sent by lawyer to his client the prison will inform the pre-trial body. Conversation between lawyer and detainee is made on the prison premises.

for receipt of parcels brought the detainee the prison will determine at least once a week. If such parcels brought by a local resident, if parcel is brought by a non-resident person then the acceptance may be allowed the other day too. Parcels sent by mail are received everyday.

INSTRUCTOR'S NOTES:

This is a good place to point out to the students that though all of this might seem like a lot of detail, it is very important for them to know. Even the very new officer will be regarded by most of the prisoners as an "expert" in the system. The officer is the closest and most logical person for a prisoner to ask why someone gets a privilege denied to him or her. The officer must know the details of classification in order to better do his or her job. On the other side, what the officer does not understand can hurt him or her. They, especially as new officers, will be tested by the inmates.

V. ACCOMMODATION, HYGIENE AND CLOTHING.

Article 25.

Inmates are accommodated in common room. But should health reasons require, the inmates may be accommodated in special rooms in the medical section of the penitentiary. Inmates who spend their annual vacation in the penitentiary are accommodated in separate rooms, or in a separate compound of the penitentiary. The inmates stay during their vacation, is stipulated under special instruction by the Governor of the penitentiary.

Article 26.

Each prisoner has his own bed, suitcase and bed clothes. The bed clothes are comprised of a foam mattresses, undersheet, a pillow, four sheets, two pillow cases and two blankets. Sheets and pillow cases are compulsorily changed every fortnight or more frequently when required.

Article 27.

Inmates are provided with clothes and shoes appropriate to the climate and season. The duration of the summer is between the first of April to the first of October, when summer clothing is replaced by winter ones. Depending on the climate

condition, there can be exemptions from these dates, subject to the Governor's approval.

Replacement of clothing and shoes is made when required, but with the shortest interval for winter clothes being after three years of use, and summer clothes are replaced after two years of use. Replacement of shoes, shirts, socks, underclothes is made after six months. Replacement of work shoes, gloves, overalls and other working protection equipment is done according to the List of Rules on health and safety at work.

Article.28.

All clothing and equipment which the inmate receives, he is obliged to maintain hygienically and in order, and in the case of deliberate destruction or to negligence they are damaged, the damage will be compensated for in accordance with the stipulations under article 98, of the law on implementing criminal law.

Article 29.

Inmates beds, from the moment of their rising in the morning until the night inspection, must be tidily set and arranged according to the so called, "hospital corner".

On Sunday during Republican and Federal holidays, the beds are made but without the so called "hospital corners" is required, the inmates not working on these days can stay in bed.

The old and disabled inmates may be given permission to rest and sleep on other days to, irrespective of the stipulations from the prior paragraph, and it is the manager of the Reeducation Service who decided on this.

During periods of illness, if the prisoner remains in the bedroom, he can stay in bed depending on the doctors examination.

Article 30.

Rooms where inmates stay are heated through the winter period from, the first October until the first of April.

Depending upon climate conditions there can be deviation from this, subject to the Governors approval.

Article 31.

The rooms in which the inmates stay are cleaned and aired daily and the blankets are freshened at least twice a month.

Direct supervision of the dormitories cleanliness and other rooms where the inmates stay is under the charge of the manager of the block and the educators.

Article 32.

All the bed clothes, their personal uniforms and shoes, as well as their drinking water , has to submitted to regular control checks of the health authorities and the component medical authorities of the penitentiary.

Article 33.

The inmates are bound to maintain each day their personal hygiene, mandatory is at least one bath a week.

Taking into consideration working hours and conditions of work, the inmates may be entitled to bathe each day, irrespective of the times on the previous paragraph.

Article 34.

Regular shaving and hair cuts are mandatory, inmates may have their hair at a maximum of five centimeters in length and moustaches neatly trimmed.

The inmates have their hair cut in the penitentiaries barbers shop, except in the case of those who are in solitary confinement or in the separation block, or the acceptance block or due to medical and other reasons, are accommodated separately in rooms within the penitentiary.

Shaving in the penitentiaries barbers shop is available to those inmates who do not have the means, and this applies also to those persons with exceptional mental or physical disablement, and those treated in the medical dispensary.

Article 35.

The winter and summer clothing, following its use, is kept by the convict and maintained in their suitcase. It is mandatory that every day brushing and maintenance of shoes is done, upon cleaning the footwear is to be left in a small cupboard.

During the sleeping hours every inmate is bound to leave his clothes tidily folded and kept in his suitcase.

The inmates being treated in the penitentiaries dispensary are provided with special clothing for bed time, and a gown for daily use.

Article 36.

In the event of infectious disease or likewise, the medical department carries out a disinfection of the rooms, where in the inmates work and stay.

VI. THE NOURISHMENT OF INMATES..

Article 37.

The inmates are provided with meals which pursuant to the amount and value in calories, are prepared in accordance with the stipulations in the list of rules on the table of calory values for the nourishment of the inmates.

In the exceptional situation of war dangers, food is prepared within the restricted penitentiaries confines, until the danger had passed and the rules oncalory values in the meals can be applied.

Article 38.

The inmates are supplied daily with three meals.

Exceptions from the previous paragraph are those inmates who carry out the hard physical labor and under the working conditions of the night shift, who are granted an additional meal which can be consumed in the working area.

For ill inmates who for the preservation of their health, cannot consume nourishment on the regular menu, they can have heir doctors prescribe a diet for them.

Article 39.

The type of meals are determined by a menu prescribed each week and issued by the penitentiary Governor., upon the proposal of the inmates kitchens chief , the manager of the Reeducation Service and the head of the Law and Personal Affairs department.

The meals for the inmates are served in the inmates dining room.

The inmates are allowed to keep within their dormitories and living rooms, food supplies bought in the penitentiaries kitchen or shop, or received through family parcels.

Article 40.

The time permitted for a meal is within thirty minutes, the interval between meals cannot be less than four hours, and not longer than eight hours.

Article 41.

It is arranged that within the penitentiary, that there will operate a shop in which the inmates may purchase items of food and personal use, each inmate may at least, once a month, purchase necessary items at the shop. A price list for the items has to be placed in a visible spot.

The type of items to be purchased in the shop is proposed by the shops council and approved by the Governor of the penitentiary.

Article 42.

Inmates can buy items from the shop freely with their own money, The money that the inmate brings himself, or received by postal order, from family or other persons, may be used by the inmate up to a maximum amount, stipulated by the Governor.

Money deposited in a savings account may be used by inmates only in the correct manner approved by the Governor.

VII. HEALTH CARE.

Article 43.

The medical care of the inmates consists of medical check checkups, treatment in the penitentiary, hospital treatment, vaccination, specialist examinations and dental protection.

For the specialist examinations there is engagement of medical specialists from other health facilities.

If the specialist treatment does not require that the inmate leave the penitentiary, then the treatment is conducted in the penitentiaries medical department, in accordance with the instructions of the medical specialist.

Article 44..

Upon acceptance into the penitentiary there is a medical check of each new inmate for the purpose of establishing their health statu and working capability.

The findings on their health status and working capability is recorded on a medical card and in a treatment file.

Article 45.

The provision of medical services in the penitentiary contains a health dispencory, dentists, medical station and small hospital with a pharmacy available.

Article 46.

Reference of ill inmates into the penitentiaries medical station is made by a doctor.

The sending of inmates to outside medical centers is made by a doctor and subject to the penitentiary Governors approval.

Article 47.

In the course of serving his sentence the inmate is entitled to dental care within the penitentiary.

Should it occur that during the serving of his sentence, an inmates teeth becomes ill, then a request for having new teeth fitted, or other dental work is submitted. A jury of the penitentiary, appointed by the Governor, decides on the inmates request. The expense of the dental work carried out is borne by the penitentiary.

Article 48.

Other inmates may be entitled to have dentures fitted subject to the approval of the penitentiary Governor.

The expense of the dental treatment from the previous paragraph is to be borne by the inmate.

INSTRUCTOR'S NOTES:

Point out that even though this and some other rules relate to the duties or responsibilities of the Director or the medical officer, that all officers must know the basics of the procedures to be able to insure that they help gather the correct information, can testify if called upon on relevant facts and answer questions of inmates in their charge.

Article 49.

Inmates are entitled to medical checks by a specialist doctor, unless such an examination has already been completed by the penitentiary doctor. The expense of this
examination is borne by the inmate. If the inmate is referred for medical treatment outside of the penitentiary, then the expense of the treatment and the travelling expenses to and from the penitentiary, are borne by the penitentiary.

Article 50.

The medical check up is made at the penitentiaries medical dispencory, according to the working hours of the medical service and during the period when the inmates are not required to work. The inmate applies for the medical check to the panel for the next day. In the case of injury at work or in other emergencies, the inmate may request a doctors assistance throughout the whole day.

Article 51.

If it is found that the inmate has injured himself deliberately, thus causing the necessity of medical treatment at a medical facility outside the penitentiary, then he shall bear the expense of the treatment. Inmates may procure medicines and orthopedic aids at their own expense, or receive them from members of their families,

unless the penitentiary possesses such items. The medicine and aids from the previous paragraph are approved by a doctor with the approval of the penitentiaries Governor.

Article 52.

The inmates who are ill and to whom medical treatment is prescribed are accommodated in the penitentiaries hospital. The inmates may keep with them, medicines in types and amounts prescribed by a doctor. The taking of medicine is done under the supervision of medical technicians.

Article 53.

The medicines received by inmates in their parcels are examined by a doctor and referred to in regard to their usage.

Article 54.

The inmates who work in the penitentiaries kitchen, bakery, supply shop, barbers shop and other places where they come into direct contact with supplies of food and people are submitted to regular medical check checkups, according to the general stipulation, and they have to be provided with proper clothing.

Article 55.

The stay of inmates in the penitentiaries medical hospital is regulated through the house order on the medical department.

VIII. THE DAILY AGENDA OF THE INMATES.

Article 56.

The inmates are bound to comply to the daily schedule of life and work in the penitentiary. The inmates have to rise no later than six in the morning and go to bed by eleven pm at the latest. The evening rounds are made at eight pm. Exempt from the previous paragraph is the morning rise, during Sunday, state and republic holidays, the inmates rise at seven pm, except for those persons who do not work on these days.

The inmates employed on the second shift do not rise until seven fifteen am, and those who work on the third shift rise at five pm.

Afternoon naps of the inmates are from four to five pm, in which period the inmates may sleep on their bed, but on leaving it they have to remake it tidily again.

Article 57.

Departure for meals is made in a queue, under the supervision of the guards, except in the case of unsuitable weather conditions.

Breakfast is from seven am to ten am, lunch from twelve thirty pm to three thirty pm, and dinner from six pm until eight pm. During the intervals the inmates go to meals along with their units, the exact schedule of taking meals is stipulated under special instructions of the penitentiaries Governor.

Article58.

The inmates who stay and work in the indoor premises are entitled to spend at least two hours each day in the open air. Inmates who are serving disciplinary sentence in periods of solitary confinement are entitled to one hour per day in the open air. Morning sections in the open air are arranged between six am and ten am, and in the afternoon from two till four. Walks are organised in groups with timed intervals from three pm till six pm. Stays in the open air for the inmates serving disciplinary sentences in solitary confinement is done under supervision of the guards in a separate walking area. These persons in solitary confinement are forbidden to have mutual contact.

Article 59.

The inmates who are in the penitentiaries medical centre have their stay in the open air prescribed by a doctor, according to his health requirements.

Article 60.

During the summer period (June, July, August), whilst in the open air, the inmates may undress to the waste and sun bathe. Stipulations from the previous paragraph does not include convicts under disciplinary punishment.

During pretisipations and bad weather in general, a stay in the open air will not be allowed. The inmates may use sports grounds during the period between the fifteenth April and the fifteenth October. The grounds are used from ten to twelve am and from four to six pm.

IX. CORRESPONDENCE, ACCEPTANCE OF PARCELS, VISITS AND OTHER RIGHTS.

Article 61.

The inmates are entitled to correspond wit members of their immediate family, the immediate family consists of; Spouse, sons and daughters, parents, brothers and sisters, adopters and adoptee.

Should it be judged that correspondence has a negative impact on the reeducation of the inmate, the penitentiaries Governor may restrict his rights to sending and receiving letters.

Article 62.

The inmates may gain approval for sending and receiving letters to and from other persons who are not related to them, under the assumption that this approval will not have a negative impact upon the inmates reeducation.

Article 63.

Writing of letters is done in such a manner that he inmates place their open envelopes into a post box, from which they are taken by the reeducators of the block.

Article 64.

If a letter to one of the inmates is deemed to have a negative effect upon his reeducation, it is not delivered to him, but it is filed and the inmate is informed about it. If the inmate receives money in a letter or parcel, the same may be returned to the sender, or be placed in his personal deposit account. A written certificate on the amount of money contained is issued to the inmate.

Article 65.

The inmates have the unrestricted right to receive and send letters to organisations and entities which can protect their rights and their lawful interests.

Article 66.

The inmates may receive money by means of financial remittance, or pecuniary remittance. The money that the inmate brings with him on the occasion of his admittance to the penitentiary, or which he receives by remittance, is booked into his personal deposit.

Out of his personal savings fund, the inmate may send money to members of his immediate family, in cases of extreme financial difficulty, and in some other justified cases subject to the approval of the penitentiaries Governor.

Article 67.

The inmate must not keep money on himself , should money be found when an inmate is searched, or the inmate attempts to have money brought into the penitentiary through illegal means, the money will be confiscated and remitted into the common

foundation for aid to the inmates. Certificates on confiscated money is issued in two copies, of which one is handed over to the inmate and the other is filed.

Article 68.

In justified cases the inmates may send their personal items to members of their immediate family, by parcel from the penitentiary, subject to the Governor's approval.

Article 69.

The inmates are entitled to receive once a month, one parcel of a total weight of ten kilogrammes. On the occasion of religious and state holidays, the inmates may receive a parcel each, to the same weight limitations, within ten days prior to and after the holidays. Such parcels may contain; underwear, personal belongings, printed matter and books the content of which is not educationally damaging, six hundred cigarettes or half a kilogramme of tobacco, fruit and vegetables, smoked meat, cheese and sweets.

Article 70.

The inmates may receive parcels by mail or through their visits. If the parcel arrives by the post and exceeds the weight limit of ten kilogrammes, or ineligible items, the parcels to be returned to the sender.

If a parcel received by the inmate on the occasion of a visit is accepted, it still has to comply to the prescribed weight limit.

In exceptional circumstances or occasions, the penitentiaries Governor may approve that an inmate may receive food in additional quantities.

Article 71.

In cases of infectious disease epidemics, the penitentiary Governor may temporarily restrict the acceptance of parcels. In cases of bad health on recommendation of a doctor, ten penitentiaries Governor may approve that an inmate may receive during the course of a month, one more exceptional parcel.

Article 72.

The inmates are once a month entitled to have visits from their immediate family, plus one telephone conversation.

The visits are made in a separate room under the direct supervision of the guards.

Article 73.

The inmates are bound to show exemplary behavior during their visits. Food and consumable of any kind are forbidden to be taken into the visitors room, as well as any exchange of items. Also prohibited is the continence of conversations which are deemed to have damaging effect upon the reeducation of the inmate. In cases from the preceding paragraph, an officer will end the visit and submit a written report to the penitentiary Governor.

Article 74.

Visits are held each day between the period, seven am till three pm, except for Tuesdays and Wednesdays.

On state holidays, acceptance of visits is compulsory, irrespective of what day in the week it may be.

Article 75.

The inmate is entitled , upon his request, to be visited by his legal representatives, such a visit may last for up to two hours.

Article 75, A.

The inmate is entitled, that within the limits of the penitentiary, he may conduct or attend religious ceremonies, in special rooms provided for this purpose, and also to use religious books.

The inmate is entitled to be visited by a clerical person of his religious denomination.

Article 76.

When an appeal by an inmate to be transferred to another penitentiary is denied, he may file an appeal six months to the date of the reported denial verdict, provided that the applicant can provide new reasons for such a transfer, or provided that new circumstances arise to justify such a transfer.

Article 77.

If the inmate receives an invitation as a party to attend a legal court trial, or a hearing on an inheritance dispute, the penitentiaries Governor may approve his attendance of the trial, escorted by a guard. The expenses of such an action are to be borne by the inmate. Depending upon the level of mutual confidence and any other significant circumstances, the inmate may be approved to travel without an escort.

Article 78.

The inmates are entitled to submit complaints to the penitentiary Governor concerning any denial or irregularities in his rights. The complaints are submitted in writing through an intermediatory guard officer.

Should an inmate wish to submit a personal oral report, the penitentiaries Governor may invite him to do so. The Governor will examine the inmates complaints and decide if they are justified.

Article 79.

If the inmate is no satisfied with the penitentiary Governor's verdict in relation to the violation of his rights or irregularities within the penitentiary, he is entitled to submit such a complaint to the Ministry of Justice.

In his complaint, the inmate or his legal representative, should make a full written account of the denial of his rights or the irregularities in the penitentiary.

Article 80.

The complaints, law suits, petitions and any other written material sent outside of the penitentiary, the inmate dispatches through the penitentiaries officers in the Reeducation department. The number and date of receipt of such written documents is issued to the inmate. The complaints not addressed to the competent authorities or organisation, will not be dispatched from the penitentiary, of which the inmate shall be advised.

Article 81.

Inmates are allowed free judicial advice, provided by an expert, a lawyer of the Reeducation Service, in accordance with the working hours established. Illiterate inmates unable to write their own complaints, may do so through the protocol of an officer in the Reeducation Service. The inmates are entitled to keep themselves, papers on the laws regulating their rights.

XII. THE WORK AND PAYMENT OF INMATES.

Article 98.

The inmates capable of working are obliged to carry out work which is assigned to them in the penitentiary.

In accordance with the requirements of their reeducation, the type of work is determined taking into account their physical and mental capabilities and afflictions, independent of their reasons for being in the penitentiary, in accordance with their specialised qualifications, the desires of the inmates and other contributing factors.

The assignment of inmates to their work posts is done by the Governor of the penitentiary, upon the suggestion of the Reeducation Service.

Article 99.

The inmates are bound to diligently and conscientiously complete the work to which they are assigned, and they are bound to report to their work posts five minutes before the start of their working hours. There is a compulsory role call of their names before departure for their work posts in the block and workshops.

Throughout the working hours they are bound to comply with the orders of the instructors and other officials, under whose supervision they work, as well as according to the stipulations for health and safety at work and fire prevention protection.

Prior to active involvement of the inmates into the working process, a compulsory period of training is required, following which, the inmate signs a statement that he has been trained for the assigned job.

Article 100.

The regular working hours of the inmates total forty two hours a week.

If the type of job and organisational work requires it, the working hours can be rescheduled during the year, provided that the total working hours do not pass forty two hours a week. Work outside of the allotted working hours may be organised with the approval of the penitentiary Governor.

For work done after the normal working hours, the salary compensation is compensated by an extra fifty percent.

Article 101.

Weak and feeble inmates who are not employed in the penitentiary through their own fault, receive their own financial benefit, under approval, certain funds may be provided to allow them to purchase items of personal hygiene.

Article 102.

The inmates are bound to maintain work that enable cleanliness and normal life in the penitentiary to continue, this work cannot last for longer then two hours a day, and it is not considered as overtime in respect to the normal working hours.

Article 103.

During the working hours the inmates are entitled to breaks for the duration of thirty minutes, which cannot be either at the start or finish of their working time.

The inmates are entitled to eight hours continuous rest throughout the twenty four hours, plus one day off in the week.

Article 104.

Inmates are entitled to be rewarded for the work which they do, in accordance with the rules on salary rewards for the work of inmates.

By the tenth in the month at the latest, the inmate will be advised of the amount of his payment for the work which he has done over the last month, as well as a statement on the entire amount of money he has on deposit, provided that the inmate requires such a statement.

The rewarded payment of the inmates working in the manufacturing, home industry work, is determined by the number of manufactured items.

Article 105.

From the compensated payment reward that the inmate receives for his work, an amount of thirty percent is deducted as a compulsory saving , and which is kept by the penitentiary, the total amount of this deduction is handed over to the inmate upon his release from the penitentiary.

The inmates who go to the outside convenience facilities, may withdrawal a certain amount of money, of which they may freely dispose of, for paying travel expenses on their departure and return from such facilities.

The inmates who become ill whilst working in the penitentiary are entitled to a course of sickness leave, and he received half of his average monthly payment for work in regular hours which he has done over the period of the last three months. If his previous work was less than three months, then he is entitled to half of the average compensation that he actually worked.

Article.106.

During the use of annual vacations, the inmate is entitled to half of the average payment which he received over the last three months.

Article 107.

The inmates involved in regular work continuously for eleven months are entitled to an annual vacation of eighteen working days in the course of one year. Deemed as a continuous period of time spent at work is also the time;

spent by the inmate under medical treatment as a result of his employment, except in cases of deliberate self inflicted injuries.

Absence from work which occurred upon the request of an official, without error of the inmate.

Time spent on holiday.

Time spent in disciplinary punishment, for example, in solitary confinement which included work.

Article 108.

In justified cases, the penitentiary Governor may approve the use of the annual vacation in certain parts.

The inmates spend their annual vacation within the penitentiary, and there are specially applied rules and conditions prescribed by the Governor of the penitentiary for this.

Article 109.

The Reeducation Service will determine the period between two annual vacations, taking into consideration; the inmates needs and desires as well as other circumstances.

During the suspension of penalties, the working stage of the inmate is suspended.

Article 110.

For special and outstanding achievements at their work posts, for success at school and in other activities, the inmate will be rewarded through pecuniary compensation, which he may freely use of, rewarded with books or in some other manner.

XIII WORK BENEFITS.

Article 111.

Under the facilitation of article 113,, the inmate may also be given other forms of conveniences, if it is determined that this will help in his reeducation, act as an incentive, and that it can be objectively assumed that he shall not abuse them.

For individual classification groups and for preparatory groups various types of facilities are designated, andvary in their duration.

The greatest number of convenience facilities may be used, as a rule, by inmates who are in the "A" classification group, and or, "B" classification group. Then the inmates who are in the "C" classification group and preparatory group.

Article 112.

The inmates can be assigned to indoor and outside facilities, for the indoor facilities, up to two telephone conversations, up to two visits from the inmates immediate family or close acquaintances are permitted. "A", it is possible that a

reward of up to seven days out of the annual holiday period of eighteen days, can be spent with the inmates family. "B" The acceptance of visits without supervision of officials in a room within the penitentiary, for up to four hours. "C" Use of the penitentiary restaurant for a duration of up to three hours, every two months. "D" The acceptance of visits outside the penitentiary of up to sixteen hours twice monthly. Freedom to leave the penitentiary for up to four hours, the acceptance of an additional parcel a month, a visit by a non- related person for the inmate, Exterior visits with members of the immediate family once a month, exterior visits with persons not related to the inmate. Visits to outside conveniences for up to sixteen hours, the use of weekend leave for the duration of two days, seven days external leave out of the annual eighteen days holiday leave, extension of visits by one hour, the inmates in classification "B" may use the facilities from the preceding paragraph, provided that they are assigned an annual vacation of up to twelve days and another fours days leave. The inmates in classification group "C" may have exterior visits with members of their immediate family, extra letters and extral visits with persons outside of their immediate family.

Article 113.

All facilities in the previous article 112 have to be approved by the Governor of the penitentiary, upon the suggestion of the Minister of Justice. in exceptional cases, extra visits which are approved by the director of the Reeducation Service, are submitted to the Governor of the penitentiary.

Article 114.

Exempt from the criteria for assignment of convenience facilities, in respect to classified inmates in the stipulated classification groups, there can only be exemptions in cases of the death of members of the inmates immediate family, or other similar cases.

Article 115.

Except for the afore mentioned convienience facilities, the inmates who excel through extremely good conduct, are who are in positive classification groups, with weekend leaves, (leaves of their free days,including Saturday and Sunday), to visit members of their immidiate family under the terms of the classification group in which they are. So the inmates in the classification group "A" every forty five days.
The inmates in classification "B" every sixty days.

Article.116.

The entire, or part of the use of their vacation is composed by providing or granting the inmate with approval that a part, of the entire vacation, will be spent with

his family, or in some other place outside of the penitentiary. Taken into account is the response of the surroundings, especially taken into consideration are the family or friends of the victims of his crime.

Article 117.

The use of external leave during the course of the year may be granted to the inmate; as a reward for good conduct and especially for good results achieved at work, in school or through other activities.

In the event of the death of members of their immediate family.

To visit severely ill members of their immediate family.

Article 118.

The free right to leave the penitentiary, may be approved in the case of visits to members of the immediate family. This facility convenience may be used by the inmate within the territory of the town of Zenica, unless otherwise approved.

Article 119.

A visit without supervision in the special room may be approved only for the legal spouse or a person with whom the convict lived in a permanent common law situation out of wedlock.

Prior to and following the visit, is a mandatory search of the inmate and the visitor.

Article 120.

During the usage of outside convenience facilities the inmate is allowed to bring with himself, a parcel which in weight and content, that corresponds to article 69 of this list of rules.

Article 121.

Inmates which receive disciplinary punishment through reprimand and conditionary solitary confinement, may not be permitted the indoor conveniences for the duration of one month, and outside conveniences for a period of two months, following the date of their punishment proclamation.

The inmates punished by unconditional solitary confinement shall not be permitted the inside conveniences for two months, and the outside conveniences for a period of four months, following the date of their punishment proclamation.

The inmates who attempt to escape the penitentiary, or who managed to escape but were returned to the penitentiary, shall not be permitted the external benefits for a period of twelve months, following their punishment proclamation.

XIV. EDUCATION, OF THE INMATES.

Article 122.

For those inmates under the age of forty, and who have not completed elementary or secondary school, teaching is organised in the penitentiary for the purpose of completing their elementary and secondary education.

The length of their sentence permitting, and provided through the programme of treatment, the inmates are bound to attend this school.

Article 123.

The enrollment of the inmate students and their attendance of the lectures is done in accordance with the teaching curricular and general stipulations. The election of the area of their occupation and profession, it will be taken into account the abilities, desires and afflictions of the inmate, the length of their sentence, the limits of the penitentiary in implementing the practical side, and other circumstances relevant to the purpose of serving of the inmates sentence.

Article 124.

The inmates attend school in their free time.

Those inmates who attend the third level of education the practical curriculum is carried out in the penitentiary workshops, for a duration of thirty hours a week.

Article 125.

Upon completion of their school education the inmate is presented with a graduation certificate, which does not register that the inmate completed his education in the penitentiary.

The school certificate is delivered to the inmate upon his release from the penitentiary, or at an earlier stage if necessary.

Article 126.

For those professions on the level of expert qualifications, for which the penitentiary has no organised facilities, the penitentiary Governor may approve, for an inmate to in exceptional circumstances, attend an outside educational facility, provided that the inmate meets the set conditions of conduct and other stipulations.

The travel expenses of such schooling is borne by the inmate.

Article 127.

On release from the penitentiary, the inmate may be issued with a certificate for the time he spent on corresponding jobs, which he accomplished through the duration of his sentence. The certificate is intended to help the inmate after his sentence is completed and his return to the community.

Article 128.

In cases where the inmate refuses to attend school, or if in the lessons his conduct disturbs the general school discipline and order, it will be deemed to be disciplinary violation for which he may face disciplinary action.

XV. CULTURAL, EDUCATIONAL WORK AND FREE ACTIVITIES.

Article. 129.

In order to rationally use free time, a general raising of the educational level of the inmate, and their ideological, political awareness, the acquirement of aesthetic and cultural and moral values are inherent, and the development of sporting culture, organised are cultural and educational work, sporting and other activities of the inmate.

Article 130.

Cultural and educational work is realsied thought the work of the leisure section, such as Drama, Music, Folklore, Literature, Recitals, Fine Arts and Editorials from newspapers amongst others.

In addition to the entertainment section the contents of cultural and educational work is enriched through the organisation of lectures, film and theater performances, watching television and listening to radio broadcasts, reading the media publications, books from the library and other forms of activity.

Article 131

The sections for free activities, for the home made handicraft industry, such as ; Macrame, Tapestry, Clay Modelling, Engraving Wood Carving and others. The objective of the free activities sections is in addition to the rational use of leisure time, it is a acquirement of certain arts for the manufacture of exhibits for the home made handicraft industry, and provide the possibility for inmates to express themselves artistically.

XVI. THE INMATES SELF-MANAGEMENT.

Article 132.

The objective of inmates self-management is to permit each inmate, to personally or through his elected bodies take active participation in the life of the inmates within the penitentiary, in the reeducational collective, workshops and other forms of life during the course of the serving of their sentence.

Article 133.

The inmates self-management runs both directly and indirectly, direct self-management of the inmates ; 1. conferences of all,, inmates at home, conference of reeducational collectives.

Indirect inmate self-management is run through; 1. the central council of inmates self- mamagement. 2. The council of reeducational collectives.

XVII. SPECIAL STIPULATIONS FOR JUVENILE INMATES.

Article 134.

The stipulations on a list of rules applying to the householder are applied also to the inmates who are sentenced to the juvenile penitentiary (herein after, juvenile persons). In addition to the stipulations on this list of rules, special stipulations are applied towards juvenile inmates as stipulated through this list of rules.

Article 135.

For inmates who display model behavior, or special achievements at work or school and in other activities, when it is deemed that it will make a positive influence on the inmates reeducation, the sentenced juvenile person may be granted one or more of the following conveniences:

1. Leave for the duration of fourteen days, for a maximum of twice a year.

2. Free movement outside of the penitentiary, with or without a visit for the duration of ten hours. The other conveniences which apply to other inmates are stipulated in this book of rules, under article 111, and they also apply to the sentenced juvenile persons.

Article 136.

1. The sentenced juvenile persons are entitled to have an unrestricted right to hold correspondence with their immediate family and other persons, provided that such correspondence does not have a damaging effect upon the resocialisation of the juvenile person. 2. They are entitled to receive two parcels a month which comply to the stipulations on weight and content as stated under article 69 of this book of rules.

Article 137.

For violation of the stipulations on the law of criminal and sanctions violations and other stipulations which have been based on such law, the sentenced juvenile may receive disciplinary punishment, based on article ninety three of this book of rules, provided that the solitary confinement punishment cannot last longer than ten days.

Article 138.

The sentenced juvenile person attending school, but who has the punishment proclamation of solitary confinement, shall during his solitary confinement punishment, be provided with regular school work literature and set written homework whilst he remains in solitary confinement.

Article 139.

In addition to regular meals, as stipulated in this book of rules, the juvenile persons are allowed to take larger amounts of food if they so require.

Article 140.

The juvenile persons are able to remain in the open air throughout the entire day, in the walking promenade that is separated from the persons of senior age, between the period of the first April to the thirtieth October. During the remaining period they are able to stay in the open air for the same periods as other inmates.

XVIII. RELEASE OF THE INMATES.

Article 141.

The inmate is released from the penitentiary on the date when his sentence expires or on the day when his conditional leave, probation, begins.

If the last date of his sentence falls on a Sunday, or on a holiday, the inmate is released on the last preceding working day.

Article 142.

The inmates are exempt from their work in the penitentiary three days prior to their release, so that they may prepare themselves for their release. During that period the penitentiary will settle all obligations it has towards the inmate (payment of his reward for the work he carried out during his sentence, hand over his personal belongings, money saved, etc). And a written statements taken from him on whether

the penitentiary has some money belonging to him (pecuniary or the other kind), and if any, to state what grounds it comes under.

The statement is given under authorised the supervision of authorisd penitentiary officers, and the statement is signed by the inmate, an authorised official, and two witnesses who were present whilst the statement was being given.

Article 143.

The inmate being released after completion of his sentence at the penitentiary, is bound to return in good condition, all working tools, and if he fails to do so, he is required to reimburse the penitentiary for the full cost of the tools.

Article 144.

The inmate is bound that seven days before the expiry of his sentence at the penitentiary, he should hand over to the penitentiary authorities for inspection, all magazines, books and printed matter, including written works if any.

Article 145.

Prior to his release from the penitentiary, the inmate has to submit to a compulsory medical check by the penitentiaries doctor, where by the recorded health information is registered on the inmates medical card.

Article 146.

If the inmate does not possess his own clothing, underwear and footwear, and is without the funds to purchase them, the penitentiary will provide them for him free of charge.

Article 147.

The inmate on his release is entitled to the travel expenses to his original place of residence, or to the place where his immediate family live, in either case the transportation costs are borne by the penitentiary.

Article 148.

Should the inmate upon completion of his sentence, require assistance in the provision of accommodation, room and board, medical treatment, employment, the provision of financial aid, or any other benefits under the law, the penitentiary will in time advise the municipal bodies of authority responsible for social protection, depending on his place of residence.

Article 149.

In matters relating to the release of inmates from the penitentiary, which are not represented in this book of rules, consequently are applied the stipulations under articles one hundred and fifteen, through to one hundred and eighteen, on the law on the implementation of criminal and sanctions violations.

XIX. FINAL STIPULATIONS.
Article 150.

The more elaborate stipulations on everyday life and work of the inmates in accordance with the stipulations on the law in this rule book, shall be prescribed by the penitentiary Governor through his orders and instructions.

Article 151.

This list of book of rules on house order is available to the inmates in the penitentiary and during the course of their stay at the acceptance block, they will become compulsorily acquainted with it's contents.

CONCLUSION

As the extensive material in this lesson has indicated, the procedures concerning the care and treatment of prisoners is extensive and specific. Other lessons will provide even more procedures, such as the use of force. Each of these procedures is necessary for the prison staff to know and to follow. The penalties for not following the proper procedures, even if told to do so by a superior officer, are severe. If the nation is to operate prisons which provide appropriate justice, those who work in them must set an example of fair and appropriate behavior.

QUIZ

1. Name the document that contains the Prison Regulations under which the Bosnia and Herzegovina correctional system works.

2. List 10 of subjects covered by the prison regulations outlined in the law.

3. Describe the privileges used in Bosnia and Herzegovina corrections.

4. Describe the visiting and letter writing rights and procedures for the prisoners.

Answers to Quiz

1. Laws of Bosnia and Herzegovina, The Law of Implementing Criminal Sanctions and Book of Rules on House Order .

2. Any 10 of the items covered in the regulations, such as: Letters and Visits; Food, Clothing, Work, Medical treatment, Privileges.

3. As a reward for good conduct and especially good results achieved at work, school or through other activities, the inmate may be granted additional compensation, additional parcels or visits or external leave.

4. Inmates are entitled to correspond with members of their immediate family (Spouse, children, parents, brothers and sisters, adopters and adoptees). With special permission, other may be included on the inmate=s mailing list. The inmate has an unrestricted right to correspond with organizations that can help him protect his rights and lawful interests. The inmate places thier open envelopes into a post box, from which they are taken to the educators. The inmates are entitled to a visit, once a month, from their immediate family. Visits are made in a separate room, under the supervision of guards.

Supplement to LESSON PLAN 5

This lesson plan is intended to insure that correctional personnel are familiar with the State's general correctional policies as well as the detailed prison procedures. It is very detailed and oftentimes difficult to learn because it is tedious. A good training technique would be to develop a series of scenario and simulations with existing staff.

It must also be noted that combining both general correctional policies and the detailed prison procedures might be too much for one lesson plan. This must be determined by local staff and should be based on the amount of information to be covered. The correctional policies are very important, large issues for the entire system. The more detailed prison procedures (e.g. food norms, clothing, visiting, etc.) follow from the correctional policy.

Human Rights Instruments Related to LESSON PLAN 5

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

Article 7
No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his free consent to medical or scientific experimentation.
Article 10
1. All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person.
Article 17
1. No one shall be subjected to arbitrary or unlawful interference with his privacy, family, home or correspondence, nor to unlawful attacks on his honour and reputation.
2. Everyone has the right to the protection of the law against such interference or attacks.

Standard Minimum Rules for the Treatment of Prisoners
Adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955, and approved by the Economic and Social Council by its resolutions 663 C (XXIV) of 31 July 1957 and 2076 (LXII) of 13 May 1977

Separation of categories
8. The different categories of prisoners shall be kept in separate institutions or parts of institutions taking account of their sex, age, criminal record, the legal reason for their detention and the necessities of their treatment. Thus,

(a) Men and women shall so far as possible be detained in separate institutions; in an institution which receives both men and women the whole of the premises allocated to women shall be entirely separate;
(b) Untried prisoners shall be kept separate from convicted prisoners;
(c) Persons imprisoned for debt and other civil prisoners shall be kept separate from persons imprisoned by reason of a criminal offence;
(d) Young prisoners shall be kept separate from adults.

Accommodation
9. (1) Where sleeping accommodation is in individual cells or rooms, each prisoner shall occupy by night a cell or room by himself. If for special reasons, such as temporary overcrowding, it becomes necessary for the central prison administration to make an exception to this rule, it is not desirable to have two prisoners in a cell or room.
(2) Where dormitories are used, they shall be occupied by prisoners carefully selected as being suitable to associate with one another in those conditions. There shall be regular supervision by night, in keeping with the nature of the institution.
10. All accommodation provided for the use of prisoners and in particular all sleeping accommodation shall meet all requirements of health, due regard being paid to climatic conditions and particularly to cubic content of air, minimum floor space, lighting, heating and ventilation.

Clothing and bedding
17. (1) Every prisoner who is not allowed to wear his own clothing shall be provided with an outfit of clothing suitable for the climate and adequate to keep him in good health. Such clothing shall in no manner be degrading or humiliating.
(2) All clothing shall be clean and kept in proper condition. Underclothing shall be changed and washed as often as necessary for the maintenance of hygiene.

Food
20. (1) Every prisoner shall be provided by the administration at the usual hours with food of nutritional value adequate for health and strength, of wholesome quality and well prepared and served.
(2) Drinking water shall be available to every prisoner whenever he needs it.

Exercise and sport
21. (1) Every prisoner who is not employed in outdoor work shall have at least one hour of suitable exercise in the open air daily if the weather permits.

Contact with the outside world
37. Prisoners shall be allowed under necessary supervision to communicate with their family and reputable friends at regular intervals, both by correspondence and by receiving visits.

39. Prisoners shall be kept informed regularly of the more important items of news by the reading of newspapers, periodicals or special institutional publications, by hearing wireless transmissions, by
lectures or by any similar means as authorized or controlled by the administration.

Religion
42. So far as practicable, every prisoner shall be allowed to satisfy the needs of his religious life by attending the services provided in the institution and having in his possession the books of religious observance and instruction of his denomination.

Register
7. (1) In every place where persons are imprisoned there shall be kept a bound registration book with
numbered pages in which shall be entered in respect of each prisoner received:
(a) Information concerning his identity;
(b) The reasons for his commitment and the authority therefor;
(c) The day and hour of his admission and release.
(2) No person shall be received in an institution without a valid commitment order of which the details
shall have been previously entered in the register.

Notification of death, illness, transfer, etc.
44. (1) Upon the death or serious illness of, or serious injury to a prisoner, or his removal to an institution for the treatment of mental affections, the director shall at once inform the spouse, if the prisoner is married, or the nearest relative and shall in any event inform any other person previously designated by the prisoner.
(2) A prisoner shall be informed at once of the death or serious illness of any near relative. In case of the critical illness of a near relative, the prisoner should be authorized, whenever circumstances allow, to go to his bedside either under escort or alone.
(3) Every prisoner shall have the right to inform at once his family of his imprisonment or his transfer to another institution.

Code of Conduct for Law Enforcement Officials
Adopted by General Assembly resolution 34/169 of 17 December 1979

Article 1
Law enforcement officials shall at all times fulfil the duty imposed upon them by law, by serving the community and by protecting all persons against illegal acts, consistent with the high degree of responsibility required by their profession.

Article 2
In the performance of their duty, law enforcement officials shall respect and protect human dignity and maintain and uphold the human rights of all persons.

Article 4
Matters of a confidential nature in the possession of law enforcement officials shall be kept confidential, unless the performance of duty or the needs of justice strictly require otherwise.

Article 5
No law enforcement official may inflict, instigate or tolerate any act of torture or other cruel, inhuman or degrading treatment or punishment, nor may any law enforcement official invoke superior orders or exceptional circumstances such as a state of war or a threat of war, a threat to national security, internal political instability or any other public emergency as a justification of torture or other cruel, inhuman or degrading treatment or punishment.

Article 8
Law enforcement officials shall respect the law and the present Code. They shall also, to the best of their capability, prevent and rigorously oppose any violations of them.
Law enforcement officials who have reason to believe that a violation of the present Code has occurred or is about to occur shall report the matter to their superior authorities and, where necessary, to other appropriate authorities or organs vested with reviewing or remedial power.

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

Principle 2
Arrest, detention or imprisonment shall only be carried out strictly in accordance with the provisions of the law and by competent officials or persons authorized for that purpose.

Principle 5
1. These principles shall be applied to all persons within the territory of any given State, without distinction of any kind, such as race, colour, sex, language, religion or religious belief, political or other opinion, national, ethnic or social origin, property, birth or other status.
2. Measures applied under the law and designed solely to protect the rights and special status of women, especially pregnant women and nursing mothers, children and juveniles, aged, sick or handicapped persons shall not be deemed to be discriminatory. The need for, and the application of, such measures shall always be subject to review by a judicial or other authority.

Principle 16
Promptly after arrest and after each transfer from one place of detention or imprisonment to another, a detained or imprisoned person shall be entitled to notify or to require the competent authority to notify members of his family or other appropriate persons of his choice of his arrest, detention or imprisonment or of the transfer and of the place where he is kept in custody.
Principle 23

1. The duration of any interrogation of a detained or imprisoned person and of the intervals between interrogations as well as the identity of the officials who conducted the interrogations and other persons present shall be recorded and certified in such form as may be prescribed by law.
2. A detained or imprisoned person, or his counsel when provided by law, shall have access to the information described in paragraph 1 of the present principle.

Recommendation No R (87) 3 of the Committee of Ministers to member states on the European Prison Rules
Adopted by the Committee of Ministers on 12 February 1987at the 404th meeting of the Ministers' Deputies

Reception and registration
7. 1. No person shall be received in an institution without a valid commitment order.
2. The essential details of the commitment and reception shall immediately be recorded.
8. In every place where persons are imprisoned a complete and secure record of the following information shall be kept concerning each prisoner received:
a. information concerning the identity of the prisoner;
b. the reasons for commitment and the authority therefor;
c. the day and hour of admission and release.

Accommodation
14. 1. Prisoners shall normally be lodged during the night in individual cells except in cases where it is considered that there are advantages in sharing accommodation with other prisoners.
2. Where accommodation is shared it shall be occupied by prisoners suitable to associate with others in those conditions. There shall be supervision by night, in keeping with the nature of the institution.
15. The accommodation provided for prisoners, and in particular all sleeping accommodation, shall meet the requirements of health and hygiene, due regard being paid to climatic conditions and especially the cubic content of air, a reasonable amount of space, lighting, heating and ventilation.

Clothing and bedding
22. 1. Prisoners who are not allowed to wear their own clothing shall be provided with an outfit of clothing suitable for the climate and adequate to keep them in good health. Such clothing shall in no manner be degrading or humiliating.
2. All clothing shall be clean and kept in proper condition. Underclothing shall be changed and washed as often as necessary for the maintenance of hygiene.
3. Whenever prisoners obtain permission to go outside the institution they shall be allowed to wear their own clothing or other inconspicuous clothing.

24. Every prisoner shall be provided with a separate bed and separate and appropriate bedding which shall be kept in good order and changed often enough to ensure its cleanliness.

Food

25. 1. In accordance with the standards laid down by the health authorities, the administration shall provide the prisoners at the normal times with food which is suitably prepared and presented, and which satisfies in quality and quantity the standards of dietetics and modern hygiene and takes into account their age, health, the nature of their work, and so far as possible, religious or cultural requirements.

2. Drinking water shall be available to every prisoner.

Contact with the outside world

44. 1. Prisoners who are foreign nationals should be informed, without delay, of their right to request contact and be allowed reasonable facilities to communicate with the diplomatic or consular representative of the state to which they belong. The prison administration should co-operate fully with such representatives in the interests of foreign nationals in prison who may have special needs.

2. Prisoners who are nationals of states without diplomatic or consular representation in the country and refugees or stateless persons shall be allowed similar facilities to communicate with the diplomatic representative of the state which takes charge of their interests or national or international authority whose task it is to serve the interests of such persons.

Retention of prisoners' property

48. 1. All money, valuables, and other effects belonging to prisoners which under the regulations of the institution they are not allowed to retain, shall on admission to the institution be placed in safe custody. An inventory thereof shall be signed by the prisoner. Steps shall be taken to keep them in good condition. If it has been found necessary to destroy any article, this shall be recorded and the prisoner informed.

2. On the release of the prisoner all such articles and money shall be returned except insofar as there have been authorised withdrawals of money or the authorised sending of any such property out of the institution, or it has been found necessary on hygienic grounds to destroy any article. The prisoner shall sign a receipt for the articles and money returned.

Notification of death, illness, transfer, etc.

49. 1. Upon the death or serious illness of or serious injury to a prisoner, or removal to an institution for the treatment of mental illnesses or abnormalities, the director shall at once inform the spouse, if the prisoner is married, or the nearest relative and shall in any event inform any other person previously designated by the prisoner.

2. A prisoner shall be informed at once of the death or serious illness of any near relative. In these cases and whenever circumstances allow, the prisoner should be authorised to visit this sick relative or see the deceased either under escort or alone.

3. All prisoners shall have the right to inform at once their families of imprisonment or transfer to another institution.

64. Imprisonment is by the deprivation of liberty a punishment in itself. The conditions of imprisonment and the prison regimes shall not, therefore, except as incidental to justifiable segregation or the maintenance of discipline, aggravate the suffering inherent in this.

Untried prisoners
91. Without prejudice to legal rules for the protection of individual liberty or prescribing the procedure to be observed in respect of untried prisoners, these prisoners, who are presumed to be innocent until they are found guilty, shall be afforded the benefits that may derive from Rule 90 and treated without restrictions other than those necessary for the penal procedure and the security of the institution.

92. 1. Untried prisoners shall be allowed to inform their families of their detention immediately and given all reasonable facilities for communication with family and friends and persons with whom it is in their legitimate interest to enter into contact.
2. They shall also be allowed to receive visits from them under humane conditions subject only to such restrictions and supervision as are necessary in the interests of the administration of justice and of the security and good order of the institution.
3. If an untried prisoner does not wish to inform any of these persons, the prison administration should not do so on its own initiative unless there are good overriding reasons as, for instance, the age, state of mind or any other incapacity of the prisoner.

94. Except where there are circumstances that make it undesirable, untried prisoners shall be given the opportunity of having separate rooms.

96. Untried prisoners shall, whenever possible, be offered the opportunity to work but shall not be required to work. Those who choose to work shall be paid as other prisoners. If educational or trade training is available untried prisoners shall be encouraged to avail themselves of these opportunities.

97. Untried prisoners shall be allowed to procure at their own expense or at the expense of a third party such books, newspapers, writing materials and other means of occupation as are compatible with the interests of the administration of justice and the security and good order of the institution.

The Ouagadougou Declaration on Accelerating Prison and Penal Reform in Africa. Burkina Fasso, 18-20 September 2002.

4. Applying the rule of law to prison administration

There should be a comprehensive law governing prisons and the implementation of punishment. Such law should be clear and unambiguous about the rights and duties of prisoners and prison officials. Officials should be trained to follow proper administrative procedures and to apply this

law fairly. Administrative decisions that impact on the rights of prisoners should be subject to review by an independent and impartial judicial body.

LESSON PLAN 6 – Cross-Cultural Awareness

Method of Instruction: Lecture, Discussion, Question and Answer

Time Frame: 2 Hours

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

1. The student will be able to explain why understanding different cultures is important in a correctional setting.
2. The student will be able to identify at least five (5) factors that can be misunderstood by people of different cultures and thus can lead to prejudice and conflict.
3. The student will be able to list three (3) groups of individuals who are often subject to forms of bias and discrimination.
4. The student will be able to discuss how to help remove or reduce misunderstandings caused by cultural diversity.

The purpose of this module is to provide participants with the knowledge and skills necessary to supervise and effectively communicate with all members of today's culturally diverse correctional community, thereby improving the overall effectiveness of correctional operations and avoiding culturally related supervision problems.

References: American Correctional Association; CEGA Services Personnel Training Program; New York Department of Corrections

Training Aides Required: Flip Chart or Black Board

INTRODUCTION

The justice system of all nations, and especially the prisons, are the great "melting pot" or mosaic where people form different cultures are often put together. Besides people with different backgrounds, religions, beliefs, education and value systems being placed in close proximity to each other, they are also not given an opportunity to separate themselves from those they either do not understand or who they find offensive. This is true of both prisoners and staff. Since the operation of the prison depends upon people being able to get along together with a minimum of conflict, it becomes important for staff to be able to understand the types of differences that might cause conflict among the prisoners and that might cause the staff to treat prisoners who appear different from themselves in a manner that is unfair or discriminatory.

It is the purpose of this block of instruction to explore implications of cultural biases on the prisons and on the individual correctional officers career.

INSTRUCTOR'S NOTES:

There will be no quiz at the end of this lesson because it is intended to help the students understand their own prejudice and that of others and learn how to deal with it. Special care

must be taken to help all students fully participate in the instruction and to help them speak openly and freely.

DISCUSSION GUIDE:

Break the class up into groups of four. On each of the following topics, have them work together to explore attitudes and opinions. Then, before moving on to the next topic, have each group leader present the view of their group to the whole. Control the reports of the discussion leaders only to keep things moving and within appropriate time frames. As each leader reports the reactions of his or her group, write the summary on a black board or flip chart. Tell the group leaders that they need not repeat an item if it was mentioned earlier. Their purpose is to bring out as many different thoughts as possible in a short period of time. It is hoped that the students will be able to individually and collectively see that even though cultures give individuals different values and ways of reacting, there are more similarities than differences among peoples.

1. How are people different and how are they the same?

DISCUSSION GUIDE:

Give the groups about 30 minutes to put together a list and talk about them. Items that should be identified on the flip chart or blackboard and discussion points for them include:

A. Values and Norms - the needs of different cultures vary, thus making for different priorities which has an impact on behavior. If a people must operate on a survival level then the value given to gathering food, adequate covering, and shelter is high. Those who already have a high degree of security value material things like money, job titles and law and order more. Peoples values are their fundamental beliefs about behavior, customs, and institutions. Norms are commonly held standards that define acceptable and unacceptable behavior of individuals within a group. Norms are almost always culture-specific, and they very widely from one cultural environment to another.

B. Beliefs and Attitudes - these determine how people are likely to respond to various situations.

C. Relationships - are fixed, in different cultures, by age, sex, status, degree of kindred, wealth, power, and wisdom. In some cultures, the elderly are honored, in others they are ignored. In some cultures the authoritarian figure in the family is the head male. This can be extended from the home to the community, explaining some societies= preference for a dictator who leads the national family. In other cultures this would not be true.

D. Communication and Language - verbal, nonverbal, dialects, accents, slang, jargon and body language.

E. Sense of Self and Space - in one culture a humble bearing might be admired and a sign of great leadership. In another culture it might be viewed as weakness. Some cultures, such as Americans, have a sense of space that requires more physical distance between an individual and others. Latins and Vietnamese tend to get much closer. Some cultures are very structured and formal, others are flexible and informal.

F. Appearance and Dress - outward garments, jewelry or lack thereof. Some cultures paint their face for battle, while others use cosmetics to manifest beauty.

G. Work Habits and Practices - Some cultures call for work as a show of productive support for the nation, other cultures use work only as a means to achieve physical survival and reverie leisure time.

H. Food and Eating Habits - the kind of food and how it is prepared varies among peoples. Some religions forbid eating certain foods, while others mandate it. The way food is eaten varies from the use of hands to chop sticks to forks and even the use of forks can distinguish whether a person comes from an American or European culture by which hand he or she uses to hold it.

2. What contributes to cultural differences?

DISCUSSION GUIDE:

Ask this one of the class as a whole. Points that should be brought out are that the culture of the people is what they use to translate their physical circumstances into coping skills and knowledge. Even as some of those physical conditions might change, the skills passed down by parents and grandparents often live on. Culture gives people a sense of who they are, of belonging, of how they should behave, and of what they should be doing.

3. What are some of the benefits in recognizing cultural differences?

DISCUSSION GUIDE:

Give the groups 15 minutes to discuss this before having each group report. During the reporting process, after each group leader gives his or her report, let others add thoughts. Use this final discussion to bring out all the other points you want to make. Included in this section should be mentioned items that include:

A. Understanding different cultures makes communications among people easier and more productive.

B. Understanding different cultures helps corrections professionals understand how to "read" the actions of various prisoners, thus helping to avoid potentially dangerous or difficult situations.

C. Understanding different cultures helps corrections professionals to understand the cultural shock some of the inmates might be experiencing and thus will provide better information on how to work with and help those prisoners.

D. Understanding different cultures helps provide basic tools needed to improve human relations and to help insure non-discriminatory treatment.

CONCLUSION

Correctional workers are professionals who need all the tools and understanding possible when working with other staff, prisoners and the public at large. Awareness of cultural differences helps individuals better understand how and why different people may react differently to the same set of circumstances. That understanding provides for better and more humane treatment and it make living in our increasingly shrinking world a much more interesting and pleasant experience.

This Lesson does not contain a Quiz

Human Rights Instruments Related to LESSON PLAN 6

Universal Declaration of Human Rights, 1948.

Article 2
Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
Article 7
All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

International Covenant on Civil and Political Rights
Adopted and opened for signature, ratification and accession by General Assembly
resolution 2200A (XXI) of 16 December 1966. Entry into force 23 March 1976, in accordance with Article 49

Article 2
1. Each State Party to the present Covenant undertakes to respect and to ensure to all individuals within its territory and subject to its jurisdiction the rights recognized in the present Covenant, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Standard Minimum Rules for the Treatment of Prisoners
Adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955, and approved by the Economic and Social Council by its resolutions 663 C (XXIV) of 31 July 1957 and 2076 LXII) of 13 May 1977

Basic principle
6. (1) The following rules shall be applied impartially. There shall be no discrimination on grounds of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
(2) On the other hand, it is necessary to respect the religious beliefs and moral precepts of the group to which a prisoner belongs.

Contact with the outside world
37. Prisoners shall be allowed under necessary supervision to communicate with their family and reputable friends at regular intervals, both by correspondence and by receiving visits.
38. (1) Prisoners who are foreign nationals shall be allowed reasonable facilities to communicate with the diplomatic and consular representatives of the State to which they belong.
(2) Prisoners who are nationals of States without diplomatic or consular representation in the country and refugees or stateless persons shall be allowed similar facilities to communicate with

the diplomatic representative of the State which takes charge of their interests or any national or international authority whose task it is to protect such persons.
39. Prisoners shall be kept informed regularly of the more important items of news by the reading of newspapers, periodicals or special institutional publications, by hearing wireless transmissions, by lectures or by any similar means as authorized or controlled by the administration.

Religion
41. (1) If the institution contains a sufficient number of prisoners of the same religion, a qualified representative of that religion shall be appointed or approved. If the number of prisoners justifies it and conditions permit, the arrangement should be on a full-time basis.
(2) A qualified representative appointed or approved under paragraph (1) shall be allowed to hold regular services and to pay pastoral visits in private to prisoners of his religion at proper times.
(3) Access to a qualified representative of any religion shall not be refused to any prisoner. On the other hand, if any prisoner should object to a visit of any religious representative, his attitude shall be fully respected.
42. So far as practicable, every prisoner shall be allowed to satisfy the needs of his religious life by attending the services provided in the institution and having in his possession the books of religious observance and instruction of his denomination.

61. The treatment of prisoners should emphasize not their exclusion from the community, but their continuing part in it. Community agencies should, therefore, be enlisted wherever possible to assist the staff of the institution in the task of social rehabilitation of the prisoners. There should be in connection with every institution social workers charged with the duty of maintaining and improving all desirable relations of a prisoner with his family and with valuable social agencies. Steps should be taken to safeguard, to the maximum extent compatible with the law and the sentence, the rights relating to civil interests, social security rights and other social benefits of prisoners.

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

Principle 19
A detained or imprisoned person shall have the right to be visited by and to correspond with, in particular, members of his family and shall be given adequate opportunity to communicate with the outside world, subject to reasonable conditions and restrictions as specified by law or lawful regulations.

Principle 29
2. A detained or imprisoned person shall have the right to communicate freely and in full confidentiality with the persons who visit the places of detention or imprisonment in accordance

with paragraph 1 of the present principle, subject to reasonable conditions to ensure security and good order in such places.

Basic Principles for the Treatment of Prisoners
Adopted and proclaimed by General Assembly resolution 45/111
of 14 December 1990

1. All prisoners shall be treated with the respect due to their inherent dignity and value as human beings.
2. There shall be no discrimination on the grounds of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
3. It is, however, desirable to respect the religious beliefs and cultural precepts of the group to which prisoners belong, whenever local conditions so require.

Recommendation No R (87) 3 of the Committee of Ministers to member states on the European Prison Rules
Adopted by the Committee of Ministers on 12 February 1987at the 404th meeting of the Ministers' Deputie

2. The rules shall be applied impartially. There shall be no discrimination on grounds of race, colour, sex, language, religion, political or other opinion, national or social origin, birth, economic or other status. The religious beliefs and moral precepts of the group to which a prisoner belongs shall be respected.

25. 1. In accordance with the standards laid down by the health authorities, the administration shall provide the prisoners at the normal times with food which is suitably prepared and presented, and which satisfies in quality and quantity the standards of dietetics and modern hygiene and takes into account their age, health, the nature of their work, and so far as possible, religious or cultural requirements.

45. Prisoners shall be allowed to keep themselves informed regularly of the news by reading newspapers, periodicals and other publications, by radio or television transmissions, by lectures or by any similar means as authorised or controlled by the administration. Special arrangements should be made to meet the needs of foreign nationals with linguistic difficulties.

Religious and moral assistance
46. So far as practicable, every prisoner shall be allowed to satisfy the needs of his religious, spiritual and moral life by attending the services or meetings provided in the institution and having in his possession any necessary books or literature.
47. 1. If the institution contains a sufficient number of prisoners of the same religion, a qualified representative of that religion shall be appointed and approved. If the number of prisoners

justifies it and conditions permit, the arrangement should be on a full-time basis.
2. A qualified representative appointed or approved under paragraph 1 shall be allowed to hold regular services and activities and to pay pastoral visits in private to prisoners of his religion at proper times.
3. Access to a qualified representative of any religion shall not be refused to any prisoner. If any prisoner should object to a visit of any religious representative, the prisoner shall be allowed to refuse it.

AMERICAN CONVENTION ON HUMAN RIGHTS.

Adopted at the Inter-American Specialized Conference on Human Rights, San José, Costa Rica, 22 November 1969.

Article 1. Obligation to Respect Rights

1. The States Parties to this Convention undertake to respect the rights and freedoms recognized herein and to ensure to all persons subject to their jurisdiction the free and full exercise of those rights and freedoms, without any discrimination for reasons of race, color, sex, language, religion, political or other opinion, national or social origin, economic status, birth, or any other social condition.

2. For the purposes of this Convention, "person" means every human being.

LESSON PLAN 7 – Inmate Discipline

NOTE: The data used as an example is from the nation of Bosnia & Herzegovina. This entire lesson plan must be rewritten by personnel within the nation using it to reflect their institutions, laws and procedures.

Method of Instruction: Lecture, Role Play, Discussion, Question & Answer.

Time Frame: 3 Hours

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

1. The student will be able to explain the basic rules which apply to inmate behavior.
2. The student will be able to describe the process for initiating a disciplinary procedure against the inmate.
3. The student will be able to explain who has the authority to authorize punishments or privation of privileges for a prisoner.

INSTRUCTOR'S NOTES:

The following introduction should be read pretty much as written. The instructor may wish to change some of the wording to better fit his or her style and to include some specific mention of the local or national identity. This is the time to insure that the students understand the importance of this material to themselves, to the organization, to the nation and to the citizens they are hired to protect and serve. This would be a good time for a high ranking government or justice official to be present to either deliver this introduction or to help give credibility to how seriously this material is viewed by the leadership.

INTRODUCTION

A prison is not a democracy! Having said that, it is important for all staff to know that it is also not a private kingdom ruled over by all-powerful staff. Not even the top prison administrator in our nation has total power over the lives of the inmates. We operate by a system of laws and procedures. Just as the police in the free world can only arrest, charge and convict a person for activities that have been declared illegal by the governmental process, so it is in the prison. We operate under a set of laws. We can only discipline a prisoner for a violation of those specific laws. Just as a free person has certain rights to a properly handled arrest and trial, so do we within the prison.

DISCUSSION GUIDE:

The following should be discussed by the class in terms of the protections put in for the prisoner, the fact that no officer, other than superior officers, can order

punishments. Also, material from previous lessons that specify what constitutes an "offense" should be brought into the discussion. The instructor might wish to have the class break into small groups of no more than 6 each to discuss inmate discipline and then bring the class back together for a discussion of the entire class.

X. THE INMATES BEHAVIOR.
Article 82.

The inmates are bound, during the serving of their sentences, to abide by the laws on criminal and sanctions violations, the rules brought in accordance with this law, the list of rules, orders of the penitentiaries Governor and to follow and execute the orders of the penitentiary officials.

Article 83.

The inmates should not through their behavior disturb the order of the penitentiary. The inmates are forbidden to create excessive noise: to argue, to fight each other, to swear, to call to inmates in other rooms, to throw various items in places where it is prohibited, to desert their work posts before the allotted time, to manufacture prohibited items in the workshops, to leave for meals and coffee outside the allowed times.

Tattoo's, self inflicted injuries and homosexual actions.

Preparation of meals, heating of food, preparation of coffee, making alcoholic potions in the laboratory or other places, mutual exchange of purchases and sales, trading with food, medicines or other items, borrowing coupons for coffee or borrowing personal items. Impertinent behavior, insulting an official or addressing them in a loud tone, keeping money on themselves, or illegal items, standing in the open area where it is prohibited, gambling and organising lotteries, loitering near the walls of the penitentiary, smoking in dormitories, classrooms, libraries, the cinema hall, in the queue line, in the dining room, the adjacent rooms, and other rooms, where it is explicitly forbidden to smoke.

Destruction of common property is prohibited.

Article 84.

If an inmate is in possession of prohibited illegal items, or suspected of this, then the supervising guards may carry out a search of their person and their belongings. Illegitimate items are confiscated and stored in the penitentiary, or are sent to the inmates family at his own expense.

Article 85.

The inmates are bound to greet the officials, in dormitories, in living rooms, the inmates do this by standing. The inmates should not greet them when they are in the queue line or at their working posts, in bed, when they are dieing or ill in bed.

The inmates address the officials through their title or function.

Article 86.

The inmates are bound to follow the general or specific measures of health and safety at work, in particular measures of fire prevention and protection.

Article 87.

If an inmate causes damage either deliberately or through extreme negligence, the penitentiary Governor will bring a decree of indemnification, or damages caused, in accordance with article 98 of the law on the implementation of criminal and sanctions violations.

Prior to the issuance of such a decree, the inmate will be heard and necessary evidence collected. damage done by the inmate to the penitentiary, shall be compensated for out of his working salary, any money sent to him or any money which he brought to the penitentiary on arrival.

Article 88.

The expenses of recapturing the inmate which resulted from his escape, are to be borne by the inmate.

Article 89.

According to the decree of the penitentiary Governor on the amount of damages claimed, and on the collection of the expenses of recapturing and escorting the inmate, the inmate may, after fifteen days of the decree being handed to him, file a complaint to the Minister of Justice. The Ministries settlement being final and no law suits can be filed against it.

Article 90.

If the damage was caused as a result of negligence or through excessive force, there will be no decree of indemnification, but there will be a protocol that will register the damage and the amount of the damage will be written off..

XI. DISCIPLINARY RESPONSIBILITIES OF THE INMATES.

Article 91.

For violation of the stipulations on the law on the implementation on criminal and sanctions violation, and other rules which are brought in relation to this law, the inmate may be fined through the following disciplinary penalties, such as: 1. rebukes, 2. referred to solitary confinement for up to thirty days, together with work, 3. referred to solitary confinement for up to thirty days, without work.

Article 92.

Punishment, in reference to solitary confinement, is served in special rooms designated for that specific purpose, where other inmates are not permitted access to.

In reference to the stay of inmates in solitary confinement, is regulated through separate instructions issued by the Republic's Minister of Justice.

Article 93.

Disciplinary punishment is pronounced by the Governor of the penitentiary, during the reports session, which is organised once a week. Before proclaiming disciplinary punishment the inmates will have the opportunity to give witness and call witnesses to give information on the committed violation. After the inmates defense has been heard and all circumstances surrounding the matter have been submitted, opinions of the instructors and if required other personal of the penitentiary will be given.

Article 94.

Disciplinary punishment which refers to solitary confinement is implemented immediately.

If the penitentiary Governor deems it justified that it can be expected that without the implementation of disciplinary punishment, the purpose of the punishment can be achieved, then he can in the course of pronouncing the disciplinary penalty, allow a delay on the execution of such punishment, under paragraph two and three of article 93, in the list of rules, for a period of up to six months. Provided that the pronounced penalty will not be implemented, the inmate in question, an escape it, if through the duration of that period, he does not create any new disciplinary violations.

If the inmate in question during this period creates new violations of the rules, then the conditional punishment is reinstated, the Governor of the penitentiary then proclaims new punishment, taking into consideration the previous punishment and the new punishment for disciplinary violations.

Article 95.

Inmates who due to their actions, represent a serious risk to security, or create such disciplinary violations, as a special measure involving solitary separation, can serve up to one third of their sentence in this way. However solitary confinement cannot last continuously for more than one year.

Disciplinary measures concerning solitary separation is pronounced by the penitentiary Governor, subject to previous approval of the Republic's Minister of Justice.

Article 96.

After issuance of punishment involving solitary confinement, or into separate isolation, the opinion of doctors will be obtained in cases when it is assumed that the implementation of such penalties will have a damaging effect upon the heath of the convicted inmate.

The penitentiary Governor may suspend further serving of disciplinary punishment in solitary confinement and separate isolation, if the doctor

determines that the health condition of the inmate had deteriorated to such an extent, that he can no longer remain in solitary confinement.

Article 97.

In justified cases the penitentiary Governor may during the course of an inmates spell in solitary, rescinded the punishment.

INSTRUCTOR'S NOTES:

The following quiz is based on material from previous lessons rather than this specific lesson. After giving the test, explain to the students that the reason for the discipline is much more important than the details of how it is to be carried out. Warn them that they must know the proper procedures and protections for the prisoners, but they must be very careful to insure that discipline, including loss of privileges, are followed. Prison is itself a punishment, it is not necessary to inflict more punishment unless specific correctional goals, such as mantenance of safety and order, are meant to be accomplished.

QUIZ

1. Describe when mechanical restraints can be used as punishment and for what offenses.

2. What are the rights of a prisoner when accused of a prison offense?

3. What punishments may an officer give to the prisoner for violating prison law?

Answers to Quiz

1. Mechanical restraints can never be used as punishment.

2. A prisoner has the right to be informed of the offense he is charged with and defend himself against such

3. An individual officer may not administer any punishment unless specifically authorized by the Commanding Officer.

Supplement to LESSON PLAN 7

Template of Additional Lesson Plan on Inmate Discipline:

PRISONERS DISCIPLINE.

Introduction: The disciplinary system is one of the methods of maintaining control in correctional institutions. It is most effective when it is used to restore a grievous breach of discipline in prison order and when other means prove unsuitable for achieving the objective of restoring control and discipline. Discipline and order should be maintained with firmness for safe- custody and well ordered community life.

TOPIC	OBJECTIVES	CONTENT	EVALUATION
Offences and procedures	At the end of the session the trainee will be able to : Explain the term offences and procedures Enumerate the offences a prisoner can commit. -explain the procedures used to discipline prisoners.	An offence is any act or omission which violates the set down rules and regulations. Procedures are rules and regulations governing the way violators of the same will be dealt with. - the offences a prisoner can commit include the following: -fighting -theft -aggravated offences -assault of another prisoner -assault of a correctional officer -riots The procedures used to discipline prisoners are to charge them for the offence they have committed, explain to them in the language they	What is the relevance

	state the relevance of offences and procedures	understand and allow them to produce witnesses. After hearing the case the disciplinary officer decides whether the prisoner is guilty or not guilty. . If he finds the accused guilty he sentences him .If he finds him not guilty he discharges him The offences and procedures assist in safe guarding the rights of the prisoners so that they are not abused.	of punishment and offences in the correctional service?
Punishments	Explain the term punishment as used in the correctional service Enumerate the punishments which can be given to a prisoner. state the punishing authority explain why punishment is an important concept to the correctional	Punishment is a penalty on any one breaking a rule or regulation governing discipline. The punishments include: -reprimanding - instituting fines -loss of privileges -solitary confinement -loss of remission -prosecution in court if the offence is a serious one Disciplinary Officer To ensure that there is control and order in the correctional institution.	What are some of the punishments that the disciplinary officer can give to a prisoner when s/he commits an offence?

	service		
Rights & Privileges of a prisoner	Explain what is meant by rights and privileges of a prisoner Mention some of the prisoner's basic rights and privileges	Rights are legally given and privileges are benefits which can be given or denied a prisoner. The prisoner's basic rights include: -right to whole- some food -right to health care -right to clothing -right to suitable accommodation. The privileges include: Extra visits, receiving of more letters and more extra time outside their cells.	What are prisoner's rights and privileges, and how can they be differentiated
Prisoners programs	Explain the concept 'prisoner's programs List the activities being done in vocational training -state the type of education is being carried out at the correctional institution	This concept is based on giving prisoners assistance and opportunities to develop their own potential in order to cope positively when they return back to society. -activities in vocational training include: carpentry, tailoring masonry, pottery, upholstery and joinery	What are some of the programs that are carried out in a correctional institution?

	- state some of the recreational activities available to prisoners - list some of the farming activities being undertaken at the correctional institution - State some of the denominations which exist in correctional institutions. Describe some of the religious activities which take place in the correctional institutions.	-the type of education being carried out at the correctional institution is intermediary, High school and adult learning. Some of the recreational activities are foot-ball, volley-ball, net-ball and basket ball. -Some of the farming activities are Cash crop- farming, planting of maize and beans. -denominations include Catholics, Protestants and Muslims. The religious activities include: Church services, singing, Bible reading, and mosque attendance on Fridays. .	

		.	

Another Sample LESSON PLAN 7

COURSE TITLE: Induction Program Course for New Recruits

MODULE TITLE: Rules and Regulations on Discipline

TEACHING METHODS: Lecture; facilitation of group discussions

HANDOUTS/ STUDENT MATERIALS:

Definition of Discipline
Purpose of Discipline
Principles of Discipline
Just Cause
Components of Just Cause
Timeframes
Documenting the Discipline
Parts of a Disciplinary Record
Informing the Subordinate
Double Jeopardy
Situations Regarding Discipline
Considerations Prior to Discipline
Types of Discipline
Disciplinary Procedure
Due process
Definition of Grievance
Grievance Procedure

EQUIPMENT NEEDED:

Flip charts and markers
Overhead projector with screen

REFERENCES:

NOTES AND METHODOLOGY

INTRODUCTION
(10 Minutes)

Instructor Note: This lesson plan is designed with several questions to generate participant/ group discussions. Most of the questions are followed by an answer or response. As much as possible try to draw the questions from the group versus reading the answers/ responses. They are there to summarize and clarify points. Optional question depending on the response.

Introduce yourself and identify the module as Rules and Regulations on Discipline.

This module is designed to give you a basic understanding about discipline, identifying the situations requiring discipline, what are the considerations prior to discipline, the types of disciplinary actions, what is due process and the disciplinary procedures.

When you think of discipline, what comes to mind?

Performance Objectives

Let's review the performance objectives for this module.
At the end of the session, the participants will be able to:
Explain discipline.
Explain the purpose and right approach to discipline.
Explain the principles of discipline.
Identify the situations requiring discipline.
State the considerations prior to discipline.
Describe and differentiate the types for disciplinary actions.
Explain due process.
Describe the disciplinary procedures.
Describe the grievance procedure.

Performance Objective 1
Explain discipline.

Discipline is training that corrects molds or improves job – related performance or behavior. Discipline is progressive in nature, i.e. it becomes increasingly stronger if the problem is not corrected.

Performance Objective 2

What do you think is the purpose of "discipline"?

Explain the purpose and right approach to discipline.

After getting the answers from the participants, read the handout.

To correct the behaviour and salvage the employee, it is neither solely to punish nor restate authority.

Performance Objective 3
Explain the principles of discipline.

There five (5) principles of discipline. The first is just cause. Let's take a closer look at "just cause". Please take a look into your handout, then we go over the content.

Just Cause

1. Definition

Proper or sufficient reasons for disciplinary measures imposed on employees by management.

2. Components

a. Adequate Warning

- Did the employee know or should the employee have known that the behaviour could result in disciplinary action?

b. Reasonable Rules

- Was the rule or order reasonable, safe, and related to corrections needs? Was the rule or order related to the conduct that the Corrections might properly expect of the employee?

c. Violation of Rule

- Prior to administering the disciplinary action, did the Supervisor, make an effort to discover whether the employee

did, in fact, violate the rule or order?

d. Fair Investigation

- Did the Supervisor conduct a thorough investigation of the facts and circumstances, including the employee's explanation, prior to administering disciplinary actions/

e. Substantial Proof

- Is there substantial proof for the case? Substantial evidence or proof of guilt must exist to clearly establish that the employee did, in fact, violate the work standard or rule.

f. Equitable Treatment

- Have the rules, orders and penalties been consistently enforced?

g. Appropriate Discipline

- Was the disciplinary action related to the seriousness of the offense, to the employee's record, and to the employee's level of responsibility within Corrections?

So after reading the handout, what is your understanding
of "just cause"?

Let's go to the next principle. Time frames. Please take a look into your handout, then we go over the content.

Time Frames

Timeliness of the Disciplinary Action

Disciplinary action should be administered as soon as possible after the problem occurs or is discovered. It should not take more than ten (10) days to complete the investigation and administer any appropriate action after the incident or Supervisor learns about the incident. If more time is needed, the employee should be informed that an investigation is still underway and provide a date by which a decision will be made.

Time Between Disciplinary Actions

There is no minimum time between disciplinary steps. The supervisor needs to allow enough time for the employee to correct the problem. However, the last step taken may have to be repeated if more than a year passed since the last disciplinary action.

Time Limits for Correcting the Problem

In situations where the employee can resolve the problem promptly, such as attendance problems or sloppy work, communicate the expectations that the employee must immediately achieve and maintain acceptable performance standards to avoid further disciplinary action.

So after reading the handout, what is your understanding
of "time frames"?

Let's go to the next principle. Documenting Discipline
Please take a look into your handout, then we go over the content.

Documenting the Discipline

The Supervisor is required to confirm all disciplinary actions in writing by completing the appropriate form. The written documentation represents an official record that the problem exists and is written after

the discussion with the employee and following the conclusion of the investigation. A disciplinary form and letter are written prior to meeting with the employee; the discussion may be slanted to fit the contents of the form or letter.

Documentation of disciplinary action must be kept in the employee's personnel file; the employee must receive a copy. All documentation of disciplinary action should be included in the employee's personnel file in the Human Resources/ Staff office as well as in the Supervisor's file.

Write in easily understood language, emphasize on the "do" rather than the "don't", and focus on the future rather than the past. In other words, use a tone of correction not punishment.

Keep a record of any relevant situations that occur once you initiated the progressive disciplinary process. These notes should be dated and signed and kept in the supervisor's file.

Parts of the Disciplinary Record

a. The Present

- Purpose of the disciplinary action
- Specific incident or nature of the problem
- How it affected in the work activity
- Results of the investigation
- Employee's explanation

Note: State only the facts that can be proven. This section cites the specific rule, policy or standard violated and disciplinary action taken as a result of the employee's actions. Stress the significance of the offense and the reason for the disciplinary action.

b. The Past

- Review the employee's work record
- Give history of related offenses (if any)
- Remind the employee of the previous Disciplinary actions taken

Note: This summary of past events demonstrates the progressiveness of the disciplinary action.

c. The Future

- Clear expectation of standard of behavior or performance
- How this standard may be achieved
- Consequences of continued failure to meet these expected standards

So after reading the handout, what is your understanding of "documenting discipline"? What are the parts of a disciplinary record?

Let's go to the next principle. Informing the Subordinate
Please take a look into your handout, then we go over the content.

Informing the Subordinate

Inform the subordinate of the disciplinary action, both verbally and in writing, as soon as possible after the disciplinary decision has been reached. The purpose is to outline what is wrong, what disciplinary action is being taken, and what is expected in the future.

So after reading the handout, what is your understanding of "informing the subordinate"?

Let's go to the next principle. Double Jeopardy.

Please take a look into your handout, then we go over the content.

Double Jeopardy

It is important to thoroughly investigate and consider all factors before determining what disciplinary action will take place. An employee cannot receive one 91) level of discipline and then later be given a more severe discipline for the same problem. This is considered double jeopardy. Make sure it's done right the first time.

So after reading the handout, what is your understanding
of "double jeopardy"?

Performance Objective 4
requires
Identify the situations requiring discipline.

What do you think are the situations that discipline?

Read the handout, get reactions from participants regarding each situation, to gauge their understanding.

Situations Requiring Discipline

There are a number of instances which require discipline in varying degree. Among these, but not limited, are:

- Absenteeism
- Breach of Oath of Office Secrecy
- Damage to Prison's Property
- Drunkenness or Disorderly Conduct
- Fighting
- Gambling in Prison's Premises
- Improper Time Card or Attendance Reporting
- Insubordination
- Interference With Work of Others
- Tardiness
- Negligence in Performance of Duties
- Neglect of Tools or Equipment
- Pranks and Horseplay

- Dishonesty
- Absence Without Official Leave
- Waste of Material
- Smoking in Restricted Areas

Ask the participants to enumerate the situations that require discipline.

Performance Objective 5
State the considerations prior to their discipline.

What are the considerations prior to discipline?

Read the handout and ask the participants of understanding.

Considerations Prior to Discipline:

A. Importance of Infraction

What infraction has taken place, and what relative importance should be attached to it?

B. Employee's Participation

How was the employee involved in this infraction? Are there any mitigating circumstances which should be considered, e.g., does the employee have a particularly good work pattern?

C. Previous Infraction

Is this the first one or have these been others? Has this conduct improved as a result of the previous discipline?

D. Time Since Last Infraction

How long has it been since any other infraction? Since the real objective of discipline is correction, a long period of good conduct is a mitigating factor as far as previous infractions are concerned.

Performance Objective 6
Describe and differentiate the types of disciplinary actions.

In your understanding of types of discipline, can you enumerate them?

Read the handout with the participants and discuss.

Types of Discipline:

A. Oral / Verbal Reprimand

A verbal reprimand is generally used when a problem persists after the supervisor has brought it to the employee's attention through counseling. The purpose of this step is to alleviate any misunderstanding and to clarify the direction for necessary and successful correction of the problem.

The verbal reprimand must be documented.

B. Written Reprimand

When the employee has not satisfactorily corrected the problem as outlined during the verbal reprimand, a formal written reprimand is the next step. A written reprimand may also be the initial disciplinary action in cases of a more serious nature.

The process is essentially the same as in the verbal reprimand step. The written reprimand includes a review of any prior related disciplinary action taken, a thorough statement of the circumstances causing the current disciplinary action and a clear picture of future expectations. Documentation is critical.

C. Suspension

1. Disciplinary

Suspension is the last corrective step in the disciplinary process and is normally preceded by a verbal reprimand and a written reprimand. In a few extremely serious cases, suspension may be warranted as the initial step in the disciplinary process.

A suspension involves the temporary removal of the employee from the work place for a specified period of time.

A suspension is the strongest warning to the employee that the problem is extremely serious and it is the "last chance" the employee has to correct the problem.

2. Pending Investigation

There are situations where the employee must be removed from the work place immediately before an investigation can be conducted. Examples of these situations might be suspected theft, potential sabotage, disorderly conduct, or where the employee presents a threat to other employees. The suspension pending investigation is imposed with the understanding that a final decision, relative to the appropriate disciplinary action, will be made after the investigation. If there is no cause for disciplinary action, the employee will receive pay

for regular earnings lost during the suspension.

D. Dismissal

If all the previous steps have not been successful, the employee may be terminated from employment. Termination of employment is the final step in the progressive disciplinary process and obviously is not corrective.

As in the previous steps, it is critical that the employee be given an opportunity to hear the charges, understand the evidence, and offer an explanation.

After this discussion and upon completion of the investigation, the action is being documented.

Performance Objective 7
due process.
Explain due process.
elaborate then

An important factor in giving discipline is

Read the handout with the participants,

ask them of their understanding.

Due process:

Giving an employee the opportunity to fully present his / her explanation concerning problems his / her supervisor/s has about his / her performance, attitude, etc. The opportunity is to be given prior to any action being taken. The employee's explanation must be given appropriate consideration in deciding what action is to be taken, discipline or otherwise.

Performance Objective 8
disciplinary
Describe the disciplinary procedures.
participants ask

In any workplace, there is an established

procedure. Let's discuss it. Let the

questions.

Disciplinary Procedure:

A. Offense
B. Notify Employee of Disciplinary Hearing
C. Gather Evidence
D. Provide Evidence to Employee
E. Hold Disciplinary Hearing
F. Decide Disciplinary Action
G. Notify Employee and Inform Him / Her Rights to Appeal

Performance Objective 9

Describe the grievance procedure.

There are times when disciplinary actions given are not Accepted by employees. Making a grievance to the proper authority is the right way to handle such situations.

Discuss the grievance procedure.

Ask participants questions.

Grievance Procedure:

A grievance is a dispute from the meaning, application or interpretation of the given disciplinary action.

Most complaints and grievances are best resolved informally in discussion with the employee's immediate supervisor. Where the grievance cannot be resolved informally it should be dealt with under the formal grievance procedure.

A. Stage 1

Employee put his/ her grievance, preferably in writing to the immediate supervisor. The supervisor will respond in writing about the grievance within a specified time.

B. Stage 2

If the matter is not resolved, the employee raises the matter in writing with a more senior supervisor.

C. Stage 3

Where the matter cannot be resolved at Stage 2, the employee will raise his/ her grievance with a higher level of supervisor than stage 2.

Ask the participants if they have any questions regarding the grievance procedure.

Stress to class.

Awareness of the rules and regulations on discipline is very important. Discipline is training that corrects, molds or improves your job-related performance. If you have any questions, consult with your immediate supervisor and / or your HR office for direction and guidance.

Remember the different situations wherein you might find yourself into that might subject you for disciplinary actions.

SUMMARY AND REVIEW

Let's quickly review what we've just covered regarding the rules and regulations on discipline.

Definition and principles of discipline

Situations requiring discipline

Considerations prior to discipline

Types of disciplinary actions

Due process
Disciplinary procedure
Grievance procedure

Performance Objectives

You should now be able to:
Explain discipline..

Explain the purpose and right approach to discipline.
Explain the principles of discipline.
Identify the situations requiring discipline.
State the considerations prior to discipline.
Describe and differentiate the types of disciplinary actions.
Explain due process.
Describe the disciplinary procedures.
Describe the grievance procedure.

Standard Minimum Rules for the Treatment of Prisoners
Adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955, and approved by the Economic and Social Council by its resolutions 663 C (XXIV) of 31 July 1957 and 2076 (LXII) of 13 May 1977

Discipline and punishment
27. Discipline and order shall be maintained with firmness, but with no more restriction than is necessary for safe custody and well-ordered community life.

28. (1) No prisoner shall be employed, in the service of the institution, in any disciplinary capacity.
(2) This rule shall not, however, impede the proper functioning of systems based on self-government, under which specified social, educational or sports activities or responsibilities are entrusted, under supervision, to prisoners who are formed into groups for the purposes of treatment.

29. The following shall always be determined by the law or by the regulation of the competent administrative authority:
(a) Conduct constituting a disciplinary offence;
(b) The types and duration of punishment which may be inflicted;
(c) The authority competent to impose such punishment.

30. (1) No prisoner shall be punished except in accordance with the terms of such law or regulation, and never twice for the same offence.
(2) No prisoner shall be punished unless he has been informed of the offence alleged against him and given a proper opportunity of presenting his defence. The competent authority shall conduct a thorough examination of the case.
(3) Where necessary and practicable the prisoner shall be allowed to make his defence through an interpreter.

31. Corporal punishment, punishment by placing in a dark cell, and all cruel, inhuman or degrading punishments shall be completely prohibited as punishments for disciplinary offences.

32. (1) Punishment by close confinement or reduction of diet shall never be inflicted unless the medical officer has examined the prisoner and certified in writing that he is fit to sustain it.
(2) The same shall apply to any other punishment that may be prejudicial to the physical or mental health of a prisoner. In no case may such punishment be contrary to or depart from the principle stated in rule 31.
(3) The medical officer shall visit daily prisoners undergoing such punishments and shall advise the director if he considers the termination or alteration of the punishment necessary on grounds of physical or mental health.

Instruments of restraint
33. Instruments of restraint, such as handcuffs, chains, irons and strait-jackets, shall never be applied as a punishment. Furthermore, chains or irons shall not be used as restraints. Other instruments of restraint shall not be used except in the following circumstances:

(a) As a precaution against escape during a transfer, provided that they shall be removed when the prisoner appears before a judicial or administrative authority;
(b) On medical grounds by direction of the medical officer;
(c) By order of the director, if other methods of control fail, in order to prevent a prisoner from injuring himself or others or from damaging property; in such instances the director shall at once consult the medical officer and report to the higher administrative authority.

34. The patterns and manner of use of instruments of restraint shall be decided by the central prison administration. Such instruments must not be applied for any longer time than is strictly necessary.

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

Principle 21
1. It shall be prohibited to take undue advantage of the situation of a detained or imprisoned person for the purpose of compelling him to confess, to incriminate himself otherwise or to testify against any other person.

2. No detained person while being interrogated shall be subject to violence, threats or methods of interrogation which impair his capacity of decision or his judgement.

Principle 23
1. The duration of any interrogation of a detained or imprisoned person and of the intervals between interrogations as well as the identity of the officials who conducted the interrogations and other persons present shall be recorded and certified in such form as may be prescribed by law.
2. A detained or imprisoned person, or his counsel when provided by law, shall have access to the information described in paragraph 1 of the present principle.

Principle 30
1. The types of conduct of the detained or imprisoned person that constitute disciplinary offences during detention or imprisonment, the description and duration of disciplinary punishment that may be inflicted and the authorities competent to impose such punishment shall be specified by law or lawful regulations and duly published.
2. A detained or imprisoned person shall have the right to be heard before disciplinary action is taken. He shall have the right to bring such action to higher authorities for review.

Basic Principles for the Treatment of Prisoners
Adopted and proclaimed by General Assembly resolution 45/111 of 14 December 1990

1. All prisoners shall be treated with the respect due to their inherent dignity and value as human beings.
7. Efforts addressed to the abolition of solitary confinement as a punishment, or to the restriction of its use, should be undertaken and encouraged.

Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

Adopted and opened for signature, ratification and accession by General Assembly resolution 39/46 of 10 December 1984 entry into force 26 June 1987, in accordance with article 27 (1)

Article 1

1. For the purposes of this Convention, the term "torture" means any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as obtaining from him or a third person information or a confession, punishing him for an act he or a third person has committed or is suspected of having committed, or intimidating or coercing him or a third person, or for any reason based on discrimination of any kind, when such pain or suffering is inflicted

by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity. It does not include pain or suffering arising only from, inherent in or incidental to lawful sanctions.

2. This article is without prejudice to any international instrument or national legislation which does or may contain provisions of wider application.

Article 2

2. No exceptional circumstances whatsoever, whether a state of war or a threat of war, internal political in stability or any other public emergency, may be invoked as a justification of torture.

3. An order from a superior officer or a public authority may not be invoked as a justification of torture.

Article 4

1. Each State Party shall ensure that all acts of torture are offences under its criminal law. The same shall apply to an attempt to commit torture and to an act by any person which constitutes complicity or participation in torture.

2. Each State Party shall make these offences punishable by appropriate penalties which take into account their grave nature.

Article 10

1. Each State Party shall ensure that education and information regarding the prohibition against torture are fully included in the training of law enforcement personnel, civil or military, medical personnel, public officials and other persons who may be involved in the custody, interrogation or treatment of any individual subjected to any form of arrest, detention or imprisonment.

2. Each State Party shall include this prohibition in the rules or instructions issued in regard to the duties and functions of any such person.

Article 11

Each State Party shall keep under systematic review interrogation rules, instructions, methods and practices as well as arrangements for the custody and treatment of persons subjected to any form of arrest, detention or imprisonment in any territory under its jurisdiction, with a view to preventing any cases of torture.

Optional Protocol to the Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment

Adopted on 18 December 2002 at the fifty-seventh session of the General Assembly of the United Nations by resolution A/RES/57/199.

Article 1
The objective of the present Protocol is to establish a system of regular visits undertaken by independent international and national bodies to places where people are deprived of their liberty, in order to prevent torture and other cruel, inhuman or degrading treatment or punishment.

Article 2
1. A Subcommittee on Prevention of Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment of the Committee against Torture (hereinafter referred to as the Subcommittee on Prevention) shall be established and shall carry out the functions laid down in the present Protocol.

Article 4
1. Each State Party shall allow visits, in accordance with the present Protocol, by the mechanisms referred to in articles 2 and 3 to any place under its jurisdiction and control where persons are or may be deprived of their liberty, either by virtue of an order given by a public authority or at its instigation or with its consent or acquiescence (hereinafter referred to as places of detention). These visits shall be undertaken with a view to strengthening, if necessary, the protection of these persons against torture and other cruel, inhuman or degrading treatment or punishment.
2. For the purposes of the present Protocol, deprivation of liberty means any form of detention or imprisonment or the placement of a person in a public or private custodial setting which that person is not permitted to leave at will by order of any judicial, administrative or other authority.

Convention for the Protection of Human Rights and Fundamental Freedoms, as amended by Protocol No. 11. Rome, 4.XI.1950

Article 3 – Prohibition of torture

No one shall be subjected to torture or to inhuman or degrading treatment or punishment

European Convention for the prevention of torture and inhuman or degrading treatment or punishment. Strasbourg, 26.XI. 1987

Article 1
There shall be established a European Committee for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment (hereinafter referred to as "the Committee"). The Committee shall, by means of visits, examine the treatment of persons deprived of their liberty with a view to strengthening, if necessary, the protection of such persons from torture and from inhuman or degrading treatment or punishment.

Article 7
1. The Committee shall organise visits to places referred to in Article 2. Apart from periodic visits, the Committee may organise such other visits as appear to it to be required in the circumstances.

2. As a general rule, the visits shall be carried out by at least two members of the Committee. The Committee may, if it considers it necessary, be assisted by experts and interpreters.

Article 8

3. The Committee may interview in private persons deprived of their liberty.

4. The Committee may communicate freely with any person whom it believes can supply relevant information.

5. If necessary, the Committee may immediately communicate observations to the competent authorities of the Party concerned.

Recommendation No R (87) 3 of the Committee of Ministers to member states on the European Prison Rules

Adopted by the Committee of Ministers on 12 February 1987at the 404th meeting of the Ministers' Deputies

35. The following shall be provided for and determined by the law or by the regulation of the competent authority:

a. conduct constituting a disciplinary offence;

b. the types and duration of punishment which may be imposed;

c. the authority competent to impose such punishment;

d. access to and the authority of the appellate process.

36. 1. No prisoner shall be punished except in accordance with the terms of such law or regulation, and never twice for the same act.

2. Reports of misconduct shall be presented promptly to the competent authority who shall decide on them without undue delay.

3. No prisoner shall be punished unless informed of the alleged offence and given a proper opportunity of presenting a defence.

4. Where necessary and practicable prisoners shall be allowed to make their defence through an interpreter.

37. Collective punishments, corporal punishment, punishment by placing in a dark cell, and all cruel, inhuman or degrading punishment shall be completely prohibited as punishments for disciplinary offences.

38. 1. Punishment by disciplinary confinement and any other punishment which might have an adverse effect on the physical or mental health of the prisoner shall only be imposed if the medical officer after examination certifies in writing that the prisoner is fit to sustain it.

2. In no case may such punishment be contrary to, or depart from, the principles stated in Rule 37.

3. The medical officer shall visit daily prisoners undergoing such punishments and shall advise the director if the termination or alteration of the punishment is considered necessary on grounds of physical or mental health.

Recommendation No R (98) 7 of the Committee of Ministers to Member States concerning the ethical and organisational aspects of health care in prison.

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

66. In the case of a sanction of disciplinary confinement, any other disciplinary punishment or security measure which might have an adverse effect on the physical or mental health of the prisoner, health care staff should provide medical assistance or treatment on request by the prisoner or by prison staff.

Principles of Medical Ethics relevant to the Role of Health Personnel, particularly Physicians, in the Protection of Prisoners and Detainees against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
Adopted by General Assembly resolution 37/194 of 18 December 1982

Principle 2
It is a gross contravention of medical ethics, as well as an offence under applicable international instruments, for health personnel, particularly physicians, to engage, actively or passively, in acts which constitute participation in, complicity in, incitement to or attempts to commit torture or other cruel, inhuman or degrading treatment or punishment.

Principle 3
It is a contravention of medical ethics for health personnel, particularly physicians, to be involved in any professional relationship with prisoners or detainees the purpose of which is not solely to evaluate, protect or improve their physical and mental health.

Principle 4
It is a contravention of medical ethics for health personnel, particularly physicians:
(a) To apply their knowledge and skills in order to assist in the interrogation of prisoners and detainees in a manner that may adversely affect the physical or mental health or condition of such prisoners or detainees and which is not in accordance with the relevant international instruments;
(b) To certify, or to participate in the certification of, the fitness of prisoners or detainees for any form of treatment or punishment that may adversely affect their physical or mental health and which is not in accordance with the relevant international instruments, or to participate in any way in the infliction of any such treatment or punishment which is not in accordance with the relevant international instruments.

Principle 5
It is a contravention of medical ethics for health personnel, particularly physicians, to participate in any procedure for restraining a prisoner or detainee unless such a procedure is determined in accordance with purely medical criteria as being necessary for the protection of the physical or mental health or the safety of the prisoner or detainee himself, of his fellow prisoners or detainees, or of his guardians, and presents no hazard to his physical or mental health.

LESSON PLAN 8 – Inmates and the Prison Environment

Method of Instruction: Lecture, Discussion, Question and Answer

Time Frame: 4 Hours

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

1. The student will be able to describe the factors that make the prison environment different from the normal community.
2. The student will be able to discuss some of the phases both staff and prisoners goes through as they enter and adjust to the prison environment.
3. The student will be able to describe some of the ways a prisoner can entrap an officer into committing illegal acts and thus control that officer.

References: New York State Department of Corrections, "Men, Merchants and Toughs," Gresham Sykes, October, 1956, "Guards Imprisoned," Lucien Lombardo, 1981, "Socialization in Correctional Communities," Stanton Wheeler, 1961

Training Aides Required: Blackboard or Flip Chart

INTRODUCTION

Prison can be home to inmates and staff for a few days or weeks or months or years or a lifetime. It has it's own unique culture and personality. It is where keeper and kept reside together under laws and rules and codes of behavior not found in life outside of the prison.

Prison is a total environment which eliminates many of the normal things which separate people. Outside of the prison environment people are free to eat, sleep, play, work in privacy or with a variety of people they choose. In prison, all these choices which people normally take on themselves are gone. Even the choice of using a toilet in private is often eliminated. The people both staff and prisoners are with are often the same ones for long periods of time. All are generally treated exactly alike. The prison and jail work under schedules and with forced activities geared towards accomplishing official aims, with little room for personal desires or goals.

In addition to the real differences between a prison environment or culture, there are the perceived differences. Media, stereotyping, rumors have all contributed to telling a story of prisons and inmates and of staff that may be far from the truth.

DISCUSSION GUIDE:

Ask the class to describe what they think are the characteristics of the inmates in the institution and write their responses on the flip chart or blackboard. Then ask them to discuss what they have heard about prison officers and how they think they are looked upon by the general public.

Then ask them to discuss how they think others will react to them when they find out they work in a prison. Finally ask them to discuss their own concerns about working in a prison -- especially, are they concerned for their own safety? Do they feel they can make the inmates into better people?

When people begin working in prisons or when they are sentenced to prisons, often their first reaction is one of slight fear. Prisoners and new staff alike have heard stories about the "dangerous" criminals, the beating, raping and controlling of weaker inmates by stronger ones, the beating of inmates by staff, the taking of hostages. Thus, a little fear and concern is normal.

After getting over the shock of the initial contact with the prison, assuming it goes without any major traumatic incident, the person begins to relax and adjusts to the life style. Often during this time both the new inmate and staff feel they can operate as individuals, much as they did outside of the prison. They may maintain personal goals and thoughts of changing the institution to fit their style.

As time goes on, most -- both staff and inmates -- begin to conform to the society around them. Both inmates and staff begin to understand the need to be accepted by their peers, both for personal protection and for social acceptance.

DISCUSSION GUIDE:

Divide the class in two groups. Have one group discuss and list the things an inmate is deprived and what that does in forming the inmate culture. Have the other group describe the things that form and define the staff culture. Have each group appoint a discussion leader and a recorder. Give them 30 minutes for their discussions and have each group summarize their discussions when the class is reconvened.

Some of the factors influencing inmates that should be brought out

I. Deprivation of liberty -- this confinement within a relatively small area results in boredom and loneliness and a knowledge that the free community has rejected him or her.

II. Deprivation of possessions and services -- being made poor by the confinement in societies where possessions often measure worth and the ability to take or reject one service in favor of another defines personal power. The fact that these losses occurred as a result of the prisoners own actions helps contribute to a loss of self-image and self-worth.

III. Deprivation of heterosexual relations -- being locked up with only members of one=s own sex causes much more of a problem of a loss of self-concept than the loss of physical relationships.

IV. Deprivation of the ability to make choices -- this reduces the prisoner to the state of a weak, helpless child.

V. Deprivation of security -- being locked with others whom he or she may view as dangerous or unstable arouses anxiety, not necessarily because of actual violence and exploitation, but because of the perception that sooner or later he or she will be “tested.”

Some of the factors influencing staff that should be brought out

I. Many staff must learn the “real” part of the job on their own or from inmates -- much of what they find within the institution is not taught in the classroom and senior officers consider them “outsiders” for the first several weeks or months until they have “proven” themselves.

II. Prison officers have the same deprivation of security described above.

III. Prison staff has, to a great extent, the same deprivation of their ability to make choices as do inmates because they must follow institutional policy and rules in a system that is traditionally very structured with all authority coming from the top down.

INSTRUCTOR’S NOTES:

The next part of this lesson is intended to alert the future officers to what can happen when they do not follow procedures and when they allow prisoners to place them in compromising situations. Use personal examples, examples of mistakes made by other officers and show how inmates used those situations. Be careful in your presentation to always show how the situation could have been avoided by following procedures so as not to leave the

students feeling unnecessarily fearful or of a mind set that could lead to not providing appropriate help or services to inmates or their families.

DISCUSSION GUIDE:

Given the factors identified above, have the group discuss how the prison, inmate and staff cultures might contribute to placing the officer in a position of being able to be manipulated by the inmates. Examples to use should include bringing in something "harmless" for an inmate or mailing a letter or delivering a package for an inmate or ignoring inmate misconduct. Show how each of these and others can place the officer in a position to be blackmailed at a future date or how providing one "minor" unauthorized favor can be the first step in an expanding process whereby the officer becomes trapped in performing criminal activity.

Effective inmate supervision involves several dynamic interactions of attitudes such as:

1. How the officer views him or herself.
2. How the officer views the inmate(s).
3. How the officer views his role in the prison.
4. How the inmate views him or herself.
5. How the inmate views the officer.
6. How the inmate views the system (Criminal justice process - police, courts, corrections).
7. How the inmate views his peer group and the effect that they have on him.

Because of the abnormal environment of the prison, inmates cannot safely be left to themselves. They must be supervised.

The Correction Officer is a supervisor. The officer is constantly supervising activity and movement of inmates.

It is important for officers to set an example by his or her own behavior. The officers attitude plays a key role in his or her ability to successfully influence the conduct of the inmates and in keeping the officer from becoming the victim of prisoner's "game."

The officer must:

- be well disciplined
- be emotionally secure
- understand the personalities of inmates individually, as well as a group, and must accept the fact that they are human beings
- understand what discipline is, and what it is to accomplish
- avoid emotional identification with the inmates= personal, legal or disciplinary problems
- exercise good judgement and poise
- be alert to those techniques that will best reach the individual
- be consistent
- be fair
- be objective
- enforce facility rules and regulations, even thought they may seem unfair or unjust, then follow proper channels to seek changes

It is important to understand common inmate attitudes:

1. Constant craving for freedom (overshadows all else).

2. Constant inner-tension concerning family, friends, loved ones.
3. Attitudes toward others in the jail or prison (suspicion, antagonism, resistance to programs, fear of physical harm, fear of homosexual advances, fear of retaliation for informing and/or assisting employees).
4. Emotional tension regarding isolation and monotony.
5. The need for some individuals to be domineering.
6. Aggressiveness in some individuals.
7. Conniving to appropriate favors, items, etc.

Inmate handling techniques:

1. Each inmate must be handled as an individual. Methods of treatment usually effect one individual differently than another.
2. Individuals see and hear things differently, usually accepting what they want to see and hear, and unconsciously rejecting what they don't want to see or hear. You must ensure that your message is clearly understood.
3. Favoritism must be avoided, however difficult.
4. Individuals who honestly earn privileges and advancements should receive them. Others should not.
5. Calmness and poise accomplish more than bluster.
6. Bullying usually arouses antagonism and resentment. Avoid this method of handling inmates.
7. Suggestion is a prime mover of human action.
8. Individuals usually are more willing to perform if they understand the reason for the task.
9. Utilize dignity with authority, showing a desire to help.
10. Avoid profanity and vulgarity. This lessens respect for the officer.
11. Over-familiarity breeds contempt. Stay away from nicknames and improper contact with inmates.
12. Use special care and patience with new inmates.
13. Do not sympathize or encourage inmate complaints against the administration, other staff, rules and regulations or other institutional matters, regardless of your feelings in the matter. Report legitimate complaints to the proper authority.
14. Do not give advice unless it contains the scope of your duties. Refer to chaplains, counselors, medical staff, etc. if topics arise concerning specific areas of responsibility. However, remember that an officer is also a mentor/advisor and a role model. In that respect, common sense answers are discussion is appropriate as long as it does not provide the inmate with specific legal, medical or family relationship advice.
15. Do not become obligated to inmates. (favors, gifts, graft, bribery, etc.)
16. Always be alert to attempts to put something over. Prison-wise inmates have a multitude of tricks at their disposal. Never stop observing! Watch out for diversionary tactics!
17. Do not allow inmates to demonstrate only token compliance with an order. Insist on complete compliance with said order.

In observing inmate behavior:

1. Be alert for suspicious change in an inmate's behavior.
2. Be alert for signs of worry or anxiety.
3. Be alert for inmates who suddenly begin withdrawing from the group.
4. Be alert for changes in patterns of friendship.
5. Be alert for changes in personal appearance.

CONCLUSION

The way a prison is organized and the culture it creates challenges both staff and inmates. Understanding the nature and the causes of potentially dangerous and disruptive activities takes study and effort. Keeping the life of inmates, staff and the public as safe and humane as possible begins with attention to detail and following established procedures.

INSTRUCTOR'S NOTES:

The quiz for this lesson should be conducted by the instructor asking questions related to the factors that make the prison environment unique and difficult and the factors of inmate supervision that help provide control and help keep the officer from being manipulated. The instructor should formulate the questions based on the material presented and the result of class discussions. About 10 questions should be asked by the instructor and students picked at random to provide the answer. If the answer given is not correct, ask others in the class to either provide additional answers or to correct the previous information.

Supplement to LESSON PLAN 8

To be successful in performance of Objective 3, students would be given a role play. For this task, put students into groups ("prisoners" and "officers") and they are given a time of 10-15 minutes. They should use this time to prepare a plan of the ways prisoners can entrap an officer into committing an illegal act. Brainstorm situations in which prisoners might involve an officer into committing an illegal act. Let students work in pairs or in small groups. Then summarise and compare results as a class. The instructor encourages students to pay attention to prisoners' – how they might go to a threat from calm and "nice" words. Also, the instructor draws students' attention to the ways prisoners try to place an officer in compromising situations and subject to being blackmailed.

The following questions might be included into the quiz:

1) Prisoners must know all the regulations, laws, rules and codes of behavior in prison from the first day of their entering the prison environment. Tell why it is so important.
2) Is it important for officers to know inmate culture?
3) Does a prison officer have the right of rendering help or doing favors if in case if it is not connected with his professional duties?
4) The better prison regulations and rules are carried out by inmates the less authority they have among the other prisoners. Why?
5) Why is it so important for an officer, who has worked in a prison for some time, not to become influenced by the so called inmate culture and not to follow it? (To avoid identification with the inmates?)

Human Rights Instruments Related to LESSON PLAN 8

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

Principle 3
There shall be no restriction upon or derogation from any of the human rights of persons under any form of detention or imprisonment recognized or existing in any State pursuant to law, conventions, regulations or custom on the pretext that this Body of Principles does not recognize such rights or that it recognizes them to a lesser extent.

Standard Minimum Rules for the Treatment of Prisoners
Adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955, and approved by the Economic and Social Council by its resolutions 663 C (XXIV) of 31 July 1957 and 2076 (LXII) of 13 May 1977

37. Prisoners shall be allowed under necessary supervision to communicate with their family and reputable friends at regular intervals, both by correspondence and by receiving visits. Retention of prisoners' property

43. (1) All money, valuables, clothing and other effects belonging to a prisoner which under the regulations of the institution he is not allowed to retain shall on his admission to the institution

be placed in safe custody. An inventory thereof shall be signed by the prisoner. Steps shall be taken to keep them in good condition.
(2) On the release of the prisoner all such articles and money shall be returned to him except in so far as he has been authorized to spend money or send any such property out of the institution, or it has been found necessary on hygienic grounds to destroy any article of clothing. The prisoner shall sign a receipt for the articles and money returned to him.
(3) Any money or effects received for a prisoner from outside shall be treated in the same way.
(4) If a prisoner brings in any drugs or medicine, the medical officer shall decide what use shall be made of them.

Accommodation
9. (1) Where sleeping accommodation is in individual cells or rooms, each prisoner shall occupy by night a cell or room by himself. If for special reasons, such as temporary overcrowding, it becomes necessary for the central prison administration to make an exception to this rule, it is not desirable to have two prisoners in a cell or room.
(2) Where dormitories are used, they shall be occupied by prisoners carefully selected as being suitable to associate with one another in those conditions. There shall be regular supervision by night, in keeping with the nature of the institution.
10. All accommodation provided for the use of prisoners and in particular all sleeping accommodation shall meet all requirements of health, due regard being paid to climatic conditions and particularly to cubic content of air, minimum floor space, lighting, heating and ventilation.
11. In all places where prisoners are required to live or work,
(a) The windows shall be large enough to enable the prisoners to read or work by natural light, and shall be so constructed that they can allow the entrance of fresh air whether or not there is artificial ventilation;
(b) Artificial light shall be provided sufficient for the prisoners to read or work without injury to eyesight.
12. The sanitary installations shall be adequate to enable every prisoner to comply with the needs of nature when necessary and in a clean and decent manner.
13. Adequate bathing and shower installations shall be provided so that every prisoner may be enabled and required to have a bath or shower, at a temperature suitable to the climate, as frequently as necessary for general hygiene according to season and geographical region, but at least once a week in a temperate climate.
14. All parts of an institution regularly used by prisoners shall be properly maintained and kept scrupulously clean at all times.

Personal hygiene
15. Prisoners shall be required to keep their persons clean, and to this end they shall be provided with water and with such toilet articles as are necessary for health and cleanliness.
16. In order that prisoners may maintain a good appearance compatible with their self-respect, facilities shall be provided for the proper care of the hair and beard, and men shall be enabled to shave regularly.

Clothing and bedding
17. (1) Every prisoner who is not allowed to wear his own clothing shall be provided with an outfit of clothing suitable for the climate and adequate to keep him in good health. Such clothing shall in no manner be degrading or humiliating.

(2) All clothing shall be clean and kept in proper condition. Underclothing shall be changed and washed as often as necessary for the maintenance of hygiene.
(3) In exceptional circumstances, whenever a prisoner is removed outside the institution for an authorized purpose, he shall be allowed to wear his own clothing or other inconspicuous clothing.
18. If prisoners are allowed to wear their own clothing, arrangements shall be made on their admission to the institution to ensure that it shall be clean and fit for use.
19. Every prisoner shall, in accordance with local or national standards, be provided with a separate bed, and with separate and sufficient bedding which shall be clean when issued, kept in good order and changed often enough to ensure its cleanliness.

Food
20. (1) Every prisoner shall be provided by the administration at the usual hours with food of nutritional value adequate for health and strength, of wholesome quality and well prepared and served.
(2) Drinking water shall be available to every prisoner whenever he needs it.

LESSON PLAN 9 – Violence in Prison

INSTRUCTOR'S NOTES:

This lesson plan should be completed by the prison administration. It should be based on a review of incidence of violence by inmates within the nation's prisons.

It should include incidence of violence of prisoner on prisoner, prisoner on staff and any incidence of violence by staff on inmates.

The presentation should be factual, come from documented reports and be supplemented only with relevant information.

Lessons learned from the incidents, new procedures implemented or action taken should be explained.

It is important to insure that the students understand that thought violence can occur in prisons; it can also be reduced or eliminated by appropriate staff action, both pro-active and re-active.

Method of Instruction:

Discussion

Time Frame: 1 Hour

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

1. Understand the amount and nature of violence within the institution
2. Understand the actions or lack of actions that can lead to violence
3. Understand that violence in the prison, either by inmates or staff can not be tolerated and can generally be prevented.

References: Internal prison and police reports, if available, pictures, video tapes and films of incidents.

Training Aides Required:

Blackboard or flipchart.
Incident Reports
Appropriate Video/PowerPoint/Overheads

INTRODUCTION

The purpose of this lesson is to help us understand, without fearing offenders, that prisons can be a place where violence can occur but not necessarily where it will automatically occur. Our discussion will be of situational conditions, mistakes and successes and how to best avoid the situation which lead to violence, and also how to handle it if it occurs.

Reflect the student's answers to these questions towards the Violence in their own institutions.

* How does the prison culture influence rates of violence?
* How do prisoners interpret their situation to determine whether a violent response is required?
* Why does violence arise in certain situations, and not in others?

NOTE: Questions are from "Prison Violence: The dynamics of conflict, fear and power, Edgar , O'Donnell and Martin

* What is the role of an officer in preventing or lessening the risk violence?
* What if it's an officer or supervisor who is cause of the incident?

We will be examining a number past violent incidents that have occurred in this institution.

From these incidents we will discuss:

- The incident;
- The complete circumstances surrounding the incident;
- Any pre-incident indicators to the incident(s) and if so the attention provided or action taken;
- The response of staff to the incident;
- Appropriateness of the measures taken to stop the incident;
- Any areas where the Service or any of its staff were not in compliance with the law, policy or procedures;
- Any other matter that is relevant to the incident.
- How to manage similar incidences in the future

DISCUSSION NOTES:
Break the class into groups.
Provide each group an incident report.
Give them a half an hour to read and discuss the reports and write (in point form) on the flipchart the answers to the above points
Each group presents their findings to the class and discusses them.

CONCLUSION

Violence in prisons includes:

Inmate on inmate violence
Inmate on staff violence
Staff on inmate violence

Each can generally be avoided if the staff is alert to his or her surroundings and utilizes good observation and communication techniques which we will cover in subsequent lessons. Should a situation occur where there is violence, future training courses will cover how to minimize it. The basic goal of all correctional personnel is to help insure that the facility is a safe place for all prisoners, staff and visitors. Accomplishing that goal will result if you take seriously the training you will receive and will continue to practice the various techniques once you are on assignment. Constant and consistent compliance with institutional rules and procedures, as you will find with experience, are some of the best protections against prison violence.

Supplement to LESSON PLAN 9

If available, consider using audiovisual support such as video tapes or files of an incident to help discuss the situational conditions, mistakes and successes and how to best avoid that situation, but also how to best handle it if it occurs.

Another Sample LESSON PLAN 9 (in a different format)

Course Title:	**Number:**	**Date:**
Basic Training Manual for Correctional Workers	Lesson 9	April 2005
		Revised Date:
Course Topic:	**Developed By:**	
Mentoring through Incidences (Violence in Prisons)	**Training Time:**	
	2 Hours	

Objectives:

Upon completion the participant will:

1. Understand the amount and nature of violence within the institution
2. Understand the actions or lack of actions that can lead to violence
3. Understand that violence in the prison, either by inmates or staff can not be tolerated and can generally be prevented.

References:

This lesson plan should be completed by the prison administration. It should be based on a review of incidences of violence by inmates within the nation's prisons.
It should include incidences of violence of prisoner on prisoner, prisoner on staff and any incidence of violence by staff on inmates.
The presentation should be factual, come from documented reports and be supplemented only with relevant information.
Lessons learned from the incidents, new procedures implemented or action taken should be explained.

Equipment / Material:

- Incident and/or Police Reports from you Institutions
- Appropriate Video/PowerPoint/Overheads
- Flipchart Paper

Pre-Requisite Tasks:

Nil

Introduction

Link	Past incidences of violence within our prison can serve as an aid to show us not only how they happen, but how they can act as a lesson learned, preventing new correctional officers from making the same mistakes as others.
Aim	• To determine the facts and the causes of an incident and how adequately and efficiently it was managed. • Exam the roles of all those involved, determine responsibility, accountability, compliance with the law, policies and procedures • Examine how we may either prevent or effectively manage similar situations in the future.
Outline	• Review of incidents • Causes and consequences • Lessons learned • Prevention
Motivation	"A wise man can learn from another man's experience; a fool cannot learn even from his own." Will Durant

Presentation

Instructor's note	Reflect the student's answers to these questions towards the violence in their own institutions.
Place the following questions on the Flipchart and Discuss	How does the prison culture influence rates of violence? How do prisoners interpret their situation to determine whether a violent response is required? Why does violence arise in certain situations, and not in others? *(Questions are from "Prison Violence: The dynamics of conflict, fear and power, Edgar , O'Donnell and Martin*
Question to class? Discuss	What is the role of an officer in preventing or lessening the risk violence? What if it's an officer or supervisor who is cause of the incident?
Explain to Class	We will be examining a number past violent incidents that have occurred in this institution. From these incidents we will discuss: • The incident; • The complete circumstances surrounding the incident; • Any pre-incident indicators to the incident(s) and if so the

attention provided or action taken;
- The response of staff to the incident;
- Appropriateness of the measures taken to stop the incident;
- Any areas where the Service or any of its staff were not in compliance with the law, policy or procedures;
- Any other matter that is relevant to the incident.
- How to manage similar incidences in the future

Group work and case studies	Break the class into groups. Provide each group an incident report. Give them a half an hour to read and discuss the reports and write (in point form) on the flipchart the answers to the above points Each group presents their findings to the class and discusses them.

LESSON PLAN 10 – Emergency Preparedness

INSTRUCTOR'S NOTES:

THIS LESSON PLAN SHOULD BE COMPLETED BY THE PRISON ADMINISTRATION. IT SHOULD BE PRESENTED BY THE STAFF IN CHARGE OF EMERGENCY PLANNING AND RESPONSE. NEW STAFF SHOULD BE TOLD WHAT TO EXPECT DURING VARIOUS TYPES OF EMERGENCIES SUCH AS RIOTS, NATURAL DISASTERS (TORNADO, FLOOD, FIRE, ETC.) AND WHAT THEIR FIRST RESPONSE SHOULD BE. THEY SHOULD ALSO BE TOLD WHO TO REPORT TO AND WHAT ACTIONS THEY MAY TAKE UNTIL PROPER AUTHORITIES ARRIVE ON THE SCENE. IT IS IMPORTANT TO INCLUDE INFORMATION ON HOW STAFF AND INMATE FAMILIES WILL BE NOTIFIED OF THE EMERGENCY AND KEPT CURRENT ON WHAT IS HAPPENING.

Method of Instruction: Lecture

Time Frame: 2 Hour

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

1. Understand the types of emergencies for which he/she must be prepared
2. Understand that the prison has a plan for dealing with emergencies and what his/her general responsibilities will be and who to report to.
3. Understand that during some emergencies contact with family members of staff and inmates may be very difficult, if not impossible. There is a procedure in place to help staff and inmates know the condition of family members and family members know about their condition. It is important that staff stay at their posts and trust the communication process to take place as soon as possible.
4. Understand your role in riots and disturbances.
5. Be able to list nine causes of riots and disturbances and identify three ways to help prevent them.
6. Be able to list twelve indicators of tension within the institutional climate.

References: "Correctional Officer Correspondence Course," Book III Security Issues, Third Addition, 1997, pages109 to 132. American Correctional Association, 206 North Washington, Suite 200, Alexandria, VA 22314, USA. Phone: 1 800 222-5646. NOTE: This series of publications is especially helpful and it is recommended as a base for all those working on their own correctional officer training courses. Full information on the Correctional Officer Correspondence Course can be found at: www.aca.org/development/products.asp.

Training Aides Required:

Flip Chart or Blackboard

INTRODUCTION

Emergencies are situations that occur which require immediate action. They can include inmate related items such as escapes, riots and disturbances or natural phenomena such as hurricanes, earthquakes, tornados, floods, or severe storms. Fires and hostage situations also can create emergency situations.

The institution should have an emergency response plan for each of the above and you should be familiar with the part you will play in helping deal with them. You must be prepared to deal with emergencies, even in the worst of circumstances.

Riots and Disturbances

Most facilities distinguish between riots and disturbances. A riot is when a significant number of inmates control a significant portion of the facility for a significant period of time. A disturbance involves fewer inmates and there is no control or minimal control by them of the facility.

Correctional officer's duties during riots and disturbances are detailed in the institution's emergency response plan. Basically, they are:

- Containment – keep the riot or disturbance from spreading; work at calming and containing the inmates in your specific area
- Resolution – help bring the riot or disturbance to an end; perform the duties assigned to you to help those who will carry out the response the warden or administrator chooses (responses include negotiations; show of force; use of water, smoke or chemical agents; use of force; and use of firearms)
- Restoration – help bring the facility back to its pre-distrubance or pre-riot condition
- Identification – help identify inmates and their actions during the riot or disturbance

Studies of riots and disturbances reveal a number of causes. Often, a number exist within a facility at the same time. The most common causes are:

- Failure to respond to high levels of inmate-to-inmate and inmate-to-staff incidents
- Failure to control contraband
- Inconsistent enforcement of rules
- High staff turnover
- Poor communications between staff and inmates
- Frequent changes in policies and procedures
- Lack of meaningful programs
- Poor or no response to inmate complaints, grievances, and requests
- Effects of crowding

Signs of tension among inmates usually precede group disturbances. Because of your close contact with inmates, you can often identify and report these signs so that they can be resolved – before violence erupts.

Common signs of tension include:

- An increase or unusual absence of hostility or arguments among inmates, or between inmates and staff
- Fights that are serious in nature or fights that result in serious injury
- An increase in complaints and grievances
- An increase in unusual incidents that are expressions of aggression and violence
- An increase or decrease in the usual noise level for a particular area
- Inmates hoarding food and supplies
- Inmates avoiding contact with officers
- An increase in the number of inmate threats against officers

- An increase in the number of weapons found during searches and shakedowns
- An increase in the number of inmates signing up for sick call
- An increase in the number of inmates requesting protective custody
- A sudden drop in attendance at programs, events, and activities

You should report changes in behavior, disagreements between inmates, and other signs of tension promptly. Changed behavior often means there may be problems.

Preventing riots and disturbances includes treating ALL inmates fairly and impartially and keeping communication channels open with inmates.

Hostage Situations

We will devote an entire lesson to how you should react if you are taken hostage. Here we will only discuss some of the reasons inmates take hostages:

- For protection – to use hostages as "human shields" from authorities who wish to retake control of the facility
- As a bargaining chip – to trade hostages for something the inmate wants
- By accident – sometimes, inmates do not set out to take hostages but accidentally fall into being captors
- To kill or harm them – some unstable inmates may take hostages to harm them; others may take hostages to harm them later for the sake of revenge or retaliation, or to make a point

Sometimes the "element of chance" determines whether or not a hostage incident will occur. Chance also plays a role in determining which officers and employees become hostages. You can take certain actions, however, that will help prevent hostage situations from ever occurring.

Effective security procedures, coupled with frequent shakedowns for weapons and contraband, can reduce opportunities for inmates to seize hostages. In addition, careful surveillance of inmates and frequent patrols of cellblocks and inmate work areas lesson the chances for a hostage situation to occur.

Fire, Natural Disasters, Escapes

Fires in an institution are particularly hazardous and the safety of staff and inmates is of paramount importance. A separate class will be devoted to the subject of fires. Natural disasters create unique problems, but normally some warning is received in advance. Your specific role in will be explained in the disaster plan and post orders. Whether the entire institution has to be evacuated or inmates moved to special areas of safety, your job is to insure the safety of all involved while maintaining security. As in all other emergencies, your roll during an escape or an escape attempt will be covered in your post orders.

CONCLUSION

Veterans of professions which have a high risk of dangerous or volatile situations will tell you that when an instant crisis situation occurs, their training takes over. Almost all of the

lessons you will learn during this basic training course and your on-the-job training and advance courses will prepare you to handle emergency situations. It is important you understand, practice and keep current on the lessons of inmate communications, security and general procedures. Should you become involved in an emergency situation; your response will most likely be one of an automatic, instantaneous reaction. The more and better you practice and train, the more likely that your reaction will be appropriate and even life saving.

QUIZ

1. A well-run facility can prevent emergency situations from occurring (true or false).

2. When a riot or disturbance occurs, your responsibilities are containment, _____, _____, and identification.

3. The actions that you can take to prevent riots and disturbances include (check all that apply):

    a. ____Improve the food, medical service, and mail
    b. ____Attempt to treat all inmates the same
    c. ____Try to keep communication channels open
    d. ____Move inmates into what they consider to be better cell arrangements
    e. ____Telephone inmates' relatives if you think it will help with a problem
    f. ____Report signs of tension to your supervisor

4. Common signs of tension in a correctional facility are (list at least 10)

Answers to Quiz

1. False. Emergencies can occur in any type of environment.

2. resolution, restoration

3. b, c, f

4. a. An increase or unusual absence of hostility or arguments among inmates, or between inmates and staff
   b. Fights that are serious in nature or fights that result in serious injury
   c. An increase in complaints and grievances
   d. An increase in unusual incidents that are expressions of aggression and violence
   e. An increase or decrease in the usual noise level for a particular area
   f. Inmates hoarding food and supplies
   g. Inmates avoiding contact with officers
   h. An increase in the number of inmate threats against officers
   i. An increase in the number of weapons found during searches and shakedowns
   j. An increase in the number of inmates signing up for sick call
   k. An increase in the number of inmates requesting protective custody
   l. A sudden drop in attendance at programs, events, and activities

Supplemental to LESSON PLAN 10

Another approach could be:

Lesson plan

EMERGENCY SITUATIONS
PLANS OF EMERGENCY SITUATIONS' SOLVING
CONTROL OF EMERGENCY SITUATION
ACTIVITIES IN EMERGENCY SITUATION
WARNING SIGNS OF POSSIBLE EMERGENCY SITUATION
ACTIVITIES AFTER EMERGENCY SITUATION ENDED
CARE OF THE STAFF WHO SUFFERED VIOLENCE

Test

Test's answers

Slides

SCENARIOS OF EMERGENCY SITUATIONS
DEFINITION OF EMERGENCY SITUATION
DEFINITION AND EXAMPLES OF EMERGENCY SITUATIONS
PLANS OF EMERGENCY SITUATION'S SOLUTION
SERVICES, WHICH HELP IN EMERGENCY SITUATIONS
SOLVING OF EMERGENCY SITUATION IN FIVE STEP WAY

Possible questions and answers for this lesson plan:

1. What are the aims in emergency situation' solving?
   - To isolate and localize emergency situation as quick as possible;
   - To restore an order as quick as possible;
   - To ensure personal safety;
   - To solve an incident at minimum use of force;
   - To prevent escape;
   - To seek to minimize material damage.

2. Emergency situation could be solved in five step way. What is five step way?
   - Isolation and confirmation of an emergency situation;
   - Localization, isolation and management;
   - Evacuation;
   - Emergency situation solving;
   - Activities after emergency situation ended.

3. What are duties of the prison officers if they see that emergency situation could arose?
   - To inform, that situation is getting worse;
   - To save life and to prevent injures;
   - To isolate the place of accident;
   - To find witnesses and/or culprits;

- To write down and to maintain evidences;
- To prepare accounts.

4. Tell four demands, which could be objects of negotiations and for demands, which can't be objects of negotiations.
   The objects of negotiations could be the following items:
   - Medical inspection;
   - Concrete appointment;
   - Food;
   - Non-alcoholic drinks.

   Items, that can't be the objects of negotiations:
   - More hostages;
   - To free other prisoners;
   - To change one hostage with the other;
   - Amnesty

5. Which measures could be used by officer who was taken as hostage?
   - Try not to resist physically;
   - To fulfill wishes of hostage taker;
   - To do what is ordered;
   - To look calm;
   - To keep eye contact, but don't look like threatening;
   - To listen hostage taker;
   - To let hostage taker to think;
   - To be polite, to speak about positive things;
   - To change theme of the conversation if it irritates hostage taker;
   - To speak slowly (it could calm situation);
   - If it is possible to speak to hostages;
   - If it is possible, don't let to cover the eyes (in this case it would be difficult to recognize hostage takers);
   - Try to stay in the same room where hostage taker is;
   - To make positive image;
   - Don't attract attention;
   - Don't become the central figure in the crises, let hostage taker to show him.

6. Which situations are emergency situations? Tell five examples.
   - Hostage take;
   - Prisoner's escape;
   - Riots;
   - Fire;
   - Natural calamity.

In this lesson plan there is nothing said about definition of emergency situation's stress and its cause.

Definitions

Emergency situation's stress – is unusually long lasting psychological condition, which can let to paralyze officer's ability to act properly in case of incident.

Natural calamity – is a kind of emergency situations, but not all natural calamities are in such scale to be called emergency situations.

The most significant and dangerous feature of emergency situation's stress is staff's disability to as well as they used before the incident.

Situations which can be reasons of emergency situation's stress:

- Hard injury or death of colleague;
- Scene of hard injury or death of the other person;
- Dangerous incidents when threat to his life aroused (was taken as hostage or used violence against him);
- Contact with dangerous toxic or unknown chemical substances, which could led to long term physical or psychological impact;
- Accidents;
- Suicide of colleague or prisoner;
- Extremely long hostage rescue operation;
- Extremely mass media attention;
- Violence, hostage take or rape suffered by colleague;
- Hard injury or loss of life as a result of accident use of weapon.

These principles have to be followed in questioning the officer who suffered stress:

1. The conversation must be absolutely **CONFIDENTIAL.**
2. All officers who suffered in emergency situation must attend conversation.
3. Nobody can be criticized for their own feelings in emergency situation; officers could have possibility to express their feelings and to get support.
4. Conversation isn't writing down or recorded.
5. Such conversations can't be ended till everybody tells what he wants to tell.
6. Conversation about emergency situation is not critics of institution's actions. Officers only tell about their feelings and reactions. In such way they reduce stress impact. All conversation is absolutely **CONFIDENTIAL.**
7. The mass media can't be informed about conversation's contents. Press attaché communicates with mass media according to information he gets from coordinator of emergency situation's stress conversation.

TRAINER'S HANDOUT/EMERGENCY PROCEDURES

NOTES AND METHODOLOGY	CONTENTS
INTRODUCTION Write session title on the white board.	Introduce yourself and the session topic. Today's correctional facilities must be prepared to handle a wide range of emergency situations no matter how small they may be. The facility's success in handling any type of emergency depends to a large extent on the correctional staff. Awareness of the emergency procedures is important to make the correctional staff appreciate his/her role in any emergency situation. Creating this awareness is the focus of this session. At this session and the other on inmates' disturbances, we shall look at emergency procedures in general and also consider the specific emergency action plans of the Bureau of Corrections and Rehabilitation.
PERFORMANCE OBJECTIVES Write performance objectives on the white board and explain them to the trainees.	Let us examine the performance objectives for this session. At the conclusion of the session, you will be able to: • Explain an emergency. • State the types of emergencies. • List the causes of emergencies. • State the philosophies and goals of emergency procedures. • Report emergencies properly. • Describe different emergency procedures. • Describe command structure in emergencies. • State the chain-of-command. • State the tactical plan in any emergencies.
DEFINITION	An emergency is an event which, if not checked or resolved quickly, may have serious impact or repercussion on the public, the correctional facility, inmate population and on the staff.
PHILOSOPHIES OF	

EMERGENCY PROCEDURES	Now that we have an idea of what an emergency is, let us look at the philosophies and goals underlying any emergency procedure. The philosophies and goals underlying any emergency procedures are the: • Protect life and property. • Maintain and or restore the humane conditions of the correctional institution as quickly as possible. • Direct staff efforts to safeguard the public, preserve life, prevent injuries and protect public and private property.
GOALS OF EMERGENCY PROCEDURES	The goals of emergency procedures are as follows: • Isolation and containment of the emergency situation as quickly as possible. • Establishment of control and restoration of order as soon as possible. • Prevention of escapes. • Ensure safety of innocent bystanders, staff and inmates. • Resolution of the emergency situation with minimal use of force. • Minimization of property damage
Divide class into 5 small groups and pose the question: "**What types of emergencies could we encounter in the corrections settings?"** **"What are their causes?"** Ask groups to write their responses on a flip chart.	We have so far defined an emergency and looked at the philosophies and goals underpinning emergency procedures. Let us now focus our attention at generating a list of the emergencies that we may have to deal with as corrections officers.
TYPES OF EMERGENCIES	The types of emergencies are: • Fires – natural or man made

	• Earthquakes - natural • Escapes – man made/inmate initiated • Hostage situations – man made/inmate initiated • Epidemics - natural • Disturbances/riots – man made/inmate initiated • Floods – natural The causes of emergencies are: **<u>Civil Defense/Natural</u>** – this involves floods, earthquake or civil unrest. **<u>Man-made/Institutional</u>** – originates from the activities of man/inmates. E.g. epidemics, fire, escape, suicide/suicide attempt, hostage taking, etc.
COMMAND STRUCTURE IN EMERGENCIES	Command is of great essence in emergency situations. The command structure in emergencies shall be initial, interim and ultimate command.
Initial command	At the beginning of each shift, a shift supervisor and his/her assistant are specified. In the event of an emergency and in the absence of the Superintendent or a high ranking officer in the chain-of-command, the Shift Commander shall assume initial command and direct affairs until the arrival of a higher ranking officer.
Interim command	Ideally, there should be only one chain-of-command from the initial to the ultimate commander. However, if the Superintendent is not available immediately, the highest ranking official in the chain-of-command present shall assume the role of interim commander.
Ultimate commander	Ultimate command shall be assumed by the Superintendent as soon as he/she arrives at the facility and has been adequately briefed by either the initial or interim commanders as the case may be.
CHAIN-OF-COMMAND IN EMERGENCIES	All staff shall respect the chain-of-command during emergencies. The chain-of-command is as follows. • Superintendent – <u>ultimate command</u> • Deputy Superintendent or highest ranking officer

	in the chain-of-command present – <u>interim command</u> • Shift Supervisor))<u>initial command</u> • Assistant Shift Supervisor)
TACTICAL PLAN IN EMERGENCIES (Ask question to generate discussions) "**You are a corrections officer on duty in a housing unit; you observe smoke emitting from one of the cells. What will you do?"** **"Why will you not just deal with the situation?"** **"Who did we say is the initial commander?"** Location and verification of the emergency	We will now take a look at the tactical plan in emergencies. The tactical plan a five-stage activity which can be applied to any emergency situation with little or no modification. The stages involved in the tactical plan are: Always report before taking action. It may be an inmate's set-up. Take care. The shift commander. The first stage in the tactical plan is location and verification. A staff member who notices something unusual should, prior to taking an action, **report** the incident by radio (if available), telephone (if available) or personally to the **shift commander**. No staff should attempt to handle any emergency situation alone without first reporting and seeking back up. This is very important for the safety of the officer as the incident may be a diversion and he/she could be hurt before he/she could request for a back up. A report made by a correctional staff may not be verified and action may be taken to activate the specific emergency procedure. However, if the report is made by a member of the public, two or more officers may be asked to go and investigate and report back before the specific emergency procedure may be activated. In such matters care must be exercised when entering potentially dangerous areas to guard against an

Isolation and containment of the emergency	inmate setup. The second stage of the tactical plan is isolation and containment of the emergency. The goal of the initial phase of the emergency procedure is to isolate and keep the incident contained to the smallest area as possible. This is done by locking gates, grills, doors, inmates and forming a perimeter to limit access to unauthorized persons into the area of incident to create a buffer zone between the affected area and the rest of the facility. Inmates should be secured in their cells/housing units and those not in their cells/housing unit should be kept
Evacuation	in a secure area in the facility. During the third stage of the tactical plan, all inmates and staff in the danger zone should be **evacuated** first. This is to be followed by those in areas subject to threat. Those in non-exposed areas are the last to be evacuated. Persons evacuated are to be held at a secured location for the purposes of identification and accounting for inmates and staff and for debriefing.
Resolution	 Resolution which is the fourth stage in the tactical plan differs from incident to incident since no two incidents are the same in all respects. Resolution can range from putting out a small fire to dealing with a full-scale inmate disturbance. How each incident is resolved is at the prerogative of the commander.
Deactivation	 This stage in the tactical plan involves the counting if both inmates and staff, taking of photographs of damaged areas, collection of evidence debriefing and defusing of the staff directly involved in the incident and checking the areas involved for security considerations.
DESCRIPTION OF DIFFERENT EMERGENCY PROCEDURES	Refer to the attached incident action sheets on escape, fire and disturbance/riot. *** SEE ATTACHED INCIDENT ACTION PLANS ***

SUMMARY	Now that I have taken you through the emergency procedures, you should be able to: • Explain an emergency. • State the types of emergencies. • List the causes of emergencies. • State the philosophies and goals of emergency procedures. • Report emergencies properly. • Describe different emergency procedures. • Describe command structure in emergencies. • State the chain-of-command. • State the tactical plan in any emergencies. Are there any questions?

Another Sample LESSON PLAN 10 (in another format)

Course Title:	**Number:**	**Date:**
Basic Training Manual for Correctional Workers	Lesson 9	April 2005
		Revised Date:
Course Topic:	**Developed By:**	
Emergency Prepardness Planning		
	Training Time:	
	2 Hours	

Objectives:

Upon completion the participant will:

1. Understand the types of emergencies for which he/she must be prepared
2. Explain what his/her general responsibilities are during an emergency and who to report to.
3. Explain the importance of staying at their posts during an emergency unless otherwise directed
4. Explain the communication process
5. Explain the procedures for contacting families during some emergencies.

Addition Instructional Information/References:

This lesson plan should be completed by the prison administration. It should be presented by the staff in charge of emergency planning and response.

Equipment / Material:

- Examples of Previous Institutional Emergency Situations
- Appropriate Video/PowerPoint/Overheads
- Flipchart Paper
- Institutional Policies and Procedures or Bylaws

Pre-Requisite Tasks:

Nil

Introduction

Link	An emergency has the potential to: • Cause death or serious harm to staff, prisoners or others; • Cause extensive property damage; • Disrupts daily operational routines; • Can bring negative attention to our service
Aim	Throughout basic training you are taught to how to react to situations. When emergencies arise within a centre we need to know how to react appropriately to lessen the risk of injury or loss of life, property damage or placing our communities at risk. In this lesson we will examine how we prepare ourselves for such emergencies.
Outline	• What is an emergency? • Why do we prepare for it? • What is our role(s)? • Why is communication important? • Contacting others - when and how
Motivation	
Question to Class	In an emergency situation, what would be the first thing that you are thinking?
Write the following on Flipchart	*After asking the question, write:* WHY ME!

Presentation

Instructor's note and Question to class	Reflect on the answer in motivation and discuss why we have that as a thought.
Mold the discussion to some of the following	It can help express: • A form of disbelief that an emergency is happening • What am I going to do now In a way, by recognizing the shock of what's happening, it can help us to start to prepare ourselves to handle the situation
Question to Class	How would you define an emergency?
Group work	Break the class into groups. Have them write their ideas on flipchart and discuss.

	Answers should reflect: a sudden unforeseen crisis/situation that requires immediate action
Revisit the Link and how it meets the condition of their definition.	An emergency has the potential to: • Cause death or serious harm to staff, prisoners or others; • Cause extensive property damage; • Disrupts daily operational routines; • Can bring negative attention to our service
Explain	We still need to know what we have to do.
Question to Class	Where can we get information on how to handle some situations?

Standard Minimum Rules for the Treatment of Prisoners
Adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955, and approved by the Economic and Social Council by its resolutions 663 C (XXIV) of 31 July 1957 and 2076 (LXII) of 13 May 1977

Notification of death, illness, transfer, etc.
44. (1) Upon the death or serious illness of, or serious injury to a prisoner, or his removal to an institution for the treatment of mental affections, the director shall at once inform the spouse, if the prisoner is married, or the nearest relative and shall in any event inform any other person previously designated by the prisoner.
(2) A prisoner shall be informed at once of the death or serious illness of any near relative. In case of the critical illness of a near relative, the prisoner should be authorized, whenever circumstances allow, to go to his bedside either under escort or alone.
(3) Every prisoner shall have the right to inform at once his family of his imprisonment or his transfer to another institution.

LESSON PLAN 11 – Hostage Survival

Duration: 2 Hours

Method of Presentation: Lecture, Discussion, Question and Answer

Performance Objectives:
After completion of this course, the participants will be able to write, without benefit of notes (unless otherwise specified), the following:

1. A list of seven (7) principles of hostage negotiation.
2. A description of the methods correction officers can use to prepare themselves for a hostage situation (as a potential hostage).
3. A list of at least seven (7) procedures a correction officer should be aware of as a hostage.
4. A list of at least three (3) causes of a correctional hostage situation and a description of methods of prevention for each.

References: U.S. Senate Report on Terrorist Activities; selected materials from the Federal Bureau of Investigation and the New York City Police Department.

Training Aids Required: Flip Chart, Chalk Board

INTRODUCTION

To a correction officer, the word "Hostage" has a special meaning. His profession places each officer in, perhaps, the most vulnerable area of society to be taken hostage. History, complete with too many actual experiences, has taught us that, when a correctional hostage situation gets out of control, it is dangerous for all parties -- inmates, staff and correctional officers alike.

When any person is arrested in a country, he first stays at a detention center, often a police lockup or local jail. He may be innocent, or a killer, robber, or even a hostage taker. This increased vulnerability of the correction officer to be taken hostage calls for specialized training in hostage survival.

This training is designed to:

1. Familiarize correction officers with the negotiation process;
2. Advise correction officers how to prepare for possibly being taken hostage;
3. Advise correction officers how to survive a hostage situation; and
4. Train correction officers how to help prevent hostage situations from occurring.

There are seven basic principles of hostage negotiations:

1. The preservation of Life

This is the dominating principle of hostage negotiations. Every effort will be made to save human life -- of the hostages, negotiations, inmates and perpetrators.

2. Talk to the Perpetrators (LISTEN to the Perpetrators).

In order to negotiate a situation, there must be communication between parties. A rapport must be developed between negotiator and perpetrator.

3. Define the Problem

Negotiators must understand that taking a hostage is a desperate act which has underlying problems. Unless such problems are defined, negotiation to end the situation cannot take place.

4. Bargain to End the Situation

Negotiators, after defining the problem, must bargain with the perpetrators for release of the persons being held. The principle here is to "Do not give something for nothing."

5. TIME Is on your side

The longer a perpetrator remains with the hostage, the less likely the perpetrator is to kill the hostage. (NOTE: An exception to this rule in the first 45 minutes of a jail riot - assault. This strategy is designed to disperse the crowd before leadership emerges. Only in a jail (detention facility) riot.)

6. The Hostage Is a Tool

The negotiator is trained not to build value on the negotiable item; i.e., hostage. The word "hostage" denotes something of great value. Therefore, the negotiator will not reinforce the perpetrator's end of the bargaining process by stressing that they are holding "hostages." The negotiator will deal with the hostages as only a symptom, not the problem.

7. Tactical Assault (C.E.R.T. - Correctional Emergency Response Team)

Although we would like to think all hostage situations are negotiable, a tactical assault may be necessary when lives have been or are about to be taken. The role of the negotiator in this case may be to negotiate the perpetrators into an area where they may be successfully neutralized. If there is an assault, “fall down” as soon as you are aware of an attempt by staff to assault the hostage takers, get out of the way. The rescuers are in much better shape, physically and mentally, to free you than you are to subdue any hostage takers.

It is important for officers to know these seven principles of hostage negotiations, so that they understand what efforts are being made to gain their release should they be taken hostage.

How to Prepare for a Hostage Situation

No one can tell for certain when a hostage situation is going to occur. If officers could, they would simply take the day off.

Since officers don't know when they may be taken hostage, it is best for them to be prepared at all times. A study, conducted by Brooks McClure of the Foreign Service for the United States Information Agency, found that the most traumatic psychological effect on hostages was the fact that their families were not provided for. The study also showed that, when family concerns were taken care of, the hostages could then focus their attention on personal survival.

It is recommended that correction officers prepare themselves for hostage situations by making one or more of the following provisions:

1. Make a will and update it.
2. Give a trusted person Power of Attorney.
3. Secure adequate life and disability insurance.
4. Establish joint ownership of property, bank accounts, etc.
5. Keep a listing of policies and properties for easy access by family, attorney, etc.

Any one or all of these methods may help the individual officer deal with the survival of his family should he be killed.

Hostage Survival Techniques

Once taken hostage, it is important to remember that all human behavior is understandable, purposeful and directed. If you think the perpetrator(s) is crazy, it will work against you. Your strength is in trying to understand the perpetrator's actions.

The essential technique in hostage survival is the hastening of transference or survival identification. What this means is: Become a person; Do not allow yourself to become dehumanized.

- YOUR STRENGTH IS AS AN INDIVIDUAL -

In our armies, we train soldiers to kill "dehumanized objects." If we allow the perpetrators to think of correction officers as "Pigs" or "Hacks," we dehumanize them and, thereby, make it easier to kill them.

The following are some guidelines to increase survival identification:

< Do not become a group

Groups allow perpetrators to rationalize "Us v. Them"; "Convicts v. Guards":

< Do not become a spokesman

"We think such and such . . ." It draws attention to a group and dehumanizes.

< Do not conspire

"We v. They" - Don't whisper and get caught.

< Do not negotiate

Negotiation as a hostage is ridiculous. You have no real power and, by negotiation, you remind the perpetrators you are part of the system. You may also undermine the negotiations process.

< Do not defend the system

Now is the time to remember all your complaints about the system. Don't pick this day to affirm our loyalty to the prison. Adopt a "Yeah, they don't treat me right either" attitude. Don't go overboard; express only complaints which are real; the perpetrators will recognize exaggeration and disbelieve off-the-wall complaints.

< Do not threaten them

"You're going to get killed if you hurt us." This may suggest the idea of killing you. Again, it dehumanizes.

< Do not become a liability

Don't become such a nuisance that it becomes easier to kill you than tolerate you. If they decide to kill a hostage, it would surely be the hostage that is causing the most trouble.

< Discard items of authority

Get rid of uniform items, badges, shirt, patches, etc. Generally, mess yourself up and look sloppy.

< Safe attitude

"Don't feel bad; I'm just a little cog in this big machine, myself; they never tell me what's going on."

< Talk and listen

Let the person talk to you. Discuss non-judgmental topics (sports, hobbies). If the perpetrator wants to talk about his problem, listen. Keep the perpetrator talking by using phrases such as:

"I see; tell me more";
"How did you feel about that?"
or just
"Uh-huh."

Avoid abruptly asking questions requiring "yes" or "no" answers. Keep the perpetrators talking.

< Avoid closure

Don't ask, "Are you going to kill me?" You may have planted the seed in the perpetrator's head when he was mentally anguished and desired to bring an end to the situation any way possible.

< Monitor your breaking point

Take your pulse. If your heart rate is very high, your ability to function may be reduced. Can't concentrate? Your anxiety level may be too high to think clearly. Frequent urination? Kidneys are working harder.

< Use relaxation exercises

Prevent hyperventilation by taking long, deep breaths; hold, and release slowly. Counter conditioning -- visualize the worst that could happen over and over again. Once you've found that you are not panicking, you will tend to stay calm. (Veterans are calm in combat.)

< Maximize transference

Use eye contact when talking to the perpetrator(s). It is harder to kill someone who is looking at you.

Remember, as a corrections officer, you will have certain duties which must be performed once you are released:

1. Relate valuable intelligence information concerning the hostages, perpetrators, weapons involved and assault routes to the debriefing officer if there are hostages still being held.
2. Give a statement concerning the incidents for criminal prosecution.
3. Testify in court.

Stockholm Syndrome

In hostage survival, we attempt to maximize transference. This is and should be a calculated move by the hostage. Sometimes, however, the hostage's transference is so great that he actually starts to protect the perpetrator from harm. Such an occurrence happened in Stockholm, Sweden, when a female teller being held hostage in a bank developed a relationship with a perpetrator (transference). The relationship became so intense that she refused to testify against the perpetrator in court.

Correction officers should be aware of the Stockholm Syndrome. They must remember that the Stockholm Syndrome is fostered by the hostage's belief that the negotiators, administrators are not any more worried about the hostages than the perpetrators and the likeness of the hostages' situation to the perpetrators; i.e., both may be killed by the assault team. Hostages must remember the principle of a hostage as a tool, and that value is purposely not placed on the hostage by negotiators in an effort to reduce the hostage's value as a bargaining issue.

The Stockholm Syndrome is a very real dynamic in a hostage situation and must be considered at all times.

Courses and Prevention of Hostage Situations

The best way to survive hostage situations is not to have a hostage situation at all. It is important for correction officers to know the reasons for taking hostages and what can be done to reduce the elements of risk of hostage situations.

Reason: Escape - Many hostage situations start as attempted escapes, and the correction officers who discover the escape are taken hostage. Inmates may also grab officers and hold a weapon on them as a means of escape.

Prevention: Officers should emphasize daily security routines, practice good prison security procedures, and keep alert for security violations. When inmates see that security is watched closely, they are less likely to attempt escapes and, therefore, reducing the chances of taking a hostage.

Reason: Emotional Problems - When inmates are faced with a personal crisis, they may take desperate actions to resolve the situations, such as suicide or attempting escape by use of a hostage.

Prevention: Correction officers should be aware of the symptoms of emotional problems and refer the inmate for professional help as soon as possible.

Reason: Prison Conditions - A reliable sign of impending problems is poor prison conditions. Prisons which are overcrowded, and have a less than sufficient staff that is overworked due to overcrowding, create a vicious cycle that eventually leads to disturbances and a possible hostage situation.

Prevention: While there is not much individual officers can do to improve staffing and population problems, officers can respond to other problems which contribute to tensions. A broken shower head may seem like a minor problem but, when coupled with deteriorating conditions, it may be the spark that causes the prison to explode. Officers should make every effort to keep their blocks clean and equipment functioning. When there is broken equipment, the officer should see that it is repaired; i.e., report it and follow up.

Reason: Fear - Aside from emotional problems, there are some things inmates fear about the prison. Things such as claustrophobia or fear of homosexual assault may cause an inmate to take desperate steps to escape from the situation.

Prevention: Officers should recognize signs of fear in an inmate and develop a rapport to help determine the immediate problem. As with emotional problems, the inmate should immediately be referred for professional help. It should also be noted that, aside from taking a hostage, the inmate instead by contemplating suicide.

Reason: Publicity - Inmates may also take hostages as a means to gain publicity for their personal problems or an ideological cause. Demands will usually reflect the ideology or personal problems.

Prevention: Officers should be looking for possible attempts at obtaining publicity in the prison, such as requests for interviews with the media, etc. Officers should also determine an inmate's dedication to a certain ideology and pass the information on to his superiors. He should indicate his feeling on how desperate the inmate is for publicity. Officers should also look direct signs also look for direct signs of a possible inmate takeover, such as storing food, reduced visits, etc.

While the reasons for taking hostages may be as varied as the inmates in the prison, the preceding categories should serve as a guide for officers.

Summary

The process of hostage survival requires that officers and staff know what is going on. An officer should have a basic idea of the seven principles of hostage negotiations in order to understand his position as a hostage.

Correction personnel must plan for the possibility of being taken hostage by first providing for their families. Planning must be done now, since it is never known when a hostage might be taken.

Surviving as a hostage becomes much easier when family interests are taken care of. As a hostage, correction personnel should be making efforts to personalize themselves and increase the transference process with the perpetrator(s). Officers should always remember that, after their release, they will be called upon to give information concerning the incident and later may have to testify in court. Officers should remember that the best chance of surviving a hostage situation involves not having a hostage situation at all. Officers should employ techniques which reduce the chance of hostage situations and add to the safety and security of the institution.

Hostage survival is a very real issue in corrections today. We must be prepared, and we must understand the negotiations process in order to increase chances of coming out of a hostage situation mentally and physically unharmed.

Supplement to LESSON PLAN 11

TRAINER'S HANDOUT/HOSTAGE SITUATIONS

NOTES AND METHODOLOGY	CONTENTS
INTRODUCTION Write session topic on the white board.	Introduce yourself and session topic. The word HOSTAGE itself brings out feelings of uncertainty, anxiety, and fear in most individuals. Correctional staff members are no different. This situation is an unacceptable concept for many of us, but the real fact of life is that this concept is becoming more and more an acceptable means to an end for inmates who demonstrate a willingness to undertake this activity. We must remember that correctional institutions have become a gathering place for the worst and most violent people in society. The pressures and frustrations of the confined environment create a high degree of mental disturbance and violence. This session is meant to raise your aware to the reality of hostage taking and to show you how to survive hostage situations with dignity.
PERFORMANCE OBJECTIVES	At the end of this session, you will be able to: Explain a hostage situation. Examine the types of hostage situations that may happen in a correctional facility. Describe the various treatments correctional officers may go through as hostages. State the courses of action in the resolution of hostage situations. State the advantages of time passage in hostage situations. Describe how to survive a hostage situation with dignity by following the hostage survival tips. Explain the stages of the post traumatic stress disorder treatment. I want us to begin this session by looking at what a hostage situation is.
DEFINIG A HOSTAGE SITUATION?	A hostage situation is any condition where people are held illegally and against their will, denied their right to move, act, speak freely, or make decisions on their own.

	Let's now look at the different types of hostage situations we mat encounter in the corrections setting.
TYPES OF HOSTAGE SITUATIONS	There are seven types of hostage situations. These are:
The "Psycho" Incident	A single inmate working alone most often causes this type of incident. He/She may not even know what his/her plans or grievances are at the time of the act. They may be paranoid or psychopathic. Depending on the inmate's level of illness or instability, this may be the most potentially dangerous of hostage incidents.
The "Situational" Incident	This is the act of a usually normal person prompted by an impulse to solve a problem or get out of a situation by taking a hostage. It is usually not a planned action. The hostage is taken primarily to intimidate staff from acting, and to buy time for the inmate to figure out how to get out of his/her problem.
The "Grievance Airing" Incident	This type of incident involves the taking of hostages as legal tender to hold or trade for opportunities to air complaints and grievances with persons other than the housing unit staff and sometimes with persons other than the facility administrators. They do not want to talk to the Superintendent of the facility or the Director of the Department. Their demands are for the Governor, attorneys, media, etc. These incidents are well planned and are sometimes preceded by a planned riot or disturbance.
The "Escape Plan" Incident	This incident either involves the taking of hostage(s) to intimidate staff into unwillingly permitting or assisting inmates in an escape attempt. It may involve hostage taking as an escape attempt has gone bad for the inmates. The "escape plan" incident is therefore an act of desperation.
The "Riot Related" Incident	This involves the taking of hostages as a spontaneous addition to a riot or disturbance. Such actions make an already dangerous situation more volatile. In the "riot related" incident, hostages are taken more for purposes of abuse.

The "Terrorist" Incident	This incident is the least likely cause of a hostage-taking incident in correctional facilities. We need however to be aware of the "terrorist" given the type of prisoners held in our custody these days. This type of incident is perpetuated with the aim of assisting an inmate or group of inmates to escape or its purpose may rest simply as a means to get attention in great proportions. In this type of hostage incident the hostage takers are very committed even at the peril of their lives and that renders this type incident very dangerous.
The "Vengeance Seeking" Incident	This act is driven by an individual who is totally discontented and seeking revenge. Perpetuators of the act, plan the incident over a long time. The whole purpose is to gain revenge or assault on the hostage(s). No matter which incident you look at, the issue at stake in most hostage taking situations is that the inmate(s), who have taken you hostage, may be exercising his/her power to seek retaliation for the first r time and so you may be in a dangerous situation.
Ask question to generate discussions – **"What are some of the treatments that a hostage may be subjected to?"**	let's now consider the treatment hostages may be subjected to.
TREATMENT OF HOSTAGES	Overall, your treatment can range from mild verbal harassment to extreme physical violence, depending on the situation and the hostage taker's motive. Keep in mind that even though the staff member is a hostage, they are still considered a threat by the hostage taker. The hostage can expect all types of treatment such as being: Tied up or secured in some manner. Moved from place to place or cell to cell. Humiliated verbally, physically and mentally. Stripped of clothing, personal articles blindfolded and made to wear inmate's clothing.

	Used as a shield by inmates. Used to present demands or to negotiate. A number of actions is opened to the Institution to resolve hostage situations.
COURSES OF ACTION IN A HOSTAGE SITUATION	The alternative courses of action available to the commander in the event inmate(s) take hostage(s) are as follows: Containment and isolation to ensure the incident does not extend to unaffected areas of the facility. Open negotiations to secure the release of the hostage(s). Forced resolution of the hostage situation. This involves the use of force to end the hostage situation. Do nothing.
ADVANTAGES OF TIME PASSAGE IN HOSTAGE SITUATIONS	Passage of time is of great essence in hostage situations. During the hostage situation, the biggest advantage to you is the time factor. The longer the situation stretches out, and as long as no one is getting killed or harmed, you will stand a better chance for survival. One important aspect of the hostage situation is that your actions during the initial phase of the incident may be the reason why you are dead or alive at the end of the incident. Therefore, the first half-hour is usually the most dangerous. Within this time, emotions are running high, and there is diminished reasoning on the part of the hostage taker. The hostage, in some cases, will be viewed as a threat to the hostage-taker since the hostage is seen as a symbol of authority. The inmate(s) are in control, which makes it a very dangerous time for the hostage. After a while, the hostage-taker will become more aware of his/her emotions and position. This will come with the passage of time. The negotiation process will try to extend this time for your survival. Some of the other advantages of time passage are: The commander may decide to manipulate the environment (turn off water, source of food may be

Increases basic human needs	blocked, electricity, etc.), you and the hostage taker may start to feel uncomfortable. You may not be getting medication, food or drink at the appropriate time and you may not be able to go to the restroom as you would wish to. This process will make every one in the incident site irritable, uncomfortable, and tired.
Decreases emotion and increases rationality	As time goes on, the hostage-taker will start realizing that his/her expectations are not going to be met. He/she will most likely start to arbitrate for his/her release and the release of the hostage(s). The hostage-taker now assumes responsibility for keeping him/herself alive as well as the care and condition of the hostage(s). This, for some inmates depending on their personality, is going to be an uncomfortable situation that may add stress and make the hostage taker more emotionally tired.
Develops the Stockholm Syndrome	For the hostage, hours will feel like days. The boredom is broken up by moments of terror, which will eventually cause fatigue to the hostage. Because of the close confinement of the taker and the hostage, positive feelings may start to develop between the hostages and hostage takers. If the hostage-taker does not abuse the hostage, the hostage finds himself or herself having compassion for the taker. The positive feeling by a hostage toward the captor is often also felt by the captor toward the hostage. This relationship is important to your survival. It is commonly called the "Stockholm Syndrome" and comes from a hostage situation that occurred at a bank in Stockholm, Sweden in the early 1970s. Following the resolution of the situation (in which no one was injured), the hostages showed great sympathy to the two hostage takers and demonstrated animosity toward the police. The hostages refused to testify at the trial, spoke in public on behalf of the takers, and attempted to raise money for their defense. Several months after the incident, one of the hostages became engaged to one of the hostage takers. You should attempt to let the hostage taker have positive feelings toward you the hostage. It will increase your chance for survival and help the negotiators to gain your release.

Increases chances of hostage's escape	When time has extended itself to where the hostage-takers feel comfortable with the hostage(s), and the hostage(s) feel comfortable with the hostage-takers, hostage(s) tend to want to find ways out of the situation. Before you attempt to escape, think of the ramifications to the other hostages, if there are any. If you are alone, and you are absolutely sure you can make it, even then think twice. You also possess valuable intelligence information on the hostage-taker(s), weapons, etc.
Allows relationships to develop between hostage-taker and negotiator	Time will increase the probability of a successful negotiation. Time will allow the negotiator to assist in helping the hostage-taker explore alternatives to the situation and find solutions for the predicament.
Permits reduction of hostage taker's expectations	The hostage-taker will eventually settle down with the passage of time. Even without prompting from the negotiator, the hostage-taker has the opportunity to rationally appraise the situation and realize the limits of his/her position. Initially, hostage-taker starts off with excessive demands, and through time he/she reduces those demands for his/her own survival.
HOSTAGE SURVIVAL TIPS	**<u>Keep cool</u> - attempt to remain as calm as possible despite the high level of tension you may be experiencing. Stand on your dignity. Don't get drawn into heated verbal encounters. Don't threaten anyone. Above all, don't lose your temper because you can't win, and you could trigger widespread violence.** <u>Mentally escape</u> - picture yourself with your family on the beach, or some other enjoyable place. <u>Follow orders as quickly as possible</u> - you are in a very dangerous situation. Don't argue or be authoritative. Don't try to be a hero. Stop and think before you act or speak. Do not make any sudden movements. <u>Do not make any deals or attempt to negotiate for your freedom</u> - you are <u>not</u> in a position to make deals, promises or concessions; so do <u>not</u> negotiate. Other people will be working to get you out of danger. <u>Be patient</u> - even though the negotiation may take long

	and you have a feeling the negotiators are not doing anything, they would be working hard to get you rescued, unharmed, at the opportune time. Remember the advantages of time. Assess the situation - before you attempt to escape, think of the ramifications to the other hostages, if there are any. If you are alone, and you are absolutely sure you can make it, even then think twice. If you are caught trying to escape, you will most likely be abused. **Make no statements - should you get an opportunity to talk to a negotiator on the telephone, he or she may switch to a "yes or no" mode of questioning to gather intelligence. Try to answer them, but be careful the hostage taker doesn't catch on. If you are asked to make a public statement, do not say anything beyond confirming that you are surviving.** Be aware of everything you see or hear - try to remember the number of captors, their descriptions, conversations, the weapons they have, etc.; and also, the number and identities of other hostages. You may be released, and your information could be valuable to the resolution of the situation. Do not use notes on paper because it could cost you your life. Keep hostages together if possible - keep all people together both physically and mentally. Try to resist fragmenting the group and do not conspire, there could be ramifications for it. Appear human - be yourself. Be friendly without being phony. Talk occasionally and above all listen. Do not feel that you have to defend the Department of Corrections. Do not stare at the taker but look them in the eyes when responding and occasionally glance at what they are doing when there is silence among you. Share selective information about you as a person. The more the hostage-taker knows about you, the more difficult it becomes to harm you. Remember the Stockholm syndrome. Monitor your health - eat, drink, rest and exercise if possible. Tell the takers of any health or medical conditions that you have. Let them know about your medications. It is in the best interest of the hostage-takers that they keep you healthy and safe.

	Resist rape - stand on your dignity. Look the hostage-taker in the eye and tell him you have always treated him/her fairly and professionally and would like to be treated with the same degree of respect. Don't give up hope - the hostage should never doubt that rescue will finally come, either through negotiations or assault. Assault - like we mentioned earlier, it is critical that if an assault begins, you should lie on the floor and place your hands on your head. Make no quick movements and stay in place until you are rescued. Do not resist the rescue team taking you into custody. Do not stand up or try to identify yourself at this time. Critical Incident Stress Debriefing - even though you have been released or rescued, the ordeal is not over. You may experience a number of symptoms including those of Post-Traumatic Stress Disorder. This is normal and nothing to be ashamed of. Follow the recommendations made to you at the conclusion of your Critical Incident Stress Management debriefing.
SUMMARY	Now that I have taken you through the session on hostage survival, you should be able to: Explain a hostage situation. Examine the types of hostage situations that may happen in a correctional facility. Describe the various treatments correctional officers may go through as hostages. State the courses of action in the resolution of hostage situations. State the advantages of time passage in hostage situations. Describe how to survive a hostage situation with dignity by following the hostage survival tips. Explain the stages of the post traumatic stress disorder treatment.

LESSON PLAN 12 - Fire Safety

INSTRUCTOR'S NOTES:

This lesson plan should be completed by the prison administration. It should be presented by the staff in charge of emergency planning and response or fire brigade personnel. New staff should be told what to expect and what their first response should be. They should also be told who to report to and what actions they may take until proper authorities arrive on the scene. They should be instructed in the use of any fire equipment available within the prison or that can be used to control the smoke and heat. All staff should know how to evacuate inmates in case their cells are threatened by fire. Because inmates might light the fire in order to help them in an escape attempt, officers should be trained in proper security precautions, but always human life should take

Method of Instruction:

Lecture, Discussion, Demonstration

Time Frame:
Minimum of 1 Hour

Performance Objectives:

To make the student aware of the general causes of fire and thus how to prevent them and extinguish them. To make sure the student knows the procedure to follow to remove prisoners, staff, visitors and others from dangerous situations during a fire.

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

Be able to identify what elements are necessary to a fire to exist
Know the different classes of fires and what is used to extinguish them
Know how to give an alarm in case of fire
Know specifically what to do to evacuate prisoners and others during a fire

Training Aides Required:

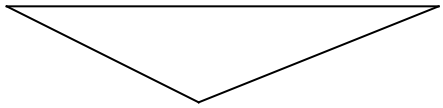
Fire extinguishers, Blackboard or flip chart

INTRODUCTION:

Few incidents in a prison carry as much concern and fear as fire. The prison is built to make escape difficult. Even the staff do not always have easy access to necessary keys and windows often are locked and barred. It is most often, when a fire occurs, the prison officer who is first on the scene and is responsible to give an alarm, try to contain the fire and insure prisoners, staff and visitors can get to safety. The purpose of this lesson is not to make you an expert firefighter. Some of our staff has special training and later you might also become one of our certified fire specialists. For now, you must learn how to prevent fires, how to contain them and what to do to help people get to safety.

THE FIRE TRIANGLE

Heat Oxygen



Fire, to exist, needs three things:
Heat, Fuel and Oxygen. Take away any of the three and the fire dies or does not start in the first place.

TYPES OF FIRES
Fires and fire extinguishers are generally classified by the fuel involved:
Solids, such as paper, wood, rags, dry combustibles
Liquid, including gas, paint, oil, combustible liquids
Electrical
Combustible Metals

PREVENTION
Prevention is the best way to prevent a fire. The most common problems you will face, in terms of fire prevention will be with the first three types listed above. Often our prisons and equipment and furniture is old and could be in bad repair. On your normal inspections you be on the look out for potential fire hazards caused by poor housekeeping of prisoner or staff and for poorly maintained or stored items.

Paper, wood, rags when stored or thrown away should be in covered containers – that will eliminate the source of oxygen and prevent fires from starting. The same is true of combustible liquids. Covered, air tight containers eliminates the oxygen. Also, if paper, rags, liquids are not allowed to stay where spilled or thrown by careless individuals, then the source of fuel will not exist. Watching where matches, cigarettes and other hot items are disposed of can reduce the source of the heat needed to start a fire. Exposed electrical wires need to be unplugged, taped or fixed.

DISCUSSION GUIDE:
Ask the class to list the major dangers of a fire and to identify the main killer. List their answers on the blackboard or flip chart

CONCLUSION
Most fires could have been prevented with better housekeeping or maintenance.
Fires need heat, oxygen and fuel to exist and even small fires can get out of hand quickly.
Your first job is to insure the people in the area are safe or are moved to safety.
If you remember and react appropriately to these three principles, the chance of a fire starting, spreading or injuring anyone will be greatly reduced.

QUIZ

1. What are the general types of fires and the classification of fire extinguishers used on each?
2. What three things are needed for a fire to exist?
3. What is the most dangerous thing associated with a fire?
4. What is your prime responsibility in case of a fire?

Answers to Quiz

1. A Solids (paper, wood, rags, dry combustibles)
   B Liquid (paint, gas, grease, oil)
   C Electrical
   D Combustible metals
2. Oxygen, Heat, Fuel
3. Smoke
4. To get prisoners and others to safety in a secure manner or condition

Supplement to LESSON PLAN 12

Student Handout

SESSION TITLE: FIRE SAFETY

INTRODUCTION

In this session, we will be discussing several topics concerning fire safety. While most of the information you will receive pertains to the reduction and prevention of fires in a correctional setting, it can also be applied to aid in preventing the tragedy of fire in your own home.

PERFORMANCE OBJECTIVES

At the end of this session, the trainee will be able to:

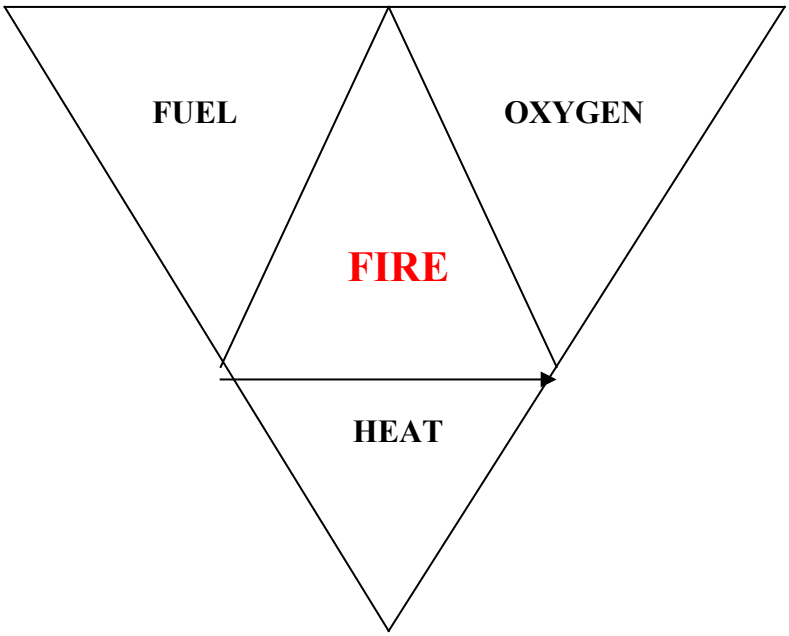
- Explain what fire is.
- Identify the three elements necessary for fire to occur/Explain what is meant by the fire triangle.
- List the three phases of fire.
- Differentiate between the four classes of fire.
- Identify the three types of fire extinguishers.
- List the six goals of a fire safety programme.
- Demonstrate how to use a Class 'A' fire extinguisher.

DEFINITION OF FIRE

Fire is defined as a rapidly occurring chemical reaction in which fuel and oxygen are combined by a source of heat to produce flame and heat.

This means that three elements, **fuel**, **oxygen** and **heat**, are necessary for the chemical reaction resulting in fire to occur.

THE FIRE TRIANGLE/ELEMENTS OF FIRE



The Fire Triangle shows that we need fuel, oxygen and heat for fire to occur.

Oxygen

The atmosphere in the area burning must have an oxygen percentage of 16% to 21-½ % to support combustion. The average percentage of oxygen in the air you breathe is around 21%. While oxygen is not flammable, higher concentrations it will allow the chemical reaction of fire to grow, spread, and consume combustible materials at a rapid rate.

Fuel

Fuel is what is burning. Examples are clothes, mattresses, blankets, wood, paper, plastic, gases, etc.

Heat

Heat is what will start the fuel burning. This element may be from a mechanical device or electrical source.

THE PHASES OF FIRE

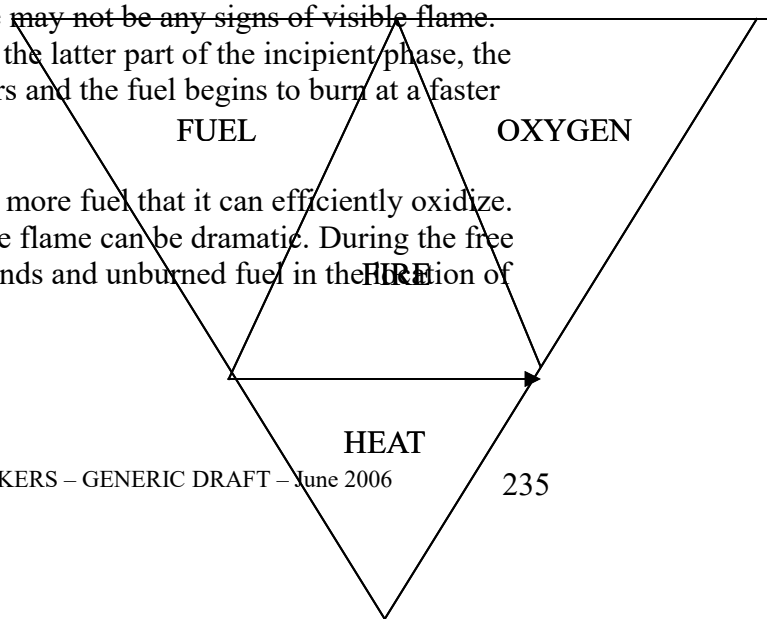
Incipient Phase

In this first phase of fire the three elements, **oxygen**, **fuel**, and **heat** are in proper quantities and the act of combustion has begun. At the onset there may not be any signs of visible flame. However, heat and smoke in the area is evident. During the latter part of the incipient phase, the fuel will reach its ignition temperature. "Flaming" occurs and the fuel begins to burn at a faster rate.

Free Burning Phase

In this phase the fire progresses rapidly, burning more fuel that it can efficiently oxidize. Oxygen is being consumed in vast quantities, and visible flame can be dramatic. During the free burning phase, the fire will double in size every 30 seconds and unburned fuel in the location of the fire will be in flames.

Hot Smoldering Phase



Many free burning fires will reach this phase, not because the fuel in the area has been depleted, but because the fire would have depleted the oxygen in the environment. As I stated earlier, fire occurs when the oxygen levels are between 16% and 21-½%. When the percentage of oxygen is 15% or less, the fire will enter the hot smoldering phase. Heat and fuel are still present. The only thing missing to support a free burning fire is the right amount of oxygen.

Some of the signs of a hot smoldering fire are:

- Yellowish gray smoke
- Windows and doors rattling
- Smoke coming out around windows and doors, and being sucked back in.

If allowed to remain in this phase, the fire will eventually smother itself and go off. However, should the fire locate air with an oxygen level above 15%, it will draw the air towards itself and the fire will return to the free burning phase. This is what is known as **Back-draft**.

CLASSES OF FIRE

Class 'A' Fires

Class 'A' fires are commonly referred to as ordinary combustibles. They include, but are not limited to, wood, paper, rubber and most plastics. During Class 'A' fires, coals and embers are created. After the fire has burned itself out, there will be some type of residue (ash) remaining.

Class 'B' Fires

Class 'B' fires are referred to as flammable or combustible liquids. Examples of this class of fire are petroleum based products, grease, tar and propane. The ignition temperature for these liquids and their vapours is lower than the ignition temperature of most of the liquids, the risk of accidental ignition is great.

Class 'C' Fires

These are fires that originate in energized electrical equipment such as computers, televisions, fuse or circuit breaker panels, etc. A major concern with these types of fires is the possibility of electrocution. When handling this class of fire, you must use a nonconductive extinguishing agent.

Class 'D' Fires

This class of fire consists of combustible metals. Some examples of Class 'D' fires are magnesium and aluminum. Fire extinguishers available for use on Class A, B or C fires have no effect on Class 'D' fires. The Class 'D' fire creates its own oxygen source while it is burning, and attempting to extinguish it with water, carbon dioxide or dry chemical extinguishers may cause an explosion. Extinguishing a Class 'D' fire must be done with sand, dirt or a Class 'D' extinguisher only. Allowing the fire to burn it self out while protecting any exposed areas is the safest practice.

TYPES OF FIRE EXTINGUISHERS

The common types of fire extinguishers are the pressurized water, carbon dioxide and dry chemical extinguishers. We will discuss each one in depth so that you are aware of what each one is capable of doing.

Pressurized Water

Pressurized water extinguishers are effective on Class 'A' fires only. All Class 'A' pressurized water extinguishers will have the green triangle and burning trash symbols on their label.

The advantages of a Class 'A' extinguisher include the fact that:

- Water absorbs large amounts of heat.
- A large amount of extinguishing agent is available – 2-1/2 gallons.
- In special cases, additives can be inserted to allow the water to be more effective.

Some disadvantages are:

- A full extinguisher weighs about 25 pounds, causing fatigue to the user.
- It is effective on Class 'A' fires only. We all know what will happen if you put water on grease or electrical fires!

Carbon Dioxide

The carbon dioxide extinguisher is effective on Classes 'B' and 'C' fires only. The extinguisher label will include a red square and blue circle, as well as the symbols for liquid and electrical fires.

Some advantages of a Classes 'B' and 'C' extinguishers are:

- As the extinguishing agent is released from the cylinder, it goes from a liquid to a gas, and possesses a high expansion ration. This means that there is a large amount of extinguishing agent available to use for fire suppression.
- Carbon dioxide leaves no residue.
- Carbon dioxide is non-conductor of electricity.

The disadvantages of a Class 'B' and 'C' extinguishers are:

- Due to the expansion rate from liquid to gas, the user may get a 'static' shock.
- If used in confined spaces, it may be toxic due to oxygen displacement caused by the extinguishing agent.
- While it is effective on Class 'C' fires, the temperature of the gas emitted is so low that it may damage electrical appliances beyond reasonable repair.

Dry Chemical

The dry chemical extinguisher is effective on Class 'A', 'B' and 'C' fires. The extinguisher label will include the green triangle, red square, and blue circle. It will also include the picture designations for the three classes of fire.

The advantages of an ABC extinguisher are:

- Their ability to be effective on Class 'A', 'B' and 'C' fires make them cost effective in that only one extinguisher will be needed in one area instead of two or more.
- The extinguishing agent blankets the fire, displacing the oxygen in the area.
- It is effective in suppressing larger fires.

The disadvantages of an ABC extinguisher are:

- The powder suppressing agent may solidify in the extinguisher rendering them ineffective when they needed. It is important to invent them at least once a year to ensure they do not solidify.
- It is very difficult to clean up after use because large amounts of residue remain after application.
- The powder does not cool the burning material. The possibility for the fuel to be re-ignited is therefore great.
- The powder is corrosive and will form coatings on materials, damaging sensitive electronic equipment beyond repair.

EXTINGUISHER MARKS

Every extinguisher is labeled so that at a glance you can tell what type of fire the extinguisher is approved for.

The attached sheet shows the international markings for each type of extinguisher.

- Class A-Green triangle and/or picture of burning trash can and camp fire.
- Class B -Red square and/or picture of burning gas can.
- Class C -Blue circle and/or picture of burning electrical plug and outlet.
- Class D -Yellow star and/or picture of burning drill press.

Always remember to read the label on the extinguisher so that you use the right extinguisher for the type of fire you are trying to put out. Using the wrong type of extinguisher can cause personal injury or the fire may spread or possibly explode.

NOTE

Whenever you are deciding whether or not to use an extinguisher, make sure you consider the following:

- Security Officer has been notified.
- The fire is small.
- The fire is not between you and the way out.
- You know exactly what is burning, and what class fire it is.
- You know the appropriate type of extinguisher to apply and it is readily available.

If you not sure of any of the above, get out!

EXTINGUISHER OPERATION

A simple way to remember how to operate any type of fire extinguisher is to utilize the **"PASS"** procedure.

Pull the pin on the extinguisher handle. If the pin is not attached to the extinguisher, try to remember to put it in your pocket so that an inmate does not get hold of it and use it as a weapon.

Aim the extinguisher hose or nozzle at the base of the fire. Position yourself between the fire and a safe exit so that you are not trapped if the fire grows. Stay about 8-10 feet away from the fire. You can move closer as needed.

Squeeze the discharge handle on the extinguisher. This will release the extinguishing agent.

Sweep the extinguishing agent from side to side on the fire. Continue sweeping the extinguishing agent from side to side until all signs of visible flames disappear. Once all signs of flames are gone, step back and watch for re-ignition. Put the pin back in the handle of the extinguisher; lay it on its side in a secure location to indicate it has been used.

GOALS OF FIRE SAFETY PROGRAMMES IN CORRECTIONAL INSTITUTIONS

Fire inside a correctional facility poses serious danger and consequences to those who work and reside in that facility. Unlike a business or residence, we are limited to safe areas due to the construction and limited number of outlets in the facility. To counteract these limitations, we need to utilize a viable fire safety programme that will serve our needs, and reduce or eliminate the occurrence of fires. The six goals of fire safety programmes in correctional facilities are as follows:

Security - security is the primary concern of corrections staff. Fire safety must be provided while security is maintained. In a fire emergency, the decision must be made as to whether inmates are to be evacuated, or defended from the fire without evacuation. If the decision is made to evacuate the inmates, they must be moved to a safe and secure location to ensure they do not escape.

Ignition Control - ignition control is the concept of eliminating or controlling heat sources so fire cannot occur either accidentally or intentionally. Most prison fires are intentional. If inmates decide to set a fire, they will find a way to do so. It is difficult to prevent an intentional ignition. For this reason, ignition control is the least reliable element of a fire safety programmes.

Fuel Control - combustibles are found all around people who work or reside in a correctional facility. These combustibles include clothing, bedding, furnishings, building materials and interior finishes. The purpose of fuel control is to keep combustible materials to the minimum, to separate combustibles from one another and from ignition sources, and to provide materials that will burn slowly. A slow burning fire gives people time to react. Since inmates will set fire any time they want to, then fuel control is the most important goal in fire safety programmes.

Occupant Protection – provision of protection for the inmates, staff, and visitors is another important goal in a fire safety programme. Protective measures include isolation and means of exit from the facility. Isolation limits the number of people and areas exposed to a fire. The exits do not only provide paths for the removal of inmates to a secure location, they also provide routes by which fire fighters can have access to the fire emergency area.

Early Detection and Suppression - This element deals with fire protection gadgets in the facility. Once a fire has started, three things must promptly occur:

- The fire must be detected.
- The alarm must sound.
- Fire suppression must begin.

Training and Planning - the final element that is essential to maintaining a high level of security during a fire in a correctional institution is training and planning. In order to extinguish a fire in its early stage of growth and development, personnel must be trained to handle the incident. Training and planning can help make a fire safety programme effective. When fire defenses are weak, training and planning can help reduce the impact of potentially disastrous fires.

SUMMARY

Now that I have taken you through fire safety in correctional institutions, you should be able to:

- Explain what fire is.
- Identify the three elements necessary for fire to occur/Explain what is meant by the fire triangle.
- List the three phases of fire.
- Differentiate between the four classes of fire.
- Identify the three types of fire extinguishers.
- List the six goals of a fire safety programme.
- Demonstrate how to use a Class 'A' fire extinguisher.

LESSON PLAN 13 - Supervision of Inmates

Method of Instruction: Lecture, Discussion, Small group Exercise

Time Frame: 1.5 Hours

Performance Objectives: Refresh staff about the principles of inmate supervision and the importance of effective supervision techniques. Remind staff of their responsibilities relating to inmate supervision and to provide update information about special supervision cases, i.e. Gangs.

SESSION OBJECTIVES:
1. List characteristics of an inmate supervisor.
2. As a part of small group, discuss and apply the supervisory principles to supervisory situations.
3. Demonstrate a general knowledge of the various prison gangs that may be encountered at the institution.

References: Vernell Allen, Program Development Specialist, and A. Robert Douthitt, Administrator, Craig Trout, Correctional Services, Central Office of U.S. Federal Bureau of Prisons

INTRODUCTION

As inmate supervisor, you can be effective in your face-to-face contact with inmates on a daily basics if you take the time to listen more effectively.

It should be important for you as a supervisor that your workers be understood, it may be more important to avoid being misunderstood.

To be an effective supervisor you must approach every situation with a mental statement of what you hope to get out of that situation and what you will go with what information you get.

DISCUSSION GUIDE:

Ask the class, " What are you duties and responsibilities as an inmate supervisor?".

EXAMPLE:
1. Evaluate inmate work.
2. Calculate their pay
3. Keep track of inmates in your work areas.

(Ask: "What area some of the principles of supervising inmates?")

EXAMPLE:
- Firm, but fair.
- Tell them specifically what to do.
- Don't lie to inmates.
- Don't promise anything you Can't deliver.

During this session we will focus on:

1. General principles of inmates supervision.
2. How to apply them to situations
3. How to supervise special supervision cases, i.e. gangs.

11. GENERAL PRINCIPLES OF INMATE SUPERVISION.

In supervising inmates (or people in general), there are three things you have to be concerned with:

- " The situation
- " The individual inmate being supervised
- " You

A. Situation

When supervising inmates, you need to remember the situation you are in and the situation in which the work is being done.

Under what condition is the work being done. How soon is it to be done. Are there are obstacles to getting the work done. What are the standards expected.

This is important because you need to know what the inmate has to do.

B. The Individual Inmate

As a supervisor you should take into consideration the inmates:

1. Ability to do the job
2. Ability to learn the job
3. Willingness to do the job

Getting to know your inmate increases your effectiveness as a supervisor and leader. Since everyone is different, the task of placing your inmate on jobs suited to their abilities and skills become easier when you take the time to know them.

There are general questions you can ask your self to test your knowledge of their skills, talents, abilities, and capabilities.

1. How skilled is the person?
2. What are their talents?
3. Do they need training?
4. What are his/her strong points?
5. Is he/she mindful of security needs?

C. You

When you think about what it is that motivates you to do your work, or what has motivated you to become a supervisor. There should be three major forces in forming your motivation:

1. Perceptions
2. Attitude
3. Behavior

As a supervisor your behavior can control many of your inmate's response to work, job relationships and accomplishments, there are a number of basic things your staff need from you:

1. Meet their needs
2. Feeling important
3. Cooperation

DISCUSSION GUIDE:

Ask participant what are their needs? Get feedback from class.

III. APPLYING THE PRINCIPLES.

What I would like to do now is have you apply some of the principles we just talked about.

IV. SPECIAL SUPERVISION CASES.

At our institution we have a number of special supervision groups. Many of these are inmate gangs. I would like to take the remainder of the time to talk about gangs and gang issues.

INSTRUCTOR'S NOTES:

This lesson will require some research on your part, you should gather data, and prepare written notes in regards to this presentation.

A. Gang Identification.

DISCUSSION GUIDE:

Cover gang identification at your institution, cover at least the following:

Tattoos
Graffiti
Hand signs
Colors
Gestures/clothing
Turf intelligence
Group photographs

B. Types of Gangs.

We have these types of gangs

DISCUSSION GUIDE:

(Cover the types of gangs at your institution. Following are some examples:)

" Organized crime
" White supremacy
" Major drug
" Bandits
" Domestic terrorists

C. Gang Threat Characteristics

Each gang poses a unique threat to our institution.

DISCUSSION GUIDE:

Cover the types of threats each gang poses for the institution.

D. Special Supervision Techniques

It is important that the prison staff possess a good knowledge of prison gangs and inmates having influence over the activities of them. This can be identified through:

" Inmates phone calls
" Mail
" Money
" Visiting list
" Who the inmate walks with and/or talks with
" Turf behavior
" Information
" Group photographs

E. Strategic Plan

We have a strategic plan for dealing with the gangs at our institution.
The strategic plan consists of:

" Training familiarization (recognizing gang)
" Monitoring plan (monitoring of gang activities)
" Target threat activity
" Identify validate members

Now you have a better understanding of gangs and your responsibilities and how to identify gangs. Are there any questions?

I am sure you are interested in the do's and don'ts of working with gangs.

F. Do's and Don'ts

" Don't view as an organized power
" Don't recognize gang authority
" Do talk to members and leaders
" Do ask questions
" Don't give out items with gang symbolism (examples tattoos, graffiti)
" Do provide for drop-outs (example if they want to terminate gang activities help them.)

CONCLUSION

It is very important that you learn how to identify inmates belonging to various prison gangs as well as other inmate threat groups.

SUPERVISION EXERCISE

INDIVIDUAL EXERCISE: READ EACH OF THE SUPERVISORY SITUATIONS BELOW. IN THE SPACE PROVIDED, JOT DOWN A FEW KEY WORDS ABOUT WHAT YOU WOULD DO. THIS WILL NOT BE HANDED IN.

DISCUSSION GUIDE:

GROUP EXERCISE: IN YOUR SMALL GROUP, DISCUSS THE SITUATION, CHOOSE A GROUP MEMBER TO RECORD AND REPORT OUT YOUR GROUP'S CONSENSUS ABOUT WHAT YOUR GROUP WOULD DO. JOT DOWN KEY WORDS OR PHRASES.

1. You have a new inmate on your crew who just doesn't seem to be fitting in. He/she is quite, aloof, and doesn't mix with the other inmates well. He/she is doing the work but you think problems may arise.

I would:

My group would:

2. An inmate on your crew has been an excellent worker; always on time, always polite, always gets the work done. Lately, the quality of the work has fallen off. He is late about three times a week. He is becoming quite and have even had arguments with other crew members.

I would:

My group would:

3. You have an inmate on your crew who never has gotten along with the other members. The work is always done, on time and with good results; but the arguments and bickering have become worse. You feel you must do something - and now.

I would:

My group would:

4. You have an inmate whose work has never been too good. They have, generally, been an OK worker. They have started coming in late to work. You have mentioned this to him/her before, but things change for a couple of days, then the old pattern is back.

I would:

My group would:

5. You have an inmate who has been placed on your crew who just got out of segregation. They have a history of "getting in staff's face" and generally being disruptive on any work detail.

I would:

My group would:

Supplement to LESSON PLAN 13

Handout

TRAINER'S HANDOUT/INMATES OBSERVATION

NOTES AND METHODOLOGY	CONTENTS
INTRODUCTION Write the session topic on the white board. Ask question to generate discussion – **"What did we say about observation during the session on the Fundamentals of Security?**	Introduce yourself and the session topic. Good inmates' observation is paramount in maintaining a secure and safe correctional facility which assures the enforced custody of the inmates. Good observation skills are learned and require a clear state of mind. The lesson on inmates' observation is meant to help corrections staff sharpen their observational skills.
PERFORMANCE OBJECTIVES Write the session topic on the white board.	The objective of this session is to ensure that at the end of it all, you will be able to: • Explain what is meant by inmates' observation. • State the reasons for inmates' observation. • State the forms of inmate observation. • State the things to look for when supervising inmates. • Detect the implications for any marked change in the behaviour, appearance and environment of inmates. • State the role of the correctional officer in the process of observing inmate(s). • Describe how corrections officer should conduct him/her self in the presence of inmates.
WHAT IS INMATES' OBSERVATION?	Inmate's observation is the ability of the corrections staff to supervise inmates 24 hours a day, 7 days a week, and 365 days in a year. The shift system facilitates the observation of inmates around the clock.

Ask question – **"Why is it important to observe inmates?"**	
REASONS FOR INMATES' OBSERVATION	We observe inmates for the following reasons: • Ensure security and good order. • Ensure early detection of infractions of corrections discipline. • Ensure inmates' accountability. • Observed changes in inmates' behaviour and environment can be closely monitored.
FORMS OF OBSERVATION	<u>General line movement</u> – this is a supervised movement of a group of inmates to specific locations under escort. For example moving inmates from housing unit to dinning hall, church, recreation, infirmary, etc. and back. In this form of observation, corrections officers are advised to: • Stand to behind the group to the left or to the right. • Be in a position to observe. • Watch hands for contraband exchange. <u>Point-to-point observation</u> – may not involve direct supervision by an escort. In this form of observation the inmates are indirectly observed from specific duty posts.
Ask question – **"What should the corrections officer look for when observing inmates?"**	
WHAT TO OBSERVE	When observing inmates, the corrections officer must look out for: • What has changed in the inmate(s) behaviour? • What has changed in the physical appearance of the inmate(s)? • What has changed in the inmate(s) environment? • Physical descriptions – height, build, posture, complexion, scars, tattoos, birthmarks, disabilities, etc.

Ask question – "**What are the implications of change in inmates and/or their environment?"**	
IMPLICATIONS OF CHANGE	Do not ignore observed changes in inmates and their environment. Change in behaviour, appearance and in the environment can mean: • Suicide • Escape • Attack • Impending disturbance
ROLE OF CORRECTIONS OFFICERS IN THE PROCESS OF OBSERVATION	The correctional officer is obliged to: • Report observed changes to his/her supervisor. • Pass on observed change to relieving officer at change of shifts. • Account for inmate(s) under his/her supervision at all times.
PROFESSIONAL CONDUCT IN THE PRESENCE OF INMATES	One of the surest ways of ensuring a secure facility is for both officers and inmates to go by the rules and regulations of the institution. Officers are encouraged to exhibit professional conduct in their dealings with inmates. As a corrections officer: • Don't over-familiarize yourself with inmates. • Avoid unprofessional physical contact with inmates and or their families. • Avoid any sexual contact with inmates. Sex with an inmate is never consensual. • Don't play with inmates. • Don't discriminate. • Don't be a courier/messenger for inmates and or their families. • Don't borrow, lend, receive or exchange gifts with inmates. • Don't discuss personal issues with inmates. • Don't discuss other officers with inmates.
SUMMARY	Now that I have taken you through the session on inmates' observation, you should be able to:

	• Explain what is meant by inmates' observation. • State the reasons for inmates' observation. • State the forms of inmate observation. • State the things to look for when supervising inmates. • Detect the implications for any marked change in the behaviour, appearance and environment of inmates. • State the role of the correctional officer in the process of observing inmate(s). • Describe how corrections officer should conduct him/her self in the presence of inmates.

Another Sample LESSON PLAN 13

BROAD TOPIC: **INMATES OBSERVATION/SUPERVISION**

INTRODUCTION: being observant is paramount in maintaining a secure and safe correctional facility. Good observation skills are learned and require a clear state of mind. The lesson on inmates' observation is meant to help correctional staff sharpen their observational skills.

TOPIC	OBJECTIVES	CONTENTS	EVALUATION
Inmates Observation/Supervision	At the end of the session, the trainee will be able to: Explain what is meant by inmates' observation.	Inmate's observation is the ability of the correctional staff to supervise inmates 24 hours a day, 7 days a week, and 365 days in a year.	What is meant by inmates' observation?
	State the reasons for inmates' observation.	Reasons for Inmates' Observation • Ensure security and good order. • Ensure early detection of infractions of correctional discipline. • Ensure inmates' accountability.	Why are inmates observed?
	State the forms of inmate observation.	• Observed changes in inmates' behaviour and environment can be closely monitored.	List and explain the forms of searches.
	State the things to look for when supervising inmates.	Forms of Observation • General line movement observation	What will you look out for when observing

		• Point-to-point observation • Inmate pass system <u>What to Observe</u> The correctional officer observing inmates must look for: • What has changed in the inmate(s) behaviour? • What has changed in the physical appearance of the inmate(s)? • What has changed in the inmate(s) environment? • Physical descriptions – height, build, posture, complexion, scars, tattoos, birthmarks, disabilities, etc. <u>Implications of Change</u> Change in behaviour, appearance and in the environment can mean…. • Suicide • Escape • Attack • Impending disturbance <u>Role of Corrections officer in the Observation Process</u> The correctional officer is obliged to: • Report observed changes to his/her supervisor. • Pass on observed change to relieving officer at change of shifts. • Account for inmate(s) under his/her supervision at all times. <u>Professional Conduct in the presence of Inmates</u>	inmates? What are the implications for any marked change in the behaviour, appearance and environment of inmates? What is the role of the corrections officer in the process of observing inmates? State the tenets of professional conduct in the presence of inmates.
	Detect the implications for any marked change in the behaviour, appearance and environment of inmates. State the role of the correctional officer in the process of observing inmate(s). Describe how corrections officer should conduct him/her self in the presence of inmates.		

		As a correctional officer: • Don't over-familiarize yourself with inmates. • Avoid unprofessional physical contact with inmates and or their families. • Avoid any sexual contact with inmates. Sex with an inmate is never consensual. • Don't horseplay with inmates. • Don't play favourites. • Don't be a courier for inmates and or their families. • Don't borrow, lend, receive or exchange gifts with inmates. • Don't discuss personal issues with inmates. • Don't discuss other officers with inmates.	

Human Rights Instruments Related to LESSON PLAN 13

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

Principle 1
All persons under any form of detention or imprisonment shall be treated in a humane manner and with respect for the inherent dignity of the human person.

Code of Conduct for Law Enforcement Officials
Adopted by General Assembly resolution 34/169 of 17 December 1979

Article 1
Law enforcement officials shall at all times fulfil the duty imposed upon them by law, by serving the community and by protecting all persons against illegal acts, consistent with the high degree of responsibility required by their profession.

LESSON PLAN 14 – Introduction to Searching Techniques

Method of Instruction: Lecture, Demonstration, Practice, Question and Answer

Time Frame: 4 Hours

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

1. Be able to conduct a complete and thorough search of:
   a. Prisoners in normal and routine situations
   b. Strip searches of prisoners suspected of having contraband
   c. Facilities, including housing and work areas
2. Be able to explain "probable cause" as it relates to strip searches

References: New York Department of Correctional Services, American Correctional Association

Training Aides Required: Blackboard or Flip Chart

INTRODUCTION

Control of an institution necessitates the elimination of the production, storage, transportation and use of contraband. This can only be accomplished by thorough searches by trained, professional staff of the entire institution and its inmates, visitors and personnel who part time employees or vendors.

INSTRUCTOR'S NOTES:

As major points are made, such as the definition of what is considered contraband, they should be listed on the blackboard or flip chart. At the end of sections dealing with searches, after asking for questions, have the class pair off and practice. During the lesson point out that serious searches (body and cell) should be conducted by two officers and any contraband found should be documented and signed by both officers. Extreme sensitivity must be given to prevent undue embarrassment and to comply with any prohibitions about staff of one gender searching or touching inmates of another gender.

I. What is contraband?
   A. Items not issued through approved channels
   B. Items not approved by the appropriate staff
   C. Items not approved for purchase in the institution commissary or store
   D. Items not approved for mail delivery to the inmate
   E. Items not approved for a visitor to bring into the institution
   F. Items otherwise approved but altered from their original approved condition
   G. Unauthorized items passed from one inmate to another
   H. Any weapon, gun, firearm, unauthorized tool drug, intoxicant, explosive, corrosive, flammable, or other item not issued by or under the direct supervision of a staff member using prescribed procedures
   I. Any other article specifically prohibited by statute, policy, or regulation
   J. Items reasonably believed to be usable to assist in or effect an escape
   K. Cash, currency, or items of value not permitted within the institution

L. Personal items or valuables whose ownership cannot be determined

M. Excessive amounts of any authorized item

II. Pat Search Procedures

A pat search may be conducted in any location of the institution and involves a manual search by staff of a fully clothed inmate. This search can be conducted on either a routine or random basis.

A. Inform the inmate that he or she is about to be searched

B. Instruct the inmate to remove all items in his pockets and place them in his hat (If he is not wearing a hat, he must place these articles in an area away from where the search will be conducted.) Have pockets turned inside out.

1. Be careful to ensure that the inmate does not throw away any item that may contain contraband

2. No item should be returned to the inmate until it has been thoroughly searched and the search of the inmate is complete

C. Have the inmate remove any coats, hats or other outer clothing items

D. Inspect the inmates hair for possible contraband

E. To begin the actual search, have the inmate face away from the searching officer and spread the arms horizontally to the side and the legs approximately shoulder width. This stance reduces the inmate's ability to assault the officer conducting the search. In cases necessitating improved controls, the inmate may be required to place hands against a wall or other surface and move feet back from the surface to further improve staff safety

F. From the back, with the inmate's arms and feet spread the officer should begin the search by running the prisoner's shirt collar between his fingers carefully, feeling for small hidden wires, hacksaw blades, etc.

G. Then the officer should move his hands downward, running them over the shoulders, down the outside of the inmate's arms to the shirt cuffs. Then the officer should move his hands up the insides of the arms to the armpits.

1. During this part of the search, items such as small knives and razor blades have been found taped to inmate's arms

H. After checking the armpits, the officer should run his hands down the shirt front, checking the pocket and stopping at the prisoner's beltline

I. The officer should then check the waistline by running his thumbs around the inside of the waistband, feeling for any small articles hidden there or hidden behind the belt

J. From the waistline, the officer should run his hands down the inmate's buttocks

1. All the time he should be feeling for places which might contain illegal articles

K. Then the officer should move both hands to one leg and run them carefully down the leg, checking all around it for concealed articles. At the end of the leg, the officer should make a point of checking the trouser cuffs for concealed articles. Repeat the process on the other leg

L. Then the officer should sun his hands over the inmate's lower abdomen and crotch carefully, looking for concealed articles that may be taped to these areas

M. As the last step, inspect shoes, soles, linings, insoles, and heels

N. Follow the same procedures for female inmates, with particular attention to items that may be concealed in the brassiere

III. Strip or Visual Search

A strip or visual search requires the inmate to remove all clothing and submit to a visual inspection of the body, including the outer portions of all orifices and cavities. This search requires a higher level of presumption ("Probable Cause") of guilt and must be approved by a ranking officer.

PROBABLE CAUSE EXAMPLES:

1. A correction officer walks by a cell and sees an inmate, who quickly sits down. Does the officer have probably cause for a strip search? No.
2. An officer observes an inmate whose speech is slurred as if he were holding something in his mouth or who holds his arm pressed to his side or walks with an unusual manner suggesting he is hiding something in a body cavity. Does the officer have probably cause? Yes.
3. A correction officer is told by a reliable informant that an inmate has contraband secreted on his person. When the correction officer walks by that inmates cell, he sees the inmate, who quickly sits down. Does the officer have probably cause? Yes.

Because of the inmate's increased sensitivity to these more personal types of body searches, the utmost in professionalism should be displayed during this and successively more intrusive searches. Categories of inmates usually strip searched to ensure adequate security are:

1. Newly committed inmates following sentencing
2. All inmate transfers from other facilities
3. All inmates after visits involving contact, including contact visits with attorneys
4. All inmates returning from court or other appearances outside the institution
5. Inmates suspected of attempting to introduce contraband
6. Inmates admitted to or discharged from detention or segregation units
7. Inmates who participated in a disturbance or escape attempt
8. Inmates returning from outside work assignments
9. Any inmate believed to be transporting contraband

Strip searches should be conducted by an employee of the same sex as the inmate ad in a suitably private area.

A. General Guidelines for conducting a strip or visual search

1. Inform the inmate he or she is to be searched
2. Instruct the inmate to remove all clothing, including hat, scarf, headband, false teeth, and wig
3. Conduct a thorough search of the clothing, including shoes, for contraband
4. Examine all bandages and casts
5. Instruct the inmate, once unclothed, to face the officer and spread arms and legs for visual search
6. Have the inmate run his or her hands through hair vigorously to dislodge anything hidden in the hair or scalp. Alternatively, the staff member may do this using disposable plastic gloves if necessary
7. Have the inmate open his or her mouth and remove any dentures, or bridgework. Using a flashlight inspect the inside of the mouth, including under the tongue
    a. Inmates have been found hiding razor blades on the roof of their mouth and have been able to talk normally while doing so
8. Check the inmate's nose and ears, again using a flashlight if necessary
9. Have male inmates raise the scrotal sac and peel back the foreskin, if present. Have female inmates lift breasts to ensure nothing is hidden underneath

10. Have inmate bend over and spread the buttocks for a visual inspection of the anal area for any protruding objects or other signs of contraband. Have females spread the vaginal opening for the same purpose

11. Have inmates spread all fingers and display both open hands at the same time, turning them over for inspection of top and bottom

12. Finally, have the inmate raise each foot and wiggle the toes, turning the foot up for an inspection of the bottom

13. Have the inmate dress after all clothing is inspected

IV. Cavity Search

A cavity search includes the manual or instrument inspection of oral, anal, or vaginal cavities by a medical staff to detect the presence of contraband. Because of the sensitive and potentially embarrassing nature of this search technique, it must be done in privacy, with dignity and professionalism on the staff's part. The procedures relating to a visual search should be implemented prior to the cavity search. However, because of the intrusive and potentially harmful effects of a cavity search, the following additional conditions need to be in place:

A. There should be a clear written policy explaining the legal grounds and specific procedures for conducting a cavity search

B. This search is ordinarily authorized in advance, in writing, by the chief executive officer

C. Staff may not conduct a cavity search if it is likely to cause injury to the inmate

D. Cavity searches should only be conducted by a member of the medical staff

E. These searches should be restricted to digital intrusion and the use of instruments such as anoscope, otoscope, vaginal speculum, nasal speculum, tongue blade, and simple forceps

F. Whenever possible the written consent of the inmate should be secured before attempting the cavity search

G. If an item is located, it may be removed it the removal is easily effected by means of one of the simple instruments noted in "E" above or digitally

H. Strict documentation is to be maintained of the probably cause, inmate consent (if given), authorizing official, witnesses, and findings of the inspection

V. Visitor Searches

Inmate's visitors are subject to a careful search of their persons, packages, purses, and other items entering the secure portion of the facility. If a staff member suspects that a prospective visitor is under the influence of any substance, that employee has the authority to deny the visit.

VI. Vendors, Repairman, Volunteers, Contract Employees

For the most part, vendors and repair personnel are under direct staff escort at all times. All tools and repair equipment are inventoried and searched before being allowed into the institution. In the case of volunteers and contract employees, purses and like items may be allowable, but subject to search

VII. Cell Searches

Because cell searching is a time-consuming operation, it is important to proceed systematically and methodically. The officer must examine everything that should be examined in order to avoid wasting time in reexamination. The following is a systematic procedure for searching for general contraband:

A. Remove the inmate from the cell, strip search and escort him or her to another area. When the search is complete, strip search the inmate again before he or she returns to the cell.

B. Before entering the cell, lock the cell door in the open position so you are not accidently locked in the cell.

C. Before searching the cell, look at the items you are about to search and see if anything is out of the ordinary. If so, examine that item carefully.

D. Start the search with the bed and utilize it as a work bench when you are finished searching it. Remove the mattress and other bedding and examine above and below the bunk and in any crevices between the bunk frame and the wall. Look under the bed and check for items suspended from springs or fastened to the bed frame. With the mattress removed, examine the upper side of bed frame and springs. Examine the bed frame supports to ensure that they have not been partially sawed through for easy removal.

E. Examine the mattress and pillows by rolling them lengthwise and widthwise. Check the sides and ends for cuts or tears in their covering. If you find any cuts or tears or any indication of resewed seams, examine the items carefully for concealed contraband. You may need to open seams for extensive probing.

F. Examine the remaining bedding, paying special attention to any seams or double thickness of cloth.

G. Search the lockers next, one shelf at a time, returning all items to their original positions. Examine all surfaces of the locker. Contraband may be taped to the underside of shelves or concealed in shelf ledges, supports, legs, or false sides or backs of the shelves. Also examine any paper used to line shelves. Check all clothing (including dirty laundry) piece by piece, paying special attention to seams, double thickness of material, and pockets. Open and check individually every item (letter, books, magazines, toilet articles, etc.). Examine coat hangers; plastic hangers are excellent places to conceal contraband. Check all footgear, including linings, soles, and heels; feel inside shoes all the way to the toe and remove the inner soles and any removable arch supports.

H. Shake talcum powder containers and squeeze toothpaste tubes. Remove a small portion of the contents of commonplace items to check for illegal substitutions. Check to see that cakes of soap have not been hollowed out.

I. Look in, under and behind the wash basin and in the drain, overflow and goose neck water seal if accessible. Contraband may be suspended in the pipes or hollows on wires or threads or stuck on with glue or tape.

J. Examine the toilet carefully, inside and out. Because the inmates are aware of officers reluctance to examine fixtures, they are favorite hiding places. Check under the base of the toilet, behind the toilet where it connects to the wall, and the toilet drain. Contraband may also be passed through the goose neck of the toilet into the sewer pipe and be suspended by wire or string, the other end of which is tied to a small block wedged in the water seal. Examine the toilet paper holder and all rolls of toilet paper to make certain that currency or other contraband is not rolled up within the roll.

K. If there is a radio, examine it carefully. Remove the back, check the battery well, and examine the electric cord. Carefully remove any pictures from frames and examine the frame and the backing material. Examine any brooms or mops for items concealed in broom straws or mop heads.

L. Carefully scrutinize the walls, ceiling, and floor for indications of sawing, digging, cutting, or defacing -- possible signs of an escape attempt. Inmates take great pains to disguise their illicit acts; you must make a greater effort to penetrate the discuses.

M. Look for indications that mortar has been removed and replaced with a substitute. If the concrete is poor quality, it is easy for the inmate to gouge out holes as hiding places for contraband. Remove all wall coverings; remember, even steel walls may be cut and the cuts concealed behind calendars and pictures.

N. Check heat or ventilation duct openings for indications of tampering and for concealed contraband. Look for strings, thread, or wire holding something suspended in the duct.

O. Look around interior and exterior window frames and the outside window ledge. If this ledge has a covering of any sort, be sure that nothing is concealed beneath it. Examine the window bars for evidence of tampering, being alert for any wires, strings, or thread fastened to the bars and suspended outside the window.

P. Carefully examine the cell door and the grille wall in which it is set, paying particular attention to the areas above eye level. Examine the bars and cell door locking device for signs of tampering. The door examination is not complete until it is done with the door in both the open and closed position.

Searches must be systematic. An officer should search the same way every time until it becomes automatic. Officers must remember that inmates are people who appreciate courtesy and consideration but resent inconsiderate treatment. Inmate's personal property, including clothing, letters, photographs, and store purchases are usually important to them even though the items have little monetary value. Inmate's cells are their homes, and inmates resent having their homes ransacked. Once an inmate's belongings have been searched, they should be put back where they were found. Not only is it good security (let the inmate wonder about where exactly you searched), but it may foster some goodwill and a lessening of hostility among staff and inmates.

VIII. Searches of Non-Housing Areas

All areas should be inspected at least weekly. The following areas should serve as a guide:

A. Common areas of housing units and all shop and program spaces where inmates may hide items without risk of being identified with them if they are discovered.

B. Visiting areas, including trash, furniture, all search areas, and toilets should be thoroughly searched before and after visits.

C. The perimeter should be searched for items hidden next to or under fences.

D. Yards should be inspected carefully, using a metal detector to locate buried weapons and other contraband. Yards adjacent to roadways should be inspected for items thrown over the fences.

E. The vicinity of all visitor traffic points should be searched regularly to discover items hidden or thrown by visitors that are intended for inmates. Visitor holding areas and gates should be carefully scrutinized.

F. Air chambers in all housing units and other building should be searched on a regular basis, not only for breaches in security, but for signs that they are being used as places of concealment for contraband.

G. Tunnels should be searched for contraband since they provide a poorly supervised area where inmates have an opportunity to fabricate and conceal unauthorized items often used in a tunnel-related escape attempt.

H. Areas outside the secure perimeter should be searched for contraband to help stem the flow of contraband into the institution.

I. Inside and outside receiving areas should be searched regularly. They are areas likely to be used for concealing contraband coming into the institution or escape paraphernalia about to be used.

J. Shop, vocational training, and industrial areas have a wide range of possible contraband hiding places and should be searched regularly. These hiding places include trash cans, toilets, supplies, plumbing, vents, block and brick walls, work benches, machinery, lockers, spare clothing, bins, tool boxes, covered openings, elevator shafts, outbuildings, lockers, and staff-only areas.

K. Vehicles, inside all compartments (passenger, engine, freight), underneath, spare tires, seats, dashboard, floor carpeting – use the same systematic approach used in all searches and search one area at a time.

CONCLUSION

Only with practice and experience will a person gain the ability to be proficient in looking for and finding contraband. This is one function that, no matter how long a person works within a prison, there is always more to learn. Searches also demand a systematic approach as to the procedure, but a degree of surprise as to when some of the searches will be conducted. As in all things with a prison, this can be an area of potential conflict between staff and inmates. Though care should be taken to cause as little embarrassment and damage to inmates and their property, the searches must be thorough.

INSTRUCTOR'S NOTES:

The test of this material will be carried out by the instructor observing students practice the pat search on each other. A search of a cell or other room should be carried out by the class, or small units of the class to allow everyone to participate, with the instructor or senior staff providing a critique. During the search, the instructor should ask students to explain when they need probable cause to conduct a search, what constitutes probable cause and what procedure they have to follow to perform a search requiring probable cause.

Supplement to LESSON PLAN 14

CONTRABAND AND SEARCHES

INTRODUCTION: Contrabands inside a correctional institution can have disastrous effects on the security and orderly running of the institution. It is therefore our responsibility as correctional officers to be alert for contrabands at all times. We need to be aware of what to look for, where to look for it, and how to look for it so our searches are effective. This session is dedicated to helping you sharpen your searching skills to ensure that together we rid the correctional facility of all contrabands.

Contraband and Searches	At the end of this session, the trainee will be able to:		.
	Explain the concept of searches in correctional institutions.	Searches are undertaken in correctional institutions to rid them of undesired items which can be used to compromise the security of the facilities with the view of maintaining good order and discipline.	Why are searches made in correctional institutions?
	State the principles of searches in correctional institutions.	Principles of Searches • Searches should be conducted with due regard to decency and in a manner consistent with the aim of retrieving any concealed article(s). • Searches should be conducted by officer of same sex as inmate/ visitor. • Strip searches are to be conducted in private. • Searches are not meant to humiliate the subject. When strip searching ensure the subject is not completely naked at any time. • Never undertake an internal search of the subject's body.	What principles underline the conduct of searches in correctional institutions?
	Explain why searches are important in correctional institutions.	Importance of Searches Searches are necessary to; • Maintain security • Control the inflow of contrabands including drugs into the prisons. • Retrieve contrabands/prohibited articles from prisoners, visitors and officers.	Why are searches important in correctional institutions?
	State the channels for the		How are contrabands

	inflow of contrabands into correctional institutions. List and explain the types of searches undertaken in correctional institutions.	• Maintain good order and discipline. <u>Channels for the Inflow of Contrabands</u> • Through the gate by a carrier such as delivery vehicles, official visitors, inmates' relations and friends, officers etc. • In-coming property through reception office. • Thrown over the wall or fence. <u>Types of Searches</u> • Pat/Rub-down search • Strip search • Special search • Routine search	introduced into correctional institutions? What are the types of searches undertaken in correctional institutions?

Handouts

INTRODUCTION TO SEARCHES

INTRODUCTION: The safety of both prisoners and staff largely depends on the thoroughness of the searches carried out in the prison. Control is accommoplised through searches carried out on inmates, members of staff, visitors, vehicles entering or leaving the prison, cells, dormitories and the entire prison compound.

OBJECTIVES:

By the end of the session trainees should be able to;

- Explain what are contrabands
- Entry points
- State the purpose of searches
- List the principles of searching

CONTRABANDS

Contrabands may be defined as any items possessed by an inmate, staff or visitor which are prohibited articles by the rules and regulation of that particular institution. They must be clearly defined as such and be brought to the notice of all. Contrabands may in most cases include;

- Weapons which may include guns, knives, shape items etc.
- Any item not issued by, or under the direct supervision of a staff member or permitted to be kept by a prisoner
- Cash above the prescribed amount

- Items that may be used to assist in or effect an escape
- Any unauthorized tools
- Intoxicating drugs
- Cigarettes (in certain institutions)
- Money
- Alcohol
- Any other items that may be described as prohibited articles in the institution.

ENTRY POINTS:

Contrabands somehow find their way into the prison. The entry points are the most important to know so that you may be able to seal the same. These may include the following;

- Through the normal visits to prisoner by friends and relatives.
- Through the mail.
- Over/under/or through the fence or walls of the prison.
- Staff may also bring in the same.
- As a result of improperly conducted searches.
- The prisoner if not properly supervised are know to plant certain drugs e.g. marijuana.
- Prisoners working in the workshops may also steal intoxicating items such as glue.

PURPOSE OF SEARCHING

Contrabands inside a correctional institution can have disastrous effects on the security and orderly running of the institution. It is therefore our responsibility as corrections officers to be alert for contrabands at all times. We need to be aware what to look for, where to search, and how to conduct the search. The main reasons for conducting search include;

1. To detect and prevent any prohibited articles or dangerous items from entering the prison;
   - Visitors coming in to see the prisoners should be searched to avoid contrabands from entering the prison.
   - Staff should be searched if suspected of trafficking with inmates

2. To detect and prevent unauthorized removal of dangerous tools from prison workshops, stores, kichen, hospitals etc.
   - Prisoners working in the workshops and prison kitchen should be searched when leaving their work place to look for knives, shape tools etc
   - On coming back from the hospitals, courts, as they may come in with contrabands.

3. To ensure that no prisoner has in his/her possession, cell or work place dangerous articles.
   - The cell and dormitory search should detect any contraband that may have found their way in.
   - The search should reveal tools smuggled in that may be used to break out of the prison.

4. To detect and prevent theft of institutional property.

- Prisoners working in different parts of the prison are known to steal items and use the same for dubious reasons.
- Staff may sometimes steal certain items from the prisons if search are not conducted as required
- Vehicles entering and leaving the prison may be used to take away institutional property if not properly searched

5. To detect escapes by means of hiding in vehicles.

- Searches to all vehicles entering and leaving the prison will prevent escapes by prisoners by use of the same.
- The vehicle should be searched inside, under and containers it maybe carrying.

6. To detect any attempt to on breaking out of the prison.
   - Tools smuggled into the cells or dormitories if not detected maybe used to break the walls in a bid to escape.
   - Searches should be conduced to check for attempts at trying to breakout

7. To prevent staff or visitors from bringing into the prison contrabands.
   - Searches should be conducted on both staff and visitor to the prison whenever there is reason to believe they maybe carrying contrabands.

PRINICIPLES OF SEARCHING

To ensure that searching is carried out properly and to maintain safety and security of the institution, the following principles had to be maintained:

1) **Systematic:** All searches should be conducted in a systematic manner.

   - Decide upon and stick to a system when searching
   - Start at the top and work your way down
   - Go from left to right
   - If searching a cell the officers conducting the search should decide who starts where
   - Do it the same way each time
   - Do not get distracted

2) **Thorough :** the searches must be done thoroughly every time:

   - No assumptions should be made
   - Look into the least as well as most obvious areas
   - Always be curious, never take anything for granted
   - Check and recheck again
   - If something arouses your suspicion check on it, do not ignore your instincts.

3) **Objective**: Searches should never be done with the intention of harassing an inmate

- ❖ The searches should be conducted for the purpose of retrieving contrabands
- ❖ The normal procedures should always be followed
- ❖ Only officers of the same gender with the inmate are allowed to conduct a rubdown and strip down search.
- ❖ Let every search be purposefully aimed at retrieving contrabands but not for the purpose of accomplishing the routine.

TYPES OF SEARCHES:

Rub-down search:

The rub-down search is also known as the tap/pat down search. It involves the patting over the clothed parts of the prisoner. The search is conducted during;

- Admission into the prison
- Whenever prisoner are leaving for labor
- While entering the accommodation facility
- On return from courts, visits, hospitals etc

When performing a rubdown search the officer should observe the following;

- ❖ Inform the prisoner that they are about to be searched
- ❖ Ask the prisoners to remove all items they maybe carrying and put the items on one place
- ❖ Pay particular attention to pocket linings, collars, wristbands, shoes and heels.
- ❖ Have the prisoner run his hands over his hair.
- ❖ Have the prisoner open his hands, spread the fingers, open his mouth, and head from side to side.
- ❖ Have prisoner face and lean on the wall with legs apart.
- ❖ Commence the search from collar, down arms, front back, waist, and legs.
- ❖ Examine sole of the feet one at a time.
- ❖ Search items that the prisoner may have on him and return them back if no contrabands are found.
- ❖ Record the search and finding s in the search book.

Strip-down search:

Every prisoner on intake must undergo a strip-down search. The search involves a complete inspection of all items of clothing and external body parts. Examination of internal body cavities should only be conducted by a medical personnel. In conducting this type of a search the following should be observed;

- ❖ The search should be conducted by at least two officers.
- ❖ No prisoner should be striped in front of another prisoner.
- ❖ The prisoner should remove all his clothes.
- ❖ Start by inspecting the clothing's for any hidden contrabands.
- ❖ Inspect the prisoner's mouth, feet, hair, behind the ears, under the armpits etc.
- ❖ Carefully examine legs and arms especially if the prisoner has artificial limbs.
- ❖ Prisoners with bandages and casts should be searched carefully to make sure they do not conceal any contraband on them.
- ❖ After the search the prisoner should be allowed to dress up.
- ❖ Record the findings of the search

Security search/check:

Security checks ensure safety and security of the institution are maintained at a much higher level. It also determines whether all security devices and equipments are in order. A security check involves checking on the following;

1. **Locks and doors**; when checking on locks and doors, you should;
   a) Pull on the door handle to ensure they are locked and secure.
   b) Look for possible obstructions in locks and ensure they are operational.

2. **Bars and grills**; always inspect by;

   a) Pulling on them and making a visual check to ensure they are secure.
   b) Pull on barred gates and doors to establish that they are locked and secure.
   c) Pull and push on locked cell doors to ensure they are secure.
   d) On highly raised grills use a metal bar to run over so as to ascertain that they are secure.

3. **Windows and screens;** always check on;

   The glassplanes, screens, frames, surrounding wall and floor area for any damage or tampering.

4. **Electrical outlet and fixtures;**

   Check to see if the covers have been removed for the purpose of concealing contrabands. Tampering with electrical fixtures can create fire hazards.

5. **Wash rooms;**

   Check all staff and prisoners washrooms, including sinks, cupboards, urinals, Toilets, showers. Floors and ceiling areas for damage and tampering.

6. **Supply, storage and cleaning rooms** check out for;
- Broken brooms, mops, ropes, torn sheets or blankets
- All containers
- Garbage, cans, boxes etc.

7. **Miscellaneous areas and equipment**; check on the following;
- fire equipment, tables chairs
- Ladders, anything that can be used to step on should never be left unattended.

Routine search;

Searches within the workshops should be conducted daily. During such searches all prisoners will be removed from the workshops. The search party should look out for hidden contrabands, damaged equipments within the workshop.

Surprise search;

-

Also known as the special search. When an officer has reason to suspect that a prisoner has prohibited articles concealed on his person, or in his/her accommodation, he may carry out a surprise/special search on the spot. If the search is being conducted in the accommodation area, all the inmates shall be removed out and the search conducted. Thereafter a rub or strip search may be done on the prisoners. When the search is being conducted in the cell or dormitory always make sure that the prisoners are not within sight so that they do not observe what places are searched or the methods used. Finally always avoid being distracted during a search.

PROCEDURES OF CONDUCTING A SEARCH

Depending on the type of search to be conducted, a search party should be put together, if available, select suitable searching equipment. To conduct the search the following should be put into consideration;

i. *Be consistent and search with a plan.* This means that the search party should start at a point in the cell or dormitory and work to an opposite direction. If it's a rub down it should start from the head downwards.

ii. *Avoid being distracted.* Inmates will use every available opportunity to distract the officer to prevent the search from being thorough. They should therefore be kept from the search area.

iii. *When searching inmates' personal items;* always make sure the inmate is present. This safe guards the officer from being accused of theft.

iv. *Check all bars, locks, grills and windows.* All miscellaneous apparatus and items. Look for signs of misuse or tampering.

v. *Searches should be held at irregular intervals.* Prisoners should not be able to known or predict when a search is to be conducted.

vi. *Pay special attention to potential hiding places.* Sinks, toilets, showers, radios, TV. Sets, mattress, books etc. when conducting a rubdown, check behind the ears, inside the mouth, if the prisoner is using artificial limbs check on them to.

vii. *Record the search.* All the searches conducted in the institution should be recorded. A search book or register indicating which search and the findings.

viii. *Disposal of contrabands.* Anything detected during the the search should be safely kept away to be used as exhibit if the prisoner or staff is to be dealt with in the disciplinary manner. Thereafter the contrabands should be disposed in the most appropriate way.

SEARCHING EQUIPMENTS

The use of searching equipments is important for conducting searches as it helps in making the searches more thorough. In recent times various products of space age technology are being employed in the search procedures. The most common ones used may include;

1. TV. Monitors;

TV. Monitors allow the actions of prisoners and staff to be closely observed and if necessary recorded. These are used often to observe activities in corridors and

cells. To observe unarmed staff who have to work inside with inmates or to observe an inmate in solitary confinement. One officer can observe an entire wing or the whole block alone.

2. **Gloves;**

These are easily accessible and should be used whenever necessary. They ensure the safety of both the prisoner and staff.

3**. Metal detectors;**

The two most commonly used metal detectors are;

–

- *Walk through;* these are similar to those used in airports security where a person walks through a magnetic field which can detect metal objects.
- *Hand held;* a hand held unit performs essentially the same function, except that it is smaller and is physically moved around the individual.

Sample

SEARCH BOOK

Date	Time	Officers number	Name	Type of search	Items found	Action taken	sign
1.2.04	0745	1234	John	Rub-down	Razor blade Money	Withdrawn	jkh

PROCEDURES OF CONDUCTING SEARCHES

INTRODUCTION:

Depending on the type of search being conducted certain procedures should be put in place for consistency.

OBJECTIVES: By the end of the session the trainees should be able to explain the searching procedures.

Searching of visitors;

1. If there is reason to believe that a visitor may be carrying prohibited items, you are supposed to ask them to step aside for a search. If they are in a car ask them to open up and the search the vehicle as well.

2. Visitors may be subjected to pat-down and strip searches if there is reason to believe that the visitor maybe hiding a dangerous items below the clothing.

3. No cross-gender searches should be conducted. Never conduct search on a member of the opposite sex. It's indecent and against the minimum standards and rules.

4. No forcible searches shall be conducted. If a visitor refuses to undergo the search, you cannot force them. Simply tell them that the regulation are that they may thereby not enter the prison.

5. Refusal for a search by the visitor will mean denial for entry into the institution.

6. Visiting privileges may also be suspended for the visitor.

7. Visitors may be required to leave certain items behind while visiting the inmates, e.g. if cigarettes are allowed into the prison they may have leave the same behind while visiting the prisoner.

Searching of staff:

1. If a member of staff is suspected to be carrying contrabands, either a pat down search of even a strip down search may be conducted on him. Some member's staff may be known to traffic with prisoners; they should be searched whenever they are suspected to be carrying contrabands.

2. No cross-gender searches will be conducted on staff, even among members of staff.

3. No forcible searches shall be conducted. No staff should be subjected to forceful search, if they refuse to be searched, other measures should be taken to deal with the situation.

4. Refusal to be searched should result to disciplinary action or denial to access the prison

Searching of prisoners:

Searching of prisoners, whether it is body search, or in their accommodation, consistency is very important. To conduct the search the following should be put into consideration;

1. *Be consistent and search with a plan;* this means that the search party should start at a point in the cell or dormitory and work to an opposite direction. If it's a rub down it should start from the head downwards.

2. *Avoid being distracted*; Inmates will use every available opportunity to distract the officer to prevent the search from being thorough. They should therefore be kept away from the search area.

3. *When searching inmate's personal items*; always make sure the inmate is present. This safe guards the officer from being accused of theft.

4. *Check all bars, locks, grills, and windows;* make sure that all are intact and secure. Look for signs of misuse or tampering.

5. *Searches should be held at irregular intervals;* prisoners should not be able to predict or know when the searches are to be conducted.

6. *Pay special attention to potential hiding places;* sinks, toilets, showers, radios, TV. Sets, mattresses, books, etc. when conducting a rubdown, check behind the ears, inside the mouth, if the prisoner is using artificial limbs check on that too.

7. *Recording of the search;* all the searches conducted in the institution must be recorded. A search book or register indicating what type of search was conducted, by who, what was detected, what action was taken and a signature.

Disposal of contrabands:

All the unauthorized items that may be recovered during the searches shall be dealt with according to the rules and regulations of the institution. The general practice is that;

1. An inmate found in possession of contrabands should be dealt with in a disciplinary manner.

2. When a visitor is found in possession of contrabands, the contrabands shall be confiscated and depending on the type of contraband,
   - Firearms, drugs etc, the visitor may be detained and the matter be notified to the police.
   - The visitor may be denied to see the prisoner
   - The prisoner's visitation privileges may be withdrawn

3. Staff members found in possession of contrabands should be subjected to disciplinary action according to the laid down rules and regulations. They may also be denied entry into the prison.

4. All the recovered contrabands shall be disposed off according to the instructions of the superintendent. Depending on the type of contraband the disposal may be in the form of ;
   a. Burning
   b. Burying
   c. Surrendering to the authority concerned
   d. Flushing down the toilet
   e. Throwing away etc

5. Always record the action taken after the disposal of the contrabands

CONCLUSION;

When searches are conducted following the right procedures, chances are that the security of the institution will be more intact and the safety of both the prisoners and the staff will be well taken care of.

PAT SEARCHES

INTRODUCTION:

The Pat search is the most commonly used type of search that is normally performed on either the;

- The staff while reporting for duty
- The visitors coming into the prison
- The prisoners on routine searches

OBJECTIVES: By the end of the session the trainees should be able to;

- Explain what pat searches are
- Be able to perform pat searches

Pat searching:

Pat searches are conducted to either of the afore mentioned. The searches are meant to control entry of contrabands into the prison as well as recovery of those that have already found their way in. Searches of inmates are a part of daily prison routine.

1. The pat down search is conducted on inmates;
   - Who work outside the prison whenever they are leaving or returning to the prison
   - Who are coming back to the prison from the hospitals, courts etc
   - Whenever there is reason to believe they are carrying contrabands

2. The pat down search is conducted on visitors who may be;
   - Coming into the prison to visit a prisoner
   - Contractor bringing in prison items
   - Any other visitor coming in to see a member of staff

3. The pat down may be performed on the staff;
   - Reporting for duty
   - Leaving the prison after duty
   - Bringing back inmates to the prison

Methodology:

When performing a pat down search the officer should observe the following;

1. Inform the prisoner, staff or visitor that they are about to be searched; if you have reason to believe that a particular prisoner, staff or visitor would be carrying prohibited articles, notify them of your intention to search.
2. The search shall be conducted by staff members of the same gender as the person being searched.

3. There should be no forceful search on either visitors or staff; if they refuse to be searched, necessary action should be taken .e.g. denial of entry to the facility, notification to police if need be.
4. Ask the prisoner, staff or visitor to remove all items they may be carrying and put them in one place; carefully search throw the items. You should do this decently especially for staff and visitors.
5. Have the person run his/her hands over their hair
6. Carefully pat down over the clothing's, from the shoulders, down to the front, sides, down the legs, make sure that this is done decently, the hands should not linger unnecessarily on one part of the body.
7. Have the prisoner face and lean on the wall with legs apart and repeat the process
8. Pay particular attention to pocket linings, collars, wristbands, shoes, and heels, this is where the items areas are usually hidden.
9. Examine sole of the feet one at a time
10. Search items that the person may have on them and return them back if no contrabands are found
11. Record the search and findings in the search book
12. Dispose off the contrabands according to the recommendations or instructions of the superintendent in charge.

CONCLUSION:

Pat searches should be conducted for the purpose of recovering contrabands and missing property, but never for the purpose of punishment or harassment. They should be performed by staff of the same gender and in a professional manner, with not less then two officers.

CELL SEARCHING

INTRODUCTION:

Searching of cells and dormitories is vital in maintaining security. The searches should be conducted with the three principles of searching in mind. The cells may be used for hiding contrabands and if searches are not thoroughly conducted, escapes from within the prison may occur.

OBJECTIVES: By the end of the session the trainees will be able to;

- Explain what is cell searching
- Be able to conduct a cell search

Cell searching;

Prisoners are accommodated in either a cell or dormitory meaning that this is where they spend most their time while not at work, on recreation or out of prison. Therefore this means that, it is a time spent in idleness and as we all know, 'An idle mind is the devils workshop'. While on their own prisoners have a tendency to engage in activities that are against the rules and regulations of the institution. This is a time that may be used to slowly study and look for convenient area or spots in the cell that may be tampered with and an escape route be created. The cell is also a convenient place to hid contrabands. All the contrabands that are not detected all the way from the prison gate end up in the cells and dormitories. With this in mind, the searches conducted in the cell should therefore be extremely thorough.

Purpose of cell searching:

A correctional officer may conduct a search of the prisoner's cells or dormitory on unannounced, random, and irregular schedules. Every prison has established cell searching procedures which should include the minimum frequency in which cells will be searched monthly.

The main purpose for cell searching is;

1. To discover dangerous and non dangerous contrabands.
2. To prevent escapes by sealing any loopholes that the prisoners may have created.
3. To maintain sanitary standards, by make sure that the cells are not harboring waste and dirty items.
4. To eliminate and safety hazards. Thorough cell searches should reveal any faulty electrical connections that could be hazardous. Immediate action to repair the same should be taken.

Methodology;

When conducting the searches in the cells all the three principles of searching should be applied in full. Anything missed out during the cell searching is a security loophole and could have extreme repercussions. You should therefore always;

1. **Make sure that no prisoners are present in the cell during the search;** Prisoners should be asked to vacate the cell before it is searched. Remember that they are not know how they search is conducted and the methodology used.
2. **Decide on where to start the search and work your way out**. The search team should be organized in such a manner that you start searching from different points and finish at the same spot.
3. **Check on the doors and locks to make sure they are intact,**
   - Pull on the doors hinges to see whether they are intact.
   - Check on the locks to see whether they have been tampered with.
4. **Check on the bars and grills**, if they are high up use a metal bar to knock on to them to ascertain that they are intact. Prisoners have been known to cut out the grills over a period of time while waiting for an appropriate day of escaping.
5. **Check on cracks on the walls, these are potential hiding points**. Inmates cutout or make holes in the prison wall for the purpose of;
   - hiding contrabands inside the same holes
   - the cracks could over time be dug out after making the wall weak
6. **Always look before you touch**, prisoners are known to hide blades, needles and other sharp objects discretely in their mattresses, mats and along the lining of the blankets. While searching through the beddings be careful.
7. **Perform a pat down search** on the inmates and a search through their items. Always search the personal effects in the presence of the inmate.
8. **Record the search** and note all the findings of the search. If some contrabands are recovered, document them and keep them securely for use as evidence later.

CONCLUSION:

When the cell searches are conducted thoroughly, objectively and systematically, any unauthorized articles that may have found their way into the prison will be detected. Any tampering on the cell walls, grills bars etc will be noted in time to prevent any planned escapes.

SEARCHING AREAS AND VEHICLES

INTRODUCTION:

Area and vehicles searches are mandatory in a correctional institution for the purpose of maintaining security of the facility. It is one way making sure that nothing unauthorized enters or leaves the facility. It also ensures that the grounds are secure.

OBJECTIVES:

By the end of this session, the trainees will be able to;

- Explain what area and vehicles searches are
- Be able to conduct an area and vehicle search.

1. **Area searches**:

The security of the correctional facility will greatly depend on the thoroughness of the searches conducted in the surroundings. The searches around the perimeter fence, in and around the offices, the workshops, the visiting area, the kitchen, recreational yard, and any other area in the institution.

Purpose of conducting area searches;

a) To detect any contraband that may be hidden in the surrounding;
Inmates hid contrabands in and around the prison compound. A thorough search should reveal the hidden items inside bushes, inside or under buckets or in their kitchens.

b) To detect any tampering with security installations; In the process of looking for an escape route, inmates tamper with the walls, ceiling, windows, grills etc so as to get a way out of the facility. Searches should countercheck the safety of the same.

c) To detect any loopholes that maybe used for escape by the prisoners; In case there are any undetected loopholes, the area searches are meant to point them out.

d) To detect any damages in the facility; Any damages to institutional property should be detected during the area searches.

2. **Methodology:** While conducting area searches always make sure that;

i) No prisoners are within the search area; make sure those inmates do not witness how you conduct the searches.

ii) That you have a sufficient search team; put together a search team that will be able to perform the search thoroughly and up to the required standards

iii) That you divide the search area and work your way across and down the area being searched; decide what point you area starting with and make sure that every covers that area going towards an agreed direction.
iv) Do not get distracted; prisoners know the importance of searches and will use every available chance to distract you, so that the search is not thorough.
v) If there are bushes make a report so that they are cleared; they make the best hiding places, so do away with them, if possible never let them grow.
vi) Make sure that there are no ladders left unattended in the prison compound; these are the quickest means out of the prison through the wall. Never leave them lying around the prison compound.
vii) Check on all the washrooms, sinks, toilets, ceiling areas, etc; there is no other better place to hid contrabands then these places. Search through thoroughly.
viii) Check on garbage cans, all containers; prisoner often bring in contrabands with the garbage can or take away institutional property in the same.
ix) If possible wear gloves; conducting searches exposes you to a lot of dirt, if available use protective gloves
x) Do not run fingers along or under tables, beds etc; there could be hidden shape objects. Take care.
xi) Record the search; every search should be recorded and the findings documented for reference.
xii) Visiting areas should be searched before and after visits.

2. Vehicle searches:

In every correctional institution, the movement of vehicles in and out of the facility is an every day occurrence. These may be vehicles bringing the prisoners into the facility from court, hospitals, work etc. They may also be cars bringing in staff to work, visitors, contractors etc. As a security measure all these vehicles have to be searched while entering and leaving the prison compound. Failure to search the vehicles may lead to laxity in security. A staff member may, in the prescribed manner, conduct, without routine searches of vehicles on the prison compound, without individualized suspicion.

Vehicles may be used;

1. To bring in contrabands into the prison from outside.
2. As a means to escape for prisoners by hiding inside the vehicles.
3. As a means to get out stolen institutional property, which can be hidden in the vehicles and may easily be carried out if not noted at the prison gate.

Methodology;

While conducting the vehicle searches always remember to;

i) Stop the vehicle and ask the driver to step out; every vehicle entering the prison must be searched after the driver identifies himself and explains about his visit.
ii) Request the driver to open the car; after the identification the driver should open the vehicle to allow the gatekeeper to inspect it.
iii) Search the vehicle thoroughly inside, the boot, the bonnet, below the vehicle; make sure that you check every possible area that may be used to hid contrabands.

iv) If the car is carrying bulky items make sure you see what is inside to avoid prisoners sneaking out; prisoners are known to hide inside anything that they can fit into and thus ride their way to freedom.
v) Inspect the items coming in to ascertain that no contrabands are brought in
vi) If you suspect the occupants to be carrying unauthorized items conduct a pat down search as well; if they refuse to be search entry into the prison may be denied.
vii) Record the search and its findings if any.

CONCLUSION:

If properly conducted area and vehicle searches are an excellent way of checking on the institutional security. Remember to apply the three principles of searching whenever any search is conducted.

STRIP SEARCHES

INTRODUCTION;

An examination/inspection of an inmates' unclothed body for contrabands and a thorough search of all the individuals clothing's while they are not being worn is known as a strip search.

OBJECTIVES: By the end of the session the trainee should be able to;

- Explain the meaning of strip searches
- Be able to perform a strip search

Strip searching:

During a strip search, correctional officers are meant to look for both contrabands and signs of illness or injury. Strip searches should be conducted in the most private and secure area available. Attempts should be made to separate the inmates being searched from others so as to minimize embarrassment. Whenever possible, two or more staff should be present during the strip search. A strip search may be conducted when necessary in the following situations:

1. **Before and after every visit:** the institution should have it as a standard rule that before and after every visit the visiting area must be searched.

2. **During admission into the prison**: when an inmate is being newly admitted into the prison, a thorough strip down search should be conducted to make sure that they do not bring in unauthorized articles. It is also meant to look for marks or injuries that the inmate may be having on admission. This way the inmate is taken for treatment and the correctional staffs are exonerated from blame of negligence or torturing of the prisoner.

3. **When an inmate returns from work outside the prison, from hospital, court, etc**. for the prisoner the period spent outside the prison is the best to collect and bring in unauthorized items. Always search inmates at the gate before they enter the prison.

4. **. When there is reason to believe that the prison is carrying some prohibited articles:** whenever you suspect that an inmate may be carrying contrabands, to make sure that you recover the same or confirm that none is hidden.

Methodology:

Whenever you are conducting a strip search it should be done in a professional manner and with the proper attitude. While conducting these searches the following should be observed;

1. **The search should not be conducted by less then two officers**. This way you cannot be accused of indecently, or having Vic timed the inmate during the search.
2. **No prisoner should be striped in front of the other**. Remember that the dignity of the inmate should be upheld. Do not embarrass the inmate by undressing them in front of others.

3. **There should be no cross gender strip search.** This is an international requirement and it also enhances decency.

4. **The prisoner should be asked to remove all his clothes.** Never undress the inmate, let them do by themselves.

5. **Start by inspecting the clothing for any hidden contrabands**. Carefully check through the cloths and any personal belongings they may be having.

6. **Inspect the mouth, feet, hair, behind the ears, under the arm pits etc**. Ask the inmate to open their mouth, to spread out their fingers, to run their hand over the hair, inspect the ears, under the armpits, the feet etc.

7. **Carefully examine the legs and arms especially if the have artificial limbs.** If not properly inspected, the artificial limbs may be used as couriers for contrabands. These should however be done care not to cause more harm to the inmate.

8. **Prisoners with bandages and casts** should be searched carefully to make sure they do not conceal anything on themselves.

9 **Searches of internal body cavities should be conducted by medical staff only**. Never try to perform internal body searches on inmates.

10. **After the search ask the prisoner to dress up.**

11. **Record the search and its findings.**

CONCLUSION:

The strip search if conducted in the right manner as explained above ends up being quite thorough. Always remember that the control of contrabands into to the prison is extremely important for your safety and that of the prisoners.

Remember to always wash your hands after every search.

FRISK SEARCHING -- PRACTICE CHECKLIST

Each group is to be composed of 3 individuals, one portrays the offender, one the staff member and one to act as an observer during practice to provide feedback to the other two members as to meeting all steps or not on the checklist.

Step #	Searcher	Observer	Completed or Not	Comments
1	Check search area			
2	Offender removes seasonal clothing i.e. scarf, hat, parka, etc.			
3	Offender removes jewellery, glasses and hearing aids			
4	Offender empties pockets			
5	Items are searched			
6	Look in nose and mouth			
7	Offender moves fingers, mouth and hair			
8	Offender shows behind ears			
9	Offender opens fingers and open hands			
10	Offender adopts search postion - feet, shoulder wide apart, either arms overhead and spread wide or with body at 30% angle, hands against wall, officer checks around squeezing not sliding			
11	Collar			
12	Down both arms inside and outside (including armpits)			
13	Check chest and stomach			
14	Check back			
15	Down inside and outside of legs			
16	Check genital area			
17	Check waistband			
18	Check trouser fly			
19	Check buttocks			
20	Check feet			
21	For a female offender, also check breast area and bra			

STRIP SEARCHING -- PRACTICE CHECKLIST

Each group is to be composed of 3 individuals, one portrays the offender, one the staff member and one to act as an observer during practice to provide feedback to the other two members as to meeting all steps or not on the checklist.

Step #	Searcher	Observer	Completed or Not	Comments
1	None other than an emergency with 2 staff members present			
2	Offender removes all clothing			
3	Offender removes jewellery glasses and hearing aids			
4	All clothing is searched			
5	Items are searched			
6	Look in nose and mouth			
7	Offender moves fingers, mouth and hair			
8	Offender shows behind ears			
9	Offender opens fingres and open hands			
10	Offender adopts search position - feet, shoulder wide apart, either arms overhead and spread wide or with body at 30% angle, hands against wall			
11	Collar			
12	Down both arms inside and outside (including armpits)			
13	Check chest and stomach			
14	Check back			
15	Down inside and outside of legs			
16	Check genital area			
17	Check waist area			
18	Check trouser fly			
19	Check buttocks			
20	Check feet (shoes removed)			
21	If Female offender check breast area			

AREA SEARCHING -- PRACTICE CHECKLIST

Each group is to be composed of 3 individuals, one portrays the offender, one the staff member and one to act as an observer during practice to provide feedback to the other two members as to meeting all steps or not on the checklist.

Step #	**Searcher**	**Observer**	**Completed or Not**	**Comments**
1	If possible, have two staff members present			
2	Find out if looking for something specific			
3	Preplanned with second staff member			
4	Check area in a systematic manner: Left to right or Right to left, Top to bottom or Bottom to top			
5	Use appropriate searching equipment			
6	Area was left neat at end of search			
7	Contraband found was seized and tagged properly (Contraband tag)			
8	Proper reports are completed			

FRISK SEARCHING -- PRACTICE CHECKLIST

Each group is to be composed of 3 individuals, one portrays the offender, one the staff member and one to act as an observer during practice to provide feedback to the other two members as to meeting all steps or not on the checklist.

Step #	**Searcher**	**Observer**	**Completed or Not**	**Comments**
1	If possible, have two staff members present			
2	Find out if looking for something specific			
3	Preplanned with second staff member			
4	Check area in a systematic manner			
5	Left to right or Right to left, Top to bottom or Bottom to top			
6	Area was left neat at end of search			
7	Contraband found was seized and tagged properly (Contraband tag)			

Human Rights Instruments Related to LESSON PLAN 14

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

Article 17
1. No one shall be subjected to arbitrary or unlawful interference with his privacy, family, home or correspondence, nor to unlawful attacks on his honour and reputation.
2. Everyone has the right to the protection of the law against such interference or attacks.

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

Principle 1
All persons under any form of detention or imprisonment shall be treated in a humane manner and with respect for the inherent dignity of the human person.

Principle 3
There shall be no restriction upon or derogation from any of the human rights of persons under any form of detention or imprisonment recognized or existing in any State pursuant to law, conventions, regulations or custom on the pretext that this Body of Principles does not recognize such rights or that it recognizes them to a lesser extent.

Basic Principles for the Treatment of Prisoners
Adopted and proclaimed by General Assembly resolution 45/111 of 14 December 1990
1. All prisoners shall be treated with the respect due to their inherent dignity and value as human beings.

Code of Conduct for Law Enforcement Officials
Adopted by General Assembly resolution 34/169 of 17 December 1979

Article 2
In the performance of their duty, law enforcement officials shall respect and protect human dignity and maintain and uphold the human rights of all persons.

World Medical Association Statement on Body Searches of Prisoners
Adopted by the 45th World Medical Assembly Budapest, Hungary, October 1993

The prison systems in many countries mandate body cavity searches of prisoners. Such searches, which include rectal and pelvic examination, may be performed when an individual enters the prison population and thereafter whenever the individual is permitted to have personal contact with someone outside the prison population, or when there is a reason to believe a breach of security or of prison regulations has occurred. For example, when a prisoner is taken to Court for a hearing, or to the hospital for treatment, or to work outside the prison, the prisoner, upon returning

to the institution, may be subjected to a body cavity search which will include all body orifices. The purpose of the search is primarily security and/or to prevent contraband, such as weapons or drugs, from entering the prison.

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

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

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

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

- alternate methods be used for routine screening of prisoners, and body cavity searches be resorted to only as a last resort;
- If a body cavity search must be conducted, the responsible public official ensure that the search is conducted by personnel with sufficient medical knowledge and skills to perform the search safely;

- the same responsible authority ensure that due regard for the individual's privacy and dignity be guaranteed.

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

COUNCIL OF EUROPE. COMMITTEE OF MINISTERS. RECOMMENDATION No. R (98) 7 OF THE COMMITTEE OF MINISTERS TO MEMBER STATES CONCERNING THE ETHICAL AND ORGANISATIONAL ASPECTS OF HEALTH CARE IN PRISON
Adopted by the Committee of Ministers on 8 April 1998,at the 627th meeting of the Ministers' Deputies.

H. Body searches, medical reports, medical research.

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

Sample Procedural Assessment Template for LESSON PLAN 14

Procedure Assessment – Body Searches

Corrections Officer Name (please print): _____

Introduction

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

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

Mentor's comments and training needs identified

Mentors Signature: _____ Date: ____/____/____

Officers comments (optional):

Officers Signature: _____ Date: ____/____/____
This does not state agreement it only states this has been reviewed with the mentor)

_____
Procedure Assessment – Contraband

Corrections Officer Name (please print): _____

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

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

Mentor's comments and training needs identified

Mentors Signature: _____ Date: ____/____/____

Officers comments (optional):

Officers Signature: _____ Date: ____/____/____
This does not state agreement it only states this has been reviewed with the mentor)

LESSON PLAN 15 – Drug Awareness

NOTE: Because the slang terms for drugs and the drugs of choice vary from location to location, local staff must read this lesson plan carefully and modify it to make it appropriate for their area/

Method of Instruction: Lecture, discussion

Time Frame: 2 Hours

Performance Objectives:

To make trainees aware of the phenomena of the most commonly used drugs, their effects and the necessary safeguards to affect the apprehension of those residents who are drug addicts.

LESSON OBJECTIVE: At the end of this session, each trainee will be able to:

1. Understand four classifications of drugs, stimulants, hallucinogens, and depressants.
2. Understand the various characteristics and effects of the different types of drugs, as well as symptoms of use of these drugs.
3. Identify the various withdrawal symptoms a drug addict goes through during the early periods of incarceration.
4. Understand how to handle residents who are drug addicts.
4. Understand how drug withdrawal inappropriately managed can put clients at risk for continued use.

Reference: Dr. Veena Oberoi -- U.S. Bureau of Prisons

Training Aids Required: Blackboard or flip chart

INTRODUCTION

The first step in any understanding of the drug users should be a familiarity with the drugs of abuse. One cannot expect to deal in any effective manner with the problems of drug abuse without some knowledge of the drug themselves. We should be familiar with the appearance, effects, and characteristics of the commonly used drugs.

CLASSIFICATION OF DRUGS

Drugs are classified by the effect they have on the human body. We will discuss here the four types of drugs:

Stimulants
Narcotics
Hallucinogens - Psychedelics
Depressants

I. STIMULANTS

Stimulants are a group of drugs that have the effect of speeding up the nervous system. The most commonly used stimulants are caffeine and nicotine, which many of us use daily.

a. Amphetamines are the most widely known and abused of the stimulant drugs. They keep people awake, increase their alertness and the body's ability to

perform physical tasks. Physicians use these drugs for patients who are overweight.

i.Slang Name - BAM

ii.Description

(1)Tablets

(2)Capsules

(3)Various shapes and colors

iii.Methods Used

(1)Orally

(2)Injected into the blood stream

(3)Inhaled

iv.Symptoms

(1)Usually active

(2)Aggressive

(3)Rapid speech

(4)Dilated pupils

(5)Sweating

(6)Bad breath, body odor

b. Methamphetamine are six to nine times stronger than the regular amphetamine, but the effects of "meth" makes it stronger than regular amphetamine.

i.Slang Name

(1)Speed

(2)Melt

ii.Description

(1)Clear liquid

(2)White crystalline powder

(3)Tablets

(4)Capsules

iii.Symptoms

(1)Argumentative

(2)Extremely confused

(3)Unpredictably irrational and violent

(4)Dilated pupils

(5)Eyes sensitive to light

(6)Needle marks

c. Cocaine: Many laws consider cocaine a narcotic, though medical science classifies it as a powerful stimulant drug. Cocaine is prepared from the leaves of the coco plant, which grows mainly in South America.

Cocaine was once widely used as a local anesthetic, but has now been restricted because of newer, less dangerous drugs. Cocaine is a highly addictive drug.

i.Slang Name

(1)Coke

(2)Snow

(3)Crack

ii.Description

(1)White

(2)Crystalline powder
iii.Method used
(1)Inhaled
(2)Injected
(3)Smoked
iv.Symptoms
(1)Ulcerated sores around nostrils
(2)Constant sniffing
(3)Dilated pupils
(4)Watery eyes
(5)Nausea and vomiting
(6)Needle marks

1. NARCOTICS

Narcotics generally refer to opium and drugs made from opium, such as heroin, codeine and morphine. These drugs are distilled from the juice of poppy flower bulbs and refined into some of the most commonly used drugs in the world.

a. Morphine is a narcotic drug used legally to relieve pain. During many wars morphine was given to wounded soldiers. It is synthesized from raw opium.

i.Slang Name
(1)Morp
(2)"M"
ii.Description
(1)Clear liquid
(2)White powder
(3)Tablets
(4)Capsules

b. Heroin: Heroin was developed in England in 1874, as a chemical modification of morphine. It is sold in aluminum foil packets or in capsules. It may be in the form of small chunks, called "Rocks" which may be red or purplish in color.

i.Slang Name
(1)Horse
(2)Smack
(3)H
(4)Scag
(5)Slag
(6)Monkey
ii.Description
(1)White powder
(2)Brown powder
iii.Methods Used
(1)Injected
(2)Inhaled
(3)Smoked (with cocaine - speed balling)
iv.Symptoms
(1)Needle marks

(2)Slow but distinct speech
(3)Constricted pupils
(4)Watery eyes
(5)Nodding

c. Codeine: Derived from opium. It is used medically in cough suppressants.
i.It Has No Slang Name
ii.Description
(1)Clear liquid
(2)White powder
(3)Tablets
(4)Capsules
(5)Syrupy liquid
iii.Method Used
(1)Orally
(2)Sometimes injected
iv.Symptoms
(1)Constricted pupils
(2)Drowsiness
(3)Watery eyes
(4)Slow but distinct speech
(5)Runny nose
v.Other synthetic narcotics:
(1)Demoral
(2)Percodan
(3)Dilutants

2. HALLUCINOGENS - PSYCHEDELICS

Hallucinogens are drugs which produce extensive illusions or severe hallucinations in the user by causing chemical changes in the brain called a "trip" by a user. This experience can be exhilarating or terrifying. The user says he hears "colors" and "sees" sounds. He has difficulty separating fact from fantasy.

a. LSD (Lysergic Acid Diethylamide) - The most abused hallucinogen is LSD or LSD-25. It produces changes in mood and behavior and may cause central nervous systems to malfunction. Physical dependence may not occur but minor mental dependence may develop.

i.Slang Name
(1)Acid
(2)LSD
ii.Description
(1)Clear liquid
(2)Tablets
(3)Capsules
iii.Methods Used
(1)Orally
(2)Can be injected
iv.Symptoms
(1)Severe hallucinations
(2)Dilated pupils

(3)Rapid heart beat
(4)Nausea
(5)Vomiting
(6)Disorientation
(7)Possible aggression

b. PCP (Phencyclidine) - has become very popular among useful drug users. It is also a powerful animal anesthesia produced for veterinary use. It is also one of the most dangerous drugs commonly used because of the unpredictable effects on the user.

i.Slang Name
(1)Angel dust
(2)Killer weed
(3)Lovely
(4)Love boat
(5)Sherman stick
(6)Butt naked

ii.Description
(1)White crystalline powder
(2)Liquid

iii.Method Used
(1)Smoked - placed on marijuana or tobacco

iv.Symptoms
(1)Hallucinations
(2)Incoherent speech
(3)Vomiting
(4)Cold feet and hands
(5)Poor perception of time and distance
(6)Violent impulses
(7)Desire to take clothes off
(8)Excessive sensations
(9)Bizarre ideation

c. Marijuana is the most popular drug abused. The active ingredient in marijuana is know as THC. It is relatively inexpensive compared to other drugs.

i.Slang Name
(1)Pot
(2)Roach
(3)Grass
(4)Joint
(5)Weed

ii.Description
Brown or green leafy substance

iii.Method Used
(1)Smoked
(2)Eaten, sometimes mixed with spices
(3)Drank as a tea

iv.Symptoms
(1)Dilated pupils

(2)Strong musky odor
(3)Crave foods

d. Hashish is prepared from the resins found in the flower tops of the marijuana plant. Hashish is a much more potent drug than marijuana simply because THC content is more concentrated.

i.Slang Name
(1)Hashish
(2)Hashish oil
ii.Method Used
(1)Smoked
(2)Injected
iii.Description
Cake like substance
iv.Symptoms
(1)Strong musky odor
(2)Dilated pupils
(3)Blood shot eyes
(4)Mild hallucinations
(5)Crave foods

3. DEPRESSANTS

Depressants are extremely valuable to the medical and psychiatric profession. These drugs affect the central nervous system by decelerating its activities.

a. Barbiturates - are classified into four different categories based upon the speed of on set and the length of action. For example, the long lasting barbiturates have a speed on set of 30 to 60 minutes and lasts up to eight hours. Although one can become addicted to barbiturates at normal dosages, yet its use can be continued for years without difficulty.

i.Slang Name
(1)Barb
(2)Goof bells
(3)Downers
(4)Yellow jackets
(5)Purple heart
ii.Description
(1)Capsules
(2)Tablets
(3)Various shapes and colors
(4)Greenish inside
iii.Method Used
(1)Orally
(2)Injected
iv.Symptoms
(1)Constricted pupils
(2)Slurred speech
(3)Staggering
(4)Uncoordinated

(5)Appears drunk
(6)No odor of alcohol
(7)Disorientation

4. TOLERANCE

All drugs have a common property, that is, they cause the individual to develop a tolerance to the drug. Therefore, the individual must increase the dosage to obtain the same effect. He/she gradually becomes addicted, both physically and mentally. You never lose your tolerance, even when one is not abusing licit or illicit drugs.

Because of the constant use of the drug, the addict's appetite is reduced, and he may suffer from hydration and malnutrition along with other symptoms.

5. DRUG WITHDRAWAL

Drug addicts can be management problems in the institutions. They need to be monitored closely, and a proper referral must be made when any resident shows withdrawal symptoms.

Common drug-withdrawal symptoms which a resident exhibits are as follows:

a.Moderate Withdrawal symptoms
- i.Restlessness
- ii.Dilated pupils
- iii.Insomnia
- iv.Deep breathing
- v.Fever, etc.

b.Severe Withdrawal Symptoms
- i.Convulsion
- ii.Commotions and loud noises
- iii.Self-mutilation
- iv.Diarrhea
- v.Vomiting, etc.
- vi.Aggressive behavior
- vii.Heat irregularities

After the period of withdrawal pains has passed, addicts generally settle down to a routine and submissive behavior, but they keep continuous interest in getting more drugs smuggled to them in one way or another.

6. HOW TO HANDLE DRUG ADDICTS

Correctional employees must be very alert at the time of the initial processing of these drug-addicts. Most of the time the addict will tell the employee during processing the type of drug he/she uses mostly. Otherwise, the officer should ask the resident, if he/she is addicted to any drugs.

The correctional employee should always be on the look out for instruments as follows:

i. Hypodermic needles, plunger, syringe - A resident would carry tools like these to inject the drugs.

ii. Quills for snorting - A resident might keep a long-handled spoon so that it can hold powdered narcotics.

iii. Tourniquet - A resident might keep a belt, a shoe string or a stocking in his/her pockets used to stop the flow of blood.

iv. Empty Packages - A resident might save a plastic or glassine bags which normally contain drugs.

Also look for needle marks, small cuts located on arms and legs, swelled hands, ulcer on the skin, discoloration of the skin. These symptoms would indicate their effort at taking an injection. Many new residents will cover up these marks and cuts by wearing long-sleeve shirts or using bandages or gauze. In the case of habitual marijuana smokers, burn scars on the fingertips is an indication of the habit.

Officers should pay special attention during the first 24 to 30 hours of incarceration for any signs of withdrawal in drug addicts. If the employee suspects that a resident is starting to go into withdrawal, he must immediately follow the required procedures in his/her institution to obtain medical help for the resident.

The correctional employee supervising the resident may be held responsible if any harm comes to the resident going through the withdrawal process due to his/her negligence.

Officers should never make medical judgement or ignore a resident thinking "He is an addict."

7. LONG TERM DRUG WITHDRAWAL

Long term withdrawal usually peaks at 3-6 months after discontinuing drug use, but can last for up to 5 years or more.

a. Thought Disorders - Difficulty in thinking clearly is common in long term drug withdrawal. The brain is affected by the use of drugs.

b. Memory Disorders - If a substance abusing resident misses a number of counseling sessions and forgets other appointments, he or she may have memory problems as a result of his or her drug use. Staff should be alert to these residents who get angry/depressed because they could not demonstrate their academic skills after having learned them -- their minds go blank.

c. Emotional Disorders - Mood swings and overreacting to situations should alert correctional staff to the possibility that a resident is manifesting symptoms of long term withdrawal. Even after an extended period of time has passed since the last drug use, a resident may find it hard to appropriately respond to situations; blowing up over insignificant matters and becoming totally unresponsive or overwhelmed.

8. ALCOHOLISM

Alcoholism, also known as “alcohol dependence,” is a disease that includes four symptoms:

- Craving: A strong need, or compulsion, to drink.
- Loss of control: The inability to limit one’s drinking on any given occasion.
- Physical dependence: Withdrawal symptoms, such as nausea, sweating, shakiness, and anxiety, occur when alcohol use is stopped after a period of heavy drinking.
- Tolerance: The need to drink greater amounts of alcohol in order to “get high.”

People who are not alcoholic sometimes do not understand why an alcoholic can't just "use a little willpower" to stop drinking. However, alcoholism has little to do with willpower. Alcoholics are in the grip of a powerful "craving," or uncontrollable need, for alcohol that overrides their ability to stop drinking. This need can be as strong as the need for food or water.

Although some people are able to recover from alcoholism without help, the majority of alcoholics need assistance. With treatment and support, many individuals are able to stop drinking and rebuild their lives.

Many people wonder why some individuals can use alcohol without problems but others cannot. One important reason has to do with genetics. Scientists have found that having an alcoholic family member makes it more likely that if you choose to drink you too may develop alcoholism. Genes, however, are not the whole story. In fact, scientists now believe that certain factors in a person's environment influence whether a person with a genetic risk for alcoholism ever develops the disease. A person's risk for developing alcoholism can increase based on the person's environment, including where and how he or she lives; family, friends, and culture; peer pressure; and even how easy it is to get alcohol.

Quiz

1. A drug is any chemical substance which affects you in such a way as to bring about a change in:
    a. Your body
    b. Your emotions
    c. Your behavior
    d. All of the above

2. Alcohol is:
    a. A Drug
    b. Contains no calories
    c. Has some health value
    d. All of the above

3. A state of physical or psychological need, or both, which comes from the use of a drug is known as:
    a. Drug abuse
    b. Drug dependence
    c. Both a and b
    d. Neither a nor b

4. Stimulants can:
    a. Stimulate the nervous system
    b. Make people more active and nervous
    c. Both a and b
    d. Neither a nor b

5. Circle the drugs which are stimulants
    a. Alcohol
    b. Caffeine
    c. Heroin
    d. Barbiturates
    e. Cocaine

6. Depressants are drugs which
    a. Depress the central nervous system
    b. Make people sleepy
    c. Are dangerous when used in large quantities
    d. All of the above

7. Alcohol is:
    a. A stimulant
    b. Slows down brain activity
    c. Increases sexual performance
    d. Always has the same effect

TRUE/FALSE

____ 1. Drugs are any substance that causes a reaction in your body.

____ 2. Cocaine is a narcotic.

____ 3. Alcohol is a stimulant.

____ 4. Chemical dependency can be determined by symptoms, withdrawal and tolerance.

____ 5. Alcoholism is considered a disease.

____ 6. Psychoactive drugs affect the central nervous system.

____ 7. The alcoholic may be genetically pre-disposed to the disease of alcoholism.

Answers to Quiz

1. d
2. d
3. b
4. c
5. b, e
6. d
7. b

True/False

1. F
2. T – while classified as a stimulant it is classified under many laws as a narcotic.
3. F
4. T
5. T
6. F – they cause chemical changes in the brain
7. T

Standard Minimum Rules for the Treatment of Prisoners
Adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955, and approved by the Economic and Social Council by its resolutions 663 C (XXIV) of 31 July 1957 and 2076 (LXII) of 13 May 1977

62. The medical services of the institution shall seek to detect and shall treat any physical or mental illnesses or defects which may hamper a prisoner's rehabilitation. All necessary medical, surgical and psychiatric services shall be provided to that end.
63. (1) The fulfilment of these principles requires individualization of treatment and for this purpose a flexible system of classifying prisoners in groups; it is therefore desirable that such groups should be distributed in separate institutions suitable for the treatment of each group.
(2) These institutions need not provide the same degree of security for every group. It is desirable to provide varying degrees of security according to the needs of different groups. Open institutions, by the very fact that they provide no physical security against escape but rely on the self-discipline of the inmates, provide the conditions most favourable to rehabilitation for carefully selected prisoners.
(3) It is desirable that the number of prisoners in closed institutions should not be so large that the individualization of treatment is hindered. In some countries it is considered that the population of such institutions should not exceed five hundred. In open institutions the population should be as small as possible.
(4) On the other hand, it is undesirable to maintain prisons which are so small that proper facilities cannot be provided.
64. The duty of society does not end with a prisoner's release. There should, therefore, be governmental or private agencies capable of lending the released prisoner efficient after-care directed towards the lessening of prejudice against him and towards his social rehabilitation.

Treatment

65. The treatment of persons sentenced to imprisonment or a similar measure shall have as its purpose, so far as the length of the sentence permits, to establish in them the will to lead law-abiding and self-supporting lives after their release and to fit them to do so. The treatment shall be such as will encourage their self-respect and develop their sense of responsibility.
66. (1) To these ends, all appropriate means shall be used, including religious care in the countries where this is possible, education, vocational guidance and training, social casework, employment counselling, physical development and strengthening of moral character, in accordance with the individual needs of each prisoner, taking account of his social and criminal history, his physical and mental capacities and aptitudes, his personal temperament, the length of his sentence and his prospects after release.
(2) For every prisoner with a sentence of suitable length, the director shall receive, as soon as possible after his admission, full reports on all the matters referred to in the foregoing paragraph. Such reports shall always include a report by a medical officer, wherever possible qualified in psychiatry, on the physical and mental condition of the prisoner.
(3) The reports and other relevant documents shall be placed in an individual file. This file shall be kept up to date and classified in such a way that it can be consulted by the responsible personnel whenever the need arises.

COUNCIL OF EUROPE. COMMITTEE OF MINISTERS. RECOMMENDATION No. R (98) 7 OF THE COMMITTEE OF MINISTERS TO MEMBER STATES CONCERNING THE ETHICAL AND ORGANISATIONAL ASPECTS OF HEALTH CARE IN PRISON
Adopted by the Committee of Ministers on 8 April 1998,at the 627th meeting of the Ministers' Deputies.

B. *Addiction to drugs, alcohol and medication: management of pharmacy and distribution of medication*

43. The care of prisoners with alcohol and drug-related problems needs to be developed further, taking into account in particular the services offered for drug addicts, as recommended by the Co-operation Group to Combat Drug Abuse and Illicit Trafficking in Drugs ("Pompidou Group"). Therefore, it is necessary to offer sufficient training to medical and prison personnel, and to improve co-operation with external counselling services, in order to ensure continuing follow-up therapy on discharge to the community.

44. The prison doctor should encourage prisoners to take advantage of the system of social or psychotherapeutic assistance in order to prevent the risks of abuse of drugs, medication and alcohol.

45. The treatment of the withdrawal symptoms of abuse of drugs, alcohol or medication in prison should be conducted along the same lines as in the community.

46. If prisoners undergo a withdrawal cure, the doctor should encourage them, both while still in prison and after their release, to take all the necessary steps to avoid a relapse into addiction.

47. Detained persons should be able to consult a specialised internal or external counsellor who would give them the necessary support both while they are serving their sentence and during their care after release. Such counsellors should also be able to contribute to the in-service training of custodial staff.

48. Where appropriate, prisoners should be allowed to carry their prescribed medication. However, medication which is dangerous if taken as an overdose should be withheld and issued to them on an individual dose-by-dose basis.

49. In consultation with the competent pharmaceutical adviser, the prison doctor should prepare as necessary a comprehensive list of medicines and drugs usually prescribed in the medical service. A medical prescription should remain the exclusive responsibility of the medical profession, and medicines should be distributed by authorised personnel only.

LESSON PLAN 16 - Suicide Prevention

Method of Instruction: Discussion, Lecture, Question and Answer

Time Frame: 1 Hour

Performance Objectives:

Inform staff about the importance of staff's efforts to prevent suicides and provide basic skills and techniques for identification and responding to a suicide.

SESSION OBJECTIVES:

1. List three characteristics of potentially suicidal inmates.
2. List the four steps, in order, which staff must take in responding to a suicidal inmate.
3. List two steps used in monitoring potentially suicidal inmates.

References: John D. Baxter, Tom Fagan - US Bureau of Prisons

Training Aides Required: Blackboard or flip chart

INTRODUCTION

Welcome! This session is about preventing inmate suicides in the prisons. Each of us shares three responsibilities with respect to suicide prevention:

- We must be able to recognize warning signs that tell us inmates may be considering suicide.
- We must be able to respond correctly to suicidal behavior.
- We must follow-up on and monitor inmates who have been identified as potentially suicidal.

Before giving you some basic information about suicide prevention, I would like you to answer some questions about suicide. You will not have to turn your answers in.

INSTRUCTOR'S NOTES:

The following should be prepared and handed out to each student.

Preventing Inmate Suicides

Please answer the following questions about inmate suicide. You will not be asked to turn your answers in. Answers to these questions will be covered during this training session.

1. In prison, most suicides occur in:

   a. Segregation
   b. Regular housing units
   c. Mental health units

2. In the prison, most suicides occur:

   a. Just after 4 p.m.

b. Between midnight and 5 a.m.
c. No specific time

3. Looking at an inmate's history, which of the following increase the risk of attempting suicide?

a. Previous suicide attempts
b. Recent loss of an important relationship
c. Major stress
d. Mental disorder
e. Medical disorder
f. All except e
g. All of the above

4. Which of the following behaviors indicate that an inmate may be suicidal?

a. Statements about suicide
b. Symptoms of depression
c. Giving away commissary & other possessions
d. Withdrawal from friends
e. Hoarding medication
f. All of the above
g. All except d

5. One of the best things to do if an inmate tells you he is thinking of suicide is to tell him not to worry so much, many people think about suicide.

a. True
b. False

6. You should never ask about suicidal thoughts or talk directly about suicide with an inmate since this may prompt the inmate to commit suicide.

a. True
b. False

7. According to BOP policy, inmates may be used to "watch" a suicidal inmate.

a. True
b. False

8. After being released from the hospital for a suicide attempt, how long may an inmate's thoughts of suicide continue?

a. Inmates are not released until all thoughts of suicide are over.
b. Days
c. Weeks
d. Months
e. b, c, or d

If you haven't completed the pre-test, continue working on it. During the rest of this session, we will talk about the correct answer to each of the questions.

I. IDENTIFYING SUICIDAL INMATES.

Do you remember the three responsibilities we all share concerning suicide prevention?

DISCUSSION GUIDE:
Ask interactive questions and encourage discussion.

They were:
- recognize
- respond
- monitor, follow-up

What information can help us recognize a suicidal inmate?

DISCUSSION GUIDE:
Write student answers down on the flip chart. Probe for responses that loosely fit the next overhead. After two or three minutes, or when student responses begin to drop off, continue with the lesson plan.

All of the areas you mentioned can be useful in helping us recognize suicidal inmates. To help organize our discussion, we will talk about the following areas as they relate to suicide:

- Incidence
- Frequency
- At-Risk Groups
- Method
- Inmate History
- Inmate Behavior

Adolescents are an at-risk group. Adolescents may not have well developed support networks or coping skills to handle the crises they face. Middle aged or older single males may experience the erosion of relationships, reduced support from others and unfulfilled expectations.

The elderly may fear becoming dependent upon others. All of these stresses, coupled with reduced support and coping skills may lead to a higher incidence of suicide for these groups.

Traditionally in corrections, newly arrested inmates have been identified as a high risk group. Inmates who are serving longer than average sentences, and who lose important outside relationships are at an at-risk group. Knowing an inmate falls into one of these at-risk groups help us pay closer attention or ask the right questions. We also may benefit from knowing how and when suicide occurs.

* Method

INSTRUCTOR'S NOTES:

Information on the method, where in the institution they occur and time they occur should be gathered from the statistical office and presented here. Point out that this also is the answer to questions 1 and 2 on their pre-test.

---

* Where (segregation, housing units, hospital)
* When (time of day or night -- in the U.S. prisons, for example, 48% occur from midnight to 5 a.m.)

All of these kinds of information help us generally to take suicide seriously, to focus our attention on special groups who have higher risk of committing suicide, and to try to control inmate behavior through increased watchfulness. While this information is useful in recognizing potentially suicidal inmates, not every suicidal inmate will fit the typical pattern. For this reason, two other kinds of information can be of help to us.

- Inmate History
  - Previous Suicide Attempts
  - Loss of an Important Person
  - Stress
  - Mental Disorder
  - Medical Status

The answer to question 3 is a.

Each of these factors increases the risk that an inmate may be suicidal. Previous history of suicide attempt, recent loss of a significant other, or other major stressful event make sense as contributing to suicide risk. The existence of a mental disorder or medical impairment such as HIV+ or AIDS may contribute suicide risk since the inmate's ability to make clear judgements and use effective coping skills may be reduced. Knowing about an inmate's history helps us pay closer attention to changes in mood, changes in behavior or veiled statements which may indicate the potential for suicidal behavior. Observing his or her behavior can help us further identify suicidal inmates.

- Inmate Behavior
  - Symptoms of Depression
  - Changes in Behavior
  - Suicidal Thoughts
  - Plan
  - Resources

The answer to question 4 is f, all of the above. We will go into some detail on the first two areas: symptoms of depression, and changes in behavior.

Symptoms of depression may include:

- o sleep problems
- o loss of appetite

Behavior:

- o moodiness
- o Fatigue
- o expression of helplessness
- o loss of hope
- o withdrawal
- o suspiciousness
- o expressions of guilt

Changes in behavior that may occur prior to a suicide are:

- o withdrawal from friends
- o suspiciousness
- o "saying goodbye"
- o giving away property
- o hoarding medication

Plan and Resources refer to whether an inmate has identified a specific way that he or she may attempt suicide, and whether he/she has access to the gun, medication, knife, bed sheet that is intended to be used in the suicide.

Knowing common symptoms or behaviors of suicidal inmates helps us recognize a potentially suicidal inmate.

To summarize, each of us is responsible for helping to identify potentially suicidal inmates. Our ability to recognize these inmates is increased if we know the basic information we just covered.

RESPONDING TO SUICIDAL INMATES

Let's assume that an inmate fits the pattern we have just described, and that his or her behavior tells us that the potential for suicide exists. How should we respond?

DISCUSSION GUIDE:

Write student answers down on the flip chart.

General Staff Responses

Basic Responses --

1. Listen and Hear
2. Take though and feelings

seriously
3. Be affirmative and supportive
4. Refer to:
Shift Supervisor, Unit Manager
Psychologist or Medical Professional

The first three responses are good communication skills. As an inmate talks about suicidal feelings, it is important to give our undivided attention, and not to dispute or ignore his or her claim that they are feeling suicidal. The answer to question 5 is b. We should not try to minimize the inmate's statements about thinking of to worry so much, or that many people think of suicide. When you think that an inmate is potentially suicidal, who would you inform? Or, to whom would you refer the inmate.

DISCUSSION GUIDE:

Write student answers down on the flip chart. As students respond, point out that sometimes it may be appropriate to talk to your supervisor before making the referral (e.g. Segregation), and at other times, a direct call to the Psychologist or Medical department should be made immediately. After two or three minutes, or when responses begin to drop off, continue the lesson plan.

Let me emphasize something here:

Don't fail to respond. Notify your supervisor as appropriate and then, make the referral. Let the Psychologist or Medical Professional evaluate the risk of suicide and make the decision about whether a suicide watch or other intervention is needed.

Advanced Responses --

1. Ask directly about thoughts of suicide.
2. Make a contract where appropriate.

In your role as a correctional worker, you may get to know some inmates on your work detail or in your unit pretty well. In cases where you know an inmate, it may be appropriate to ask an inmate to clarify why they are feeling down, or if they are thinking about suicide. The answer to question 6 is b. Sometimes inmates will talk openly about their feelings and thoughts with their work supervisor, unit staff or correctional officer when they would not be as open with other inmates. Asking about suicidal thoughts or talking with an inmate about suicidal feelings will not prompt an inmate to commit suicide.

Making a contract with an inmate may also be helpful. Let me use two examples to illustrate what I mean by a contract. First, you may ask for the inmate's word that he or she will come to talk to you before acting out a suicidal feeling. Another example might be to get the inmate to agree to wait for a certain number of hours or days before taking any action on a suicidal feeling. Obviously, contracts require trust, and we can't rely on them completely to reduce the risk of acute suicide. Contracts can reassure an inmate that we are here to help. At times, a suicidal inmate may feel relief when they agree to put off acting on a suicidal impulse for specific period of time.

Both of these advanced skills are just that, advanced. If you do not feel comfortable trying them, don't. Just be sure that you have made the appropriate referral and that you are using the basic skills we described earlier.

MONITORING -- FOLLOWING-UP ON SUICIDAL INMATES.

Monitoring and Follow-up
- Evaluation
- Suicide Watch
- Inmate Companions
- Return to population
- Continued observation

After you have referred the inmate a Psychologist or Medical Professional will evaluate his or her suicide risk using many of the concepts we have just discussed. If the inmate is viewed as an acute suicide risk, a Suicide Watch will be started. A watch can last several hours to several days, depending on the inmate's intent to harm himself.

The answer to question 7 is a, true. Inmate Companions may be used to help watch a potentially suicidal inmate. These inmates would rotate in shifts and would be required to observe the potentially suicidal inmate until the watch is over. They are not placed in the cell with the suicidal inmate. In our institution, we do (do not) use inmate companions.

Following a Suicide Watch, an inmate is typically returned to general population or other pre-watch status. Often, other inmates may have heard that the inmate was suicidal. As an inmate returns to the general inmate population, it is our responsibility to be supportive and to help the inmate retain as much dignity as possible. Staff should not share information about an inmate's emotional issues with other inmates. We should not respond to prying questions which other inmates may raise.

The risk of suicide is not over when the Suicide Watch ends and the inmate returns to population. The answer to question 8 is e, days, weeks or months. Inmates who have been acutely suicidal may continue to have thoughts of suicide for quite some time. For this reason, continued monitoring must occur. Usually a Psychologist or Medical Professional will meet with the inmate regularly. There are some things that all of us can do that will help the monitoring and follow-up process.

How should staff continue to monitor an inmate who has been identified as previously suicidal?

DISCUSSION GUIDE:

Write student answers down on the flip chart. End after two or three minutes, or when student responses begin to drop off.

All of your suggestions are helpful. If I could offer you some guidance, I would recommend that you go back to the model we already have seen:

Basic responses
Advanced responses
Referral (as needed)

CONCLUSION

In conclusion, let me remind you that each of us has three responsibilities where suicidal inmates are concerned. Those responsibilities are:

- We must be able to recognize

warning signs that tell us inmates may be considering suicide.

- We must be able to respond correctly to suicidal behavior.
- We must follow-up on and monitor inmates who have been identified as potentially suicidal.

Another Sample LESSON PLAN 16 (Very Extensive – a total advanced course)

Chapter Title	INTRODUCTION
Paragraph Title	**1 – Definitions**
Page	1/

Text	Graphics and behaviour
• **suicide** ⇨ « sui » = soi (oneself) • **cide** ⇨ derived from caedere = to kill • introduced during the 18th century to replace the expression "self homicide" • **"suicidee"** = a person who has committed suicide • **"suiciding"** (invented word) = indicates the survivor of a suicide attempt • **suicidal** = a person who has suicidal thoughts or plans to commit suicide	

Notes

Chapter Title	INTRODUCTION
Paragraph Title	**2 – Representations**
Page	2/5

Text	Graphics and behaviour
	Exercise : try to answer these questions **Question 1** – People who plan to commit suicide do not show any sign of their intention to their family before acting **Question 2** - Suicide does result from a choice

Notes **Answer 1**
8 persons out of 10 show signs of their intention or talk about it before trying to commit suicide

Answer 2
By committing suicide, the person is not necessarily wishing death, but it is a way of putting an end to a pain that has become unbearable; then suicide seems to be the only solution.

In such a context, suicide rather results from a lack of choice**.**

Chapter Title	INTRODUCTION
Paragraph Title	**2 - Representations**
Page	3/5

Text	Graphics and behaviour
	Exercise : try to find an answer **Question 3** - Suicide is hereditary **Question 4** - A person in a suicide crisis is really determined to die

Notes **Answer 3**
What is hereditary is not suicide, but rather the person's disposition or family psychological elements

Answer 4
Sometimes suicidal persons say they will participate in some activities but commit suicide before. This is characteristic of the ambivalence of the act of suicide. Despite his plans, his pain becomes so deep that suicide appears as the only relief.

Chapter Title	INTRODUCTION
Paragraph Title	**2 – Representations**
Page	4/5

Text	Graphics and behaviour
	Exercise : try to find an answer **Question 5** - Talking about suicide with someone can incite the person to commit suicide

Notes **Answer 5**
Asking : "do you think of suicide?" means that ill-being has been identified and favours "tell me what's wrong with you". Talking about it allows the person to reveal his fear. That's how the subject will begin to feel his pain more bearable and to contemplate alternatives to suicide.

Chapter Title	I - Epidemiology
Paragraph Title	**1 – Suicide in the world and in France**
Sub paragraph	**1.1 – The issue of suicide in the world**

Page	1/

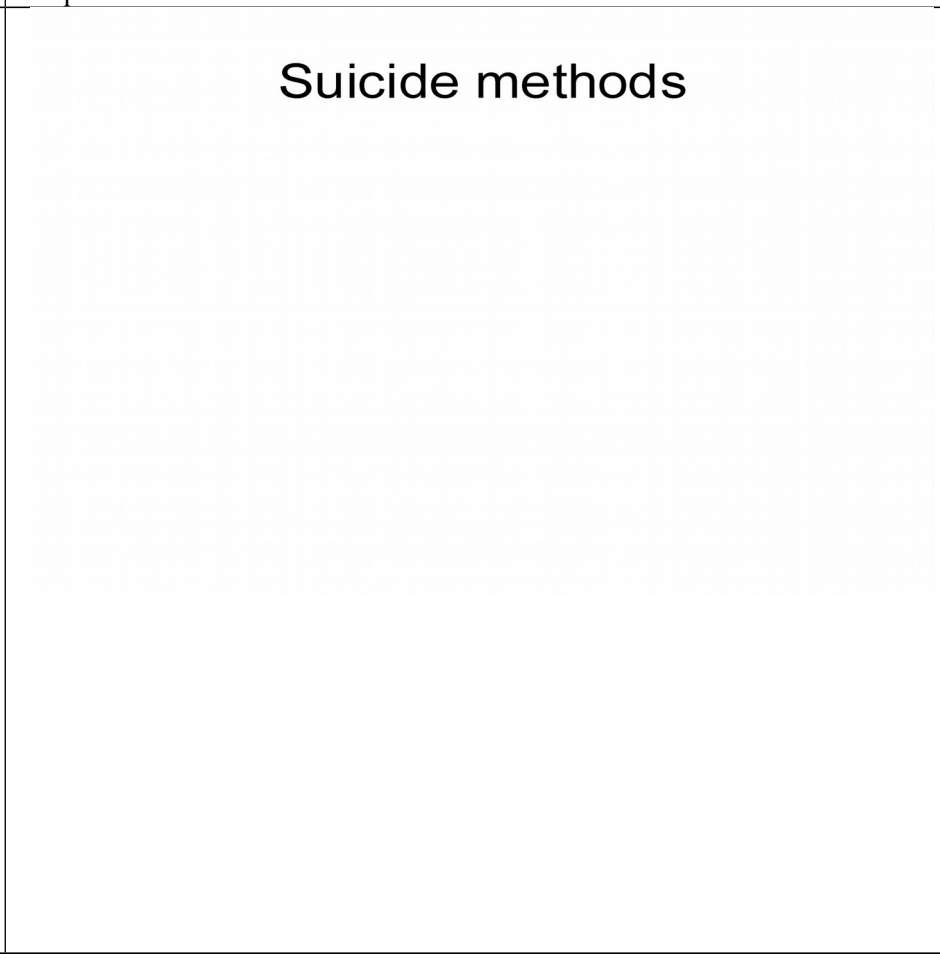
Text	Graphics and behaviour
Suicide causes more casualties than war does In 2000: • 1 million suicides, i.e. one death every 40 seconds • 1 million suicide attempts (1 every 3 seconds) 57% of suicides are committed by people under 44. Suicide rate is higher among the male population everywhere in the world except in China (which represents 20% of suicides in the world)	

Notes	
Chapter Title	1 Epidemiology
Paragraph Title	**1 - Suicide in the world and in France**
Sub paragraph	**1.2 – The problem in France**

Page	2/5

Text	Graphics and behaviour
About 12000 deaths yearly 160.000 attempts 1st cause of death in Europe for the 25 – 34 years old 4% of the French population is affected by a suicide crisis each year According to polls, 25% of the French population has already thought of suicide among whom 13% seriously.	Deaths caused by suicide Yearly deaths / 100 000 subjects of the age

Notes : on the right side of the “graphics and behaviour” section (key) H = male ; F = female	
Chapter Title	1 Epidemiology
Paragraph Title	**1 - Suicide in the world and in France**
Sub paragraph	**1.2.1 - Means**
Page	3/5

Text	Graphics and behaviour
The means used for a suicide are often considered as “violent” 37,2% of suicides result from hanging 24,9% from the use of a firearm The risk of death is superior to 90% and after-effects considerable Increases by 5 the risk of suicide The risk is reduced to 2,7 if the means is correctly stored A prevention policy limiting access to lethal means and particularly firearms has been implemented	
Notes	

Chapter Title	1 Epidemiology
Paragraph Title	**1 - Suicide in the world and in France**
Sub paragraph	**1.2.2 – People at risk**
Page	4/5

Text	Graphics and behaviour
• the unemployed • prisoners	

• the "suiciding" • in-patients in psychiatric hospitals (194 deaths notified by only a part of the institutions)	

Notes	
Chapter Title	1 Epidemiology
Paragraph Title	**2 – Suicide prevention**
Sub paragraph	**2.1 – Definition of suicide prevention**
Page	5/5

Text	Graphics and behaviour
Any individual or collective action which has an impact on the main determining factors of suicide: - **Identification** of the people at risk - **Diagnosis** and general measures limiting access to suicide means - **Intervention** in case of a suicide crisis including appropriate actions for each stage of the crisis - **Postvention** (after a suicide): all the actions to take care of the persons who attended the suicide, called for help, or the persons attached to the deceased (family, friends, co-inmates, professionals)	

Notes	
Chapter Title	I - Epidemiology
Paragraph Title	**2 – Suicide prevention in France**
Sub paragraph	**2.2 - History**
Page	1/5

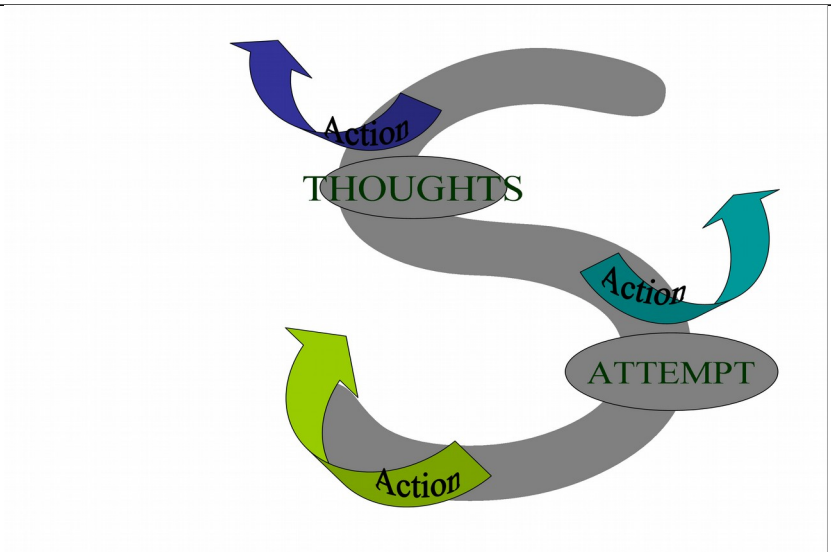
Text	Graphics and behaviour
In 1961, creation of SOS Amitié (Friendship), with a phone number and a network of people listening day and night, but the principle of no intervention remains the rule. In 1969, creation of the organization for survey and suicide prevention In 1978, creation of SOS Phenix Suicide which develops a direct communication with the person in	

distress The 1st national day of suicide prevention takes place on the 5th February, 1997 and leads to the conception of a programme Suicide prevention becomes a national public health priority In 2000, a national strategy of actions is planned on 5 years In 2001, 2002 and 2003, ministerial texts generalise prevention actions	
Notes	
Chapter Title	I - Epidemiology
Paragraph Title	**2 – Suicide prevention in France**
Sub paragraph	**2.3 – The national programme of actions**
Page	2/5
Text	Graphics and behaviour
The aim is to facilitate prevention by an **increased detection of suicide risks** through: ❖ the creation of trainer binomials (a psychiatrist and a psychologist) at a national level (sessions organised by JL TERRA and M SEGUIN) - from 2003, opening of sessions for other kinds of professionals. They will lead 3 sessions of awareness a year to resource people who will be in charge of the detection work. The training of resource people within the Penitentiary Administration is a priority ❖ Limiting access to means (particularly firearms) ❖ Improving the care of "suiciding" people (social, medical and psychological care)	
Notes	

Chapter Title	I - Epidemiology
Paragraph Title	**2 - History of suicide prevention**
Sub paragraph	**2.4 – Prevention philosophy**
Page	3/5
Text	Graphics and behaviour

The implementation of a national training scheme on crisis intervention is a challenge that goes beyond the mental health professions
It's incumbent on every citizen
No medical care, no psychotherapy but a helping process

A survey shows that :
In 4000 persons who seriously think of committing suicide (out of 100 000), 300 will try and 17 will really commit suicide.
So we can think that detection and protection might have helped avoid a great number of successful suicides.

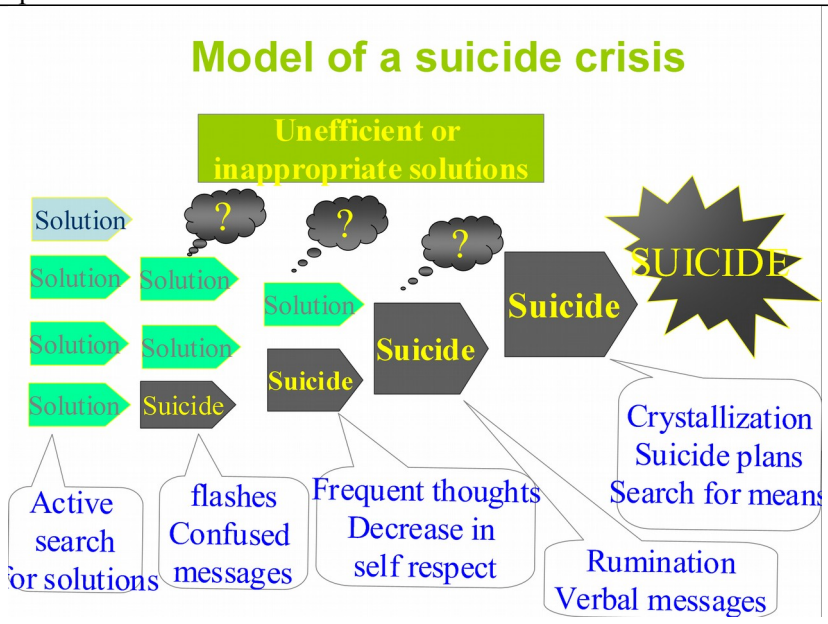


Chapter Title	II - Suicide
Paragraph Title	**1 – Suicide crisis**
Page	4/5

Text	Graphics and behaviour

Do not mistake suicide risk with suicide crisis
- a suicide crisis is the moment when suicide becomes for the subject the only solution to end his pain
- Generally, people make their best to avoid suicide; that's why the act of suicide can be reversible until the last moment

A suicide crisis has distinct stages that determine the degree of emergency
- that period characterized by pain and tension usually lasts between 6 and 8 weeks
- after a crisis, the risk of



repetition is still high	

Chapter Title	
Paragraph Title	
Sub paragraph	
Page	

Text
1.1.1 – Crisis spread Generally speaking, the subject's state goes from stability to vulnerability; the height is the suicide crisis. People usually believe that a crisis is spontaneous. In fact, the subject goes from stability to vulnerability, and the height is the crisis state. The spread is composed of three important stages (disorganization, acute stage which can lead to suicide and recovery period)

Chapter Title	
Paragraph Title	
Sub paragraph	
Page	

Text
1.1.2 - The state of suicide crisis When the individual loses his usual abilities to face stressful events, he is said to be in a **vulnerable state**. He **can no longer dispose of a tension** that has become too much intense with the usual response. The individual in a state of vulnerability **assesses his situation negatively;** those feelings participate in increasing the tension which becomes harder to eliminate.

Chapter Title	II - Suicide
Paragraph Title	**1 – Suicide crisis**
Sub paragraph	**1.1 – Patterns of suicide mechanisms**
Page	2/5

Text	Graphics and behaviour
1.1.3 – Possible solutions to the crisis Generally, the individual shows a range of behavioural responses when he is faced with the stressful events of life; those responses allow him to maintain a state of stability. **Appropriate solution =** the person solves the problem that triggered the crisis; the crisis resolves itself, the person has acquired new adaptation abilities and returns to a state of stability **Inappropriate solution =** in that case, the individual chooses solutions that allow him to reduce stress and anxiety in the short run, but those responses are inappropriate and may worsen the situation and have disastrous consequences (alcoholism, drug addiction,…)	Exercise : Someone loses his job; instead of looking for a job, he starts drinking and his wife leaves him. What kind of solution is this ?

Notes : answer = inappropriate solution

Chapter Title	II - Suicide
Paragraph Title	**1 – Suicide crisis**
Sub paragraph	**1.2 – Stages of suicide process**

Page	3/5	
Text		Graphics and behaviour
1.2.1 – stage 1: the subject begins to think of suicide ("ideation") It's the stage when the individual begins to have his first suicidal thoughts; they are either diffuse or precise, but in any cases very short and not ruminated. In this stage, one can find the persons who had thought of suicide once. **Examples**: thought of death, thought of being accidentally pushed under a bus, etc… Then, suicidal thoughts become more frequent: many times a week, but the person is not daily haunted by this choice. This stage corresponds with the period of vulnerability (1) and of the search for solutions (2)		
Notes(1) and (2) see pages 15 and 16, chapter II- 1- 1.1		
Chapter Title	II – Suicide	
Paragraph Title	**1 – Suicide crisis**	
Sub paragraph	**1.2 – Stages of suicide process**	
Page	4/5	
Text		Graphics and behaviour
1.2.2 – Rumination stage This stage is characterized by a strong anguish in facing the inability to solve the crisis (*"on mornings I cry when I think I must face another new day…")* The individual ruminates his suicidal plan, which generates stress and anguish and then increases pain and sufferings. The subject is more and more convinced that no solution can end his pain. The idea of suicide becomes haunting (*"I'm always thinking of suicide, at every moment"; " the slightest disappointment, the slightest annoyance brings me back to suicide")*. At that stage, the person in a suicide crisis can generalize feelings such as "nobody loves me" and is not able anymore to find solutions to face his difficulties (1)		
Notes See "Establishing trust", page 28, chapter II – 3- 3.1-3.1.2		
Chapter Title	II – Suicide	
Paragraph Title	**1 – Suicide crisis**	
Sub paragraph	**1.2 – Stages of suicide process**	
Page	5/5	
Text		Graphics and behaviour
1.2.3 – stage of crystallization We talk about crystallization when the individual considers suicide as the ultimate solution to his disarray and pain. At that stage the decision has been taken and the suicide		

scenario (where, when, how) in construction (if not decided). But the process can be more or less fast and some people reach that stage faster (for instance, teenagers who are more impulsive). During this stage, the individual often shows signs of improvement, which can be interpreted wrongly by his family as the end of the crisis; it's generally when the individual writes his farewell letters, his will, or gives away the belongings with a sentimental value : *"I'm writing to thank you for what you've done for me" ; "I settle my matters, draft my will and push off" ;*"take this, I give you my pair of skis, I won't need them anymore".	

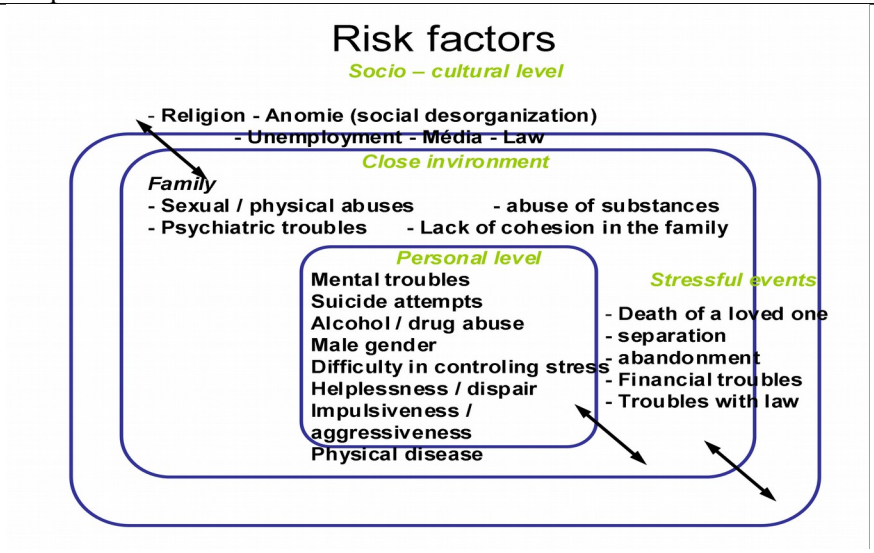
Notes	
Chapter Title	II – Suicide
Paragraph Title	**1 – Suicide crisis**
Sub paragraph	**1.2 – Stages of suicide process**
Page 1/5	

Text	Graphics and behaviour
1.2.4 – The element that triggers suicide The idea of suicide has crystallized, suicide is imminent. An event often hastens the suicide. The person plans to commit suicide within 2 days and is in possession of the chosen means or knows how to access to it. Suicide is imminent. For the family or the external observers, the triggering event may appear trivial (for instance, academic failure). At that stage the person is in a suicide attempt or on the verge of it.	

Notes See " Putting off the fatal date" chapter II –, 1-, 1.3-,1.3.2-, "establishing trust" chapter II-, 3-, 3.1-, 3.1.2-

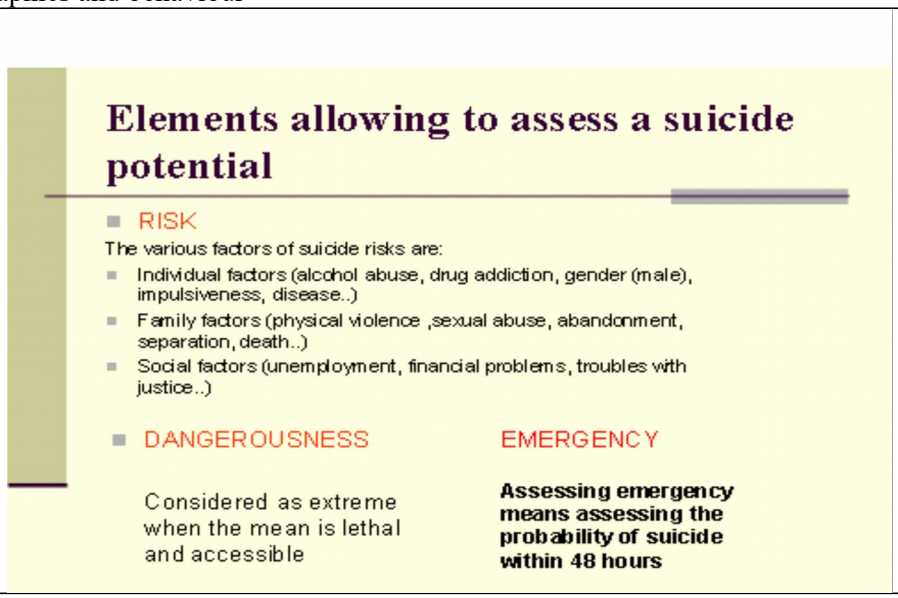
Chapter Title	II – Suicide
Paragraph Title	**1 – Suicide crisis**
Sub paragraph	**1.3 – Defusing the crisis**
Page 2/5	

Text	Graphics and behaviour
1.3.1 – Who can defuse the crisis? Any person when it is a psychosocial crisis caused by social or family factors or specific events, which is not the case with a psychiatric crisis which can only be defused by a medical staff **1.3.2 – How to defuse a suicide crisis?** Putting off the fatal date (such an intervention can be made during an interview in an office, at home… but	

also by the phone or even on line…) Supporting the suicidal person during the acute stage of the crisis Making the subject feel he can get through with people's help	
Notes	
Chapter Title	II – Suicide
Paragraph Title	**2 – Three – point assessment of a suicide potential**
Page	3/5
Text	Graphics and behaviour
Assessing the suicide potential allows to determine the degree of trouble for the individual to decide of the appropriate intervention It includes: • risk assessment • emergency assessment • dangerousness assessment Assessment scale for suicide potential (allows to determine a plan of actions): • low • moderate • high	
Notes	
Chapter Title	II – Suicide
Paragraph Title	**2 – Three – point assessment of a suicide potential**
	2.1 – Risk assessment
Page	4/5
Text	Graphics and behaviour
Individual factors: personal suicide previous history, mental health problems (affective disorders, alcohol abuse or drug addiction, personality disorders…), lack of self respect, impulsiveness, quick-tempered, disease, handicap… **Family factors:** violence, physical/psychological or sexual abuses, deaths, early abandonment, drug addiction or alcoholism, mental health problems or suicidal behaviour in the family, serious relationship problems,	

Psychosocial factors : persistent financial difficulties, recent separation or death, bereavement, placing in a community home, in an institution or in prison, professional difficulties, trouble with justice	
Notes	
Chapter Title	II – Suicide
Paragraph Title	**2 – Three – point assessment of a suicide potential**
	2.2 – Emergency assessment
Page	5/5

Text	Graphics and behaviour
It means assessing the probability to die within 48 hours. The basis for this assessment are: • suicidal "ideation" intensity • no other alternative than suicide • suicide scenario; imminent suicide The emergency is: • weak: the subject thinks of suicide, but has no scenario • moderate: the subject contemplates a scenario, but puts it off • important: suicide has been clearly planned for the days to come	
Notes	
Chapter Title	II – Suicide
Paragraph Title	**2 – Three – point assessment of a suicide potential**
Sub paragraph	**2.3 – Assessment of the suicide scenario dangerousness**
Page	1/1
Text	Graphics and behaviour
- Assessing how dangerous is the scenario: lethal mean, access to that means - When access to the means is easy and immediate, danger is extreme and one has to react accordingly	
Notes	
Chapter Title	II – Suicide
Paragraph Title	**2 – Three – point assessment of a suicide potential**
Sub Paragraph	**2.4 – Plan of action (according to suicide potential)**

Page	1/5
Text	Graphics and behaviour
Before establishing a plan of action, one has to determine if the suicide potential is weak, moderate or important.	

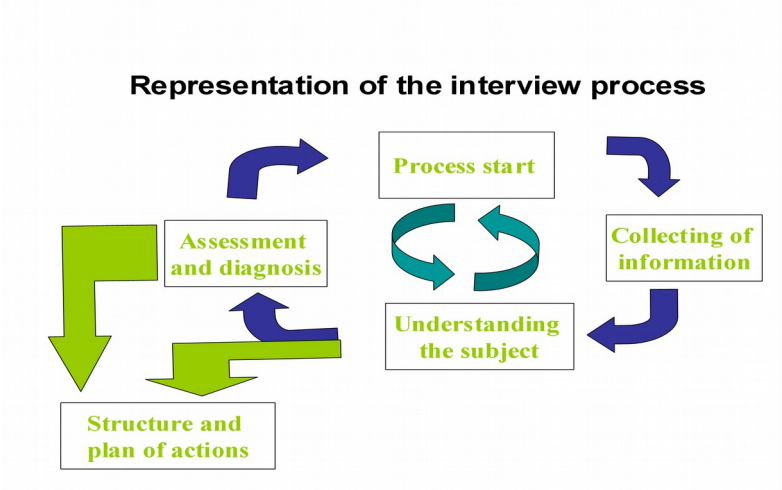
Note : Below "dangerousness" : add an "s" to the word "mean" (= means)	
Chapter Title	II – Suicide
Paragraph Title	**3 – Crisis intervention or crisis interview**

Page	2/5	
Text		Graphics and behaviour
The crisis intervention is aimed at a return to stability through: • the expression of the emotions • the understanding of the elements which led to the crisis • the learning of new capacities to solve the problem **Definition of the interview** A crisis interview is an interactive verbal and non-verbal dialogue between two participants whose mutual behaviour determines the style of the communication		

Chapter Title	
Paragraph Title	
Sub paragraph	
Page	

Text
3.1.1 – Immediate and managerial intervention The individual in a suicide crisis may be eager and motivated to be given help to reduce his anguish. The intervention has to be immediate as the individual is ambivalent, impulsive and clings stubbornly to his idea. **3.1.2 - Establishing trust between the intervener and the suicidal subject** The intervener has to accept the suicidal behaviour of an individual. The first interview allows the intervener to collect crucial data. The interview is the basis of any intervention in the field of suicide prevention.

Chapter Title	II – Suicide
Paragraph Title	**3 – Crisis intervention or crisis interview**
Sub Paragraph	**3.2 – Interview process**
Page	4/5

Text	Graphics and behaviour
3.2.1 – Objectives • soothing the subject's anguish • committing the subject in the process • collecting information on the situation • winning the subject's support • carrying out an assessment • defining and establishing a structure and a plan of action	

Chapter Title	II – Suicide
Paragraph Title	**3 – Crisis intervention or crisis interview**
Sub Paragraph	**3.2 – Interview process**
Page	5/5

Text	Graphics and behaviour
3.2.2 – Understanding the subject **Encouraging the exploration and expression of emotions to soothe the person's distress** At that time, the intervener must have some idea of the situation and of the triggering factors. Then he can let the individual express his feelings about what he's living; so the intervener establishes a relationship with the suicidal person and breaks his isolation by the same way. **Expressing the crisis** i.e. explaining clearly how he understands what happens to him, the triggering factors and their meaning, new solutions to contemplate. A suicidal subject doubts that he can pull through; the intervener thus has to communicate he's sure that there are alternatives to suicide and that the individual is able to overcome his difficulties.	

Paragraph Title	**3 – Crisis intervention or crisis interview**
Sub Paragraph	**3.2 – Interview process**
Page	1/5

Text	Graphics and behaviour
3.2.3 – Assessment Fast and efficient assessment of risks and emergency - The assessment has to be immediate to initiate the intervention with the utmost urgency	***To help you during the interview*** **Reminder of the interview rules** Asking open questions

- When the suicidal subject is in a crisis, he is panic-stricken and anguished. It's important to respond to a call for help when it's expressed because the ambivalence of the act of suicide allows a resolution of the crisis. **Assessment of the hastening factor** - This factor usually happens a few weeks before the crisis. It's not easily identified by the intervener because most of the time, the subject himself has no idea about the nature of the very elements which hastened the crisis. It's important to insist rather upon the current crisis and the triggering event.	Keeping up with the person's pace **Coming straight to the suicidal ideas** "Do you suffer so much that you want to commit suicide?" "Have you ever thought of the way you could commit suicide?" "have you decided when?"

Notes	
Chapter Title	II – Suicide
Paragraph Title	**3 – Crisis intervention or crisis interview**
Sub Paragraph	**3.2 – Interview process**
Page	2/5

Text	Graphics and behaviour
3.2.4 – Diagnosis and plan of actions **Offering valid alternatives** **Identifying** and clarifying with the subject the positive points in his life he's no more able to perceive by himself **Looking for** appropriate and accessible resources for his needs **Planning** easy and realistic processes to set about **Supporting and being with the** subject to avoid any failure The post-crisis period is risky regarding recurrence.	**To help you tackle the issue :** A suicidal individual is hopeless and does not believe anymore in a possible change. He thinks he has tried anything unsuccessfully and that there's no escape but suicide. Communicating hope means suggesting to the subject an alternative to death, for instance making him aware of his qualities, his significance, his value or that of other people around him. It's necessary for the intervener to rely on support, supervision and exchange resources.

Notes	
Chapter Title	II – Suicide
Paragraph Title	**3 – Crisis intervention or crisis interview**
Sub Paragraph	**3.2 – Interview process**
Page	3/5

Text	Graphics and behaviour
3.2.5 - Breaking out isolation, supporting family and professional circles The aim of the intervention crisis is to break the isolation in which a suicidal individual has taken refuge and to develop his relationships. The immediate circles are usually of a great help (friends, colleagues…) The intervener can help the individual to identify the members of his family able to support him and be with him. Identify and clarify with the subject the various processes that will allow him to feel less tension, to find the appropriate and accessible orientations that fit with his needs, plan realistic and easy processes he can set about by himself and explain,	

support him to avoid failures and be in a position to set up a realistic plan of actions.	

Notes

Chapter Title	
Paragraph Title	
Sub Paragraph	
Page	

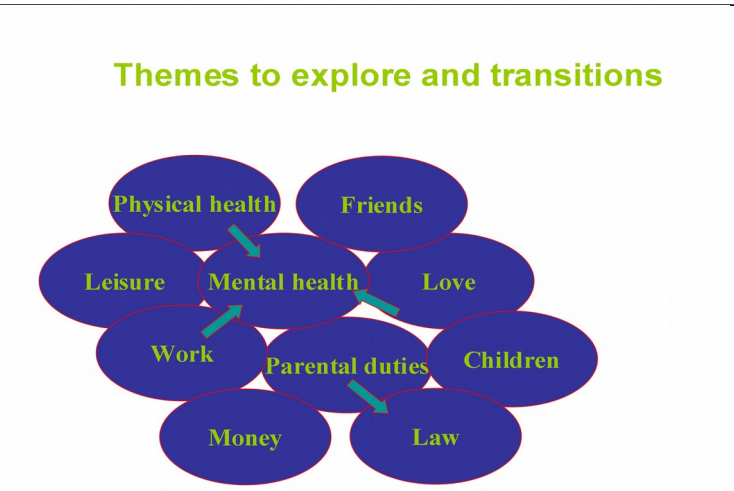
Text

Stopping the process of self-destruction
Determining understandings with the suicidal subject to follow through him, at least on the short run.
The processes have to be clear and definite. The follow-up has to be planned within a very short amount of time, usually no more than 24 hours.

The post-crisis

Just after an acute crisis, the subject's state may improve, so in the same time people around him tend to relax when in fact the subject remains vulnerable and a suicide is still possible**.**

Chapter Title	II - Suicide
Paragraph Title	**3 – Crisis intervention or crisis interview**
Sub paragraph	**3.3 - The formal characteristics of the interview**
Page	5/5

Text	Graphics and behaviour
3.1 – A structured interview • the intervener *leads* the interview • open questions • leading a natural and discreet interview • exploring the various fields of the subject's life	

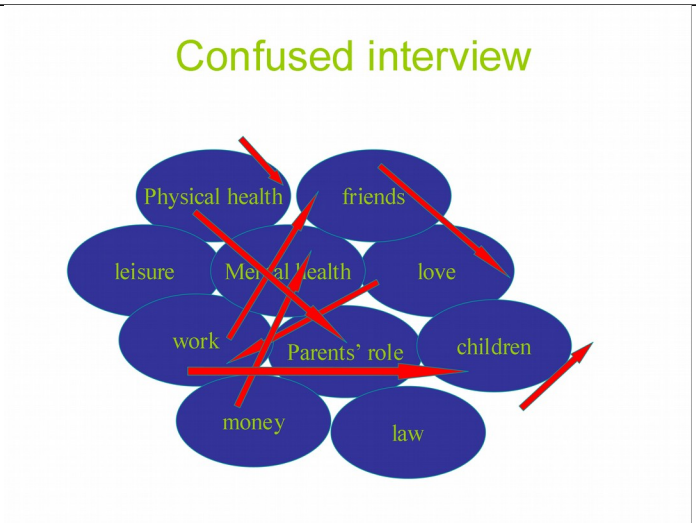
Notes

Chapter Title	II - Suicide
Paragraph Title	**3 – Crisis intervention or crisis interview**
Sub paragraph	**3.3 - The formal characteristics of the interview**
Page	1/1

Text	Graphics and behaviour

3.3.2 – A confused interview

- The individual loses himself in details, talks a lot but no matter is fully explored
- The intervener hesitates to ask more questions for fear of endless replies
- The intervener feels helpless, often exhausted, even hostile
- The intervener is likely to lose control of the interview



Notes	
Chapter Title	II - Suicide
Paragraph Title	**3 – Crisis intervention or crisis interview**
Sub Paragraph	**3.3 - The formal characteristics of the interview**
Page	1/4

Text	Graphics and behaviour
3.3.3 – Transitions Transitions are used to go from one theme to another without any difficulty. There are 4 types of transitions: • **Spontaneous:** - the subject goes on by starting on another question - the intervener must decide if that change is appropriate • **Natural:** - The intervener starts on another question related to the subject's life • **Referential:** - The intervener uses a theme previously tackled but not explored - That transition has the advantage of showing that the intervener pays attention to the subject's talks • **Ghost transition:** - The question has no link with the previous talks	**Exercise :** ***1)*** *"I feel exhausted, depressed… not to mention the difficulties with my husband…"* ***2) -*** *"what do you mean?"* - *"that I have difficulties in sleeping, however I'm always tired"* - *"Have you ever used sleeping pills?"* ***3*** *"You told me that when you're alone, you're afraid of your thoughts. Tell me more about it"* ***4) -*** *"I'm sad and always tired"* - *"was your father alcoholic?"* *What type of transition are they ?*

Notes : answers :
1=spontaneous
2=natural
3=referential
4=ghost

Chapter Title	
Paragraph Title	
Sub Paragraph	
Page	

Text

It is a matter of identifying the appropriate techniques that must enable to lead a quick, direct and open interview.

3.4.1 -The fields that have to be explored during the interview
The story of the current crisis
The subject's point of view (admission and understanding of his problems)
The social history: information about his social background, his family, friends, employers, life conditions, alcohol or drugs consumption, stressful events
The family story: mental health problems, diseases in the family (suicidal behaviours, depression, alcoholism, drug addiction…)
The psychiatric story: previous mental health problems, treatments, hospitalizations…
The personal story: growth, traumatisms, key events, education, school years…

Chapter Title	II - Suicide
Paragraph Title	**3 – Crisis intervention or crisis interview**
Sub Paragraph	**3.4 – Leading the interview**
Page	3/4

Text	Graphics and behaviour
3.4.2 – How to know if the interview goes on well The interview looks like a chat A good visual contact is established A cooperation is developing The subject gives spontaneously the information needed by the intervener	

Notes

Chapter Title	
Paragraph Title	
Sub Paragraph	
Page	

Text
3.4.3 – Checking whether the interview goes on bad No visual contact, the subject looks down at the ground, sighs The subject turns in on himself, crosses his arms, gets exhausted The subject becomes aggressive The intervener does not memorize the information and repeats again his questions The intervener uses closed questions (yes, no) The interview is dishevelled and unstructured Frustration settles on both sides

Chapter Title	
Paragraph Title	
Sub Paragraph	
Page	

Text
3.4.4 – How to get out of it ? By : Increasing slowly and clearly the ratio of closed questions Giving gentle orders : "at the moment, I wish to tackle…" ; "as we have little time left…" Naming the matters which encounter some resistance : "whenever I ask a question about your… you have a tendency to divert the conversation onto…" ; "why so ?" Occasionally interrupting the monologue and restructuring

Chapter Title	
Paragraph Title	

Sub Paragraph
Page
Text
1-1 The figures in Europe and in France
Chapter Title
Paragraph Title
Page
Text
Figures in France In 2003 ,120 prisoners committed suicide As of 17 November 2004, 86 suicides were committed by prisoners, of which 3 were admitted to hospital. The rate of suicide in prison is 7 times higher than outside. In 20 years, the rate of suicide has doubled. *Among the prison population there is a big percentage of mentally disordered and about 15 % of the inmates are psychotic. This kind of population is particularly vulnerable and the rate of suicide attempts is 24 times higher than in the rest of the prison population.*
Chapter Title
Paragraph Title
Sub Paragraph
Page
(1) cf 2.1 Scale of interview assistance

Chapter Title
Paragraph Title
Sub Paragraph
Page
Text
Suicide operating process in prison 92,7 % by hanging
Chapter Title
Paragraph Title
Sub Paragraph
Page
Text
Half of the suicides occur at night During the day, they happen between 15.00 and 18.00 (exercises hours) Half of the suicides take place the first three days of the week and the majority of them happen in the cell (80 %) The rate of suicides among the foreigners is lower than among the French nationals (20.5 per 10 000 to

24 per 10 000) 90.7 % of suicides occur in remand prisons The rate of suicide is particularly higher in criminal procedure (42.2 per 10 000 to 19.9 per 10 000 before the magistrate)

Chapter Title
Paragraph Title
Sub Paragraph
Page

Text
New arrivals' wing The critical periods spotted are the 1st month of imprisonment (1/3 of the suicides) and the 1st year (3/4 of the suicides) 60 % of the inmates who commit suicide are on remand **the disciplinary wing** 11 % of the suicides take place in a disciplinary wing. 20 times as many suicides as in normal custody. 46 out of 88 die during the 1st day 12 die within the hour following the placement in a disciplinary wing 75 die within the 5 first days

Chapter Title
Paragraph Title
Sub Paragraph
Page

Text
Further to different works carried out since 1995 and their following statements, the circular of 1998 established a certain number of recommendations. The circular of 2002 resumed them by adding a scale of interview assistance meant to be a guide for the detection of the suicical crisis, namely for newly arrived inmates but also as a basis for any interview during imprisonment. Jean Louis TERRA, psychiatrist, the minister of justice' representative who achieved the latest report on suicides in prisons in 2002 draws the attention to the fact that this scale is only a guide and cannot by any means be used as a mere questionnaire and, contrary to what it implies, there is no hesitation in asking straightforwardly the question : "have you ever thought of commiting suicide ? How ?

Chapter Title
Paragraph Title
Sub Paragraph
Page

Chapter Title
Paragraph Title

Page
Text
Chapter Title
Paragraph Title
Page
Text
Chapter Title
Paragraph Title
Page
Text
Chapter Title
Paragraph Title
Sub Paragraph
Page
Text
5.1.1 Observe and spot The officer must be watchful and observe any change in the physical and behavioural aspect of the inmate change in corporal hygiene behaviour, cleanliness or aspect of the cell : does not clean it anymore, tidies everything up, remove the photographs... change in attitude : becomes aggressive, asks permanently for medecines, or, on the contrary, withdraws into himself, does not speak anymore, does not ask anything anymore, refuses the visits, the courtyard exercices... dispatches personal belongings, things he is fond of … the officer can spot the suicidal crisis by searching : cells (storage of medicines, modification of the aspect of the cell, hygiene, decoration, objects that can be dangerous…)
Chapter Title
Paragraph Title
Page
Text
5.1.2 The officer must be able to assess suicidal potential Risk ref page (1) emergency (2) Dangerousness (the direct and attainable means; sheets, TV bracket...) (3) **5.1.3 intervention** The officer must be able to establish through dialogue a confidence link with the inmate he has spotted in suicidal crisis in order to diminish his distress and must ask directly the question on his suicidal intentions “are you feeling so bad as to have already thought of

suicide?"
During the dialogue, the officer looks for simple solutions: roommate,... diminishing the distress and the suffering of the person in suicidal crisis. The dialogue itself allows the expression of distress and may temporarily suffice to defuse the crisis.

(1) chap. III – 5- 5.2 question 2
(2) chap. III – 5- 5.2 question 3
(3) chap III – 5- 5.2 the solutions

Chapter Title

Page

5 Role of prison officers in the prevention of suicide

Text

5.1.4 The officer must forward the information by all means : verbal, formal and informal written document :

to the suicide referent, to the superiors,
to the probation and rehabilitation service,
to the medical staff,
to the colleagues,
to certain external of internal contributors (teachers, chaplain...),

The prison officer on duty must check whether a CCR (instruction, behaviour, diet) has been established towards a prisoner and gets informed of its content.

Chapter Title

Paragraph Title

Sub paragraph

Page

Notes : **Answers :**
ELEMENTS OF RISK :Sex : male ; age = + 40 ; offense = sex assault
Family and professional background : married, father, good situation (teacher)
Imminence of trial…
ELEMENTS OF EMERGENCY: His physical look (ready to leave) ; appearance of the cell (everything is removed from the walls, he gave his belongings to his fellow prisoners) All these elements indicate an acting.

ELEMENTS OF DANGEROUSNESS
Exercise period (= few inmates in the vicinity), a risky moment. He's been on antidepressant treatment for a few weeks, so he may have stored some medicines
SUICIDAL POTENTIAL
Risk = high
Emergency = high
Dangerousness = high

Chapter Title

Paragraph Title

Page

Chapter Title

Paragraph Title
Sub paragraph
Page

5.2.1Spotting

The prisoners who have a suicidal risk behaviour during the various interviews he has to lead
How ?
After consulting the individual form and the individual file, through an interview during which the inmate states his health records, his personal and family situation and his judicial history.
By watching his behaviour (withdrawal into himself, excessive excitement...), being attentive to words, looks, silences and their possible meanings within the frame of a suicidal crisis.

5.2.2.-Evaluating

The suicidal potential of the inmate (elements of risk, emergency, danger)
Be careful with the direct and indirect verbal messages !

Chapter Title
Paragraph Title
Sub paragraph

-5.2.3 Intervening

The senior officer on night duty takes out the list of the inmates spotted by his superiors and the officers and registered as under special watch, in order to allow the officers on patrol to be more watchful.

How?
Establish a dialogue with the inmate he has spotted in suicidal crisis to have his distress diminish. He must be able to ask straightforwardly the question on his suicidal intentions : « are you feeling so bad as to have thought of committing suicide ? ”Have you already imagined how and when ?
Propose solutions, either transitory or very simple to reduce the crisis before handing over to other partners or professionals.
You can suggest a roommate.

Chapter Title
Paragraph Title
Sub paragraph
Page

5.2.3-passing on
The senior officer must pass on the information collected to the medical staff, the referent, the superiors, the probation service.
He can also pass on his observations during suicide prevention commissions.

5.2. 4-The acting management (1)

Have the offficers establish a report and write all the necessary reports, of which the special report.

5.2.5 Post suicide management (2) 5.2.6 Post suicide management meant to the staff (3)

chapter III -5- 5.5 post-suicide management *chatper III – 6-* *chapter III – 5- 5.5*

Chapter Title	
Paragraph Title	
Sub Paragraph	
Page	

Text

Chapter Title	
Paragraph Title	
Sub Paragraph	
Page	

Text

Chapter Title	
Paragraph Title	
Sub Paragraph	
Page	

Text

Chapter Title	
Paragraph Title	
Page	

The solutions After the interview : Implement a special patrol, a placement under surveillance, Organise the twinning of the cell, meet the roommate, have his agreement, Record the essential elements of the interview (CR, CCR) and report to the superiors, the medical unit as an emergency, the probation service, Organize his filing (remember he has no resources and asks his brother to sell his car, which means he has taken up with him, which could act as an incentive), Important : carry out quickly the proposed and accepted solutions and see him again rapidly and ensure things are being implemented. Propose him to meet the medical unit, a probation officer, a visitor, a chaplain… To share his cell with an inmate of his choice Propose him other activities, a job… FORWARD Then, warn the medical unit Warn the colleagues, the superiors Write a report.

Chapter Title
Paragraph Title
Page

Chapter Title
Paragraph Title
Sub paragraph
Page

Chapter Title	III – Preventing suicide in prison
Paragraph Title	5 Place and role of the penal system staff in preventing suicide
Page	**5-3 Role of chief prison officers in the prevention of suicide**

Text	Graphics and behaviour
Prior to the placement in the disciplinary wing, the CSP must abide by the disciplinary procedure and inform the medical unit as quickly as possible. **Forward :** the CSP organizes the exchange of information between the different services and attends the suicide prevention or pluridisciplinary commissions the CSP must see that the special mark "suicide prevention" in the individual file be completed and regularly exploited. The CSP has a propositing role towards the prison governor together with the establishment's trainer in the implementation of the suicide prevention programme and the personnel's training.	

Notes	
Chapter Title	III – Preventing suicide in prison
	5 Place and role of the penal system staff in preventing suicide
	5-3 Role of chief prison officers in the prevention of suicide

Text	Graphics and behaviour
	Exercise : You are a CSP at the X remand prison when the inmate Pablo SALGADO arrives at 18.00 to be imprisoned. You meet him for a new arrival interview. **question 1**- the information to collect prior to the interview

Notes : **answer 1**
Where ? in the committal order
The individual notification (from the public prosecutor's office, the examining Judge)
What ? The health, judicial information ; the inmate's physical aspect (risk of suicide)
the judicial background
-1st offender or multirecidivist ?
The modes of detention recommended :
- solitary confinement
- single cell
He does not know how his wife or his close family are going to react
No money, he cannot use the canteen
He is very anxious and brings up on several occasions the idea to « put an end to this »

Chapter Title	III – Preventing suicide in prison
Paragraph Title	5 Place and role of the penal system staff in preventing suicide
Sub Paragraph	**5-3 Role of chief prison officers in the prevention of suicide**
Page	2/4

Text	Graphics and behaviour
	Exercise Question 2 Suicidal potential

	Risk ? Emergency ? Dangerousness ?
Notes : **answer** : **Elements of risk** male, + 40 1st imprisonment ; loss of his bearings (fears to loose his wife, his family, his job) Health situation, under medical treatment , very worn out Assessment = Risk medium Elements of emergency Has brought up on several occasions the idea to « put an end to this" ; Does not seem to have yet a built scenario Assessment : medium of low Elements of dangerousness Is under heart treatment and has within his reach very dangerous medicines. The hanging risk is always pending. Assessment : high	

Chapter Title	III – Preventing suicide in prison
Paragraph Title	5 Place and role of the penal system staff in preventing suicide
Sub Paragraph	**5-3 Role of chief prison officers in the prevention of suicide**
Page	2/4

Text	Graphics and behaviour
	Exercise Question 3 How to lead the interview ?

Notes : **answer**
Watch his behaviour, his way of expressing himself.. Be watchful to what he says : « I want to put an end to this, I won't bear to lose my job, my wife, ma family »
Make him explain what he means, if he has already thought of the means and when.
Help him find the means not to be desperate, explain him how the following days will be organized, tell him that his wife and family won't inevitably leave him, that he'll have to have some explanations with them… Propose him a meal, a shower, a single cell, a first aid wallet … and to meet a doctor.

Chapter Title	III – Preventing suicide in prison
Paragraph Title	5 Place and role of the penal system staff in preventing suicide
Sub Paragraph	**5-3 Role of chief prison officers in the prevention of suicide**
Page	2/4

Text	Graphics and behaviour
	Exercise Question 4 After the interview, measures to take?

Notes : **answers** :
Call a doctor
Organize a special watch, patrols …
Write a note in the night book to the attention of the superiors, the colleagues, the medical unit, the probation service…
Propose a quick filing to enable him to use the canteen.
Try to see him rapidly and make sure he has medical, psychological and social care.

Chapter Title	III – Preventing suicide in prison
Paragraph Title	5 Place and role of the penal system staff in preventing suicide
Sub Paragraph	**5-4 Role of the prison service staff in the prevention of suicide**
Page	4/4

Text	Graphics and behaviour

During the interview, the probation officer must : Look for risk elements (1) of the inmate in order to assess the suicidal risk and the suicidal. The probation personnel, like the prison service personnel, must : spot the person in a suicidal crisis during the new arrival interview assess the suicidal potential desuse the crisis by adapting their response and proposing solutions forward the information provide a continuous follow-up	
Notes	
(1) chapter II – 2- 2.1	

Chapter Title	III – Preventing suicide in prison
Paragraph Title	5 Place and role of the penal system staff in preventing suicide
Sub Paragraph	**5-5 Role of the management in the prevention of suicide**
Page	1/4

Text	Graphics and behaviour
Observe and spot the suicidal crisis, in particular through the interviews the management leads with the penal population (1) Assess the suicidal potential and the degree of emergency Intervene and propose solutions Forward the information Ensure the follow-up of the person in a suicidal crisis Implement commissions of suicide prevention and supervise their progress The management must name a suicide referent and work together with him	 *pluridisciplinary commission*

Notes	
(1) chapter III – 5- 5.3	

Chapter Title	III – Preventing suicide in prison
Page	5 Place and role of the penal system staff in preventing suicide
	5-5 Role of the management in the prevention of suicide

Text	Graphics and behaviour
Post-suicide management by the prison governor In case of decease by suicide, the prison governor or his representative must go to the premises where the suicide occured et gather the necessary information on the victim : Safeguard the premises where the suicide happened Inform the judicial officers and the victim's family Then, he must propose as soon as possible an interview with the family that he will meet with a staff member (prison officer or probation officier). ***Reminder*** The information to the family *of the decease as well as the meeting must be based on checked and accurate elements on the circumstances and what has been done to try to save the deceased person. It is strongly advised to propose to the family to visit the victim's cell and meet a psychologist or a psychiatrist and a chaplain.*	

Chapter Title	III – Preventing suicide in prison
Paragraph Title	5 Place and role of the penal system staff in preventing suicide
Page	**5-5 Role of the management in the prevention of suicide**

Text	Graphics and behaviour
The prison governor informs the penal population in order to avoid any risks of contagion He informs the whole prison staff and proceeds to a debriefing with the staff on duty when the suicice was committed The prison governor drafts a report on the interview with the victim's family every year, the prison governor drafts a report stating the actions for suicide prevention carried out in the establishment during the past year.	

Notes

Chapter Title	III – Preventing suicide in prison
Paragraph Title	**6- suicide management for all staff**
Sub Paragraph	
Page	2/4

Text	Graphics and behaviour
❖ first aid ❖ call the doctor ❖ warn the management staff ❖ if suicide by hanging , unhook the body (watch the knot !!) ❖ Note the time the doctor was called and the time the body was discovered ❖ If other inmates live in the same cell, put them in another cell ❖ Leave the cell as it is and lock it ❖ Hold up any traffic while the body is taken out ❖ Write very quickly the professional reports and have the officers who were on the premises write a report before the end of their duty.	

Notes

Chapter Title	III – Preventing suicide in prison
Paragraph Title	**7- post-suicide management for all staff**
Page	3/4

Text	Graphics and behaviour
Debriefing between the officers involved and the management staff as soon as possible If the staff needs it, put a psychologist from the prison of from the regional headquarter at their disposal Apply for continuous training scheme in : ➢ Stress management ➢ Self-control ➢ Understanding the idea of « incarceration shock ». ➢ Special information to the officer prior to their appointment to the disciplinary wing	

Notes

Chapter Title	III – Preventing suicide in prison
Paragraph Title	**8-Suicide management for inmates**

Page	4/4	
Text		Graphics and behaviour
Inmates having survived to their suicide attempt or chocked fellow Ask for a medical care within the day Report them to the probation and rehabilitation staff		
Notes		

Chapter Title	III – Preventing suicide in prison	
Paragraph Title	9- reminder of Pr TERRA's recommendations	
Page	5/5	
Text		Graphics and behaviour
MISSION ENTRUSTED TO DR TERRA **Recommendations :** . training of penitentiary and health staff . creation of connection sheets between the magistrates and the prison service . interviews of the new inmates on arrival or during their incarceration ; the following question has to be asked straightforwardly : "do you feel so bad as to have already had suicidal thoughts ?" . name one person in the establishment as a referent for the prevention of suicide comprising the whole process of assessment and protection . make the staff working in prison aware of the spotting of people with suicidal risks . method of communication between the health and the penitentiary staff and connection practises . analysis strategy of suicide cases which allow an identification of the factors that have driven the inmate to death . reduce the access to the means : e.g. as many suicides occur by hanging to the TV set stand, think of other types of stand . disciplinary wing : prior to their admission to the disciplinary cell, send the inmates in a suicidal crisis to a psychiatrist and then place them in a secure cell while the sanction is pending.		

Standard Minimum Rules for the Treatment of Prisoners
Adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955, and approved by the Economic and Social Council by its resolutions 663 C (XXIV) of 31 July 1957 and 2076 (LXII) of 13 May 1977

Medical services
22. (1) At every institution there shall be available the services of at least one qualified medical officer who should have some knowledge of psychiatry. The medical services should be organized in close relationship to the general health administration of the community or nation. They shall include a psychiatric service for the diagnosis and, in proper cases, the treatment of states of mental abnormality.
(2) Sick prisoners who require specialist treatment shall be transferred to specialized institutions or to civil hospitals. Where hospital facilities are provided in an institution, their equipment, furnishings and pharmaceutical supplies shall be proper for the medical care and treatment of sick prisoners, and there shall be a staff of suitable trained officers.

COUNCIL OF EUROPE. COMMITTEE OF MINISTERS. RECOMMENDATION No. R (98) 7 OF THE COMMITTEE OF MINISTERS TO MEMBER STATES CONCERNING THE ETHICAL AND ORGANISATIONAL ASPECTS OF HEALTH CARE IN PRISON
Adopted by the Committee of Ministers on 8 April 1998,at the 627th meeting of the Ministers' Deputies.

D. *Psychiatric symptoms, mental disturbance and major personality disorders, risk of suicide*
58. The risk of suicide should be constantly assessed both by medical and custodial staff. Physical methods designed to avoid self-harm, close and constant observation, dialogue and reassurance, as appropriate, should be used in moments of crisis.

LESSON PLAN 17 – Sizing up the Situation – Being Aware of Your Environment

Method of Instruction: Lecture, Discussion, Question and Answer, Role Playing

Time Frame: 2 Hours

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

1. The student will correctly describe, without benefit of notes, the four basic skills in sizing up the situation
2. The student will be able to list the three parts of good positioning
3. The student will be able to list the three steps in Posturing
4. The student will be able to list the four steps in Observing
5. The student will be able to list the four steps in listening

References: New York Department of Corrections, U.S. Department of Justice National Institute of Corrections

Training Aides Required: Blackboard and flip chart

INTRODUCTION

"Sizing up" are those skills that help you know what's happening in any situation. Sizing up helps you avoid costly mistakes and maximizes the chances that your decisions and actions will be effective and accurate. Sizing up works because it gets you ready to take and use information to manage and often prevent problems.

We all know that every officer in a correctional setting is vulnerable to the impulsive acts of inmates. Being locked up, removed from the freedom of their homes and the familiar streets, subjected to rigorous controls, forced to interact with many uneasy and even desperate human beings
-- all of these things put enormous pressure upon individual inmates. When they lash out uncontrollably, the person who is most vulnerable and available often becomes the object of their frustration.

Second, we know that situations that get out of hand are not always predictable. Inmates who set out to "get" an officer may find many more subtle ways to carry out their grudge. Yet their feelings toward an officer are often visible. The officer who sizes up the situation and recognizes these feelings will be more cautious in the presence of such inmates.

Third, we must recognize that officers always have the option to handle a given situation in a way that is for better or worse. The ability to assess what=s really going on and decide what, if any, action should be taken is perhaps the most critical part of an officer's job. Only the officer who really knows what's going on can choose and take the best possible course of action in managing inmates.

"Sizing up ability" is not an ability that an officer is born with. Nor is it always an ability that an officer develops through experience alone. Sizing things up requires some very definite skills.

FOUR BASIC SKILLS

Sizing up any situation involves four very basic skills:

1. Position
2. Posture

3. Observe
4. Listen

In general, of course, the skilled officer always systematically sizes things up on his shift, whether he is responsible for work-detail supervision or walking the housing units. Here are some ways an officer sizes things up before actually going on duty:

1. Checks with the supervisor and reviews the log book to see what has happened during the last shift;
2. Reads the log book of the officer he is replacing and asks for a briefing about the conditions in his area of responsibility;
3. Determines if there are items that need priority attention (like searching a recently vacated living area) and makes a note about taking care of them, and;
4. Walks the area of responsibility to take a reading of what is going on, who is where, who is doing what and to test the general atmosphere of the area.

DISCUSSION GUIDE:

Ask the class the following three questions and mark their responses on the blackboard or flip chart:

1. Why do you think that sizing up the situation is important?
2. If you were to walk the area of your responsibility prior to going on duty, what would you be looking for?
3. Which of the basic skills do think would be most helpful for you to get that information?

I. POSITIONING

Positioning means putting yourself in the best possible place to see and hear individuals or groups. This helps you get information you need to manage inmates and to prevent minor incidents from becoming major problems.

The three parts of Positioning are:

1. Distancing
2. Facing Squarely
3. Looking Directly

Physically positioning yourself in relationship to an individual or group is very important in the effective management of inmates.

As an effective officer, you need to position yourself where you can see and hear problems. Being in a good position helps you to know just what=s is going on and, therefore, increases your ability to stop problems from expanding. As you know, it is impossible for you to be everywhere at once. It is also very difficult to catch inmates in certain acts because of "look-outs." Yet the more you use positioning skills to see and hear, the less likely it is that the inmates will get involved in things that are against the rules.

Now let's look at the three specific skills or procedures.

1. Distancing. The first principle of distancing is to keep it safe. Yet while safety is foremost, it is not enough. You could be safely in your office while inmates are doing some pretty negative things. The distance must be safe but you must also be able to see what is going on. And you must be able to hear what is being said whenever possible.

POSITIONING means distancing yourself far enough to be safe, close enough to see and hear.

2. Facing Squarely. Facing squarely or fully ensures that your position give you the most effective line of vision. Your left shoulder should be lined up with the left boundary line of the area you are watching and your right shoulder should be lined up with the right boundary of the area you are watching. When you move your head to either side so that your chin is right above either shoulder, you should be able to see the entire field you are responsible for.
POSITIONING means facing the inmate or inmates squarely.

BE UNPREDICTABLE -- Sometimes the sheer size of the area for which you are responsible makes it impossible to remain squared in one position. In this sort of situation, you must rotate yourself so that by successive movements you will have squarely faced all the areas or persons you are responsible for. In rotating, as in all behaviors, it is always important for you to change the order of doing things so that your behavior cannot be predicted easily.

DISCUSSION GUIDE:

Ask the class to give you two examples of situations in which they think it would be a good idea to look an inmate directly in the eye. Write their response on the blackboard or flip chart.

Then ask the class to give you two examples of situations in which they think it would not be a good idea to look an inmate directly in the eye. Report their response on a separate section of the blackboard or flip chart.

---

3. Looking Directly. When positioning yourself, you should look directly at the area or person(s) you are managing. Unless you look directly, you will not be on top of the situation even if you are in the right position and are facing squarely. Looking directly at a group often involves looking at their eyes. When questioning inmates, for example, you will be able to get important clues by observing their eyes and their facial expressions closely. In addition to the information you can get, your direct look tells inmates that you mean business and are not threatened. But many inmates believe that a man who won't look you in the eyes is afraid of you.
POSITIONING means looking directly at the area and person or people you're managing.

Eye Contact to Communicate -- Eye contact may also be the best way of communicating interest. Inmates become aware of our efforts to make contact with them when they see us looking directly at their faces. Of course, looking directly at inmates will also provide you with valuable information about them. Inmates who keep shifting their eyes while talking to you signal that, at the very least, they are either uncomfortable with you or with what is being said. This kind of information is important in managing inmates. However, also be aware that certain cultures consider looking someone in the eyes as improper conduct. Thus, be aware of the individual inmates and their cultural background so you do not misinterpret what their looking or not looking you in the eyes means.

II. POSTURING

Your posture -- how you carry yourself -- tells an inmate a lot. It can make an inmate think that you're confident of yourself or that you=re really pretty worried about what might happen. Your aim, of course, is to show your real confidence.

The three steps of Posturing are:

1. Standing Erect
2. Eliminating Distracting Behaviors
3. Inclining Slightly Forward

The way in which the first two procedures show confidence should be obvious. When you stand erect and get rid of distracting behaviors, you let inmates know that you're in full physical control -- control not only of your own body but of the whole situation. And that's essential! Many inmates will try to intimidate any officer who doesn't look as if he is confident about what he's doing. If an inmate thinks he can scare you, you're in real trouble. Any officer without respect of the inmates is open to embarrassment and abuse. Inclining yourself forward can also show confidence by reinforcing the idea that all your attention and potential energy is riveted on the inmate or inmates.

1. Standing erect. Each of you knows how important standing erect is. You probably heard , even as a child, "Be proud, stand up straight." Standing erect takes muscle tone and practice. Look in the mirror and check yourself out. Are your shoulders straight? Is you chest caved in? How do you feel?
POSTURING means standing erect to show strength and confidence.

2. Eliminating Distracting Behaviors. A man or woman who can't stand steady is seen as nervous. Biting nails, foot-tapping and other distracting behaviors do not communicate confidence and control. By standing stiff like a board doesn't communicate it either. You should not feel tension in your body after you have eliminated distracting behaviors.
POSTURING means eliminating all distracting behaviors.

3. Inclining Forward. Your intention here must be to communicate interest and concern by shifting your weight forward so that the inmates become more aware of your "inclination" to communicate and supervise them with respect. You can do this by placing one foot slightly forward of the other with your weight on the forward foot. This does communicate "moving closer" without actually moving you much closer or making any physical contact. Since this position shows you to be more alert, it also gives you more control over the situation.
POSTURING means inclining yourself forward to show that your attention is really focused.

III. OBSERVING

Observing is the ability to notice and understand inmate appearances, behavior, and environment. Careful observation of inmate actions will tell you most of what you need to know about them, their feelings, and their problems.

The four steps in Observing are:

1. Looking carefully
2. Making inferences about feelings, relationships, and energy level
3. Deciding normal/abnormal
4. Deciding trouble/no trouble

1. Looking at Behavior, Appearance and Environment. A "behavior" is a nonverbal cue provided by something that the inmate does while conscious and active. When observing an inmate, you should try to answer mental questions like "What's he doing right now?" (behavior). "How does she look?" "Where is he? and with whom?" "What's important about how she looks?" (appearance), "What's important about where he is and who he's with?" (environment). Once you're able to answer these questions, you're ready to draw some inferences about the inmate.
OBSERVING means looking at inmate behavior, appearances, and environment.

2. Drawing Inferences. Inferences are the initial conclusions you come to as the result of observing inmates. You take in visual cues related to inmate appearances, behavior and environment. These cues are really "clues" which show you something about inmate feelings, inmate relationships, inmate energy levels and inmate values. The more observations you make, the more inferences you can draw and the more accurate these inferences will be. OBSERVING means drawing inferences about inmate feelings, relationships, energy levels and values.

Drawing Inferences About Feelings. The officer can use his observing skills to draw inferences about how an individual inmate or an entire unit is feeling. For example, you might use the feeling word "happy" to describe an inmate who is exercising and smiling. You might use the feeling word "tense" for an inmate who is pacing and wringing his hands.

Drawing Inferences About Relationships. Is he positive, negative or neutral about others? Besides being aware of the nonverbal cues that indicate the feelings of the inmate, the officer can further increase his effectiveness in correctional management by looking for cues that indicate the nature of the relationship between himself and the inmates and between the inmates themselves. In general, you can categorize relationships and feelings as positive, negative or neutral. Knowing the relationship between the officer and the inmate and between the inmates themselves is a good indicator of future action.

For example, among inmates, relationships of power are critical. A bumping between two friends means nothing, while a bumping between members of different groups can mean trouble.

DISCUSSION GUIDE:

Ask the class to describe behaviors and/or appearances that would tell them that two inmates have a negative relationship. Ask them what might happen as a result of these behaviors and/or appearances.

Ask the class to describe behaviors and/or appearances that would tell them that two inmates have a positive relationship.

Inferences About Energy Level. Energy level tells us a great deal about how much and what type of trouble an inmate can and/or will cause. For example, inmates with a low energy level are reluctant to initiate anything. Many inmates have a low energy level. They look and act defeated. Their movements are slow, their heads hang down and every move seems like an effort. These inmates spend a good part of their time sleeping. Inmates with moderate energy levels actively engage in most activities (playing cards, talking, eating) while high energy inmates not only participate in all that is required but also make use of physical fitness equipment and other optional activities. The danger of high energy, of course, is that this energy needs to be used constructively so that it does not become a source of danger. In general, it is important to keep all inmates occupied and involved in activities; but with high energy types, it is essential.

While it is important to observe basic levels of energy, changes in energy level are even more critical. Energy levels are usually constant for inmates except at special times (i.e. visiting hours, holidays). Changes from high to low or low to high may indicate trouble such as drugs or imminent violence (to self or others).

Inferences About Inmate Values. It is also important to understand what a given inmate values. Here is where observing inmate's environment comes in. Every inmate has three basic

environments: the place where he lives (unit), the place where he works (shop) and the place where he learns (school). In each of these settings, the actual "environment" will include not only physical materials but people -- the people that the inmate prefers to be with. You can learn a great deal about an inmate by carefully observing his environment. A general rule is: what a person gives his energy to is of value to him; the more energy, the higher the value.

Reasons should be Observable, Concrete. The reasons for your inferences should be visual cues related to behaviors, appearances and environment. Inferences stand the best chance of being accurate if they are based on detailed and concrete observations rather than on vague and general ones. Inferences are based on your previous observations of behaviors and appearances. The more concrete you can be in describing the appearances to yourself and to others with whom you might share them, the more likely it is that your inferences will be correct.

DISCUSSION GUIDE:

Read the following incident to the class:

"November 10, 4:30 p.m., in the Yard. Shortly after visiting hours, a group of five large inmates approached a new, young inmate who was about 5'8", 125 lbs. They went up to him and surrounded him. One of the larger men put his arm around the young inmate's neck and shoulder and pulled him abruptly to him while looking directly into his face. The young inmate grimaced and tried to pull away. The group laughed. After a few minutes, the young inmate gave them something. He then pulled away, head down, barely moving."

Ask the class what they felt were the feelings of the young inmate, his relationship to the group, his energy level. Have them cite reasons for their inferences. (The reasons should be descriptions of the appearances and behaviors demonstrated.)

On the blackboard or flip chart write down for each:

Feeling:_____

Reason:_____

---

3. Deciding Whether Things Are Normal or Abnormal. Once you=ve been on the job awhile, of course, you get to know how individual inmates tend to function. One person is easy-going and hardly ever bothers others. A second always looks like he is mad at the world. A third always seems to be feeling sorry for himself. Your observations and the inferences you've drawn can help you determine whether a particular inmate is in a "normal" or an "abnormal" condition at any point in time. For example, if an inmate who normally expresses himself by threatening and yelling is seen threatening another inmate, you probably need exercise only the usual amount of caution. However, if the inmate issuing the threat is normally quiet and withdrawn, you'll know it's a potentially violent situation.

4. Deciding Whether There is Trouble/No Trouble. This decision should be based on your observations and your knowledge of prison life. With your knowledge of prison life in general, you should be able to generate certain principles that will be useful in making this decision (i.e. "birds of a feather flock together," A very depressed person usually withdraws from activities and other people, when 10% to 15% of a group of inmates are down, tense, or hostile, it can affect the entire group, Abrupt and/or major changes in behavior and/or major appearance means trouble, a person who has used a knife before in prison has a greater likelihood of stabbing someone else. OBSERVING means deciding whether it's a "trouble" or "no trouble" situation.

IV. LISTENING

Listening is the ability to hear and understand what inmates are saying. Listening helps you hear the danger signals from inmates while things are still at the verbal stage so you can take appropriate action to manage situations before they get out of hand.

The four steps in Listening are:

1. Suspend judgement
2. Pick out key words
3. Identify intensity
4. Reflect on mood

Verbal Cues and Signals

Inmates often go through a verbal stage before the action begins. If you can hear the danger signals, you can cut off the trouble before it really breaks out. Listening involves the officer's ability to hear and accurately recall all the important verbal cues used by inmates.

Complaints from inmates are common, of course -- but they're also important. An effective officer listens to complaints and recognizes when a familiar cue is uttered in a new tone -- or when a complaint arises from a usually uncomplaining inmate. An officer especially listens for changes: silence when there is usually noise (dining area); or noise when their is usually silence (3 a.m. in the housing unit). Once again, the officer asks himself the question: "Is there trouble here?"

One more preliminary thing: you can't listen effectively to an inmate or inmates if you've got other things on your mind. If you're thinking about home or other job responsibilities, you may miss a lot of what is said and what it really means. You've got to focus on the inmate to whom you're listening -- and this takes a good deal of concentration. You can work to develop this kind of concentration by reviewing what you're going to do and whom you're going to see before you assume your post.

1. Suspend Judgement. This is very difficult to do in relation to any inmate since society itself has passed judgement on him. Yet most officers agree that it's important to judge a person on what they do now in prison rather than on what was done on the outside. It is still hard at times to listen without immediate judgement because most of the inmates either complain about other inmates, the prison or you, or demand to be given something. Despite this, it will severely hurt your management efforts if you do not suspend judgement because you will never hear the real verbal cues you need to hear to prevent danger or assist someone.

LISTENING means suspending your own judgement temporarily so you can really hear what's being said.

2. Pick Out Key Words. There are key words and phrases to listen for. Here are a few; add some of your own: "kill," "depressed," using unflattering words that indicate a person is an ethnic minority, using terms that indicate a person is an informer, "youll pay for this," "get out of here," "hostage." Of course, everything you hear and see must be considered in terms of who the inmate is that did or said it and in what context.

LISTENING means picking out key words and phrases like "get" or "knife" or "hide"

3. Identify Intensity. Statements are made with varying intensity (high, moderate and low). The louder and more emotional a statement, the more intense it is. But loudness and emotion are not the same thing. A wavering voice, for example, signals a lot of emotion even though it may

not be loud. A statement that is either loud or emotional but not both is of moderate intensity. A statement that is not loud and is empty of emotion is of low intensity. High intensity statements are very real signs of danger.
LISTENING means determining whether the intensity of an inmate=s speech is high, medium, or low.

4. Reflect On What The Mood is (positive, negative, neutral; and normal or abnormal) and Why. "Mood" here means, at the very simple level, what the inmates are feeling. One question you may ask to determine mood is "What kind of feelings are being expressed or implied (positive, negative, neutral)?" Another question you want to answer is "Is this mood normal or abnormal for this time and place?" Sure, there are exceptions. For example, a man can say "I'm going to kill you" quietly and without emotion yet still mean it. This is why it is important to know your men and to continue to observe and listen for other cues.
LISTENING means determining whether an inmate's mood is positive, negative or neutral, and whether this mood is normal or abnormal.

CONCLUSION

Being a correctional officer is never easy. But it's nearly impossible if all you have to go on is impulse and habit. Now you can start to put some real professionalism into your work. Sizing up the situation lets you use positioning, posturing, observing and listening to know when things are going smoothly -- and when they are not. And this in turn means being able to minimize risk and maximize your effectiveness on the job.

QUIZ

1. Describe, without benefit of notes, the four basic skills in sizing up the situation

2. List the three parts of good positioning

3. List the three steps in Posturing

4. List the four steps in Observing

5. List the four steps in listening
6. Define “normal” as opposed to “abnormal” in the context of sizing up the situation.

Answers to Quiz

1. Position, Posture, Observe, Listen

2. Distancing, Facing Squarely, Looking Directly

3. Standing erect, Eliminating Distracting Behaviors, Inclining Slightly Forward

4. Looking carefully, Making inferences about feelings, relationships and energy level, Deciding normal/abnormal, Deciding trouble/no trouble

5. Suspend judgement, Pick out key words, Identify intensity, Reflect on mood

6. "Normal" means "as it usually is"

Supplement to LESSON PLAN 17

Handouts

TRAINER'S HANDOUT/INMATES OBSERVATION

NOTES AND METHODOLOGY	CONTENTS
INTRODUCTION Write the session topic on the white board. Ask question to generate discussion – **"What did we say about observation during the session on the Fundamentals of Security?**	Introduce yourself and the session topic. Good inmates' observation is paramount in maintaining a secure and safe correctional facility which assures the enforced custody of the inmates. Good observation skills are learned and require a clear state of mind. The lesson on inmates' observation is meant to help corrections staff sharpen their observational skills.
PERFORMANCE OBJECTIVES Write the session topic on the white board.	The objective of this session is to ensure that at the end of it all, you will be able to: • Explain what is meant by inmates' observation. • State the reasons for inmates' observation. • State the forms of inmate observation. • State the things to look for when supervising inmates. • Detect the implications for any marked change in the behaviour, appearance and environment of inmates. • State the role of the correctional officer in the process of observing inmate(s). • Describe how corrections officer should conduct him/her self in the presence of inmates.
WHAT IS INMATES' OBSERVATION?	Inmate's observation is the ability of the corrections staff to supervise inmates 24 hours a day, 7 days a week, and 365 days in a year. The shift system facilitates the observation of inmates around the clock.

Ask question – **"Why is it important to observe inmates?"**	
REASONS FOR INMATES' OBSERVATION	We observe inmates for the following reasons: • Ensure security and good order. • Ensure early detection of infractions of corrections discipline. • Ensure inmates' accountability. • Observed changes in inmates' behaviour and environment can be closely monitored.
FORMS OF OBSERVATION	<u>General line movement</u> – this is a supervised movement of a group of inmates to specific locations under escort. For example moving inmates from housing unit to dinning hall, church, recreation, infirmary, etc. and back. In this form of observation, corrections officers are advised to: • Stand to behind the group to the left or to the right. • Be in a position to observe. • Watch hands for contraband exchange. <u>Point-to-point observation</u> – may not involve direct supervision by an escort. In this form of observation the inmates are indirectly observed from specific duty posts.
Ask question – **"What should the corrections officer look for when observing inmates?"**	
WHAT TO OBSERVE	When observing inmates, the corrections officer must look out for: • What has changed in the inmate(s) behaviour? • What has changed in the physical appearance of the inmate(s)? • What has changed in the inmate(s) environment? • Physical descriptions – height, build, posture, complexion, scars, tattoos, birthmarks, disabilities, etc.

Ask question – "**What are the implications of change in inmates and/or their environment?"**	
IMPLICATIONS OF CHANGE	Do not ignore observed changes in inmates and their environment. Change in behaviour, appearance and in the environment can mean: • Suicide • Escape • Attack • Impending disturbance
ROLE OF CORRECTIONS OFFICERS IN THE PROCESS OF OBSERVATION	The correctional officer is obliged to: • Report observed changes to his/her supervisor. • Pass on observed change to relieving officer at change of shifts. • Account for inmate(s) under his/her supervision at all times. One of the surest ways of ensuring a secure facility is for both officers and inmates to go by the rules and regulations of the institution. Officers are encouraged to exhibit professional conduct in their dealings with inmates. As a corrections officer:
PROFESSIONAL CONDUCT IN THE PRESENCE OF INMATES	• Don't over-familiarize yourself with inmates. • Avoid unprofessional physical contact with inmates and or their families. • Avoid any sexual contact with inmates. Sex with an inmate is never consensual. • Don't play with inmates. • Don't discriminate. • Don't be a courier/messenger for inmates and or their families. • Don't borrow, lend, receive or exchange gifts with inmates. • Don't discuss personal issues with inmates. • Don't discuss other officers with inmates.
SUMMARY	Now that I have taken you through the session on inmates' observation, you should be able to: • Explain what is meant by inmates' observation. • State the reasons for inmates' observation. • State the forms of inmate observation. • State the things to look for when supervising inmates.

	• Detect the implications for any marked change in the behaviour, appearance and environment of inmates. • State the role of the correctional officer in the process of observing inmate(s). • Describe how corrections officer should conduct him/her self in the presence of inmates.

LESSON PLAN 18 – Communicating With Inmates

Method of Instruction: Lecture, Discussion, Question and Answer

Time Frame: 2 Hours

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

1. Be able to identify and respond to the content of what inmates are saying
2. Be able to identify and respond to the feelings of the inmates you are working with
3. Be able to identify and respond to the meaning of what an inmate is feeling
4. Understand the skills and techniques of asking questions in a way that will help increase the chance of getting useful answers from inmates

References: New York State Department of Corrections, U.S. Department of Justice National Institute for Corrections

Training Aides Required: Blackboard or flip chart

INTRODUCTION

Although you see and hear inmates every working day, chances are you're never really sure what's going on inside them. At the most fundamental level, officers and inmates are all human beings. But many times it seems that the similarities stop right there. This is understandable, of course, since in the end it's obvious that inmates are not the same as officers. Yet the gulf between you and any one inmate may often be frustrating. In one way you feel that you know this inmate but in another way you're sure you don't. And knowing him is important. The better your understanding of any inmate, the more effective you can be in terms of inmate management.

Communications promotes understanding. When you choose to use the communication skills covered in this lesson, you will find out a great deal more about where individual inmates are. You can add to your understanding and action in ways that will help you defuse tension, decrease the chances of trouble and increase your ability to handle any and all situations more effectively.

As the material we will cover makes clear, responding to inmates means a good deal more than just answering a greeting -- although this, too, can be important. You need to take the initiative in developing effective responses. By the same token, asking relevant questions means more than a simple "What's going on?"

Remember what you have learned in previous lessons and use it as a base. You position yourself at the best possible distance; you posture yourself so as to communicate both confidence and real attention; you observe the inmate's appearance and behavior, using visual cues to draw inferences about his feelings, relationship with you and general energy level; and you listen carefully, making sure you take in all the key words and verbal indications of intensity so you can determine what the inmate's mood really is. Only after you have mastered and put to use those basic skills will you be able to use your communication skills effectively.

Communication skills involve a step-by-step approach. First you respond to the inmate. Then you ask any relevant questions you need to ask. Then you respond again, this time to the inmate's answers.

RESPONDING TO CONTENT

When responding to content, you are focusing on what the inmates are either saying or doing. Using what you have learned, you focus by positioning yourself for observing and/or listening to the inmates. Next you reflect on what you have seen and heard: "What are the inmates doing?" and "What is the inmate saying?" In answering both questions, stick close to what is actually going on and/or what is being said. Finally, after taking it all in and reflecting on it, you summarize what the inmates are saying or doing in your own words. You respond to the content by saying to an inmate either: "You look (it looks)_____" or "You're saying _____." (For example, "You look pretty busy" or "You're saying you're pretty busy.")

You respond to content when you want more information to aid you in management. This may occur when you are interrogating an inmate or when you notice unusual behavior in an inmate or a group of inmates and would like to get some information from them about what they are doing. For example, you might notice a group of usually talkative inmates being very quiet. You could say to them: "You men seem pretty quiet today." This gives them the opportunity to respond to you while also letting them know that you are observing them and observing them accurately. Unlike other approaches of getting information, responding to content doesn't automatically put an inmate on the defensive.

DISCUSSION GUIDE:

Ask the class to give you examples of situations in which they might respond to content in order to get more information. Write the responses on the blackboard or flip chart.

Though it will not be effective with everyone, giving a person a chance to talk about things, by responding to the content of the person's statements, can help some talk their problems out, or share it, rather than keeping it inside.

DISCUSSION GUIDE:

Pick a couple of students and give them a situation such as an inmate complains about a job request he made. Have one portray the inmate and the other respond to the content. Pick other students and give them other situations to "role play" -- you must have several written up in advance. You might have one or two that reflect officer-to-officer communications, such as an officer saying he has been waiting a very long time for a transfer to another job. This will show that we are talking about regular communications between people, not just something special for inmates.

RESPONDING TO FEELINGS

Responding to feelings is the ability to capture in words the specific feeling experience being presented by an inmate. By responding to, or reflecting back, the inmate's feelings, you show that you understand that feeling. This encourages the inmate to talk, to release his feelings.

The two steps in responding to feelings are:

1. Reflect on feeling and intensity
2. Respond to feeling

Every person has feelings that affect what they say and do. The nature and strength of these feelings usually determine what a person is going to do. When you respond to an inmate's feeling, you are reaching inside him and encouraging him to share himself with you.

Understanding can defuse bad feelings!

Showing you understand how a person feels can be even more powerful than showing you understand the content of his actions and/or words. Showing an inmate that you understand his negative feelings can usually defuse those negative feelings. By responding to feelings at the verbal or "symbolic" behavior level, you keep the inmate's words from turning to action. Also, responding to feelings at a verbal level can give you the necessary clues to determine the man's intention. If he quits talking after you have responded to his feelings, he is probably telling you that he is going to act on them; on the other hand, if he goes with it verbally, he is telling you that he wants to talk it out instead of acting on it.

Besides being able to defuse negative feelings so that words don't become action, responding to feelings leads to greater understanding of, and by, the inmate. People, including inmates, can't always link up their feelings with the situation and are often at a loss to understand where they are at. In addition, when you respond to positive feelings, these feelings get reinforced (unlike negative feelings). There is nothing mysterious about this. We don't enjoy our negative feelings so we get rid of them by sharing them – "talking them out." But we do enjoy our positive feelings. So they only become stronger when they're shared with another person. You can begin to strengthen the positive feelings that will help an inmate to act more positively simply by recognizing and responding to these feelings. As a general rule, a person who feels positive about himself will try to do positive things while a person who feels negative about himself will try to do negative things. If you push this out into a general principle, you get Apeople tend to act in ways consistent with the way other people see them." If you put together an inmate's low self-image and the fact that others have a low image of him as well, you can predict that the inmate will act accordingly (negatively).

DISCUSSION GUIDE:

Break the class down into several small groups and have them discuss among themselves personal examples of how they have reacted or seen others react to the way people have responded to them without regard for their feeling and with regard to their feelings and the different reaction they had to each situation. While the groups are talking, move from one to the other to let them know you are interested in their comments and to help keep them on track. However, don't join in the discussions unless they are at a standstill or off the subject matter. Keep the discussion to about 15 minutes.

RESPONDING TO FEELING AND MEANING

Responding to feelings and meaning combines the two previous skills. Responding to feeling and meaning requires you to paraphrase the content of an inmate's statement in such a way as to provide a meaningful reason for the inmate's feeling.

The two steps in responding to feeling and meaning are:

1. Reflect on feeling and reason
2. Respond to feeling and meaning

Meaning is the reason for the feeling. Learning to respond to the content and how to respond to feeling has prepared you to respond to feeling and meaning. By adding meaning to the feeling you will help yourself and the inmate understand the reason for his feelings about the situation. The reason is simply the personal meaning for the inmate about what is happening. For example, an inmate in danger of being pulled into a fight when his record is clean and his parole is due might feel "scared" because "the fight could ruin my chances to get out." The personal meaning

of the potential fight for this inmate is that it might keep him in prison longer. That is the reason why he is scared.

By putting together the feeling and meaning and responding to both, you show the inmate you understand his experience as he presents it. This increases the chances of the inmate talking to you about the thing in which you are interested.

DISCUSSION GUIDE:

Pick two staff, assign one to play the part of the inmate and the other to play the part of the officer and have them read the following dialogue (have it on a sheet for each to read his or her part):

You set the scene by telling the class that in this example a hostile inmate is refusing to let an officer search his cell.

Inmate: "No way. You're not going to search this cell because of lies some informant told you about me."

Officer: "You feel angry because we're going to mess up your cell when there's nothing there."

Inmate: "That's right. I knew that informant was going to run to you to get me, but I told all the men that I'm not going to let anybody in here for no good reason."

Officer: "You feel tense because your reputation is on the line and you're going to make us take you out even if it costs you."

Inmate: "That's right. (Inmate then yells to other prisoners) You are not taking me!"

Have the group discuss what they see as the meaning of the feelings.

They should see that the inmate has backed himself into a corner with his peers and now he can't give up.

Ask the class how the officer should respond.

The officer might clear all the cells immediately around the inmate's cell and then tell the inmate that they are going to take him out physically so everybody can see, but that there's going to be no rough stuff.

Another example -- have the same or two other students take the parts of inmate and officer:

Inmate: "Why do I have to be in the kitchen? The steam and odors suffocate me."

Officer: "You feel concerned because the conditions over there are hard for you to work in."

Inmate: "Yes. I get this heavy feeling in my chest and I begin to wheeze after about thirty minutes. I know the kitchen supervisor thinks I'm pretending, but I need to get out of there!"

Officer: "You feel worried about your situation because you think something is wrong in your chest that the smells in the kitchen make worse and you can't convince the detail supervisor that you're telling him the truth."

Inmate: "Right, it's getting worse, all the time, and I don't know what to do."

Officer: "How about going to the infirmary in the morning to get it checked? The doctor can authorize a work detail change if he feels that your condition needs it."

Point out to the class that in this case, the officer understands clearly where the inmate is in the situation, where he wants (or needs) to be and is able to suggest a possible solution.

What we need to focus on here, of course, is an inmate's reason (personal meaning) for his feeling. Supplying the reason means you must understand why what happened is important. You do this by rephrasing the content in your own words to capture the importance. You are actually giving the reason for the feeling. In this way, you make the inmate's feeling clearer and more understandable. It is also important to capture whether the inmate is seeing himself as responsible or seeing someone else as responsible. Your response should reflect where he sees the responsibility in the beginning, even though you may not agree. By doing this you will have a better chance of opening him up. You can always disagree when it becomes necessary and effective to do so.

DISCUSSION GUIDE:

A final exercise for group discussion

Set the following scene for the class: An inmate has been an informant for a particular officer until the day the inmate suspected that word had leaked out about his activities. He confronted the officer, his eyes narrowed and his hands trembling. He tells the officer, "You promised you wouldn't tell! Now they know about me. You really ruined me!"

Have the class supply the reason for the inmate's feeling. What does his situation really mean to him? Who is he blaming? Why is all of this so important to him?

Note: Make sure the class understands that to understand what's going on, you have to forget that the officer may not have leaked anything; forget that if the officer did tell someone he had reasons to do so; forget the inmate's tone and language. Have the class respond to what this means to the inmate. Have them formulate a response.

ASKING QUESTIONS

You ask questions in order to get useful answers. Some questions get better answers than others: the skill of asking questions will help you increase your information and hence your ability to manage inmates well.

The three techniques in asking questions are:

1. Asking for the relevant details
2. Thinking about what was said or not said
3. Responding to the answers

1. Asking for the relevant details. This involves the following five key words:

   Where were you?
   Who were you with?
   Why were you there?
   When did this happen?
   How was it handled?

These key words help you get all of the relevant details. The more details you know, the better you can understand what is going on.

2. Thinking about what was said or not said. It's not enough just to ask good questions. You also have to be able to make sense out of the answers you get (and recognize as well, perhaps, the answers you're still not getting). An inmate may be giving you the information you need to manage things or even to provide assistance. He may be telling you as best he can and still not

giving you all the information you need. Or he may be covering something up, which means that he is still not fully open, still not really communicating with you.

In thinking about the inmate's answer to your question, you can consider four specific things:

a. How the inmate looks as he answers -- relaxed, uncomfortable

b. What he is doing while he answers -- facing you and making eye contact, looking away, looking down at his feet

c. What he actually said -- the informational content of his answer

d. What he may have failed to say -- any "gaps" in the way his answer fits with your questions

By reflecting on these four areas of concern, you can make sure that you fully understand all the implications of the inmate's answer. Once you've responded to this answer, you can ask additional questions to get the rest of the information you need.

3. Responding to answers. Responding to answers means reflecting back to the inmate what he has said in terms of content, feeling and/or meaning -- all the skills you learned previously. Responding opens up the inmate and gives you a chance to make sure you understand what is being said. It also builds up trust with the inmate. For these reasons, you should always try to respond to an inmate's actions or words at the highest possible level before and after you actually start asking questions. Questions then fill in the depth of the picture. Often details (reasons) come from responding skills alone. If they do not, questions are appropriate. It's as simple as that.

DISCUSSION GUIDE:

For each of the following situations, have the class first make a response, then ask an appropriate question:

1. You have found an inmate with lots of extra candy and commissary items in his cell. You know he couldn't have enough money of his own to purchase all that he has. When you ask about all the items he has, the inmate says, the following:

a. "Can't a person buy some things without being prosecuted? I used my own money to buy these things. I've been saving these items for a while. You just haven't looked before. A person can't even take care of himself here. Why don't you find something else to do?"

Respond: "You feel_____because_____."

Questions (Where, Who, Why, What, When, How):

"_____
_____."

b. "I know I'm addicted to the stuff. I know it's killing me."

Respond: "You feel_____because_____."

Questions (Where, Who, Why, What, When, How):
"_____
_____."

c. "School is really moving. I read my first novel the other day. Really good stuff. I never knew reading could be exciting."

Respond: "You feel_____because_____."

Questions (Where, Who, Why, What, When, How):
"_____
_____."

CONCLUSION

When you learn to initiate meaningful communications in order to improve your management responsibilities, the payoffs are always good for all concerned.

QUIZ

1. Communication skills involve responding to content and responding to _____ and _____.

2. Name the five key words used to help determine what questions to ask.

Answers to Quiz

1. Feelings and meaning

2. Where, Who, Why, What, When, How

Supplement to LESSON PLAN 18

COMMUNICATION

The job of a Correctional Officer involves communicating with a wide variety of people. The good Correctional Officer must also be a good communicator.

Communications is what we do to build understanding between ourselves and others. It is a process which involves transmitting from one person or group to another:

facts

ideas

opinions

feelings

A more exact definition is: Communication is the process by which an individual transmits stimuli to modify the behavior of other individuals.

The communication process

The communication process involves the following aspects:

sender (person who begins the process)

receiver (person who responds to the process)

Message (works, gestures etc.)

method (voice, written, visual)

noise (diminishing or distorted signal)

Feedback (giving each other message about how each other is going).

In one-way communication, the receiver does not, or cannot, give an indication to the sender of what he thinks of the signal. The best type of communication is tow-way, and involves:

- Feedback (a signal from the receiver back to the sender, giving some indication of what the receiver thought of the sender's original signal).

What techniques/methods can a person use to get their message across?
What are the major reasons communication fails?

What are the consequences of poor communication by a Correctional Officer?

Two common types of Communication

There are 2 types of communication which are so important to people that must be good communicators, that they are worthy of special mention.

These two are:
Face-to-face oral (or spoken)
Written

(a) Face to face oral or spoken

ADVANTAGESDISADVANTAGES
. face-to-face, direct, one sees the other

. cheap, no equipment needed

. immediate, instantaneous

. flexible, adjustable, variable

. feedback is easy, opportunity for query

. personal, warm, allows social contact

. irrelevancies, asides often included

. often wrong sequence, words flow out as they come into mind

. often too much information given, often lengthy

. opinions are often given as facts

. no permanent record

(b) Written

ADVANTAGESDISADVANTAGES
. permanent record

. can be written (and read) at leisure

. good for presenting certain types of information e.g. lists, tables, diagrams

. often cold, impersonal bureaucratic

. slow

. may not reach person for whom intended

. hoarding is possible

Barriers to Communication

There are many possibilities for creating obstacles to good communication. Some of these are:

Factors within people
Age, background, accent, familiarity with topic, training, knowledge, poor sight, speech or hearing, preconceptions, bad listening technique, status differences, ability to absorb material, different frames of reference, emotional states, past experience of similar situations, the context in which the communication takes place, prejudices, lack of interest, distrust between sender and receiver.

Nature of signal
Ambiguity or vagueness, slang or jargon, unfamiliarity, idiosyncratic expressions, the meaning we attach to words.

(c) **Method**
Inappropriate method e.g. sending visual signal under conditions of poor illuminating, or when people not watching.

(d) **Noise**
Notice, distractions, physical obstacles, communication over long distances, technological faults.

(e) **Inadequate feedback**
One-way communication, partial or incomplete feedback, feedback which is ignored.

(f) **Organizational factors**
Ill-defined lines of communicating, communication blockages and bottle-necks, “lines loss” through too many levels of communication and filters, one-way communication (from management down), lack of encouragement for upward communication.

Results of communication Failures

Poor communication benefits no-one. Some of the results of bad communication are:

poor training
misunderstanding, friction, frustration
purpose not accomplished
general dissatisfaction

BODY LANGUAGE

Body language is the term used for the method of communicating feelings or emotions (usually unconsciously) without speaking and through body movements alone.
A lot of our judgments about people and things are based on our perceptions of what is communicated without words.

Often interpretations of body language may be right. Other times you may be wrong and the results can be disastrous. It is especially important to be cautious when dealing with people from different cultural backgrounds.

When interpreting body language remember the four 'C's"

Content
Cluster
Contact
Culture

ASPECTS OF BODY LANGUAGE

EYE CONTACT in most communication situations eye contact is direct but not staring, glairing or staring eye contact can often indicate anger or resentment. No eye contact or downcast eyes may indicate nervousness. However, this may not be the case with all cultures. Bad eye contact can show shiftiness or deceit.

POSTURE by learning slightly forward or standing relaxed a listener usually indicates interest in a topic or conversation

DISTANCE most people feel comfortable a t a certain distance from another person when communicating. In Western cultures this distance is approximately 1 Meter. A closer distance may intimidate and any further away may lead to environmental distractions

FACIAL EXPRESSIONS have to be congruent with the message being communicated e.g. it would be inappropriate to smile or laugh when a sad story has just been told.

STANCE facing the other person and standing with your shoulders square to them indicates a strong interest and minimizes distractions.

DISTRACTING BEHAVIOUR - such behaviors as:

Clicking a biro
Twisting hair
Picking ears
Finger tapping
Doodling on paper
Fidgeting
Yawning
Looking at wrist watch etc.

Are examples of behaviors that may detract from the message being sent or received

SOME FEELINGS CONVEYED THROUGH BODY LANGUAGE
Some common feelings include:

(NEGATIVE)	(POSITIVE)
Anger	* Alert
Sadness	* Interest
Depression	* Concerned
Nervousness	* Happy
Frustration	* Confident
Distress	* Consideration
Anxious	* Respect
Tired	
Uninterested	

Each of these feelings mentioned beforehand normally would be displayed using the non-verbal cues behavior of:

Eye contact
Posture
Distance
Stance
Facial expression
Districting behavior

For example

AGGRESSION

Glaring eyes
Rigid posture
Invasion of personal space (very close)
Leaning forward
Screwed up face (clenched teeth)
Tapping, pacing, pounding on desk

2)	**LISTINING**	**INTERNTLY**	**DISINTEREST**
	1. Eye contact	- direct, but not staring	- looking away
	2. Posture	- upright relaxed	- slouching, crossing arm
	3. Distance	- comfortable 1 meter)	- too far away
	4. Stance	- leaning forward	- leaning back
	5. Facial expression	- calm yet expressive	- fixed expression
	6. Distracting behavior	- nil	- fidgeting

VOICE USAGE

The tone and quality the voice are important aspects of communication, whether it be face to face communication or taking over the telephone.

Your voice can convey more than you imagine:

A voice can reveal insecurity and lack f confidence
It can display announce
It an repel discourage and help form wrong impressions

On the other hand
A voice can express friendliness
It can express confidence
It can inspire and motivate

Voices are a good index to certain human characteristics. The weak, apologetic voice, the loud, harsh, boisterous, bellowing voice – all tell something about he speakers.

ASPECTS OF VOICE USAGE THAT WILL INFLUENCE MEANING

TONE

If your tone is inappropriate (e.g. if you sound bored, off-hand, insensitive, patronizing, judgmental etc) it won't matter what you say – the receiver of information will react to your tone, not your words.

EMPHASIS

Variation in the push and inflection of your voice and placement of emphasis on key words, phrases and concepts, conveys interest and commitment to the message.

CLARITY

Keeping your voice clear, and at the appropriate volume (i.e. not too soft or loud), so it is audible but not districting, ensures that more attention is given to the message.

FLUENCY

Keeping your voice fluent with not too many gape or "ums" and "aahs" that may break the continuity of the message reduced the irritation, and assists in mainlining attention.

WHAT ARE SOME KEY RULES FOR GOOD COMMUNICATION IN A TRAINNG CONTEXT?

-

WHAT WILL YOU NEED TO DO TO BE A BETTER COMMUNICATOR?

-

LISTENING SKILLS

Listening is a skill we develop in early life but most of us end up as poor listeners. Even worse, as we age we become less effective listeners.

It is worth noting the difference between listening and hearing. Hearing is a physiological, passive action, whereas listening is a psychological, action involving analysis by the brain.

The following is a list of some useful listening tips which if practiced can make your listening more effective.

EFFECTIVE LISTENING TIPS

Concentrate on what the speaker is saying and listen for the main ideas.

2. Listen for the facts (content) and feelings expressed in the message i.e. Notice the taker's tone and emotions.

3. Be aware of the non verbal communication i.e. the body language. Often what ills said in words is not what is conveyed by body language. (This is the truth).

4. Selectively attend to what you are hearing and ignore other sounds or conversations going on around you.

5. Leave your emotions out of it. Listen without responding with your emotions.

6. Accept/listen actively to what you hear even if you think you have heard it before (it's familiar to you), it's all too new (unfamiliar), it's too simple or unimportant (trivial), or if you think it will be all too hard to understand.

7. Avoid interrupting the speaker when you think you have heard enough to respond. Try to refrain from answering too soon- it disrupts the flow of what the speaker has to say.

8. Forget about formulating your own argument against the speaker's points before the statement is finished and you fully understand what is said.

9. Be attentive, maintain an appropriate a body posture (face the taker, give frequent nods, be relaxed) and maintain eye contact worth staring.

10. Check the accuracy of what you think you have heard. Do this by paraphrasing the message (putting into your words what you think was said). Make sure you include both the main ideas AND the feelings expressed (from tone and body language).

INTERPERSONAL SKILLS

Being a Correctional Officer involves working with and relating to people.
An Officer needs to develop and practice their interpersonal relationship skills.
How should an officer treat Prisoners?

What are the most important people skills a Correctional Officer should possess and demonstrate?

e.g. patience, being sensitive, non-aggressive, encouraging, open, approachable, non-critical, persuasive, flexible, good listener, tactful.

Human Rights Instruments Related to LESSON PLAN 18

Universal Declaration of Human Rights, 1948.
Article 1
All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

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

Principle 1
All persons under any form of detention or imprisonment shall be treated in a humane manner and with respect for the inherent dignity of the human person.

Basic Principles for the Treatment of Prisoners
Adopted and proclaimed by General Assembly resolution 45/111 of 14 December 1990
1. All prisoners shall be treated with the respect due to their inherent dignity and value as human beings.

Code of Conduct for Law Enforcement Officials
Adopted by General Assembly resolution 34/169 of 17 December 1979

Article 2
In the performance of their duty, law enforcement officials shall respect and protect human dignity and maintain and uphold the human rights of all persons.

LESSON PLAN 19 – Controlling Inmate Behavior

Method of Instruction: Lecture, Discussion, Question and Answer

Time Frame: 2 Hours

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

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

Training Aides Required: Blackboard or flip chart

INTRODUCTION

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

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

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

DISCUSSION GUIDE:

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

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

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

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

HANDLING REQUESTS

Handling requests is the ability to manage inmate requests in a fair and effective manner. The skillful handling of requests helps build trust and reduce tension in the institution. It is also a good inmate management technique.

The two steps in handling requests are:

1. Check things out
2. Give response and reason

RULES, REGULATIONS AND INMATE RIGHTS

Before we turn to the skills involved in handling an inmate's requests, we should spend a minute reviewing the way in which institutional rules and regulations often relate to the specific things to which an inmate does -- and does not -- have a right.

Although times are changing rapidly, each officer and each institution is bound by certain legal and institutional requirements to provide certain things to the inmates. Most of these things are seen to be basic rights and/or needs to which the inmate is entitled. Your institution probably has some written regulations (not always up-to-date ones) to guide you in these areas. Abiding by these rights and needs usually enables an officer to establish a working relationship with most of the inmates. There is always 10% to 20% who react negatively no matter what you do. But by following the regulations, you can fairly expect the inmate to do what is expected of him. You have taken away his excuse for negative behavior, even in the eyes of the other inmates who want to see you as the aggressor and the inmates as the victim. When you attend effectively to the inmates, you have fulfilled your basic obligations to make the institution and the inmates more fair.

1. **Checking out the inmate and situation**. It goes without saying that you are and will be bombarded by requests from inmates. Some will be legitimate, some not. Even if you ignore the request, you have responded to it; and some consequence will occur which can affect your management and control of inmates.

If you find this hard to believe, put yourself in a situation where you want your shift supervisor to consider one of your own requests and he ignores you. How do you feel? What message would it communicate if it happened often? What might be the consequences of it on your behavior?

Before you respond to any inmate request, you need to use your basic skills to check the inmate out. Is he telling you the truth or attempting to get by with something? You also need to check out the situation in terms of any rules or regulations that might apply. Using your positioning, observing, listening and responding skills will be invaluable to you here. As you practice, this will become very clear to you.

DISCUSSION GUIDE:

Read the following situation to the class, then have them describe how they would check them out. Write their responses on the blackboard or flip chart.

Inmate request: "Officer Smith, I feel sick. My stomach is real upset and I've been sweating more than usual. Can I go to the infirmary?"

What skills would be important to use in this situation?

What rules or regulations must be considered?

Another inmate makes this request five minutes before count:

Inmate request: "Officer Susic, may I run over to the workshops? I left my hat in the toilet and it will be stolen if I don't get it."

What skills would be important to use in this situation?

What rules or regulations must be considered?

2. **Responding with a reason for your decision**. The new skill here involves indicating the action you're going to take -- your decision -- and giving the inmate your reason. Giving the inmate a good reason is not a sign of weakness. On the contrary, it is the best way in which to minimize future gripes. If you turn the inmate down, he won't be able to complain that you didn't even tell him why. And if you grant his request, he'll know that it was just for this one situation for a good and clear reason.

Basically, an officer has three possible avenues of action in relation to an inmate's request. In each case he should give some reason for his action.

"Yes, I'll do _____ because _____."
"No, I won't do _____ because _____."
"I'll look into _____ because _____."

In each instance, the officer bases his intent on the laws and the regulations of the institution. In cases where inmates need or request something beyond what they are entitled to by law and regulation, each inmate's behavior (past and present), what is asked for, the way it is asked for and the information you have gained by checking things out should determine your responses. For example, an inmate might ask, "Can I have a phone call?" "No, I can't allow you to have a call because you are entitled to only one per month and extra calls are only possible through the counselor (or social worker)."

While an officer may have an option in a case like the one just mentioned, some things -- like an inmate's food -- cannot be withheld. You may have other options for an abusive inmate who demands his meals (i.e. you can write a disciplinary report) but you can't deny him his food. Knowing the law and regulations of your institution will definitely make your job easier.

Taking care of basic needs is a "must" in any relationship. It would be very hard for an inmate to believe you wanted to communicate and assist him if you did not attend to his basic needs -- that is, if you did not give him what he was entitled to.

DISCUSSION GUIDE:

While you write the responses on the blackboard or flip chart, have the inmates name legitimate requests an inmate could make. Then have them list non-legitimate requests an inmate might make. Have them explain why they are legitimate or not legitimate. In those they name as legitimate have them specify which ones are basic rights.

MAKING REQUESTS

Making requests is the ability to manage inmates by making specific requests of them. Making requests skillfully improves the chances that inmates will cooperate and more readily carry out your requests.

The two steps involved in making requests are:

1. Check things out
2. Take appropriate action

The two procedures involved in making requests in an effective way are checking things out (using the same procedures as when you are handling inmate requests) and taking appropriate action. As before, you need to check things out to ensure that you don't make the wrong move -- a move that might increase tension rather than calm things down. Once you've done this, you can decide whether the best action will involve a simple request, on order or even direct physical action.

1. **Checking things out**. Since the procedures here will be the same as those involved in handling inmate requests, there's no need to go back over them at length. Here, however, your aim should be to understand the whole situation involving the inmate whom you plan to have do something. Is he with his friends? If so, what's his probable relationship with them? Will he feel he's losing face if you give him an order and therefore react antagonistically? By using your basic sizing up skills and your responding skills if there's any tension in the air, you can make sure that whatever action you take in making your request will be effective.

2. **Taking action**. In taking action to get an inmate to do something, you will remember that you have to be specific. You should identify what you want done and when. Telling an inmate in this manner keeps you clean. You've put it right out there for him and anybody else to see. Many officers have found a polite request is most effective in getting an inmate to do what he is told. A mild, polite request can take the form of "Would you please _____." or it can take the form "I would appreciate it if you would _____."

Because inmates will frequently resent authority if you are simply telling them to do something, you may have fewer problems if you use a mild request format. Examples might be "I'd like you to do _____." or "Would you stop _____." You can soften the statement more by using polite words. For example, "I'd like you to please stop _____."

What format you use for making a request will depend on the situation and the particular inmate. Of course, if an inmate abuses the mild method, you are always free to move to a stronger position including a direct order. As indicated above, the point is to get the job done -- to have the inmate do what you want. Most experienced officers agree that it is generally easier if direct confrontations are avoided.

DISCUSSION GUIDE:

Relate the following example and let the class react to it in by making comments or asking questions**.**

"You come across an inmate who is in a place where he should not be. You position yourself so that you can see him but he cannot see you. You watch for a little while because he appears to be doing nothing else wrong. Then you move into position so he can also see you. You approach cautiously -- if he is contemplating an escape, he may have a weapon. As you approach, you recognize the inmate as a new man. He makes no sudden moves. In fact he gives you a greeting: "Hello, Officer." You give him the benefit of the doubt in the sense that you are open to what he is going to say. The inmate is a new inmate and you haven't seen or heard anything to make you intensify your security efforts.

Your *respond to content*: "Hi, _____. You seem to have drifted off from the rest of the men."

Inmate: "I guess so, I just wanted to get off by myself for a while."

Your *respond to feeling and content*: "I see. I guess you can get a feeling of being closed in sometimes around here, but you can't drift off to this area because it's unauthorized."

Inmate: "I didn't realize that."

You *make a request*: "Yes, I'd like you to move back away from the gate and nearer the group now."

There are times when you want to start right out with a direct order or take immediate action. Give me some examples of when you would give an order or take immediate action without making it a request. Give me the reasons why you would do this.

REINFORCING BEHAVIOR

Reinforcing behavior is the ability to administer punishments and rewards effectively. Showing inmates the consequences -- either positive or negative -- of their actions will help you control their behavior.

The two parts of reinforcing behavior are:

1. Reinforcing positively and negatively
2. Using verbal and non-verbal techniques

The only reason people do things is because of the consequences (positive or negative) of doing it or not doing it. Behavior only changes when there are consequences. For the most part, an inmate has been rewarded during his life for bad behavior. For instance, most inmates commit several crimes before they get caught. The inmate doesn't realize that not getting caught or being let off easy is not really in his best interest. In addition to the rewards for negative behavior, most inmates live in a world where being honest and decent is seen as negative and weak. To turn this crazy picture around, institutions and officers must be sure to reward (or punish) the appropriate behaviors. Also, the punishments and rewards themselves have to be appropriate. That is, the inmate has to experience an action as a reward or a punishment. The reward must also be seen as worth the price and the punishment as equal to the deed to be effective in changing behavior. If you send a man to isolation as punishment and he ends up with a private cell and no loss of privileges, you may not really be punishing him. In fact, you may actually be rewarding a negative behavior. In a prison setting, the inmate is always testing to find out what his limits are and who is really in control. Many inmates what to know "How much do I have to do wrong before somebody tells me to stop?" Once an inmate knows who is really in control, he will reduce his testing behavior. The result is that the inmate is in your control instead of you being in the inmate's control.

There are essentially two kinds of reinforcement: **verbal and non-verbal**. Rather than dealing with these separately, we will consider them together.

HANDLING REINFORCEMENT

You have several options for giving verbal reinforcements. If a warning is appropriate, you can use a format such as "If you do not do _____then_____will happen." If a warning is not appropriate, the format would be "Since you have (name the behavior), then (name the consequences)." Another kind of reinforcement is just personally expressing your approval of the inmate's behavior. The format here would be "That's really a helpful thing" or "_____, this place is looking good."

FORCE IS RISKY!

Non-verbal reinforcement (physical force) should only be used where there is a threat of physical harm to you, to the inmate himself or to other inmates. The risk of such reinforcement is too high and it should be used as a last alternative.

DISCUSSION GUIDE:

Provide the following information and examples and have the class discuss them.

An all too real example of this happened when an officer was told by an informant that an inmate had a knife in his cell. The officer went to the cell and called the inmate out so he could search the cell. The inmate appeared reluctant, so the officer grabbed him and pulled him out. The inmate had the knife hidden in his shirt and stabbed the officer in the back. The officer should have thought the situation over before attempting to get the inmate out of his cell. Instead, he got caught up in his need to negatively reinforce the inmate with physical force.

Reinforcements are not threats. **You never threaten what you won't and/or can't do**; and you never give consequences which you don't intend to follow through on. When you reinforce negatively, you are not setting up a challenge. You are only making clear where it's at and what will happen (what the inmate is going to force you to do or what you are required to do). You can't reinforce if you are out of control. When you are out of control, you can only threaten. And this puts the inmate in control. Your manner and tone of voice should be firm but calm. For example, you might say, "I'm giving you a direct order to stop. If you do not, then I'm going to have to write up a disciplinary action on you."

DISCUSSION GUIDE:

While you list them on the blackboard or flip chart, have the class name some of the punishments you can administer and/or take part in personally and the behavior for which you might give them.

POSITIVE REINFORCEMENT

It's just as important to positively reinforce or reward good behavior as it is to negatively reinforce or punish poor behavior. In fact, trouble can sometimes get started simply because an officer doesn't know how to keep things going as well as they have been going! The effective officer knows which men are handling things well and does everything possible to keep them on track. In addition, he positively reinforces even occasional good work by men who may mess up at other times. This officer may tell the man who always works well, "glad to see you're doing your usual fine job, Ben -- I know I can always count on you." This sort of verbal reinforcement helps the man keep going in a constructive direction. The officer may also call "Way to go, Bill" to an inmate who has just done his first positive thing of the day. The officer knows it's important for this inmate to recognize when he's on track -- just as he has to realize when he's off the track as well.

DISCUSSION GUIDE:

While you list them on the blackboard or flip chart, have the class indicate some positive reinforcements (rewards) they can personally give and/or take part in and the behavior for which they would give them.

CONCLUSION

We've talked a lot about security and management in this and the last two lessons. These are obviously the most important aspects of your work. You may wonder why we haven't brought up the familiar matter of inmate rehabilitation. We chose to pass over this matter for a very simple reason: there's no point in making promises you can't keep. And at this point it would be foolish to promise any officer that he or she could learn all that is needed to completely rehabilitate even one inmate, never mind an entire population of them.

But we can make a promise: the skills you have learned in this and the last two lessons are the first step toward meaningful rehabilitation of inmates. This means that you have done more than master specific methods of managing inmate populations. This also means that you have more than you have suspected to be proud of.

You've developed professional skills to do a professional's job. The cornerstone of what we have been talking about is decency. Simple human decency! You've got a job to do. But in doing it, you've learned how you can handle inmates like the human beings they are.

QUIZ

1. Define the term “control” when used to indicate “controlling inmates.”

2. What is the first step in handling inmate requests?

3. What does the term “reinforcing behavior” mean?

Answers to Quiz

1. Control means to “taking charge”

2. Make sure that it is legitimate or not. That means that it does not violate any rules or regulations and that the request itself is for a proper purpose.

3. Reinforcing behavior is the ability to administer punishment and rewards effectively.

Human Rights Instruments Related to LESSON PLAN 19

Universal Declaration of Human Rights, 1948.
Article 1
All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

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

Principle 1
All persons under any form of detention or imprisonment shall be treated in a humane manner and with respect for the inherent dignity of the human person.
Principle 21
1. It shall be prohibited to take undue advantage of the situation of a detained or imprisoned person for the purpose of compelling him to confess, to incriminate himself otherwise or to testify against any other person.
2. No detained person while being interrogated shall be subject to violence, threats or methods of interrogation which impair his capacity of decision or his judgement.

Basic Principles for the Treatment of Prisoners
Adopted and proclaimed by General Assembly resolution 45/111 of 14 December 1990
1. All prisoners shall be treated with the respect due to their inherent dignity and value as human beings.

Code of Conduct for Law Enforcement Officials
Adopted by General Assembly resolution 34/169 of 17 December 1979

Article 2
In the performance of their duty, law enforcement officials shall respect and protect human dignity and maintain and uphold the human rights of all persons.

Recommendation No R (87) 3 of the Committee of Ministers to member states on the European Prison Rules
Adopted by the Committee of Ministers on 12 February 1987at the 404th meeting of the Ministers' Deputies.
1. The deprivation of liberty shall be effected in material and moral conditions which ensure respect for human dignity and are in conformity with these rules.

LESSON PLAN 20 – First Aid and Health Promotion

INSTRUCTOR'S NOTES:
THIS LESSON PLAN SHOULD BE COMPLETED IN CONJUNCTION WITH THE RED CROSS, RED CRESCENT SOCIETY, PRISON OR OTHER MEDICAL PERSONNEL. ITEMS SHOULD BE INCLUDED AS DETERMINED BY THE ROLE OF THE INSTITUTION (I.E. EMERGENCY CHILDBIRTH IN SOME FEMALE PRISONS AND JAILS) OR BY THE CONSULTING MEDICAL STAFF

Method of Instruction: Lecture, demonstration, video presentations

Time Frame: 8 Hours

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

1. Know what is expected of him or her during a medical emergency
2. Know how to apply basic life saving first aid
3. Understand the basic concepts of good health and how to encourage it

Training Aides Required: First Aid kit, video presentation equipment, black board or flip chart

INTRODUCTION

The government of Bosnia and Herzegovina requires that during every emergency an organized effort be made to protect employees, inmates and the public from further injury and to minimize property damage. All prison resources can be made available to respond to an emergency. Each prison employee must know what to do during an emergency in their area and what his or her role is.

No Loitering: Each employee not involved in the emergency must stay away from the scene and follow the instructions issued by the person in charge. Employees must not reenter an area that they have evacuated until notified by management that it is safe to return.

Employee Responsibilities:

A. If there is a further threat of injury or exposure to hazardous materials, remove all injured persons, if possible, and leave the immediate vicinity. If there is no threat of further injury or exposure, leave seriously injured persons where they are.
B. Report the emergency immediately. State what happened, the specific location, what injury has occurred and your name and where you can be reached.
C. Proceed with first aid or attempt to control the incident to the extent of your training.
D. Show the ranking emergency response officer or medical personnel where the incident occurred, inform them of the hazards associated with the area, the status of any injured persons and any other information that will help avoid further injury. Follow the instructions of the trained emergency responder.

BASIC LIFE SUPPORT PROCEDURES AND TECHNIQUES

THE BASIC SKILL SCAN CONSISTS OF:

R = IS THE PERSON RESPONSIVE?
A = IS THE AIRWAY OPEN?
B = IS THE PERSON BREATHING?
C = IS THERE CIRCULATION AT THE CAROTID PULSE?
H = IS THERE HEMORRHAGE - SEVERE BLEEDING?

IT WILL BE REFERRED TO DURING THE LESSONS AS THE "ABCHs"

1. ADULT RESCUE BREATHING and CPR (Procedure if the heart stops beating)
   a. Check responsiveness
      i. If head or neck injury is suspected, move the person only if absolutely necessary.
      ii. Tap or gently shake victim's shoulder
      iii. Shout near victim's ear . . . "Are you all right?"
   b. Call for help
      i. Ask a bystander to call the medical or emergency staff
      ii. If alone, shout for help.
   c. Roll the person onto their back
      i. Gently roll victim's head, body, and legs over at the same time. Do this without further injuring the victim.
   d. Open airway (use head-tilt/chin-lift method)
      i. Place hand nearest victim's head on victim's forehead and apply backward pressure to tilt head back.
      ii. Place fingers of other hand under bony part of jaw near chin and lift. Avoid pressing on soft tissues under jaw.
      iii. Tilt head backward without closing victim's mouth.
      iv. Do not use your thumb to lift the chin.
      v. **If you suspect a neck injury** do not move victim's head or neck. First try lifting ching without tilting the head back. If breaths do not go in, slowly and gently bend the head back until breaths can go in.
   e. Check for breathing
      i. Place your ear over victim's mouth and nose while keeping airway open.
      ii. Look at victim's chest to check for rise and fall: *listen* and *feel* for breathing.
   f. Give 2 slow breaths
      i. Keep head tilted back with head-tilt/chin-tilt to keep airway open
      ii. Pinch nose shut
      iii. Take a deep breath and seal your lips tightly around victim's mouth.
      iv. Give 2 slow breaths, each lasting 1 ½ to 2 seconds (you should take a breath after each breath given to the victim).
      v. Watch the chest rise to see if your breaths go in.
      vi. Allow for chest deflation after each breath.
      vii. **If neither of these 2 breaths went in** retilt the head and try 2 more breaths. If still unsuccessful, suspect choking, also known as foreign body airway obstruction (use *Unconscious Adult Foreign Body Airway Obstruction Procedures*)
      viii. **If you cannot use victims mouth** (i.e. injured, teeth clenched, etc.) Seal your lips around victim's nose and breathe into nose. Remove your mouth to allow exhalation.
   g. Check for pulse
      i. Maintain head-tilt with hand nearest head on foreehead.

ii. Locate Adam's apple with 2 or 3 fingers of hand nearest victim's feet.
iii. Slide your fingers down into groove of neck on side closest to you (do not use your thumb because you may feel your own pulse).
iv. Feel for carotid pulse (take 5 - 10 seconds). Carotid artery is used because it lies close to the heart and is accessible.

h. Perform rescue procedures based on what you found:
   i. **If there is a pulse** but no breathing give one rescue breath (mouth-to-mouth resuscitation) every 5 to 6 seconds. Use the same techniques for rescue breathing found in step F above but only give one. Every minute (10 to 12 breaths) stop and check the pulse to make sure there is a pulse. Continue until:
      (1) Adult starts breathing on his or her own OR until
      (2) Trained help, such as emergency medical technicians, arrive and relieve you OR until
      (3) You are completely exhausted.
   ii. **If there is no pulse**, give CPR
      (1) Find hand position
         (a) Use your fingers to slide up rib cage edge nearest you to notch at end of sternum.
         (b) Place your middle finger on or in the notch and index finger next to it.
         (c) Put heel of other hand (one closest to victim's head) on sternum next to index finger.
         (d) Remove hand from notch and put it on top of hand on chest.
         (e) Interlace, hold, or extend fingers up
      (2) Do 15 compressions
         (a) Place your shoulders directly over your hands on the chest.
         (b) Keep arms straight and elbows locked.
         (c) Push sternum straight down 1 ½ to 2 inches.
         (d) Do 15 compressions at 80 per minute. Count as you push down: "one and, two and, three and, four and, five and, six and, seven and . . . fifteen and."
         (e) Push smoothly; do not jerk or jab; do not stop at the top or at the bottom.
         (f) When pushing, bend from your hips, not knees.
         (g) Keep fingers pointing across victim's chest, away from you.
      (3) Give 2 slow breaths
      (4) Complete 4 cycles of 15 compressions and 2 breaths (takes about 1 minute) and check the pulse. If there is no pulse, restart CPR with chest compressions. Recheck the pulse every few minutes. If there is a pulse, give rescue breathing.
      (5) Give CPR or rescue breathing until:
         (a) Victim revives OR
         (b) Trained help arrives and relieves you OR
         (c) You are completely exhausted.

2. CONSCIOUS ADULT FOREIGN BODY AIRWAY OBSTRUCTION (CHOKING)--if the person is conscious and cannot speak, breathe, or cough . . .
   a. Give up to 5 abdominal thrusts (Heimlich maneuver):
      i. Stand behind the victim.
      ii. Wrap your arms around victim's waist. (Do not allow your forearms to touch ribs.)
      iii. Grasp fist with your other hand.
      iv. Press fist into victim's abdomen with 5 quick upward thrusts.
      v. Each thrust should be a separate and distinct effort to dislodge the object.

vi. After each 5 abdominal thrusts, check the victim and your technique.
vii. For advanced pregnant women and obese victims, consider using chest thrusts.

b. Repeat cycles of up to 5 abdominal thrusts until:
   i. Victim coughs up object OR
   ii. Victim becomes unconscious (call for help and start methods for an unconscious victim with finger sweep first) OR
   iii. You are relieved by emergency medical personnel or other trained person.
c. Reassess victim and your technique after every 5 thrusts.

3. UNCONSCIOUS ADULT FOREIGN BODY AIRWAY OBSTRUCTION (CHOCKING)--if the person is unconscious and breaths have not gone in . . .
   a. Give up to 5 abdominal thrusts (Heimlich maneuver):
      i. Straddle victim's thighs.
      ii. Put heel of one hand against middle of victim's abdomen slightly above navel and well below sternum's notch (fingers of hand should point toward victim's head).
      iii. Put other hand directly on top of first hand.
      iv. Press inward and upward using both hands with up to 5 quick abdominal thrusts.
      v. Each thrust should be distinct and a real attempt made to relieve the airway obstruction. Keep heel of hand in contact with abdomen between abdominal thrusts.
      vi. For advanced pregnant women and obese victims consider using chest thrusts.
   b. Perform finger sweep
      i. Use only on an unconscious victim. On a conscious victim, it may cause gagging or vomitting.
      ii. Use your thumb and fingers to grasp victim's jaw and tongue and lift upward to pull tongue away from back of throat and away from foreign object.
      iii. If unable to open mouth to perform tongue-jaw lift, use the crossed-finger method by crossing the index finger and thumb and pushing the teeth apart.
      iv. With index finger of your other hand, slide finger down along the inside of one cheek deeply into mouth and use a hooking action across the other cheek to dislodge foreign objects.
      v. If foreign body comes within reach, grab and remove it. Do not force object deeper.
   c. If the above steps are unsuccessful cycle through the following steps in rapid sequence until the object is expelled or emergency medical help arrives:
      i. Give 2 rescue breaths. If unsuccessful, retilt head and try 2 more.
      ii. Do up to 5 abdominal thrusts.
      iii. Do a finger sweep.

4. HYPOVOLEMIC SHOCK
   a. Check the ABCHs
   b. Preserve body heat
   c. Check for Head injury or breathing diffulty
      i. If yes, elevate the head and shoulders if there is no spinal injury, then move to next step
      ii. If no, move to next step
   d. Check to see if the person is unconscious or if there is a chance of vomitting
      i. If yes, turn the person on their side if there is no spinal injury, then move to next step
      ii. If no, elevate legs 8 to 12 inches if no spinal injury is suspected, then move to the next step

e. Are you less than 1 to 2 hours from medical care, is surgery a possiblity or is there an abdominal wound?
    i. If yes, do not give fluids except to conscious who are severely burned
    ii. If no, if conscious and can swallow, small amounts of liquid allowed
f. Seek medical attention

5. SHOCK - FAINTING
    a. Fainting has occurred
        i. If no see if the person is about to faint. If they are, prevent them from falling, lay them on their back with legs elevated 8 to 12 inches
        ii. If yes, lay victim on back with legs elevated 8 to 12 inches. If vomiting occurs or is anticipated, turn victim on side. Loosen clothes around victims neck. Wipe victims forehead and face with cool, wet cloth.
    b. Seek medical attention if victim
        i. Is over 40 years old.
        ii. Has repeated attacks of unconsciousness.
        iii. Losses consciousness while sitting or lying down.
        iv. Faints for no apparent reason.
        v. Does not regain consciousness within 4-5 minutes.
    c. Review -- the usual position for shock victims is on their back with their legs elevated 8 to 12 inches. Exceptions:
        i. Elevate the head for injuries or stroke
        ii. Lay an unconscious, semiconscious or vomiting victim on his or her side
        iii. Use a semisitting position for those with breathing difficulties, chest injuries, or a heast attack
        iv. Keep victim flat if a neck or spine injury is suspected or victim has leg fractures.

6. BLEEDING AND WOUNDS
    a. Locate bleeding source
    b. Apply direct pressure over wound
        i. Place sterile dressing or cleanest cloth available.
        ii. If possible, use latex gloves, extra dressings, or plastic wrap.
        iii. Do not remove first dressing if blood-soaked; add others over it.
        iv. Do not remove impaled objects.
    c. Bleeding stops?
        i. If no elevate bleeding part above victims heart and continue pressing on wound, if bleeding still does not stop
        ii. Locate a pressure point (Brachial under arm near arm pit. Femoral on the leg near groin. You can usually feel the pulse or Artery) and apply pressure, if bleeding still does not stop and it is an arm or leg, apply a tourniquit
    d. Treat for shock, cover the wound and seek medical attention.

7. HEAD INJURIES
    a. Check the ABCHs and treat accordingly. Check for possible spinal injury of the neck.
    b. If the head is bleeding and a fracture is suspected, apply pressure only to the outer edges of the intact bone, otherwise apply pressure over the wound.
    c. Do not remove impaled objects.
    d. If the person is unconscious keep the person lying on their side if no spinal injury is suspected. If the person is unconscious for longer than 5 minutes, seek medical help immediately.

e. If the person is conscious, raise the persons head and shoulders if no spinal injury is suspected.
f. Head Injury Follow Up -- after a head injury, certain signs may indicate the need for medical attention.
    i. Headache -- expect a headache. If it lasts more than one or two days or increases in severity, seek medical advice.
    ii. Nausia, vomitting. If nausea lasts more than two hours, seek medical advice. Vomitting once or twice, especially in children, may be expected after a head injury. Vomitting does not tell anything about the severity of the injury. However, if vomitting begins again hours after one or two episodes have ceased, consult a doctor.
    iii. Drowsiness. Allow a victim to sleep, but wake the victim at least every hour to check the state of orientation by asking his or her name, addrerss, and if information can be processed by having them add or multiply numbers. If the victim cannot answer correctly or appears confused or disoriented, call a physician.
    iv. Vision problems. If the victim sees double. If the eyes fail to move together, or if one pupil appears to be larger than the other, seek medical advice.
    v. Mobility. If the victim cannot use his or her arms or legs as well as previously or is unsteady in walking, medical care should be sought.
    vi. Speech or convolusions. If the victim's voluntary muscles start to contrct involuntarily, seek medical assistance.

8. EYE INJURIES - Correct treatment of an eye injury immediately following an accident can prevent loss of sight. However, because it is difficult to determine the extent of damage to the eye, medical help should be sought as soon as possible.
a. Chemical in the eye
    i. Hold injured eye wide open and flush with warm water for 15 - 20 minutes
    ii. Loosly bandage both eyes
    iii. Seek medical attention
b. Object embedded in eye
    i. Do not remove embedded object
    ii. Place padding around object
    iii. Place disposable drinking cup over impaled object to keep it from being pushed further into the eye
    iv. Cover uninjured eye with dressing and tape into place
    v. Keep victim flat on back
    vi. Seek medical attention
c. Loose object in eye
    i. Attempt in order each procedure until one is effective
        (1) Pull upper eyelid down
        (2) Pull lower lid down and look at the inner surface while victim looks up. If object is seen, flush gently with water.
        (3) Invert upper eyelid over matchstick or Q-tip. If object is seen, flush gently with water.
    ii. If successful, medical attention is usually not needed.
d. Cut on eye
    i. Do not apply pressure. Cover both eyes with guaze pads. Keep victim in half-sitting position and seek medical attention.

ii. If a blunt injury (hit in eye with fist for example), keep victim flat on back with eyes closed. Apply ice pack for 15 minutes. Seek medical attention.

9. NOSEBLEEDS
   a. If nose was hit, suspect a fracture.
   b. Sit victim leaning slightly forward so blood does not run down throat.
   c. Pinch nostrils together for 5 minutes
      i. If bleeding does not stop pinch nostrils together again for 5 minutes
      ii. If bleeding does not stop, seek medical attention.
10. CHEST INJURIES
   a. Check ABCHs and treat accordingly
   b. Penetrating wound
      i. If an impaled object, do not remove the object. Stablize it and seek medical attention.
      ii. If a sucking chest wound, seal the wound to prevent air from entering and seek medical attention.
      iii. If a rib fracture is suspected, stabilize the rib and chest and seek medical attention.
11. ABDOMINAL INJURIES
   a. Check ABCHs and treat accordingly
   b. Penetrating wound
      i. If an impaled object, do not remove the object. Stablize it and seek medical attention
      ii. If an organ is protruding, do not reinsert the organ. Do not touch the organs. Cover them with a moist, clean dressing and seek medical attention.
      iii. If a blow to the abdomen, place the victim on one side in case of vomitting. Do not give liquids. Seek medical attention.
12. BURNS
   a. First Degree Burns - redness, mild swelling tenderness and pain. Healing occurs without scarring within a week.
      i. Apply cold water and/or dry sterile dressing.
      ii. Do not apply butter or grease
   b. Second Degree Burns - extend through the entire outer skin layer and into the inner skin layer. Blister formation, swelling, weeping of fluids, and severe pain. Intact blisters maintain a sterile covering whereas broken blister results in a weeping wound.
      i. Immerse in cold water, blot dry with a sterile cloth for protection.
      ii. Treat for shock.
      iii. Obtain medical care if severe.
      iv. Do not break blisters or cover with grease or ointment
   c. Third Degree Burns - severe burns extend through all skin layers into the underlying fat, muscle and bone. Discoloration (charred, white, or cherry red), and a leathery, parchment-like dry appearance indicating this degree of burn. Pain is absent because the nerve endings have been destroyed. Any pain found with this burn is caused by accompanying burns of lesser degrees (first and third). Proper healing requires skin grafting.
      i. Cover with sterile cloth to protect.
      ii. Treat for shock.
      iii. Watch for breathing difficulty.
      iv. Obtain medical attention quickly.
   d. Chemical Burn

i. Remove by flushing with large quantities of water for at least 15 minutes.
ii. Remove surrounding clothing.
iii. Obtain medical attention.

e. Electrical Burns
i. Turn off electricity -- do not attempt to remove wires with tools, wooden poles or objects with a high moisture content.
ii. When danger from electricity to rescuers passes
(1) Check ABCHs and treat accordingly
(2) Treat for shock
(3) Treat burns as heat burns (2 wounds may be present -- where electricity enters and leaves the body)
(4) Seek immediate medical attention.

13. COLD- AND HEAT-RELATED INJURIES

a. Frostbite
i. Remove from cold exposure if possible
ii. Remove clothing, rings from affected parts
iii. If near a medical facility, transport the person
iv. If no medical facility is near
(1) If warm water (not hot, about 104 degrees) is available, put affected parts of body in warm water until parts are flushed and numbness decreases.
(2) If no warm water is available, put affected parts of the body next to someone elses body until parts are flushed and numbness decreases rem
v. Do not rub
vi. Put dry, clean guaze or cloth between fingers and toes and over broken blisters
vii. Seek medical attention

b. Hypothermia
i. Move victim out of cold
ii. Handle victim very gently
iii. Replace wet clothing with dry clothing or covernigs
iv. Insulate from cold

c. Heat Related Emergencies -- hot skin, high body temperature, and altered mental status
i. Heat exhaustion
(1) Move victim to cool place
(2) Raise victims legs 8 to 12 inches
(3) Remove excessive clothing
(4) Sponge victim with cool water and fan
(5) Give cold water to drink
(6) Seek medical attention if no improvements happen within 80 minutes
ii. Heat stroke
(1) Seek medical attention immediately
(2) Move victim to cool place and remove colthing
(3) If humidy is greater than 75%
(a) place ice packs on neck, armpits and groin
(4) If humidy is less than 75%
(a) spray water on victims skin and vigorously fan
(b) cover victim with wet sheet or similar cloth, keep it wet and vigorously fan victim
(5) Stop cooling when consciousness and mental status improves

14. STROKE
    a. Check ABCHs
    b. If conscious place on their side with the head and upper body slightly raised
    c. If not conscious raise the victims head and shoulders slightly
    d. Do not give anything to eat or drink
    e. Seek medical attention immediately
15. SEIZURES - convulsions
    a. Cushion victim's head
    b. Loosen victim's tight neckwear
    c. Turn victim onto side
    d. Look for medic alert tag
    e. Do not give anything to drink or eat
    f. Do not hold victim down
    g. Do not put anything between victim's teeth

GENERAL HEALTH

Good nutrition, exercise and cleanliness are especially important in a prison. The close living conditions have an impact on the body and the mind. Though the nutrition and exercise are generally planned by the Administration, every officer must be sure that all areas they supervise are kept clean and that prisoners wash as often as possible. Soap and water is still one of the best ways to stop the spread of communicable diseases.

INSTRUCTOR'S NOTES:

The quiz for this session should consist of having the students practice various skills and the asking of questions of individual students. You should be sure that all students practice CPR and demonstrate they know how to apply artificial respiration can stop bleeding and know the "ABCHs"

Supplement to LESSON PLAN 20

TRAINER'S HANDOUT/BASIC FIRST AID

NOTES AND METHODOLOGY	CONTENTS
INTRODUCTION Write session topic on the white board.	Introduce yourself and the session topic. The corrections officer has the obligation to provide custody, care and control over inmates. Deriving from the role of care is the responsibility to respond to all forms of emergencies, including medical emergencies. In medical emergencies, the correctional officer provides care for the victim until competent medical professionals arrive at the scene. This session is designed to provide the correctional officer with useful lessons in basic first aid care in medical emergencies.

PERFORMANCE OBJECTIVES Write session topic on the white board and explain them to the trainees.	At the end of the session, you will be able to: • Explain what first aid is. • Explain an emergency. • Explain what emergency response is. • State the three-step model for emergency response. • Explain what is meant by standard precautions • State the types of bleeding and how to control bleeding emergencies. • State the signs of shock and care for shock. • State the types of burns and state the dos and don'ts when caring for burns generally. • Describe first aid care for 1st, 2nd and 3rd degree burns. • Explain strains and sprains. • Describe first aid care for strains, contusions and sprains. • Detect signs and symptoms of dislocations and fractures. • Describe first aid care for dislocations and fractures. • Detect the signs and symptoms of poisoning. • Provide first aid care for poisoning.
Ask question – "What is your understanding of first aid?"	
DEFINING FIRST AID	Let's now have a look at the definition of first aid First is the immediate care given to an injured or suddenly ill person until the arrival of competent medical personnel at the scene or the victim is transported to hospital.
DEFINING AN EMERGENCY?	An emergency is any unforeseen event or condition that requires a prompt response.
WHAT IS EMERGENCY RESPONSE?	Emergency response is the ability to react promptly, make a quick decision and render an appropriate level of first aid care until competent help arrives on the scene. When you recognize an emergency, you must be prepared to take immediate action with an overall plan in mind. To help you do this effectively, the three-step model for emergency response has been developed. The three-step model of emergency response comprises:

	• **A**ssess – assess the emergency scene for safety. If the scene is not safe alert the Emergency Medical Service/Ambulance Service (EMS). If the scene is safe and you approach the victim, assess him/her for breathing, circulation, severe bleeding, etc. • **A**lert – Call EMS for medical assistance if necessary. Arrange to send victim to hospital. • **A**ttend – examine victim from head to toe and provide care until medical help arrives or the victim is taken to the hospital.
EXPLAIN STANDARD PRECAUTION AND BODY SUBSTANCE ISOLATION	Standard precaution means all **blood** and **body fluids** that may contain blood should be considered potentially infectious and so the care provider should take the necessary precautions to protect him/herself against them. Body Substance Isolation (BSI) is recommended as a way of protecting oneself from infection. The BSI entreats first aid providers to avoid contact with all body fluids by using barriers such as gloves, gowns, masks and other protective devices. Now that you know what first aid is and what constitutes an emergency and emergency response as well as the standard precaution, let's turn our attention to specific medical emergencies and how to handle them until the victim can receive professional help. The first medical emergency we shall look at is bleeding.
BLEEDING EMERGENCIES	It is estimated that the average adult's body holds approximately six/6 quarts of blood. The rapid loss of one quart or more of blood can lead to shock and death.
Classifications of bleeding Write the bleeding classification on the white board and explain them.	There are three classes of bleeding. These are the capillary, venous and arterial bleeding. **<u>Capillary bleeding</u>** – the capillaries are the smallest and

	most numerous blood vessels in the body. When a cut opens capillaries, the bleeding is normally slow. The body is able to control this type of bleeding through its blood clotting ability. First Aid Care For Minor Wounds With Minimal Bleeding When caring for minor wounds with minimal bleeding, • Clean wound with warm water and soap. • Dress wound with bandage to prevent infection or leave wound uncovered if it is safe to do so. **Venous bleeding** – this class of bleeding results from a deep cut that opens the veins. This wound will release blood that is its way back to the heart. The blood will be dark red and it will flow steadily. If left untreated for a long time, a life threatening condition may result. First Aid Care For Venous Bleeding • Apply Direct Pressure to the wound with the palm of the hand over the entire area of the wound using a thick pad of sterile gauze or a soft clean material. The pressure can be secured in place by the application of a pressure bandage. The application of pressure must continue for 20 – 30 minutes. • Elevation – if you do not see evidence of a fracture, raise a bleeding wound on the head, neck, arm or leg above the level of the victim's heart, whiles sustaining the direct pressure. • If bleeding persists after you have provided first aid care transport the victim to the hospital. The wound may need to be sutured. **Arterial bleeding** – arterial bleeding results from a deep cut that opens an artery. It is the most serious bleeding emergency. Blood released from an artery is rich in oxygen so will look bright red. The blood will discharge in spurts that coincide with the heart's contractions. If a major artery is cut and is not treated in time, it may lead to death in as little as one minute. First aid Care For Arterial Bleeding • Same as procedures for controlling venous bleeding. We shall now consider shocks, their symptoms and first

	aid care.
SHOCKS What is shock?	Shock is a condition in which the body's circulatory system fails to deliver an adequate supply of blood to all parts of the body. When the body's organs do not receive adequate supply of blood, they fail to function properly. In minor injury, the body will compensate and the situation will be resolved in a short time. In major injuries, the body may not be able to adjust. Whenever the body is unable to compensate for blood or other body fluid loss, shock may occur.
Signs of shock	The signs and symptoms of shock are: • Anxiety, restlessness or irritability • Altered consciousness • Rapid pulse rate • Rapid breathing • Dazed look • Weak • Thirst • Nausea
Providing care for shock	To provide care for a shock victim, • Keep victim lying down. • Try to make victim feel comfortable. • Speak in a reassuring tone to relieve victim of stress and anxiety. • Control external bleeding, if required. • Elevate legs 10-12 inches, unless you suspect spinal or bone injury. • Cover victim to maintain body temperature. • Don't give victim anything to eat or drink. • Provide victim with plenty of fresh air. • If victim is vomiting, place him/her on her left side. • Activate emergency medical service or arrange to send victim to hospital.
BURNS	Another medical emergency we may encounter at the work place are burns.
First degree/Superficial	There are various degrees of burns.

burns Caring for First Degree Burns	These are minor burns are caused by scalding or contact with hot objects. The skin will be red and dry and is painful. Caring for first degree burns involve: • Cooling the burned area. Immense in water or apply cold cloths. • Covering with clean dry dressing. • Elevating limbs above heart level. • Treating for shock if necessary.
Second degree/Partial thickness Caring for Second Degree Burns	Following first degree burns is second degree burns. These are caused by contact with hot liquids, flash burns from gasoline, kerosene, etc. The top layers of the skin are burned. The skin will be red and blistered. • Provide same care as in the case of first degree burns.
Third degree/Full thickness Caring for Third Degree Burns	Finally, we have third degree or thick fullness burns. Third degree burns are caused by flame, burning clothing, contact with objects, electricity or immersion in hot water. The skin will appear white or charred. All layers of the skin are destroyed as well as underlying structure (fat, muscle, bones, nerves, etc.). It may be quite painful or relatively painless due to destructions caused to nerve endings. When caring for a victim of third degree burns, follow the under-listed procedures: • Activate emergency medical service or arrange to send victim to hospital. • Cover with clean dry dressing. • Elevate limbs above heart level. • Treat for shock if necessary. • Do not apply any home-made ointments.
General Care for Burns	Now let's look at the 'do's' and 'don'ts' when caring for

	burns generally. **<u>Do's</u>** • Watch for signals and changes in breathing and consciousness. • Keep victim from getting cold or overheated. • Seek medical attention if appropriate. **<u>Don'ts</u>** • Don't apply home remedies or ointments. • Don't apply ice directly on the skin. • Don't break blisters. • Don't remove pieces of clothing or any item stuck to burn. • Don't apply a moist dressing to a burn. • Don't give victim anything to eat or drink unless he/she is fully conscious.
STRAINS AND SPRAINS	Let's now turn our attention to emergencies relating to strains and sprains. • A <u>muscle strain</u> occurs when the muscle is stretched beyond its normal range of motion resulting in a muscle fiber tear. • A <u>muscle contusion</u> results from a blow to a muscle. • A <u>sprain</u> occurs when a joint is twisted beyond its normal range.
Caring for Strains, Contusions and Sprains	To care for strains, contusions and sprains, • Let the victim take a rest. Discontinue activity. • Apply a cold pack. Don't place ice directly on skin. • Use a neat material to hold ice on injury. • Elevate above heart level to control internal bleeding.
DISLOCATION AND FRACTURES	Other medical emergencies we may have to handle are dislocations and fractures.

Signs and Symptoms of Dislocations and Fractures	A <u>dislocation</u> involves a displacement of a bone from its normal position. A <u>fracture</u> involves a break of a bone. Dislocations and fractures reveal themselves in: • Deformity to bone(s) • Swelling and dislocation • Grating sound • Pain • Inability to move injured area • Exposed bone
Caring for Dislocations and Fractures **(I ACT)**	When providing first aid care to a victim who has dislocated or fractured a bone, • **I**mmobilize are. • **A**ctivate emergency medical service or arrange to send victim to hospital. Handle injured area with care. • **C**are for shock • **T**reat secondary injuries
POISONING Signs and symptoms of Poisoning	Poisoning is another emergency that might be handled in the corrections settings as some inmates have suicide tendencies. The signs and symptoms of poisoning are: • Abdominal pain • Vomiting • Diarrhea • Burn stains and odour in and around the mouth. • Change in consciousness. • Poison container in the area.
First Aid Care for Poisoning	

SUMMARY	Act swiftly when providing care to a poison victim. • Assess the scene for clues and safety. • Get victim away from poison if necessary. • Assess victim's response (level of consciousness, breathing and circulation) • Provide care for life threatening conditions. • If victim is conscious try to get more information. • If the victim is unconscious, keep the airway open. • Activate emergency medical service or arrange to send victim to hospital. Take along any empty container at the scene along. Now that I have taken you through the session on basic first aid, you should be able to: • Explain what first aid is. • Explain an emergency. • Explain what emergency response is. • State the three-step model for emergency response. • Explain what is meant by standard precautions • State the types of bleeding and how to control bleeding emergencies. • State the signs of shock and care for shock. • State the types of burns and state the dos and don'ts when caring for burns generally. • Describe first aid care for 1st, 2nd and 3rd degree burns. • Explain strains and sprains. • Describe first aid care for strains, contusions and sprains. • Detect signs and symptoms of dislocations and fractures. • Describe first aid care for dislocations and fractures. • Detect the signs and symptoms of poisoning. • Provide first aid care for poisoning.

Human Rights Instruments Related to LESSON PLAN 20

International Covenant on Economic, Social and Cultural Rights
Adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966 entry into force 3 January 1976, in accordance with article 27

Article 12
1. The States Parties to the present Covenant recognize the right of everyone to the enjoyment of the highest attainable standard of physical and mental health.

Standard Minimum Rules for the Treatment of Prisoners
Adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955, and approved by the Economic and Social Council by its resolutions 663 C (XXIV) of 31 July 1957 and 2076 (LXII) of 13 May 1977

Accommodation
10. All accommodation provided for the use of prisoners and in particular all sleeping accommodation shall meet all requirements of health, due regard being paid to climatic conditions and particularly to cubic content of air, minimum floor space, lighting, heating and ventilation.
11. In all places where prisoners are required to live or work,
(a) The windows shall be large enough to enable the prisoners to read or work by natural light, and shall be so constructed that they can allow the entrance of fresh air whether or not there is artificial ventilation;
(b) Artificial light shall be provided sufficient for the prisoners to read or work without injury to eyesight.
12. The sanitary installations shall be adequate to enable every prisoner to comply with the needs of nature when necessary and in a clean and decent manner.
13. Adequate bathing and shower installations shall be provided so that every prisoner may be enabled and required to have a bath or shower, at a temperature suitable to the climate, as frequently as necessary for general hygiene according to season and geographical region, but at least once a week in a temperate climate.
14. All parts of an institution regularly used by prisoners shall be properly maintained and kept scrupulously clean at all times.

Personal hygiene
15. Prisoners shall be required to keep their persons clean, and to this end they shall be provided with water and with such toilet articles as are necessary for health and cleanliness.
16. In order that prisoners may maintain a good appearance compatible with their self-respect, facilities shall be provided for the proper care of the hair and beard, and men shall be enabled to shave regularly.

Clothing and bedding
17. (1) Every prisoner who is not allowed to wear his own clothing shall be provided with an outfit of clothing suitable for the climate and adequate to keep him in good health. Such clothing shall in no manner be degrading or humiliating.
(2) All clothing shall be clean and kept in proper condition. Underclothing shall be changed and washed as often as necessary for the maintenance of hygiene.

Food

20. (1) Every prisoner shall be provided by the administration at the usual hours with food of nutritional value adequate for health and strength, of wholesome quality and well prepared and served.

(2) Drinking water shall be available to every prisoner whenever he needs it.

Exercise and sport

21. (1) Every prisoner who is not employed in outdoor work shall have at least one hour of suitable exercise in the open air daily if the weather permits.

(2) Young prisoners, and others of suitable age and physique, shall receive physical and recreational training during the period of exercise. To this end space, installations and equipment should be provided.

Medical services

22. (1) At every institution there shall be available the services of at least one qualified medical officer who should have some knowledge of psychiatry. The medical services should be organized in close relationship to the general health administration of the community or nation. They shall include a psychiatric service for the diagnosis and, in proper cases, the treatment of states of mental abnormality.

(2) Sick prisoners who require specialist treatment shall be transferred to specialized institutions or to civil hospitals. Where hospital facilities are provided in an institution, their equipment, furnishings and pharmaceutical supplies shall be proper for the medical care and treatment of sick prisoners, and there shall be a staff of suitable trained officers.

(3) The services of a qualified dental officer shall be available to every prisoner.

23. (1) In women's institutions there shall be special accommodation for all necessary pre-natal and post-natal care and treatment. Arrangements shall be made wherever practicable for children to be born in a hospital outside the institution. If a child is born in prison, this fact shall not be mentioned in the birth certificate.

24. The medical officer shall see and examine every prisoner as soon as possible after his admission and thereafter as necessary, with a view particularly to the discovery of physical or mental illness and the taking of all necessary measures; the segregation of prisoners suspected of infectious or contagious conditions; the noting of physical or mental defects which might hamper rehabilitation, and the determination of the physical capacity of every prisoner for work.

25. (1) The medical officer shall have the care of the physical and mental health of the prisoners and should daily see all sick prisoners, all who complain of illness, and any prisoner to whom his attention is specially directed.

(2) The medical officer shall report to the director whenever he considers that a prisoner's physical or mental health has been or will be injuriously affected by continued imprisonment or by any condition of imprisonment.

26. (1) The medical officer shall regularly inspect and advise the director upon:

(a) The quantity, quality, preparation and service of food;

(b) The hygiene and cleanliness of the institution and the prisoners;

(c) The sanitation, heating, lighting and ventilation of the institution;

(d) The suitability and cleanliness of the prisoners' clothing and bedding;

(e) The observance of the rules concerning physical education and sports, in cases where there is no technical personnel in charge of these activities.

(2) The director shall take into consideration the reports and advice that the medical officer submits according to rules 25 (2) and 26 and, in case he concurs with the recommendations made,

shall take immediate steps to give effect to those recommendations; if they are not within his competence or if he does not concur with them, he shall immediately submit his own report and the advice of the medical officer to higher authority.

62. The medical services of the institution shall seek to detect and shall treat any physical or mental illnesses or defects which may hamper a prisoner's rehabilitation. All necessary medical, surgical and psychiatric services shall be provided to that end.

Code of Conduct for Law Enforcement Officials
Adopted by General Assembly resolution 34/169 of 17 December 1979

Article 6
Law enforcement officials shall ensure the full protection of the health of persons in their custody and, in particular, shall take immediate action to secure medical attention whenever required.

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

Principle 24
A proper medical examination shall be offered to a detained or imprisoned person as promptly as possible after his admission to the place of detention or imprisonment, and thereafter medical care and treatment shall be provided whenever necessary. This care and treatment shall be provided free of charge.

Basic Principles for the Treatment of Prisoners
Adopted and proclaimed by General Assembly resolution 45/111
of 14 December 1990

9. Prisoners shall have access to the health services available in the country without discrimination on the grounds of their legal situation.

Principles of Medical Ethics relevant to the Role of Health Personnel, particularly Physicians, in the Protection of Prisoners and Detainees against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment.
Adopted by General Assembly resolution 37/194 of 18 December 1982.

Principle 1

Health personnel, particularly physicians, charged with the medical care of prisoners and detainees have a duty to provide them with protection of their physical and mental health and treatment of disease of the same quality and standard as is afforded to those who are not imprisoned or detained.

Recommendation No R (87) 3 of the Committee of Ministers to member states on the European Prison Rules

Adopted by the Committee of Ministers on 12 February 1987at the 404th meeting of the Ministers' Deputies.

17. The sanitary installations and arrangements for access shall be adequate to enable every prisoner to comply with the needs of nature when necessary and in clean and decent conditions.
18. Adequate bathing and showering installations shall be provided so that every prisoner may be enabled and required to have a bath or shower, at a temperature suitable to the climate, as frequently as necessary for general hygiene according to season and geographical region, but at least once a week. Wherever possible there should be free access at all reasonable times.
19. All parts of an institution shall be properly maintained and kept clean at all times.

Personal hygiene
20. Prisoners shall be required to keep their persons clean, and to this end they shall be provided with water and with such toilet articles as are necessary for health and cleanliness.
21. For reasons of health and in order that prisoners may maintain a good appearance and preserve their self-respect, facilities shall be provided for the proper care of the hair and beard, and men shall be enabled to shave regularly.

Clothing and bedding
22. 1. Prisoners who are not allowed to wear their own clothing shall be provided with an outfit of clothing suitable for the climate and adequate to keep them in good health. Such clothing shall in no manner be degrading or humiliating.
2. All clothing shall be clean and kept in proper condition. Underclothing shall be changed and washed as often as necessary for the maintenance of hygiene.
24. Every prisoner shall be provided with a separate bed and separate and appropriate bedding which shall be kept in good order and changed often enough to ensure its cleanliness.

Food
25. 1. In accordance with the standards laid down by the health authorities, the administration shall provide the prisoners at the normal times with food which is suitably prepared and presented, and which satisfies in quality and quantity the standards of dietetics and modern hygiene and takes into account their age, health, the nature of their work, and so far as possible, religious or cultural requirements.
2. Drinking water shall be available to every prisoner.

Medical services
26. 1. At every institution there shall be available the services of at least one qualified general practitioner. The medical services should be organised in close relation with the general health administration of the community or nation. They shall include a psychiatric service for the diagnosis and, in proper cases, the treatment of states of mental abnormality.
2. Sick prisoners who require specialist treatment shall be transferred to specialised institutions or to civil hospitals. Where hospital facilities are provided in an institution, their equipment, furnishings and pharmaceutical supplies shall be suitable for the medical care and treatment of sick prisoners, and there shall be a staff of suitably trained officers.
3. The services of a qualified dental officer shall be available to every prisoner.

29. The medical officer shall see and examine every prisoner as soon as possible after admission and thereafter as necessary, with a particular view to the discovery of physical or mental illness

and the taking of all measures necessary for medical treatment; the segregation of prisoners suspected of infectious or contagious conditions, the noting of physical or mental defects which might impede resettlement after release; and the determination of the fitness of every prisoner to work.

30. 1. The medical officer shall have the care of the physical and mental health of the prisoners and shall see, under the conditions and with a frequency consistent with hospital standards, all sick prisoners, all who report illness or injury and any prisoner to whom attention is specially directed.
2. The medical officer shall report to the director whenever it is considered that a prisoner's physical or mental health has been or will be adversely affected by continued imprisonment or by any condition of imprisonment.

31. 1. The medical officer or a competent authority shall regularly inspect and advise the director upon:
a. the quantity, quality, preparation and serving of food and water;
b. the hygiene and cleanliness of the institution and prisoners;
c. the sanitation, heating, lighting and ventilation of the institution;
d. the suitability and cleanliness of the prisoners' clothing and bedding.

32. The medical services of the institution shall seek to detect and shall treat any physical or mental illnesses or defects which may impede a prisoner's resettlement after release. All necessary medical, surgical and psychiatric services including those available in the community shall be provided to the prisoner to that end.

Recommendation No. R (98) 7 of the Committee of Ministers to member states concerning the ethical and organisational aspects of health care in prison.
Adopted by the Committee of Ministers on 8 April 1998, at the 627th meeting of the Ministers' Deputies)

I. Main characteristics of the right to health in prison
A. *Access to a doctor*
1. When entering prison and later on while in custody, prisoners should be able at any time to have access to a doctor or a fully qualified nurse, irrespective of their detention regime and without undue delay, if required by their state of health. All detainees should benefit from appropriate medical examinations on admission. Special emphasis should be put on the screening of mental disorders, of psychological adaptation to prison, of withdrawal symptoms resulting from use of drugs, medication or alcohol, and of contagious and chronic conditions.
3. A prison's health care service should at least be able to provide out-patient consultations and emergency treatment. When the state of health of the inmates requires treatment which cannot be guaranteed in prison, everything possible should be done to ensure that treatment is given, in all security in health establishments outside the prison.
4. Prisoners should have access to a doctor, when necessary, at any time during the day and the night. Someone competent to provide first aid should always be present on the prison premises. In case of serious emergencies, the doctor, a member of the nursing staff and the prison management should be warned; active participation and commitment of the custodial staff is essential.
5. An access to psychiatric consultation and counselling should be secured. There should be a

psychiatric team in larger penal institutions. If this is not available as in the smaller establishments, consultations should be assured by a psychiatrist, practising in hospital or in private.
6. The services of a qualified dental surgeon should be available to every prisoner.
7. The prison administration should make arrangements for ensuring contacts and co-operation with local public and private health institutions. Since it is not easy to provide appropriate treatment in prison for certain inmates addicted to drugs, alcohol or medication, external consultants belonging to the system providing specialist assistance to addicts in the general community should be called on for counselling and even care purposes.
8. Where appropriate, specific services should be provided to female prisoners. Pregnant inmates should be medically monitored and should be able to deliver in an external hospital service most appropriate to their condition.
9. In being escorted to hospital the patient should be accompanied by medical or nursing staff, as required.
13. Medical confidentiality should be guaranteed and respected with the same rigour as in the population as a whole.
14. Unless inmates suffer from any illness which renders them incapable of understanding the nature of their condition, they should always be entitled to give the doctor their informed consent before any physical examination of their person or their body products can be undertaken, except in cases provided for by law. The reasons for each examination should be clearly explained to, and understood by, the inmates. The indication for any medication should be explained to the inmates, together with any possible side effects likely to be experienced by them.
19. Doctors who work in prison should provide the individual inmate with the same standards of health care as are being delivered to patients in the community. The health needs of the inmate should always be the primary concern of the doctor.
20. Clinical decisions and any other assessments regarding the health of detained persons should be governed only by medical criteria. Health care personnel should operate with complete independence within the bounds of their qualifications and competence.

Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment

Adopted by General Assembly resolution 43/173 of 9 December 1988

Principle 22

No detained or imprisoned person shall, even with his consent, be subjected to any medical or scientific experimentation which may be detrimental to his health.

World Medical Association Declaration of HELSINKI Ethical Principles for Medical Research Involving Human Subjects

Adopted by the 18th WMA General Assembly, Helsinki, Finland, June 1964, and amended by the:

29th WMA General Assembly, Tokyo, Japan, October 1975
35th WMA General Assembly, Venice, Italy, October 1983
41st WMA General Assembly, Hong Kong, September 1989
48th WMA General Assembly, Somerset West, Republic of South Africa, October 1996
and the 52nd WMA General Assembly, Edinburgh, Scotland, October 2000
Note of Clarification on Paragraph 29 added by the WMA General Assembly, Washington 2002
Note of Clarification on Paragraph 30 added by the WMA General Assembly, Tokyo 2004

Medical research is subject to ethical standards that promote respect for all human beings and protect their health and rights. Some research populations are vulnerable and need special protection. The particular needs of the economically and medically disadvantaged must be recognized. Special attention is also required for those who cannot give or refuse consent for themselves, for those who may be subject to giving consent under duress, for those who will not benefit personally from the research and for those for whom the research is combined with care.

19. Medical research is only justified if there is a reasonable likelihood that the populations in which the research is carried out stand to benefit from the results of the research.
20. The subjects must be volunteers and informed participants in the research project.
21. The right of research subjects to safeguard their integrity must always be respected. Every precaution should be taken to respect the privacy of the subject, the confidentiality of the patient's information and to minimize the impact of the study on the subject's physical and mental integrity and on the personality of the subject.
22. In any research on human beings, each potential subject must be adequately informed of the aims, methods, sources of funding, any possible conflicts of interest, institutional affiliations of the researcher, the anticipated benefits and potential risks of the study and the discomfort it may entail. The subject should be informed of the right to abstain from participation in the study or to withdraw consent to participate at any time without reprisal. After ensuring that the subject has understood the information, the physician should then obtain the subject's freely-given informed consent, preferably in writing. If the consent cannot be obtained in writing, the non-written consent must be formally documented and witnessed.
23. When obtaining informed consent for the research project the physician should be particularly cautious if the subject is in a dependent relationship with the physician or may consent under duress. In that case the informed consent should be obtained by a well-informed physician who is not engaged in the investigation and who is completely independent of this relationship.

Recommendation No R (87) 3 of the Committee of Ministers to member states on the European Prison Rules
Adopted by the Committee of Ministers on 12 February 1987at the 404th meeting of the Ministers' Deputies.

27. Prisoners may not be submitted to any experiments which may result in physical or moral injury.

Principles of Medical Ethics relevant to the Role of Health Personnel, particularly Physicians, in the Protection of Prisoners and Detainees against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment.
Adopted by General Assembly resolution 37/194 of 18 December 1982.

Principle 1

Health personnel, particularly physicians, charged with the medical care of prisoners and detainees have a duty to provide them with protection of their physical and mental health and treatment of disease of the same quality and standard as is afforded to those who are not imprisoned or detained.

Principle 2

It is a gross contravention of medical ethics, as well as an offence under applicable international instruments, for health personnel, particularly physicians, to engage, actively or passively, in acts which constitute participation in, complicity in, incitement to or attempts to commit torture or other cruel, inhuman or degrading treatment or punishment.

LESSON PLAN 21 – Personal Protection Techniques

Method of Instruction: Lecture, discussion, demonstration, individual exercise, group exercise

INSTRUCTOR'S NOTES:

THIS LESSON PLAN SHOULD BE COMPLETED BY THE LOCAL TRAINING STAFF IN COORDINATION WITH THE SPECIFIC TYPE OF SELF-PROTECTION SYSTEM USED BY THE PRISON SERVICE. This material is in addition to the institution's normal physical fitness and personal protection training program

Time Frame: 2 hours

Performance Objectives: At the conclusion of this block of instruction the students will be able to evade and/or defend themselves from physical attacks by one or more assailants.

Training Aides Required: Flip Chart, Overhead projector

INTRODUCTION

Situations can occur when Correctional staff members will be required to protect themselves, other staff, offenders, visitors and property. Therefore, Correctional staff must be able to defend themselves against physical attack.

Self-defense in a Correctional environment may be compared to defensive driving, in that personnel have to be aware of potential hazards, anticipate events, react to them quickly and avoid them if possible.

INSTRUCTOR'S NOTES:

The initial training of self-defense is based on making sure the students understand that self-defense in not being "tougher" than their opponents, rather it is based on being constantly aware of where you are and knowing what to look for. This part of the lesson is a combination of lecture and discussion. Ask the students questions about the various points and allow questions and discussion to insure the points are understood.

Principles of Self-Defense

1. Mind and body must function as one

   - Separation of mind and body can be dangerous. If you are distracted, this may cause hesitation or an improper response to a threat
   - You must learn to concentrate on the entire situation when confronted with a threat. You become vulnerable if you only concentrate on one aspect
   - You must maintain control when faced with a threatening or stressful situation.

2. Awareness

- You must be aware of your surroundings
- You must appreciate the consequences of action or non-action
- You must be prepared to seek assistance, offer distractions, identify and use improvised weapons or to find an escape route
- You must be aware of the potential for violence of individual offenders
- You must be aware of the overall mood or tone of the institution
- You must learn to use your eyes so that no movement will surprise you

Hazards to be aware of:

A. *Hands* - always be aware of the position of the hands

B. *Weapons/Chemical Agents* - Is the offender holding anything that could be used as a weapon? Is there anything in the immediate area that could be used as a weapon? Anything in the area that could be thrown into the face of a staff member?

C. *Other Persons* - Are there others who may interfere or come to the attacker's assistance?

D. *Escape Routes* - Do you have an escape route? Does the offender have an escape route?
E. *Footing, Visibility and Odors* - Slippery floors, debris, etc. could place you at a disadvantage. Poor lighting, smoke or other pollutants can affect visibilty. Fumes from chemicals may result in an explosion or render you unconscious

F. *Cover* - Physical objects can be used to protect yourself from being struck by missles, liquids or firearms

3. Don't meet force with force

Deflect force away from you so that you may respond to the offender's use of force by the application of defensive tactics or by escape

Theoretical Concepts Applicable to Personal Self-Defense

1. Distance - Attackers will place themselves at one of three distances from a Correctional staff member in any confrontation:
A. Very far distance - Attacker is positioned 6 feet or mopre away -- kicking attacks or sudden lunges may occur with the attacker first stepping forward to get within range of attack

B. Safe distance - Attacker's head and feet are visible by using peripheral vision while viewing facial area -- punches, kicks and sudden lunges may occur. An adequate safety margin of space of 2 arm's lengths must be established to enable the Correctional staff member to defen against an attack

C. Very near distance - Attacker is closer than arm's length and may be touching the Correctional staff member. Reaction time is short so that the chances of defending oneself is minimal

2. Defensive Stance - Must consider balance and target areas

A. Balance - If you are not properly balanced, you are vulnerable to being knocked down

* Distribute weight equally over both legs. Keep 95% of your weight on the balls of your feet
* Keep knees unlocked
* Use full body movements
- Position feet to give yourself strength, balance and mobility in any direction

B. Minimize Target Areas - Proper positioning of the torso and arms is important inminimuzing the attacker's opportunity to strike at vital target areas (face, throat, chest, abdomen and groin). Keep arms in front of the body at waist height in a relaxed but steady position with chin inclined towards the front shoulder

3. Body Space - Personal space (all areas around the body) should extend 6 feet (18 to 30 inches would be considered a minimum depending upon the individual situation)

4. Body language - Body motion or posture are non-verbal messages transmitted by the approach of one individual to another. The motions and posture of the body can influence attacker's perception of danger, aggression, fear or hostility in the Correctional staff member

5. Voice tone, volume and inflection - Refers to the inflection of the voice and determines how the message is perceived.

Evasion and Escape

Evasion skills combine the knowledge and application of the Principles of Defense and the Theoretical concepts of distance, space, body language, voice tone with the skill of the defensive stance.

Evasion and escape combined provide the basic techniques which a Correctional staff member may successfully defend against attacks, with the minimum use of force.

When situations arise that require a Correctional staff member todefend themselves, seek escape from the attacker and return with assistance whenever possible.

INSTRUCTOR'S NOTES:
The following should be explained, demonstrated, discussed and each student given a chance to practice. It would be good to divide the group into teams of three so one can act as the Correctional staff person, one as the aggressor and one as the observer to help insure accuracy. They should trade off until each has had an opportunity to practice.

Forcibly moving a prisoner

This involves compressing parts of the body in order to move a person from one place to another without having to be stronger than the person you are moving. Before using any of the techniques discussed, the officer should distract the prisoner. One of the best methods for distracting the prisoner is to strike the person, with your knee, about 4 to 6 inches above the prisoner's knee along the seam of the pants. When the prisoner is struck in such a manner, it will cause a low level of temporary paralysis. It is during this time that the officer should apply the pressure to be used to move the prisoner.

During the application of the pressure, the officer should give loud, repeated verbal commands to the prisoner. This insures that the prisoner knows exactly what the officer wants and makes it easer for him to cooperate. Generally, application of these pressure techniques should be on the right hand side of the prisoner, as most people tend to be right handed.

Bending the wrist to move a prisoner

This involves using the officers thumbs to grip the prisoner's hand with pressure across the knuckles. The prisoner's knuckles should be located under the officer's middle fingers. The prisoner's arm should be between the officer's arm and body, with the prisoner's elbow pressed firmly against the officer's body. The officer should make sure that the prisoner's forearm is high enough to cause the prisoner to stand on his or her toes. During the application of pressure, the officer should have the prisoner place his or her free hand on top of his or her head with their palm facing up.

The officer can also hold the prisoner's hand in a palm up position and bend the hand back. The postion of the prisoner's arm against the officer's body is the same as previously described.

A variation of the wrist pressure technique is to hold the prisoner's arm out from his or her body, with the prisoner's elbow pointed up. The prisoner's fingers are pointed down and the officer grasps the prisoner's hand from the back with his fingers in the palm of the prisoner's hand. The officer's other hand is bending the fingers back. The officer's hands should not overlap and the prisoner's hand should be rotated to keep the prisoner's arm muscles and tendons tight. As before, the officer should order the prisoner to place his or her free hand on top of his or her head with the palms facing up.

The prisoner's bent wrist can also be placed behind him or her in the classic "hammerlock" position. The officer puts his inside hand on the prisoner's elbow for leverage. This gives maximum control for the officer in that the officer is facing towards the front of the prisoner and can walk the prisoner backwards, thus maintaining superior balance.

Using Pressure Points to Control a Prisoner

Pressure points are nerve centers on the body that when pushed cause pain. When using pressure points, as in all use of defensive tactics, the officer should use loud, repeated verbal commands to let the prisoner know what is expected of him.

In order for pressure points to be effective the officer must make sure that the prisoner can not simply move away from the pressure, thus most pressure point control must be accompanied with the application of pressure on the opposite side of the subject to maintain contact.

Three types of pressure can be applied:
1. Touching the pressure point and applying approximately 2 pounds of pressure. This will normally cause enough pain so the prisoner will follow the officer's order.
2. Pushing deeply into the pressure point, followed by quick jabs that push approximately 2 inches into the nerve can stun the prisoner.
3. Striking the nerve can cause a short period of paralysis to the impacted part of the prisoner's body

CONCLUSION

The best personal protection methods are to avoid conflict by using your skills of communication and observation. However, if you do have to protect yourself, you will only be able to do so effectively if you continue to practice the skills you have learned here.

INSTRUCTOR'S NOTES:

No written quiz is given. Students should have demonstrated, during the lesson, their ability to perform the various activities.

Human Rights Instruments Related to LESSON PLAN 21

Standard Minimum Rules for the Treatment of Prisoners
Adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955, and approved by the Economic and Social Council by its resolutions 663 C (XXIV) of 31 July 1957 and 2076 (LXII) of 13 May 1977

54. (1) Officers of the institutions shall not, in their relations with the prisoners, use force except in self-defence or in cases of attempted escape, or active or passive physical resistance to an order based on law or regulations. Officers who have recourse to force must use no more than is strictly necessary and must report the incident immediately to the director of the institution.
(2) Prison officers shall be given special physical training to enable them to restrain aggressive prisoners.
(3) Except in special circumstances, staff performing duties which bring them into direct contact with prisoners should not be armed. Furthermore, staff should in no circumstances be provided with arms unless they have been trained in their use.

Recommendation No R (87) 3 of the Committee of Ministers to member states on the European Prison Rules
Adopted by the Committee of Ministers on 12 February 1987at the 404th meeting of the Ministers' Deputies.

63. 1. Staff of the institutions shall not use force against prisoners except in self-defence or in cases of attempted escape, or active or passive physical resistance to an order based on law or regulations. Staff who have recourse to force must use no more than is strictly necessary and must report the incident immediately to the director of the institution.
2. Staff shall as appropriate be given special technical training to enable them to restrain aggressive prisoners.
3. Except in special circumstances, staff performing duties which bring them into direct contact with prisoners should not be armed. Furthermore, staff should in no circumstances be provided with arms unless they have been fully trained in their use.

LESSON PLAN 22 – Key and Tool Control

Method of Instruction: Discussion/Lecture, Individual Exercise, Group Exercise

Time Frame 2 Hours

SESSION OBJECTIVES:
Understand the importance of effective control of keys in the prison. Teach staff of the differences between dangerous, hazardous and non-hazardous tools. Teach staff the proper procedures for key and tool control.
1. Be able to describe the procedures for obtaining and accounting for all keys within the institution.
2. Given a list of tools, be able to correctly identify the classification and the amount of supervision required for each tool with at least 75% accuracy.

EVALUATION(S): Student participation.

Training Aides Required:

1. Tool Control Training Quiz
2. Tool List Exercise
3. Tool Control Exercise
4. Blackboard or flip chart

INTRODUCTION

Effective control of keys is one of the most essential security elements of any correctional operation, regardless of security level. In order to maintain effective security, the staff must control the doors, gates, and other locking devices that comprise physical security both inside and outside the perimeter. To do so, staff must have total command of all keys and locking devices.

Tool control is important to all of us because poor tool control can put all of us into a potentially dangerous situation. Your attention to details can greatly influence tool control. You can bet if you become lax with tool control, the inmates will take advantage of the situation. Strict adherence to policies and procedures, are required to maintain the balance between the use of tools on the job and the institution's need to prevent the use of tools for escape or disruption of security.

KEY CONTROL

Good key control is not only a program or system, it is a skill that every staff member must learn and practice. Its fundamentals must be incorporated into every institution’s operation and ingrained into every staff member’s work habits.

INSTRUCTOR'S NOTES:

THIS FIRST PART OF THE LESSON PLAN MUST BE WRITTEN BY THE SECURITY AND FACILITY PERSONNEL AND SHOULD BE BASED ON THE INSTITUTION'S WRITTEN KEY CONTROL POLICY. INMATES SHOULD NOT HAVE ACCESS TO THESE POLICIES AND SHOULD NOT BE PERMITTED TO ESTABLISH ANY BASE OF INFORMATION ABOUT THE INSTITUTION'S LOCKING SYSTEM.

The lesson should clearly define the various categories of keys used in the institution and the different accountability requirements for each. These categories ordinarily include:

* Emergency keys: maintained on key rings and kept separate from all regular-issue keys. They provide prompt access to all parts of the institution during fires, riots, or other urgent situations
* Inactive keys: no longer used but which are retained as spares and backups for unused locking devices
* Master keys: cut so that one key may unlock more than one locking device in a series of locks from a single manufacturer
* Nonsecurity keys: do not require urgent security response if lost or stolen
* Pattern keys:from which all other keys for a particular lock or series of locks are cut.
* Restricted keys: allow access to sensitive areas of the institution. Special authorization must be obtained before they are issued to anyone other than the employee designated to draw them on a regular basis
* Security keys: if lost or duplicated by inmates, these would facilitate an escape or jeopardize the security of the institution, institutional property, employees, visitors, or inmates. Urgent remedial action is necessary if a security key is lost, compromised, or missing
* Vehicle keys: typically actuate motorized vehicles operated by institution staff for official purposes, including tractors and other specialized machines located inside or outside the secure perimeter of the facility

TOOL CONTROL

The focus of this session will include:

- o Tool Classification
- o Tool Control
- o Program Review

It is vital for everyone to adhere to policies regarding tool control. I believe this will be obvious at the conclusion of this session. No matter what department you are assigned to within the institution, you are all responsible for maintaining the security of the institution.

DISCUSSION GUIDE:

Now if everyone would please complete the Tool List Exercise I am currently handing out. When a few minutes you're finished, just hang onto it as we will to complete discuss each question later on in the session. Quiz is found at the end of this lesson plan.

II. TOOL CLASSIFICATION

The classification of tools is very important. All staff regardless of assigned post, should be familiar with the classification of tools we have at this institution.

A. TYPES OF TOOLS All tools can be classified under three general headings:

DANGEROUS - CLASS AA;
HAZARDOUS - CLASS A; and
NON-HAZARDOUS - CLASS B.

a. CLASS AA - DANGEROUS

The class AA group includes those tools deemed too dangerous to institutional security for an inmate ever to handle without constant, visual staff supervision or secured to deny inmates even the remotest possibility of access. These tools can only be issued directly to the employee. Class AA tools must be removed from the Institution at the end of each work day, or stored in a combination locked safe in a Class A tool room, in the armory or turned into the Control Center.

b. CLASS A - HAZARDOUS

The class A group includes those tools most likely to be used in an escape or escape attempt, used to manufacture or serve as weapons capable of doing serious bodily harm, or as being hazardous to institutional security or personal safety. These tools as well, can only be issued to an employee.

DISCUSSION GUIDE:

Can anyone tell me what types of tools are included in this group? Write them on the blackboard or flip chart as they list them.

---

c. CLASS B - NON-HAZARDOUS

The Class B group includes tools of non-hazardous nature. These tools may be used by inmates but must be accounted for following each work period by the shop foreman or Detail Supervisor.

DISCUSSION GUIDE:

Let's see if we can list 6 types of Class AA tools and list them on the chart:

- Metal Cutting Blades
- Mixing Chambers
- Bolt Cutters
- Any Diamond Tipped Tool
- Core Drills

III. TOOL CONTROL TECHNIQUES

All institution staff are responsible for tool control. Tool control is maintained through proper MARKING, STORAGE, INVENTORIES AND ACCESS. ALL new tools must be marked according to the assigned class as defined in the Correctional Services manual.

A. TOOL IDENTIFICATION AND MARKING

All tools are marked in each work location with an identification symbol identifying the department or detail. The Tool Control

Officer is responsible for assuring the correct markings. Tools which cannot be marked are inventoried and kept locked. In addition Class AA tools are marked as to the storage location.

B. STORAGE OF TOOLS

How many of you in this room have seen a shadow board? A shadow board is considered the best method of storing any tool which can be mounted. Only one tool shall be kept on each shadow and the shadow must be identical to the tool in size and shape. Shadow boards are usually framed plywood, painted white, with a hook for each tool. A colored shadow is made for each tool. All institutions use the
same standardized color coding system for the tool shadow on the shadow board, depending on the class of tool.

- bright yellow = Class AA
- red = Class A
- black = Class B

All shadow boards accessible to inmates will be covered with expanded metal and a locked screen.

C. TOOL INVENTORIES

All tools received into the institution will be marked and included in the appropriate inventory prior to issue.

Employees responsible for tools will assist with this inventory and certify the accuracy of the inventory. Probably the most important fact this group needs to remember is your responsibility for inventory of the tools stored in your work area.

D. CONTROLLING ACCESS TO TOOLS

During normal working hours the control of tools is accomplished
through the chit system. You personalized key chits which are inscribed with your name are used to account for tools issued. In order to receive the tool you need, you must exchange your key chit for it.

E. LIST TOOL

If you remember nothing else about this section, remember that lost tools must be reported the same day. Immediately notify the captain and shift lieutenant.

The lieutenant's office maintains a file of lost tool reports and will monitor these carefully and accuracy, frequency of losses from a particular areas or shop, search efforts for lost tools, etc.

DISCUSSION GUIDE:

Encourage discussion among the group on the material that follows:

Does anyone know what we do at the actual work site when a tool is found to be missing?

- o Immediately notify the captain and shift lieutenant
  - o conduct a thorough search of the area.
  - o Any inmate who may have had access to the tool will be held at the work location until a thorough search has been made.
- o Complete form entitled Lost or Missing Tool Report on the same day the loss occurs.
  - o Send copies to the captain and lieutenant.

Distribute copies of the Tool Control Exercise. Give the students a few minutes to complete it. Then provide the students with the answers, encouraging discussion.

IV. SPECIAL ITEMS OF CONCERN

Let's spend some time now talking about items that don't fit the normal definition of tools or cannot be accommodated by the procedures we discussed.

a. Acetylene tank - use of this tank must be severely limited, only the amounts needed to complete a daily task should enter the institution. At the end of the day the used and unused tanks should be stored outside the perimeter.

b. Ramset Guns (this is a gun that shoots nails into concrete and is used more and more on construction projects) - and ammunition will be stored in the institution Armory. Staff requiring use of this item will check out the Ramset Gun and ammunition from the Security Officer and return the same to the Security Officer including spent load completion.

c. Flammable, Hazardous, Poisonous Materials and Chemicals - will be maintained on inventory as determined by the Safety Manager.

These items can be drawn by employees only.

DISCUSSION GUIDE:

Before we move on in this session I would like to now have you retake the TOOL LIST EXERCISE and TOOL CONTROL TRAINING QUIZ. When everyone is finished we will review your answers and see how they compared to your earlier answers. Encourage group discussion

CONCLUSION

By now you should understand that key and tool control is vital to the security of the institution. If we do lose control of a key or tool, your safety, the safety of other staff members, the community and inmates are compromised. As stated earlier, we are all responsible for key and tool control.

QUIZ

1. The maintenance of the tool inventory at each individual work site is the responsibilityof the ___ . (three words)

2. In order to ensure compliance with established tool control procedures, each institution will designate, in writing, a staff member to the position of Tool Control Officer.

a. true
b. false

3. All the following are considered Class AA tools **EXCEPT:**
   a. bolt cutters
   b. metal cutting blades
   c. core drills
   d. hydraulic jacks

4. When tools are issued from the central tool room to a special project for extended periods, the Central Tool Room Officer will be responsible for periodic on-site checks at least once a month in addition to the daily inspection by the detail officer.

5. When an employee draws any flammable/toxic materials, the issuing officer is required to record all the following information **EXCEPT:**
   a. person's name
   b. purpose for use
   c. date issued
   d. amount issued

6. Class AA tools will be marked as to location of storage by the Security Officer.
a. true
b. false

7. Class B tools may be used by inmates under _____ supervision, but must be accounted for following each work period by the Shop Foreman or Detail Supervisor. (one word)

8. a lost Class AA or Class a tool requires _____ notification to the Captain or Lieutenant. (one word)

9. Employees responsible for tools and the Tool Control Officer, will conduct inventories and certify their accuracy. The inventories will be approved by the Captain. When does this occur?
   a. monthly
   b. bi-monthly
   c. semi-annually
   d. annually

10. All tools can be classified under three general headings:
   _____, _____, and _____.

11. Each institution will designate in writing, a staff member to be the Tool Control Officer.

a. true
b.false

12. The Detail Supervisor is responsible for marking each tool with an identification symbol within this area of responsibility.

a. true
b. false

13. The standard color code for shadow boards is _____. (one word)

14. Match each color code with the correct tool classification.

_____ Black 1. Class AA
_____ Curb Yellow 2. Class a
_____ Red 3. Class B

15. Willie Welder, machine shop foreman, is supervising the use of a metal grinder when suddenly the control room officer announces an escape attempt near the rear gate. What action should Willie Welder take?

_____ Maintain supervision.

_____ Respond immediately.

_____ Lock cover to grinder and respond to emergency.

_____ Lock power source and respond to emergency.

TOOL CONTROL TRAINING
QUIZ (ANSWERS)

1. The maintenance of the tool inventory at each individual work site is the responsibility of the TOOL CONTROL OFFICER. (three words)

2. In order to ensure compliance with established tool control procedures, each institution will designate, in writing, a staff member to the position of Tool Control Officer.
   a.* true
   b. false

3. All the following are considered Class AA tools EXCEPT:
   a. bolt cutters
   b. metal cutting blades
   c. core drills
   d.* hydraulic jacks

4. When tools are issued from the central tool room to a special project for extended periods, the Central Tool Room Officer will be responsible for periodic on-site checks at least once a month in addition to the daily inspection by the detail officer.
   a.* true
   b. false

5. When an employee draws any flammable/toxic materials, the Issuing officer is required to record the following information **EXCEPT:**
   a. person's name
   b.* purpose for use
   c. date issued
   d. amount issued

6. Class AA tools will be marked as to location of storage by the Security Officer.
   a. true
   b.*false

7. Class B tools may be used by inmates under **INTERMITTENT** supervision but must be accounted for following each work period by the Shop Foreman or Detail Supervisor. (one word)

8. a lost Class AA or Class a tool requires **immediate** notification to the Captain or Lieutenant. (one word)

9. Employees responsible for tools and the Tool Control Officer, will conduct inventories and certify their accuracy. The inventories will be approved by the Captain. When does this occur?
   a. monthly
   b. bi-monthly
   c. semi-annually
   d.* annually

10. All tools can be classified under three general headings:

DANGEROUS , **HAZARDOUS** and **NON-HAZARDOUS** .

11. Each institution will designate in writing, a staff member to be the Tool Control Officer.

a.* true
b. false

12. The Detail Supervisor is responsible for marking each tool with an identification symbol within this area of responsibility.

a. true
b.*false

13. The standard color code for shadow boards is **WHITE** . (one word)

14. Match each color code with the correct tool classification.

3	Black	1. Class AA	____
1	Curb Yellow	2. Class a	
2	Red	3. Class B	

Supplement to LESSON PLAN 22

TOOL LOST EXERCISE

Test your knowledge of tools by providing the correct CLASS and SUPERVISION REQUIRED. The CLASS should indicate AA, a and B.
Supervision should denote "C" for Constant Visual Staff Supervision or "I" for Intermittent Supervision.

	NAME	CLASS	SUPERVISION
1.	grinder, hand held	____	_____
2.	ice pick	____	_____
3.	Ramset gun	_____	_____
4.	12' ladder	____	_____
5.	rulers, pocket	_____	_____
6.	bolt cutters	____	_____
7.	wrench, flare nut	____	_____
8.	core drills	____	_____
9.	saw, meat	_____	_____
10.	razor blade scrappers	_____	_____
11.	pipe wrench (over 18")	_____	_____
12.	utility knife	__	_____
13.	needle nose pliers	__	_____
14.	cement spreader	__	_____
15.	diamond tip circular saw blade 14"	__	_____
16.	meat cleaver	__	_____

TOOL CONTROL EXERCISE

Your group should discuss each of the major procedural discrepancies in tool control listed below. Appoint a recorder to record your group consensus on each of the discrepancies and report this to the large group.

1. TOOLS IMPROPERLY MARKED:

Why does this problem exist?

Under what circumstances does this problem occur?

What measures/procedures should be implemented to prevent this from occurring in the future?

2. INADEQUATE INVENTORIES:

What are some of the reasons that cause this problem to exist?

Under what circumstances does this problem occur?

What controls should be implemented to prevent this problem from occurring in the future?

3. SEPARATING CLASSES OF TOOLS:

What are some of the contributing factors that cause this problem to exist?

What causes this problem to occur?

What controls should be implemented to prevent this problem from occurring in the future?

4. IMPROPER SUPERVISION OF TOOLS:

What are some of the contributing factors that cause this problem to exist?

What causes this problem to occur?

What controls should be implemented to prevent this problem from occurring in the future?

Another Sample LESSON PLAN 22

KEY SYSTEM

INTRODUCTION

The key system is an important component of any correctional institution for the purpose of ensuring security. Prisoners have been known to escape because of the haphazard manner in which keys are handled

SUB TOPIC **1: Key control system**	**OBJECTIVES** At the end of the session the trainee will be able to	**CONTENT**	**EVALUATION**
	1: Explain the purpose for key control system .	1: Key control is put in place to maintain the security of the prison	What is the purpose of the key control system?
	2:.State the procedure for key control system	2: • Listing of every key in the institution • Number of keys on each ring • Trade name of each key and the lock it fits • The location of the lock	What is the procedure for key control?
	3:List the functions of the key control system	• The code number of ring on which the key is located 3: • To maintain the security of a correctional institution • To identify and replace keys in case of a loss • To instill responsibility and accountability • To facilitate taking and handing over	What are the main functions of the key Control system?

SUB TOPIC **2. Types of key safes**	**OBJECTIVE** The trainee at the end of the session will be able to do the following	**CONTENT**	**EVALUATION**
	1: Explain what key safes are	1: These are safe keeping facilities maintained at a correction unit for the safe keeping of keys	What are key safes?
	2:List types of key safes	2: • Main key safe • Duplicate key safe	What types of safes are maintained at any correction facility?
	3:: State the location of the two different types of key safes	3: • The main key safe is the safe in the security office and has all the keys in the facility • The duplicate key safe is the one in the superintendents office and contains all the duplicate keys in the facility	What is the purpose and location of these different types?
	4:: State the function of the safes	4: • To help in the control and movement of keys • For safe custody of all the keys in the facility	What is the function of the key safe?

SUB TOPIC	OBJECTIVE	CONTENT	EVALUATION
3.Procedure for key control	the trainees at the end of a session should be able to		
	1: Explain the term procedure for key control	1:This is a system that is put in place to ensure the security of a correction facility	What is the meaning of the term procedure for key control?
	2: state the procedure for key control	2: key log shall be maintained at the facility • No keys shall be taken out of the facility without the authorization by the superintendent • The log shall show all the keys in the facility • The number of keys on each ring • The trade name of each key and the lock it fits • The location of the lock • The code number of the ring on which the key is located	What is the procedure for key control?

LESSON PLAN 23 – Inmate Counts

INSTRUCTOR'S NOTES:

THIS LESSON PLAN SHOULD BE COMPLETED BY THE PRISON ADMINISTRATION. It should be based on the written institution policy and should contain, at a minimum, count procedures including that no inmate movement should be permitted during the counts, how counts are handled in work areas, how the count is recorded, how staff is notified when the count has cleared and what procedures to follow during emergencies (disturbances, inmates thought to be missing, after lengthy power failures, natural disasters, escape attempts). **This must be written so it conforms to the physical layout of the facility. It will be different in different facilities.**

Method of Instruction: Lecture, Demonstration

References: "Correctional Officer Correspondence Course," Book III Security Issues, Third Addition, 1997, pages 69 to 80. American Correctional Association, 206 North Washington, Suite 200, Alexandria, VA 22314, USA. Phone: 1 800 222-5646. NOTE: This series of publications is especially helpful and it is recommended as a base for all those working on their own correctional officer training courses. Full information on the Correctional Officer Correspondence Course can be found at: www.aca.org/development/products.asp.

Time Frame: 1 Hour

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

1. Define the term "count."
2. Identify and define the three types of counts that are taken within correctional facilities.
3. List three common methods that inmates use to avoid detection when they're absent.
4. List four rules for ensuring the integrity of counts.

INTRODUCTION

A count is a physical acknowledgement of the number of inmates in certain locations. The number of inmates in each area is compared with the number assigned there. Conducting accurate counts is one of your routine duties and essential to maintaining an effective security program. Because the count is so significant, all other activities stop while it is being conducted.

TYPES OF COUNTS

- Formal Count
  Regular, required count of all inmates in the institution. It is normally done five or six times each 24-hour period. In some maximum security facilities, counts may occur as often as every two hours. While they are not as frequent in minimum security facilities, counts are still conducted at mealtime and before lock-down.

- Census Count
  Frequent but irregular check to verify that all inmates under the supervision of an officer are present. This count is often done on work details or programs.

- Emergency Count
  Taken due to unusual circumstances such as escapes, riots, or disturbances.

COUNTING PROCEDURES

How you conduct a count is crucial to the security of your institution and its employees. Too many assaults and escapes have occurred because officers did not count according to established rules.

For most escapes to be successful, an inmate must find a way to avoid detection for at least one count. Therefore, inmates have developed many ways to prevent their absence from being noticed. The most common methods that inmates use to avoid detection while they're absent are:

- Having another inmate be counted twice
- Using a dummy for evening counts
- Forging passes that indicate they are in the hospital, or on a certain detail

You can take a count in a cellblock by yourself as long as the inmates are locked in their cells and the cell does not contain more than four inmates. You will probably be required to complete and sign a printed slip that indicates the number of inmates you have counted.

However, when you conduct a count in an area where inmates can move about freely – such as a dormitory – you should have another officer assist you. First, you should ask the inmates to stand in a line. Then, one of you should watch the inmates so that they do not move out of line or switch places. The other should conduct the actual count and complete the official count slip.

Regardless of where a count is taken, you should follow three fundamental rules to ensure the integrity of the count:

1. **Make sure that you see each inmate you count.**
   This means that you must see skin – a breathing body – not merely a mound on the bed. In keeping with this principle, do not rely on a roll call, or base your count on the number of meals eaten.

2. **Never allow inmates to conduct a count for you, or to help you in any way during the count.**
   A count is a security tool and should be treated as such. In fact, inmates should never be involved in procedures that affect the security of the institution.

3. **Do not allow any inmate movement or other interruptions during the count.**
   Inmate movements or outside interruptions can easily distract you while you are conducting a count, thereby decreasing the count's reliability. If an inmate moves or if you become confused during a count, stop and begin the count again. Do not attempt to continue the count where you left off.

Once you conduct the count, you usually call the number into the control center. The control center staff are responsible for knowing the location of all inmates and coordinating the count as well as verifying it through written documentation.

Any count that does not match the number on the official roster (whether over or under), results in a recount. If the count cannot be verified, inmates are locked in the living units while another full count is conducted. If the discrepancy still exits, emergency search procedures are activated.

Quiz

1. Trustees can take counts if they are accompanied by an officer. True or False

2. Match the following counts with their definitions.

   a. Formal Count
   b. Census Count
   c. Emergency Count

   ___1. A regular, required count of all inmates in the institution.
   ___2. A count taken due to unusual circumstances, such as a riot, escape, or disturbance.
   ___3. A frequent but irregular count to verify that all inmates under the supervision of an officer are present.

3. When should a count be taken by two officers?

4. If an interruption occurs during a count, you should _____?

5. List two ways that an inmate can avoid detection while being absent.

6. For an inmate to be listed as present, the officer must _____.

Answers to the Quiz

1. False

2. 1-a, 2-c, 3-b

3. When inmates are in an area where they can move about.

4. Stop the count and, when the interruption is dealt with, begin a new, complete count.

5. Having another inmate be counted twice
   Using a dummy for evening counts
   Forging passes that indicate they are in the hospital, or on a certain detail.

6. See the inmate.

Human Rights Instruments Related to LESSON PLAN 23

Standard Minimum Rules for the Treatment of Prisoners
Adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955, and approved by the Economic and Social Council by its resolutions 663 C (XXIV) of 31 July 1957 and 2076 (LXII) of 13 May 1977

Register
7. (1) In every place where persons are imprisoned there shall be kept a bound registration book with numbered pages in which shall be entered in respect of each prisoner received:
(a) Information concerning his identity;
(b) The reasons for his commitment and the authority therefore;
(c) The day and hour of his admission and release.
(2) No person shall be received in an institution without a valid commitment order of which the details shall have been previously entered in the register.

27. Discipline and order shall be maintained with firmness, but with no more restriction than is necessary for safe custody and well-ordered community life.

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

Principle 1
All persons under any form of detention or imprisonment shall be treated in a humane manner and with respect for the inherent dignity of the human person.

Basic Principles for the Treatment of Prisoners
Adopted and proclaimed by General Assembly resolution 45/111 of 14 December 1990
1. All prisoners shall be treated with the respect due to their inherent dignity and value as human beings.

Code of Conduct for Law Enforcement Officials
Adopted by General Assembly resolution 34/169 of 17 December 1979

Article 2
In the performance of their duty, law enforcement officials shall respect and protect human dignity and maintain and uphold the human rights of all persons.

Sample Procedural Assessment Templates for LESSON PLAN 23

Procedural Assessment – Inmate Count

Corrections Officer Name (please print): _____

Introduction

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

Inmate Count	**1st Practice**		**2nd Practice**	
1. Knowledge of Institutional Policies and/or Post Orders	**Yes**	**No**	**Yes**	**No**
• able to reference and state the reference numbers of the Policy and/or Post Order				
• demonstrates knowledge of the times a formal count of inmates is performed				
• demonstrates knowledge that all inmates accepted into the institution must be added to the existing census and all inmates departing shall be deducted from the census				
2. Procedures	**Yes**	**No**	**Yes**	**No**
• ensures that the inmates are counted at their location during the institution count				
• ensures all inmates are standing during the count				
• uses a flashlight during the night when the institution is dark				
• ensures a positive identification is made of every inmate during the count				
• conducts counts of inmates in their cells, passing through gates, being transported in vehicles, at work, recreation, clinic, visits, religious services, and all other areas of the institution				
• during the change of shift, both sets of staff confirm count and sign the count slip				
3. Administration	**Yes**	**No**	**Yes**	**No**
• ensures a count slip is prepared for each designated count time				
• ensures that the count slips are stored in the records room				
• ensure the log books are completed showing the correct count				
• ensures the prisoner journal is completed and confirms the correct number of prisoners				
Overall Rating	**Pass**	**Fail**	**Pass**	**Fail**

Mentor's comments and training needs identified

Mentors Signature: _____ Date: ____/____/____

Officers comments (optional):

Officers Signature: _____ Date: ____/____/____

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

LESSON PLAN 24 – Report Writing

Method of Instruction: Lecture, Discussion, Practice Writing Reports

Time Frame: 2 Hours

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

1. Know why writing accurate reports is important
2. Correctly list the essential information to be included in a report
3. Correctly list the four items to ask oneself prior to handing in a report

Training Aides Required: Black board or flip chart, Exercise

INTRODUCTION

Reports serve as the memory of the corrections department. If they are not maintained accurately and in a readily available form, complaints, minor offenses and incidents would only be available if personnel were able to remember the incidents. In the same manner, personal notes serve as the memory of an individual. As the original information taken down at the time of the incident or crime they provide a way of remembering what happened and the actions taken by the staff.

Reports provide accurate details. No one can remember all the details of an incident: what was said; what was stolen; who was suspected; the location of a witness; which witness said what.

In the report and in the form of personal notes such information is safe, it remains accurate and available until needed.

Reports document activities. Often the victims, witnesses, or staff respond to an incident in a manner which, if the circumstances were not known would be suspect. Good records document what happened at the scene, what was said and what was done.

Reports make information available. Unless the information collected is readily available, it is of little value. This has been one of the main problems of many prisons in the past. Much information concerning incidents was lost either when it was forgotten by the officer involved or when he left the prison service.

SEVEN ESSENTIALS ADDRESSED IN a WELL WRITTEN REPORT ARE:

1 WHO Who was hurt? Who did it? Who saw it? Who responded to it? Who said what or did what or saw what or . . .?

2. WHAT What happened?

3 WHERE Where did it happen?

4. WHEN What time? What day? How long did it last?

5. WHY Why were those involved, involved? Why did it happen? Why did not normal procedures prevent it?

6. HOW How did it happen?

7. ACTION TAKEN Depending upon the circumstances, it may be necessary to take some type of action either before or after you gather the information for your report. The type of action taken will depend on the situation. However, any action you take should be carefully and accurately recorded in your notes along with the time the action was taken. These actions may include, but are not limited to, the following:

DISCUSSION GUIDE:

Have the class discuss each one and add others

1. Advising the security staff to look for a certain inmate or visitor or vendor.
2. Advising the suspect of his or her rights and that you will be writing them up in a disciplinary report.
3. Obtaining the names of witnesses to the incident for the purpose of conducting future interviews.
4. Actions taken to protect the area (or protect a crime scene).
5. Giving first aid to an injured person.
6. Actions taken to protect items of physical evidence observed at the scene (describe locations in your reports)
7. Drawing diagram/sketch of the scene

BEFORE SUBMITTING a WRITTEN REPORT, ASK YOURSELF:

1. Is my report COMPLETE?
2. Is my report CONCISE?
3. Is my report CLEAR?
4. Is my report CORRECT?

DISCUSSION GUIDE:

Have the class, using the Report Exercise, find the errors in the report. Write down the errors on the blackboard or flip chart. Encourage discussion.

Then, using the Report Writing Worksheet, have the class write a report on an inmate who refused to go to work -- they can make up the facts. Have them write a report on finding a homemade knife in the exercise yard after everyone was back in their cells. Have them write a report on finding a broken lock that needed to be repaired.

CONCLUSION

Remember that a good report leaves the reader with a clear understanding of what occurred. STICK TO THE FACTS!

Quiz

1. Why is it important to write accurate reports?

2. List the essential information to be included in a report

3. Correctly list the four items to ask oneself prior to handing in a report

Answers to Quiz

1. Accurate reports preserve knowledge, provide accurate facts, document activities and make information available.

2. Who, What, Where, When, Why, How, and Action Taken.

3. Is my report complete? Is it concise? Is it clear? Is it correct?

Supplement to LESSON PLAN 24

REPORT WRITING WORKSHEET

WHAT I SAW

WHEN: _____

WHO: _____

WHAT: _____

HOW: _____

WHERE: _____

WHAT I KNOW

1. _____

2. _____

3. _____

4. _____

5. _____

WHAT I DID

1. _____

2. _____

3. _____

Standard Minimum Rules for the Treatment of Prisoners
Adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955, and approved by the Economic and Social Council by its resolutions 663 C (XXIV) of 31 July 1957 and 2076 (LXII) of 13 May 1977

54. (1) Officers of the institutions shall not, in their relations with the prisoners, use force except in self-defence or in cases of attempted escape, or active or passive physical resistance to an order based on law or regulations. Officers who have recourse to force must use no more than is strictly necessary and must report the incident immediately to the director of the institution.

Treatment
66. (2) For every prisoner with a sentence of suitable length, the director shall receive, as soon as possible after his admission, full reports on all the matters referred to in the foregoing paragraph. Such reports shall always include a report by a medical officer, wherever possible qualified in psychiatry, on the physical and mental condition of the prisoner.
(3) The reports and other relevant documents shall be placed in an individual file. This file shall be kept up to date and classified in such a way that it can be consulted by the responsible personnel whenever the need arises.

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

Principle 23
1. The duration of any interrogation of a detained or imprisoned person and of the intervals between interrogations as well as the identity of the officials who conducted the interrogations and other persons present shall be recorded and certified in such form as may be prescribed by law.
2. A detained or imprisoned person, or his counsel when provided by law, shall have access to the information described in paragraph 1 of the present principle.

Basic Principles on the Use of Force and Firearms by Law Enforcement Officials
Adopted by the Eighth United Nations Congress on the Prevention of Crime and the Treatment of Offenders, Havana, Cuba, 27 August to 7 September 1990

6. Where injury or death is caused by the use of force and firearms by law enforcement officials, they shall report the incident promptly to their superiors, in accordance with principle 22.

Recommendation No R (87) 3 of the Committee of Ministers to member states on the European Prison Rules
Adopted by the Committee of Ministers on 12 February 1987at the 404th meeting of the Ministers' Deputies.

Reception and registration

7. 1. No person shall be received in an institution without a valid commitment order.
2. The essential details of the commitment and reception shall immediately be recorded.

8. In every place where persons are imprisoned a complete and secure record of the following information shall be kept concerning each prisoner received:

a. information concerning the identity of the prisoner;

b. the reasons for commitment and the authority therefor;

c. the day and hour of admission and release.

10. 1. As soon as possible after reception, full reports and relevant information about the personal situation and training programme of each prisoner with a sentence of suitable length in preparation for ultimate release shall be drawn up and submitted to the director for information or approval as appropriate.

2. Such reports shall always include reports by a medical officer and the personnel in direct charge of the prisoner concerned.

3. The reports and information concerning prisoners shall be maintained with due regard to confidentiality on an individual basis, regularly kept up to date and only accessible to authorised persons.

63. 1. Staff of the institutions shall not use force against prisoners except in self-defence or in cases of attempted escape, or active or passive physical resistance to an order based on law or regulations. Staff who have recourse to force must use no more than is strictly necessary and must report the incident immediately to the director of the institution.

Sample Procedural Assessment Template for LESSON PLAN 24

Task Assessment – Report Writing

Corrections Officer Name: _____ Date:_____

Date:_____

Introduction
Task assessment can be used to support the Competency Assessment and can be used as evident for the assessment of some Units..

Assessment Scale
Competent: Demonstrates skill at required job level, can perform task satisfactorily, accurately and with higher quality, without assistance or direction, and with acceptable speed.
Not Yet Competent: Requires further training or mentoring

Task Outline – Report Writing (Incident)	**Assessment**		
1Report Writing	**Competent**	**Not Yet Competent**	**Initial**
Report consisted of: • an outline of the incident / issues • facts in a chronological order • written in clearly • use proper terminology • use of proper spelling • use of attachments to effectively relate the incident / issue being reported • reported on the findings • made recommendations and / or outline future actions to be taken (if applicable)			
Overall Rating			
Comments: Supervisor/Assessors Signature			

LESSON PLAN 25 – Stress Management

Method of Instruction: Lecture, Discussions

Time Frame: 2 Hours

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

1. Correctly define the terms "stress," "stressor," as they relate to the subject of working in prisons
2. Correctly describe the three stages of the General Adaptation Syndrome
3. Correctly describe the stressors which are most commonly associated with prison work
4. Correctly list 6 early warning signs associated with stress problems
5. Correctly list the three techniques emphasized in the management of stress
6. Correctly name at least 5 procedures for controlling stress

References: International Criminal Investigative Training Assistance Program

Training Aides Required: Blackboard or flip chart

INTRODUCTION

It has long been recognized that prison work can be most stressful. The nature of the work has been cited as the reason for the high frequency of family problems, divorce, alcoholism, heart trouble and suicides found among people in law enforcement. Prison personnel are routinely confronted with the worst examples of human behavior. We are expected to be calm when dealing with belligerent, sometimes dangerous people and to be sensitive to the needs of people who are openly hostile towards us. Moreover, we are required to remain respectful, courteous and considerate to all even when faced with severe provocation. For many, living up to these expectations requires considerable emotional constraint and adjustment. Recent research suggests it may be this stifling of emotions which causes the stress related to our job. Whatever the cause, many prison workers do suffer from stress related problems and steps must be taken to reduce this problem as much as possible. It should be remembered, that inmates also are exposed to the same types of stress.

Education and training in the causes and methods of coping with prison stress has been shown to significantly reduce the problem. As such, it is important that you as a member of the prison staff learn to recognize and deal with stress early in your career. In so doing you can avoid the potential behavioral, physical and emotional damage of prison related stress.

THE CONCEPT OF STRESS

Stress has been defined by Dr. Hans Selye in his book, Stress Without Distress. He says stress is the "nonspecific response of the body to ANY DEMAND placed upon it."

1. All behavior is an attempt to satisfy certain needs. These needs may be physical, psychological, social or emotional.
2. "ANY DEMAND" refers to the fact that all behavior is an attempt by the body to respond to some internal or external desire and that stress problems can result from both pleasant and unpleasant demands.
3. a "stressor" is an event, object circumstance or situation which may evoke such a demand.

4. Negative or “bad” stress is called “distress” and refers to unpleasant demands.

5. Positive or “good” stress is called “eustress” and refers to demands which are defined by most people as pleasing or pleasant.

6. Basically, stress occurs when an individual becomes aware of a situation where his or her usual methods of behaving are not adequate and the consequences are perceived as mentally or physically serious.

7. Stress is not always bad. In fact, a person will quickly die without some level of steps. He or she would not breathe or eat or move. Stress only becomes a problem if it is intense, prolonged or unmanageable.

STRESS AND PERCEPTION

According to many authorities, prison work is one of the most emotionally demanding jobs in the world

1. All stress is caused by our reaction to the presence of specific stressors. These same stressors may or may not be perceived as stressful by all who are confronted by them

a. Stressors which are not perceived have no affect on the person. For instance, say you were in the car of a friend being driven to work. You got to work and went on your way. The brakes line in the car was broken. The brake fluid was in the process of leaking out. Fortunately, you had departed from the car before the brakes failed and you were in an accident. A situation which would be most stressful to anyone. Yet, because you were unaware of the broken brake line you were not concerned.

2. There are many types of work which are more dangerous than prison work. Underwater salvage, high steel construction, deep tunnel mining to name just a few:

a. These jobs deal with things rather than people and while they are perceived as dangerous they are not considered stressful by those who do them. They are looked upon as a prestigious and profitable activity which involves overcoming a specific set of dangers. Personal danger is perceived only if the person begins to question his or her ability to deal with the specific hazards. If that happens, the job becomes stressful and it is unusually necessary to change jobs.

3. In prison work, there is not a single set of dangers, the job is dealing with people and they constitute an infinite, unpredictable variety of hazards. Further, there is seldom any real reward other than a personal sense of satisfaction. Even so, perception is still the key to stress.

B. Training and education has been found to significantly lower stress levels

1. It gives you a better understanding of the types of situations you will be expected to handle.

2. The training allows you to define the work as a specific set of dangers which you can safely overcome with set procedures

THE MODEL OF STRESS

a. There are numerous concepts about how stress develops. One of the most informative is called the “model of stress.” Using this approach, we can see stress develop and affect the person. The model consists of:

DISCUSSION GUIDE:

Draw on the blackboard or flip chart

---

1. a stimuli, something which causes an action or reaction. In this case the stimuli is a stressor
    a. Frustration (not getting what you want)
    b. Fear (not able to control future events)
    c. Guilt (for actions or thoughts which you know were wrong but did not try to stop)
    d. Shock (finding conditions which are not expected)
2. Appraisal (perceptions of the stressor)
    a. Place emphasis here
    b. Person cannot control many of the stimuli in the environment (war, inflation, famine)
3. Reaction (psychological or physiological)
    a. This is often the only part the person can control
    b. How you react to a crime scene, scene of death, etc.
4. Behavior (actions taken to cope with the stressor)
    a. Become sick at the sight of blood
    b. Strike out at a person who provokes you
        1. What can the person do about it
        2. Conditioning, preparation, practice

B. All stressors have one thing in common. They increase the demand for coping with the problem.
    1. Some stressors are always around and the human body has become used to adjusting to the needs
    2. Other stressors are rarely encountered and require major adjustments to successfully handle

RESPONSES TO STRESS

a. Physiological Responses
    1. The "general adaption syndrome," often called the "fight or flight" response
        a. Energies are gathered for fighting or running away
        b. Involves all major parts of the body
        c. Increases the ability to handle injury
        d. Coordinates all functions for survival
        e. Divided into 3 phases
            1. Alarm reaction
                Body prepares for defense through the autonomic nervous system. Adrenalin is released.
            2. Resistance stage
                Body is prepared and systems are stimulated to repair any damage caused by the arousal or the stressor
            3. Exhaustion stage
                The defenses begin to collapse
    2. Once invoked, the General Adaption Syndrome requires vigorous physical activity
        a. Regular exercise will keep the problem from becoming serious

B. Psychological Responses

1. The main problem at the time of the incident involves changes in the emotion-reason scale
2. During the time the G.A.S. is in operation in the body, the mind is also working to defend itself
3. At the conscious level, the individual reacts to stress in one or a combination of three ways
    a. Attack the source of the stress
    b. Compromise in some way
    c. Withdraw
4. At the unconscious level, defense mechanisms "mental defenders of the mind" are brought into play whenever the "self" is threatened
    a. Denial - denies perception, seeks to disregard or disclaim the existence of the source of the stress
    b. Rationalization - seeking to make something more reasonable or acceptable by deceiving itself as to the real nature of the stressor
    c. Isolation of affect - removing the emotional aspects of the stressor
    d. Projection - placing the blame for unacceptable feelings or shortcomings on others
    e. Repression - removing unacceptable knowledge or thoughts from the conscious mind by forcing them into the unconscious
    f. Some 19 or 20 others have been identified

C. Chronic Stress Problems

When the individual has been under severe stress for a prolonged period of time, the body begins to break down in one of several ways

1. The onset of behavioral problems
    a. Alcoholism
    b. Promiscuity
    c. Gambling
    d. Bragging, discipline problems
    e. Procrastination
    f. Other irrational activities
    g. Illegal activities, graft, corruption
2. The onset of emotional problems
    a. Anxiety disorders and neuroses
    b. Depression
    c. Burnout
3. The onset of physical problems
    a. Ulcers
    b. Diarrhea
    c. Headaches
    d. Gastro-intestinal disorders
    e. Cardio-vascular disorders
    f. Involuntary ticks and other similar disorders

WARNING SIGNS

DISCUSSION GUIDE:

You have been given a list of warning signs associated with stress problems. Please get it out and we will go over each of the signs

1. a significant increase in drinking or drug use
2. The initiation of a sexual relationship with a member of the criminal element
3. An increase in risk taking behavior or an unrealistic "carefree" feeling towards work
4. Always preferring to be completely alone
5. Feeling helpless
6. a dramatic increase in feelings of exhaustion; going without sleep for more than 3 days; or averaging less than 4 hours sleep a night for an extended period
7. An inability to imagine or look forward to promotions or different assignments in the future
8. Feelings of liking or preferring the company of members of the criminal element to your colleagues or family
9. Constant or persistent headaches, indigestion or diarrhea without apparent cause
10. Remaining mentally "on duty" when at home with family or friends
11. Becoming depressed or overly pessimistic about your work, the prison, or the criminal justice system
12. Feeling the need to strike out or hit someone to relieve your frustrations

STRESS MANAGEMENT

DISCUSSION GUIDE:

Encourage discussion as you go over these

A. Stress management is the responsibility of the individual
   B. You can learn to manage stress
   C. You can learn to monitor your own stress reactions and how to reduce them
      1. Basically, stress management emphasizes 3 techniques:
         a. Exercise and diet
         b. Relaxation
         c. Training
   D. Exercise and diet
      1. Eat 3 meals each day
      2. Avoid sugar, salt, animal fat and processed white flour
      3. Pursue a regular course of exercises
         a. Aerobic exercises are preferred
            1. At least 20 minutes every other day
      4. Get enough sleep (6 to 8 hours per night)
      5. Practice abdominal breathing and relaxation
      6. Do not smoke
      7. Limit your caffeine and alcohol intake
      8. Pace yourself

9. Identify and accept your emotional needs (and limits)
10. Look for the warning signs of stress
11. Take appropriate dietary supplements if needed
12. Avoid self-medication
13. Do not dwell on things you cannot change
14. Give in once in awhile
15. Talk about your worries

E. Relaxation

1. Allocate your life into three categories with adequate time for each area. Do not neglect one for the other
    a. Occupational time
    b. Family time
    c. Personal time

F. Training

1. Prepare yourself to handle different types of problems
    a. Read books on the subject
    b. Talk to older personnel to determine their methods
    c. Take all training offered
    d. Seek out information on other law enforcement agencies and how they handle similar problems
    e. Become familiar with stress reduction techniques and which ones would be most effective for you
        1. Progressive relaxation
        2. Self-hypnosis
        3. Bio-feedback
        4. Exercise
        5. Hobbies
        6. Religious activities
        7. Nutritional approaches

CONCLUSION

Stress management is the responsibility of the individual. Assuming you have a personality which can cope with a normal amount of stress, you can learn to handle the added stress associated with law enforcement duties. You can learn how to monitor your own stress reactions and how to reduce them. Basically, all techniques of stress management emphasize a combination of 3 techniques. Just remember that training in handling personal and professional problems, relaxation and exercise will effectively reduce almost any form of stress.

QUIZ

1. Define the following terms:
    a. Stress
    B. Stressor
    C. Reaction
    D. Behavior

2. What are the 4 primary stressors in prison work?

3. What is the General Adaptation Syndrome?

4. List at least 6 of the early warning signs for stress

5. List 5 suggestions for the management of personal stress

6. What are the 3 techniques emphasized in the Management of Stress?

Answers to Quiz

Stress: Stress is the "nonspecific response to the body to any demand placed upon it"

Stressor: a "Stressor" is any event, object, circumstance or situation which may evoke such a demand

Reaction: The response to the stressor (Psychological or physiological)

Behavior: The activity conducted to remove or relieve the effects of the stressor

2. The 4 primary stressors in prison work are:
    1. Frustration
    2. Fear
    3. Guilt
    4. Shock

3. The General Adaptation Syndrome is the physical response to a stressor. It consists of 3 phases which are, Alarm, Resistance and Exhaustion

4. Any 6 of the following early warning signs:
    1. a significant increase in drinking or drug use
    2. The initiation of a sexual relationship with a member of the criminal element
    3. An increase in risk taking behavior or an unrealistic "carefree" feeling towards work
    4. Always preferring to be completely alone
    5. Feeling helpless
    6. a dramatic increase in feelings of exhaustion; going without sleep for more than 3 days; or averaging less than 4 hours sleep a night for an extended period
    7. An inability to imagine or look forward to promotions or different assignments in the future
    8. Feelings of liking or preferring the company of members of the criminal element to your colleagues or family
    9. Constant or persistent headaches, indigestion or diarrhea without apparent cause
    10. Remaining mentally "on duty" when at home with family or friends
    11. Becoming depressed or overly pessimistic about your work, the prison, or the criminal justice system
    12. Feeling the need to strike out or hit someone to relieve your frustrations

5. Five suggestions for handling stress:
    1. Eat 3 meals each day
    2. Avoid sugar, salt, animal fat and processed white flour
    3. Pursue a regular course of exercises
        a. Aerobic exercises are preferred
            1. At least 20 minutes every other day
    4. Get enough sleep (6 to 8 hours per night)
    5. Practice abdominal breathing and relaxation
    6. Do not smoke

7. Limit your caffeine and alcohol intake
8. Pace yourself
9. Identify and accept your emotional needs (and limits)
10. Look for the warning signs of stress
11. Take appropriate dietary supplements if needed
12. Avoid self-medication
13. Do not dwell on things you cannot change
14. Give in once in awhile
15. Talk about your worries

6. The 3 techniques emphasized in the management of stress are:
   1. Training 2. Relaxation 3. Exercise

Supplement to LESSON PLAN 25

WARNING SIGNS

The following is a list of indicators that stress is beginning to affect a person. If you or someone you know is experiencing several of these signs, it is recommended that a physician be consulted.

1. a significant increase in drinking or drug use

2. The initiation of a sexual relationship with a member of the criminal element

3. An increase in risk taking behavior or an unrealistic "carefree" feeling towards work

4. Always preferring to be completely alone

5. Feeling helpless

6. a dramatic increase in feelings of exhaustion; going without sleep for more than 3 days; or averaging less than 4 hours sleep a night for an extended period

7. An inability to imagine or look forward to promotions or different assignments in the future

8. Feelings of liking or preferring the company of members of the criminal element to your colleagues or family

9. Constant or persistent headaches, indigestion or diarrhea without apparent cause

10. Remaining mentally "on duty" when at home with family or friends

11. Becoming depressed or overly pessimistic about your work, the prison, or the criminal justice system

12. Feeling the need to strike out or hit someone to relieve your frustrations

LESSON PLAN 26 – Use of Force

Method of Instruction: Lecture, discussion, question and answer

Time Frame: 2 Hours

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

1. Be able to state when life threatening force can be used.
2. Know when it is permissible to use lethal force when it might place an innocent bystander in danger.
3. Describe, in order of preferred use, the five general techniques which can be used to control an inmate or suspect.

Reference: Journal of Police Science, "Use of Force Model," John C. Desmedt and James E. Marsh, 1982; Corrections Compendium, "Use of Non-Lethal Force, CEGA Services, 1994; Compendium of United Nations Standards and Norms in Crime Prevention and Criminal Justice, United Nations, 1992

Training Aides Required: Blackboard or flip chart

INTRODUCTION

Whether in a prison or on the streets, arrests, control of crowds, maintaining order and acting as a mediator between people angry with each other places prison (law enforcement) personnel in the position where they might be called upon to use force, even deadly force, in the performance of their duties. There is no difference between the policy for prison officers or civilian police or military police as regards the accepted policies regarding the use of force. This lesson is the same as would be given to the police or other law enforcement personnel. For that reason, prison personnel in this lesson will be referred to as Law Enforcement personnel.

Law enforcement officers are given the lawful authority to use force to protect the public and to uphold the laws of the land. However, that authority is balanced by the requirements of not violating human rights. The policies are simple to state:

1. Law enforcement officers shall use only that degree of force which is reasonably necessary to effectively bring an incident under control or arrest a suspect.
2. Law enforcement officers shall meet force with like force and no more while protecting the lives of the officer or another.

3. Under no circumstances may deadly force be used unless the life of the officer or another person is in IMMEDIATE danger.

4. Deadly force may NOT be used to apprehend a fleeing misdemeanant. Deadly force may be used to stop a fleeing felon ONLY if all other means have been exhausted AND if the felon is believed to pose a significant threat to human life should he or she escape.

5. Deadly force is justified in the following cases:

a. To protect the law enforcement officer or others from what is reasonably believed to be an eminent threat of death or serious bodily harm.

b. To prevent the escape of a fleeing felon if all other means of effecting an arrest have been exhausted and the officer reasonably believes that the escape of the felon will pose a significant threat to human life should escape occur.

c. To destroy an animal that represents a threat to public safety or as a humanitarian measure where the animal is gravely injured.

6. Except for maintenance and training, the FIREARM SHALL NOT BE DRAWN OR EXHIBITED unless there is reasonable cause to believe there is a necessity to use the weapon in conformance with this policy.

7. Even under circumstances where the use of a weapon is justified:

a. a weapon shall never be fired from a moving vehicle.

b. Weapons shall not be fired at a moving vehicle unless that vehicle poses an immediate threat to human life.

c. Firearms shall not be discharged if it appears likely that an innocent person may be injured.

DISCUSSION GUIDE:

This is a good time to ask the class what happens in this case if they are fired upon and innocent people are in near the suspect. The discussion must end with the class understanding that the rule of not injuring an innocent person takes precedence and the officer must not return fire if it would endanger innocent people.

---

d. Due to the danger to the public, most law enforcement department have adopted a policy stating that NO WARNING SHOTS WILL BE FIRED.

DISCUSSION GUIDE:

Have the group discuss the local policy in regards to firing warning shots.

---

e. Individuals not trained and certified in the use of the firearm by the law enforcement department are prohibited from carrying or using the weapon.

DISCUSSION GUIDE:

Many people in and around the law enforcement profession have military training. Several are excellent marksman. Therefore, why must they have law enforcement training and certification?

Among the items important to be pointed out is that the law enforcement have duties and responsibilities very different from soldiers. Their training is also very different. For example, the military is taught to use maximum force to take their objective as quickly as possible. In military terms that usually saves lives. In a law enforcement situation, the opposite is true. Law

---

enforcement are taught to use the least amount of force necessary to control the situation and to escalate the use of that force only as necessary.

B. In most law enforcement departments, the only non-deadly weapon authorized for use is the baton. Some departments also provide officers with tear or pepper gas. The use of these weapons also cannot be used without prior training and also come under the rules which apply to the use of deadly force.

At the beginning of this section we indicated that the policies are simple to state. However, the practice, without training and knowledge, is much more difficult. Every arrest requires the suspect to respond to a specific command by an officer. In many cases, the suspect will not respond to that verbal command and some form of physical force is necessary. The judgement of whether reasonable force was used or excessive force was used is given after the incident is over and it is often given by superior officers, courts or even juries.

The use of force must be able to be justified as "reasonable" when analyzed after it has taken place and away from the emotions of the actual situation. That means that the need to use force must outweigh the right of a person to remain free of searches and seizures by the government, the officer and the law enforcement department. "Reasonableness," when used as a test of whether the use of force was justified or not, is measured by:

1. "balancing" of governmental interests and physical effects to the suspect
2. isolating and analyzing specific actions of the suspect and the reactions of the officers
3. recognizing the totality of circumstances as applies to the use of force
4. recognizing the severity of the crime at issue and previous data concerning the suspect
5. recognizing the level of immediate threat the suspect posed
6. recognizing the level of resistance
7. ordering probable consequences of the suspects actions
8. considering the use of force alternatives available to the officer along with their probable consequences

DISCUSSION GUIDE:

All those factors considered after the fact can present a totally different picture than the officer felt was the reality at the time. Being frightened, excited, having to react quickly and without benefit of all the facts make such an analysis very difficult if not impossible on the spot. That is why what follows is designed to help the officer place the situation into one of a few easily and quickly identifiable categories to determine the appropriate amount of force to use.

8.Suspect is Cooperative

a.Appears willing to follow officers lead

i.Presence of the officer -- as a symbol of legal authority and as a source of intimidation by the size, demeanor, apparent physical condition and training (also, the presence of several officers adds to the deterrent effect)

b.Cooperative, but must be given directions for compliance

i.Presence of the officer

ii.Verbal command -- from a friendly "please" to "Stop or I'll shoot!" Often times an officer trained in how to talk, even after having to apply physical force, can get the suspect to

discontinue resistance by calling the person's name or giving commands while using weapons or physical manipulations

(1)Persuasion
(2)Advice
(3)Warning

9.Suspect resists

a.Suspect is not controlled by verbal direction. Suspect resists by not moving

i.Presence of the officer
ii.Verbal command
(1)Persuasion
(2)Advice
(3)Warning
iii.Control Measures without weapons
(1)Pressure/Pain Holds -- the use of non-impact pressure to pain receptors (such as wrist locks or pressure sensitive areas of the body -- these will be trained in other sessions). This pressure causes the suspect to move in the direction of relief allowed by the officer
iv.Control Measures with weapons
(1)Control Instruments -- Control instruments are those which are designed to apply non-impact pressure to pain sensors. The use of the control instrument, such as the Yawara or other short stick instrument when expertly applied, can increase the chances of establishing control by amplifying non-impact pressure. These instruments are designed to maximize pain, but when used strictly as a control instrument, cause little tissue damage. Using control instruments simply to gain information is not considered ethical, but is a form of torture. Using them to avoid using another more destructive form of control, such as striking, is ethical. The pain should cease when the suspect ceases to resist.
(2)Electrical Shocking Devices -- These are not particularly reliable nor effective, but can cause pain and small burns.

b.Suspect actively resists in a defensive manner

i.Presence of the officer
ii.Verbal command
(1)Persuasion
(2)Advice
(3)Warning
iii.Control Measures without weapons
(1)Pressure/Pain Holds
(2)Stunning -- Inhibition of respiration, muscular capability, or the ability to concentrate are forms of stunning. Examples are: a palm heel strike to the head, a similar strike to the lower rib cage, or a strike to the solar plexus. The use of stunning can give the officer the opportunity to apply immobilization techniques, handcuffs, or other restraining devices. Impact pressure is purposefully limited in the use of stunning, so that force is spread over a wider surface area of the suspects body. This lessening of pressure of a given amount of force changes the quality of effect from sharp penetrating and breaking, to padded shocking.
iv.Control Measures with Weapons
(1)Control Instruments
(2)Electrical Shocking Devices
(3)Chemical Agents -- Chemical agents, such as tear gas and pepper gas, are usually not lethal. They require time to take effect. Therefore, they are generally useful on

subjects who resist, but who are not actually assaulting in close range when the chemical agent is used.

10.Suspect is an assailant

a.Suspect aggressively offensive but without weapons

i.Presence of the officer

ii.Verbal command

(1)Persuasion

(2)Advice

(3)Warning

iii.Control Measures without weapons

(1)Pressure/Pain Holds

(2)Stunning shocking

(3)Direct Mechanical Techniques -- These deal directly with the skeletal or mechanical support structure of the suspect's body and the use of mechanical impact pressure or leverage directly on it. Either impact pressure or opposing prohibitive pressures are used. Any of these pressures can fracture bone or cause damage to connective tissue, muscles, or organs. Mechanical techniques generally offer the best chance for establishing physical control of a subject, but also the greatest chance of injury to him or her. Techniques in this category include:

a. Concentrated impact pressure such as penetrating karate strikes and kicks

B. Prohibitive Joint Locking and Breaking Techniques such as wrist and arm locks

C. Chokes and Neck Restraints such as vascular control or choke holds

iv.Control Measures with Weapons

(1)Control Instruments

(2)Electrical Shocking Devices

(3)Chemical Agents

(4)Impact Weapons -- Straight Baton, Side Handle Baton are examples of impact weapons that can be used with varying degrees of intensity

b.Suspect immediately threatens to harm others

i.Presence of the officer

ii.Verbal command

(1)Persuasion

(2)Advice

(3)Warning

iii.Control Measures without weapons

(1)Pressure/Pain Holds

(2)Stunning shocking

(3)Direct Mechanical Techniques

iv.Control Measures with Weapons

(1)Control Instruments

(2)Electrical Shocking Devices

(3)Chemical Agents

(4)Impact Weapons

(5)K-9

c.Suspect immediately threaten death or serious physical injury

i.Presence of the officer

ii.Verbal command
    (1)Persuasion
    (2)Advice
    (3)Warning
iii.Control Measures without weapons
    (1)Pressure/Pain Holds
    (2)Stunning shocking
    (3)Direct Mechanical Techniques
iv.Control Measures with Weapons
    (1)Control Instruments
    (2)Electrical Shocking Devices
    (3)Chemical Agents
    (4)Impact Weapons
    (5)K-9
v.Lethal Force

CONCLUSION

When considering the use of force, law enforcement officers must remember that the primary purpose of the law enforcement is the protection of life and property. All life and property, citizen and criminal alike. In accepting the job of law enforcement officer, this is the officers sworn duty. Simply stated, the job of the law enforcement is to protect and serve the public, all other duties are secondary. Using force, except in self defense or to defend a citizen from harm, violates the sworn duty of the officers.

WHATEVER THE CIRCUMSTANCES, AT NO TIME IS AN OFFICER JUSTIFIED IN PLACING OR ALLOWING a MEMBER OF THE PUBLIC TO BE PLACED IN DANGER.

QUIZ

1. Under law enforcement policy, life threatening force can be used when?

2. What is the recommended law enforcement policy regarding the firing of warning shots?

3. Can an officer ever use lethal force when it might place an innocent bystander in danger?

4. Describe the five general techniques which can be used to control an inmate or suspect and put them in order of preferred use (that is from least harmful to the inmate/suspect to the most harmful).

ANSWERS TO THE QUIZ

1. Life threatening force can be used when:
   a. As a last resort in any situation where such force is justified
   b. To prevent escape if the fleeing felon constitutes a significant danger
   c. To destroy an animal which is a threat or as a humanitarian act

2. Warning shots are NOT permitted

3. No

4. Control techniques in order of preferred use are:
   a. Presence of the officer
   b. Verbal command
   c. Control measures without weapons
   d. Control measures with weapons
   e. Lethal force

Human Rights Instruments Related to LESSON PLAN 26

Universal Declaration of Human Rights, 1948.

Article 5
No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

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

Article 7
No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his free consent to medical or scientific experimentation.

Standard Minimum Rules for the Treatment of Prisoners
Adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955, and approved by the Economic and Social Council by its resolutions 663 C (XXIV) of 31 July 1957 and 2076 (LXII) of 13 May 1977

Institutional personnel
54. (1) Officers of the institutions shall not, in their relations with the prisoners, use force except in self-defence or in cases of attempted escape, or active or passive physical resistance to an order based on law or regulations. Officers who have recourse to force must use no more than is strictly necessary and must report the incident immediately to the director of the institution.
(2) Prison officers shall be given special physical training to enable them to restrain aggressive prisoners.
(3) Except in special circumstances, staff performing duties which bring them into direct contact with prisoners should not be armed. Furthermore, staff should in no circumstances be provided with arms unless they have been trained in their use.

Code of Conduct for Law Enforcement Officials
Adopted by General Assembly resolution 34/169 of 17 December 1979

Article 3
Law enforcement officials may use force only when strictly necessary and to the extent required for the performance of their duty.

Article 5
No law enforcement official may inflict, instigate or tolerate any act of torture or other cruel, inhuman or degrading treatment or punishment, nor may any law enforcement official invoke superior orders or exceptional circumstances such as a state of war or a threat of war, a threat to national security, internal political instability or any other public emergency as a justification of torture or other cruel, inhuman or degrading treatment or punishment.

Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment

Adopted by General Assembly resolution 43/173 of 9 December 1988

Principle 6
No person under any form of detention or imprisonment shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. No circumstance whatever may be invoked as a justification for torture or other cruel, inhuman or degrading treatment or punishment.
Principle 21
1. It shall be prohibited to take undue advantage of the situation of a detained or imprisoned person for the purpose of compelling him to confess, to incriminate himself otherwise or to testify against any other person.

2. No detained person while being interrogated shall be subject to violence, threats or methods of interrogation which impair his capacity of decision or his judgement.

Principle 33
1. A detained or imprisoned person or his counsel shall have the right to make a request or complaint regarding his treatment, in particular in case of torture or other cruel, inhuman or degrading treatment, to the authorities responsible for the administration of the place of detention and to higher authorities and, when necessary, to appropriate authorities vested with reviewing or remedial powers.

Basic Principles on the Use of Force and Firearms by Law Enforcement Officials
Adopted by the Eighth United Nations Congress on the Prevention of Crime and the Treatment of Offenders, Havana, Cuba, 27 August to 7 September 1990

General provisions
1. Governments and law enforcement agencies shall adopt and implement rules and regulations on the use of force and firearms against persons by law enforcement officials. In developing such rules and regulations, Governments and law enforcement agencies shall keep the ethical issues associated with the use of force and firearms constantly under review.
2. Governments and law enforcement agencies should develop a range of means as broad as possible and equip law enforcement officials with various types of weapons and ammunition that would allow for a differentiated use of force and firearms. These should include the development of non-lethal incapacitating weapons for use in appropriate situations, with a view to increasingly restraining the application of means capable of causing death or injury to persons. For the same purpose, it should also be possible for law enforcement officials to be equipped with self-defensive equipment such as shields, helmets, bullet-proof vests and bullet-proof means of transportation, in order to decrease the need to use weapons of any kind.
3. The development and deployment of non-lethal incapacitating weapons should be carefully evaluated in order to minimize the risk of endangering uninvolved persons, and the use of such weapons should be carefully controlled.
4. Law enforcement officials, in carrying out their duty, shall, as far as possible, apply non-violent means before resorting to the use of force and firearms. They may use force and firearms only if other means remain ineffective or without any promise of achieving the intended result.
5. Whenever the lawful use of force and firearms is unavoidable, law enforcement officials shall:
(a) Exercise restraint in such use and act in proportion to the seriousness of the offence and the legitimate objective to be achieved;
(b) Minimize damage and injury, and respect and preserve human life;

(c) Ensure that assistance and medical aid are rendered to any injured or affected persons at the earliest possible moment;
(d) Ensure that relatives or close friends of the injured or affected person are notified at the earliest possible moment.
6. Where injury or death is caused by the use of force and firearms by law enforcement officials, they shall report the incident promptly to their superiors, in accordance with principle 22.

Special provisions
9. Law enforcement officials shall not use firearms against persons except in self-defence or defence of others against the imminent threat of death or serious injury, to prevent the perpetration of a particularly serious crime involving grave threat to life, to arrest a person presenting such a danger and resisting their authority, or to prevent his or her escape, and only when less extreme means are insufficient to achieve these objectives. In any event, intentional lethal use of firearms may only be made when strictly unavoidable in order to protect life.
10. In the circumstances provided for under principle 9, law enforcement officials shall identify themselves as such and give a clear warning of their intent to use firearms, with sufficient time for the warning to be observed, unless to do so would unduly place the law enforcement officials at risk or would create a risk of death or serious harm to other persons, or would be clearly inappropriate or pointless in the circumstances of the incident.

Policing persons in custody or detention
15. Law enforcement officials, in their relations with persons in custody or detention, shall not use force, except when strictly necessary for the maintenance of security and order within the institution, or when personal safety is threatened.
16. Law enforcement officials, in their relations with persons in custody or detention, shall not use firearms, except in self-defence or in the defence of others against the immediate threat of death or serious injury, or when strictly necessary to prevent the escape of a person in custody or detention presenting the danger referred to in principle 9.

Reporting and review procedures
24. Governments and law enforcement agencies shall ensure that superior officers are held responsible if they know, or should have known, that law enforcement officials under their command are resorting, or have resorted, to the unlawful use of force and firearms, and they did not take all measures in their power to prevent, suppress or report such use.
25. Governments and law enforcement agencies shall ensure that no criminal or disciplinary sanction is imposed on law enforcement officials who, in compliance with the Code of Conduct for Law Enforcement Officials and these basic principles, refuse to carry out an order to use force and firearms, or who report such use by other officials.

26. Obedience to superior orders shall be no defence if law enforcement officials knew that an order to use force and firearms resulting in the death or serious injury of a person was manifestly unlawful and had a reasonable opportunity to refuse to follow it. In any case, responsibility also rests on the superiors who gave the unlawful orders.

Recommendation No R (87) 3 of the Committee of Ministers to member states on the European Prison Rules
Adopted by the Committee of Ministers on 12 February 1987at the 404th meeting of the Ministers' Deputies.

63. 1. Staff of the institutions shall not use force against prisoners except in self-defence or in cases of attempted escape, or active or passive physical resistance to an order based on law or regulations. Staff who have recourse to force must use no more than is strictly necessary and must report the incident immediately to the director of the institution.
2. Staff shall as appropriate be given special technical training to enable them to restrain aggressive prisoners.
3. Except in special circumstances, staff performing duties which bring them into direct contact with prisoners should not be armed. Furthermore, staff should in no circumstances be provided with arms unless they have been fully trained in their use.

LESSON PLAN 27 – Weapons

NOTE:
MANY PRISON SYSTEMS DO NOT USE ANY WEAPONS AND THEREFORE THEIR STAFF DOES NOT NEED TRAINING IN THE USE OF WEAPONS. HOWEVER, ALL PRISON STAFF WHO MIGHT CARRY WEAPONS MUST BE TRAINED IN THEIR SAFE USE.

For purposes of this lesson, weapons include firearms, chemical agents and less-than-lethal weapons (e.g. stun guns, stun guns and tasers).

Of special importance is the training of former military personnel or combatants who are now part of the prison staff and who carry weapons. The use of weapons and rules of engagement are totally different for military and law enforcement personnel. It is necessary to teach personnel who have preveious weapons experience in other disciplines to understand those differences and to make sure that they follow the policies and procedures that are appropriate for law enforcement. It is often more difficult to forget (or unlearn) former habits than to learn new ones.

THIS LESSON PLAN SHOULD BE COMPLETED BY THE PRISON ADMINISTRATION AND APPROPRIATE FIREARM TRAINING STAFF BASED ON THE WEAPONS USED BY THE PRISON.

This lesson should be a series of lessons that include, at a minimum:

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

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

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

D. LOW-LIGHT AND NIGHT FIRING COURSES
Firing at Dusk and during night conditions provides an important familiarization with the limitations of using a weapon in these conditions. The course of fire includes the use of all basic

weapons under both low-light and full night darkness conditions. Minimum time that should be allocated to this subject is 2 hours.

Basic Principles on the Use of Force and Firearms by Law Enforcement Officials
Adopted by the Eighth United Nations Congress on the Prevention of Crime and the Treatment of Offenders, Havana, Cuba, 27 August to 7 September 1990

General provisions
1. Governments and law enforcement agencies shall adopt and implement rules and regulations on the use of force and firearms against persons by law enforcement officials. In developing such rules and regulations, Governments and law enforcement agencies shall keep the ethical issues associated with the use of force and firearms constantly under review.
2. Governments and law enforcement agencies should develop a range of means as broad as possible and equip law enforcement officials with various types of weapons and ammunition that would allow for a differentiated use of force and firearms. These should include the development of non-lethal incapacitating weapons for use in appropriate situations, with a view to increasingly restraining the application of means capable of causing death or injury to persons. For the same purpose, it should also be possible for law enforcement officials to be equipped with self-defensive equipment such as shields, helmets, bullet-proof vests and bullet-proof means of transportation, in order to decrease the need to use weapons of any kind.
3. The development and deployment of non-lethal incapacitating weapons should be carefully
5. Whenever the lawful use of force and firearms is unavoidable, law enforcement officials shall:
(a) Exercise restraint in such use and act in proportion to the seriousness of the offence and the legitimate objective to be achieved;
(b) Minimize damage and injury, and respect and preserve human life;
(c) Ensure that assistance and medical aid are rendered to any injured or affected persons at the earliest possible moment;
(d) Ensure that relatives or close friends of the injured or affected person are notified at the earliest possible moment.

Special provisions
9. Law enforcement officials shall not use firearms against persons except in self-defence or defence of others against the imminent threat of death or serious injury, to prevent the perpetration of a particularly serious crime involving grave threat to life, to arrest a person presenting such a danger and resisting their authority, or to prevent his or her escape, and only when less extreme means are insufficient to achieve these objectives. In any event, intentional lethal use of firearms may only be made when strictly unavoidable in order to protect life.
10. In the circumstances provided for under principle 9, law enforcement officials shall identify themselves as such and give a clear warning of their intent to use firearms, with sufficient time for the warning to be observed, unless to do so would unduly place the law enforcement officials at risk or would create a risk of death or serious harm to other persons, or would be clearly inappropriate or pointless in the circumstances of the incident.

Policing persons in custody or detention
16. Law enforcement officials, in their relations with persons in custody or detention, shall not use firearms, except in self-defence or in the defence of others against the immediate threat of death or serious injury, or when strictly necessary to prevent the escape of a person in custody or detention presenting the danger referred to in principle 9.

Reporting and review procedures
24. Governments and law enforcement agencies shall ensure that superior officers are held responsible if they know, or should have known, that law enforcement officials under their command are resorting, or have resorted, to the unlawful use of force and firearms, and they did not take all measures in their power to prevent, suppress or report such use.
25. Governments and law enforcement agencies shall ensure that no criminal or disciplinary sanction is imposed on law enforcement officials who, in compliance with the Code of Conduct for Law Enforcement Officials and these basic principles, refuse to carry out an order to use force and firearms, or who report such use by other officials.

Recommendation No R (87) 3 of the Committee of Ministers to member states on the European Prison Rules
Adopted by the Committee of Ministers on 12 February 1987at the 404th meeting of the Ministers' Deputies.

63. 3. Except in special circumstances, staff performing duties which bring them into direct contact with prisoners should not be armed. Furthermore, staff should in no circumstances be provided with arms unless they have been fully trained in their use.

LESSON PLAN 28 – Use of Restraining Devices

INSTRUCTOR'S NOTES:

THIS LESSON PLAN SHOULD BE COMPLETED BY THE PRISON ADMINISTRATION AND APPROPRIATE SECURITY TRAINING STAFF BASED ON THE RESTRAINING DEVICES USED BY THE PRISON. IT IS IMPORTANT THAT THE TRAINING INCLUDE PRACTICE AND THE POLICY FOR USE OF THE EQUIPMENT WHICH MUST CONTAIN INFORMATION ON THE HUMAN RIGHTS STANDARDS THAT SAY, "INSTRUMENTS OF RESTRAINT, SUCH AS HANDCUFFS, CHAINS, IRONS AND STRAITJACKETS, SHALL NEVER BE APPLIED AS A PUNISHMENT."

Furthermore, chains or irons shall not be used as restraints. Other instruments of restraint shall not be used except in the following circumstances:

a. As a precaution against escape during a transfer, provided that they shall be removed when the prisoner appears before a judicial or administrative authority;

b. On medical grounds by direction of the medical officer;

c. By order of the director, if other methods of control fail, in order to prevent a prisoner from injuring himself or others or from damaging property; in such instances the director shall at once consult the medical officer and report to the higher administrative authority.

Such instruments of restraint shall not be applied for any longer than is strictly necessary.

Method of Instruction:

Lecture, demonstration, practice

Time Frame: 3.5 Hours

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

- Explain what security restraints/equipment are.
- State the reasons for the use of security restraints.
- Identify the approved security restraints used in the Liberia Prisons Department.
- Demonstrate the proper application of security restraints.
- Explain why inmates get out of restraints.

References:

Training Aides Required:

Flip Chart or Blackboard, various restraints used in the prison.

INTRODUCTION

During your career as a Corrections Officer, you will be placing security restraints on inmates. There are many reasons why restraints are used to control inmates. In all cases, you must know exactly what mechanical restraining device you are using and how to apply it correctly. Understanding the skills that you will be learning takes practice in order for you to become proficient. This session aims at making you proficient in the application of the restraining devices available to the Prisons Department. The session is divided into two sessions. The first session will

be devoted to the theory and reasons for the application of restraints. In the second session, you will be taken through the practice of applying restraints on inmates.

DEFINIG A SECURITY RESTRAINT

A security restraint is any approved equipment used to secure an inmate to ensure his/her safety and continued custody.

USES OF SECURITY RESTRAINTS

Security restraints are used:

- When transporting/escorting an inmate to court, hospital or transferring an inmate to another correctional facility.
- During emergencies to prevent escapes.
- To secure an inmate whose medical condition could cause him/her to hurt him/her self or others.
- Before or after a confrontation has become physical.

INSTRUCTOR'S NOTE:

It is important for corrections officers to know that security restraints are not used as a means of punishment, to inflict pain or to humiliate an inmate.

APPROVED SECURITY RESTRAINTS IN THE LIBERIA PRISONS DEPARTMENT

The approved security restraints are:

- Handcuffs
- Foot cuffs

Staff must understand that these are only temporary restraining devices. Do not apply them to an inmate and become complacent. You need to remain vigilant even after you have applied them to an inmate because some inmates can get out of these devices. Continuous observation of a restrained inmate will ensure the inmate stays restrained.

REASONS INMATES GET OUT OF RESTRAINTS

Inmates get out of restraints because:

- The restraints are not properly applied.
- The locking mechanisms are picked up by inmates, using paper clips, wire, or thin pieces of metal, etc.
- The inmate breaks the restraints.
- The officer becomes complacent and fails to continuously observe the inmate, allowing the inmate the opportunity to tamper with the devices.

DEMONSTRATION OF APPLICATION OF SECURITY RESTRAINTS

Application of handcuffs:

(i) To open the restraint, push on the blade of the restraint. This rotating portion of the unit will pass though the cheek plates and the restraint is now open for application.

(ii) After the restraint is applied, in most cases you will double lock the restraint. To double lock the handcuff, depress the double lock pin utilizing the cuff key's double lock actuator. After the pin has been depressed, check to ensure the double lock mechanism is engaged by pressing on the blade. If the unit is double locked, the blade will remain fixed.

Procedures for applying handcuffs:
The following procedures shall be used when applying handcuffs to inmates:

(i) The officer shall stand to the side of the inmate if cuffing the hands in front of the body, or behind the inmate when cuffing the hands behind the body.

(ii) He/she shall hold the cuffs in his/her strong hand, holding the closed cuff with the cheek plates up, and the key way facing the officer's palm.

(iii) The officer shall hold the inmate's wrist with his or her other hand and place the blade of the cuff on the inmate's wrist. The preferred method of handcuffing an inmate is with the inmate's palms facing away from each other and in the back.

(iv) The officer shall press down firmly on the restraint causing the blade of the cuff to pass through the cheek plates. Tighten the restraint so it is snug and barely passes over the wrist area. The restraint should not be too tight that it impedes blood circulation.

(v) While maintaining control of the handcuffs, the officer shall apply the other restraint in the same manner to the other wrist.

(vi) After ensuring both restraints are correctly applied, double lock the handcuff.

(vii) To remove the handcuffs, stand to the side and remove the handcuff closest to you, and while holding this restraint, pull the other restraint to you and remove.

CONCLUSION

Now that I have taken you through the session on security restraints/equipment, you should be able to:

- Explain what security restraints/equipment are.
- State the reasons for the use of security restraints.
- Identify the approved security restraints used in the Prisons Department.
- Demonstrate the proper application of security restraints.
- Explain why inmates get out of restraints.

QUIZ

1. What are the four proper reasons for using security restraints?
2. Inmates get out of restraints because (state at least 3 reasons)?

Demonstrate the proper application of each of the security restraints

Answers to Quiz

1.

- When transporting/escorting an inmate to court, hospital or transferring an inmate to another correctional facility.
- During emergencies to prevent escapes.
- To secure an inmate whose medical condition could cause him/her to hurt him/her self or others.
- Before or after a confrontation has become physical.

2.

- The restraints are not properly applied.
- The locking mechanisms are picked up by inmates, using paper clips, wire, or thin pieces of metal, etc.
- The inmate breaks the restraints.
- The officer becomes complacent and fails to continuously observe the inmate, allowing the inmate the opportunity to tamper with the devices

Supplement to LESSON PLAN 28

DOUBLE CUFFING

The Double Cuffing method restricts the prisoner's movements so reducing the ability to overcome staff. The diagrams below show how this must be done.

Double Cuffing of Prisoner to Officer:

Diagram 1:

Handcuff the prisoner's 2 hands together with the prisoner's palm down. Fit the handcuffs tightly above the wrist bone, using inserts as necessary. Keep a firm grip on the handcuffs during this operation to ensure the prisoner does not have the opportunity to use them as a weapon.

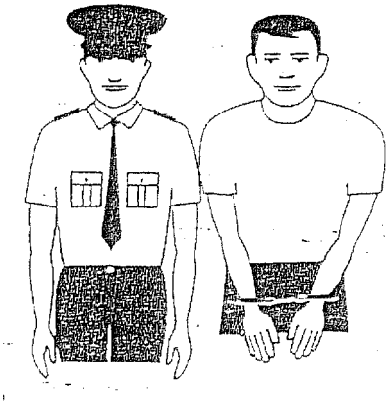


Diagram 2:

Fit one end of a second pair of handcuffs to the officer

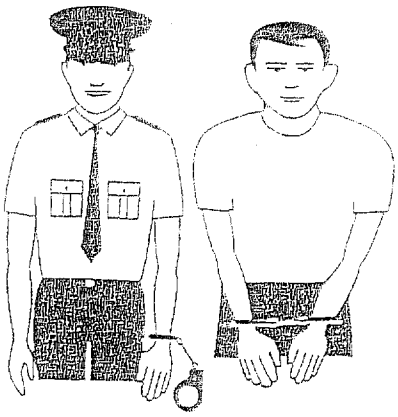
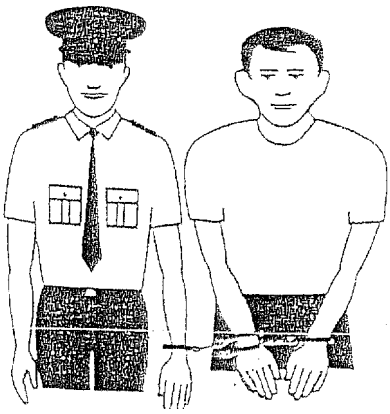


Diagram 3:

Fit the free end of the second pair of second pair of handcuffs to the prisoner, above the handcuff that is already in place



Double Cuffing of Prisoner to Prisoner:

Diagram 4:

Handcuff each prisoner's hands together, with hands palm down.

Ensure handcuffs are fitted securely above wrist bones.

Keep a firm grip on the handcuffs during application to ensure they are not used as weapons.

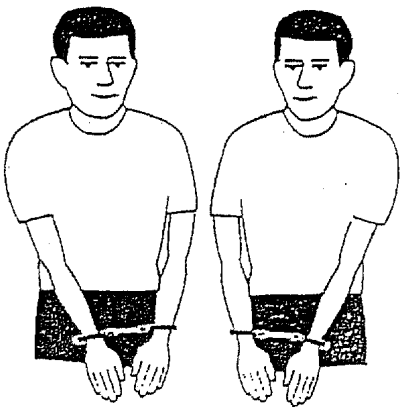
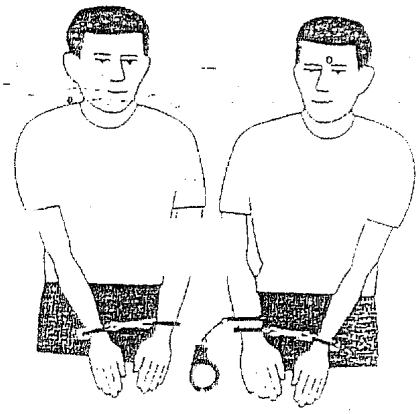


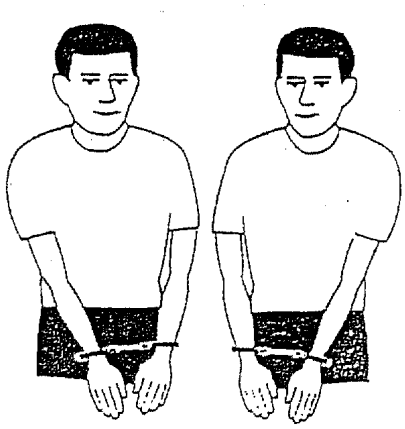
Diagram 5:

Fit one end of a third pair of handcuffs to one prisoner's wrist above the pair already in place.



<u>Diagram 6</u>:

With the second prisoner standing beside the first, fit the other end of the third pair of handcuffs to the closet wrist, again above the original pair.



Human Rights Instruments Related to LESSON PLAN 28

Standard Minimum Rules for the Treatment of Prisoners
Adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955, and approved by the Economic and Social Council by its resolutions 663 C (XXIV) of 31 July 1957 and 2076 (LXII) of 13 May 1977

Instruments of restraint
33. Instruments of restraint, such as handcuffs, chains, irons and strait-jackets, shall never be applied as a punishment. Furthermore, chains or irons shall not be used as restraints. Other instruments of restraint shall not be used except in the following circumstances:
(a) As a precaution against escape during a transfer, provided that they shall be removed when the prisoner appears before a judicial or administrative authority;
(b) On medical grounds by direction of the medical officer;
(c) By order of the director, if other methods of control fail, in order to prevent a prisoner from injuring himself or others or from damaging property; in such instances the director shall at once consult the medical officer and report to the higher administrative authority.
34. The patterns and manner of use of instruments of restraint shall be decided by the central prison administration. Such instruments must not be applied for any longer time than is strictly necessary.

Recommendation No R (87) 3 of the Committee of Ministers to member states on the European Prison Rules
Adopted by the Committee of Ministers on 12 February 1987at the 404th meeting of the Ministers' Deputies

Instruments of restraint

39. The use of chains and irons shall be prohibited. Handcuffs, restraint-jackets and other body restraints shall never be applied as a punishment. They shall not be used except in the following circumstances:
a. if necessary, as a precaution against escape during a transfer, provided that they shall be removed when the prisoner appears before a judicial or administrative authority unless that authority decides otherwise;
b. on medical grounds, by direction and under the supervision of the medical officer;
c. by order of the director, if other methods of control fail, in order to protect a prisoner from self-injury, injury to others or to prevent serious damage to property; in such instances the director shall at once consult the medical officer and report to the higher administrative authority.

40. The patterns and manner of use of the instruments of restraint authorised in the preceding paragraph shall be decided by law or regulation. Such instruments must not be applied for any longer time than is strictly necessary.

LESSON PLAN 29 - Transportation of Prisoners

Method of Instruction: Lecture, Discussion, Question and Answer

Time Frame: 1.5 Hours

Performance Objectives:

1. List 4 things that must be Completed for pre-trip preparation.
2. List the forms and documentation that must be completed before, during the trip.
3. List the major considerations during the transportation of the inmate.
4. List the steps to be taken upon return.

References: Vernell Allen, Ray Holt, U.S. Federal Bureau of Prisons

INTRODUCTION:

Before leaving the confines and security of the institution, the armed escort team must realize that preparation and planning are important to the overall success of the trip. You should now about the inmates(s) you are transporting; your life, the lives and well being of fellow staff or inmates may depend on these issues.

The Prisons provides approved inmates with staff-escorted trips into the community for such purposes as receiving medical treatment not other wise available, for visiting a critically ill member of the inmate's immediate family, or for participating in programmer work related functions.

If you are planning on transferring an inmate with restraints outside the institution you should review:

- Fact about the pre-trip preparation
- Facts about the forms and documentation use
- Steps in transporting the inmate
- Steps to take on return

INSTRUCTOR'S NOTES:

At the appropriate place in the following lesson, use the forms designed and used by the Prison Administration for inmate identification and transportation procedures.

PLAN THE TRIP

In planning your escort trip you should identify pre-transport procedures to ensure you have enough information about the inmate (s) prior to departure. Planning the trip is the first major step that you must perform. It is as follows:

A. ORDERS

First, you will receive orders requiring you to transport an inmate outside the institution. These orders will consist of:

- Trip authorization
- Schedule or an unscheduled trip
- Local or cross country trip

B. FINANCES AND LOGISTICS

The business office will make financial arrangements, and correctional service will plan the trip.

First, you must verify the identification and custody status of each inmate to be transported. You can do this by:

- o Current custody status
- o Escape attempts
- o Violent or disruptive behavior

C. RESTRAINTS, ADDITIONAL STAFF, WEAPONS, AND VEHICLES

First you must determine policy requirements for restraints, additional staff, weapons, and vehicles.

Restraints Requirements

- o Handcuffs
- o C & S Handcuff Cover
- o Belly Chain
- o Leg Cuffs

DISCUSSION GUIDE:

In the following sections, several plans are to be prepared (i.e. communication, contingency). Have the class discuss why so much paperwork and what good it does. Be sure, during the discussion to make sure that the class identifies, among other things, the writing of the plan helps them thing everything through and that it provides a written document others can use to know their thinking and planned activities if they need help during the trip.

D. PLAN AND PREPARATION

You should prepare a communication plan and coordinate it with the Control Center prior to your departure.

Meal Preparation

- o The meal requirement will be provided by Food Service
- o Meals should be prepared transported, and secured by staff members only

Contingency Plan

You should prepare a contingency plan for delay or maintenance problems prior to vehicle departure.

E. VEHICLE PREPARATION

Prior to beginning a trip with inmates you must not only take the usual precaution that you would take before heading out on a personal trip, but you must also take precautions unique to the correctional environment. Let's look in preparing the vehicle(s).

- o Sign out the vehicle
- o Check vehicle for general operating condition and servicing.
- o Conduct shakedown of vehicle using search techniques.
- o Check the vehicle communication equipment installation and operation.
- o Check installed security equipment (secures, grills, restraints, sirens, etc.).

F. TRANSPORTATION DOCUMENTATION

Before an inmate can be transported outside of the institution, the following inmates and staff records must be completed:

Staff Records

As the escorting officer you must sign the Escort Instruction form. This form explains your duties and responsibilities as an escort officer.

G. PREPARE INMATE FOR THE TRIP

After all of the above preparation have been discussed, now we are ready to prepare the inmate for the trip.

" Verify the identity of the inmate by checking the Inmate Picture or Identity Card.

" Obtain and inspect clothing to be worn by inmate during trip.

" Visual search the inmate by using a metal detector or a pat search to discover contraband.

" Issue clean clothing to inmate and use ensure inmate does not acquire contraband after dressing.

" Apply restraints to the inmate using the procedures we previously discussed.

" The Lieutenant, or officer-in-charge of trip, is responsible for checking the restraints being used, the tightness of restraints, the condition of the restraint locks, and the identity of inmate being transported.

EN ROUTE

a. Now let's discuss the steps necessary while transporting an inmate.

First you will check out with the Control Center in person. Do not check out over the radio.

YOU WILL:

1. Identify yourself
2. Identify the inmate
3. State the purpose of the trip

Now you must conduct a preboarding briefing.

Brief inmate on his/her expected conduct during the trip.

Do not disclose trip details to inmate(s)

During the trip you must maintain supervision and security procedures you can do this by:

1. Maintaining constant visual supervision of inmate
2. Maintaining at least the minimum restraints required for the inmate at all times.

B. If you should happen to change vehicles you should use proper security precaution such as:

1. Establish a secure perimeter around vehicle.
2. Maintain proper identification and security measures of inmate.
3. Secure vehicles during inmate transfers.
4. If possible, vary route but keep institution aware of your route.
5. Never allow the inmate to visit with anyone.
6. Make sure that armed staff member never comes in direct contact with the inmate at all during the trip.
7. If you have an escape, immediately notify the nearest law enforcement agency and your institution.

C. MAINTAIN ACCOUNTABILITY

As we have said before, you must ensure that the inmate is accounted for at all times. Again, you may do this by:

1. Transferring accountability of inmate to receiving supervisor.
2. Keeping the inmate under direct supervision until the trip is completed.

D. Think ahead -- your survival depends on it! While the number of major incidents is low, it can happen. Be prepared.

IV. CHECK IN ON RETURN

Upon completion of trip and return to your institution you must follow specific procedures.

YOU MUST

1. Check in with the Control Center.
2. Identify the inmate by using the inmate Identity Card.
3. Check the inmate in with the Control Center.

CONCLUSION

During the lesson you have learned why we escort inmates from one place to another to prevent problems associated with violent or disruptive inmates.

QUIZ

1. List 4 things that must be completed for trip preparation.

2. List the forms and documentation that must be completed before, during and after the trip.

3. List the major considerations during the transportation of the inmate.

4. List the steps to be taken upon return.

Answers to Quiz

1. Before the trip you must prepare: (any 4 of the following)
    a. a communication plan
    b. a contingency plan
    c. Inmate preparations
    d. Vehicle preparation
    e. Restraints and weapons

2. The documents identified during the training.

3. The major considerations during the transportations are:
    a. Maintaining supervision of the inmate
    b. Maintaining accountability of the inmate

4. Upon return
    a. Check in with the Control Center
    b. Identify the inmate by using his/her identity card
    c. Check the inmate in with the Control Center

Supplemental to LESSON PLAN 29

Prior to departure, the Officer in Charge of the escort will be identified. It is essential that this Officer has been properly trained in all aspects of Escort Procedures. They should either have completed their probation or at least completed their SVQ Level 3 Module, which includes Escorting. If operational requirements make it impossible to comply with this, Governors have the responsibility for ensuring that any officer placed in charge of an escort understands his / her responsibilities and is fully capable of discharging them. Arrangements and instructions will be clearly conveyed to the officer designated in charge of the escort. It is the responsibility of the Officer in Charge of the Escort to ensure that the escort is conducted in accordance with this briefing and any other instruction given by line management, and that he or she seeks and is in possession of **All** relevant information and such equipment as may be necessary. While the Officer in Charge of the Escort carries particular responsibilities, it is the responsibility of **All** escorting staff to ensure that no prisoner escapes.

The identities of the Line Manager carrying out the briefing and of those staff being briefed, eg officers / drivers, must be recorded, together with a note of instructions issued, in a register provided for that purpose. The register to be available to line management, local and national Audit Teams.

The Briefing must include the following:

- Communication during Escort;
- Strength of Escort;
- Mix of male / female officer, ie male prisoner(s) must not have an all female escort and female prisoners must not have an all male escort;
- Escort staff will be provided with all relevant information concerning the prisoners in their charge, ie character, current behavior, relevant intelligence etc.

The number and level of escort staff will be determined by conducting a risk assessment, taking account of:

- Number of prisoners on escort;
- Prisoner's supervision level;
- Nature of escort;
- Location of escort destination;
- Layout of escort destination;
- Estimated duration of escort;
- Assessment of likelihood that the prisoner(s) will attempt to escape;
- Assessment of potential external threat.

Before setting out the Officer in Charge of the Escort will have a Route Form and all relevant documentation in respect of prisoners in his / her charge including up-to-date photographs, descriptive forms (including a record of the clothing worn by the prisoner), special risk forms or escaper movement books as appropriate. It is recommended that SPIN generated information is used in conjunction with Form 308 (Revised 10/85).

The Officer in Charge of the Escort will draw sufficient handcuffs, 'D' Locks (of which there are 3 sizes), keys, escort chain(s) and a mobile phone. The officer will ensure that they are in good working order and that all the escorting staff are competent in their use. Additionally, if the escort involves a prolonged journey or is to an non secure location, consideration should be given to carrying a mobile telephone, including emergency telephone numbers and operating instructions.

The Officer in Charge of the Escort will ensure that:

- Escort staff check the identity of the prisoner to be escorted;
- The prisoner's legal status is known to the escort, eg must return from court etc;
- The escort vehicle is searched prior to its occupation by prisoners;
- The escort vehicle is adequately fuelled for the journey, prior to departure. Except in unavoidable circumstances, eg long journeys, vehicles should not stop for refuelling while prisoners are being carried;
- Escort staff search the prisoner(s) to be escorted, prior to departure. This must include the use of metal detection equipment;
- Prisoners have access to toilet facilities prior to departure;
- Handcuffs are securely applied **Above** the knuckle of the wrist;
- The location of staff in the vehicle is appropriate to the seating layout and door configuration;
- The officer handcuffed to the prisoner should position the prisoner on to the vehicle first and ensure that the prisoner is last to alight.

During the escort the Officer in Charge of the Escort will ensure that:

- Handcuffs are examined on frequent occasions during the escort to ensure that they are securely applied;
- Escort staff minimise the prisoner's exposure to public view and that no unauthorised person has access to the prisoner(s);
- On bus escorts, staff will position themselves beside all exits and in such a position as to permit them adequate supervision of prisoners;
- Arrangements for meals and toilet stops will be made with other penal establishments or police forces. Escort vehicles must not stop unnecessarily when carrying prisoners.

Note: Stops for snack foods are NOT permitted.

The instructions to escort staff will vary according to the nature and destination of the escort. Common destinations are:

- Court;
- Hospital - as an out-patient or visiting sick relative;
- Hospital - in-patient;
- Church / Cemetery / Crematorium;
- Registry Office;
- Children's Panel Hearing;
- Home or other domicile;
- Other Penal Establishments.

Operations Unit Managers must ensure the most frequently used escort locations are security risk assessed and that local escorting policies are formulated accordingly. Liaison should also be established with those in charge at the locations to ensure that the most secure arrangements for dealing with prisoners can be put in place. Where possible, plans of locations should be obtained for use in briefing staff prior to escorts. Operations Managers should share risk assessment information with other prisons that are likely to use these locations.

TREATMENT OF CERTAIN CLASSES OF PRISONER

Note: No prisoner will be handcuffed to an inanimate object except in an emergency. The Officer in Charge of the Escort must report such circumstances in writing to the Governor of the receiving establishment and to their own Governor upon return.

Extreme Security Escorts Memorandum of Understanding:

The following points refer to escort procedures in respect of prisoners requiring the above precautions:

- Except in emergency, prisoners subject to extreme security escort precautions will not be moved outwith the prison without the prior authority of the Deputy Director of Operations;
- Prisoners subject to extreme security escort precautions will not be escorted with prisoners of another security category;
- Except in an emergency, or unless agreed with the Deputy Director of Operations, prisoners subject to extreme security escort precautions will only be conveyed in a special escort vehicle, accompanied by an armed police escort;
- They will be handcuffed to an escort officer at all times;
- They should not be handcuffed to the securing points of the vehicle unless their behaviour warrants it or in emergency. The First Line Manager in charge of the escort must report such circumstances, in writing, to the Governor of the receiving establishment and to their own Governor on return;
- The local police force should, where possible, be given at least 48 hours notice than an escort is due to take place. The police will determine the route to be taken , and no movement shall occur until a police escort is present. (A Memorandum of Understanding between ACPOS and SPS on extreme risk prisoner movement is in place to support these arrangement)s;
- Prisoners subject to extreme security escort precautions should not normally be given prior warning when a move is to take place;
- Prisoners subject to extreme security escort precautions will be designated ‘Escapee’.

High Security:

High Security Escort (applies to all High and Medium Supervision Prisoners and Low Supervision Prisoners risk assessed as requiring full escort security).

The police will be informed about the movement of any high or medium supervision prisoner (records of such contacts should be maintained). **Supervision, handcuffs and escort chains are**

mandatory, except for the purpose of receiving medical treatment or while they are non-ambulant bed patients and after a risk assessment has been carried out.

Escaper Precautions:

Security escort requirements, **if not assessed as extreme,** are as for high or medium supervision prisoners but with the addition of carrying and maintaining the Escaper Book. Escorting staff must be fully appraised of the prisoner(s) case history.

- Escorting staff must carry the 'Escapee Book' pertaining to the prisoner. It must contain written instructions as to the escape precautions which are to be applied to that prisoner;
- Police will be informed about the escort of any prisoner subject to escape precautions;
- Prisoners subject to escape precautions who are travelling with other prisoners will be separated and clearly identified to all members of the escort staff;
- Prisoners designated escapee should be handcuffed to a member of staff.

Risk Assessment of Low Supervision Prisoners (not in open prisons or on supervised placements for top ends or participating in SEL Scheme:

Before any escort involving a low supervision prisoner, as defined above, takes place **an Escape Risk Assessment must be carried out.** The assessments will take into account:

- Past history of prisoner;
- Apparent stability in prison;
- Notoriety;
- Any current or domestic or family problems;
- Any recent occurrences, eg positive drug tests, assaults, or misconduct reports.

The assessor will make an assessment of the likelihood of an escape and the likely impact of an escape, ie media interest or public concern. Where it appears that there are no factors which make an escape attempt likely, and where if there was a successful attempt, it would have little impact, the escort will be classed as low security. **If not assessed as low security, high security escort precautions will apply (as for high and medium supervision prisoners).** The same risk assessment will be applied before allocating a prisoner to an outside work party or any other activity outside the security perimeter.

Low Security Escorts:

Except in cases where the risk assessment concludes that the strength of an escort should be greater, it is proposed that it should apply to prisoners on low supervision who are not in open prisons, on supervised placements from 'Top Ends', or are participating in the Special Escorted Leave Scheme (SEL). The only further amendment to these arrangements, one officer and civilian driver, would be that the use of **handcuffs would be mandatory.**

Minimum Security Escorts

Handcuffs will not be used as a matter of course, but will be carried by the Officer in Charge of the Escort and prisoners will be warned, that the escorting staff have the authority to use these, before the escort sets out. The escort strength may be a single officer but the officer must be able to remain with the prisoner at all times. The officer may be the vehicle driver, in low security escorts, provided they can remain with the prisoner at all times. The officer may apply handcuffs at any time, if they consider it to be appropriate, and will immediately contact the local police for assistance and they will despatch support to the officer without delay.

Low Supervision Prisoners in Open Conditions and Supervised Placements:

There are no mandatory security requirements for the escorting of prisoners located in open prisons or those participating in supervised placements. Governors should use their discretion in circumstances where an escort would be deemed appropriate.

Untried Prisoners:

As far as is reasonably practicable untried prisoners will not be handcuffed to convicted prisoners.

Female Prisoners:

- Will be subject to the same security precautions, appropriate to their supervision status, as male prisoners;
- Pregnant female prisoners who are in labour and who are subject to high or medium supervision will have an all female escort but handcuffs or escort chains will **Not** be used. Where the risk assessment indicates a high risk of escape the escort strength should be increased.

Prisoners Displaying Violent Behaviour:

- Where one or more prisoners who have a history of, or are currently displaying, violent behaviour are to be escorted, arrangements and escort strength should take account of such factors;
- Police will be informed and may be requested to escort the prison vehicle.

High Profile Prisoners:

- Special arrangements may require to be made with regard to the escort of certain prisoners who may be of a high media profile, or of interest to pressure groups. It will be necessary to reduce to an absolute minimum their exposure to public view and to deny them assess to unauthorised personnel.

USE OF HANDCUFFS / ESCORT CHAINS
(See attached Table of Minimum Standards – Annex A)

With the exception of minimum security escorts, prisoners under escort will be allowed to use toilets only when they are restrained by use of an escort chain. The toilet should be checked for contraband and ease of exit before the prisoner is allowed to use it.

The only exceptions to these procedures are:

- Women in labour;
- A prisoner undergoing either in-patient or out-patient treatment in hospital where it is impractical for an escort chain to remain in place, removal is permitted only for the duration of such treatment.

SPECIAL ESCORT TYPES

Long Journeys:

In the case of escorts necessitating long journeys then special arrangements may require to be made:

By Road: There should be sufficient staff to ensure that tiredness does not affect the degree of supervision. The journey should be broken into stages which will allow rest periods. Wherever possible, contact should be made with other penal establishments or police forces to arrange for the breaks to be taken in secure conditions. The Officer in Charge of the Escort should regularly advise the home establishment of progress throughout the duration of the escort.

By Air: The airline should be advised of any forthcoming escort and request for special considerations made, eg seating arrangements. Police at both the departure and arrival airports should be informed and arrangements for holding accommodation made, if this is considered necessary. Aircraft Captains may insist on handcuffs being removed, but this should not be done until the aircraft doors are closed and the prisoner should be seated in a window seat. Handcuffs should be re-applied after landing before the doors are opened. Where possible, the escort should be collected from the arrival airport by authorised prison or police personnel.

By Rail: The railway should be advised in advance and special seating arrangements should be made. Police at both the departure and arrival stations should be informed and arrangements for holding accommodation made, if this is considered necessary.

Repatriation of Prisoners:

Arrangements for such escorts are contained in Circular No 64/1985 (Criminal) dated 27 September which also specifies escorting staff's authority in certain situations.

Hospital Escorts:

Prisoners attending hospitals / clinics etc for examination / treatment will normally have an escort chain attached during the actual examination / treatment. This will permit the escort to maintain maximum control, but at a distance which permits discreet supervision. Where there is a likelihood that medical reasons will require the removal of handcuffs (including the admission of prisoners as non-ambulant in-patients) a risk assessment must be carried out prior to the escort. **The Governor or Duty Manager must approve the exact circumstances under which the handcuffs may be removed and this must be fully covered in the pre-escorting briefing.**

- The security of the room – windows, exits, location;
- The number of escort staff;
- The nature of the treatment and the condition of the prisoner;
- The police support available.

In the case of **emergency treatment** or changes to treatment where the **medical staff** indicate that there is an **urgent medical reason** for the handcuffs or escort chain to be removed, this should be done. The Officer in Charge of the Escort will carry out a risk assessment (if possible before the removal of handcuffs) and then communicate this to the establishment. The escorting officer and the establishment will log the exact terms of this communication and the establishment must assess whether additional support is necessary. The escorting staff must do what they can do to minimise the risk.

In-patient Hospital Escorts:

The following additional procedures should apply when prisoners are treated as an in-patient in hospital:

- Local police should always be informed of the admission of in-patient prisoners;
- The clothing of a prisoner in-patient should be returned to the establishment immediately after admission.

As previously stated, handcuffs should not be used on women in labour, either during the journey to the hospital or during the period they are in hospital to give birth, but will be carried by the escort and will be used on departure from the hospital.

COMMUNICATION DURING ESCORTS

Communication to Prison / Police:

The method of communication to prison / police escorts should be established during the pre-departure briefing. This should cover the use of radio and / or mobile phone with all relevant call signs and contact numbers being provided.

When prison vehicles are being escorted by the police, the prison driver or escort in charge should have radio contact with the escorting vehicles.

REPORT ON UPON COMPLETION OF ESCORTS

Upon return to the parent establishment the Officer in Charge of the Escort will submit a report on the completed escort. This report should include:

- Any incident during the escort;
- Any unusual occurrences;
- Any contact between prisoners and unauthorised persons;
- Any general difficulties experienced.

ANNEX A

SECURITY STANDARD 8

SUPERVISION OF PRISONERS (EXTERNAL) ESCORTS

<u>Principle</u>:

To ensure that appropriate levels of supervision are maintained to prevent escape and breaches of security.

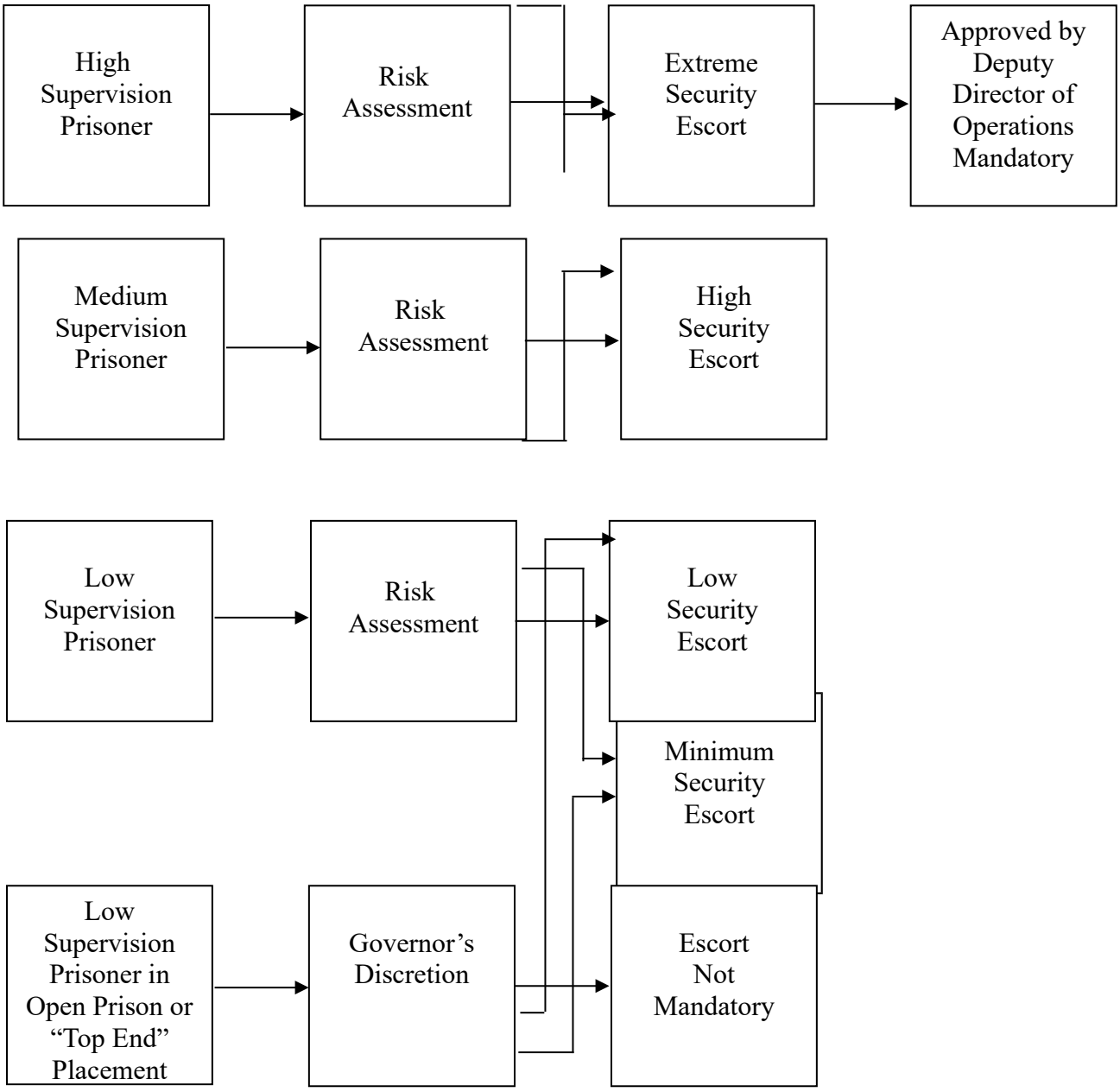
The following Table sets out **Minimum** requirements with regard to escort strength and use of equipment:

Prisoner's Supervision Status	Type of Escort	No of Prisoners	Minimum Staffing	Special Escort Vehicle	Cuffs and Escort Chain	Police	Escaper Book
High Supervision Level Prisoner	Extreme Security	Per Prisoner	Manager + 2 + Driver	Mandatory	Mandatory	MOU Directive	Mandatory
	High Security	Per Prisoner	2 + Driver	-	Mandatory	Informed	-
Medium Supervision Level Prisoner	High Security	One	2 + Driver	-	Mandatory	Informed	-
		2 – 15	3 + Driver	-	Mandatory	Informed	-
		16 - 23	4 + Driver	-	Mandatory	Informed	-
		24 plus	Manager + 5 + Driver	-	Mandatory	Informed	-
		Escaper	2 + Driver	-	Mandatory	Informed	Mandatory
Low Supervision Level Prisoner	High Security	One	2 + Driver	-	Mandatory	Informed	-
	Low Security	One	1 + Driver	-	Mandatory	Informed	-
	Minimum Security	One	One (who can be the Driver)	-	Carried by Escorting Officer	-	-

Open Prison or Supervised Placement	None	Any	Nil	-	-	-	-

ANNEX B

DETERMINATION OF TYPE OF ESCORT REQUIREMENT



OF PRISONERS OUTSIDE A SECURE PERIMETER

This includes all prisoners other than those in open prisons and includes outside work parties.

For All High / Medium Security Escorts:

- Has prisoner had prior warning of Escort?
- Is there any intelligence information indicating that the prisoner is likely to attempt to escape?
- Are there any unusual features of the prisoner (notoriety, mental illness, discipline problems etc)?
- Is there any intelligence information on potential external threat?
- Are there any problems or unusual features concerning the escort route?
- Are there any problems or unusual features concerning the escort destination?

For Low Supervision Prisoners Eligible for Low Security Escorts:

- Past History of Prisoner : have they a record of violence or unpredictability?
- Apparent Stability in Prison : any know difficulties?
- Notoriety : will an escape by this prisoner attract particular public interest?
- Any current domestic or family problems?
- Any recent occurrences, eg positive drug test, assault or misconduct report?

Defined Bus or Van Escorts:

Escorts which start and finish within a secure prison or at a court which has a secure disembarking area do not necessarily require the minimum number of staff shown in Annex A.

Escort Plans:

All escorts to be planned on the basis of the number and supervision level of the prisoners involved, the risk assessment, the type of transport to be used and the number of staff.

Communications:

The Officer in Charge of each escort must be provided with a reliable method of radio or mobile telephone communications, whatever the type of escort. The system must be capable of operating at all points of the escort and must be reasonably secure, ie UHF radio or digital mobile phone.

Staff Competence:

Governors will be responsible for ensuring that staff escorting prisoners outwith the establishment will have received the full training required and will have been assessed as competent to perform these duties.

Briefing:

Prior to departure, arrangements and instructions will be clearly conveyed to the Officer in Charge of the Escort by an identified line manager. The identity of the parties involved in the briefing will be recorded.

Minimising Escorts:

The incidence of external escorts should be minimised with medical expertise etc being brought into the establishment, where possible.

Local Manuals:

Local Security Manuals should contain full guidance on how all aspects of security, including how escorting is managed. The Manual should reflect local considerations but must incorporate the minimum standard set out in this document.

Exceptions:

These minimum standards will apply to all escorts. The only exceptions will be medical emergencies, hospital escorts where a risk assessment has been carried out, or where the Deputy Director of Operations had given written approval.

GUIDANCE TO STAFF ESCORTING PRISONERS TO WEDDINGS AND FUNERALS

RELIGION	**WEDDINGS**		**FUNERALS**			COMMENT
	PLACE	DRESS	**BURIAL / CREMATION**	**PLACE**	**DRESS**	
BUDDHISM	**Registry Office with possible subsequent ceremony at temple or shrine for a blessing**	**Remove shoes in temple or shrine**	Cremations more usual than burial	Cemetery or crematorium direct or after ceremony at temple or shrine	Remove shoes in temple or shrine	Buddhist ceremony and practice vary according to cultural background and traditions of the country concerned
HINDUISM	**Registry Office with ceremony usually at local hall**	**Remove shoes in any temple or holy place**	Cremation for adults; burial for young children and infants	Crematorium or cemetery	Remove shoes in any temple or holy place	Wedding hospitality is part of religious ceremony; if officer is offered food as a symbolic gesture, it is considered courtesy to accept. At a crematorium a prisoner, if eldest son is, is expected to press button. Upon return to establishment, full shower facilities should be offered
ISLAM	**Registry Office with religious ceremony at home, mosque or Islamic Centre**	**Remove shoes and cover head in mosque**	Burial only	Mosque and cemetery	Remove and cover head in mosque	

RELIGION	**WEDDINGS**		**FUNERALS**			COMMENT
	PLACE	DRESS	**BURIAL / CREMATION**	**PLACE**	**DRESS**	
JUDAISM	**Synagogue, hires hall or hotel**	**Men should keep head covered**	Orthodox Jews are buried; others may be buried or cremated	Prayer Hall of Jewish Cemetery and graveside; cemetery or crematorium	Men should keep head covered.	Any social function after a wedding is not an essential part of the ceremony; at a burial the officer may be invited to throw earth into the grave - Not obligatory
SIKHISM	**Gurdwara (temple) or Registry Office and ceremony at Gurdwara**	**Remove shoes and cover head in Gurdwara**	Cremation only	Gurdwara and cremation	Remove shoes and cover head in Gurdwara	No tobacco allowed on the person when in the Gurdwara; at cremation prisoner, if eldest son, is expected to press button. Upon return to establishment, full shower facilities should be offered, after ceremony at Gurdwara officer may be offered a kind of spiced sweetmeat or other ceremonial food, eg Kara Prashad (Holy food) – part of religious ceremony and officer should sample, taking a small portion with right hand

TRANSFER PROCEDURES

INTODUCTION: Within the correctional environment, inmates may be moved from one facility to another for various reasons. This session is designed to expose the participant to the reasons that may occasion the transfer of an inmate and the procedures to adopt when transferring an inmate as well as the documents to accompany the transferred inmate and the sources of authority to transfer an inmate.

TOPIC	OBJECTIVES	CONTENTS	EVALUATION
Transfer of Prisoners	At the end of this session, the trainee will be able to:		
	Explain what is meant by transfer of prisoners.	Transfer of prisoners is the approved and planned movement of prison inmates from one facility to another.	What is meant by transfer of prisoners?
	State the reasons for the transfer of prisoners.	<u>Reasons for the Transfer of Prisoners</u> • Security classification of the prisoner. • Sentence plan/Availability of programmes that meet the prisoner's needs. • Accessibility to prisoner's home community. • Age • Sex • Court attendance on appeal or arraignment for a pending case.	Why may prisoners be transferred?
	State the transfer procedures.	<u>Transfer Procedures</u> • Notification of prisoner of pending transfer. • Transfer officer(s) to be of same gender as prisoner to be transferred. • Make positive identification of the inmate. • Introduce self to the prisoner and communicate expectation of conduct and discipline. • Check and confirm prisoner's property including cash. • Strip search the inmate in private. • Obtain contraband-free uniform and search	As a correctional staff, what will you do if you are asked to supervise the transfer of a prisoner to another correctional institution?
	inmates.		

		before giving it to the inmate. • Apply restraints. • Note any security threat the prisoner may pose. • Note past and current medical condition of the prisoner. • Note local addresses of family members or friends of the prisoner in case of escape. • Escorting officer is to use the most direct and shortest root to the destination. **NOTE:** Escorting officers shall: • Remain alert and take precautions to prevent escape. • Force, including deadly force may be used to prevent escape. • Report attempted escape. • Pursue the prisoner if the escape is successful. Accompanying Documents • Commitment warrant • List of prisoner's property, including cash. • Medical Officer's certificate of fitness to travel. • Superintendent's cover letter Authority to transfer • The Superintendent shall, on the recommendation of a physician or psychologist, transfer a prisoner who suffers from a mental disease or defect which cannot be handled in the prison. (Liberia Criminal Procedure Law, Chapter 34.3.1, page 412) • Authority of the court. The Superintendent may apply to the court for an order to transfer a prisoner to another	List the documents that accompany a prisoner on transfer. State the sources of authority to transfer prisoners.

		prison which is more suitable for his/her treatment or custody. (Liberia Criminal Procedure Law, Chapter 34.3.2, page 412)	

Standard Minimum Rules for the Treatment of Prisoners
Adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955, and approved by the Economic and Social Council by its resolutions 663 C (XXIV) of 31 July 1957 and 2076 (LXII) of 13 May 1977

Instruments of restraint
33. Instruments of restraint, such as handcuffs, chains, irons and strait-jackets, shall never be applied as a punishment. Furthermore, chains or irons shall not be used as restraints. Other instruments of restraint shall not be used except in the following circumstances:
(a) As a precaution against escape during a transfer, provided that they shall be removed when the prisoner appears before a judicial or administrative authority;
(b) On medical grounds by direction of the medical officer;
(c) By order of the director, if other methods of control fail, in order to prevent a prisoner from injuring himself or others or from damaging property; in such instances the director shall at once consult the medical officer and report to the higher administrative authority.
34. The patterns and manner of use of instruments of restraint shall be decided by the central prison administration. Such instruments must not be applied for any longer time than is strictly necessary.

Notification of death, illness, transfer, etc.
44. (3) Every prisoner shall have the right to inform at once his family of his imprisonment or his transfer to another institution.

Removal of prisoners
45. (1) When the prisoners are being removed to or from an institution, they shall be exposed to public view as little as possible, and proper safeguards shall be adopted to protect them from insult, curiosity and publicity in any form.
(2) The transport of prisoners in conveyances with inadequate ventilation or light, or in any way which would subject them to unnecessary physical hardship, shall be prohibited.
(3) The transport of prisoners shall be carried out at the expense of the administration and equal conditions shall obtain for all of them.

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

Principle 16
Promptly after arrest and after each transfer from one place of detention or imprisonment to another, a detained or imprisoned person shall be entitled to notify or to require the competent authority to notify members of his family or other appropriate persons of his choice of his arrest, detention or imprisonment or of the transfer and of the place where he is kept in custody.

Recommendation No R (87) 3 of the Committee of Ministers to Member States on the European Prison Rules

Adopted by the Committee of Ministers on 12 February 1987at the 404th meeting of the Ministers' Deputies

Notification of death, illness, transfer, etc.
49. 1. Upon the death or serious illness of or serious injury to a prisoner, or removal to an institution for the treatment of mental illnesses or abnormalities, the director shall at once inform the spouse, if the prisoner is married, or the nearest relative and shall in any event inform any other person previously designated by the prisoner.
3. All prisoners shall have the right to inform at once their families of imprisonment or transfer to another institution.

Removal of prisoners
50. 1. When prisoners are being removed to or from an institution, they shall be exposed to public view as little as possible, and proper safeguards shall be adopted to protect them from insult, curiosity and publicity in any form.
2. The transport of prisoners in conveyances with inadequate ventilation or light, or in any way which would subject them to unnecessary physical hardship or indignity shall be prohibited.
3. The transport of prisoners shall be carried out at the expense of the administration and in accordance with duly authorised regulations.

Recommendation No R (98) 7 of the Committee of Ministers to Member States concerning the ethical and organisational aspects of health care in prison.
Adopted by the Committee of Ministers on 8 April 1998, at the 627th meeting of the Ministers' Deputies**).**

18. All transfers to other prisons should be accompanied by full medical records. The records should be transferred under conditions ensuring their confidentiality. Prisoners should be informed that their medical record will be transferred. They should be entitled to object to the transfer, in accordance with national legislation.

Sample Procedural Assessment Templates for LESSON PLAN 29

Procedure Assessment – Escorting

Corrections Officer Name (please print): _____

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

Escorting	**1st Practice**		**2nd Practice**	
1. Knowledge of Institutional Policies and/or Post Orders	**Yes**	**No**	**Yes**	**No**
• able to reference and state the reference numbers of the Policy and/or Post Order				
• demonstrates understanding that all movement of inmates under the supervision of an escort officer.				
• demonstrates understanding that the escort officer shall know the number of inmates under their supervision at all times.				
• demonstrates understanding that there is no deviation from direct supervision of the inmate(s) without expressed authority from the superintendent				
2. Procedures	**Yes**	**No**	**Yes**	**No**
• assumes responsibility for escorting inmates to the various areas of activities				
• performs a through body search of the inmate before departing the area				
• ensures a strip search is conducted by an officer of the same sex upon returning from the outside				
• immediately informs the supervisor of any contraband found on the inmate				
• inspects any package for contraband the officer may receive while conducting the escort				
3. Administration	**Yes**	**No**	**Yes**	**No**
Chapter II documents in the log book all inmates used for outside work				
Chapter III submits written reports of any unusual findings to the superintendent				
Overall Rating	**Pass**	**Fail**	**Pass**	**Fail**

Mentor's comments and training needs identified

Mentors Signature: _____ Date: ____/____/____

Officers comments (optional):

Officers Signature: _____ Date: ____/____/____
This does not state agreement it only states this has been reviewed with the mentor)

LESSON PLAN 30 – Use of Radio/Telephones

INSTRUCTOR'S NOTES:

THIS LESSON PLAN SHOULD BE COMPLETED BY THE PRISON ADMINISTRATION AND BE BASED ON THE COMMUNICATIONS EQUIPMENT USED BY THE PRISON. THE LESSON SHOULD ALLOW EACH STUDENT TO PRACTICE WITH EACH TYPE OF COMMUNICATION DEVICE.

Method of Instruction: Lecture

Time Frame: 1.5 Hours

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

- STATE:
  - the reasons why radios are used
  - the authority for the use of radios
  - the situations when radios are to be used
  - the conditions and restrictions on the use of radios
- DEMONSTRATE:
  - the application of radios under training conditions
  - an ability to set-up [power-up] and close-down [power-down] radios under training conditions
  - an ability to transmit and receive a range of radio messages
- NAME AND INDICATE:
  - the various parts of a radio

Training Aides Required:

Blackboard or Flip Chart, Radios

INTRODUCTION

Radios are used to communicate information of an operational nature:

- 2-way radios must only be used to communicate official business
- Communications must adhere strictly to the guidelines set out in the Radio Communications Act and associated Regulations

Situations in which to use 2-way Radios

Any time when there is an operational necessity :

- to broadcast a message to a specific location or the radio net as a whole
- where other means of communication are inappropriate, insecure, unsafe or not available
- any time when the use of other communications may cause undue delay where that delay is likely to affect safety or security of individuals and/or property.

DISCUSSION GUIDE: Ask the class, "*when might you NOT use a radio?"* – Record their responses on the blackboard or flip chart.

Conditions & Restrictions on the use of 2-way Radios

- Always assume that what you say will be heard by other people
- Use only for official business
- Use only official codes and the phonetic alphabet
- Be brief, accurate and to the point

Checking & Operation of 2-way Radios

- RECEIVING
  - listen for your 'call-sign' or the 'net call-sign'
  - wait for transmission to cease
  - think about your response
- TRANSMITTING / SENDING
  - depress and hold 'Transmit' button
  - reply briefly and accurately
  - release 'Transmit' button and await reply or acknowledgment
- CONTINGENCIES
  - Radio does not operate, check:-
    - Battery
    - Settings
    - Connections
  - Still not operating, return for replacement

Official Call Signs

As Radios are not in use at present call signs have not been designated. However in normal circumstances the call sign has two components. The First Designates the Location of the Radio, for example MCP could be 'M' which is 'MIKE' the second part is the position within MCP. Escort position may be 3. Therefore the Call Sign would be 'MIKE 3'

International Radio Codes

Yellow - Officer requiring assistance
Black - Medical alert
Green - Escape
Red - Fire or fire alarm
Brown - Hostage
Orange - Bomb threat
White - Evacuation

Phonetic Alphabet

	PHONETIC	Spoken as		PHONETIC	Spoken as
A	ALFA	AL-fah	N	NOVEMBER	No-VEM-ber
B	BRAVO	BRAH-voh	O	OSCAR	OSS-car
C	CHARLIE	CHAR-lee	P	PAPA	pa-PAH
D	DELTA	DEL-ta	Q	QUEBEC	CUE-bec
E	ECHO	ECK-oh	R	ROMEO	RO-me-oh
F	FOXTROT	FOKS-trot	S	SIERRA	see-AIR-rah
G	GOLF	Golf	T	TANGO	TANG-go
H	HOTEL	hoh-TEL	U	UNIFORM	YOU-nee-form
I	INDIA	IN-dee-ah	V	VICTOR	VIC-tah
J	JULIET	JEW-lee-ETT	W	WHISKEY	WISS-key
K	KILO	KEY-loh	X	XRAY	ECKS-ray
L	LIMA	LEE-mah	Y	YANKEE	YANG-key
M	MIKE	mike	Z	ZULU	ZOO-loo

CONCLUSION

- Radios are only used to communicate official information
- The authority for the issue and operation of 2-way radios is the Radio Communication Act 1992
- Radios provide a quick and effective means of transmission but can generally be overheard by anyone on the net or near a radio that is receiving
- Listen and think before you speak
- Transmission should be brief and accurate
- Always remember and monitor for your ‘call-sign’ or the ‘net call-sign’ [broadcasts]

QUIZ

1. List 2 restrictions on the use of radios

2. List 3 things you would check if your radio did not work.

3. What are the following emergency color codes for?
    i. Red
    ii. Yellow
    iii. Green
    iv. Black
    v. Orange
    vi. Brown
    vii. Grey
    viii. White

Hands on Operation

- Switching on - switching off
- Battery removal
- Dos & Don'ts
- Buttonology
- Switching on - switching off
- Battery removal
- Dos & Don'ts
- Buttonology

Answers to Quiz

1 Remember what you say will be heard by other people

- Use only for official business
- Use only official codes and the phonetic alphabet
- Be brief, accurate and to the point
- Always listen before you transmit
- Always think before you speak
- Remember all radio transmissions are monitored

2 Radio does not operate, check:-

- Battery, Settings, Connections

3. Red - fire
Yellow - officer requires assistance
Green - escape
Black - medical emergency
Orange - bomb threat
Brown - hostage
Grey - riot
White - evacuation

Supplement to LESSON PLAN 30

Transmitting a message

- Stations wishing to communicate on a net must make an initial transmission in the following sequence:
- THE CALL SIGN that identifies the station that is being called
- "THIS IS" to indicate that a call sign follows
- THE CALL SIGN identifying the station which is calling - e.g. "Zulu 1 - THIS IS - Zulu CONTROL".
- TEXT - the text of the information that is to be passed
- ENDING - either one of the following pro-words advising that transmission has ended by that station
- OVER or
- OUT

Responding to a message

Stations called upon to reply must respond with a three part transmission which consists of:

- THE CALL SIGN that identifies the station that required the response
- "THIS IS"
- THE CALL SIGN identifying the station which is answering - e.g. "Zulu CONTROL - THIS IS - Zulu 1"

Talkgroups

- A Talkgroup is a group of users who have a common need to communicate regardless of location
- A Talkgroup allows communication over a wide geographical area

LESSON PLAN 31 – HIV-AIDS

Method of Instruction: Lecture, discussion

Time Frame: One Hour

Performance Objectives:

To make the trainees (both inmates and staff) aware of HIV/AIDS, its causes, symptoms, treatment and preventive techniques.

LESSON OBJECTIVE: At the end of this session, each trainee will be able to :

1. Understand what HIV/AIDS is and how it is and is not spread.
2. Identify the symptoms of HIV/AIDS.
3. Know how to treat a person with HIV/AIDS symptoms.
4. Understand how to prevent getting AIDS.

Training Aids Required: Blackboard or flip chart

Resource Information: The information in this lesson plan came from several sources, including the San Francisco AIDS Foundation; however, one of the best was "Where There Is No Doctor" by David Werner and published by the Hesperian Foundation. This is a publication that is recommended for every prison and detention center, especially those with limited professional medical staff. It has been translated into more than 80 languages and information on where to obtain it can be found on the Internet at: www.hesperian.org.

INSTRUCTOR'S NOTES: *This lesson is given the same way to all audiences including staff, inmates and visitors. Where possible, obtain and pass out informative material from local, national or international health agencies.*

INTRODUCTION

AIDS is a dangerous disease spread from person to person through the HIV virus. It is now found in most countries around the world, and in many has become a leading cause of death.

HIV are the initials for "Human Immunodeficiency Virus" and AIDS are initials for "Acquired Immune Deficiency Syndrome". To help understand the disease, we can explain it by its initials:

H – Human – because this virus can only infect human beings.

I – Immuno-deficiency – because the effect of the virus is to create a deficiency, a failure to work properly, within the body's immune system.

V – Virus – because this organism is a virus, which means one of its characteristics is that it is incapable of reproducing by itself. It reproduces by taking over the machinery of the human cell.

A – Acquired – because it's a condition one must acquire or get infected with, not something transmitted through the genes.

I – Immune – because it affects the body's immune system, the part of the body that usually works to fight off germs such as bacteria and viruses.

D – Deficiency – because it makes the immune system deficient (makes it not work properly).
S – Syndrome – because someone with AIDS may experience a wide range of different diseases and opportunistic infections.

HIV/AIDS reduces the body's ability to fight disease. A person with HIV/AIDS can get sick very easily – from many different illnesses such as diarrhea, pneumonia, tuberculosis or a serious type of skin cancer. Most persons with AIDS die from diseases their bodies are no longer strong enough to fight.

HIV/AIDS is spread when blood, semen (sperm) or vaginal juice of someone with the HIV virus enters the body of another person. It can be spread through:

1. Sex with someone who has the HIV virus. That means that a person who has sex with more than one person has a higher risk of getting HIV/AIDS.
2. Using the same needle or syringe or any instrument that cuts the skin without sterilizing it. Drug users and others who share needles have a very high risk. People who use another person's razor or who use the same needle as someone else for body piercing or tattooing also have a very high risk of getting HIV/AIDS.
3. About one third of babies of mothers with the HIV virus will get HIV/AIDS.

It is important to understand that you can get HIV/AIDS from someone who looks completely healthy. Often, it takes months or years after the virus enters the body for the first signs to appear – **but the person can still spread HIV/AIDS to others through sex or sharing needles.**

HIV is not spread through everyday contact such as shaking hands, or living, playing or eating together. Also, it is not spread by food, water, insects, toilet seats or communion cups.

DISCUSSION GUIDE:

Divide the class into groups of no more than six. Give each group a sheet of paper and ask them to list the ways in which HIV can be spread on one side of the paper and list the ways it cannot be spread on the other side. Give the group ten minutes to discuss this and then call them back together.

INSTRUCTOR'S NOTES:

The purpose of the above exercise is to make sure all trainees personally understand that HIV/AIDS is spread through specific types of personal contact that they can generally control. It is also important to eliminate unfounded fear they might have because they are forced to live and work close to others who might already be infected with the HIV virus.

REQUIREMENTS FOR HIV TO BE SPREAD

Three conditions must be met for HIV transmission from one person to another to occur:

- **HIV must be present**;

  Infection can only happen if one of the persons involved is infected with HIV. Some people assume that certain behaviors (such as anal sex) cause AIDS, even if HIV is not present. This is not true.

- **In sufficient quantity**;

  The concentration of HIV determines whether infection may happen. In blood, for example, the virus is very concentrated. A small amount of blood is enough to infect someone. A much larger amount of other fluids would be needed for HIV transmission.

- **And it must get into the bloodstream.**

  It is not enough to be in contact with an infected fluid to become infected. Healthy, unbroken skin does not allow HIV to get into the body; it is an excellent barrier to HIV infection. HIV can only enter through an open cut or sore, or through contact with the mucous membranes in the anus and rectum, the genitals, the mouth and the eyes.

HOW HIV IS PASSED FROM ONE PERSON TO ANOTHER

Sexual Activity

- **Sexual intercourse (vaginal and anal):** In the genitals and the rectum, HIV may infect the mucous membranes directly or through cuts and sores caused during intercourse (many of which would be unnoticed).
- **Oral sex (mouth-penis, mouth-vagina):** The mouth is an inhospitable environment for HIV (in semen, vaginal fluid or blood), meaning the risk of HIV transmission through the throat, gums and oral membranes is lower than through vaginal or anal membranes. There are, however, documented cases where HIV was transmitted orally, so we can't say that getting HIV-infected semen, vaginal fluid or blood in the mouth is without risk.

Non-Sexual Activity

- **Sharing injection needles:** An injection needle can pass blood directly from one person's bloodstream to another. It is a very efficient way to transmit a blood-borne virus.
- **Needle sticks:** A study of over 2,000 health care workers has been underway for several years to assess the risk of their exposure to people with AIDS. Over 1,000 of these workers had a needle stick accident with a needle that had been used on a person living with AIDS. The rest had some sort of mucous membrane exposure, such as being splashed in the face with blood or vomit.

  Of all these people, only 21 show signs of being infected with HIV (as determined by the antibody test). One of these people was a nurse who had multiple needle stick accidents, another was a lab worker who was working with a test tube of infected blood that broke and cut his finger, exposing the infected blood to his bloodstream. This study shows that AIDS is a difficult disease to get, and even the intimate exposure of these health care workers was not enough to infect them, except in the most extreme cases.
- **Blood transfusions:** Since the mid-1980's much of the blood used for transfusions has been screened with the HIV antibody test. This practice has almost eliminated the risk of getting HIV through blood transfusions. However, people become HIV+ through blood products every year. The numbers are small, but it is still a problem.
- **Hemophilia treatments:** Hemophilia is a genetic disease in which people (almost all men) lack the ability to clot blood. To control the condition, hemophiliacs take Factor VIII, a clotting factor. Each dose of Factor VIII comes from the pooled blood of many

donors. Though previously the use of contaminated Factor VIII infected many hemophiliacs with HIV, currently Factor VIII is heat-treated to kill the virus and new, synthetic products have been developed that do not pose any risk for HIV and that accomplish the same function.

- **Other blood products:** Besides whole blood, platelets (red blood cells) have transmitted the virus. Current blood screening, however, should prevent all but a very few cases. No other blood products are suspected of transmitting HIV. Gamma globulin or hepatitis B vaccine does not transmit HIV.
- **Mother to child:** It is possible for an HIV-infected mother to pass the virus directly before or during birth, or through breast milk.
- **Donor insemination:** Donor semen is checked for HIV antibodies when the semen is collected. The semen is then frozen. The donor is required to come back after six months for a second HIV test to confirm the initial HIV screening. The semen is not used before the procedure is completed.

DISCUSSION GUIDE:

Have each group indicate what they wrote down about how HIV can be spread and using the blackboard or flip chart write down what each group says.

As each one is called out, explain how it fits or does not fit the criteria discussed above.

HIV IS NOT TRANSMITTED BY:

- **Insect bites:** HIV is not transmitted by mosquitoes, flies, ticks, fleas, bees or wasps. If a bloodsucking insect bites someone with HIV, the virus dies almost instantly in the insect's stomach (as it digests the blood). HIV can only live in human cells.
- **Casual contact/sharing dishes or food:** HIV is not transmitted through casual, every-day contact. Since HIV is not transmitted by saliva, it is impossible to get it through sharing a glass, a fork, a sandwich or fruit.

  Three studies of household contacts, in the U.S., Europe and Africa, have shown that AIDS is not casually transmitted by normal activities, even when people are in close living arrangements. All the studies examined households where someone had AIDS to see if any of the other members in that household had become infected (sexual contact was excluded). Many of these households included a small child as the one who has AIDS. These children continued to play with siblings in the manner that children play: wrestling, fighting, spitting, sharing food and clothes, and many other activities. No other member of any of the households shows any sign of being infected. This study shows that AIDS is a difficult disease to get, and that even the intimate exposure common among small children living together is not sufficient to transmit the virus.
- **Donating blood:** Sterilized needles are always used in taking blood from donors, so HIV is not spread in this manner.
- **Animals:** Humans are the **only** animals that can harbor HIV.
- **Contact with saliva, tears, sweat, feces or urine:** Transmission can only occur when a sufficient amount of HIV enters the bloodstream, through cuts or mucous membranes. These "bodily fluids" either contain no HIV or it exists in a quantity too small to result in transmission.

HIV is **not** transmitted by saliva. There is a great deal of evidence to support this fact. In spite of the countless numbers of people who have had saliva contact with people with AIDS – including kissing, sharing food, sharing "joints", and many other means – there is no evidence that these activities have transmitted the virus even a single time.

DISCUSSION GUIDE:

Have each group indicate what they wrote down about how HIV is not spread and using the blackboard or flip chart write down what each group says.

As each one is called out, explain how it fits or does not fit the criteria discussed above.

SIGNS OF AIDS

The signs of AIDS are different in different persons. Often they are the typical signs of other common illnesses, but are more severe and last longer.

If a combination of these three signs appear and the person gets sick more and more often, he or she **may** have AIDS (but you cannot be sure without a HIV test to detect the virus):

- Gradual weight loss. The person becomes thinner and thinner.
- Diarrhea for more than one month.
- A fever for more than one month, sometimes with chills or soaking night sweats.

The person may also have one or more of these signs:

- A bad cough that lasts for more than one month.
- Yeast infection in the mouth ('thrush' – small white patches on the inside of the mouth and tongue that look like milk curds stuck to raw meat).
- Swollen lymph nodes anywhere in the body (lymph nodes, often called "glands", are little traps for germs that form small lumps under the skin when they get infected).
- Rashes or painless dark patches on the skin.
- Warts or sores that keep growing and do not go away with treatment, especially around the genital area and buttocks.
- Feels tired all the time.

TREATMENT

If available, competent medical personnel should handle all treatment. If they are not, the following is provided.

There is still no medicine to cure AIDS, but because people with AIDS have difficulty fighting infections, the following treatments should be used:

- For diarrhea, give Rehydration Drink. Two of the ways to make this are:
    - In one liter of clean water put half a level teaspoon of salt and 8 level teaspoons of sugar or
    - In one liter of clean water put half a teaspoon of salt and 8 heaping teaspoons (or 2 handfuls) of powdered cereal (powdered rice is best, but could be finely ground maze, white flour, sorghum or cooked and mashed potatoes). Boil for 5 to 7

minutes to form a liquid gruel or watery porridge. Cool the drink quickly and give to the dehydrated person.
    - In some countries packets of Oral Rehydration Salts (ORS) are available for mixing with water.
- For thrush, use gentian violet, nystatin, or miconazole (chewing garlic or eating yogurt may also help).
- For warts, use bichloroacetic acid or trichloroacetic acid or podophyllin.
- For fever give lots of fluids, aspirin and lower high fever with a cool bath.
- Treat cough and pneumonia with antibiotics. If cough and fever last long (a month), try to take a TB test. Seek local advice about TB prevention and treatment for people with the HIV virus.
- For itchy skin, give antihistamines and treat any infection.

Persons with AIDS who have a lot of fever, diarrhea or pain need special care. This can usually be done without risk. But to prevent spreading the virus, some things should be remembered:

- Blood, open sores, bloody diarrhea or bloody vomit can spread the virus. To prevent touching these, if possible, wear rubber latex or plastic gloves or plastic bags on your hands. Wash your hands often.
- Soiled or bloody clothes, bedding or towels should be handled with care. Wash them in hot soapy water, or add some chlorine bleach.

Though all people should eat well and stay clean, this is especially important for people with the HIV virus. They should stay as healthy as possible by eating well balanced and nutritious meals; wash often; avoid tobacco (smoking and chewing) and alcohol; get enough rest and sleep; and use a condom when having sex.

New medicines called "anti-retrovirals" (ARVs, such as zidovudine (AZT), nevirapine and "triple therapy" combination drugs can help people with HIV/AIDS stay healthy and live longer. They do not kill HIV or cure AIDS, but they make the sickness easier to live with. Unfortunately, these medicines are often expensive and difficult to get.

There is no need for people with HIV/AIDS to live or sleep alone. Their skin or breathing does not spread the infection.

PREVENTION OF AIDS

- Have sex only with one faithful partner.
- Use a condom if you or your partner have had other sexual partners. **Using a condom reduces the risk of getting or giving HIV/AIDS.**
- Do not have sex with persons who have many sex partners or with persons who inject illegal drugs.
- Treat sexually transmitted infections early – especially those that cause sores.
- Do not have an injection unless you are sure the instruments are sterilized first. **Health workers should NEVER re-use a needle or syringe without sterilizing it first.** Some of the ways to sterilize equipment include:
    - Boil for 20 minutes. (if you do not have a clock, add 1 or 2 grains of rice to the water. When the rice is cooked, the equipment will be sterile).
    - Or steam for 15 minutes in a special pot called a pressure cooker (or autoclave).
    - Or soak for 20 minutes in a solution of 1 part chlorine bleach to 7 parts water, or in a solution of 70% ethanol alcohol. If possible prepare these solutions fresh each

day because they lose their strength. (Be sure to sterilize the inside of a syringe by pulling some solution inside and then squirting it out).

- Do not inject illegal drugs. If you do, do not share the same needle or syringe with someone else unless it is first sterilized with bleach or boiled for 20 minutes.
- Make sure instruments for ear or body piercing, acupuncture or traditional practices such as scarring, are boiled.
- If possible, do not accept a transfusion of blood that has not first been tested. Avoid transfusions except when absolutely necessary.
- The chances of becoming infected with HIV by handling a body fluid are extremely small, because that fluid will rarely have access to a person's bloodstream. However, anyone handling blood, semen or vaginal fluids should be careful to avoid touching them with broken skin or getting them into mucous membranes (such as those around the eye). Spills of blood should be mopped up, cleaned with soap and water, then cleaned with bleach. For maximum safety, the person cleaning the spill should also wear latex gloves or plastic bags over his/her hands, and should wash their hands thoroughly after the cleanup.
- Look for ways to educate colleagues and others, especially drug users, sex workers and others at "high risk" about how not to get or to give HIV/AIDS.

INSTRUCTOR'S NOTES:

When this section is finished, ask for questions or comments. Make sure the trainees have a full understanding of the various preventive techniques.

CONCLUSION

HIV/AIDS is a dangerous disease, but is much harder to get than most people think. You cannot get the HIV virus from casual contact with people who are infected. You can only get infected one of five ways: 1. By having unprotected sex with someone who has the virus; 2 By using a syringe and needle that is not sterilized; 3. By having your skin pierced with an unsterilized instrument that was used on a person with the virus; 4. By receiving a transfusion from contaminated blood; and 5. an AIDS carrier mother can pass the virus on to her unborn baby.

QUIZ

1. Name two ways to sterilize needles or other instruments used to penetrate the skin.
2. Explain how HIV/AIDS is spread. Give five examples of how this might occur.
3. Answer "yes" or "no" to the following:
   a. If someone throws feces or urine on you and you have an open sore, can you be infected with the HIV virus?
   b. If you clean up spilled blood and have an open sore on your hand can you be infected with the HIV virus?
   c. If someone spits on you and some of their saliva gets in your mouth or eyes can you be infected with the HIV virus?
4. List three main ways to protect yourself from being exposed to the HIV virus
5. Should people who are known to be infected with the HIV virus be separated from others? Explain your answer.

Answers to Quz

1. Any two of the following three:
   - Boil for 20 minutes. (if you do not have a clock, add 1 or 2 grains of rice to the water. When the rice is cooked, the equipment will be sterile).
   - Or steam for 15 minutes in a special pot called a pressure cooker (or autoclave).
   - Or soak for 20 minutes in a solution of 1 part chlorine bleach to 7 parts water, or in a solution of 70% ethanol alcohol. If possible prepare these solutions fresh each day because they lose their strength. (Be sure to sterilize the inside of a syringe by pulling some solution inside and then squirting it out).
2. HIV/AIDS is spread when blood, semen (sperm) or vaginal juice of someone with the HIV virus enters the body of another person. Five ways this can happen are:
   a. Having unprotected sex
   b. Using an unsterilized needle or syringe
   c. Using an unsterilized instrument to puncture the skin
   d. Receiving a blood transfusion from contaminated blood
   e. Having the virus passed on to an unborn child by an infected mother
3. a. No
   b. Yes
   c. No
4. Any three of the following:
   - Have sex only with one faithful partner.
   - Use a condom if you or your partner have had other sexual partners. **Using a condom reduces the risk of getting or giving HIV/AIDS.**
   - Do not have sex with persons who have many sex partners or with persons who inject illegal drugs.
   - Treat sexually transmitted infections early – especially those that cause sores.
   - Do not have an injection unless you are sure the instruments are sterilized first. **Health workers should NEVER re-use a needle or syringe without sterilizing it first.** Some of the ways to sterilize equipment include:
     - Boil for 20 minutes. (if you do not have a clock, add 1 or 2 grains of rice to the water. When the rice is cooked, the equipment will be sterile).
     - Or steam for 15 minutes in a special pot called a pressure cooker (or autoclave).
     - Or soak for 20 minutes in a solution of 1 part chlorine bleach to 7 parts water, or in a solution of 70% ethanol alcohol. If possible prepare these solutions fresh each day because they lose their strength. (Be sure to sterilize the inside of a syringe by pulling some solution inside and then squirting it out).
   - Do not inject illegal drugs. If you do, do not share the same needle or syringe with someone else unless it is first sterilized with bleach or boiled for 20 minutes.
   - Make sure instruments for ear or body piercing, acupuncture or traditional practices such as scarring, are boiled.
   - If possible, do not accept a transfusion of blood that has not first been tested. Avoid transfusions except when absolutely necessary.
   - The chances of becoming infected with HIV by handling a body fluid are extremely small, because that fluid will rarely have access to a person's bloodstream.

However, anyone handling blood, semen or vaginal fluids should be careful to avoid touching them with broken skin or getting them into mucous membranes (such as those around the eye). Spills of blood should be mopped up, cleaned with soap and water, then cleaned with bleach. For maximum safety, the person cleaning the spill should also wear latex gloves or plastic bags over his/her hands, and should wash their hands thoroughly after the cleanup.

- Look for ways to educate colleagues and others, especially drug users, sex workers and others at "high risk" about how not to get or to give HIV/AIDS.

5. No. The spread of HIV/AIDS does not occur from casual, even close personal contact. It is not spread through everyday contact such as shaking hands, or living, playing or eating together. It is not spread by sharing cups or even food.

Supplement to Lesson Plan 31

COMMUNICABLE DISEASES

INTRODUCTION

These are diseases that are transmitted by a specific type of contact. They can be transmitted from person to person or from one organism to another. According to the Webster dictionary communicable diseases can be defined as diseases that are caused by the entrance, growth, and multiplication of bacteria or protozoan in the body; a germ disease. Biologically communicable disease can be defined as an illness caused by bacteria or virus that can be transmitted from organism to organism. Not all infectious diseases are communicable. In many countries especially in Africa communicable diseases remain a health priority. This is because in the world over they are the top killers in terms of causing deaths.

CONTENT	**EVALUATION**
Communicable simply means being able to pass on from one organism to another, communicable disease is caused by bacteria or virus. Microbes are tiny organisms that cause disease, it is the short term for microorganisms, and they are tiny and can not be seen without the aid of a microscope, (microscopic organism). A pathogen is a disease causing organism. A virus is the smallest pathogen programmed to infect only certain body cells. A protozoa is single celled microorganism that produces that produces toxics that cause disease. A bacteria is a single celled microorganism that causes disease there are 1000 different types but only 100 cause diseases. Fungi singe celled or multi-cellular plant like organism it causes disease of the mucus membrane and lungs. Body defenses are those body systems that stop disease causing organism from entering the body The body has two lines of defense the fist one	What is the meaning of communicable? What is the meaning of the following terms microbes pathogen, virus, protozoa, ,bacteria fungi, body defenses, immunization, epidemic Pandemic and immune system?

consists of structures that form the barriers between the body and its environment • Unbroken skin • The mucous membrane • the cilia The second line of defense consists of the immune system they are specific and they attack a particular kind of invaders. Immunization this is prevention of disease by the use of vaccines to boost the immune system The immune system is a body system of cells and organs that fight disease, the T cell the B cells Pandemic is a disease out break that affects all regions of the world. An epidemic is an outbreak of disease that affects many people at a time in one region. The following are some of the various types of diseases that are communicable Influenza ,chicken pox, Tuberculosis, whooping cough, cholera, dysentery, typhoid, brucellosis, Ebola- haemorrhagic fever, bubonic plaque, hepatitis A and B and SARS –severe acute respiratory syndrome , mumps, common cold, and scabies Most communicable disease are spread by • contact with an infected person • inhaling droplets of the disease in the air • contaminated food or water • contact with a dirty object • contact with an infected animals • through sexual contact • and contaminated body fluids Potentially infectious body fluids include blood, saliva, vomit, urine, semen or vaginal secretions. The following are ways in which communicable diseases can be prevented: • Hand washing is the simplest yet the most effective way of getting and passing on many germs.	What are the human body defense systems? What does the first line and the second line of body defenses consist of? What is immunization? What is an immune system Name some of the communicable diseases

• wash with soap and water before preparing or eating food • after coughing or sneezing • after using the bathrooms • Treat all body fluids as if they were contaminated • proper clean up and de-contamination • Use personal protective equipment when handling infected persons i.e. latex or nitrite gloves goggles mouth barriers, aprons and respirators. • immunization	How are communicable diseases spread?
See a doctor incase of the following: • You have been beaten by an animal • you have difficulty breathing • your cough has lasted for more than a week • you have high fever • You have episodes of rapid heart bit • you have a rash • You have a swelling • you have difficulty seeing • You have been vomiting	How can communicable diseases be prevented? What precautions can one take to prevent communicable diseases?

Handout on COMMUNICABLE DISEASES

Introduction

Communicable diseases are usually transmitted by a specific type of contact. They are transmitted from one person to another or from one organism to another .According to the Webster dictionary these type of diseases are defined as diseases that are caused by the entrance growth and multiplication of bacteria or protozoa in the body; a germ disease. Biological definition is a bit varied but explains almost the same thing, it is an illness caused by the bacteria or virus that can be transmitted from organism to organism. Communicable diseases are infectious but not all infectious disease is communicable.

To be able to understand the concept of communicable disease the meaning of the following terms is important

Microbes this are tiny organisms that cause disease. It is a term used as a short for the word microorganisms. They are very tiny that they can not be seen without the help of a microscope (microscopic organisms).

Pathogen: it is a disease causing organism

Virus: it is the smallest pathogen programmed to infect only certain body cells.
A protozoa: it is a single celled microorganism that produces toxics that cause disease
Bacteria: it is a single celled organism that causes disease there are 1000 different types abut only 100 cause disease
Fungi it is a single celled or multi-cellular plant like organism that causes the disease of the mucus membrane and the lungs
Body defense system these are those systems of the body that stop the disease causing organisms from entering the body
The human body has two lines of the defense system the **first line defense system** consists of

- The unbroken skin forms an excellent barrier between the body and its surrounding. It prevents pathogens from entering the body
- The mucus membrane the membranes of your nose mouth and respiration are coated by a sticky substance called mucus. It serves to trap pathogens and destroy.
- Tears saliva and perspiration they contain chemicals that kill pathogens
- stomach acids, they kill the pathogens that enter through the mouth
- Fever, high body temperature may be helpful infighting infections. Many scientists believe that it stops the growth and reproduction many disease causing organisms.
- The cilia the linings of the nose throat and airways to the lungs contain cilia .This are tiny hairs that beat in a wavelike motion sweeping bacteria dirt and excess mucus away from your breathing tubes and LUNGS

The **second line of the defense system** consists of the immune system. This is a body system of cells and organs that fight disease. When an organism invades the body the T- cells and B- cells are alerted, T- cells alert the B- cells to produce anti bodies. B-cells produce anti bodies that cover the surface of the pathogen with a kind of protein; this covering on the surface of the pathogen makes it very difficult for the pathogen to attack the body cells.
Immunization; this is the prevention of disease by the use of vaccines to boost the immune system.

Pandemic; is disease that affects all regions of the world

An epidemic; this is an outbreak of disease that affects many people at a time in one region

TYPES OF COMMUNICABLE DISEASES
Scabies; this is spread through contaminated clothing and the basins and buckets that are contaminated and direct contact with infected person
Common cold; it is spread through droplets in the air and direct contact with an infected individual
Mumps; droplets in the air and contact with the infected persons
Whooping cough; it is spread through droplets in the air
Influenza; it is spread through direct contact with an infected person, it may also be airborne jumping from birds to people
Chicken pox; it is spread through droplets in the air or direct contact with an infected person
Brucellosis it spread through contaminated dairy products
Dysentery; it is spread by eating food or drinking water that is contaminated
Typhoid fever; it is spread by eating food or drinking water that is contaminated

Cholera: the germ is passed in the stool of an infected person. It is spread by eating or drinking food or water that is contaminated by the fecal waste of the an infected person
Tuberculosis; it is spread through droplets in the air contaminated milk and dairy products a direct contact with an infected person
Hepatitis A&B; Hepatitis A virus can enter a person's body by drinking something that is contaminated with stool or blood of someone who has the disease. Hepatitis B&C virus can infect a person if the mucus membranes or blood are exposed to an infected persons blood, saliva, wound exudates, semen or vaginal secretions
Bubonic plaque; it is spread to humans through bites of fleas which pick up the bacteria by sucking blood from rodents especially rats. It was last reported in 1977
Ebola –heamorrhagic fever; it is spread through contact with an infected person the contaminated body fluids, ie blood. It is one of the most recent plaques that attacked mankind in the recent past in certain parts of Africa i.e. Sudan Uganda and Congo
SARS (severe acute respiratory syndrome) it is a typical pneumonia of unknown etiology. It was recognized end of february2001. There was the recent **SARS** outbreak

HOW COMMUNICABLE DISEASES ARE SPREAD
Most communicable diseases are spread though the following ways

- Contact with an infected person
- Inhaling droplets of the disease
- In air contaminated water food
- Contact with a dirty object
- contact with an infected animal
- sexual contact
- contaminated body fluids

Contaminated body fluids
They include

- Blood
- Saliva
- Vomit urine
- semen or vaginal secretions

METHODS OF PREVENTING COMMUNICABLE DISEASE
Hand washing; it is the simplest yet the most important way of getting and passing on many germs. The following is recommended

1. Wash with soap and water before
    - preparing or eating food
    - after coughing or sneezing
    - after using the bathrooms

2. treat all body fluids as if they were contaminated
3. use personal protective equipment when handling infected persons i.e. latex or nitrite gloves ,goggles, mouth barriers , aprons ,and respirators
4. see a doctor incase of the following
    - you have been bitten by an animal
    - you have difficulty breathing

- your cough has lasted for more than a week
- you have high fever
- you have episodes of high heart beat
- you have a swelling
- you have difficulty seeing
- you have been vomiting

5: immunization

Standard Minimum Rules for the Treatment of Prisoners
Adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955, and approved by the Economic and Social Council by its resolutions 663 C (XXIV) of 31 July 1957 and 2076 (LXII) of 13 May 1977

25. (1) The medical officer shall have the care of the physical and mental health of the prisoners and should daily see all sick prisoners, all who complain of illness, and any prisoner to whom his attention is specially directed.
(2) The medical officer shall report to the director whenever he considers that a prisoner's physical or mental health has been or will be injuriously affected by continued imprisonment or by any condition of imprisonment.

World Medical Association Declaration Edinburgh on Prison Conditions and the Spread of Tuberculosis and other communicable diseases.
Adopted: October 2000.

PREAMBLE
1. Prisoners have the right to humane treatment and appropriate medical care. Standards for the treatment of prisoners have been set down in a number of Declarations and Guidelines adopted by various bodies of the United Nations (See annex).

2. The relationship between physician and prisoner is governed by the same ethical principles as that between the physician and any other patient.

3. There are strong public health reasons for reinforcing the importance of these rules. The recently reported increase in incidence of tuberculosis amongst prisoners in a number of countries reinforces the need for considering public health issues when designing new prison regimens, and for pressing for reforms of existing penal and prison systems.

4. Prisons can be breeding grounds for infection. Overcrowding, lengthy confinement within closed, poorly lit, badly heated and consequently poorly ventilated and often humid spaces are all conditions frequently associated with imprisonment and which contribute to the spread of disease and ill-health. Where these factors are combined with poor hygiene, inadequate nutrition and limited access to adequate health care, prisons can represent a major public health challenge. Keeping prisoners in conditions which expose them to substantial medical risk constitutes a humanitarian challenge. An infectious prisoner poses a risk not only to other prisoners but also to prison personnel, the prisoner's relatives, other prison visitors and the wider community when the prisoner is released. The most effective and efficient way of reducing disease transmission is to improve the prison environment, targeting overcrowding for the most urgent action.

5. The increase in active Tuberculosis (TB) in prison populations and the development within some of these populations of resistant and especially "multi-drug" resistant forms of tuberculosis, as recognised by the World Medical Association in its Statement on Drug Treatment of Tuberculosis, is reaching very high prevalence and incidence rates in prisons in some parts of the world.

6. Other conditions, such as Hepatitis C and HIV Disease, do not have as high a risk of person-to-person communicability as tuberculosis but pose transmission risks from blood to blood spread, or sharing and exchange of body fluids. Overcrowded prison conditions also promote the spread of sexually transmitted diseases. Intravenous drug use will also contribute to the spread of HIV as well as Hepatitis B and C. These need specific solutions that are not dealt with in this statement. However the principles set out below will also be helpful in reducing the risk from such infective agents.

7. The World Medical Association considers it crucial both for public health and humanitarian reasons that careful attention is paid to:

2. ensuring that the conditions in which detainees and prisoners are kept, whether they are held during the investigation of a crime, whilst waiting for trial, or for punishment once sentenced, do not contribute to the development, worsening or transmission of disease. This also refers to the conditions in which persons are held while going through immigration procedures, although prisons should not normally be used to house such persons;

3. ensuring that prisoners are not isolated, or placed in solitary confinement, without adequate access to health care and all appropriate responses to their infected status;

4. upon transfer to a different prison, inmates' health status should be reviewed within 12 hours of arrival to ensure continuity of care;

5. ensuring the provision of follow-up treatment for prisoners who, on their release, are still ill, particularly with an infectious disease. Because interruptions of treatment may be particularly hazardous both epidemiologically and to the individual, planning for and providing continuing care are essential elements of prison health care provision

8. Physicians working in prisons have the duty to report to the health authorities and professional organisations of their country any deficiency in health care provided to the inmates and any situation involving high epidemiological risk for them. NMAs are obliged to protect those physicians against any possible reprisals.

9. The WMA calls upon member associations to persuade national and local governments and prison authorities to address urgently these aspects of health promotion and health care in their institutions, and to adopt programmes that ensure a safe and healthy prison environment.

COUNCIL OF EUROPE. COMMITTEE OF MINISTERS. RECOMMENDATION No. R (98) 7 OF THE COMMITTEE OF MINISTERS TO MEMBER STATES CONCERNING THE ETHICAL AND ORGANISATIONAL ASPECTS OF HEALTH CARE IN PRISON
Adopted by the Committee of Ministers on 8 April 1998,at the 627th meeting of the Ministers' Deputies.

A. *Transmitted diseases, in particular: HIV infection and Aids, Tuberculosis, Hepatitis*

36. In order to prevent sexually transmitted infections in prison adequate prophylactic measures should be taken.

37. HIV tests should be performed only with the consent of the inmates, on an anonymous basis and in accordance with existing legislation. Thorough counselling should be provided before and after the test.

38. The isolation of a patient with an infectious condition is only justified if such a measure would also be taken outside the prison environment for the same medical reasons.

39. No form of segregation should be envisaged in respect of persons who are HIV antibody positive, subject to the provisions contained in paragraph 40.
40. Those who become seriously ill with Aids-related illnesses should be treated within the prison health care department, without necessarily resorting to total isolation. Patients, who need to be protected from the infectious illnesses transmitted by other patients, should be isolated only if such a measure is necessary for their own sake to prevent them acquiring intercurrent infections, particularly in those cases where their immune system is seriously impaired.
41. If cases of tuberculosis are detected, all necessary measures should be applied to prevent the propagation of this infection, in accordance with relevant legislation in this area. Therapeutic intervention should be of a standard equal to that outside of prison.
42. Because it is the only effective method of preventing the spread of hepatitis B, vaccination against hepatitis B should be offered to inmates and staff. Information and appropriate prevention facilities should be made available in view of the fact that hepatitis B and C are transmitted mainly by the intravenous use of drugs together with seminal and blood contamination.

LESSON PLAN 32 – Ethics for Correctional Personnel

CODE OF CONDUCT FOR CORRECTIONS OFFICERS

INTRODUCTION: A Corrections Officer must be able to respond in a professional manner to as many known situations as can reasonably be expected to occur.

OBJECTIVES	CONTENT	EVALUATION

By the end of the session, the participants will be able to: Explain ethics and professionalism.	**Definition of Ethics and Professionalism** Ethics is making choices between right and wrong … doing what is right. Generally, the conscience is the guide. ➢ Avoid ethical problems by: Using good reasoning Acting in good faith Doing job fairly & honestly Respecting rights of others Following rules & regulations Ethics and Action: Ethics is about putting principles into action. Consistency between what we say we value and what our actions say we value is a matter of integrity. It is also about self – restraint: ➢ <u>Not doing what you have the power to do.</u> An act isn't proper simply because it is permissible or you can get away with it. ➢ <u>Not doing what you have the right to do.</u> There is a big difference between what you have the right to do and what is right to. ➢ <u>Not doing what you want to do.</u> In the well-worn turn of phrase, an ethical person often chooses to do more than the law requires and less than the law allows. Professionalism is an act of participating in an occupation that requires significant education, training or experience, and involves specialized skills and requires the highest degree of commitment and dedication ➢ Professionalism carries PRIVILEGES of: Camaraderie Job security Opportunity for advancement Respect of the public	What is ethics and professionalism?

Explain the basic social ethics concepts.	Knowing YOU make a difference ➢ Professionalism carries RESPONSIBILITIES: Continual training Fairness Honesty Highest standard of ethical conduct **Basic Social Ethics Concepts** ➢ Ethics are among other things, a set of rules and standards which govern individual conduct. ➢ Every aspect of human behavior is influenced by personal values, but values are not easily defined or achieved. ➢ As public servants, we are expected to abide by standards of conduct established. The public has entrusted us with a large responsibility, it demands that we abide by the highest ethical standards and is quick to criticize when we fail to live up to those standards. **Misconceptions About Ethics** ➢ Ethics is not something that good people need to worry too much about. ➢ Idealism is incompatible with realism. ➢ People concerned about ethics dismiss every pleasure and are just holier-than-thou. ➢ Principle subject mater of ethics is moral problems as opposed to the formation of habits of good character. ➢ If other officers are not concerned, then it is acceptable. People have lots of reasons for being ethical: ➢ There is inner benefit. ➢ There is personal advantage. ➢ There is approval. ➢ There is religion. ➢ There is habit.	What are the social ethics concepts?

List the typical misconceptions about ethics. Explain why the need to be ethical? Enumerate and explain the major points contained in the Code of Ethics.	**Major Points Contained in the Code of Ethics** ➢ Fundamental Duty ➢ Safeguard lives and properties ➢ Constitutional rights ➢ An example to all ➢ Courageous calm ➢ Self – restraint ➢ Honest in thought and deed ➢ Confidential ➢ Personal feelings ➢ Fear or Favor, Malice of Ill Will, and with Dignity ➢ Unnecessary force ➢ Gratuities ➢ **Ethical Decision – Making Tools** 1. Six Pillars of Character ➢ Trustworthiness ➢ Respect ➢ Responsibility ➢ Fairness ➢ Caring ➢ Citizenship Groundwork for Making Ethical Decisions ➢ Taking choices seriously ➢ Recognizing important decisions ➢ Good decisions are both ethical and effective ➢ Discernment and discipline ➢ Stakeholders Seven – Step to Better Decisions ➢ Stop and think ➢ Clarify goals ➢ Determine facts ➢ Develop options ➢ Consider consequences ➢ Choose ➢ Monitor and modify Rationalization in Making Decisions ➢ If it's necessary, it's ethical ➢ The false necessity trap ➢ If it's legal and permissible, it's	What are the misconceptions about ethics? What the reasons for a Corrections Officer to be ethical? What are the major points contained in the Code of Ethics?

	proper ➢ It's just part of the job ➢ It's all for a good cause ➢ I was just doing it for you ➢ I'm just fighting fire with fire ➢ It doesn't hurt anyone ➢ Everyone's doing it ➢ It's OK if I don't gain personally ➢ I've got it coming ➢ I can still be objective	
Apply the Ethical Decision – Making Tools. Differentiate ethical & legal behaviour. Apply ethical and legal behaviour in Corrections work.	Ethical & Legal Behaviour ➢ Is what's legal always right? ➢ Is the law THE source for judging ethical or moral behaviour? ➢ "Ethical" and "legal" are not the same. ➢ You can follow the law to the letter… and still violate professional ethics.	What are the ethical – making tools? What is the procedure in making ethical and better decisions? What is ethical and legal behaviour. Give examples in Corrections work?

SECTION IV

TRAINING TECHNIQUES AND TRAINING OF TRAINERS

THE BASICS OF MODERN TEACHING TECHNIQUES

When establishing a training program, probably more difficult than determining what to teach is the problem of our instructors learning how to teach. Many of our experienced personnel can do the various tasks in perfect harmony with the goal to be accomplished. Because of this, they are often chosen to teach the craft of corrections to basic trainees and even to experienced peers who wish to upgrade their skills. Unfortunately, experience, proficiency and even personal performance skills have little to do with the ability to teach others. Individuals learn at different paces; each class of students develops its own identity and personality. How does a teacher know when a student has acquired the necessary knowledge? How, in a classroom filled with people, does an instructor get the quiet and shy to participate without stifling those eager to participate? What question should an instructor ask and at what time during the lesson and to which student? What should be written on the blackboard? When should that become a group discussion? When should it be a discussion only between students? What follows is intended to answer those questions and to provide a general road map on the modern techniques which correctional instructors can and should use.

Much of the information presented below comes from the Harvard-Danforth Center for Teaching and Learning and specifically from ten of its gifted and experienced lecturers. Teaching is an art, a craft and a science and I make no apologies for stealing ideas and in many cases direct quotes from those who are recognized leaders in this difficult and wondrous field.

TEACHING

Most learning does not occur in the classroom. Much is learned on the job, or in the home or with friends or through individual interest. So what is the purpose of the classroom? What is the role of the teacher? The teacher is the magnet that brings student and knowledge together. both the teacher and the classroom offer structure, support and a method to evaluate what has been learned. a trained teacher can anticipate problems the student will have learning specific material. a teacher helps the student find the appropriate pace to tackle information and the course structure allows the random data gained from unsupervised study and life experiences to be interpreted and added to a chain of learning that leads to a comprehensive understanding of a particular subject. The teacher initiates discussions and provides a critical reaction. Not only must students absorb information, but they must also be able to answer questions about that information and to defend their conclusions. The teacher provides the motivation for students to reach beyond their self-imposed limits. The group dynamic of a classroom, when led by an experienced teacher, allows the students to share ideas of others and to accept or reject beliefs, standards and information that can be ignored or evaded when studying alone.

STARTING OFF

The first day of class is when the students "check out the professor" and find out what will be covered in the course. Most will have had some contact with former students or will have seen an outline of the course. As much as we would like the major concern of

the students to be the material to be covered, we know that they are equally and usually more concerned about how difficult it will be and what will be the minimum required of them. Students, during the initial contact with their instructor, are attempting to find out what they will be expected to read, how they will be tested and also the less tangible elements of the course such as the way the classes will be conducted, how much student-teacher interaction there will be and how they will be treated when they ask a question. The first meeting of the class establishes the tone that will last the entire course. It is during the first hour of the first class that the teacher must establish the framework which will take the students from where they are personally, academically and philosophically to their final position at graduation.

Some of the beginning teacher-student contact is around the established course outline and is very explicit. However, the informal communication provided by the instructor's attitude and behavior and body language provides much of the students' expectations about the way the class will be run, the requirements for being prepared for class, and the sort of relationships this particular instructor is willing to establish with students.

Students also communicate with instructors on more than one level. An effective teacher must learn to recognize that the class is composed of individuals, each arriving with a different background, different goals, different ethics and different values. In order for the teacher to control the learning environment and help students achieve their goals, he or she must learn about the students. One task of the first day is to collect information about the students by asking them to respond to a series of questions. The instructor must also begin to "read" the behavior of the students in order to become sensitive to the individual in the classroom process.

During the first class, the instructor should tell the students as specifically as possible what material will be covered in the course and why. The description should show where the course fits in to the scope of the field of corrections and what specific issues will be covered in detail. One way to do this is to go over the outline of the course and to explain the reading material to be used.

In this beginning session, instructors should try to convey enthusiasm about the course material. They may offer information on themselves and explain their own interest in corrections, what their particular specialties are and why they find the field exciting. The teacher might also point out the relevance of the course material.

Students are very concerned about the workload and won't be ready to listen to other topics until they know how much work will be required of them. They will also have concerns about the type and frequency of tests. Students should be told during the first day of class how they will be graded and what will determine passing or failing both individual elements of the class and the entire course.

The instructor must specify how he or she expects students to prepare for the class and the kinds of questions they should think about preparing for class. In the case of an introductory course, the instructor should offer some tips on how to study the material. If the students will need a special skill, such as unarmed self-defense, the instructor should indicate when it will be taught.

Finally, the standard operating procedure of the class should be established. These range from the time at which class will begin to the acceptability of raising questions: will there be time set aside for questions during class or can students raise their hands to ask questions at any time or should all questions be saved for office hours? Students should be told the extent to which the course will be organized around lectures as opposed to discussion and practical demonstrations.

Just as students see the first day of class as the time when they learn about the instructor and the way the class will be run, the first class meeting also provides an opportunity for an instructor to begin learning about his or her students. Learning involves altering beliefs and changing thought processes. To be successful in helping students learn, the instructor needs a sense of their beliefs and modes of analysis at the outset of the course. This allows a more precise choice of examples, assignments, and discussion topics to help carry the students from their starting point to the desired end point.

At the most basic level, instructors should learn the names of their students. Students generally work harder and respond in a more positive way if they believe the instructor views them as individuals rather than anonymous faces in a crowd. In addition, the instructor's use of names helps students get to know one another so they may interact in class more easily.

There are several things an instructor might do to make learning names easier. One technique is to have each student fill out an index card giving his or her name and some personal information mentioned below. The instructor must not compromise the student's right to privacy. At a minimum, the instructor should be able to justify each request for information by explaining how it will be useful in teaching the course, and should be willing to provide similar autobiographical information. Some suggested information that might be useful:

1. The student's address and phone number. This is useful if the instructor needs to contact the student during the course in regard to an assignment or a student's extended absence from class. The address may also indicate which students are likely to know one another outside of class. The telephone number will also be useful if the instructor decides after class he wants a particular student to discuss an issue in the next class, without taking the student by surprise.
2. Other courses taken in the field and in related fields. The student background in the discipline helps establish his or her familiarity with ideas like those developed in the course.
3. Job and military experience. This may also indicate to the instructor who the resource people are for certain types of information, the types of examples that are appropriate, and the way individual students might handle a discussion question.
4. The student's home town. This information indicates which students can be used as resources in a class discussion of a particular example according to their familiarity with the characteristics and problems of urban or rural areas or various parts of the world.
5. Why the student is taking the course.

Instructors should also be aware of seating patterns in the class. Some students are eager to sit up front. Others are less interested and are taking the class only because it is a prerequisite for employment. Students tend to establish seating patterns early in the course and maintain them. Thus, any deviation from this established pattern is a potential source of information. Students may relocate as new friendships develop and groups form, composed of people who prepare for class together. a student may retreat to the back of the room if she or he is unprepared for class, is preoccupied with a personal problem, or is losing the thread of the course. The instructor should avoid calling on these people when they have not volunteered. Lack of sensitivity on the part of the instructor can greatly affect the working relationship that exists in the classroom, not only between the student in question, but between the instructor and the entire class: students tend to bond together if their cohort is attacked in a moment of weakness. If a student's unusual behavior persists, the instructor should talk to him or her outside of class.

If possible, the instructor should arrive at class early. This provides an opportunity to talk informally with students and to observe the cultural patterns of the class.

The heart of teaching is communication. People communicate both verbally and nonverbal, by their attitudes and behavior. All of these forms of communications are important in the classroom because they help students and the instructor understand one another. Only through careful attention to details and recognition of the human aspects of the process can the instructor gain the control of the classroom that is the prerequisite for learning.

METHODS

LECTURES: The difference between a lecture that stimulates the students and provides them with the maximum amount of information and one that fails is best summarized in one word -- planning. a lecture must, in a pre-defined period of time, give facts, interpretations, examples AND must show the relevance of that information and how the various bits of information fit together.

Most lectures should be contained in a fifty-minute period. The lecture must show how its contents ties into the information presented in previous classes in order to place the students on familiar ground. Many good lectures allow some time to talk about the broad view in addition to the narrow limits of the specific subject being covered. This requires that the lectures be planned as part of an overall class strategy and that they be prepared, at least in outline form, well in advance. Once the overall plan is prepared, then comes the planning of each lecture in detail.

Lectures will provide the basic framework that holds the overall class together. The lectures help bring the assigned readings, discussions and practical sessions into line with the goals of what must be learned. The teacher must never assume that the students will be prepared for the lecture because they have read the advance material or understood all that has been covered previously. Most students will fall behind at some time during the course; some will lag from the very beginning. One of the jobs of the lecturer is to introduce books or articles from the assigned reading list and to whet the appetite of the students to understand their value and importance. Other classes that contain discussions or demonstrations or practice should not duplicate the lectures, but should complement them.

The key to a good lecture is delivery. All the planning and preparation in the world will not by itself insure a successful course; the expert who cannot communicate what he or she knows is useless as a teacher, for the art of teaching is to help others understand by making their knowledge accessible. That means that the lecturer must follow several steps:

I.The lecturer must develop and use notes. These need not be a verbatim text, but must at least be a detailed outline, with the major points and transitions between them set out legibly. Ten pages of typed, single-spaced notes, including quotations written out in full, is generally a maximum of what can be used in one fifty-minute lecture.

II.Delivery must be planned and practiced. The delivery of the lecture should be lively and engaging. The teacher must learn to vary his or her speed, speaking slowly and emphatically when covering an important point, relaxing and picking up the delivery when moving on to another point. Under no circumstances should the teacher speak as rapidly as they would in normal conversation, since students need time for words to sink in and to take notes. a way to understand and develop the proper rhythm is to mimic the delivery

speed of a news broadcaster on radio or television. You will discover that he or she is speaking much more slowly than you imagined.

III.Variety and balance must be worked into each lecture. In order to hold the students' attention, the teacher must alternate between general information and detail, difficult concepts and easy ones, gravity and humor. Special attention should be paid to the preparation of the first ten minutes and the final five minutes of each lecture. It is important to start well and end well since that is when students will be most receptive to the message. One of the best ways is to begin with a problem and end with a solution. During the thirty-five intervening minutes you can present the logical steps and illustrative material leading from one to the other, being especially careful to watch for signs of students' boredom about halfway through the lecture. This is the dead point for most audiences; if you have any entertaining stories that relate to your argument, use them here.

IV.Use aids to keep the students' attention. Besides your voice, you have your body. Movement away from the podium, pointing and gestures all help keep interest and emphasize points. Blackboards can be used to write unfamiliar terms or dates or to put up diagrams. Some instructors, prior to the beginning of the lecture, will outline the material to be covered on the blackboard and then point to it during the talk. Two of the rules to remember when using a blackboard are to be sure that you are speaking audibly when your back is to the class, and that everyone has copied what seems pertinent from the board before you erase it. Other valuable aides include slides, charts, models and pictures. Make sure they can be seen by all and check to insure equipment is working and you understand it before the class begins.

V.The physical setting of the lecture room affects both lecturer and students. Adequate lighting, easy access to a blackboard, ability for all to hear, comfortable seating all help a great deal. However, often the room will not be perfect. It is up to the instructor to visit the room before the first class begins. It is at this time that adjustments to the normal routine of the lecture can be planned or minor changes in the room made. The bottom line is simple -- the instructor can do little about the setting, but can do a great deal with his or her own delivery to adjust to any situation.

When surveyed, most students indicated that what they value most in a lecture is enthusiasm. Not only does enthusiasm convince students of the instructor's love of the subject, but it can be contagious and motivate students to do the course reading and to want to learn the material. Students also prize clarity. They like a well-ordered course because it helps them retain what they hear. Lecture organization and clarity also helps the students take good notes for later reference.

Watching the audience during the lecture will provide useful information to the teacher. If the students are motionless except for taking notes, then most are with you and all is well. Yawns, fidgeting, staring out of the window are all obvious trouble signs; the more restless the class, the more bored it is. The test tactic is to move quickly to your next substantive point. It is also a time to vary your delivery to make sure you are being heard or speaking slowly enough. There are times in a lecture when something goes seriously wrong and you find yourself forced to react on the spot. If you make a slip of the tongue that elicits laughter or hisses, correct the error (apologize if need be) and move on. If lights go out or pipes begin to bang, send someone for the janitor and explain to the class that you have done so. If your problem is an openly disruptive student or students, however, then you are going to have to show some diplomatic flair. In general, the class will side with you and against the rowdy types as long as you act in a civil manner and do not overplay your authority. To give a little, and then be firm but polite is the best rule.

After class, don't leave immediately. Give students an opportunity to come up to ask specific questions or to discuss a point with you. This helps their learning and provides feedback on how the class went. Ask colleagues to sit in on occasion so they can let you know what might be presented differently. Videotaping your lecture will allow you to see yourself as the students do. You can find mannerisms that might annoy the audience or identify habits you were not aware of. You can also see and hear your delivery and make changes if appropriate.

QUESTIONS:

When a student asks a question, it is almost always directed to the content of the class. a teacher's question is often more complex in its intention -- the teacher may wish not only to raise a certain issue, but also to change the tempo of the discussion or to involve a quiet student in the dialogue. In other words, the teacher must be aware of, and responsible for, all three interrelated dimensions: the content (what the class is about), the process (how the class is functioning) and the persons (who is involved in the class).

The teacher's primary tool is the question. For a question to be effective, it must ask about the right issue, at the right time, to the right person. Suppose, for instance, that a student has just made a comment about the purpose of corrections in society and you want her to expand on it. If the class dynamics have been satisfactory and the student's participation in the class unproblematic, than one might simply ask, "Mary, could you elaborate on that point a little further?" Suppose, however, the class process has been such that the teacher would like to increase the student-student interaction. One might say in that case, "Mary, could you relate that to what John was saying earlier?" It may be that Mary did not really listen to what John had said, and the teacher might have to help a bit at first. But if one starts asking questions that require students to respond to each other, they will become more attentive. If the teacher wants students to examine anyone else's view critically, the teacher might try to force a confrontation by asking, "Then you don't accept the interpretation John just gave?" To increase confrontation, ask questions of people sitting across the room from each other; to decrease it ask questions of people along the same side. It is easier to argue with someone whom you face at a distance.

In terms of content, questions may elicit a factual or an interpretive response: that is, a question may ask for a straight-forward answer ("What is the effective range of the MKIII Tear Gas gun?") or for an arguable one ("Which non-lethal weapon is more effective?"). Factual questions help clarify a point. Factual questions may work well as a warm-up for more complex and abstract questions. Factual questions are relatively nonthreatening and so may be a way of involving a well-prepared, but shy student in the discussion. An interpretive question, on the other hand, requires the student to go beyond the letter of the text in order to relate, criticize, clarify, justify, extrapolate, or apply the ideas under discussion. Any effective discussion will go back and forth between the factual and the interpretive.

There are at least five ways in which questions can be specifically designed to accomplish a change in the discussion process:

1. a question may create a break, to start over, or to mark the transition from one point of the discussion to another. "That was one way of looking at it. What is another?" This gives the class a chance to return to square one and start over. Similarly, simple factual questions can be used as a quick review of where the discussion has gone or to pick up the tempo of the class. a series of short, quickly answered questions that are not too simple tend to make the class more alert and ready to handle more difficult issues. Their

purpose is not really to elicit information, but rather to accomplish something in the classroom dynamics.

2. a question can facilitate the process of discussion by including a specific qualifying instruction with it, such as, "In a few words . . ." or "If you had to pick just one . ." Such questions are obviously designed to elicit something other than definitive analysis. They set a lively tempo for the discussion and establish a cornerstone on which the class can build.

3. Questions such as, "If you were to generalize . . ." or "Can you give some specific examples?" can move a class discussion from the too detailed to the more general or from the abstract to the practical.

4. a question may serve the discussion process by making reference to students' comments, such as, "Harry, would you tend to agree with Rick on that point?" As noted before that helps with student-student interaction. Or a question can be used to emphasize an earlier point that was not fully appreciated by the class at the time. If the teacher refers back to Rick's earlier comment, students infer that it was something important.

5. a question may be used to elicit a summary or give closure, as in, "Jennifer, if you had to pick two or three themes that recurred most often in our discussion today, what would they be?"

The art of questioning involves a cultivation of skills. For a few classes, one may work on personalizing questions. One can develop one's technique by imagining classroom situations and working out appropriate responses. Then one can try the new skill in a real classroom discussion. Finally, one should review the particular session (videotapes can be invaluable) in order to see how it can be improved. Skillful teachers use questioning in such a way that they seldom have to lecture during a discussion.

DISCUSSION:

The atmosphere in the classroom emanates in part from the instructor's own temperament in response to the role: the climate is determined by the leader's perceived humanity -- intellectual openness, respect for others, gentleness toward ignorance, ability to convey warmth and enthusiasm for the material.

Many instructors find they are more comfortable, and the discussions more relaxed when they play down their "teacher role." One way to do this is to sit down in the midst of the students, thus communicating a willingness to be a participant in the discussion, rather than its master. In practice, this means that the instructor has to arrive early enough to take a seat, arrange the chairs in a circle in a circle or a half-circle or around a table, and talk to students beforehand in an informal way. In the conversation before class, the teacher can ask the students how they responded to the readings, and take cues from their answers to determine the course of the discussion to follow.

Even the most relaxed and humane person may find that the class is silent, however, or that some students suffer from their own nervousness or others' malice, despite the good example before them. The practical suggestions that follow are aimed at increasing student participation and reducing tensions -- directly through stimulating and monitoring discussion and indirectly through eliminating potential sources of discomfort.

1. Having students prepare short "opinion papers" has proven to be extremely useful in encouraging students to study the subject from printed material and to help them form opinions about it. If a brief paper on some aspect of the current discussion subject is required from the students, this guarantees that each student will be a "specialist" on some topic, and will have a point of view already defended in writing.

2. Assigning topics to students (who voluntarily accept the assignment) and having them present reports during the next session, requires students to do the reading and become responsible for teaching one another. Sometimes it is useful to assign two students to the same piece of reading and invite them to complement or question each other's presentation.

3. Many problems in the classroom can be solved by using "difficult" students as resources, in the very situations in which one's first reaction might be to avoid or silence them. The knowledgeable and eloquent student, for example, who sometimes tries to dominate small discussion groups, can often be soothed into self-restraint by being asked from time to time to expound on some area of interest. The ignorant but talkative student

may become more cautious about jumping on the conversation, when given the same polite treatment.

a teacher must be prepared to deal, in a diplomatic way, with the student of special, unpredictable philosophical, religious, or political convictions. Such students may be voluble and dogmatic, especially if they are in the process of creating or losing their faith, or if they feel that their perspective is dismissed or ridiculed by their classmates. Instructors need to be conscious that racist and sexist attitudes can and do erupt in the classroom discussion periods. Besides being prepared for racist or sexist language or examples from students, the instructor must be careful to purge his or her own presentations and responses from offensive language.

The chief aim of a teacher, in discussion sessions as elsewhere, is still to make intellectual enthusiasm live. Without that, little real learning -- and possibly no permanent learning -- can take place. There is no magic formula for instilling enthusiasm during a discussion. Different techniques will be required at different times. However, by establishing a congenial atmosphere, the instructor can increase the frequency with which students participate in the learning process and the likelihood that they will enjoy and become excited by the subject matter.

PARTICIPANTS

Teachers.

Just as the degree and style of learning during a course may vary over time and can be greatly affected by the pacing and selection of course material, so, too, the roles of teachers and students do not remain static.

As the class evolves, the instructor must vary his or her style or methods to keep pace with the changes taking place in the students. As students move from total ignorance of the subject to qualified practitioners, the instructor must show respect and acceptance of the students' development. That means talking to them differently, allowing them to talk more and showing respect for their opinions. That means that preparation for each class must conceive of the purpose for which a teaching style is adopted, a conversation in class begun, a lecture presented.

Students.

A teacher's plans for the life of the class should carefully provide opportunities for students to change, discovering new and more mature selves. As some students learn more about the profession they may become more enthused with the prospect of being part of it. Other students may begin to find it is not what they want to do with their lives. Different students will see the same subject, the same example, the same principle in very different ways. Some will fight for individuality, others will want to melt into the group and be noticed as little as possible.

Student-Faculty Relationships.

Most of the previous discussion has kept student and teacher roles separate. The interaction between student and teacher is important to monitor and keep in its proper perspective. The teacher who wants to be the "parent" of the students or the "best-friend" of the students runs the danger of showing favoritism or hurting the learning process by giving up classroom discipline for popularity. This is not to suggest that personal development, cultivation of character, and even friendship are not legitimate goals in teaching, but rather than one must distinguish between these qualities and the desire for popularity.

One's classroom identity needs careful and considered control. Certain relationships with students are totally inappropriate. Neither department nor agency gossip nor a physically intimate relationship with a student have any place.

GRADING AND EVALUATION

The evaluation of students' work is one of the most difficult of a teacher's tasks. It is not within the power of instructors to make grading and evaluation painless, but the amount of pain caused can be kept to a minimum and the usefulness of evaluations can be made greater by analyzing how and why we grade. It is important to remember that grading is inherently subjective.

It is important that the students get the exam they are prepared for, or are prepared for the exam they will get. The material to be covered on the exam should always be clearly delineated for the students. To prepare properly they should know whether an exam is to be comprehensive or only since the last test, and whether some particular aspect of the course is to be stressed. In the making of the exam, identifications, short answers, and multiple choice questions test factual knowledge as well as a student's ability to place a bit of information in context. Questions like these enable you to cover a lot of material, and the students' ability to answer a number of these questions suggest a good understanding of the subject. These brief, generally factual questions imply a deeper knowledge of the subject but do not actually test it. Essay questions test students' ability to synthesize the material of the course for themselves. a good essay question should push the students to think over the implications and ramifications of what they have learned, and not merely to recall what they have read or heard.

In designing an exam, the instructor should decide how directive he or she wants to be. If all students are to answer the same question, it is often easier to grade comparatively. To some extent, subject matter influences the type of test to be given. Courses that stress mastery of a body of material, like legal rights of offenders or operation of weapons, are more likely to be directive than tests on subjects that call for understanding overall principles such as correctional history or theory.

Whatever kind of exam is chosen, it should be administered with some care. The students should know at the beginning of the course how many exams there will be and when, so that they plan accordingly. In a more objective exam, students should be advised to pass over questions that they do not know immediately and return to them later, after answering those that they do know. The exam directions should be clearly stated at the beginning of the exam, the exam itself should have been carefully proofread, and the teacher should plan to stay in the room during the exam period to answer questions and to insure fair exam conditions.

THE FINAL CLASS

Much time was spent in the beginning of this paper on the first class, how it should be organized and how the tone should be set. The final class of the course is also important. The final class is not the time for new material or to catch up on everything that was left out. Rather, the final class should review the course work and the students own development, perhaps return to the outline presented in the first class and, in short, hold the course up for examination and give it a finish. The last class, like true scholarship, does not close the topic: the very ending should direct the attention of the students to the next logical questions they will want to ask while on the job, and most of all to leave the students not in panic about going to work, but in anticipation of continuing to learn while they serve.

COACHING

No training program can adequately prepare a person for everything they will find when they actually begin the job. Class work, skills practice are excellent and necessary, but must be supplemented with help from senior staff. One of the worst things that can happen to a new officer is for an experienced staff to tell him or her, as they begin their job, AForget what you heard in training, just listen to me.@ Often senior staff has, for a variety of reasons, forgotten some of what they learned or become sloppy in the application. Thus, in order to get the proper benefit of experienced staff and in order to make experienced staff feel a part of the training program, formal Acoaching@ training should be given to them. What follows is a lesson plan on coaching for experienced staff who will be paired with new personnel.

Lesson Title: Coaching Skills

Method of Instruction: Lecture, discussion, demonstration, structured role play

Time Frame: 2 Hours

Performance Objectives: At the end of this session with-out the aid of instructional materials, the participants will:

l. Define the term or concept of coaching, relevant to the relationship

2. Describe the techniques of conducting a coaching interview according to guidelines| developed by Morey Stettner

3Describe the purpose of demonstrations.

4Identify six basic steps in structuring the process of developing and conducting demonstrations according to

5Conduct a coaching interview, according to the coaching interview checklist.

DISCUSSION GUIDE:

Pair the group off --the entire lesson is conducted as a combination of open discussion and role playing

---

INTRODUCTION

In approximately two weeks, a probationary correction officer will be assigned to work with you. Let=s consider that first meeting. Each of you have been paired off with a partner. For the next 6 minutes, I want you to meet each other.

1) greet each other as if you are meeting for the very first time

2) one person interviews the other for the first 3 minutes. You will then switch interview should be personal; get to know your partner ie: special interests, special talents; family; etc.

3) each of you will then present (introduce) your partner to the group.

DISCUSSION GUIDE:

Ask the group the following

- How did you feel when you were being introduced to the group?
- Do you feel that your interviewer has a good grasp of you?
- Do you feel that, based on your interview, you have a good grasp of your partner?
- What dynamics are involved during a first meeting? What are examples of some of the things that you do? What is the first overall picture that you pay attention to?
- What is the non-verbal communication?

a) clothing b) posture c) overall hygiene

- What about the handshake? ie. limp vs. firm; partial vs. full
- What about eye-contact? ie. direct, indirect, not at all.
- Other considerations

a) posture, b) space (positioning), c) listening (active/non-active), d) language (slang vs. standard) |

As you can see from this brief exercise, there are numerous interactive cues that impact a first meeting (first impression). These are just a few considerations for you to bear in mind, as you meet the probationary officer assigned to you for the first time.

Several times during this training program, experienced officer, such as yourselves, have been referred to as coaches. What is coaching?

It is: Assisting, training someone on "how to improve", "how to do".

In order to this effectively, what kind of relationship will the coach need to have with the probationary correctional officer? (ie. respectful, accepting; positive, etc.). Remember, your goal is to coach individuals through positive people management. Dealing effectively with the probationary officer means helping them to strive for excellence. This can be achieved through a positive tone in all interactions, particularly when related to job appraisals and corrections for improvement. During this session, we are going to look at descriptions of techniques for making the coaching process a success for both you and the probationary officer.

In the Field of Management, often times analogies are drawn between how a supervisor treats his/her staff and now he/she would treat his/her car. For example: What do you do when you notice something unusual with your car? Do you get it checked out immediately or ignore it until something definite happens; fix the problem immediately before it gets expensive, or wait and see how long it will last; get a new car.

Some supervisors see something wrong, but they ignore it. At some point this Aminor" problem becomes worse. There are other supervisors that will move-in on the problem when it is first observed. This type of supervisor will always provide on-going training and guidance to avoid problems.

Oftentimes, something may appear as minor, but it really isn't because it is fundamental to an overall process.

DISCUSSION GUIDE:

Ask the class to provide examples

An example is timely tours: an officer may decide to do a tour of his/her area later or miss one. This is dangerous because it can create a lackadaisical attitude and result in the officer missing the opportunity to prevent a serious incident or suicide. Hence, alert and active coaching is critical.

Lets look at some recommended coaching techniques.
1) Define the problem
2) Analyze the causes
3) Decide on corrective action*
4) Think through (rehearse) your approach
5) Initiate the coaching session

STEPS & CONSIDERATIONS IN CONDUCTING THE COACHING SESSION:

1. PREPARE -

a) check your observation to ensure clear communication -BE SURE ABOUT YOUR OBSERVATION.

b) Make certain that it is well timed. Feedback after delay will cause for the problem to be attributed to lack of motivation or ability, rather than the actual observed behavior.

c) Think (rehearse) what you are going to say and how - Think about the last big mistake you made and how you felt.

2. SET TONE

Let the probationary officer know immediately that the purpose of the conference is to work out a way to improve future performance and not to criticize negatively.

3. GET FACTS ON THE TABLE:

a) Be specific, rather then general
b) Be descriptive, rather than evaluative
c) Direct observations toward the behavior not perception
d) Offer corrections to improve performance, not to blame or demeanor.

4. MAINTAIN PARTNERSHIP TRAINING

a) Encourage PROBATIONARY OFFICER to evaluate his/her performance. You should share your past performance -"no one is perfect"

b) Defuse negative emotions - respond to skills. Always try to focus on positive attitudes. Listen carefully but get the probationary officer refocused on the skills.

c) Many probationary officers will criticize themselves Summarize by reviewing when things go wrong. Try to minimize self-criticism and get on with improving the performance.

IMPLEMENTING TRAINING (THE CORRECTIVE ACTION)

Coaching is about helping an individual to improve his/her performance. a job performance is demonstrated by the application of specific knowledge, skills, abilities, and attitudes to the duties and responsibilities of a specific job.

Earlier in this session we established that coaching is the act of helping someone to improve -- "How to do". The primary manner in which we achieve this is through demonstrations. All of us have seen demonstrations in one form or another. The thing to

keep in mind when using demonstrations is that they can serve as a very powerful instructional technique that can help to promote learning and long term retention.

What are the purposes of demonstrations

DISCUSSION GUIDE:

Have the class give ideas

THE PURPOSES _ DEMONSTRATIONS

1. Show a procedure
2. Show how to perform an act ~ (psychomotor skill)
3. Show the results
4. Show the consequences of failure to perform properly
5. Uses more than one sense (vision and hearing)
6. provides an opportunity to learn by doing

Remember that retention is a primary concern.

The following are steps to help structure the process of developing and conducting demonstrations and improve the likelihood that they will be effective.

1. Know what behaviors, skills, techniques, or results are to be demonstrated.
2. Identify the material, supplies, or equipment needed.
3. Try the demonstration out in advance to be sure that it does what you want it to.
4. Tell the probationary officer. what you are going to do; prepare them to observe critically.
5. Show the probationary officer how to do it, discuss the subskills involved in the task simultaneously.
6. Maximize the learning. Have the probationary officer practice the procedures, skills, or techniques and evaluate their performance (give feedback immediately).

In order to go from paramilitary to human services - the development must take a different role of instruction. The instructor must not be an authoritarian, but more of a facilitator of the learning experience.

Carl Rogers in his book AFreedom To Learn,@ emphasizes the establishment of a good relationship between teacher and learner as primary to the learning process. The facilitator's role has five basic characteristics, these are:

1. Effective Listening
2. Genuineness
3. Understanding/Empathizing
4. Respect
5. interpersonal Communication

These characteristics must be developed in all instructors who are working with adults.

1. Effective Listening - when listening to your probationary employee you must listen carefully, accurately, and sensitively. Any individual who speaks is worthwhile, worth understanding, consequently he/she is worthwhile for having expressed something.

2. Genuineness - "Managing Feelings" When we talk about "managing feelings" we are referring to the ownership of one's feelings.

Such concepts as:

a. Self (Who Am I)
b. Self-Determination
c. Commitment
d. Inner-direction
e. Self-Acceptance
f. Self-Esteem.
g. Self-Confidence

If you have each of the concepts above the you will have a better attitude towards yourself and if you have a good attitude towards self, you will have a greater attitude towards others. You as the facilitator will be able to:

a. Decrease in authoritarianism.
b. Have a greater acceptance to others.

3. Understanding - listen to the meaning and the feelings the probationary officer is experiencing. It is to these meanings and feelings that you will respond to.

4. Respect - you want the probationary officer to be safe, you want him/her to feel, from the beginning of the interaction, that if he/she risks saying something personal, absurd, or cynical, there will be at least one person who respects him/her enough to hear him/her clearly and listen to that statement as expression of himself/herself.

The facilitator must be well aware that one cannot make the experience safe from pain from the rest of the environment. However, the facilitator would like to make the individual feel that whatever happens he is available and supportive.

To Summarize On Criticism - keep in mind that recipients prefer feedback that is specific and is delivered promptly. Those of you who give feedback that is general and is delivered only after a delay often fall into another, more serious trap: You attribute poor performance to internal causes (such as lack of motivation or ability), rather than observable behavior.

III. APPLICATION

At this point I'm going to give you an opportunity to practice the steps and techniques in conducting a coaching interview.

DISCUSSION GUIDE:

Have the students count off from 1 to 5. Have all of the 1's form a group, the 2's another group, etc. Designate an area for each group to cluster.

I'm now going to distribute to you 5 Coaching Interview Checklists, together with a background scenario about a probationary correction officer. You are to review the information and have a small group discussion on the case before you. Decide what behavior is of specific concern and how the coaching interview should be approached. Once you have accomplished this task, chose one person from your group who will conduct the interview with the probationary correctional officer. Someone from a group other than your own, will play the role of the probationary officer.

INSTRUCTOR'S NOTE: Each group has a different probationary officer case. You will have 15 minutes for this exercise. Now, while each of the coaching interviews are taking place, I want everyone else to use the checklist to assess each of the sessions. Each of you have 5 checklists, one for each scenario. At the end get group feedback

---

CONCLUSION

As the coach, your primary goal is to help the probationary correctional officer strive for excellence. It can best be done by setting a positive tone in all interactions with workers. When performance problems or questions arise, you need to examine the situation closely, first by describing the problem and deciding if it is important. Then the causes of the deficiency are analyzed and corrective action chosen. Once a course of action has been determined, it needs to be implemented and followed up. Finally, you have to evaluate whether the problem has been solved.

NOTE: One corrective action that improves job performance is coaching. Coaching provides a positive approach for both the experienced officer (the Coach) and new person (the probationary officer) to analyze a problem and work to eliminate it. Coaching also builds from the employee's strengths and minimizes blame.

EVALUATION

You have had an opportunity to practice some of the coaching techniques and considerations presented in this session as well as to assess that performance. Now I will ask you to complete a brief quiz.

COACHING SKILLS QUIZ

INSTRUCTIONS: Read each item carefully and circle the letter of the answer that best completes the statement.

1. Coaching is best defined as:
   a) Keeping someone in check.
   b) Guiding someone to stay out of trouble.
   c) Training someone to improve.
   d) Supervising someone.

2. The first thing that you as a coach should do in preparing for a coaching interview is to:
   a) Check your observation to ensure clear communications.
   b) Rehearse what you are going to say.
   c) Make sure it is a positive observation.
   d) Minimize self-criticism.

3. In the coaching process, "set the tone" means:
   a) Speak loudly.
   b) Speak softly and deliberately.
   c) Be stern.
   d) Let the probationary officer know immediately that the purpose of the conference is to work out a way to improve.

4. In order to get the facts on the table, the Coach should-
   a) Be specific, firm, and evaluative.
   b) Immediately talk to the captain about the problem.
   c) Be specific; descriptive; discuss the behavior; and
   offer corrections to improve.
   d) Ignore his/her observations and wait for the Coach to initiate the discussion.

5. To maintain Partnership in Training, the Coach should:
   a) Constantly remind the probationary officer that the Coach is the experienced senior over him or her.
   b) Threatened the probationary officer with going to the captain.
   c) Keep the probationary officer dependent on the more experienced, senior officer
   d) Encourage the probationary officer to evaluate his/her performance,
   diffuse negative emotions, and minimize the probationary officer=s self-criticism.

6. The purpose of demonstrations is to:
   a) Show how to perform an act, show the consequences of failure to perform, and provide an opportunity to learn by doing.

b) Make the probationary officer look bad.
c) Show how easy a task actually is.
d) To impress the Housing Area Captain.

7. In preparing for a demonstration, the Coach should:
a) Inform the captain of his/her intentions.
b) Make sure that no one is around, besides the probationary officer
c) Know what is going to be demonstrated; identify materials needed; and try the demonstration out in advance.
d) Minimize the learning.

8. In conducting a demonstration, the Coach should:
a) Tell the probationary officer what he is going to do.
b) Use inmates to make his/her point more clear.
c) Catch the probationary officer by surprise.
d) Conduct demonstration away from the facility.

9. To maximize the learning means:
a) Give the probationary officer a lot of work.
b) Give the probationary officer an opportunity to practice the procedures, skills, or techniques and give him/her immediate feedback.
c) Give the probationary officer high praise.
d) Award the probationary officer for doing the right thing.

10. When conducting the coaching interview, the Coach should:
a) Speak to the probationary officer in private.
b) Be harsh.
c) Share criticism only.
d) Immediately report the outcome to the captain.

PEER COACHING SKILLS CHECKLIST
FACILITY TRAINING OFFICER PROGRAM

INSTRUCTIONS: Please check the box that best represents your observations.

___ 1. NOT OBSERVED
___ 2. FAIR
___ 3. GOOD
___ 4. EXCELLENT

___ 1. Set Tone
___ 2. Get Facts On Table:
___ a) Be Specific
___ b) Be Descriptive
___ c) Observations Directed To Behavior
___ d) Corrections To Improve
___ 3. Maintain Partnership In Training:
___ a) Encourage Evaluation

___ b) Diffuse Negative
___ c) Minimize Self-Criticism

INSTRUCTOR'S NOTES:

The instructor should develop the five background scenarios about a probationary correction officer to distribute for the exercise. Make each on fairly simple, but consistent with the various types of people who apply for corrections jobs in your area

---

SAMPLE CLASS OUTLINE FOR A TRAINING OF TRAINERS COURSE

I. GOALS AND OBJECTIVES FOR TRAINING OF TRAINERS
II. ADULT LEARNING THEORY AND ITS APPLICATION FOR CORRECTIONAL OFFICER TRAINING
   A. Training as Opposed to Education
   B. Teaching Adults as Opposed to Teaching Children
III. Developing Performance Objectives
   A. Needs Assessment
   B. Performance Objectives
   C. Job Competencies
   D. Resources
IV. Selecting Instructional Strategies
   Instructional Strategies
      Lecture
      When to Use
      Advantage and Disadvantages
      How to Prepare
      Tips
      Group Discussion
      When to Use
      Advantage and Disadvantages
      How to Conduct a Group Discussion
      Planning and Preparation
      Opening the Discussion Session

      Presenting the Topics/Problems
      Conducting the Discussion
      Summarize the Discussion
      Demonstration
      When to Use
      Advantage and Disadvantages
      How to Conduct a Demonstration
      Tips for Using the Demonstration Method
      Case Study and Critical Incident
      When to Use
      Advantage and Disadvantages
      How to Conduct a Case Study and Critical Incident
      Tips for Using the Case Study and Critical Incident Methods
      Role Play
      When to Use
      Advantage and Disadvantages
      How to Conduct a Role Play Incident
      Tips for Conducting Role Plays
   Summary and Review Questions and Answers
   Resources
V. Using Training Aids Effectively
   A. Why Use Training Aids
   B. Characteristics of Training Aids

C. Selecting a Training Aid
- Flip chart
- Overhead Projector
- PowerPoint
- Chalkboard
- Handouts
- Videotape

D. Summary and Review Questions and Answers
E. Resources

VI. Developing a Test
A. Reasons for Testing
- Trainee Achievement
- Feedback
- Incentive
- Training Program Evaluation
- Agency Standards

B. Testing Methodology
- Written Test
- True/False Format
- Multiple Choice Format
- Matching Format
- Completion/Fill-in Format
- Essay Format

C. Constructing Performance Tests
- Test Construction Criteria
- Determining the Appropriate Test Item Format
- Responding Time
- The Probability of Guessing the Correct Answer
- Time Required to Grade and Analyze Answers
- Testing Environment
- Ensuring that the Test Item Measures the Expected Performance
- Matching Conditions and Standards
- Additional Guidelines
- Summary and Review Questions and Answers
- Resources

VII. Developing Lesson Plans
A. An Overview of Lesson Plans
B. Purpose of a Lesson Plan
C. Lesson Plan Components
D. Preparing a Lesson Plan
E. Developing a Lesson Plan
- Introduction
- Presentation
- Applications
- Summary
- Evaluation

Lesson Plan Formats
- Outline Format
- Sentence Outline Format

Narrative Outline Format
Narrative Format
Organizing the Lesson Plan
Simple to Complex
General to Specific
Concrete to Abstract
Chronological
Summary and Review Questions and Answers
Resources
VIII. Using Classroom Management Techniques
A. Why Students Become Disruptive
B. Types of Disruptive Behavior
Withdrawal
Diversion
Attack
Trainees Use of Disruptive Behavior
Effects of Disruptive Behavior on the Trainer
Reducing Trainer Anxiety
Reducing the Possibility of Disruptive Behavior
Dealing with Disruptive Behavior
Avoidance
Advantages and Disadvantages
Appropriate Situations
Acceptance
Advantages and Disadvantages
Appropriate Situations
Adaptation
Advantages and Disadvantages
Appropriate Situations
Standing Fast
Advantages and Disadvantages
Appropriate Situations
Pushing Back
Advantages and Disadvantages
Appropriate Situations
Trainers Use of the Five Options
Handling Difficult Situations
Summary and Review Questions and Answers
Resources
IX. Delivering a Training Program
A.Why is Communications So Difficult
B.Components of Effective Communication
Sincerity
Being Sincere is Not Enough
How to Convey Sincerity
Affability
Effective Presentation Tools
Purposeful Movement
Voice

Eye Contact
Questions
Questions You Ask Your Trainees
Questions Your Trainees Ask You
Summary and Review Questions and Answers
Multiple Choice Test

SECTION V

TESTING MECHANISMS

INTRODUCTION by Dr. Jess Maghan, Executive Director for Comparative Corrections at the University of Illinois at Chicago and former Director of the Illinois Department of Correction and New York City Department of Corrections Training Academies. Dr. Maghan is also an officer of the International Association of Correctional Officers and has more than two decades experience in line-level duties.

Measuring Training

No training program is worth its salt if it doesn't establish and invoke enabling, training, and performance objectives. The linkage of enabling objectives, which serve as visionary goals, to training and performance objectives will provide the essential compreshenive format for correctional training.

Training objectives represent the instructinal guidelines and learning objectives of a specific program. They must seek to:

- Use three types of analysis to identify topics suitable for a course;
- Specify overall objectives and supporting sub-objectives for the course topics;
- Construct criterion test items which match the objectives;
- Select learning materials and activities that match the objectives and the trainee's needs;
- Modify existing materials and activities to avoid "reinventing the wheel";
- Recognize when to design and produce additional materials and activities not existing;
- Plan starategies for harnassing the motivation of the trainee;
- Plan for the evaluation and revision of the course; and List and describe the components which should be present in a comprehensive leader's guide.

J. Haas in his unpublished paper, *Job and Task Analysis: A Useful Tool for Trainers*, notes the assurance that training objectives are practical and useful and always determined by the stated performance objectives. Performance objectives represent the on-th-job application of training content. They must seek to:

- Ensure that the skills and tasks of the job function are accurately reflected in the application of the training course delivered to support the job function;
- Ensure that the evaluation of job performance includes measurable tasks and objectives related to the unit and larger agency mission; and
- Ensure that a feedback system exists which accurately indicates changes and adjustments in the job function in order to maintain accuracy in entry and post-entry training programs.

The chief breakdown in any training program comes at the point where what is learned in the training fails to be used by the trainees in the program operation.

Training is not a discreet, isolated function; it is inextricably linked to program operations. Either training contributes to employee understanding of policies and procedures, proficiency in job tasks, and accomplishments of agency goals or it constitutes an obstruction of these matters.

Therefore, every other program component within a correctional department has a vested interest in the effectiveness of correctional training. Training belongs to management. <u>Training cannot do what management will not do.</u>

Objectives For Enabling Training

A comprehensive training program must seek to:

1. Explore the concepts of discipline, self-discipline, authority, power and discretion in order to develop a deeper understanding of the role of the correctional officer.
2. Relate these concepts to specific issues of corrections training, classroom management and control and the overall philosophy and atmosphere of the correctional training environment.
3. Examine and develop the concepts of self-image and self-awareness through reflective insight and relate these elements to those of assertiveness, confidence building and authority.
4. Apply the principles and theories of adult learning to assist others to learn through the creation of an educationally sound, pleasant and safe environment.
5. Employ principles or educational technology in designing lesson plans, audio visual aids, computer-based training and training manuals.
6. Apply examples of practical correction work to training content.
7. Explore the relationship between the correctional officer and the community including issues related to attitude, culture, society and race.
8. Develop correctional officer interpersonal and problem solving skills by imporving their ability to communicate and listen.
9. Practice reflective listening skills in a helping and counseling role and develop an empathetic approach.
10. Provide feedback to others regarding performance in a non-threatening manner and provide counselling in terms of improvement and future performance including the use of video for that purpose.

SECTION VII: CORRECTIONAL OFFICER TRAITS AND SKILLS

The following was compiled by the U.S. Department of Justice, National Institute of Corrections. It is the result of the work of a panel of correctional officers.
The material is included in this manual as a sample of what an individual institution or corrections academy might want to develop for its own officers. It is good to let staff, political leaders, media and the general public understand the importance and complexity of skills of corrections officers.
It is important to remind the user that this manual is a generic version and must be modified for the unique needs of each correctional facility and nation's legal and social system. Thus, each reader is encouraged to use the following as a guide and to rewrite the material as deemed appropriate.

SECTION VI

CORRECTIONAL OFFICER SKILLS

COMPETENCY PROFILE OF CORRECTIONAL OFFICER

CORRECTIONAL OFFICER . . . ensures the public safety by providing for the care, custody, control and maintenance of inmates.
DUTIES:
Manage and Communicate with Inmates
- Orient new arrivals on rules, procedures, and general information of facility/unit.
- Enforce rules and regulations.
- Conduct cell inspections (for contraband, obstructions, sanitation, jammed locks, etc.).
- Establish rapport (introduce self, use good body language, listen, etc.).
- Provide verbal and written counseling (i.e. disciplinary behavior, information, confidential).
- Write disciplinary and incident reports.
- Intervene in crises: manage conflicts.
- Use of force continuum (minimum, less-than-lethal, lethal).
- Direct Inmate Movement
- Observe monitor and supervise movement of inmates/inmate property.
- Properly identify and escort inmates individually or in groups.
- Implement schedules for controlled movement of inmates at specified times.
- Restrict movement during scheduled physical counts of inmates.
- Receive/issue inmates passes/appointment slips.
- Implement emergency operating plans.
- Enforce custody/privilege/disciplinary restrictions.
- Receive/recommend inmate request for bed, cell, or unit move.
- Maintain Key, Tool, and Equipment Control
- Inspect keys, equipment, tools, and keepers.
- Report broken/mission keys, equipment, and tools.
- Inventory keys, equipment, and tools at beginning and end of shift.
- Maintain physical control of keys, equipment, and tools.
- Log keys, equipment and tools in the work area.
- Maintain Health, Safety, and Sanitation
- Report changes in behavior.
- Search persons, personal property, and units.
- Report security violations.
- Submit health, safety, and sanitation recommendations to appropriate departments.
- Implement proper health procedures for inmates with infectious diseases.
- Implement health/safety memos and posters.
- Develop cleaning schedule.
- Supervise cleaning schedule.
- Ensure proper handling/labeling of hazardous materials.
- Supervise hygiene habits of inmates.
- Communicate with Staff
- Establish positive rapport with other staff.
- Maintain constant communication/vigilance of other staff.

Operate communication equipment per established guidelines.
Document incidents, write reports, write recommendations via chain-of-command.
Brief oncoming staff for next shift.
Explain unusual procedures to staff.
Participate in staff meetings.
Participate in Training
Participate in mandatory/elective training.
Read daily log book and other information.
Review new/updated post orders, administrative regulations and memos.
Participate in cross-training.
Review simulate emergency procedures (fire drills).
Participate in continuing education.
Seek additional training opportunities.
Distribute Authorized Items to Inmates
Order/request authorized items.
Inventory and distribute authorized items.
Document the distribution of authorized items.

CORRECTIONAL OFFICER TRAITS & ATTITUDES

Professional
Dependable
Consistent
Fair
Emotionally stable
Empathic
Ethical
Flexible
Punctual
Self-motivated
Cooperative
Sincere
Sense of humor
Optimistic
Perceptive
Adaptable/change oriented
Neat
Compassionate
Analytical
Positive role model
Credible
Leader
Assertive

KNOWLEDGE & SKILLS

Knowledge of:

Laws of jurisdiction
Policies & procedures
Force/use of
Agency mission/purpose
Ethnic differences
Equipment/tools
Available training
Stress management

Skills in:

Written communication
Non-verbal communication
All equipment/tools
Search
CPR/First Aid
Leadership
Public relations
Management
Interpersonal communication

TOOLS & EQUIPMENT

Radios
Mechanical restraints (cuffs/waist chains/leg irons/flex-cuffs/soft restraints)
Badge
Whistle
Leather duty belts with accessories
Personal alarm devices/TAC alarms
Keys
Flashlight
Electronic control decides (Taser/stun gun)
Batons (straight/PR-24/riot baton)
Gloves (protective/leather/duty)
Uniforms/footwear
Helmets (riot/protective)
Polycaptor/riot shields
Stun shields
body armor (vests, etc.)
Protective CPR/First Aid masks
Weapons: Rifle/shotgun/handgun/37/38 mm gas gun
Chemical agents: CN/CS/mace
Gas masks
Dispersal grenade/rubber bullets
Generators
Light stands
Computers
Telephone/paging systems
Airpacks/SCBA
BinocularsAudio/visual aids
Equipment for opening/closing cell doors
Sallyports, entry gates, corridor grills
I.D. cards

SECTION VII

SOURCES OF INFORMATION

Little in this manual is original. Both the intent and purpose was to take proven training material, outlines, techniques and curriculum to use as a guide. What is here is considered by professional and practitioners from all parts of the world as the minimum. Most of the information and material is not standards or guidelines or goals to reach someday. Rather it is what those who work in the field feel must be taught (and is practical to teach) to all who work in corrections.

Most of the examples come from material currently in use by successful training personnel. The following is our attempt to acknowledge and thank those whose material, suggestions and expertise we have used. In most cases to have noted the exact location of each sources contribution would have made the final product more like a text book for scholars than a practical document for practitioners. Thus, we took the liberty of acknowledging their contributions here.

As we began: It is important to remind the user that this manual is a generic version and must be modified for the unique needs of each correctional facility and nation's legal and social system. Thus, each reader is encouraged to use the following as a guide and to rewrite the material as deemed appropriate.

The United Nations Crime Prevention and Criminal Justice Program Network

Finding the answers to difficult criminal justice questions is never easy, especially if you want accurate or verified data. Much of the world lacks the sophisticated research personnel, equipment and budgets necessary to produce data in an easily retrievable format. It must also be remembered that to many nations their crime, court and correction data are seen as sources of embarrassment and/or are modified for propaganda purposes.

However, there are some excellent sources of information that can help get answers on a regional basis or which can help determine the accuracy of information received from other sources. The reader should be aware that most of the organizations and sources listed below receive only enough financial support to do the work they are mandated to do by their own boards or governing agencies. Therefore, you should be prepared to pay the cost (including postage) of any booklets or documents you receive from them.

United Nations Crime Prevention and Criminal Justice Program Network

The United Nations Crime Prevention and Criminal Justice Program network consists of the United Nations Center for International Crime Prevention and a number of interregional and regional institutes around the world, as well as specialized centers. It has been developed to assist the international community in strengthening international cooperation in the crucial area of crime prevention and criminal justice. Its components provide a variety of services, including exchange of information, research, training and public education.

UNODC Vienna, Austria

United Nations Office on Drugs and Crime

The United Nations Office on Drugs and Crime is the United Nations office responsible for crime prevention, criminal justice and criminal law reform. Its work focuses on combating transnational organised crime, corruption, illicit trafficking in human beings and the prevention of terrorism. UNODC assists States in the elaboration, ratification and implementation of international legal instruments, such as United Nations Convention against Transnational Organized Crime (2002) and the negotiations for a Convention against Corruption, due to be completed by December 2003. It also promotes internationally recognised principles, standards and norms in such areas as independence of the judiciary, protection of victims, juvenile justice, alternatives to imprisonment, treatment of prisoners, police use of force, mutual legal assistance, extradition and other matters pertaining to criminal justice and crime prevention. CICP promotes the fundamental principles of maintenance of the rule of law through national, regional and interregional activities. The Center's technical co-operation activities focus particular attention on developing countries, and countries in transition.
UNODC also promotes research and studies of new and emerging forms of crime in co-operation with the United Nations Interregional Crime and Justice Research Institute (UNICRI). The Center maintains the Internet-based United Nations Crime and Justice Information Network (UNCJIN), a substantial database with www links to other criminal justice related sites.

Vienna International Center
P.O. Box 500
A-1400 Vienna, Austria
Tel. +43-1-26060 + extension or 0
Fax. +43-1-26060-5898 or 5933
E-mail: unodc@unodc.org
Home page: http://www.unodc.org

UNICRI • Turin, Italy
United Nations Interregional Crime and Justice Research Institute

UNICRI, established within the framework of ECOSOC resolution 1086 B (XXXIX), carries out a wide range of activities, focusing on action-oriented research, training and technical cooperation, particularly in issues of concern to developing countries with economies in transition.

Via le Maestri de Lavoro, 10,
10127 Turin, Italy
Tel: +39-011-653 7111
Fax: +39-011-631 3368
e-mail: unicri@unicri.it
home page: http://www.unicri.it

UNAFEI • Tokyo, Japan
United Nations Asia and Far East Institute for the Prevention of Crime and the Treatment of Offenders

UNAFEI focuses on training and research to promote the sound development of criminal justice systems and mutual cooperation in Asia and the Pacific Region. The Institute addresses urgent, contemporary problems in the administration of criminal justice, paying the utmost attention to the trends and activities of the United Nations, and the needs of the countries concerned.

1-26 Harumi-cho, Fuchu, Tokyo 183-0057, Japan
Tel: +81-42-333 7021
Fax: +81-42-333 7024
e-mail: unafei@moj.go.jp
home page: http://www.unafei.or.jp

ILANUD • San José, Costa Rica
United Nations Latin American Institute for the Prevention of Crime and the Treatment of Offenders

ILANUD assists countries in the region, providing specialized services in response to their increasing needs. The services include assistance in implementing programs and projects based upon research to provide policy guidance as well as designing projects for the improvement of the administration of justice and obtaining the required funding from international donor agencies.

Apartado 10071-1000, San José, Costa Rica
Tel: +506-257 5826
Fax: +506-233 7175
e-mail: ilanud@micron.ilanud.or.cr
home page: http://www.ilanud.or.cr

HEUNI • Helsinki, Finland
European Institute for Crime Prevention and Control, affiliated with the United Nations

The primary objective of HEUNI is to promote the international exchange of information on crime prevention and control among European countries. Its main activities include the organization of meetings, the conduct of research and the provision of technical assistance to Governments on request.

P.O.Box 157, 00121 Helsinki, Finland
Tel: + 358-9-1606 7880
Fax: + 358-9-1606 7890
e-mail: heuni@om.fi
home page: http://www.heuni.fi

UNAFRI • Kampala, Uganda
United Nations African Institute for the Prevention of Crime and the Treatment of Offenders

UNAFRI serves the needs of African countries in the field of crime prevention and the treatment of offenders, acting as a vehicle for coordination and collaboration in the fight against crime. The main activities are training and human resource development, research and policy development, information and documentation, advisory services to Governments and promotion of joint activities and strategies.

P.O.Box 10590, Kampala, Uganda
Tel: +0256-41-221 119
Fax: + 0256+41-222 623
e-mail: unafri@unafri.or.ug OR unafri@yahoo.co.uk
home page: http://www.unafri.or.ug

NAUSS • Riyadh, Kingdom of Saudi Arabia
Naif Arab University for Security Sciences

NAUSS, an intergovernmental organization operating under the aegis of the Council of Arab Ministers of Interior, carries out various interdisciplinary and cross-sectoral activities to serve the needs of Arab States in the fields of crime prevention, security and safety. The academic institutions comprising NAASS are the Institute of Graduate Studies, the Training Institute, the Department of Scientific Affairs, and the Department of International Cooperation.

P.O.Box 6830, Riyadh 11452, Kingdom of Saudi Arabia
Tel: +966-1-2463444
Fax: +966-1-2464713
e-mail: info@nauss.edu.sa
home page: http://www.nauss.edu.sa

AIC • Canberra, Australia
Australian Institute of Criminology

The Australian Institute of Criminology, a federal government agency, is Australia's national center for the analysis and dissemination of criminological data and information. It aims to be responsive to the needs of the government and the community with respect to policy issues in the fields of justice and the prevention and control of crime, and provides authoritative information at a national level in these fields. Research is undertaken at the AIC within the programs of: Violence, Property Crime and Drugs; Sophisticated Crime, Regulation and Business; Social Policy and Crime; and Research Dissemination and Support. A national criminal justice library backs up its research activities. Most publications are available, in full, on the Institute's website.

GPO Box 2944, Canberra ACT 2601, Australia
Tel: +61-2-62609200
Fax: +61-2-62609201
e-mail: front.desk@aic.gov.au
home page: http://www.aic.gov.au

ICCLR&CJP • Vancouver, Canada
International Center for Criminal Law Reform and Criminal Justice Policy

The role of the Center is to contribute to local, national and international law reform initiatives and to improve the administration of criminal justice. Its objective is the promotion of the rule of law, human rights, democracy and good governance. The Center focuses its activities on technical co-operation, research, training and advisory services.

1822 East Mall, Vancouver, B.C., Canada V6T 1Z1
Tel: +1-604-822 9875
Fax: +1-604-822 9317
e-mail: icclr@law.ubc.ca
home page: http://www.icclr.law.ubc.ca

ISISC • Siracusa, Italy

International Institute of Higher Studies in Criminal Sciences

ISISC is a non-governmental organization in consultative status with ECOSOC and the Council of Europe. A Public Foundation by Decree of the President of the Republic of Italy, ISISC is a scientific institution devoted to higher education, studies, research, training and technical assistance in matters pertaining to international and comparative criminal law, international humanitarian law and security issues.

Via S. Agati, 12, 96100 Siracusa, Italy
Tel: +39-0931-414 515 or 414 516
Fax: +39-0931-442 605
e-mail: segreteria@isisc.org
home page: http://www.isisc.org

NIJ • Washington D.C., USA
National Institute of Justice

NIJ is the research and development agency of the U.S. Department of Justice. The Institute's mission includes developing knowledge that will reduce crime, enhance public safety and improve the administration of justice. NIJ sponsors basic/applied research, evaluations, pilot program demonstrations, develops new technologies and disseminates criminal justice information.

810 7 th Street, NW, Washington, DC 20531, USA
Tel: +1-202-307 2942
Fax: +1-202-307 6394
e-mail: International.Center@usdoj.gov
home page: http://www.ojp.usdoj.gov/nij/

Raoul Wallenberg Institute of Human Rights and Humanitarian Law Lund, Sweden

The Raoul Wallenberg Institute is an academic institution established in order to promote research, training and academic education in the field of international human rights law and related areas. In addition to the facilitation of two master's programs at Lund University and a publications program, the Raoul Wallenberg Institute co-operates with public institutions as well as academic institutions and non-governmental organizations in several countries on different continents for the promotion of human rights and good governance, through capacity building programs.

P.O.Box 1155, S-22105 Lund, Sweden
Tel: +46-46-222 1200
Fax: +46-46-222 1222
e-mail: secretariat@rwi.lu.se
home page: http://www.rwi.lu.se/

ISPAC • Milan, Italy
International Scientific and Professional Advisory Council of the United Nations Crime Prevention and Criminal Justice Program

The tasks of ISPAC are to channel professional and scientific input to the United Nations and provide a capacity for the transfer of knowledge and exchange of information in crime prevention and criminal justice, drawing on the contributions of non-governmental organizations, academic institutions and other relevant entities, as well as individual experts.

3, Piazza Castello, 20121 Milan, Italy
Tel: +39-02-86 46 07 14
Fax: +39-02-72 00 84 31
e-mail: cndps.ispac@iol.it
home page: http://www.ispac-italy.org, www.cnpds.it

ICPC - Montreal, Canada
International Center for the Prevention of Crime

ICPC is an international forum which works with national and local governments, and criminal justice, city and non-government organizations, to ensure the safety of communities and reduce crime, violence and insecurity. It fosters dialogue and exchange of knowledge and expertise, with developed countries and those in development, about effective practice and sustainable prevention, using targeted strategies, multi-sector partnerships, tools for diagnosis and implementation, and good practice. It facilitates access to technical assistance and training in community safety strategies.

507, Place d'Armes, suite 2100, Montreal, Quebec, H2Y 2W8, Canada.
Tel: +1-514-228 6731
Fax: +1-514-288 8763
e-mail: cipc@crime-prevention-intl.org
Home page: http://www.crime-prevention-intl.org

ISS – Pretoria, South Africa
Institute for Security Studies

The Institute for Security Studies (ISS) was originally established as the Institute for Defence Policy in 1991 and has offices in Pretoria and Cape Town and Malawi. The ISS is a regional research institute operating across sub-Saharan Africa, staffed by more than sixty full-time employees representing a broad political spectrum from half a dozen African countries.

P.O. Box 1787, Brooklyn Square
Pretoria 0075, South Africa
Tel. +27-12-3469500
Fax: +27-12-4600998
e-mail: gastrow@issct.org.za
Home page: http://www.iss.org.za

Human Rights Non-governmental Organizations (NGOs)

Amnesty International
1 Easton Street
GB-London WC1X 8DJ
Great Britain
Telephone: 44 71 4135500
Facsimile: 44 71 9561157
Email: amnestyis@gn.apc.org

Conference on Security and Co-operation in Europe (CSCE)
Office for Democratic Institutions and Human Rights
Krucza 36/Wspolna 6
PL-00-522 Warsaw
Poland
Telephone: 48 22 6254150
Facsimile: 48 22 6254357
Telex: 815045 ODIWA PL

Council of Europe
Commission of Human Rights/Committee for the Prevention of Torture
P.O. Box 431 R6
F-67006 Strasbourg-Cedex
France
Telephone: 33 88412560
Facsimile: 33 88412790
Telex: 87388F
Human Rights Watch
485 Fifth Avenue
New York, NY 10017-6104
United States
Telephone: 1 212 9728400
Facsimile: 1 212 9720905
Email: hrwatchny@igc.org

Human Rights Information and Documentation System (HURIDOCS)
2, rue Jean-Jaquet
CH-1201 Geneva
Switzerland
Telephone: 41 22 7411767
Facsimile: 41 22 7411768
Email: huridocs@oln.comlink.apc.org

Inter-American Commission on Human Rights
Organization of American States
Washington, DC 20006
Telephone: 1 202 4586002
Telex: 440118

International Bar Association (IBA)
2 Harewood Place
Hanover Square
GB-London W1R 9HB
Great Britain
Telephone: 44 71 6291206
Facsimile: 44 71 4090456
Cable Inbarassoc London SW1

International Commission of Jurists (ICJ)
P.O. Box 145
109 Route de Chene
CH-122 Chene-Bourgerie (GE)
Switzerland
Telephone: 41 22 7884747
Facsimile: 41 22 7884880
Cable: INTERJURISTS, GENEVA

International Committee of the Red Cross (ICRC)
19 Avenue de la Paix
CH-1202 Geneva
Switzerland
Telephone: 41-22 7346001
Facsimile: 41 22 7332057
Cable: INTERCROIXROUGE
Telex: 414226

Penal Reform International (PRI)
169 Clampham Road
GB-London SW9 OPU
Great Britain
Telephone: 44 71 5826500

American Correctional Association
206 North Washington Street, Suite 200
Alexandria, VA 22314
United States
Telephone: 1 800 222 5646
Email: execoffice@aca.org
Web: www.aca.org

SECTION VIII

UNITED NATIONS AND INTERNATIONAL STANDARDS

This portion of the chapter was taken directly from material prepared by the United Nations Center for Social Development and Humanitarian Affairs in preparation for their excellent Handbook on Detention.

Not long after the United Nations was founded, the organization began to promulgate international norms for the protection of persons accused of crimes and/or deprived of liberty by their government. Two of the foundational instruments of human rights law, the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights, guarantee persons freedom from torture and arbitrary arrest, the right to a fair trial, and the presumption of their innocence of any criminal charges brought against them. The General Assembly and other U.N. organs have promulgated over thirty instruments in regard to crime prevention and control interpreting, specifying, and securing protection of human rights.

The source documents use different terms. The following glossary may be useful:

"Administration" means those persons and agencies responsible for the operation of a place of detention, when used in standards governing conditions of detention.

"Administrative detention" means the taking into detention of a person by a state without a criminal charge filed against that person and without judicial oversight of the detention. It includes, but is not limited to, persons under investigation who have not been charged with a criminal offense; persons detained by government agencies not involved in criminal law enforcement, such as immigration officials or military personnel; persons detained in mental health institutions; and situations where the reason for detention is not made clear.

"Arrest" means the act of depriving a person of liberty under government authority for the purpose of taking that person into detention and charging the person with a criminal offense.

"Detained person" means any person deprived of liberty by a governmental authority without having been convicted of a criminal offense.

Detention" means the conditions of being a detained person under investigation for having committed a criminal offense, having been accused of a criminal offense, or during trial; under administrative detention; or for any other reason other than as a consequence of a criminal conviction.

"Imprisoned person" or "prisoner" means any person deprived of liberty by a governmental authority as a consequence of having been convicted of a criminal offense, except that in the Standard Minimum Rules on the Treatment of Prisoners the word "prisoner" also includes detained persons.

"Institution" refers to a place of detention, when used in the Standard Minimum Rules.

"Judicial or other authority" means a judicial or other authority under the law whose status and tenure should afford the strongest possible guarantees of competence, impartiality and independence.

"Place of detention" means any place where detained persons are kept by a government authority.

Abbreviations Used The following shortened names are used to refer to documents in the chapter. They are included here for easy reference.

African Charter African (Banjul) Charter on Human and People's Rights (OAU Doc. CAB/LEG.67/3 rev. 5 of 27 June 1981, 21 I.L.M. 58 (1982), entered into force 21 Oct. 1986)

American Convention American Convention on Human Rights (OAS Treaty Series No. 36,at 1, OEA/Ser. L./V/II.23 doc. rev. 2 of 22 Nov. 1969 entered into force 18 July 1978)

Basic Principles on Prisoners Basic Principles for the Treatment of Prisoners (G.A> res. 45/111 of 14 Dec. 1990)

Beijing rules Minimum Rules for the Administration of Juvenile Justice (G.A. res. 40/33 of 29 Nov. 1985)

Civil and Political Covenant International Covenant on Civil and Political Rights (G.A. res. 2200 (XXI), 16 Dec. 1966, 21 U.N. GAOR Supp. (No. 16) at 52, U.N. Doc. No. A/6316 (1966), 999 U.N.T.S. 171, entered into force 23 March 1976)

Code of Conduct Code of Conduct for Law Enforcement Officials (G.A. res. 34/169 of 17 December 1979)

Convention against Torture Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (G.A. res. 39/46, 39 U.N. GAOR Supp (No. 51) at 197, U.N. Doc. No. A/39/51 (1985), entered into force 26 June 1987)

Convention on the Rights of the Child Convention on the Rights of the Child (G.A. Res.44/25 of 20 Nov. 1989, 28 I.L.M. 1448 (1989))

Declaration on Disappearances Declaration on the Protection of All Persons From Enforced or Involuntary Disappearances (U.N. Doc. E/CN.4/1992/19/rev.1)

European Convention Convention for the Protection of Human Rights and Fundamental Freedoms (21 U.N.T.S. 222 of 4 Nov. 1950, Entered into force 3 Sept. 1953)

Fourth geneva Convention Geneva Convention Relative to the Protection of Civilian Persons in Time of War of August 12, 1949 (6 U.S.T. 3516, T.I.A.S. No. 3364, 75 U.N.T.S. 287, Entered into force 21 Oct. 1950)

General Comments General Comments Adopted by the Human Rights Committee under Article 40, Paragraph 4 of the International Covenant on Civil and Political Rights (U.N. Doc. No. CCPR/C/21Rev.1, 19 May 1989)

Guidelines on Prosecutors Guidelines on the Role of Prosecutors (8th U.N. Congress on the Prevention of Crime and Treatment of Offenders, 27 Aug. 1990)

Principles on Detention Body of Principles for the Protection of All Persons Under Any Form of Detention or Imprisonment (G.A. res. 43.173 of 9 Dec. 1988)

Principles on Lawyers Basic Principles on the Role of Lawyers (8th U.N. Cong. on the Prevention of Crime and Treatment of Offenders, 27 Aug. 1990)

Principles on Prevention of Executions Principles on the Effective Prevention and Investigation of Extra-legal, Arbitrary and Summary Executions (ECOSOC res. 1989/65 of 24 May 1989)

Principles on the Protection of the Mentally Ill Principles for the Protection of Persons with Mental Illness and for the Improvement of Mental Health Science (G.A. res. 45/119 of 17 Dec. 1991)

Principles on the Use of Force Basic Principles on the Use of Force and Firearms by Law Enforcement Officials (8th U.N. Cong. on the Prevention of Crime and Treatment of Offenders, 27 Aug. 1990)
Rules for the Protection of Juveniles United Nations Rules for the Protection of Juveniles Deprived of their Liberty (G.A. res. 45/113 of 14 Dec. 1990)
Standard Minimum Rules Standard Minimum Rules for the Treatment of Prisoners (ECOSOC res. 663 C (XXIV) of 31 Jul. 1957 and 2056 (LXII) of 13 May 1977)
Tokyo rules United Nations Minimum Rules for Non-custodial Measures (G.A. res. 45/110 of 14 Dec. 1990)
Universal Declaration Universal Declaration of Human Rights (G.A. res. 217 A (III) of 10 Dec. 1948)
Vienna Convention Vienna Convention on consular Relations (21 U.S.T. 77, T.I.A.S. No. 6820, 596 U.N.T.S. 261, U.N. Doc. No. A/CONF.25/12 of 23 Apr. 1963, Entered into Force 19 March 1967)

[1] Universal Declaration of Human Rights

Adopted and proclaimed by General Assembly
resolution 217 A (III) of 10 December 1948

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly

Proclaims the Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

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

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.

2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.

2. This right may not be invoked in the case of prosecutions genuinely arising from nonpolitical crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.

2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

2. Marriage shall be entered into only with the free and full consent of the intending spouses.

3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.

2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.

2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

2. Everyone has the right to equal access to public service in his country.

3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote

understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

[2] International Covenant on Economic, Social and Cultural Rights

Adopted and opened for signature, ratification and accession by General Assembly resolution 2200 A (XXI) of 16 December 1966

PREAMBLE

The States Parties to the present Covenant,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Recognizing that these rights derive from the inherent dignity of the human person,

Recognizing that, in accordance with the Universal Declaration of Human Rights, the ideal of free human beings enjoying freedom from fear and want can only be achieved if conditions are created whereby everyone may enjoy his economic, social and cultural rights, as well as his civil and political rights,

Considering the obligation of States under the Charter of the United Nations to promote universal respect for and observance of, human rights and freedoms,

Realizing that the individual, having duties to other individuals and to the communities to which he belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the present Covenant,

Agree upon the following articles:

PART I

Article 1

1. All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

2. All peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic cooperation, based upon the principle of mutual benefit and international law. In no case may a people be deprived of its own means of subsistence.

3. The State Parties to the present Covenant, including those having responsibility for the administration of Non-Governing and Trust Territories, shall promote the realization of the right of self-determination and shall respect that right, in conformity with the provisions of the Charter of the United Nations.

PART II

Article 2

1. Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and cooperation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures.

2. The State Parties to the present Covenant undertake to guarantee that the rights enunciated in the present Covenant will be exercised without discrimination of any kind as to race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

3. Developing countries, with due regard to human rights and their national economy, may determine to what extent they would guarantee the economic rights recognized in the present Covenant to non-nationals.

Article 3

The State Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all economic, social and cultural rights set forth in the present Covenant.

Article 4

The State Parties to the present Covenant recognize that, in the enjoyment of those rights provided by the State in conformity with the present Covenant, the State may subject such rights only to such limitations as are determined by law only in so far as this may be compatible with the nature of these rights and solely for the purpose of promoting the general welfare in a democratic society.

Article 5

1. Nothing in the present Covenant may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights or freedoms recognized herein, or at their limitation to a greater extent than is provided for in the present Covenant.

2. No restriction upon or derogation from any of the fundamental human rights recognized or existing in any country in virtue of law, conventions, regulations or custom shall be admitted on the pretext that the present Covenant does not recognize such rights or that it recognizes them to a lesser extent.

PART III

Article 6

1. The States Parties to the present Covenant recognize the right to work, which includes the right of everyone to the opportunity to earn his living by work which he freely chooses or accepts, and will take appropriate steps to safeguard this right.

2. The steps to be taken by a State Party to the present Covenant to achieve the full realization of this right shall include technical and vocational guidance and training programs, policies and techniques to achieve steady economic, social and cultural development and full and productive employment under conditions safeguarding fundamental political and economic freedoms to the individual.

Article 7

The States Parties to the present Covenant recognize the right of everyone to the enjoyment of just and favorable conditions of work which ensure, in particular:

(a) Remuneration which provides all workers, as a minimum, with:

(i) Fair wages and equal remuneration for work of equal value without distinction of any kind, in particular women being guaranteed conditions of work not inferior to those enjoyed by men, with equal pay for equal work;

(ii) A decent living for themselves and their families in accordance with the provisions of the present Covenant;

(b) Safe and healthy working conditions;

(c) Equal opportunity for everyone to be promoted in his employment to an appropriate higher level, subject to no considerations other than those of seniority and competence;

(d) Rest, leisure and reasonable limitation of working hours and periodic holidays with pay, as well as remuneration for public holidays.

Article 8

1. The State Parties to the present Covenant undertake to ensure:

(a) The right of everyone to form trade unions and join the trade union of his choice, subject only to the rules of the organization concerned, for the promotion and protection of his economic and social interests. No restrictions may be placed on the exercise of this right other than those prescribed by law and which are necessary in a democratic society in the interests of national security or public order or for the protection of the rights and freedoms of others;

(b) The right of trade unions to establish national federations or confederations and the right of the latter to form or join international trade-union organizations;

(c) The right of trade unions to function freely subject to no limitations other than those prescribed by law and which are necessary in a democratic society in the interest of national security or public order or for the protection of the rights and freedoms of others;

(d) The right to strike, provided that it is exercised in conformity with the laws of the particular country.

2. This article shall not prevent the imposition of lawful restrictions on the exercise of these rights by members of the armed forces or of the police or of the administration of the State.

3. Nothing in this article shall authorize State Parties to the International Labor Organization Convention of 1948 concerning Freedom of Association and Protection of the Right to Organize to take legislative measures which would prejudice, or apply the law in such a manner as would prejudice, the guarantees provided for in that Convention.

Article 9

The State Parties to the present Covenant recognize the right of everyone to social security, including social insurance.

Article 10

The State Parties to the present Covenant recognize that:

1. The widest possible protection and assistance should be accorded to the family, which is the natural and fundamental group unit of society, particularly for its establishment and while it is responsible for the care and education of dependent children. Marriage must be entered into with the free consent of the intending spouses.

2. Special protection should be accorded to mothers during a reasonable period before and after childbirth. During such a period working mothers should be accorded paid leave or leave with adequate social security benefits.

3. Special measures of protection and assistance should be taken on behalf of all children and young persons without any discrimination for reasons of parentage or other conditions. Children and young persons should be protected from economic and social exploitation. Their employment in work harmful to their morals or health or dangerous to life or likely to hamper their normal development should be punishable by law. States should also set age limits below which the paid employment of child labor should be prohibited and punishable by law.

Article 11

1. The States Parties to the present Covenant recognize the right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions. The States Parties will take appropriate steps to ensure the realization of this right, recognizing to this effect the essential importance of international cooperation based on free consent.

2. The States Parties to the present Covenant, recognizing the fundamental right of everyone to be free from hunger, shall take, individually and through international cooperation, the measures, including specific programs, which are needed.

(a) to improve methods of production, conservation and distribution of food by making full use of technical and scientific knowledge, by disseminating knowledge of the principles of nutrition and by developing or reforming agrarian systems in such a way as to achieve the most efficient development and utilization of natural resources;

(b) Taking into account the problems of both food-importing and food-exporting countries, to ensure an equitable distribution of world food supplies in relation to need.

Article 12

1. The States Parties to the present Covenant recognize the right of everyone to the enjoyment of the highest attainable standard of physical and mental health.

2. The steps to be taken by the States Parties to the present Covenant to achieve the full realization of this right shall include those necessary for:

(a) The provision for the reduction of the stillbirth-rate and of infant mortality and for the healthy development of the child;

(b) The improvement of all aspects of environmental and industrial hygiene;

(c) The prevention, treatment and control of epidemic, endemic, occupational and other diseases;

(d) The creation of conditions which would assure to all medical service and medical attention in the event of sickness.

Article 13

1. The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

2. The States Parties to the present Covenant recognize that, with a view to achieving the full realization of this right:

(a) Primary education shall be compulsory and available free to all;

(b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;

(c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;

(d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;

(e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.

3. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State and to ensure the religious and moral education of their children in conformity with their own convictions.

4. No part of this article shall be constructed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set fourth in paragraph 1 of this article and to the requirement that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 14

Each State Party to the present Covenant which, at the time of becoming a Party, has not been able to secure in its metropolitan territory or other territories under its jurisdiction compulsory primary education, free of charge, undertakes, within two years, to work out and adopt a detailed plan of action for the progressive implementation, within a reasonable number of years, to be fixed in the plan, of the principle of compulsory education free of charge for all.

Article 15

1. The States Parties to the present Covenant recognize the right of everyone:

(a) To take part in cultural life;

(b) To enjoy the benefits of scientific progress and its applications;

(c) To benefit from the protection of the moral and material interest resulting from any scientific, literary or artistic production of which he is the author.

2. The steps to be taken by the States Parties to the present Covenant to achieve the full realization of this right shall include those necessary for the conservation, the development and the diffusion of science and culture.

3. The States Parties to the present Covenant undertake to respect the freedom indispensable for scientific research and creative activity.

4. The States Parties to the present Covenant recognize the benefits to be derived from the encouragement and development of international contact and co-operation in the scientific and cultural fields.

PART IV

Article 16

1. The States Parties to the present Covenant undertake to submit in conformity with this part of the Covenant reports on the measures which they have adopted and the progress made in achieving the observance of the rights recognized herein.

2. (a) All reports shall be submitted to the Secretary-General of the United Nations, who shall transmit copies to the Economic and Social Council for consideration in accordance with the provisions of the present Covenant;

(b) The Secretary-General of the United Nations shall also transmit to the specialized agencies copies of the reports, or any relevant parts therefrom, from States Parties to the present Covenant which are also members of these specialized agencies in so far as these reports, or

parts therefrom, relate to any matters which fall within the responsibilities of the said agencies in accordance with their constitutional instruments.

Article 17

1. The States Parties to the present Covenant shall furnish their reports in stages, in accordance with a program to be established by the Economic and Social Council within one year of the entry into force of the present Covenant after consultation with the States Parties and specialized agencies concerned.

2. Reports may indicate factors and difficulties affecting the degree of fulfillment of obligations under the present Covenant.

3. Where relevant information has previously been furnished to the United Nations or to any specialized agency by any State Party to the present Covenant, it will not be necessary to reproduce that information, but a precise reference to the information so furnished will suffice.

Article 18

Pursuant to its responsibilities under the Charter of the United Nations in the field of human rights and fundamental freedoms, the Economic and Social Council may make arrangements with the specialized agencies in respect of their reporting to it on the progress made in achieving the observance of the provisions of the present Covenant falling within the scope of their activities. These reports may include particulars of decisions and recommendations on such implementation adopted by their competent organs.

Articles 19

The Economic and Social Council may transmit to the Commission on Human Rights for study and general recommendation or, as appropriate, for information the reports concerning human rights submitted by States in accordance with articles 16 and 17, and those concerning human rights submitted by the specialized agencies in accordance with article 18.

Article 20

The States Parties to the present Covenant and the specialized agencies concerned may submit comments to the Economic and Social Council on any general recommendation under article 19 or reference to such general recommendation in any report of the Commission on Human Rights or any documentation referred to therein.

Article 21

The Economic and Social Council may submit from time to time to the General Assembly reports with recommendations of a general nature and a summary of the information received from the States Parties to the present Covenant and the specialized agencies on the measures taken and the progress made in achieving general observance of the rights recognized in the present Covenant.

Article 22

The Economic and Social Council may bring to the attention of other organs of the United Nations, their subsidiary organs and specialized agencies concerned with furnishing technical assistance any matters arising out of the reports referred to in this part of the present Covenant which may assist such bodies in deciding, each within its field of competence, on the advisability of international measures likely to contribute to the effective progressive implementation of the present Covenant.

Article 23

The States Parties to the present Covenant agree that international action for the achievement of the rights recognized in the present Covenant includes such methods as the conclusion of conventions, the adoption of recommendations, the furnishing of technical assistance and the holding of regional meetings and technical meetings for the purpose of consultation and study organized in conjunction with the Governments concerned.

Article 24

Nothing in the present Covenant shall be interpreted as impairing the provisions of the Charter of the United Nations and of the constitutions of the specialized agencies which define the respective responsibilities of the various organs of the United Nations and of the specialized agencies in regard to the matters dealt with in the present Covenant.

Article 25

Nothing in the present Covenant shall be interpreted as impairing the inherent right of all peoples to enjoy and utilize fully and freely their natural wealth and resources.

PART V

Article 26

1. The present Covenant is open for signature by any State Member of the United Nations or member of any of its specialized agencies, by any State Party to the Statute of the International Court of Justice, and by any other State which has been invited by the General Assembly of the United Nations to become a party to the present Covenant.

2. The present Covenant is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

3. The present Covenant shall be open to accession by any State referred to in paragraph 1 of this article.

4. Accession shall be effected by the deposit of an instrument of accession with the Secretary-General of the United Nations.

5. The Secretary-General of the United Nations shall inform all States which have signed the present Covenant or acceded to it of the deposit of each instrument of ratification or accession.

Article 27

1. The present Covenant shall enter into force three months after the date of the deposit with the Secretary-General of the United Nations of the thirty-fifth instrument of ratification or instrument of accession.

2. For each State ratifying the present Covenant or acceding to it after the deposit of the thirty-fifth instrument of ratification or instrument of accession the present Covenant shall enter into force three months after the date of the deposit of its own instrument of ratification or instrument of accession.

Article 28

The provisions of the present Covenant shall extend to all parts of federal States without any limitations or exceptions.

Article 29

1. Any State Party to the present Covenant may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate any proposed amendments to the States Parties to the present Covenant with a request that they notify him whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that at least one third of the States Parties favours such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of the States Parties present and voting at the conference shall be submitted to the General Assembly of the United Nations for approval.

2. Amendments shall come into force when they have been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of the States Parties to the present Covenant in accordance with their respective constitutional processes.

3. When amendments come into force they shall be binding on those State Parties still being bound by the provisions of the present Covenant and any earlier amendment which they have accepted.

Article 30

Irrespective of the notifications made under article 26, paragraph 5, the Secretary-General of the United Nations shall inform all States referred to in paragraph 1 of the same article of the following particulars:

(a) Signatures, ratifications and accessions under article 26;

(b) The date of the entry into force of the present Covenant under article 27 and the date of the entry into force of any amendments under article 29.

Article 31

1. The present Covenant, of which the Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited in the archives of the United Nations.

2. The Secretary-General of the United Nations shall transmit certified copies of the present Covenant to all States referred to in article 26.

[3] International Covenant on Civil and Political Rights

Adopted and opened for signature, ratification and accession by General Assembly resolution 2200 A (XXI) of 16 December 1966

ENTRY INTO FORCE: 23 March 1976, in accordance with article 49

PREAMBLE

The States Parties to the present Covenant,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

Recognizing that these rights derive from the inherent dignity of the human person,

Recognizing that, in accordance with the Universal Declaration of Human Rights, the ideal of free human beings enjoying civil and political freedom and freedom from fear and want can only be achieved if conditions are created whereby everyone may enjoy his civil and political rights, as well as his economic, social and cultural rights,

Considering the obligation of States under the Charter of the United Nations to promote universal respect for, and observance of, human rights and freedoms.

Realizing that the individual, having duties to other individuals and to the community to which he belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the present Covenant,

Agree upon the following articles:

PART I

Article 1

1. All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

2. All peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic cooperation, based upon the principle of mutual benefit, and international law. In no case may a people be deprived of its own means of subsistence.

3. The States Parties to the present Covenant, including those having responsibility for the administration of Non-Self-Governing and Trust Territories, shall promote the realization of the right of self-determination, and shall respect that right, in conformity with the provisions of the Charter of the United Nations.

PART II

Article 2

1. Each State Party to the present Covenant undertakes to respect and to ensure to all individuals within its territory and subject to its jurisdiction the rights recognized in the present Covenant, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

2. Where not already provided for by existing legislative or other measures, each State Party to the present Covenant undertakes to take the necessary steps, in accordance with its constitutional processes and with the provisions of the present Covenant, to adopt such legislative or other measures as may be necessary to give effect to the rights recognized in the present Covenant.

3. Each State Party to the present Covenant undertakes:

(a) To ensure that any person whose rights or freedoms as herein recognized are violated shall have an effective remedy, not withstanding that the violation has been committed by persons acting in an official capacity;

(b) To ensure that any person claiming such a remedy shall have his right thereto determined by competent judicial, administrative or legislative authorities, or by any other competent authority provided for by the legal system of the State, and to develop the possibilities of judicial remedy;

(c) To ensure that the competent authorities shall enforce such remedies when granted.

Article 3

The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all civil and political rights set forth in the present Covenant.

Article 4

1. In time of public emergency which threatens the life of the nation and the existence of which is officially proclaimed, the States Parties to the present Covenant may take measures derogating from their obligations under the present Covenant to the extent strictly required by the agencies of the situation, provided that such measures are not inconsistent with their other obligations under international law and do not involve discrimination solely on the ground of race, color, sex, language, religion or social origin.

2. No derogation from articles 6, 7, 8 (paragraphs 1 and 2), 11, 15, 16 and 18 may be made under this provision.

3. Any State Party to the present Covenant availing itself of the right of derogation shall immediately inform the other States Parties to the present Covenant through the intermediary of the Secretary-General of the United Nations, of the provisions from which it has derogated and of the reasons by which it was actuated. A further communication shall be made through the same intermediary, on the date on which it terminates such derogation.

Article 5

1. Nothing in the present Covenant may be interpreted as implying for any State, group or person any right to engage in any activity or perform any act aimed at the destruction of any of the rights or freedoms recognized herein or at their limitation to a greater extent than is provided for in the present Covenant.

2. There shall be no restriction upon or degregation from any of the fundamental human rights recognized or existing in any State Party to the present Covenant pursuant to law, conventions, regulations or custom on the pretext that the present Covenant does not recognize such rights or that it recognizes them to a lesser extent.

PART III

Article 6

1. Every human being has the inherent right to life. This right shall be protected by law. No one shall be arbitrarily deprived of his life.

2. In countries which have not abolished the death penalty, sentence of death may be imposed only for the most serious crimes in accordance with the law in force at the time of the commission of the crime and not contrary to the provisions of the present Covenant and to the Convention on the Prevention and Punishment of the Crime of Genocide. This penalty can only be carried out pursuant to a final judgement rendered by a competent court.

3. When deprivation of life constitutes the crime of genocide it is understood that nothing in this article shall authorize any State Party to the present Covenant to derogate in any way from any obligation assumed under the provisions of the Convention on the Prevention and Punishment of the Crime of Genocide.

4. Anyone sentenced to death shall have the right to seek pardon or commutation of the sentence. Amnesty, pardon or commutation of the sentence of death may be granted in all cases.

5. Sentence of death shall not be imposed for crimes committed by persons below eighteen years of age and shall not be carried out on pregnant women.

6. Nothing in this article shall be invoked to delay or to prevent the abolition of capital punishment by any State Party to the present Covenant.

Article 7

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his free consent to medical or scientific experimentation.

Article 8

1. No one shall be held in slavery; slavery and the slave-trade in all their forms shall be prohibited.

2. No one shall be held in servitude.

3. (a) No one shall be required to perform forced or compulsory labor;

(b) Paragraphs 3 (a) shall be held to preclude, in countries where imprisonment with hard labour may be imposed as a punishment for a crime, the performance of hard labour in pursuance of a sentence to such punishment by a competent court;

(c) For the purpose of this paragraph the term "forced or compulsory labor" shall not include:

(i) Any work or service, not referred to in subparagraph (b), normally required of a person who is under detention in consequence of a lawful order of a court, or of a person during conditional release from such detention;

(ii) Any service of a military character and, in countries where conscientious objection is recognized, any national service required by law of conscientious objectors;

(iii) Any service exacted in cases of emergency or calamity threatening the life or well-being of the community;

(iv) Any work or service which forms part of normal civil obligations.

Article 9

1. Everyone has the right to liberty and security of person. No one shall be subjected to arbitrary arrest or detention. No one shall be deprived of his liberty except on such grounds and in accordance with such procedure as are established by law.

2. Anyone who is arrested shall be informed, at the time of the arrest, of the reasons for his arrest and shall be promptly informed of any charges against him.

3. Anyone arrested or detained on a criminal charge shall be brought promptly before a judge or other officer authorized by law to exercise judicial power and shall be entitled to trial within a reasonable time or to release. It shall not be the general rule that persons awaiting trial shall be detained in custody, but release may be subject to guarantees to appear for trial, at any other stage of the judicial proceedings, and, should occasion arise, for execution of the judgement.

4. Anyone who is deprived of his liberty by arrest or detention shall be entitled to take proceedings before a court, in order that that court may decide without delay on the lawfulness of his detention and order his release if the detention is not lawful.

5. Anyone who has been victim of unlawful arrest or detention shall have an enforceable right to compensation.

Article 10

1. All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person.

2. (a) Accused persons shall, save in exceptional circumstances, be segregated from convicted persons and shall be subject to separate treatment appropriate to their status as unconvicted persons;

(b) Accused juvenile persons shall be separated from adults and brought as speedily as possible for adjudication.

3. The penitentiary system shall comprise treatment of prisoners the essential aim of which shall be their reformation and social rehabilitation. Juvenile offenders shall be segregated from adults and be accorded treatment appropriate to their age and legal status

Article 11

No one shall be imprisoned merely on the ground of inability to fulfill a contractual obligation.

Article 12

1. Everyone lawfully within the territory of a State shall, within that territory, have the right to liberty of movement and freedom to choose his residence.

2. Everyone shall be free to leave any country, including his own.

3. The above-mentioned rights shall not be subject to any restrictions except those which are provided by law, are necessary to protect national security, public order (ordre public) public health or morals or the rights and freedoms of others, and are consistent with the other rights recognized in the present Covenant.

4. No one shall be arbitrarily deprived of the right to enter his own country.

Article 13

An alien lawfully in the territory of a State Party to the present Covenant may be expelled therefrom only in pursuance of a decision reached in accordance with law and shall, except where compelling reasons of national security otherwise require, be allowed to submit the reasons against his expulsion and to have his case reviewed by, and be represented for the purpose before, the competent authority or a person or persons especially designated by the competent authority.

Article 14

1. All persons shall be equal before the courts and tribunals. In the determination of any criminal charge against him, or of his rights and obligations in a suit at law, everyone shall be entitled to a fair public hearing by a competent, independent and impartial tribunal established by law. The Press and the public may be excluded from all or part of a trial for reasons of morals, public order (ordre public) or national security in a democratic society or when the interest of the private lives of the parties so requires, or to the extent strictly necessary in the opinion of the court in special circumstances where publicity would prejudice the interests of justice; but any judgement rendered in a criminal case or in a suit at law shall be made public except where the interest of juvenile persons otherwise requires or the proceedings concern matrimonial disputes of the guardianship of children.

2. Everyone charged with a criminal offence shall have the right to be presumed innocent until proved guilty according to law.

3. In the determination of any criminal charge against him, everyone shall be entitled to the following minimum guarantees, in full equality:

(a) To be informed promptly and in detail in a language which he understands of the nature and cause of the charge against him;

(b) To have adequate time and facilities for the preparation of his defence and to communicate with counsel of his own choosing;

(c) To be tried without undue delay;

(d) To be tried in his presence, and to defend himself in person or through legal assistance of his own choosing; to be informed, if he does not have legal assistance of this right; and to have legal assistance assigned to him, in any case where the interests of justice so require, and without payment by him in any such case if he does not have sufficient means to pay for it.

(e) To examine, or have examined the witnesses against him and to obtain the attendance and examination of witnesses on his behalf under the same conditions as witnesses against him;

(f) To have the free assistance of an interpreter if he cannot understand or speak the language used in court;

(g) Not to be compelled to testify against himself or to confess guilt.

4. In the case of juvenile persons, the procedure shall be such as will take account of their age and the desirability of promoting their rehabilitation.

5. Everyone convicted of a crime shall have the right to his conviction and sentence being reviewed by a higher tribunal according to law.

6. When a person has by a final decision been convicted of a criminal offence and when subsequently his conviction has been reversed or he has been pardoned on the ground that a new or newly discovered fact shows conclusively that there has been a miscarriage of justice. The person who has suffered punishment as a result of such conviction shall be compensated according to law, unless it is proven that the nondisclosure of the unknown fact in time is wholly or partly attributable to him.

7. No one shall be liable to be tried or punished again for an offence for which he has already been finally convicted or acquitted in accordance with the law and penal procedure of each country.

Article 15

1. No one shall be held guilty of any criminal offence on account of any act or omission which did not constitute a criminal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time when the criminal offence was committed. If subsequent to the commission of the offence, provision is made by law for the imposition of the lighter penalty, the offender shall benefit thereby.

2. Nothing in this article shall prejudice the trial and punishment of any person for any act or omission which, at the time when it was committed, was criminal according to the general principles of law recognized by the community of nations.

Article 16

Everyone shall have the right to recognition everywhere as a person before the law.

Article 17

1. No one shall be subjected to arbitrary or unlawful interference with his privacy, family home or correspondence, nor to unlawful attacks on his honor and reputation.

2. Everyone has the right to the protection of the law against such interference or attacks.

Article 18

1. Everyone shall have the right to freedom of thought, conscience and religion. This right shall include freedom to have or to adopt a religion or belief of his choice, and freedom, either individually or in community with others and in public or private, to manifest his religion or belief in worship, observance, practice and teaching.

2. No one shall be subject to coercion which would impair his freedom to have or to adopt a religion or belief of his choice.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health, or morals or the fundamental rights and freedoms of others.

4. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to ensure the religious and moral education of their children in conformity with their own convictions.

Article 19

1. Everyone shall have to right to hold opinions without interference.

2. Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice.

3. The exercise of the rights provided for in paragraph 2 of this article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others;

(b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 20

1. Any propaganda for war shall be prohibited by law.

2. Any advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence shall be prohibited by law.

Article 21

The right of peaceful assembly shall be recognized. No restrictions may be placed on the exercise of this right other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 22

1. Everyone shall have the right to freedom of association with others, including the right to form and join trade unions for the protection of his interests.

2. No restrictions may be placed on the exercise of this right other than those which are prescribed by law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others. This article shall not prevent the imposition of lawful restrictions on members of the armed forces and of the police in their exercise of this right.

3. Nothing in this article shall authorize States Parties to the International Labour Organization Convention of 1948 concerning Freedom of Association and Protection of the Right to Organize to take legislative measures which would prejudice, or to apply the law in such a manner as to prejudice the guarantees provided for in the Convention.

Article 23

1. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

2. The right of men and women of marriageable age to marry and to found a family shall be recognized.

3. No marriage shall be entered into without the free and full consent of the intending spouses.

4. States Parties to the present Covenant shall take appropriate steps to ensure equality of rights and responsibilities of spouses as to marriage, during marriage and at its dissolution. In the case of dissolution provisions shall be made for the necessary protection of the children.

Article 24

1. Every child shall have, without any discrimination as to race, color, sex, language, religion, national or social origin, property of birth, the right to such measures of protection as are required by his status as a minor, on the part of his family, society and the State.

2. Every child shall be registered immediately after birth and shall have a name.

3. Every child has the right to acquire a nationality.

Article 25

Every citizen shall have the right and the opportunity without any of the distinctions mentioned in article 2 and without unreasonable restrictions:

(a) To take part in the conduct of public affairs directly or through freely chosen representatives;

(b) To vote and to be elected at genuine periodic elections which shall be by universal and equal suffrage and shall be held by secret ballot, guaranteeing the free expression of the will of the electors;

(c) To have access, on general terms of equality, to public service in his country.

Article 26

All persons are equal before the law and are entitled without any discrimination to the equal protection of the law. In this respect, the law shall prohibit any discrimination and guarantee to all persons equal and effective protection against discrimination on any ground such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 27

In those States in which ethnic, religious or linguistic minorities exist, person belonging to such minorities shall not be denied the right, in community with the other members of their group, to enjoy their own culture, to profess and practice their own religion, or to use their own language.

[12] 663 (XXIV) World social situation

C

Recommendations of the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders.

I

The Economic and Social Council

1. *Approves* the Standard Minimum Rules for the Treatment of Prisoners adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders;37

2. *Draws* the attention of Governments to those Rules and recommends:

(a) That favourable consideration be given to their adoption and application in the administration of penal and correctional institutions;

(b) That the Secretary-General be informed every five years of the progress made with regard to their application;

(c) That Governments arrange for the widest possible publicity to be given to the Rules, not only among governmental services concerned but also among governmental organizations interested in social defence;

3. Authorizes the Secretary-General to make arrangements for the publication, as appropriate, of the information received in pursuance of subparagraph 2 (b) above and to ask for supplementary information if necessary.

994th plenary meeting,

31 July 1957

STANDARD MINIMUM RULES FOR THE TREATMENT OF PRISONERS

Resolution adopted on 30 August 1955

The First United Nations Congress on the Prevention of Crime and the Treatment of Offenders,

Having adopted the Standard Minimum Rules for the Treatment of Prisoners annexed to the present Resolution,

1. *Requests* the Secretary-General, in accordance with paragraph (d) of the annex to resolution 415(V) of the General Assembly of the United Nations, to submit these rules to the Social Commission of the Economic and Social Council for approval;
2. *Expresses* the hope that these rules be approved by the Economic and Social Council and, if deemed appropriate by the Council, by the General Assembly, and that they be transmitted to governments with the recommendation (a) that favorable consideration be given to their adoption and application in the administration of penal institutions, and (b) that the Secretary-General be informed every three years of the progress made with regard to their application;
3. *Expresses* the wish that, in order to allow governments to keep themselves informed of the progress made in this respect, the Secretary-General be requested to publish in the International Review of Criminal Policy the information sent by governments in pursuance of paragraph 2, and that he be authorized to ask for supplementary information if necessary;
4. *Expresses* also the wish that the Secretary-General be requested to arrange that the widest possible publicity be given to there rules.

Annex

STANDARD MINIMUM RULES FOR THE TREATMENT OF PRISONERS

Preliminary observations

1. The following rules are not intended to describe in detail a model system of penal institutions. They seek only, on the basis of the general consensus of contemporary thought and the essential elements of the most adequate systems of today, to set out what is generally accepted as being good principle and practice in the treatment of prisoners and the management of institutions.

2. In view of the great variety of legal, social, economic and geographical conditions of the world, it is evident that not all of the rules are capable of application in all places and at all times. They should, however, serve to stimulate a constant endeavor to overcome practical difficulties in the way of their application, in the knowledge that they represent, as a whole, the minimum conditions which are accepted as suitable by the United Nations.

3. On the other hand, the rules cover a field in which thought is constantly developing. They are not intended to preclude experiment and practices, provided these are in harmony with the principles and seek to further the purposes which derive from the text of the rules as a whole. It will always be justifiable for the central prison administration to authorize departures from the rules in this spirit.

4. (1) Part I of the rules covers the general management of institutions, and is applicable to all categories of prisoners, criminal or civil, untried or convicted, including prisoners subject to "security measures" or corrective measures ordered by the judge.

(2) Part II contains the rules applicable only to the special categories dealt with in each section. Nevertheless, the rules under section A, applicable to prisoners under sentence, shall be equally applicable to categories of prisoners dealt with in sections B, C and D, provided they do not conflict with the rules governing those categories and are for their benefit.

5. (1) The rules do not seek to regulate the management or institutions set aside for young persons such as Borstal institutions or correctional schools, but in general part I would be equally applicable in such institutions.

(2) The category of young prisoners should include at least all young persons who come within the jurisdiction of juvenile courts. As a rule, such young persons should not be sentenced to imprisonment.

Part I. Rules of general application

Basic principle

6. (1) The following rules shall be applied impartially. There shall be no discrimination on grounds of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

(2) On the other hand, it is necessary to respect the religious beliefs and moral precepts of the group to which a prisoner belongs.

Register

7. (1) In every place where persons are imprisoned there shall be kept a bound registration book with numbered pages in which shall be entered in respect of each prisoner received:

(a) Information concerning his identity;

(b) The reasons for his commitment and the authority therefor;

(c) The day and hour of his admission and release.

(2) No person shall be received in an institution without a valid commitment order of which the details shall have been previously entered in the register.

Separation of categories

8. The different categories of prisoners shall be kept in separate institutions or parts of institutions taking account of their sex, age, criminal record, the legal reason for their detention and the necessities of their treatment. Thus,

(a) Men and women shall so far as possible be detained in separate institutions; in an institution which receives both men and women the whole of the premises allocated to women shall be entirely separate;

(b) Untried prisoners shall be kept separate from convicted prisoners;

(c) Persons imprisoned for debt and other civil prisoners shall be kept separate from persons imprisoned by reason of a criminal offence;

(d) Young prisoners shall be kept separate from adults.

Accommodation

9. (1) Where sleeping accommodation is in individual cells or rooms, each prisoner shall occupy by night a cell or room by himself. If for special reasons, such as temporary overcrowding, it becomes necessary for the central prison administration to make an exception to this rule, it is not desirable to have two prisoners in a cell or room.

(2) Where dormitories are used, they shall be occupied by prisoners carefully selected as being suitable to associate with one another in those conditions. There shall be regular supervision by night, in keeping with the nature of the institution.

10. All accommodation provided for the use of prisoners and in particular all sleeping accommodation shall meet all requirements of health, due regard being paid to climatic conditions and particularly to cubic content of air, minimum floor space, lighting, heating and ventilation.

11. In all places where prisoners are required to live or work,

(a) The windows shall be large enough to enable the prisoners to read or work by natural light, and shall be constructed that they can allow the entrance of fresh air whether or not there is artificial ventilation;

(b) Artificial light shall be provided sufficient for the prisoners to read or work without injury to eyesight.

12. The sanitary installations shall be adequate to enable every prisoner to comply with the needs of nature when necessary and in a clean and decent manner.

13. Adequate bathing and shower installations shall be provided so that every prisoner may be enabled and required to have a bath or shower, at a temperature suitable to the climate, as frequently as necessary for general hygiene according to season and geographical region, but at least once a week in a temperate climate.

14. All parts of an institution regularly used by prisoners shall be properly maintained and kept scrupulously clean at all times.

Personal Hygiene

15. Prisoners shall be required to keep their persons clean, and to this end they shall be provided with water and with such toilet articles as are necessary for health and cleanliness.

16. In order that prisoners may maintain a good appearance compatible with their self-respect, facilities shall be provided for the proper care of the hair and beard, and men shall be enabled to shave regularly.

Clothing and bedding

17. (1) Every prisoner who is not allowed to wear his own clothing shall be provided with an outfit of clothing suitable for the climate and adequate to keep him in good health. Such clothing shall in no manner be degrading or humiliating.

(2) All clothing shall be clean and kept in proper condition. Underclothing shall be changed and washed as often as necessary for the maintenance of hygiene.

(3) In exceptional circumstances, whenever a prisoner is removed outside the institution for an authorized purpose, he shall be allowed to wear his own clothing or other inconspicuous clothing.

18. If prisoners are allowed to wear their own clothing, arrangements shall be made on their admission to the institution to ensure that it shall be clean and fit for use.

19. Every prisoner shall, in accordance with other local or national standards, be provided with a separate bed, and with separate and sufficient bedding which shall be clean when issued, kept in good order and changed often enough to ensure its cleanliness.

Food

20. (1) Every prisoner shall be provided by the administration at the usual hours with food of nutritional value adequate for health and strength, of wholesome quality and well prepared and served.

(2) Drinking water shall be available to every prisoner whenever he needs it.

Exercise and sport

21. (1) Every prisoner who is not employed in outdoor work shall have at least one hour of suitable exercise in the open air daily if the weather permits.

(2) Young prisoners, and others of suitable age and physique, shall receive physical and recreational training during the period of exercise. To this end space, installation and equipment should be provided.

Medical services

22. (1) At every institution there shall be available the services of at least one qualified medical officer who should have some knowledge of psychiatry. The medical services should be organized in close relationship to the general health administration of the community or nation. They shall include a psychiatric service for the diagnosis and, in proper cases, the treatment of states of mental abnormality.

(2) Sick prisoners who require specialist treatment shall be transferred to specialized institutions or to civil hospitals. Where hospital facilities are provided in an institution, their

equipment, furnishings and pharmaceutical supplies shall be proper for the medical care and treatment of sick prisoners, and there shall be a staff of suitably trained officers.

(3) The services of a qualified dental officer shall be available to every prisoner.

23. (1) In women's institutions there shall be special accommodation for all necessary prenatal and postnatal care and treatment. Arrangements shall be made wherever practicable for children to be born in a hospital outside the institution. If a child is born in prison, this fact shall not be mentioned in the birth certificate.

(2) Where nursing infants are allowed to remain in the institution with their mothers, provisions shall be made for a nursery staffed by qualified persons, where the infants shall be placed when they are not in the care of their mothers.

24. The medical officer shall see and examine every prisoner as soon as possible after his admission and thereafter as necessary, with a view particularly to the discovery of physical or mental illness and the taking of all necessary measures; the segregation of prisoners suspected of infectious or contagious conditions; the noting of physical or mental defects which might hamper rehabilitation, and the determination of the physical capacity of every prisoner for work.

25. (1) The medical officer shall have the care of the physical and mental health of the prisoners and should daily see all sick prisoners, all who complain of illness, and any prisoner to whom his attention is specially directed.

(2) The medical officer shall report to the director whenever he considers that a prisoner's physical or mental health has been or will be injuriously affected by continued imprisonment or by any condition of imprisonment.

26. (1) The medical officer shall regularly inspect and advise the director upon:

(a) The quantity, quality, preparation and service of food;

(b) The hygiene and cleanliness of the institution and the prisoners;

(c) The sanitation, heating, lighting and ventilation of the institution;

(d) The suitability and cleanliness of the prisoners' clothing and bedding;

(e) The observance of the rules concerning physical education and sports, in cases where there is no technical personnel in charge of these activities.

(2) The director shall take into consideration the reports and advice that the medical officer submits according to rules 25 (2) and 26 and, in case he concurs with the recommendations made, shall take immediate steps to give effect to those recommendations; if they are not with in his competence or if he does not concur with them, he shall immediately submit his own report and the advice of the medical officer to higher authority.

Discipline and punishment

27. Discipline and order shall be maintained with firmness, but with no more restriction than is necessary for safe custody and well-ordered community life.

28. (1) No prisoner shall be employed, in the service of the institution, in any disciplinary capacity.

(2) This rule shall not, however, impede the proper functioning of systems based on self-government, under which specified social, educational or sports activities or responsibilities are entrusted, under supervision, to prisoners who are formed into groups for the purposes of treatment.

29. The following shall always be determined by the law or by the regulation of the competent administrative authority:

(a) Conduct constituting a disciplinary offence;

(b) The types and duration of punishment which may be inflicted;

(c) The authority competent to impose such punishment.

30. (1) No prisoner shall be punished except in accordance with the terms of such law or regulation, and never twice for the same offence.

(2) No prisoner shall be punished unless he has been informed of the offence alleged against him and given a proper opportunity of presenting his defence. The competent authority shall conduct a thorough examination of the case.

(3) Where necessary and practicable the prisoner shall be allowed to make his defence through an interpreter.

31. Corporal punishment, punishment by placing in a dark cell, and all cruel, inhuman or degrading punishments shall be completely prohibited as punishments for disciplinary offences.

32. (1) Punishment by close confinement or reduction of diet shall never be inflicted unless the medical officer has examined the prisoner and certified in writing that he is fit to sustain it.

(2) The same shall apply to any other punishment that may be prejudicial to the physical or mental health of a prisoner. In no case may such punishment be contrary to or depart from the principle stated in rule 31.

(3) The medical officer shall visit daily prisoners undergoing such punishment and shall advise the director if he considers the termination or alteration of the punishment necessary on grounds of physical or mental health.

Instruments of restraint

33. Instruments of restraint, such as handcuffs, chains, irons and strait-jackets, shall never be applied as a punishment. Futhermore, chains or irons shall not be used as restraints. Other instruments of restraint shall not be used except in the following circumstances:

(a) As a precaution against escape during a transfer, provided that they shall be removed when the prisoner appears before a judicial or administrative authority;

(b) On medical grounds by direction of the medical officer;

(c) By order of the director, if other methods of control fail, in order to prevent a prisoner from injuring himself or others or from damaging property; in such instances the director shall at once consult the medical officer and report to the higher administrative authority.

34. The patterns and manner of use of instruments of restraint shall be decided by the central prison administration. Such instruments must not be applied for any longer time than is strictly necessary.

Information to and complaints by prisoners

35. (1) Every prisoner on admission shall be provided with written information about the regulations governing the treatment of prisoners of his category, the disciplinary requirements of the institution, the authorized methods of seeking information and making complaints, and all

such other matters as are necessary to enable him to understand both rights and his obligations and to adapt himself to the life of the institution.

(2) If a prisoner is illiterate, the aforesaid information shall be conveyed to him orally.

36. (1) Every prisoner shall have the opportunity each week day of making requests or complaints to the director of the institution or the officer authorized to represent him.

(2) It shall be possible to make requests or complaints to the inspector of prisons during his inspection. The prisoner shall have the opportunity to talk to the inspector or to any other inspecting officer without the director or other members of the staff being present.

(3) Every prisoner shall be allowed to make a request or complaint, without censorship as to substance but in proper form, to the central prison administration, the judicial authority or other proper authorities through approved channels.

(4) Unless it is evidently frivolous or groundless, every request or complaint shall be promptly dealt with and replied to without undue delay.

Contact with the outside world

37. Prisoners shall be allowed under necessary supervision to communicate with their family and reputable friends at regular intervals, both by correspondence and by receiving visits.

38. (1) Prisoners who are foreign nationals shall be allowed reasonable facilities to communicate with the diplomatic and consular representatives of the State to which they belong.

(2) Prisoners who are nationals of States without diplomatic or consular representation in the country and refugees or stateless persons shall be allowed similar facilities to communicate with the diplomatic representative of the State which takes charge of their interests or any national or international authority whose task it is to protect such persons.

39. Prisoners shall be kept informed regularly of the more important items of news by the reading of newspapers, periodicals or special institutional publications, by hearing wireless transmissions, by lectures or by any similar means as authorized or controlled by the administration.

Books

40. Every institution shall have a library for the use of all categories of prisoners, adequately stocked with both recreational and instructional books, and prisoners shall be encouraged to make full use of it.

Religion

41. (1) If the institution contains a sufficient number of prisoners of the same religion, a qualified representative of that religion shall be appointed or approved. If the number of prisoners justifies it and conditions permit, the arrangement should be on a full-time basis.

(2) A qualified representative appointed or approved under paragraph (1) shall be allowed to hold regular services and to pay pastoral visits in private to prisoners of his religion at proper times.

(3) Access to a qualified representative of any religion shall not be refused to any prisoner. On the other hand, if any prisoner should object to a visit of any religious representative, his attitude shall be fully respected.

42. So far as practicable, every prisoner shall be allowed to satisfy the needs of his religious life by attending the services provided in the institution and having in his possession the books of religious observance and instruction of his denomination.

Retention of prisoners' property

43. (1) All money, valuables, clothing and other effects belonging to a prisoner which under the regulations of the institution he is not allowed to retain shall on his admission to the institution be placed in safe custody. An inventory thereof shall be signed by the prisoner. Step shall be taken to keep them in good condition.

(2) On the release of the prisoner all such articles and money shall be returned to him except in so far as he has been authorized to spend money or send any such property out of the institution, or it has been found necessary on hygienic grounds to destroy any article of clothing. The prisoner shall sign a receipt for the articles and money returned to him.

(3) Any money or effects received for a prisoner from outside shall be treated in the same way.

(4) If a prisoner brings in any drugs or medicine, the medical officer shall decide what use shall be made of them.

Notification of death, illness, transfer, etc.

44. (1) Upon the death or serious illness of, or serious injury to a prisoner, or his removal to an institution for the treatment of mental affections, the director shall at once inform the spouse if the prisoner is married, or the nearest relative and shall in any event inform any other person previously designated by the prisoner.

(2) A prisoner shall be informed at once of the death or serious illness of any near relative. In case of the critical illness of a near relative, the prisoner should be authorized, whenever circumstances allow, to go to his bedside either under escort or alone.

(3) Every prisoner shall have the right to inform at once his family of his imprisonment or his transfer to another institution.

Removal of prisoners

45. (1) When prisoners are being removed to or from an institution, they shall be exposed to public view as little as possible, and proper safeguards shall be adopted to protect them from insult, curiosity and publicity in any form.

(2) The transport of prisoners in conveyances with inadequate ventilation or light, or in any way which would subject them to unnecessary physical hardship, shall be prohibited.

(3) The transport of prisoners shall be carried out at the expense of the administration and equal conditions shall obtain for all of them.

Institution personnel

46. (1) The prison administration shall provide for the careful selection of every grade of the personnel, since it is on their integrity, humanity, professional capacity and personal suitability for the work that the proper administration of the institutions depends.

(2) The prison administration shall constantly seek to awaken and maintain in the minds both of the personnel and of the public the convictions that this work is a social service of great importance, and to this end all appropriate means of informing the public should be used.

(3) To secure the foregoing ends, personnel shall be appointed on a full-time basis as professional prison officers and have civil service status with security of tenure subject only to good conduct, efficiency and physical fitness. Salaries shall be adequate to attract and retain suitable men and women; employment benefits and conditions of service shall be favorable in view of the exacting nature of work.

47. (1) The personnel shall possess an adequate standard of education and intelligence.

(2) Before entering on duty, the personnel shall be given a course of training in their general and specific duties and be required to pass theoretical and practical tests.

(3) After entering on duty and during their career, the personnel shall maintain and improve their knowledge and professional capacity by attending courses of in-service training to be organized at suitable intervals.

48. All members of the personnel shall at all times so conduct themselves and perform their duties as to influence the prisoners for good by their examples and to command their respect.

49. (1) So far as possible, the personnel shall include a sufficient number of specialists such a psychiatrist, psychologist, social workers, teachers and trade instructors.

(2) The services of social workers, teachers and trade instructors shall be secured on a permanent basis, without thereby excluding part-time or voluntary workers.

50. (1) The director of an institution should be adequately qualified for his task by character, administrative ability, suitable training and experience.

(2) He shall devote his entire time to his official duties and shall not be appointed on a part-time basis.

(3) He shall reside on the premises of the institution or in its immediate vicinity.

(4) When two or more institutions are under the authority of one director, he shall visit each of them at frequent intervals. A responsible resident official shall be in charge of each of these institutions.

51. (1) The director, his deputy, and the majority of the other personnel of the institution shall be able to speak the language of the greatest number of prisoners, or a language understood by the greatest number of them.

(2) Whenever necessary, the services of an interpreter shall be used.

52. (1) In institutions which are large enough to require the services of one or more full-time medical officers, at least one of them shall reside on the premises of the institution or in its immediate vicinity.

(2) In other institutions the medical officer shall visit daily and shall reside near enough to be able to attend without delay in cases of injury.

53. (1) In an institution for both men and women, the part of the institution set aside for women shall be under the authority of a responsible woman officer who shall have the custody of the keys of all that part of the institution.

(2) No male member of the staff shall enter the part of the institution set aside for women unless accompanied by a woman officer.

(3) Women prisoners shall be attended and supervised only by women officers. This does not, however, preclude mail members of the staff, particularly doctors and teachers, from carrying out their professional duties in institutions or parts of institutions set aside for women.

54. (1) Officers of the institutions shall not, in their relations with the prisoners, use force except in self-defence or in cases of attempted escape, or active or passive physical resistance to an order based on law or regulations. Officers who have recourse to force must use no more than is strictly necessary and must report the incident immediately to the director of the institution.

(2) Prison officers shall be given special physical training to enable them to restrain aggressive prisoners.

(3) Except in special circumstances, staff performing duties which bring them into direct contact with prisoners should not be armed. Futhermore, staff should in no circumstances be provided with arms unless they have been trained in their use.

Inspection

55. There shall be a regular inspection of penal institutions and services by qualified and experienced inspectors appointed by a competent authority. Their task shall be in particular to ensure that these institutions are administered in accordance with existing law and regulation and with a view to bringing about the objectives of penal and correctional services.

PART II. RULES APPLICABLE TO SPECIAL CATEGORIES

A. Prisoners under sentence

Guiding principles

56. The guiding principles hereafter are intended to show the spirit in which penal institutions should aim, in accordance with the declaration made under Preliminary Observation 1 of the present text.

57. Imprisonment and other measures which result in cutting off an offender from the outside world are afflictive by the very fact of taking from the person the right of self-determination by depriving him of his liberty. Therefore the prison system shall not, except as incidental to justifiable segregation or the maintenance of discipline, aggravate the suffering inherent in such a situation.

58. The purpose and justification of a sentence of imprisonment or a similar measure depreciative of liberty is ultimately to protect society against crime. This end can only be achieved if the period of imprisonment is used to ensure, so far as possible, that upon his return to society the offender is not only willing but able to lead a law-abiding and self-supporting life.

59. To this end, the institution should utilize all the remedial educational, moral, spiritual and other forces and forms of assistance which are appropriate and available, and should seek to apply them according to the individual treatment needs of the prisoners.

60. (1) The regime of the institution should seek to minimize any differences between prison life and life at liberty which tend to lessen the responsibility of the prisoners or the respect due to their dignity as human beings.

(2) Before the completion of the sentence, it is desirable that the necessary steps be taken to ensure for the prisoner a gradual return to life in society. This aim may be achieved, depending on the case, by a pre-release regime organized in the same institution or in another appropriate institution, or by release on trial under some kind of supervision which must not be entrusted to the police but should be combined with effective social aid.

61. The treatment of prisoners should emphasize not their exclusion from the community, but their continuing part in it. Community agencies should, therefore, be enlisted wherever possible to assist the staff of the institution in the task of social rehabilitation of the prisoners. There should be in connection with every institution social workers charged with the duty of maintaining and improving all desirable relations of a prisoner with his family and with valuable social agencies. Steps should be taken to safeguard, to the maximum extent comparable with the law and the sentence, the rights relating to civil interests, social security rights and other social benefits of prisoners.

62. The medical services of the institution shall seek to detect and shall treat any physical or mental illnesses or defects which may hamper a prisoner's rehabilitation. All necessary medical, surgical and psychiatric services shall be provided to that end.

63. (1) The fulfillment of these principles requires individualization of treatment and for this purpose a flexible system of classifying prisoners in groups; it is therefore desirable that such groups should be distributed in separate institutions suitable for the treatment of each group.

(2) These institutions need not provide the same degree of security for every group. It is desirable to provide varying degrees of security according to the needs of different groups. Open institutions, by the very fact that they provide no physical security against escape but rely on the self-discipline of the inmates, provide the conditions most favorable to rehabilitation for carefully selected prisoners.

(3) It is desirable that the large number of prisoners in closed institutions should not be so large that the individualization of treatment is hindered. In some countries it is considered that the population of such institution should not exceed five hundred. In open institutions the population should be as small as possible.

(4) On the other hand, it is undesirable to maintain prisons which are so small that proper facilities cannot be provided.

64. The duty of society does not end with a prisoner's release. There should, therefore, be governmental or private agencies capable of lending the released prisoner efficient after care directed towards the lessening of prejudice against him and towards his social rehabilitation.

Treatment

65. The treatment of persons sentenced to imprisonment or a similar measure shall have as its purpose, so far as the length of the sentence permits, to establish in them the will to lead

lawabiding and self-supporting lives after their release and to fit them to do so. The treatment shall be such as will encourage their self-respect and develop their sense of responsibility.

66. (1) To these ends, all appropriate means shall be used, including religious care in the countries where this is possible, education, vocational guidance and training, social casework, employment counselling, physical development and strengthening of moral character, in accordance with the individual needs of each prisoner, taking account of his social and criminal history, his physical and mental capacities and aptitudes, his personal temperament, the length of his sentence and his prospects after release.

(2) For every prisoner with a sentence of suitable length, the director shall receive, as soon as possible after his admission, full reports on all the matters referred to in the foregoing paragraph. Such reports shall always include a report by a medical officer, wherever possible qualified in psychiatry, on the physical and mental condition of the prisoner.

(3) The reports and other relevant documents shall be placed in an individual file. This file shall be kept up to date and classified in such a way that it can be consulted by the responsible personnel whenever the need arises.

Classification and individualization

67. The purpose of classification shall be:

(a) To separate from others those prisoners who, by reason of their criminal records or bad characters, are likely to exercise a bad influence.

(b) To divide the prisoners into classes in order to facilitate their treatment with a view to their social rehabilitation.

68. So far as possible separate institutions or separate sections of an institution shall be used for the treatment of the different classes of prisoners.

69. As soon as possible after admission and after a study of the personality of each prisoner with a sentence of suitable length, a program of treatment shall be prepared for him in the light of knowledge obtained about his individual needs, his capacities and dispositions.

Privileges

70. Systems of privileges appropriate for the different classes of prisoners and the different methods of treatment shall be established at every institution, in order to encourage good conduct, develop a sense of responsibility and secure the interest and cooperation of the prisoners in their treatment.

Work

71. (1) Prison labor must not be of an afflictive nature.

(2) All prisoners under sentence shall be required to work, subject to their physical and mental fitness as determined by the medical officer.

(3) Sufficient work of a useful nature shall be provided to keep prisoners actively employed for a normal working day.

(4) So far as possible the work provided shall be such as will maintain or increase the prisoners' ability to earn an honest living after release.

(5) Vocational training in useful trades shall be provided for prisoners able to profit thereby and especially for young prisoners.

(6) Within the limits compatible with proper vocational selection and with the requirements of institutional administration and discipline, the prisoners shall be able to choose the type of work they wish to perform.

72. (1) The organization and methods of work in the institutions shall resemble as closely as possible those of similar work outside institutions, so as to prepare prisoners for the conditions of normal occupational life.

(2) The interests of the prisoners and of their vocational training, however, must not be subordinated to the purpose of making a financial profit from an industry in the institution.

73. (1) Preferably institutional industries and farms should be operated directly by the administration and not by private contractors.

(2) Where prisoners are employed in work not controlled by the administration, they shall always be under the supervision of the institution's personnel. Unless the work is for other departments of the government the full normal wages for such work shall be paid to the administration by the persons to whom the labor is supplied, account being taken of the output of the prisoners.

74. (1) The precautions laid down to protect the safety and health of free workmen shall be equally observed in institutions.

(2) Provisions shall be made to indemnify prisoners against industrial injury, including occupational disease, on terms not less favorable than those extended by law to free workers.

75. (1) The maximum daily and weekly working hours of the prisoners shall be fixed by law or by administrative regulation, taking into account local rules or custom in regard to the employment of free workmen.

(2) The hours so fixed shall leave one rest day a week and sufficient time for education and other activities required as part of the treatment and rehabilitation of the prisoners.

76. (1) There shall be a system of equitable remuneration of the work of prisoners.

(2) Under the system prisoners shall be allowed to spend at least a part of their earnings on approved articles for their own use and to send a part of their earnings to their family.

(3) The system should also provide that a part of the earnings should be set aside by the administration so as to constitute a savings fund to be handed over to the prisoner on his release.

Education and recreation

77. (1) Provision shall be made for the further education of all prisoners capable of profiting thereby, including religious instruction in the countries where this is possible. The education of illiterates and young prisoners shall be compulsory and special attention shall be paid to it by the administration.

(2) So far as practicable, the education of prisoners shall be integrated with the educational system of the country so that after their release they may continue their education without difficulty.

78. Recreational and cultural activities shall be provided in all institutions for the benefit of the mental and physical health of prisoners.

Social relations and after-care

79. Special attention shall be paid to the maintenance and improvement of such relations between a prisoner and his family as are desirable in the best interests of both.

80. From the beginning of a prisoner's sentence consideration shall be given to his future after release and he shall be encouraged and assisted to maintain or establish such relations with persons or agencies outside the institution as may promote the best interests of his family and his own social rehabilitation.

81. (1) Services and agencies, governmental or otherwise, which assist released prisoners to reestablish themselves in society shall ensure, so far as is possible and necessary, that released prisoners be provided with appropriate documents and identification papers, have suitable homes and work to go to, are suitably and adequately clothed having regard to the climate and season, and have sufficient means to reach their destination and maintain themselves in the period immediately following their release.

(2) The approved representatives of such agencies shall have all necessary access to the institution and to prisoners and shall be taken into consultation as to the future of a prisoner from the beginning of his sentence.

(3) It is desirable that the activities of such agencies shall be centralized or coordinated as far as possible in order to secure the best use of their efforts.

B. Insane and mentally abnormal prisoners

82. (1) Persons who are found to be insane shall not be detained in prisons and arrangements shall be made to remove them to mental institutions as soon as possible.

(2) Prisoners who suffer from other mental diseases or abnormalities shall be observed and treated in specialized institutions under medical management.

(3) During their stay in a prison, such prisoners shall be placed under the special supervision of a medical officer.

(4) The medical or psychiatric service of the penal institutions shall provide for the psychiatric treatment of all other prisoners who are in need of such treatment.

83. It is desirable that steps should be taken, by arrangement with the appropriate agencies, to ensure if necessary the continuation of psychiatric treatment after release and the provision of social-psychiatric after-care.

C. Prisoners under arrest or awaiting trial

84. (1) Persons arrested or imprisoned by reason of a criminal charge against them, who are detained either in police custody or in prison custody (jail) but have not yet been tried and sentenced, will be referred to as "untried prisoners" hereinafter in these rules.

(2) Unconvicted prisoners are presumed to be innocent and shall be treated as such.

(3) Without prejudice to legal rules for the protection of individual liberty or prescribing the procedure to be observed in respect of untried prisoners, these prisoners shall benefit by a special regime which is described in the following rules in its essential requirements only.

85. (1) Untried prisoners shall be kept separate from convicted prisoners.

(2) Young untried prisoners shall be kept separate from adults and shall in principle be detained in separate institutions.

86. Untried prisoners shall sleep singly in separate rooms, with the reservation of different local custom in respect of the climate.

87. Within the limits compatible with the good order of the institution, untried prisoners may, if they so desire, have their food procured at their own expense from the outside, either through the administration or through their family or friends. Otherwise, the administration shall provide their food.

88. (1) An untried prisoner shall be allowed to wear his own clothing if it is clean and suitable.

(2) If he wears prison dress, it shall be different from that supplied to convicted prisoners.

89. An untried prisoner shall always be offered opportunity to work, but shall not be required to work. If he chooses to work, he shall be paid for it.

90. An untried prisoner shall be allowed to procure at his own expense or at the expense of a third party such books, newspapers, writing materials and others means of occupation as are compatible with the interests of the administration of justice and the security and good order of the institution.

91. An untried prisoner shall be allowed to be visited and treated by his own doctor or dentist if there is reasonable ground for his application and he is able to pay any expenses incurred.

92. An untried prisoner shall be allowed to inform immediately his family of his detention and shall be given all reasonable facilities for communicating with his family and friends, and for receiving visits from them, subject only to such restrictions and supervision as are necessary in the interests of the administration of justice and of the security and good order of the institution.

93. For the purpose of his defence, an untried prisoner shall be allowed to apply for free legal aid where such aid is available, and to receive visits from his legal adviser with a view to his defence and to prepare and hand to him confidential instructions. For these purposes, he shall if he so desires be supplied with writing material. Interviews between the prisoner and his legal adviser may be within sight but not within the hearing of a police or institution official.

D. Civil prisoners

94. In countries where the law permits imprisonment for debt or by order of a court under any other noncriminal process, persons so imprisoned shall not be subjected to any greater restriction or severity than is necessary to ensure safe custody and good order. Their treatment shall be not less favorable than that of untried prisoners, with the reservation, however, that they may possibly be required to work.

E. Persons arrested or detained without charge

95. Without prejudice to the provisions of article 9 of the International Covenant on Civil and Political Rights, persons arrested or imprisoned without charge shall be accorded the same protection as that accorded under part I and part II, section C. Relevant provisions of part II, section A, shall likewise be applicable where their application may be conducive to the benefit of this special group of persons in custody, provided that no measures shall be taken implying that re-education or rehabilitation is in any way appropriate to persons not convicted of any criminal offence.

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

Adopted by the General Assembly of the United Nations on 9 December 1975 (resolution 3452 (XXX))

The General Assembly,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Considering that these rights derive from the inherent dignity of the human person,

Considering also the obligation of States under the Charter, in particular Article 55, to promote universal respect for, and observance of, human rights and fundamental freedoms,

Having regard to article 5 of the Universal Declaration of Human Rights and article 7 of the International Covenant on Civil and Political Rights, both of which provide that no one may be subjected to torture or to cruel, inhuman or degrading treatment or punishment,

Adopts the Declaration on the Protection of All Persons from Being Subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, the text of which is annexed to the present resolution, as a guideline for all States and other entities exercising effective power.

Annex

Declaration on the protection of all persons from being subjected to torture and other cruel, inhuman or degrading treatment or punishment.

Article 1

1. For the purpose of this Declaration, torture means any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted by or at the instigation of a public official on a person for such purposes as obtaining from him for an act he has committed or is suspected of having committed, or intimidating him or other persons. It does not include pain or suffering arising only from, inherent in or incidental to, lawful sanctions to the extent consistent with the Standard Minimum Rules for the Treatment of Prisoners.

2. Torture constitutes an aggravated and deliberate form of cruel, inhuman or degrading treatment or punishment.

Article 2

Any act of torture or other cruel, inhuman or degrading treatment or punishment is an offence to human dignity and shall be condemned as a denial of the purposes of the Charter of the United Nations and as a violation of the human rights and fundamental freedoms proclaimed in the Universal Declaration of Human Rights.

Article 3

No state may permit or tolerate torture or other cruel, inhuman or degrading treatment or punishment. Exceptional circumstances such as a state of war or a threat of war, internal political instability or any other public emergency may not be invoked as a justification of torture or other cruel, inhuman or degrading treatment or punishment.

Article 4

Each State shall, in accordance with the provisions of this Declaration, take effective measures to prevent torture and other cruel, inhuman or degrading treatment or punishment from being practised within its jurisdiction.

Article 5

The training of law enforcement personnel and of other public officials who may be responsible for persons deprived of their liberty shall ensure that full account is taken of the prohibition against torture and other cruel, inhuman or degrading treatment or punishment. This prohibition shall also, where appropriate, be included in such general rules or instructions as are issued in regard to the duties and functions of anyone who may be involved in the custody or treatment of such persons.

Article 6

Each State shall keep under systematic review interrogation methods and practices as well as arrangements for the custody and treatment of persons deprived of their liberty in its territory, with a view to preventing any cases of torture or other cruel, inhuman or degrading treatment or punishment.

Article 7

Each State shall ensure that all acts of torture as defined in article 1 are offences under its criminal law. The same shall apply in regard to acts which constitute participation in, complicity in, incitement to or an attempt to commit torture.

Article 8

Any person who alleges that he has been subjected to torture or other cruel, inhuman or degrading treatment or punishment by or at the instigation of a public official shall have the right to complain to, and to have his case impartially examined by, the competent authorities of the State concerned.

Article 9

Wherever there is reasonable ground to believe that an act of torture as defined in article 1 has been committed, the competent authorities of the State concerned shall promptly proceed to an impartial investigation even if there has been no formal complaint.

Article 10

If an investigation under article 8 or article 9 establishes that an act of torture as defined in article 1 appears to have been committed, criminal proceedings shall be instituted against the alleged offender or offenders in accordance with national law. If an allegation of other forms of cruel, inhuman or degrading treatment or punishment is considered to be well founded, the alleged offender or offenders shall be subject to criminal, disciplinary or other appropriate proceedings.

Article 11

Where it is proved that an act of torture or other cruel, inhuman or degrading treatment or punishment has been committed by or at the instigation of a public official, the victim shall be afforded redress and compensation in accordance with national law.

Article 12

Any statement which is established to have been made as a result of torture or other cruel, inhuman or degrading treatment or punishment may not be invoked as evidence against the person concerned or against any other person in any proceedings.

Code of Conduct for Law Enforcement Officials.

The General Assembly,

Considering that the purposes proclaimed in the Charter of the United Nations include the achievement of international cooperation in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language or religion,

Recalling, in particular, the Universal Declaration of Human Rights108 and the International Covenants of Human Rights,109

Recalling also the Declaration on the Protection of All Persons from Being Subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, adopted by the General Assembly in its resolution 3452 (XXX) of 9 December 1975,

Mindful that the nature of the functions of law enforcement in the defence of public order and the manner in which those functions are exercised have a direct impact on the quality of life of individuals as well as of society as a whole,

Conscious of the important task which law enforcement officials are performing diligently and with dignity, in compliance with the principles of human rights,

Aware, nevertheless, of the potential for abuse which the exercise of such duties entails,

Recognizing that the establishment of a code of conduct for law enforcement officials is only one of several important measures for providing the citizenry served by law enforcement officials with protection of all their rights and interests,

Aware that there are additional important principles and prerequisites for the humane performance of law enforcement functions, namely:

(a) That, like all agencies of the criminal justice system, every law enforcement agency should be representative of and responsive and accountable to the community as a whole,

(b) That the effective maintenance of ethical standards among law enforcement officials depends on the existence of a well-conceived, popularly accepted and humane system of laws,

(c) That every law enforcement official is part of the criminal justice system, the aim of which is to prevent and control crime, and that the conduct of every functionary within the system has an impact on the entire system,

(d) That every law enforcement agency, in fulfillment of the first premise of every profession, should be held to the duty of disciplining itself in complete conformity with the principles and standards herein provided and that the actions of law enforcement officials should be responsive to public scrutiny, whether exercised by a review board, a ministry, a procuracy, the judiciary, an ombudsman, a citizens' committee or any combination thereof, or any other reviewing agency,

(e) That standards as such lack practical value unless their content and meaning, through education and training and through monitoring, become part of the creed of every law enforcement official,

Adopts the Code of Conduct for Law Enforcement Officials set forth in the annex to the present resolution and decides to transmit it to Governments with the recommendation that favorable consideration should be given to its use within the framework of national legislation or practice as a body of principles for observance by law enforcement officials.

106th plenary meeting
17 December 1979

ANNEX

Code of Conduct for Law Enforcement Officials

Article 1

Law enforcement officials shall at all time fulfil the duty imposed upon them by law, by serving the community and by protecting all persons against illegal acts, consistent with the high degree of responsibility required by their profession.

Commentary:

(a) The term "law enforcement officials" includes all officers of the law, whether appointed or elected, who exercise police powers, especially the powers of arrest or detention.

(b) In countries where police powers are exercised by military authorities, whether uniformed or not, or by state security forces, the definition of law enforcement officials shall be regarded as including officers of such services.

(c) Service to the community is intended to include particularly rendition of services of assistance to those members of the community who by reason of personal, economic, social or other emergencies are in need of immediate aid.

(d) This provision is intended to cover not only all violent, predatory and harmful acts, but extends to the full range of prohibitions under penal statutes. It extends to conduct by persons not capable of incurring criminal liability.

Article 2

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

Commentary:

(a) The human rights in question are identified and protected by national and international law. Among the relevant international instruments are the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, the Declaration on the Protection of All Persons from Being Subjected to Torture and Other Cruel, Inhuman or Degrading Treatment of Punishment, the United Nations Declaration on the Elimination of All Forms of Racial Discrimination, the International Convention on the Elimination of All Forms of Racial Discrimination, the International Convention on the Suppression and Punishment of the Crime of Apartheid, The Convention on the Prevention and Punishment of the Crime of Genocide, the Standard Minimum Rules for the Treatment of Prisoners and the Vienna Convention on Consular Relations.

(b) National commentaries to this provision should indicate regional or national provisions identifying and protecting these rights.

Article 3

Law enforcement officials may use force only when strictly necessary and to the extent required for the performance of their duty.

Commentary:

(a) This provision emphasizes that the use of force by law enforcement officials should be exceptional; while it implies that law enforcement officials may be authorized to use force as is reasonably necessary under the circumstances for the prevention of crime or in effecting or assisting in the lawful arrest of offenders or suspected offenders, no force going beyond that may be used.

(b) National law ordinarily restricts the use of force by law enforcement officials in accordance with a principle of proportionality. It is to be understood that such national principles

of proportionality are to be respected in the interpretation of this provision. In no case should this provision be interpreted to authorize the use of force which is disproportionate to the legitimate objective to be achieved.

(c) The use of firearms is considered an extreme measure. Every effort should be made to exclude the use of firearms, especially against children. In general, firearms should not be used except when a suspected offender offers armed resistance or otherwise jeopardizes the lives of others and less extreme measures are not sufficient to restrain or apprehend the suspected offender. In every instance in which a firearm is discharged, a report should be made promptly to the competent authorities.

Article 4

Matters of a confidential nature in the possession of law enforcement officials shall be kept confidential, unless the performance of duty or the needs of justice strictly require otherwise.

Commentary:

By the nature of their duties, law enforcement officials obtain information which may relate to private lives or be potentially harmful to the interests, and especially the reputation, of others. Great care should be exercised in safeguarding and using such information, which should be disclosed only in the performances of duty or to serve the needs of justice. Any disclosure of such information for other purposes is wholly improper.

Article 5

No law enforcement official may inflict, instigate or tolerate any act of torture or other cruel, inhuman or degrading treatment or punishment, nor may any law enforcement official invoke superior orders or exceptional circumstance such as a state of war or a threat of war, a threat to national security, internal political instability or any other public emergency as a justification of torture or other cruel, inhuman or degrading treatment or punishment.

Commentary:

(a) This prohibition derives from the Declaration on the Protection of All Persons from Being Subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, adopted by the General Assembly, according to which:

"[Such an act is] an offence to human dignity and shall be condemned as a denial of the purposes of the Charter of the United Nations and as a violation of the human rights and fundamental freedoms proclaimed in the Universal Declaration of Human Rights [and other international human rights instruments]."

(b) The Declaration defines torture as follows:

". . . torture means any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted by or at the instigation of a public official on a person for such purposes as obtaining from him or a third person information or confession, punishing him for an act he has committed or is suspected of having committed, or intimidating him or other persons. It does not include pain or suffering arising only from, inherent in or incidental to, lawful sanctions to the extent consistent with the Standard Minimum Rules for the Treatment of Prisoners."111

(c) The term "cruel, inhuman or degrading treatment or punishment" has not been defined by the General Assembly but should be interpreted so as to extend the widest possible protection against abuses, whether physical or mental.

Article 6

Law enforcement officials shall ensure the full protection of the health of persons in their custody and, in particular, shall take immediate action to secure medical attention whenever required.

Commentary:

(a) "Medical attention", which refers to services rendered by any medical personnel, including certified medical practitioners and paramedics, shall be secured when needed or requested.

(b) While the medical personnel are likely to be attached to the law enforcement operation, law enforcement officials must take into account the judgement of such personnel when they recommend providing the person in custody with appropriate treatment through, or in consultation with, medical personnel from outside the law enforcement operation.

(c) It is understood that law enforcement officials shall also secure medical attention for victims of violations of law or of accidents occurring in the course of violations of law.

Article 7

Law enforcment officials shall not commit any act of corruption. They shall also rigorously oppose and combat all such acts.

Commentary:

(a) Any act of corruption, in the same way as any other abuse of authority, is incompatible with the profession of law enforcement officials. The law must be enforced fully with respect to any law enforcement official who commits an act of corruption, as Governments cannot expect to enforce the law among their citizens if they cannot, or will not, enforce the law against their own agents and within their own agencies.

(b) While the definition of corruption must be subject to national law, it should be understood to encompass the commission or omission of an act in the performance of or in connection with one's duties, in response to gifts, promises or incentives demanded or accepted, or the wrongful receipt of these once the act has been committed or omitted.

(c) The expression "act of corruption" referred to above should be understood to encompass attempted corruption.

Article 8

Law enforcement officials shall respect the law and the present Code. They shall also, to the best of their capability, prevent and rigorously oppose any violations of them.

Law enforcement officials who have reason to believe that a violation of the present Code has occurred or is about to occur shall report the matter to their superior authorities and, where necessary, to other appropriate authorities or organs vested with reviewing or remedial power.

Commentary:

(a) This Code shall be observed whenever it has been incorporated into national legislation or practice. If legislation or practice contains stricter provisions than those of the present Code, those stricter provisions shall be observed.

(b) The article seeks to preserve the balance between the need for internal discipline of the agency on which public safety is largely dependent, on the one hand, and the need for dealing with violations of basic human rights, on the other. Law enforcement officials shall report violations within the chain of command and take other lawful action outside the chain of command only when no other remedies are available or effective. It is understood that law enforcement officials shall not suffer administrative or other penalties because they have reported that a violation of this Code has occurred or is about to occur.

(c) The term "appropriate authorities or organ vested with reviewing or remedial power" refers to any authority or organ existing under national law, whether internal to the law enforcement agency or independent thereof, with statutory, customary or other power to review grievances and complaints arising out of violations within the purview of this Code.

(d) In some countries, the mass media may be regarded as performing complaint review functions similar to those described in subparagraph (c) above. Law enforcement officials may, therefore, be justified if, as a last resort and in accordance with the laws and customs of their own countries and with the provisions of article 4 of the present Code, they bring violations to the attention of public opinion through the mass media.

(e) Law enforcement officials who comply with the provisions of this Code deserve the respect, the full support and the cooperation of the community and of the law enforcement agency in which they serve, as well as the law enforcement profession.