

**Performance Outcome 1. 1.(Jail) and 1.6 (CS/CP)**

Maintain a professional appearance with respect to clothing, grooming, and equipment.

**Training Objectives Related to 1. 1. (Jail) and 1.6 (CS/CP)**

A. Given a practical exercise, the trainee will be inspected to meet academy standards for clothing, grooming, and equipment.

**Criteria:** The trainee shall be tested on the following:

1.1.1. Professional appearance for an officer regarding clothing and grooming.

1.1.2. Professional appearance for an officer's personal equipment.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Professional appearance for an officer regarding clothing and grooming.
2. Professional appearance for an officer regarding personal equipment.
3. The importance to public perception of professionalism by presenting a well-groomed appearance for clothing and equipment.
4. The importance of establishing departmental esprit de corps by presenting a well-groomed appearance.

**Performance Outcome 1. 2. (Jail) and 1.7 (CS/CP)**

Behave in a fair, positive and courteous manner with inmates and the public to develop a trust relationship and positive community relationship.

**Training Objectives Related to 1. 2. (Jail) and 1.7 (CS/CP)**

- A. Given a written exercise, identify the impact that common courtesy may have regarding the relationship between the local jail and the community.
- B. Identify the requirements for professionalism that impact the deputy's/officer's knowledge, skill, and ability to behave in a fair and positive manner.
- C. Identify the requirement that will assist in developing and maintaining a trust relationship with the citizenry and with inmates.

**Criteria:** The trainee shall be tested on the following:

- 1.2.1. Reasons to foster a positive relationship between the local jail and the public.
- 1.2.2. Principles that define a profession.
- 1.2.3. Historical evolution of jails in the United States
- 1.2.4. Three elements of the criminal justice system
- 1.2.5. The place of jails and criminal justice in the structure of government
- 1.2.6. The role of ethics
  - 1.2.6.1. General principles of ethics
  - 1.2.6.2. Code of Ethics
    - (1). Deputy/officer behavior
    - (2). Deputy/officer dedication
    - (3). Career development
- 1.2.7. Methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow deputies or officers
- 1.2.8. Positive and negative aspects of discretionary enforcement of laws, policies, and procedures
- 1.2.9. Positive and negative influences of a criminal justice career on a deputy's/jail officer's personal life

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Reasons to foster a positive relationship between the jail officer/deputy and the public.
  - a. Develop and maintain open communications between the jail and the community
  - b. Reduce fear and mistrust by some members of the public, especially recent immigrants whose experience with jails in other countries has been negative
  - c. Enhance the officer's/deputy's ability to function as effectively as possible in carrying out their daily duties
  - d. Others as may be identified and discussed
2. Consequences that may result from a failure of common courtesy
  - a. Lack of respect on the part of the officer/deputy toward a member of the public has a ripple effect beyond the immediate situation, i.e., the public may fail to call for assistance for an officer/deputy in trouble or ignore reporting a situation in the jail.
  - b. Negative attitudes toward jail officers/deputies in general may develop from the actions of one officer/deputy.
  - c. The jail officer's/deputy's ability to function effectively in carrying out daily duties will diminish should the officer/deputy become known as lacking in common courtesy and respect.
  - d. Others as may be identified
2. Identify principles that define a profession
4. Identify the historical evolution of Corrections and Jails in the United States
  - a. Establishment of Jails
  - b. Oath of office
  - c. Constitution and Bill of Rights
5. Identify the three elements of the criminal justice system
  - a. Courts
    - (1). Federal system
      - (a). U. S. District Court
      - (b). U. S. Court of Appeals for the # Circuit (example: U. S. Court of Appeals for the 4<sup>th</sup> Circuit – Virginia is in this circuit)
      - (c). U.S. Supreme Court
    - (2). State system
      - (a). Magistrates
      - (b). General District Courts
      - (c). Circuit Courts
      - (d). Virginia Court of Appeals
      - (e). Virginia Supreme Court

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- b. Law Enforcement
    - (1). Federal officers (in general)
    - (2). Sheriffs
    - (3). Police (local and state)
    - (4). Other law enforcement agents
  - c. Corrections
    - (1). Local corrections (jails, detention facilities)
    - (2). State corrections
6. Identify the place of jails in the structure of government
7. Define the role of ethics in criminal justice
- a. Identify two general principles of ethics that may assist an officer/deputy in making ethical judgments
  - b. Review the Jail and/or Law Enforcement Code of Ethics and its impact on the following:
    - (1). Officer/deputy behavior on duty
      - (a). Reverence for the law
      - (b). Crime prevention/prevention of rules infractions
      - (c). Respect for the public
      - (d). Impartial enforcement of rules and regulations
      - (e). Attempt to use minimum force necessary to effect an arrest or restrain an inmate
      - (f). Report only the truth
      - (g). Testify only the truth
      - (h). Never use public office for private gain
      - (i). Strive to perform at maximum efficiency
      - (j). Never misuse resources or confidential information
    - (2). Officer/deputy behavior off-duty
      - (a). Practice good citizenship, i.e., youth volunteer work, assist neighbors, be active in schools, etc.
      - (b). Maintain self-control, fair play and discipline in such areas as avoiding disputes, excessive use of alcohol, prejudicial conduct or interaction with people of different ethnic, religious, sexual and similar preferences, illegal gambling and others that may be identified.

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- (3). Officer/deputy dedication
  - (a). Self (taking care of you will help you care for others)
  - (b). Family
  - (c). Office
  - (d). Community
  - (e). State
  - (f). Country
  
- (4). Career development
  - (a). In-service training and specialized training programs and courses
  - (b). Resources for individual efforts
    - (1). Reading professional material related to the job
    - (2). Seeking out other criminal justice training
    - (3). Using educational resources such as college courses
    - (4). Others that may be identified
  
- c. Provide copies of the Jail Officer's Code of Ethics for signature by trainees.
  
- 8. Identify methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow jail officers/deputies
  
- 9. Identify the positive and negative aspects of discretionary enforcement of laws, jail rules and regulations
  - a. Positive aspect: Inmates realize that they cannot manipulate a deputy or jail officer.
  - b. Negative aspect: Inmates watching a deputy/jail officer may think his enforcement of jail rules is unfair when the deputy/jail officer allows a prominent citizen who is in jail to have privileges that they may not get.
  
- 10. Identify positive and negative influences of a criminal justice career on an officers/deputies personal life
  - a. Positive influences include, but are not limited to,
    - (1). Providing a role model to citizens, especially children
    - (2). Saving lives
    - (3). Preventing crime
    - (4). Safeguarding the principles of our nation as noted in the Constitution and the Bill of Rights
    - (5). Others as may be identified
  
  - b. Negative influences include, but are not limited to
    - (1). Constantly facing the possibility of death or serious injury
    - (2). Divorce or strains on family relationships
    - (3). Alcoholism
    - (4). Mental health problems ranging from chronic stress to

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depression with the possibility of suicide

(5). Others as may be identified

c. Bias

- (1). Define bias.
- (2). Define discrimination.
- (3). Identify consequences of bias based jail, court, or civil process operations.
- (4). Identify consequences of impartial enforcement of jail, court, or civil process service rules.
- (5). Identify methods that a deputy/jail/court security/civil process service officer may use to prevent bias from determining a jail, court, or civil process enforcement intervention.

**Instructor Note: Numbers 4 and 5 in the lesson plan guide should provide an overview so that the trainee understands the structure of the criminal justice system and how jail operations fit into this structure. Detailed information on these areas will be provided during legal issues training.**

**Performance Outcome 1.3. (Jail) and 1.8 (CS/CP)**

Apply knowledge of the law relating to gambling and identify its impact on professionalism.

**Training Objectives Relating to 1.3. (Jail) and 1.8 (CS/CP)**

- A. Given a written exercise, identify the elements of crime classifications relating to gambling offenses.
- B. Given a written exercise, identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/civil process service officers.

**Criteria:** The trainee shall be tested on the following:

- 1.3.1. Define gambling and elements of the crime.
- 1.3.2. Identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/civil process service officers.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define gambling and elements of the crime, §18.2-325
2. Identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/civil process service officers.