COURSE TITLE: Supervising Special Populations

COURSE NUMBER: CJK 0330V

COURSE DESCRIPTION (with prerequisites):
This is a basic course in which the supervision of special population inmates is studied. The ability of the officer to categorize, approach, and redirect these inmates to ensure officer safety and effective communication is also studied. Objectives are addressed as specified by the criminal justice standards and training commission. 20 clock hours.

NAME(S) OF INSTRUCTORS:
Program Availability

EFFECTIVE ACADEMIC YEAR:
2014-2015

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
See instructor’s First Day Handout.

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.
MAKE-UP POLICY:
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

LIBRARY AND ON-LINE REFERENCE MATERIALS:
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:
The college’s learning management system is Canvas. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

TUTORING RESOURCES:
Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. It can be accessed through
Canvas. Additionally, the Academic Center for Excellence (ACE) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. Lab hours are posted each semester at the room entrance.

**ELECTRONIC DEVICE USAGE:**
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**
See Below***

**LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS**

<table>
<thead>
<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR CJK 0330V</th>
<th>PROGRAM-LEVEL LEARNING OUTCOMES: Correctional Officer</th>
<th>ASSESSMENT METHODS FOR STUDENT LEARNING OUTCOMES</th>
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<tbody>
<tr>
<td>• See Below***</td>
<td>COR Outcome 1: Students demonstrate mastery of Correctional Officer knowledge and skills.</td>
<td>T, SP, SD, BO, Sk. Check</td>
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<td>COR Outcome 2: Demonstrate safety skills appropriate for employees in a Correctional Officer work setting.</td>
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<td>COR Outcome 3: Apply critical thinking and problem solving proficiency as appropriate for employees in a Correctional Officer work setting.</td>
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<td>COR Outcome 4: Exhibit interpersonal and ethical</td>
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skills as appropriate for employees in a Correctional Officer work setting.

COR Outcome 5: Exhibit leadership, organizational, and professional skills appropriate for employees in a Correctional Officer workplace.

**Assessment Codes**

- **T** = Tests
- **Pre/Post** = Pre- and Post-Tests
- **OT** = Objective Tests
- **UT** = Unit Tests
- **Q** = Quizzes
- **F** = Final Examination
- **CF** = Cumulative Final
- **EX** = Departmental Exam
- **SE** = Nat’l or State Standardized Exam
- **RPT** = Report/Presentation
- **SP** = Skills Performance
- **SD** = Skills Demonstration
- **W** = Writing Assignments
- **E** = Essays
- **DE** = Documented Essays
- **RP** = Research papers
- **J** = Jury
- **R** = Recital
- **Proj.** = Projects
- **Exp.** = Experiments
- **Cap. Proj.** = Capstone Project
- **Cap. Course** = Capstone Course
- **Prac.** = Practicum
- **Intern.** = Internship
- **H** = Homework
- **PS** = Problem Solving
- **DB** = Discussion Board
- **BO** = Behavioral Observation
- **Clin.** = Clinicals
- **CS** = Case Study
- **CP** = Case Plan
- **Port.** = Portfolio
- **Obs.** = Teacher Observation
- **Sk. Check** = Skills Check-off
- **Curriculum Frameworks**
- **JP** = Judged
- **Performance/Exhibition**

**MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

The course is competency-based using handouts, videotapes, textbooks, computer assisted instruction and instructor demonstrations.

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134.0 Define special populations in a corrections setting.
135.0 Identify common types of inmate societies.
136.0 Identify reasons for inmate societies.
137.0 Describe common structures of inmate societies.
138.0 Define security threat group (STG).
139.0 Define “gang” in a corrections setting according to §874.03, F.S.
140.0 Describe why officers refer to gangs as STGs in a corrections setting.
141.0 List common criminal acts committed by STGs in a corrections setting.
142.0 Describe the differences between types of STGs.
143.0 List commonly known STGs.
144.0 Describe characteristics of STG members.
145.0 Describe common STG symbols, graffiti, colors, signs, and tattoos.
146.0 Identify inmate codes and the slang of STGs.
147.0 Describe common STG structure.
148.0 Identify signs of the solo extremist.
149.0 List the indicators of STG activity in a correctional setting.
150.0 Describe indicators of active STGs.
151.0 Describe the indicators of STGs the officer may encounter during cell or area searches.
152.0 List the indicators of STG activity while monitoring mail.
153.0 Describe signs of alliances or conflicts between STGs within the correctional setting.
154.0 Discuss the importance of recognizing changes in inmate cliques or groupings.
155.0 Discuss the importance of constantly observing inmate behavior related to STG activity.
Seize material related to STG activity.
Document STG activity.
Define substance abuse.
Describe symptoms of alcohol or drug abuse.
Describe signs and symptoms of substance abuse withdrawal or detoxification.
Describe common medical needs of the substance-abusing inmate.
Describe special considerations the officer needs to make when monitoring substance-abusing inmates.
Describe the role of the officer in an inmate, court-ordered, treatment program.
Discuss the symptoms of inmates with depression or suicide risk.
Describe common medical needs of the mentally ill inmate.
Describe the characteristics of a mentally ill inmate.
Discuss the symptoms of inmates with mental disorders.
Describe elements of effectively communicating with the mentally ill inmate.
Explain the Baker Act as it relates to inmates with mental illness.
Differentiate the use of force between the mentally ill and the general population inmates.
Describe the characteristics of an inmate that has mental retardation.
Describe the differences between mental illness and mental retardation.
Describe elements of effectively communicating with inmates that have mental retardation.
Define juvenile adjudication.
Define juvenile inmate.
Define youthful offender.
Describe the characteristics of the juvenile inmate and youthful offender.
Describe disciplinary issues associated with the juvenile inmate and youthful offender.
Describe special considerations when monitoring the juvenile inmate and youthful offender.
List the legal requirements for incarcerating the juvenile inmate and youthful offender.
Describe how to employ the use of force with the juvenile inmate.
List types of services available to the juvenile inmate and youthful offender.
Define elderly inmate.
Describe the characteristics of an elderly inmate.
Describe the elements of effectively communicating with an elderly inmate.
Describe special considerations the officer needs to make when monitoring elderly inmates.
Describe situations in which the officer needs to make special considerations for an elderly inmate with physical limitations.
List the types of services available to the elderly inmate.
Describe the emotional characteristics of the female inmate.
Describe common methods of manipulation officers may encounter when supervising female inmates.
List the types of services available to female inmates.
Describe the characteristics of an inmate that is a sexual abuse victim.
193.0 Identify housing issues for the inmate that is a sexual abuse victim.
194.0 Describe methods to prevent sexual abuse of at risk inmates in a corrections setting.
195.0 Describe disciplinary issues of inmates that are sexual abuse victims.
196.0 Define institutional homosexuality.
197.0 Describe characteristics of institutional homosexuality within the correctional setting.
198.0 Define transgender.
199.0 Identify classification issues for the transgender inmate.
200.0 Identify housing issues for the transgender inmate.
201.0 Define disabled person.
202.0 Identify that there are rules provided by the Americans with Disabilities Act that apply to physically disabled inmates.
203.0 Describe common methods of manipulation used by physically disabled inmates.
204.0 Describe special considerations the officer needs to make when monitoring physically disabled inmates.
205.0 List types of services available to the physically disabled inmate.
206.0 Identify changes in an inmate’s behavior that may indicate a medical need.
207.0 Describe special considerations to employ when monitoring medically needy inmates.
208.0 Differentiate the use of force considerations between the medically needy and the general population inmate.
209.0 Describe special considerations to employ when monitoring a terminally ill inmate.
210.0 Describe special visitation considerations for a terminally ill inmate.
211.0 Define disciplinary confinement.
212.0 Define administrative confinement.
213.0 Define protective management.
214.0 Identify the requirements for communicating with inmates in confinement.
215.0 Identify the requirements for increased monitoring of inmates in confinement.
216.0 Define death row inmate.
217.0 Describe the psychological characteristics of a death row inmate.
218.0 Describe various security issues when monitoring death row inmates.
219.0 Describe special considerations to employ when monitoring death row inmates.

ASSIGNMENT AND/OR COURSE OUTLINE

See your Instructor First Day Handout for individual instructor assignment schedule.