

# CORE

Competencies for Local Probation and Pretrial Practices

## ESSENTIAL SKILLS PARTICIPANT MANUAL



Virginia Department of Criminal Justice Services  
[www.dcjs.virginia.gov](http://www.dcjs.virginia.gov)

*Intentionally Blank*

## General Classroom Guidelines

1	Be on time. Leave on time.
2	Take regularly scheduled breaks; one every hour or two.
3	Participate and share insights.
4	Stay on topic.
5	Be respectful of others and their opinions.
6	Respect and maintain confidentiality.
7	No side conversations when someone else is talking.
8	Complete and bring homework back on time. Knowing the information allows us to move through the material a little quicker and enhances our conversation.
9	Place phones on vibrate. If you need to take a call, step out and return as quickly as possible.
10	Electronics devices should be put away during the classroom sessions.
11	
12	
13	
14	Have fun!



## Section 1: National Institute of Corrections (NIC) Model

### Evidence-Based Practices Model – The Eight Principles

- Principle #1: Assess Actuarial \_\_\_\_\_ / \_\_\_\_\_
- Principle #2: Enhance \_\_\_\_\_ Motivation
- Principle #3: Target \_\_\_\_\_
- Principle #4: Skill Train with Directed \_\_\_\_\_
- Principle #5: Increase \_\_\_\_\_ Reinforcement
- Principle #6: Engage On-going \_\_\_\_\_ in Natural Communities
- Principle #7: Measure \_\_\_\_\_ Processes / Practices
- Principle #8: Provide Measurement \_\_\_\_\_

Additional Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Section 2: RNR Model

### Risk (Who)

You achieve better effects, (reductions in recidivism) when you target services towards \_\_\_\_\_ populations. Duration and intensity of service should vary based on \_\_\_\_\_.

### **Need (What)**

If you target those factors (Needs) that are most closely associated with criminal behavior, you will have better effects in \_\_\_\_\_.

Target criminogenic needs that are \_\_\_\_\_.

### **Responsivity (How)**

Matching the \_\_\_\_\_ of the individual offender to the intervention (treatment, program, supervision) as well as matching the personnel delivering the service to the population.

Characteristics include:

- #1: \_\_\_\_\_
- #2: \_\_\_\_\_
- #3: \_\_\_\_\_
- #4: \_\_\_\_\_
- #5: \_\_\_\_\_

### **Dosage**

Many efficacy studies have found that \_\_\_\_\_ should spend 40 to 70 percent of their time in \_\_\_\_\_ and programming for 3 to 9 months prior to release.

### **Treatment Principle**

The treatment principle states that \_\_\_\_\_ treatment should be incorporated into all sentences and sanctions.

- Structured social learning programs where new skills are taught, and behaviors and attitudes are consistently reinforced

- Cognitive behavioral programs that target attitudes, values, peers, substance abuse, anger, etc...
- Family based interventions that train families on appropriate behavioral techniques

### **Section 3: Criminogenic Risk Factors**

#### **Major Risk and/ or Need Factor**

- Factor #1: \_\_\_\_\_
- Factor #2: \_\_\_\_\_
- Factor #3: \_\_\_\_\_
- Factor #4: \_\_\_\_\_
- Factor #5: \_\_\_\_\_
- Factor #6: \_\_\_\_\_
- Factor #7: \_\_\_\_\_
- Factor #8: \_\_\_\_\_

<b>Major Risk and / or Need Factor and Promising Intermediate Targets for Reduced Recidivism</b>		
<b><i>Factor</i></b>	<b><i>Risk</i></b>	<b><i>Need</i></b>
<b><i>History of Antisocial Behavior</i></b>	Early and continued involvement in a number of antisocial acts	Build noncriminal alternative behaviors in risky situations
<b><i>Antisocial Personality</i></b>	Adventurous, pleasure seeking, weak self-control, restlessly aggressive	Building problem-solving, self-management, anger management and coping skills
<b><i>Antisocial Cognition</i></b>	Attitudes, values, beliefs and rationalizations supportive of crime, cognitive emotional states of anger, resentment and defiance	Reduce antisocial cognition, recognize risky thinking and feelings, build up alternative less risky thinking and feelings, adopt a reform and / or anti-criminal identify
<b><i>Antisocial Associates</i></b>	Close association with criminals and relative isolation from prosocial people	Reduce association with criminals, enhance association with prosocial people
<b><i>Family and / or marital</i></b>	Two key elements are nurturance and / or caring, better monitoring and / or supervision	Reduce conflict, build positive relationships, communication, enhance monitoring and supervision
<b><i>School and / or employment</i></b>	Low levels of performance and satisfaction	Enhance performance, rewards and satisfaction
<b><i>Leisure and / or recreation</i></b>	Low levels of involvement and satisfaction in anti-criminal leisure activities	Enhance involvement and satisfaction in prosocial activities
<b><i>Substance Abuse</i></b>	Abuse of alcohol and / or drugs	Reduce SA, reduce the personal and interpersonal supports for SA behavior, enhance alternatives to SA
Adopted from Andrews, D. A. et. al, (2006). The Recent Past and Near Future of Risk and / or Need Assessment. <i>Crime and Delinquency</i> , 52(1).		



## **Section 4: Core Beliefs / Values**

What are they and how do we respond when they are challenged?

Comments: \_\_\_\_\_

## **Section 5: Cognitive Structure**

### **Risk Control (Behavior)**

Additional Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Professional Ethics, Boundaries and Legal Issues in Community Corrections and Pretrial Practices**

Course Objective: To identify the participants' role in supporting ethics, boundaries and legal issues within the local probation / pretrial agency;

Performance Measures:

- List six things that define a professional career
- Identify how ethical and boundary decisions impact aspects of the corrections profession
- Develop the ability to make ethical decisions using general guidelines and established policy
- Define the purpose of the Prison Rape Elimination Act (PREA)
- List responsibilities of local probation and pretrial officers under PREA

## Section 1: Introduction

Professional careers are defined by:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

There are other characteristics that fall under the six primary categories. Some of these are:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**“Ethical” or “Unethical”\***

What are your professional ethics? Are you aware of the ethical culture in your agency? Read each of the statements below. Place an “E” in the space provided if you believe the behavior is ethical; place a “U” in the space provided if you believe the behavior is unethical.

	“E” or “U”	Review Each Statement Below:
1.		Accepting a reduced price “law enforcement courtesy” meal from a local diner.
2.		Accepting a ride from a member of a client’s family when your car is in for service.
3.		Covering for a colleague with his supervisor because your colleague is experiencing some personal problems at home.
4.		Overlooking a close friend’s violation of a petty department rule.
5.		Periodically taking a “mental health day” or sick day when you aren’t ill.
6.		Telling a colleague about a client’s sexual history.
7.		Sharing information on a client with their family at a school function.
8.		Having your car serviced at a garage where you know a client works.
9.		Failing to tell a supervisor when you think you see a colleague having dinner with a client on your caseload.
10		Telling a “little white lie” to protect a peer or colleague.
11.		Treating clients differently than the general public.
12.		At the last minute, asking a court clerk whom you work with all the time to reschedule a hearing that interferes with personal plans.
13.		Finding ways around departmental policies and procedures that get in the way of your doing your job.

**CORE Essential Skills Training**

---

14.		Showing a police officer your badge when pulled over for a traffic stop.
15.		Not observing a client submit a urine screen because he/she has difficulty urinating when someone is watching.
16.		Not advising your supervisor of a sibling's / child's arrest for a misdemeanor or felony and that person resides in your home.
17.		Accepting a gift from a client for birthday, Christmas, or for any occasion
18.		Having a drink with a client that you run into at a bar or restaurant.
19.		Giving medication to or receiving medication from a client.
20.		Choosing not to report a positive drug screen on a client in accordance with program requirements because you feel bad for them and think they are a nice person.
21.		Dating a client, whether current or former, or a family member of a client.
22.		Failing to tell your supervisor that you are related to or friends with a client you are supervising.
23.		Placing a client to perform community service where they will be supervised by a family member.
24.		Having clients as friends on Facebook or other social media.
25.		Seeing clients in the office who are acquaintances from school, previous employment, or some other setting and displaying acts of friendship (for example: knuckle bumping, hugging, etc.) openly in the office.
26.		Discussing personal feelings regarding attorneys, judges, law enforcement, or any other court personnel with clients.

\*Adapted from Center for Innovative Public Policies, Inc. "Addressing and Preventing Staff Sexual Misconduct with Offenders in Community Corrections," Module Two Page 34

## Section 2: Ethics and Boundaries Defined

### Ethics

Ethics are \_\_\_\_\_

---

---

---

Local probation and pretrial officers should act in a professional manner because:

---

---

---

Does your agency have an ethics statement? If so, what does it say?

---

---

What is the primary message of the Virginia Community Criminal Justice Association's Code of Ethics?

---

---

## **Boundaries**

Boundaries are \_\_\_\_\_

---

---

---

---

Setting boundaries is important because: \_\_\_\_\_

---

---

## **Section 3: Basic Guidance in Making Ethical Decisions**

What are the expectations of your local agency? Where can you find this information? \_\_\_\_\_

---

## Developing Ethical Decision-Making Skills

In your small group, you will read and discuss the scenarios on the following pages. The facilitator may assign one or more to your group. Answer the questions following the scenario. Be prepared to share your discussion with the larger group.

Scenario 1: Jane is a local probation officer. She is also a member of the Board of Directors at the condominium association where she resides. This evening the Board of Directors will be reviewing bids submitted by several contractors to install vinyl siding on the condominium buildings. Mr. Jones is one of the contractors who submitted a bid. Mr. Jones used to be under probation supervision in Jane's agency. At the time, he had been convicted of fraud charges concerning his shady business practices.

*Are there any ethical concerns?*

*How would you handle this situation?*

Scenario 2: You and Joe are local probation officers in the same agency. You are both at court to testify at probation revocation hearings on two different cases. While chatting in the hallway prior to the hearings, Joe mentions to you that the positive urine specimen he noted in his letter to the Court concerning Probationer Jones might actually have been the specimen submitted by another probationer. It was a busy night, and Joe was monitoring samples on two clients at the same time and now thinks that he may have gotten the specimens mixed up. Joe later testifies concerning the positive urine results, as well as the client moving without permission and failing to keep scheduled appointments. Probationer Jones's supervision is revoked, and he is sentenced to serve the remainder of his sentence. Joe never mentioned during testimony that he may have unintentionally mixed up the urine specimens. Anyway, there were two other violations cited. During testimony, Probationer Jones denied use of drugs.

*Are there any ethical concerns?*

*How would you handle this situation?*

Scenario 3: You are a pretrial officer at Agency XYZ. Susie is a pretrial officer at the same agency and has an office next to yours. You notice that Susie treats one of her clients differently than the others. The differences are subtle. She closes her door when she has an appointment with him but does not do so with the rest of her caseload. She also wears makeup on his appointment days but often does not on other days. You have heard snatches of conversation between them and they seem to be talking about personal problems that would not normally come out during a regular office visit. You know of at least two dirty urines he has dropped but you have not seen a revocation hearing scheduled.

*Are there any ethical concerns?*

*How would you handle this situation?*

Scenario 4: Susie, a local probation officer, is the cousin of one of the clients on Jim's caseload. The client is required to pay restitution to the victim of his crime. Susie frequently asks if her cousin is up-to-date on restitution. If Jim says he is delinquent, Susie gives Jim a money order on behalf of her cousin.

*Is this ethical?*

*Who is wrong, if anyone, and why? (Answer this question for all three involved parties)*

*If you believe that this is unethical, how would you remedy the situation, and/or what would you do differently?*



<p>Scenario 5: A client who has been on your caseload for at least two years has been a model probationer. He has an excellent and steady job, and is an expert automotive mechanic. One day at the end of the workday, you go to the parking lot and your car won't start. You think about the client who works less than a mile away. You call the client and ask if he can come to the office parking lot to check out your car.</p>
<p><i>Is this ethical?</i></p>
<p><i>Who is wrong, if anyone, and why? (Answer this question for all three involved parties)</i></p>
<p><i>If you believe no one is wrong, explain why?</i></p>
<p><i>How would others perceive this situation (co-workers, the public?)</i></p>
<p><i>If you believe that this is unethical, what would you do to remedy the situation, and/or what would you do differently?</i></p>
<p>Scenario 6: Your co-worker has a party at her house and you are invited to attend. When you arrive, there are three or four people (not employed by your agency) who are in one of the bedrooms using cocaine. You tell this to your co-worker, and she says that it is her sister and friends, and that although she doesn't really like it, she doesn't want to ask her sister to leave. You decide to ignore the sister and friends, and simply stay outdoors with other partygoers.</p>
<p><i>What would you do in this situation?</i></p>

<i>Is this ethical?</i>
<i>Who is wrong, if anyone, and why?</i>
<i>If you believe that this is unethical, what would you do to remedy the situation, and/or what would you do differently?</i>
Scenario 7: It is a well-known fact that your supervisor sells cosmetics as a sideline. In her office there are stacks of boxes of these cosmetics ready to be distributed. Your supervisor often remains late after hours, dividing these cosmetics into individual bags that she will distribute over the weekend.
<i>Is this ethical?</i>
<i>Who is wrong, if anyone, and why?</i>
<i>If you believe no one is wrong, explain why.</i>
<i>If you believe that this is unethical, what would you do to remedy the situation, and/or what would you do differently? If you choose to do nothing, why did you make this decision?</i>

Scenario 8: A client on Mark's caseload comes to the office on Monday morning, and tells Mark that she got a traffic ticket over the weekend. However, the ticket was issued in another state, and Mark had not given the client prior permission to travel out of state. The client begs Mark not to violate her for the failure to obtain prior permission to travel. All community corrections officers are required to notify the judge of any traffic violation, and agency policy requires Mark to file a violation report submitted to his supervisor. It is standard procedure to require that the written permission for travel be attached to the violation report. There is a possibility that the judge will follow Mark's recommendation NOT to violate, but there is as much chance that he will go against that recommendation and issue an arrest warrant or violation summons. The traffic ticket is minor, for having one taillight burned out, and that alone would not result in a violation. But coupled with the failure to obtain travel permission, the two together would appear more serious. Mark decides to issue the written travel permit, and pre-date it to Friday. He prepares the report, and attaches the permit to travel.

*Is this ethical?*

*Who is wrong, if anyone, and why?*

*If you believe no one is wrong, explain why.*

*If you believe that this is unethical, what would you do to remedy the situation, and/or what would you do differently? If you choose to do nothing, why did you make this decision?*

## General Guidelines

- *Guideline #1:* Every person with whom I come in contact with while fulfilling my duties is \_\_\_\_\_ who deserves \_\_\_\_\_.
- *Guideline #2:* It is important to be aware that my position should not be used to \_\_\_\_\_ of people in anyway, especially those individuals over which I have \_\_\_\_\_.
- *Guideline #3:* Accept responsibility for \_\_\_\_\_.
- *Guideline #4:* Expect that co-workers maintain a high level of professionalism and \_\_\_\_\_ behavior.
- *Guideline #5:* Maintain a professional relationship without getting too \_\_\_\_\_.
- *Guideline #6:* \_\_\_\_\_ or \_\_\_\_\_ relationships are not permitted with clients, their families or others connected personally or through supervision services with the client.
- *Guideline #7:* Any contact and actions taken with clients should be documented \_\_\_\_\_ and \_\_\_\_\_.
- *Guideline #8:* Information provided about or by the client should be kept \_\_\_\_\_ and only shared with those permitted by law or for which permission has been given \_\_\_\_\_.
- *Guideline #9:* Be aware of my local agency's \_\_\_\_\_ and \_\_\_\_\_, if one has been developed.

## Warning Signs

\_\_\_\_\_ and \_\_\_\_\_ to guard against violation of ethical codes and crossing set boundaries will provide some level of protection.

Characteristics that can lead to compromising situations:

- Unable to say **no** due to fear or rejection
- Exhibits a high tolerance for abuse and disrespect
- Absorbs the feelings of others
- Generally tends to share too much information before establishing mutual trust in a relationship
- Avoids conflict at all costs
- Possesses no clear identity or sense of self

Behaviors that indicate inappropriate actions:

- Deviation from the traditional
- Self-disclosure
- Bending the rules
- Taking gifts from clients
- Giving personal information to clients
- Joking around inappropriately
- Receiving help or information for self-gain

Review “Legal and Liability” Handout for responsibilities and boundaries set by the Code of Virginia. (Handout)

## Section 4: Prison Rape Elimination Act (PREA)

The Prison Rape Elimination Act (PREA) provides \_\_\_\_\_

---

---

---

---

What are my obligations as a pretrial or local probation officer under this Act?

---

---

---

---

### If a Violation is Reported to You

You should:

- Primarily, follow your agency's policy and
- Talk to your supervisor or agency director
- Provide them with immediate assistance
- Direct them to resources that can assist them
- Report the incident to the correctional facility (hotline) at which they were held
- Continue to monitor their progress with assistance and addressing the trauma they have experienced
- Need to make the victim feel safe and secure, and have trust in what you will be doing to assist him/her

## **Resources**

For additional information about PREA and responsibilities as they relate to community corrections, we have provided a list of resources for you. There is information provided by American Probation and Parole Association, National Institute of Corrections, Bureau of Justice Assistance and the National PREA Resource Center.

## Section 5: Closing

Being a professional and being aware of your conduct is very important when working with clients.

### *“Living an Ethical Life”*

#### ***We Must Act Ethically In All We Do: On and Off The Job***

- Be honest with self and others
- Be truthful with self and others
- Be fair with others
- Be respectful of others
- Be caring of self and others
- Doing what is right
- Accept responsibility for our actions – no blaming others
- Act with self-discipline
- Show thoughtful consideration before acting
- Show deliberation with others to find the right answer – whenever possible
- Uphold and obey the law
- Ask the questions: “Can I live with my decisions at the end of the day?”  
“Can I tell others?”

#### ***Ethics Are Involved In All Aspects of Our Lives***

- Criminal behavior – misdemeanor and felony – we don’t break the law
- Traffic offenses – DUI, reckless driving, driving on suspended license, others
- Financial – we pay our debts on time
- Gifts – we do not accept any gifts from clients, families, friends, job, other collateral contacts



- Sexual misconduct – none with the offender, family member, job, other collateral contacts
- Substance abuse on or off the job – we do not sue illegal substances nor abuse legal ones
- We do not break offender confidentiality
- We always report negative behavior of clients – to the most appropriate source
- We are expected to do the job we are paid to do – report to work, do the work
- We are expected to report negative behavior of co-workers or others involved with clients
- We cannot allow our personal biases to enter into our work or decision making – racial, religious, sexual, cultural, ethnicity, others

### ***Impact of Unethical Behavior***

- Professional demise – job loss, unemployable, loss of pension, loss of benefits
- Your agency faces mistrust by the public and others – negative view of the agency and peers
- Your profession suffers due to mistrust and negative views
- Can lead to civil lawsuits, loss of licensure, loss of funding
- Can lead to criminal convictions and sanctions
- Think of the impact on family, friends, peers, community, stakeholders, organizations, others
- Consider the consequences of other professions caught up in unethical behavior – the impact

## Section 6: Additional Information

### Legal and Liability: Code of Virginia

CODE SECTION	TITLE
§ 19.2-152.4:3	Duties and responsibilities of local pretrial services officers

A. Each local pretrial services officer, for the jurisdictions served, shall:

1. Investigate and interview defendants arrested on state and local warrants and who are detained in jails located in jurisdictions served by the agency while awaiting a hearing before any court that is considering or reconsidering bail, at initial appearance, advisement or arraignment, or at other subsequent hearings;
2. Present a pretrial investigation report with recommendations to assist courts in discharging their duties related to granting or reconsidering bail;
3. Supervise and assist all defendants residing within the jurisdictions served and placed on pretrial supervision by any judicial officer within the jurisdictions to ensure compliance with the terms and conditions of bail;
4. Conduct random drug and alcohol tests on any defendant under supervision for whom a judicial officer has ordered testing or who has been required to refrain from excessive use of alcohol or use of any illegal drug or controlled substance or other defendant-specific condition of bail related to alcohol or substance abuse;
5. Seek a capias from any judicial officer pursuant to [§ 19.2-152.4:1](#) for any defendant placed under supervision or the custody of the agency who fails to comply with the conditions of bail or supervision, when continued liberty or noncompliance presents a risk of flight, a risk to public safety or risk to the defendant;
6. Seek an order to show cause why the defendant should not be required to appear before the court in those cases requiring a subsequent hearing before the court;
7. Provide defendant-based information to assist any law-enforcement officer with the return to custody of defendants placed on supervision for which a capias has been sought; and
8. Keep such records and make such reports as required by the Commonwealth of Virginia Department of Criminal Justice Services.

B. Each local pretrial services officer, for the jurisdictions served, may provide the following optional services, as appropriate and when available resources permit:

1. Conduct, subject to court approval, drug and alcohol screenings, or tests at investigation pursuant to subsection B of § [19.2-123](#) or following release to supervision, and conduct or facilitate the preparation of screenings or assessments or both pursuant to state approved protocols;
2. Facilitate placement of defendants in a substance abuse education or treatment program or services or other education or treatment service when ordered as a condition of bail;
3. Sign for the custody of any defendant investigated by a pretrial services officer, and released by a court to pretrial supervision as the sole term and condition of bail or when combined with an unsecured bond;
4. Provide defendant information and investigation services for those who are detained in jails located in jurisdictions served by the agency and are awaiting an initial bail hearing before a magistrate;
5. Supervise defendants placed by any judicial officer on home electronic monitoring as a condition of bail and supervision;
6. Prepare, for defendants investigated, the financial statement-eligibility determination form for indigent defense services; and
7. Subject to approved procedures and if so requested by the court, coordinate for defendants investigated, services for court-appointed counsel and for interpreters for foreign-language speaking and hearing-impaired defendants.

2003, c. [603](#); 2007, c. [133](#); 2008, cc. [551](#), [691](#).

## CORE Essential Skills Training

---

CODE SECTION	TITLE
§ 9.1-176.1	Duties and responsibilities of local community-based probation officers.

A. Each local community-based probation officer, for the localities served, shall:

1. Supervise and assist all local-responsible adult offenders, residing within the localities served and placed on local community-based probation by any judge of any court within the localities served;
2. Ensure offender compliance with all orders of the court, including the requirement to perform community service;
3. Conduct, when ordered by a court, substance abuse screenings, or conduct or facilitate the preparation of assessments pursuant to state approved protocols;
4. Conduct, at his discretion, random drug and alcohol tests on any offender whom the officer has reason to believe is engaged in the illegal use of controlled substances or marijuana or the abuse of alcohol or prescribed medication;
5. Facilitate placement of offenders in substance abuse education or treatment programs and services or other education or treatment programs and services based on the needs of the offender;
6. Seek a capias from any judicial officer in the event of failure to comply with conditions of local community-based probation or supervision on the part of any offender provided that noncompliance resulting from intractable behavior presents a risk of flight, or a risk to public safety or to the offender;
7. Seek a motion to show cause for offenders requiring a subsequent hearing before the court;
8. Provide information to assist any law-enforcement officer with the return to custody of defendants placed on supervision for which a capias has been sought;
9. Keep such records and make such reports as required by the Department of Criminal Justice Services; and
10. Determine by reviewing the Local Inmate Data System upon intake and again prior to discharge whether a blood, saliva, or tissue sample has been taken for DNA analysis for each.

B. Each local probation officer may provide the following optional services, as appropriate and when available resources permit:

1. Supervise local-responsible adult offenders placed on home incarceration with or without home electronic monitoring as a condition of local community-based probation;

2. Investigate and report on any local-responsible adult offender and prepare or facilitate the preparation of any other screening, assessment, evaluation, testing or treatment required as a condition of probation;
3. Monitor placements of local-responsible adults who are required to perform court-ordered community service at approved work sites;
4. Assist the courts, when requested, by monitoring the collection of court costs, fines and restitution to the victims of crime for offenders placed on local probation; and
5. Collect supervision and intervention fees pursuant to § [9.1-182](#) subject to local approval and the approval of the Department of Criminal Justice Services.

2003, c. [142](#); 2007, cc. [133](#), [528](#); 2011, cc. [384](#), [410](#); 2014, cc. [674](#), [719](#).

CODE SECTION	TITLE
§ 49-1	Form of general oath required of officers.

Every person

before entering upon the discharge of any function as an officer of this Commonwealth shall take and subscribe the following oath: "I do solemnly swear (or affirm) that I will support the Constitution of the United States, and the Constitution of the Commonwealth of Virginia, and that I will faithfully and impartially discharge all the duties incumbent upon me as \_\_\_\_\_ according to the best of my ability, (so help me God)."

Any person reappointed to any office filled by gubernatorial appointment for a subsequent term to begin immediately upon expiration of an existing term shall not be required to renew the oath set out in this section; however, the original oath taken shall continue in effect with respect to the subsequent term.

Const., § 34; Code 1919, § 269; 1936, p. 49; 1971, Ex. Sess., c. 16; 1980, c. 320; 1988, c. 255.

18 of Title 19.2 and, if no sample has been taken, require an offender to submit a sample for DNA analysis.

-----

DCJS	Effective: 7/1/2011	Excerpt From: Guideline #8, Procedures for Oath of Office
------	---------------------	---

**Form of Mandatory Oath of Office for Local Community-Based Probation and Pretrial Services Officers:**

**A. Oath of Office for Local Probation Officer**

"I do solemnly swear (or affirm) that I will support the Constitution of the United States, and the Constitution of the Commonwealth of Virginia, and that I will faithfully and impartially discharge all the duties incumbent upon me as a local community-based probation officer and that I will assist the courts

within [*insert jurisdiction or jurisdictions*], the jurisdiction(s) I serve pursuant to providing probation and related services and to the requirements of the Comprehensive Community Corrections Act for Local Responsible Offenders according to the best of my ability, (so help me God).”

**B. Oath of Office for Pretrial Services Officer**

“I do solemnly swear (or affirm) that I will support the Constitution of the United States, and the Constitution of the Commonwealth of Virginia, and that I will faithfully and impartially discharge all the duties incumbent upon me as a pretrial services officer and that I will assist judicial officers within [*insert jurisdiction or jurisdictions*], the jurisdiction(s) I serve to discharge their duties related to bail and pursuant to the requirements of the Pretrial Services Act according to the best of my ability, (so help me God).”

CODE SECTION	TITLE
§ 18.2-64.2	Carnal knowledge of an inmate, parolee, probationer, detainee, or pretrial or posttrial offender; penalty.

An accused is guilty of carnal knowledge of an inmate, parolee, probationer, detainee, or pretrial defendant or posttrial offender if he is an employee or contractual employee of, or a volunteer with, a state or local correctional facility or regional jail, the Department of Corrections, the Department of Juvenile Justice, a secure facility or detention home, as defined in § [16.1-228](#), a state or local court services unit, as defined in § [16.1-235](#), a local community-based probation services agency or a pretrial services agency; is in a position of authority over the inmate, probationer, parolee, detainee, or a pretrial defendant or posttrial offender; knows that the inmate, probationer, parolee, detainee, or pretrial defendant or posttrial offender is under the jurisdiction of the state or local correctional facility, a regional jail, the Department of Corrections, the Department of Juvenile Justice, a secure facility or detention home, as defined in § [16.1-228](#), a state or local court services unit, as defined in § [16.1-235](#), a local community-based probation services agency, or a pretrial services agency; and carnally knows, without the use of force, threat or intimidation (i) an inmate who has been committed to jail or convicted and sentenced to confinement in a state or local correctional facility or regional jail or (ii) a probationer, parolee, detainee, or a pretrial defendant or posttrial offender under the jurisdiction of the Department of Corrections, the Department of Juvenile Justice, a secure facility or detention home, as defined in § [16.1-228](#), a state or local court services unit, as defined in § [16.1-235](#), a local community-based probation services agency, a pretrial services agency, a local or regional jail for the purposes of imprisonment, a work program or any other parole/probationary or pretrial services program or agency. Such offense is a Class 6 felony.

An accused is guilty of carnal knowledge of a pretrial defendant or posttrial offender if he (a) is an owner or employee of the bail bond company that posted the pretrial defendant's or posttrial offender's bond, (b) has the authority to revoke the pretrial defendant's or posttrial offender's bond, and (c) carnally knows, without use of force, threat, or intimidation, a pretrial defendant or posttrial offender. Such offense is a Class 1 misdemeanor.

For the purposes of this section, "carnal knowledge" includes the acts of sexual intercourse, cunnilingus, fellatio, anallingus, anal intercourse and animate or inanimate object sexual penetration.

1999, c. [294](#); 2000, c. [1040](#); 2001, c. [385](#); 2007, c. [133](#); 2013, c. [602](#).

## **VCCJA Code of Ethics**

I will uphold the law with dignity, displaying an awareness of my responsibility to both defendants and offenders while recognizing the right of the public to be safe-guarded from criminal activity;

I will respect the dignity of the individuals, be they defendants, offenders, victims or fellow criminal justice professionals or others involved in activities related to my position;

I will strive to be objective in the performance of my duties, recognizing the constitutional rights of all persons and appreciating the inherent worth of all individuals;

I will treat all people fairly and impartially regardless of race, national origin, disability, age, gender, socioeconomic status, sexual orientation or religion;

I will conduct myself as an individual of good character who will act in good faith in making reliable ethical judgments;

I will distinguish clearly, in public, between my statements and actions as an individual and as a representative of my profession, neither accepting nor granting favors in connection with my office;

I will cooperate with my co-workers and related agencies and will continually strive to improve my professional competence through the seeking and sharing of knowledge and understanding;

I will promote policy, procedures and personnel practices which will enable others to conduct themselves in accordance with the mission, goals and objectives of VCCJA;

I will respect and promote the fundamental principles and professional standards which guide pretrial services, local probation and other court services and will implement these best practices to the best of my ability.

## Resources / References

American Probation and Parole Association. [www.appa-net.org](http://www.appa-net.org)

Arizona Department of Health; *Peer Support Provider Workbook: Ethics and Boundaries*; pages 139 – 146;

[http://www.azdhs.gov/bhs/training/documents/psp\\_part5.pdf](http://www.azdhs.gov/bhs/training/documents/psp_part5.pdf)

Bureau of Justice Assistance. <https://www.bja.gov/>

McCampbell, Susan W., and Layman, Elizabeth P. (March 2004). *Addressing and Preventing Staff Sexual Misconduct with Offenders in Community Corrections*.

Center for Innovative Public Polices, Inc.

PREA Resource Center. <http://www.prearesourcecenter.org>

*PREA Statewide Probation and Parole Direction*. <http://nicic.gov/library/023635>

*Preventing and Responding to Corrections Based Sexual Abuse: A Guide for Community Corrections Professionals*. [http://www.appa-](http://www.appa-net.org/eweb/docs/APPA/pubs/PRCBSA.pdf)

[net.org/eweb/docs/APPA/pubs/PRCBSA.pdf](http://www.appa-net.org/eweb/docs/APPA/pubs/PRCBSA.pdf)

Reamer, Frederic G. (1998). *Ethical Standards in Social Work: A Critical Review of the NASW Code of Ethics*. Washington, DC: NASW Press.

Virginia Department of Corrections Operating Procedure

<https://vadoc.virginia.gov/about/procedures/documents/800/866-2.pdf>





## Time and Case Management

### Performance Measures:

- Define the link between time and case management.
- List potential pitfalls and ways to avoid them.
- List ways to manage workloads effectively and efficiently.
- Through a self-evaluation, identify personal strengths that will improve ability to effectively manage cases and personal challenge areas that may hinder success.
- Explain the importance of performance ethics and accountability in case management.
- List reasons self-care is important and outline a personal plan.

## Section 1: Introduction

### Definitions

Case Management is a collaborative process that \_\_\_\_\_, plans, implements, \_\_\_\_\_, monitors, and evaluates the options and services required to meet the client's health and human service needs. It is characterized by \_\_\_\_\_, communication, and resource \_\_\_\_\_ and promotes quality and cost-effective \_\_\_\_\_ and outcomes.

Time Management is the ability to \_\_\_\_\_ and control how you spend the hours in your day to \_\_\_\_\_ accomplish your goals. Poor time management can be related to \_\_\_\_\_, as well as problems with self-control. Skills involved in managing your time include planning for the future, setting \_\_\_\_\_, prioritizing \_\_\_\_\_, and monitoring where your \_\_\_\_\_ actually goes.

### Common Pitfalls

#### Group Activity

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Scheduling Process

- When to schedule general office visit \_\_\_\_\_

---

- When to schedule intakes / assessment \_\_\_\_\_

---

- When to close cases \_\_\_\_\_

---

- When to write violation / status reports / court reminders \_\_\_\_\_

---

- Dedicating personal time / paperwork day(s)-- (no clients) \_\_\_\_\_

---

## Types of Cases

Different types of cases will require different skills and time.

---

---

---

---

## Approaches to Supervision Levels

Post- Probation Approaches to Differential Supervision

**LOW RISK ADMINISTRATIVE**

- Less physical contact but often leading to more paperwork/data-entry
- Highest volume for most programs
- Typically very quick turn-over—organization skills are essential
- Important to ensure referrals are quick and accurate
- Expectations/requirements must be clearly articulated
- Important to account for deadlines and follow-up---for example...Has the clients started (i.e community services, education classes etc...?)
- Important to maintain collateral contacts to ensure compliance

**MEDIUM- STANDARD**

- More frequent physical contact
- Longer assessment process to determine needs
- Identify proper referrals/interventions
- Use of effective communication/MI skills
- Build in additional time for case planning
- OV should contain more 1:1 work, follow-up with what is happening/learned in treatment, reinforcement

**HIGH-INTENSIVE**

- Frequent physical contact—more engaged in client circumstances, family, social-structure etc....
- Must have meeting/session with pre-planned intent
- Working towards more proficient skill level in your communication/MI, setting realistic goals
- 1:1 work with case-planning activities

Pretrial Differential Supervision Levels

**Level I: Low Risk—Minimal Supervision**

- Office Visit/Face to Face Contact once per month

- Alternating contact once per month (Phone contacts, emails—locally approved)
- Same general standards such as Court reminders, record checks, written correspondences and any other special conditions compliance verifications as other levels.

**Level II: Moderate Risk—Medium Supervision**

- Office Visit/Face to Face Contact every other week
- Alternating contact every other week (Phone contacts, emails—locally approved)
- Same general standards such as Court reminders, record checks, written correspondences, and any other special conditions compliance verifications as other levels.

**Level III: High Risk--Most Intensive Supervision**

- Office Visit/Face to Face Contact once per week
- Court date reminder for every Court date
- VCIN/Criminal history check before each Court hearing
- Any special conditions compliance verification that may be ordered by the Court or Magistrate: i.e.: random Drug Screens, SA TX, Mental Health Eval., Daily Phone Contacts, No contact order, etc.

Tips / Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

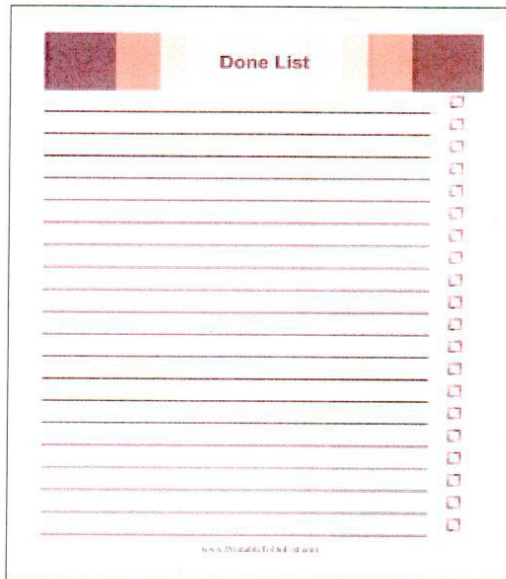
**Creativity in Prioritization**

Group Activity: This activity will be distributed by the session facilitator.

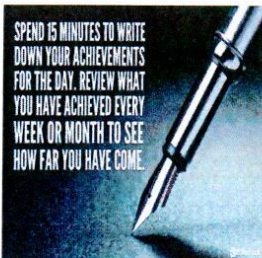
## **Benefits of Keeping “To Do” List**

- Organization
- Improved Memory
- Productivity
- Motivation

# Done Lists



In contrast with a to-do list, a done list catalogs everything completed that day, showing you how much progress you made instead of highlighting what's still left to do.



SPEND 15 MINUTES TO WRITE DOWN YOUR ACHIEVEMENTS FOR THE DAY. REVIEW WHAT YOU HAVE ACHIEVED EVERY WEEK OR MONTH TO SEE HOW FAR YOU HAVE COME.

Don't measure your day on what you **didn't** do.  
Measure your day on what you **did**.  
And build on that tomorrow.



# To Do Lists

**HOW TO ACHIEVE YOUR GOAL**

DEFINE IT  
WANT IT  
BELIEVE IT  
WRITE IT DOWN  
SPLIT IT UP  
REVIEW IT  
SCHEDULE IT  
MAKE IT HAPPEN

— JIM HENDEL, PH.D., author of *How to Achieve Your Goals*

WEEKLY TO DO LIST

For Week \_\_\_\_\_

--	--	--	--	--	--

*Making the most of today*

MY MOTIVATION THIS WEEK \_\_\_\_\_

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

21. \_\_\_\_\_

22. \_\_\_\_\_

23. \_\_\_\_\_

24. \_\_\_\_\_

25. \_\_\_\_\_

26. \_\_\_\_\_

27. \_\_\_\_\_

28. \_\_\_\_\_

29. \_\_\_\_\_

30. \_\_\_\_\_

31. \_\_\_\_\_

32. \_\_\_\_\_

33. \_\_\_\_\_

34. \_\_\_\_\_

35. \_\_\_\_\_

36. \_\_\_\_\_

37. \_\_\_\_\_

38. \_\_\_\_\_

39. \_\_\_\_\_

40. \_\_\_\_\_

41. \_\_\_\_\_

42. \_\_\_\_\_

43. \_\_\_\_\_

44. \_\_\_\_\_

45. \_\_\_\_\_

46. \_\_\_\_\_

47. \_\_\_\_\_

48. \_\_\_\_\_

49. \_\_\_\_\_

50. \_\_\_\_\_

51. \_\_\_\_\_

52. \_\_\_\_\_

53. \_\_\_\_\_

54. \_\_\_\_\_

55. \_\_\_\_\_

56. \_\_\_\_\_

57. \_\_\_\_\_

58. \_\_\_\_\_

59. \_\_\_\_\_

60. \_\_\_\_\_

61. \_\_\_\_\_

62. \_\_\_\_\_

63. \_\_\_\_\_

64. \_\_\_\_\_

65. \_\_\_\_\_

66. \_\_\_\_\_

67. \_\_\_\_\_

68. \_\_\_\_\_

69. \_\_\_\_\_

70. \_\_\_\_\_

71. \_\_\_\_\_

72. \_\_\_\_\_

73. \_\_\_\_\_

74. \_\_\_\_\_

75. \_\_\_\_\_

76. \_\_\_\_\_

77. \_\_\_\_\_

78. \_\_\_\_\_

79. \_\_\_\_\_

80. \_\_\_\_\_

81. \_\_\_\_\_

82. \_\_\_\_\_

83. \_\_\_\_\_

84. \_\_\_\_\_

85. \_\_\_\_\_

86. \_\_\_\_\_

87. \_\_\_\_\_

88. \_\_\_\_\_

89. \_\_\_\_\_

90. \_\_\_\_\_

91. \_\_\_\_\_

92. \_\_\_\_\_

93. \_\_\_\_\_

94. \_\_\_\_\_

95. \_\_\_\_\_

96. \_\_\_\_\_

97. \_\_\_\_\_

98. \_\_\_\_\_

99. \_\_\_\_\_

100. \_\_\_\_\_

### TO DO LIST

MON  TUES  WED  THUR  FRI  SAT  SUN

<p style="text-align: center; border-bottom: 1px solid black;">TODAY'S TASKS</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center; border-bottom: 1px solid black;">APPOINTMENTS</p> <p>Time: _____</p> <p>Location: _____</p> <p>Time: _____</p> <p>Location: _____</p> <p>Time: _____</p> <p>Location: _____</p>
<p style="text-align: center; border-bottom: 1px solid black;">CALL OR EMAIL</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p style="text-align: center; border-bottom: 1px solid black;">FOR TOMORROW</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

organized4uonline

Date: \_\_\_\_\_ SMTWTFS \*SHORT PHOTOS\*

Today's "Must-Do's"

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

To Do/Call

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Grants/Appointments

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Today's To-Do List

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--

Sometimes the MOST IMPORTANT things you do each day are NEVER EVEN ON YOUR LIST

## Section 2: Skill Development

### Understanding Your Personal Capacity to do the Job

---



---



---

#### Exercise: “Time Management Assessment”

Part One: How well do I save time? Give yourself two (2) points for each of the following habits you have.

#	✓	Read each of the following statements; place a check to the left if the statement describes your behavior.	If ✓, score 2 points
1		I take advantage of my learning style. I know the strategies that help me to learn best and I use them	
2		I have a monthly calendar to help me keep track of my activities and obligations.	
3		I have a weekly calendar to help me keep track of my activities and obligations.	
4		Every morning I write down a list of the things I have to do.	
5		Any time I feel that there are too many things I have to do, I take a few minutes to sit down and organize myself.	
6		When I first get to work, I take a few minutes to figure out the things I have to do throughout the day.	
7		I have all of my phone numbers in one place.	
8		I have stacks of papers which represent things I have to do.	
9		I use self-stick note papers to remind me of the things I have to do.	

**CORE Essential Skills Training**

10		I carry a calculator, so I can do math faster.	
11		I am not afraid to ask people for information that I need.	
12		I choose to do my work at times when I'm most alert.	
13		I schedule the tasks I don't like to do between the tasks that I like, so that I work faster on the things I don't like to do in order to get to the tasks I enjoy doing.	
14		I do two tasks at the same time when one of them requires waiting.	
15		I make a budget to manage my money. I know how much money to put in the bank and what bills to pay off right when I get paid.	
16		I know my environmental preferences and make sure I work under those conditions whenever possible.	
17		I get enough sleep, exercise and eat good food. I am in good health.	
18		I often review my future goals and obligations.	
<b>TOTAL POINTS FOR PART ONE</b>			

Part Two: Do I throw time away? Give yourself two (2) points for each of the following habits you have.

#	√	Read each of the following statements; place a check to the left if the statement describes your behavior.	If √, score 2 points
1		I am often sleepy at work. I'm more of a night owl than a morning person.	
2		I get to work and get busy. I don't have time to think of my daily obligations or to plan ahead.	
3		I like to do just one thing at a time. When the laundry is going, I take a rest.	
4		I watch TV at least 3 hours a day.	

**CORE Essential Skills Training**

5		When I have a personal or professional problem, it occupies my mind. I can spend hours worrying about something.	
6		I'm not the most organized person in the world. My drawers are a disaster area and it seems that I spend a lot of time hunting around for things.	
7		I don't use a calendar to schedule my time.	
8		(If you smoke or drink coffee) I usually spend a good five minutes relaxing with my cigarette or cup of coffee every time I get a chance.	
9		I often take personal calls at work.	
10		When someone wants to meet with me, I often agree, only to find out later that I am busy at that time. Then I have to call up and reschedule. I just can't keep it all in my head.	
<b>TOTAL POINTS FOR PART TWO</b>			

<b>TOTAL POINTS FROM PART ONE</b>	
<b>SUBTRACT TOTAL POINTS FROM PART TWO</b>	
<b>FINAL SCORE</b>	

**Scoring Summary:**

If you score between 30 and 36 you are excellent at managing your time. Feel free to offer suggestions to others!

If you score between 22 and 28 you are like most people. Look at the suggestions in part one to improve your time management skills.

If you score below 20 you really need to concentrate on improving your time management skills. You seem to waste a lot of time. Chances are that you are not as organized as you could be. Being disorganized can really work against you on a job and in many other situations.

ICAN integrated Curriculum for Achieving Necessary Skills; Chapter 6: Personal Management; Able – Adult Basic & Literacy Educators; Olympia WA; <http://literacynet.org/icans/chapter06/time1.html>

From this exercise, I have learned: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Knowing Agency Policy, Procedure and Expectations**

- Forms and required paperwork
- Order of case files
- Prepare all paperwork at the onset of each office visit
- Copies vs. originals, required signatures –confidentiality and disposal of documents
- Mirror hard-copy file and PTCC
- Best Practice is to update by the end of each business day

### **Section 3: Ethics & Accountability**

#### **Taking Steps to Deal with Oversights & Errors**

- Talk with your manager or supervisor as soon as possible
- Be prepared to deal with the consequences
- Be prepared to offer solutions

- Know it's okay to make mistakes, also understanding you are not in control of a client's choices
- Understand the line between client compliance and case compliance

### **Knowing When and How to Ask for Help**

How do you know when you are falling behind? \_\_\_\_\_

---

## **Section 4: Self-Care**

### **Trauma**

- Compassion Fatigue – Displays of \_\_\_\_\_ resulting from working with or helping trauma victims or those in distress. Often experienced by professionals such as therapist, law enforcement, police, teachers, judges, attorneys, medical personnel, fire-fighters, social workers, and \_\_\_\_\_ professionals. It can be described as physical and emotional exhaustion, lack of empathy, having nothing more to give.
- Secondary Trauma Stress – Exposure to a disturbing traumatic event, such as; seeing images of physical injury, graphic \_\_\_\_\_, graphic news coverage, personally threatened, and \_\_\_\_\_ of a client.
- Vicarious Trauma – Similar to secondary trauma; however, the exposure to trauma is based on events that happen on a \_\_\_\_\_, rather than an event. It can create a jaded shift in your view of the world, sense of meaning, societal views, and the type of \_\_\_\_\_ in which you choose to participate.

- Burnout – Burnout is the extreme ends of \_\_\_\_\_ fatigue. Symptoms are experienced on a \_\_\_\_\_ basis for a long time, and can lead to serious \_\_\_\_\_ or mental health illness.
- Corrections Fatigue – Corrections Fatigue is the gradual and progressive wear-and-tear of body, soul and spirit of staff, as they repeatedly experience \_\_\_\_\_ workplace events of various types during the course of their careers. Corrections Fatigue affects individuals, teams, and eventually even the entire workforce culture of corrections institutions and offices.

### **Factors that Contribute to Corrections Fatigue**

Write down a few from the list that you feel may be of concern to you:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## CORRECTIONAL FATIGUE

Signs & Symptoms	Contributing Factors
➤ Substance Abuse	➤ Nature of the Job
➤ Sleep Disturbances	➤ Role Conflict
➤ Blaming	➤ Negative Workplace Environment
➤ Low- Self-Esteem	➤ Frustrating Work Situations
➤ Frequent Headaches	➤ Case Management Workload
➤ Increased Irritability	➤ Not Talking About It
➤ Less Ability to Feel Joy	➤ Exposure to Traumatic Material
➤ Depression	➤ Coworker Personality Styles
➤ Anger	➤ Lack of Effective Support System
➤ Chronic Lateness	➤ Lack of Community Resources
➤ Hypertension	➤ Fear of Negative Publicity
➤ Workaholism	
➤ Exhaustion	



## SELF-ASSESSMENT FOR CORRECTIONAL FATIGUE

Answer YES or NO to the statements below:

Number	Statement	Yes or No
1	Personal concerns commonly intrude on my professional role.	
2	My colleagues seem to lack understanding.	
3	I find even small changes enormously draining.	
4	I can-not seem to recover quickly after association with a traumatic event.	
5	Association with trauma affects me very deeply.	
6	My clients' stress affects me deeply.	
7	I have lost my sense of hopefulness.	
8	I feel vulnerable much of the time.	
9	I feel overwhelmed by unfinished personal business.	

Answering **YES** to (4) or more questions might indicate that you are suffering from Community Corrections Fatigue. This instrument is for informational purposes to serve as a quick check, it has not been validated.

**It is simply a test to make to you aware of potential concerns and alarm you to take better care of yourself!**

## Think About It

What do you do for self-care? \_\_\_\_\_

Write down one thing you will do to take better care of yourself: \_\_\_\_\_

# Stress relief activities

Engage one or more of your senses to relieve stress

- Sight (Eye icon):**
  - Read a good book
  - Watch a your favourite film
  - Engage your visual senses in painting or photography
  - Allow yourself to day dream for 10 mins
  - Use visualisation techniques
  - Evoke good memories from look at memory or story board
- Smell (Nose icon):**
  - Burn some aromatherapy oils
  - Enjoy the aroma of scented candles
  - Do some baking - the mixture of aromas and soothing morvements
  - Enjoy outdoor smells from walks in the country or near the sea ...
  - Freshly brewed tea or coffeee
- Touch (Hand icon):**
  - Exercise
  - Squeeze a stress ball
  - Stroke a pet - particularly cats, dogs, rabbits
  - Wear soft warm clothing.
  - Bake - enjoy the soothing, repetitive movements
  - Play a musical instrument
  - Have a massage
  - Yoga or pilates
- Taste (Mouth icon):**
  - Sing
  - Laugh
  - Have a chat with someone who listens
  - Chew a piece of sugarless gum
  - Use deep breathing exercises
  - Eat a piece of dark chocolate
  - Use deep breathing exercises
  - Repeat affirmations out loud
- Hearing (Ear icon):**
  - Sit outside and enjoy the sounds
  - Listen a a favourite piece of music
  - Listen to some sounds, lapping water
  - Listen to a motivational recording
  - Play a relaxation cd
  - Listen to a radio programme with your eyes closed

Designed by B Ireland-Symonds

# Self Care Checklist

- Overspend, overeat, and overindulge
- Expect others to read your mind and meet your needs
- Withhold success from yourself
- Ignore your deepest desires but seek to fulfill the desires of others
- Ignore your real emotions and put on a "happy" face
- Push yourself beyond reasonable limits
- Allow others to emotionally, physically, or sexually abuse you
- Deflect compliments
- Say yes because you can't say no
- Avoid time alone
- Over-exhaust yourself because of your need to feel important, needed, or worthy
- Fear emotional intimacy
- Try to do it all yourself, never asking for help
- Try to appear perfect
- Take time for yourself
- Allow yourself to make mistakes and to be open about your weaknesses
- Ask from your needs to be met from a place of vulnerability
- Spend time with friends
- Rest
- Play
- Exercise
- Eat well
- Spend money wisely
- Pursue your dreams
- Share honestly with others
- Enjoy and make time to enjoy and be intimate with those you love
- Forgive
- Allow others to be disappointed in you
- Appropriately express emotions, including anger and sadness
- Tell others what they mean to you
- Be present for your children
- Receive love from others
- Say yes and no
- Create a powerful support system for yourself
- Celebrate accomplishments big and small

OR  
do you 

From  
**Renewed: Finding Your Inner Happy** in an Overwhelmed World  
<http://www.LucilleZimmerman.com>



## Compassion Fatigue

### Tips & Warnings



- Individuals also must take the initiative to prevent compassion fatigue themselves. This should include increasing self-awareness and making sure that you are engaging in self-care activities, including hobbies and social activities outside of the workplace.
- Compassion fatigue can lead to high job turnover rate, low morale, absenteeism and job dissatisfaction.

### How does it physically and emotionally feel to be at work?

- Do you have appropriate work space that is comfortable?
- Do you have the ability to seek privacy during the day?
- Does your team and supervisor show their support?
- Are you able to voice concerns and feel heard?

## 8-Components to a Healthy Work Environment

- 1] Provide a respect for the team---Incorporate breaks/take a lunch
- 2] Provide continuing education for the team
- 3] Provide acceptable benefits to aid staff in practicing beneficial self-care
- 4] Provide management and team with tools to accomplish their tasks.
- 5] Provide direct management to monitor workloads
- 6] Provide positive, team-building activities to promote strong social relationship between colleagues.
- 7] Encourage “open door” policies to promote good communication between team members.
- 8] Have grief processes in place when traumatic events occur onsite.

Read more: [How to Prevent Compassion Fatigue With a Team-Treatment Model | eHow.com](http://www.ehow.com/how_7356291_prevent-compassion-fatigue-team_treatment-model.html#ixzz26jUSTRMX)  
[http://www.ehow.com/how\\_7356291\\_prevent-compassion-fatigue-team\\_treatment-model.html#ixzz26jUSTRMX](http://www.ehow.com/how_7356291_prevent-compassion-fatigue-team_treatment-model.html#ixzz26jUSTRMX)

# STRESS

**"The adverse reaction people have to excessive pressures or other types of demand placed on them at work."**

**There is a difference between pressure and stress.** Pressure can be positive and a motivating factor, and is often essential in a job. It can help us achieve our goals and perform better. Stress occurs when this pressure becomes excessive. Stress is a natural reaction to too much pressure.

## **8-Types of Work-Related Stress**

**(HuffPost for Healthy Living)**

### **OVERWORKED UNDERLING**

**The profile:** You're busy from the time you get to work until the time you leave, but you have little freedom while you're there. You don't have much say over how you do your job or the types of projects you work on, and you're always on someone else's schedule.

**The solution:** These types of jobs -- known as "high-demand, low-control" -- tend to cause a great deal of psychological strain, says Peter L. Schnall, MD, an occupational stress expert at the University of California at Irvine. Even if you can't make your job less demanding, finding ways to get more involved in decision-making will help ease the stress, research suggests.

### **FRUSTRATED GO-GETTER**

**The profile:** You work your tail off, but you feel you don't receive enough credit, or compensation. With lots of sweat (and maybe a few tears), you've made your bosses look good. Still, you haven't received a raise, a promotion or sufficient recognition.

**The solution:** These so-called "effort-reward imbalances" are a recipe for stress, especially among very driven people who are eager for approval. Try discussing your career goals with your boss. You may not get the rewards you want right away, but you could gain some insight about how to improve your situation and outlook.

### CASTAWAY

**The profile:** You feel like you're all alone, and not in a good way. If you require help or guidance, your boss won't give it to you, and when you need to vent, you don't have a trusted ally to turn to.

**The solution:** A good support system at work includes both practical support from your bosses (the resources and help you need to do your job well) and emotional support from colleagues. Too little of either could make you feel stranded on irritation island. Work on communicating your needs, both practical and emotional. If you want your boss's help, be as specific (and persuasive) as possible, and make connecting with coworkers a priority.

### DOORMAT

**The profile:** You deal with demanding and verbally abusive customers, but through it all you're expected -- no, required -- to swallow your resentment and maintain a facade of professionalism, calm and courtesy.

**The solution:** "When there's a discrepancy between your internal state and the roles you're expected to play at work, you experience what researchers call emotional labor," says Dr. Schnall. Ask your boss for advice or additional training on how to handle difficult customers without feeling demoralized. Doing your job without taking abuse personally will leave you feeling better about yourself.

### TECH PRISONER

**The profile:** Thanks to the Blackberry, cell phone and laptop your company so generously provided, your boss can now reach you 24/7. You're constantly (if virtually) connected to the office, and your work and personal life are indistinguishable.

**The solution:** "Techno-stress is an important and growing issue," says Dr. Rosch, who is also a clinical professor of medicine and psychiatry at New York Medical College, in Valhalla, N.Y. To protect yourself from mental and physical strain, learn how to unplug (literally). Set aside blocks of time -- between 9 p.m. and 8 a.m., say when you turn your electronics off and focus on clearing your head.

### BURNOUT

**The profile:** You're terminally exhausted, both physically and emotionally, to the point where it becomes difficult to function. You feel as if you're on the verge of a breakdown.

**The solution:** Although the word "burnout" is used loosely, the technical definition is severe exhaustion stemming from prolonged work-related stress. Burnout occurs most often in very charged, high-stakes work environments (such as ERs). But it can occur in just about any stressful job. If you're experiencing burnout, discuss it with a supervisor and explore whether you can take time off or even a leave of absence.

**BULLY TARGET**

**The profile:** Your boss insults you, gives you impossible deadlines, assigns you busywork just because she can and dresses you down in front of your colleagues. Or you've seen her do those things to others -- and you're worried that you're next.

**The solution:** Bullying isn't restricted to the playground; it appears to be on the rise in offices too. If you feel you're the victim of a bullying boss, you can try to mollify her. And if your coworkers share in your frustration, you can try confronting your tyrannical boss as a group. (There's safety in numbers.) If that doesn't work, document the bullying and raise your concerns with a superior or with human resources (HR).

**WRONGED VICTIM**

**The profile:** Work just isn't fair. Your boss plays favorites, management decisions are mystifying and arbitrary and employees are treated like children.

**The solution:** Workplaces that aren't fair, transparent and respectful lack what's known as "organizational justice," and they're likely to have stressed-out employees. "Pretty much anytime an individual feels they are being dealt with differently or unfairly, it places potentially harmful stress on them," says Dr. Schnall.





## Understanding the Courtroom and Testifying Successfully

Performance Measures:

- Define terms that are commonly used in the courtroom.
- Demonstrate ability to identify the various people in the courtroom setting.
- Provide examples of appropriate courtroom etiquette.
- Through role play, demonstrate effective courtroom testimony and how to appropriately represent the agency.

### Section 1: Introduction

### Section 2: Fundamentals of the Courtroom

From this exercise, I have learned: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Section 3: Testifying Successfully

#### Group Activity

In a role play, participants will have the opportunity to role play using case scenarios.

## **Section 4: Closing**

Discussion and wrap-up.

## Section 5: Additional Information

### Reference 1: Courtroom Demeanor

1. Make yourself a checklist which includes everything you need to take with you to court; the same is true if you are meeting offenders for appointments in the field or at the courthouse.
2. Obtain or review the court docket prior to court. Be prepared for all cases for which you are responsible.
3. Be on time; arrive at court at least 15 minutes early.
4. Cell phones are to be turned off or silenced.
5. Introduce yourself to the bailiff, security and be prepared to show ID if you have never been to that particular court.
6. Have a notepad with you and more than one (1) writing instrument.
7. Be conscious of facial and body expressions – smiling / frowning, hand gestures, posture, sitting or slouching, laughing, eye contact, swaying back and forth, standing on one foot. Possess a professional courtroom demeanor.
8. Be familiar with the courtroom and personnel; know where you are to be and where others are located. Know where you are to sit in court while waiting to testify. Many courts have designated areas or benches for attorneys, law enforcement, etc.
9. If not familiar with personnel, introduce yourself. Do not assume the court or the commonwealth's attorney knows who you are.
10. Always stand when the judge enters and leaves the courtroom, even if the bailiff forgets to instruct the courtroom.
11. When testifying, speak slowly and clearly. Answer only the question that is being asked of you; do not elaborate.
12. When testifying, if you do not know the answer to a question, do not "wing it." Respond by stating that you do not know the answer but that you will promptly get the answer for the court. Should the court recess, you should contact your office or seek the answer to the question you were asked. Once you have the needed information, approach the commonwealth's attorney to let him / her know that you have the information.
13. When testifying, know your case "inside and out." The credibility you establish and become known for will carry you a long way. Have a reputation for being reliable and presenting accurate information. Try to anticipate questions about the case that you may be asked.

## Reference 2: Commonly Used Court Phrases

**Abstract of judgment** - An official copy of the contents of a civil judgment.

**Abstract of conviction** - An official copy of the contents of a criminal or traffic verdict and sentence.

**Accord and Satisfaction** - An agreement between the parties whereby a claim or charge may be dismissed by the court upon a payment or other consideration given to the person injured.

**Accused** - The person against whom an accusation is made; one who is charged with a crime or traffic infraction.

**Action** - Proceeding in a court by which one party prosecutes another for the enforcement or protection of a right, or the redress or prevention of a civil wrong.

**Adjudicate** - To pass on judicially, to decide, settle, or decree.

**Admissible** - Pertinent and proper to be considered in reaching a decision. Refers to the evidence considered in determining the issues to be decided in any judicial proceeding.

**Adversary proceeding** - One having opposing parties; contested, as distinguished from a hearing in which only one party appears.

**Affiant** - The person who makes and signs an affidavit.

**Affidavit** - A written, printed, or videotaped declaration or statement of facts, made voluntarily, and confirmed by the oath or affirmation of the party making it, taken before an officer having authority to administer such oath.

**Affirm** - To ratify, make firm, confirm, establish, reassert. Alternate procedure to swearing under an oath.

**Aggravating Factor** - A fact or circumstance associated with a criminal act that makes it more serious or injurious.

**Aggrieved party** - One whose legal right is invaded by an act complained of.

**Alleged** - Claimed; asserted; charged.

**Alias** - "Otherwise called," indicating one was called by one or the other of two names.

**Amend** - To change.

**Answer** - A pleading by which defendant in civil suit at law endeavors to resist the plaintiff's demand by stating facts. The defendant may deny the claims of the plaintiff, or agree to them, and may introduce new matter.

**Appeal** - Taking a case which has been decided in a court of inferior jurisdiction to one of superior jurisdiction, for the purpose of obtaining a review.

**Appeal bond** - A type of bond set by the court and filed by the appellant who had a civil judgment entered against him to forestall issuance of execution until the cause can be passed upon and disposed of by the superior court.

**Appellant** - The party who takes an appeal from one court to another.

**Appellee** - The party who must respond to the appellant.

**Arraign** - Arraignment of an accused consists of calling upon him by name, reading to him the charges in the arrest documents, demanding of him whether he pleads guilty or not guilty or, in misdemeanors, nolo contendere, and entering his plea. This hearing may be combined with right to counsel hearing.

**Arrest** - To deprive a person of his liberty by legal authority.

**Attachment** - The act or process of taking, apprehending, or seizing persons or property, by virtue of a writ, summons, or other judicial order, and bringing the same into the custody of the law; used either for the purpose of bringing a person before the court, of acquiring jurisdiction over the property seized, to compel an appearance, to furnish security for debt or costs, or to arrest a fund in the hands of a third person who may become liable to pay it over.

**Bail** - The release of a person from legal custody by a written agreement that he shall appear at the time and place designated and submit himself to the jurisdiction of the court and observe the requirements set forth in the recognizance.

**Bail forfeiture** - Order by the court that the surety pay to the court the amount of security pledged for failure of an accused to comply with the requirements of the bond. The court in turn pays the funds to the jurisdiction whose laws were violated.

**Bill of particulars** - A written statement or specification of the details of the demand for which an action at law is brought.

**Bond** - A certificate or evidence of a debt with a sum fixed as a penalty, which contains a written agreement binding the parties to pay the debt, conditioned, however, that the payment of the penalty may be avoided by the performance of certain acts by one or more of the parties.

**Bondsman** - A professional surety who has entered into a bond as surety.

**Breach** - The breaking or violating of a law, right, or duty, either by commission or omission.

**Capias** - A type of arrest document issued by the court charging the offender with a violation of a court order or court process of contempt of court.

**Child in Need of Services** - A child whose behavior, conduct, or condition poses a risk of harm to himself or another person.

**Child in Need of Supervision** - A child who is habitually absent from school or who abandons his family or guardian in a manner that requires intervention by the court to protect the child's welfare.

**Civil action** - A case brought for determination enforcement or protection of a right, or redress; or prevention of a wrong; every action other than a criminal action.

**CCRE** - Central Criminal Records Exchange; an abbreviation of the name of the report prepared by court clerk's offices and sent to the State Police.

**Codicil** - An amendment to a will. Wills are handled by the circuit courts.

**Commissioner in Chancery** - A neutral attorney appointed by the court to gather facts, conduct depositions, and create a report to the court setting forth the facts along with recommendations regarding the case. Commissioners in Chancery are appointed by circuit courts for certain circuit court cases.

**Complaint** - criminal - A charge brought before a judicial officer having jurisdiction, that a person named has committed a specified offense.

**Commonwealth's Attorney** - The name of the public officer who is elected in each city or county to conduct criminal prosecutions on behalf of the state.

**Contempt of court** - Any act which is calculated to embarrass, hinder, or obstruct the court in administration of justice, or which is calculated to lessen its authority or its dignity.

**Continuance** - A postponement of further proceedings in a hearing, trial, or other judicial proceeding until a later date.

**Contract** - A legally enforceable agreement between two or more parties made orally or in writing.

**Contributory Negligence** - A legal doctrine which states that, in a civil action based on negligent conduct, the plaintiff may not recover from the defendant if the plaintiff was also negligent.

**Convict** - To find a person guilty of a criminal charge.

**Counterclaim** - A claim presented by a defendant in opposition to deduction from the claim of the plaintiff whether or not it arises from the matters in question in plaintiff's action.

**Court order** - A command or mandatory direction of a judge which is made during a case. Also includes a command of the judge which establishes courtroom or administrative procedures.

**Crime** - A positive or negative act in violation of penal law; an offense against the state classified either as a felony or misdemeanor.

**Cross-claim** - An expansion of the original action in which a claim is brought by a defendant against a third party not originally sued by the plaintiff in the same action or against a co-defendant or both concerning matters in question in the original action.

**Cross-examination** - The examination of a witness upon a trial or hearing, or upon taking a deposition, by the party opposed to the one who put him on the witness stand to testify.

**Custody** - The detainment of a person by virtue of lawful process or authority; actual imprisonment.

**Custody case** - In juvenile and domestic relations district court or circuit court, the type of proceedings in which the court determines which parent, other adult or agency shall have physical control over a child.

**Damages** - Money awarded by the court to a person harmed by the unlawful or negligent act of another.

**Decree** - An order of the court in an equity matter. Decrees are issued by circuit courts.

**Defendant** - The party against whom relief or recovery is sought in a court action or suit. Sometimes used to designate the accused in criminal or traffic cases.

**Default** - An omission of that which ought to be done. Failure to act. Also, failure of the defendant in a civil case to appear and contest the claim.

**Demurrer** - A motion to dismiss a case because the claim is legally insufficient.

**Deposition** - The testimony of a witness taken upon oral examination, after notice to the adverse party, not in open court, but in pursuance of a notice to take testimony issued by the party wanting the deposition. The adverse party has the right to attend and cross-examine. Testimony is reduced to writing and duly authenticated, and intended to be used in connection with the trial of an action in court. These are used in circuit court.

**Deputy clerk** - A subordinate employee to the clerk who is empowered to act in the place of the clerk in the official business of the court.

**Detention** - The holding of a person in custody or confinement.

**Detinue** - A form of action which exists for the recovery of personal property (or their alternative value) from one who acquired possession together with damages for the detention.

**Direct Examination** - The initial questioning of a witness by the party who called the witness.

**Disclaim** - To refuse or deny.

**Discovery** - Procedures by which one party to a lawsuit may obtain information relevant to the case which is held or known by the other party.

**Dismissal** - An order disposing of an action, suit, etc., without trial.

**Distress** - The creation of a lien on or seizure of personal property belonging to a tenant to ensure collection of rent.

**Disposition** - Determination of the final arrangement or settlement of a case following judgment.

**Divorce** - Legal dissolution of a marriage by the court. Divorce cases are handled by circuit courts.

**Docket** - A record of all cases and actions scheduled to be heard in court, whether or not the matter is actually heard in a court on a particular day.

**Docket book** - The chronological collection of all docket sheets of a court.



**Docket sheet** - A form containing the docket. More than one docket sheet may be needed to contain one day's docket.

**Elements** - Facts or circumstances that define a crime, each of which must be proven beyond a reasonable doubt in order to result in a conviction.

**Eminent Domain** - The power of the government to take private property for public use, with compensation. The procedure for taking property under eminent domain is called condemnation, and is reviewed by circuit courts.

**Enjoin** - To order a person to cease performing a certain act. Circuit courts may enjoin a person from acting in certain cases.

**Equity** - A body of civil law concerned with doing justice where money is inadequate or inappropriate as a remedy. Examples of equitable actions include divorce and injunctions. Equity cases are handled by circuit courts.

**Escrow** - Money or other property held upon agreement of the parties by a neutral third party, and released according to the agreement upon the fulfillment of its terms.

**Estate** - The property owned by a person, in his or her name, at the time of the person's death. Estates and wills are handled by circuit courts.

**Eviction** - The legal process by which one recovers land or a dwelling from another.

**Evidence** - All the means by which a matter of fact, the truth of which is submitted for investigation, is established or disproved.

**Execute** - To enforce a civil judgment by seizure and either transfer or liquidation of the judgment debtor's assets through post-trial judicial process.

**Executor** - A person named in a will who administers the estate of a deceased person. An executor must "qualify" before the circuit court where the will is filed.

**ex parte** - A judicial proceeding, order, injunction, etc., is said to be ex parte when it is taken or granted at the instance and for the benefit of one party only, and without notice to, any person adversely interested.

**Expungement** - A process by which a record, or a portion thereof, is officially erased or removed after the defendant is not convicted. Criminal record expungement requests are heard by circuit courts, and, under certain conditions, by the general district court.

**Extradition** - The surrender by one state to another of an individual accused or convicted of an offense outside its own territory and within the territorial jurisdiction of the other, which, being competent to try and punish him, demands the surrender.

**Execution of judgment** - The process of putting into effect the judgment of the court in civil cases; usually by garnishment or levy, through post-trial, statutory enforcement procedures requiring the forcible removal and disposal of the property of the losing party.

**Felony** - A crime punishable by death or confinement in the penitentiary. See § 18.2-10 for classification of felonies and the punishment for each classification.

**Fiduciary** - A person who has a legal and ethical duty to act in the best interests of another person. Examples include an executor or a guardian.

**Finding** - The result of the deliberations of a court.

**Forfeiture** - A deprivation or destruction of a property right in consequence of the nonperformance of some obligation or condition.

**Garnishee** - One garnished; a person against whom process of garnishment is issued; one who has money or property in his possession belonging to a judgment debtor, or who owes the judgment debtor a debt, which money, property, or debt is attached in his hands, with notice to him not to deliver or pay over to the judgment debtor the amount claimed in the garnishment summons until the judgment in the suit is entered.

**Garnishment** - A statutory post-judgment proceeding in which a third party who holds property, money or credits belonging to the judgment debtor is required to surrender such property, money or credits (to the extent of the judgment) to the court or sheriff for application against the judgment awarded against the judgment debtor.

**Grand Jury** - A special type of jury assembled to investigate whether criminal charges should be brought. Grand jury proceedings are supervised by circuit courts.

**Guardian ad litem** - A lawyer appointed to defend or prosecute a case on behalf of a party who is incapacitated by a young age or other condition.

**Guilty** - Responsible for committing a criminal offense or a traffic infraction. The word used by an accused in pleading to the charges when he confesses to committing the crime of which he is charged. It is also used by the judge if he finds that the accused committed a criminal offense or a traffic infraction.

**Habeas corpus** - A writ commanding the person holding a prisoner in custody to bring the prisoner before the court for a determination of whether the prisoner is restrained of his liberty by due process. It is not used to determine the guilt or innocence of the prisoner.

**Incarceration** - Imprisonment; confinement in a jail or penitentiary.

**Indemnify** - To shift responsibility for a loss from the person held legally responsible to another party.

**Indictment** - A formal accusation by a grand jury that charges a person with a crime. Indictments are used to bring more serious charges and are used in circuit court only.

**Indigent** - In a general sense, one who is needy and poor, or one who has insufficient property to furnish him a living nor anyone able to support him or to whom he is entitled to look for support.

**Information** - A formal accusation by a prosecutor setting forth criminal charges against a person. An information is used in circuit court.

**Insanity Plea** - A claim by a defendant that he or she lacked the mental capacity at the time of the crime and should not be held responsible for it.

**Interrogatories** - A set of series of written questions drawn up for the purpose of being asked of a party, a garnishee, or a witness or other party to be answered under oath.

**Jail** - A place of confinement for persons awaiting trial and for persons sentenced to shorter terms of confinement for misdemeanors.

**Judgment** - A final decision and order of the court.

**Judgment creditor** - The person who wins an award against some other person in a civil suit.

**Judgment debtor** - The person against whom an award is made in a civil suit.

**Jurisdiction** - The authority of a court or other governmental agency to adjudicate controversies brought before it.

**Jury** - A body of persons selected from the community to hear evidence and decide a criminal or civil case. Juries are used only in circuit court.

**Juvenile** - A person under the age of 18.

**Lack of jurisdiction** - The phrase may mean lack of power to act in a particular manner or to give certain kinds of relief. It may consist of a court's total lack of power to act at all, or lack of power to act in particular cases because the parties have not complied with conditions essential to the exercise of jurisdiction.

**Legal Aid** - Legal services are available in some areas to persons unable to afford an attorney. Legal aid offices handle only civil matters.

**Lesser Included Offense** - A less serious criminal charge that includes some of the same elements as the original charge.

**Letters Testamentary** - A document issued by the circuit court that gives an executor the power to take control of and distribute a deceased person's property.

**Levy** - A seizure; the setting aside of specific property from the general property of the debtor and placing it under the control of the sheriff until it can be sold and applied to the payment of the execution.

**Lien** - A charge or security or encumbrance upon property.

**Liquidated damages** - The term is applicable when the amount of the damages has been ascertained by the judgment in the action, or when a specific sum of money has been expressly stipulated by the parties to a bond or other contract as the amount of damages to be recovered by either party for a breach of the agreement by the other. In truck weight and length violations, liquidated damages are determined by a statutory formula.

**Litigant** - A party to a lawsuit; one engaged in litigation.

**Magistrate** - A judicial officer with limited powers who handles certain preliminary matters such as issuing warrants, determining bail, issuing emergency protection orders and temporarily committing people to mental institutions.

**Mechanic's lien** - A claim created by law for the purpose of securing priority of payment of the price or value of work performed and materials furnished in building or repairing a structure or personal property.

**Mediation** - A form of dispute resolution that takes place outside of court where a neutral third party helps the parties reach a settlement.

**Minor** - An infant or person who is under the age of legal competence. One under 18.

**Misdemeanor** - Offenses punishable by fine not exceeding \$2,500 or being jailed for a term not exceeding 12 months or a combination of fine and jail within these limits.

**Mistrial** - A trial that is cut short and does not result in a verdict due to a procedural error or other problem. The trial must then start over from the beginning.

**Mitigating Factor** - A fact or circumstance associated with a criminal act that, while not an excuse or justification, may reduce its severity and result in a lesser sentence.

**Modification** - A change, addition, or deletion that alters but does not change the basic subject matter.

**Motion** - A request made to the judge by a litigant or other person connected with the case for a ruling or order.

**Motion for judgment** - A pleading filed by a plaintiff to start a civil case which sets forth the basis of plaintiff's claim and request's judgment in plaintiff's favor.

**Negligence** - Failure to exercise that degree of care which a reasonable person would have exercised given the same circumstances.

**Next Friend** - A person who brings an action or handles matters for the benefit of a minor or a person who is legally incompetent, without formal appointment by the court.

**Nolle prosequi** - A formal motion by the prosecuting officer in a criminal action, which states that he "will no further prosecute" the case. The court would grant the motion in order to dispose of the case.

**Nolo contendere** - "I will not contest it". The name of a plea in a misdemeanor case or traffic infraction proceeding, having the same legal effect as a plea of guilty, so far as regards all proceedings in the case, and on which the defendant may be sentenced.

**Notary** - A public officer whose function it is to administer oaths; to attest and certify, certain classes of documents; to take acknowledgments, and certify the same.

**Not Guilty** - A finding or verdict in a criminal case wherein the judge or jury determines that the Commonwealth has not proven that the defendant is guilty of a charge. Also the plea that may be made by a defendant to assert that he or she is not guilty and to demand that the Commonwealth prove its case.

**Not Guilty by Reason of Insanity** - A finding or verdict in a criminal case wherein the judge or jury determines that a defendant is not responsible for the act(s) due to mental incapacity at the time of the offense.

**Notice** - Formal notification of a legal proceeding or determination.

**Nunc pro tunc** ("Now for then") - An order which is retroactively effective.

**Objection** - A protest or exception made by a party against an action by the opposing party.

**Ordinance** - The enactments of the legislative body of a local government.

**Ore tenus** - Oral. Used as a technical term to describe a hearing or pleading which is orally presented.

**Original jurisdiction** - Jurisdiction in the first instance; jurisdiction to take cognizance of a cause at its inception, try it, and pass upon the law and facts.

**Parole** - In criminal law, a conditional release. If prisoner makes good, he will receive an absolute discharge from balance of sentence, but, if he does not, he will be returned to serve unexpired time.

**Partial payment** - Payment of a sum less than the whole amount originally due.

**Party** - An individual person or a legal organization such as a partnership or corporation.

**Perjury** - A criminal offense committed by giving a false statement given under oath.

**Personal recognizance** - Release of a defendant from jail or arrest by a judicial officer, upon the promise to appear in court without the necessity of posting bond but with some conditions imposed.

**Petition** - A formal request to a court to take a certain action on a matter.

**Plaintiff** - A person who brings an action; the party who complains or sues in a personal action and is so named on the record.

**Plea** - Statement made by the defendant either as to his guilt or innocence to the charge made against him.

**Pleadings** - The formal allegations by the parties of their respective claims and defenses, for the judgment of the court.

**Power of Attorney** - Authorization given by one person allowing another to take action on their behalf.

**Preliminary hearing** - The hearing given to an accused which is held by a judge, to ascertain whether there is evidence to warrant the binding over of the accused on the felony charge to the circuit court for further proceedings.

**Preponderance** - Greater weight of evidence, or evidence which is more credible and convincing to the mind.

**Prima facie** - Evidence good and sufficient on its face.

**Probable cause** - A reasonable ground for belief in the existence of facts warranting the proceedings complained of (e.g., probable cause to believe that a crime has been committed and that the person accused may have committed it).

**Probation** - In modern criminal administration, allowing a person convicted of some offense to remain free under a suspension of a jail sentence during good behavior and generally under the supervision or guardianship of probation officer together with other restrictions as the court may impose.

**Putative father** - The alleged or reputed father of an illegitimate child.

**Quash** - The action of a court to deny, vacate, or make void a request on legal process, such as a subpoena.

**Reasonable Doubt** - The degree of certainty beyond which the Commonwealth must prove its accusations in order to obtain a criminal conviction.

**Recognizance** - An obligation entered into by an accused before a court, with condition to do some particular acts, including to appear in criminal court as required, to keep the peace, to be of good behavior, and not to depart from the Commonwealth.

**Remand** - Sending a case the same court out of which it came for purpose of having some action taken on it there.

**Restitution** - The act of making good or giving equivalent for any loss, damage or injury.

**Return** - The act of a sheriff, constable, or other ministerial officer, in delivering the court a writ, notice, or other paper, which he was required to serve or execute (see EXECUTE in this Glossary), with a brief account of his doings under the mandate, the time and mode of service or

execution, or his failure to accomplish it, as the case may be. Also the endorsement made by the officer upon the writ or other paper, stating what he has done under it, the time and mode of service, etc..

**Revocation** - The recall of some power, authority, or thing granted, or a destroying or making void of some deed that had existed until the act of revocation made it void.

**Satisfaction** - The discharge of an obligation by paying a party what is due to him or what is awarded to him, by the judgment of a court or otherwise.

**Sealed** - A file that is physically closed from review. Also, a document containing a seal or the word "seal" next to the signer's signature.

**Search warrant** - An order in writing, issued by a judicial officer, in the name of the state, directed to a sheriff, or other officer commanding him to conduct a search to aid an official investigation.

**Seizure** - To take into possession forcibly.

**Sentence** - The judgment formally pronounced by the judge upon the defendant after his conviction in a criminal prosecution, setting the punishment for the offense.

- **Suspended** - Postponing the execution of the sentence after it has been pronounced upon certain conditions.
- **Deferred** - Postponing the imposition of the sentence or finding for a period of time upon certain conditions. Does not operate as a suspension of sentence. (Sometimes called a deferred judgement, finding under advisement or withheld finding).

**Service of process-publication** - Service of a summons or other process upon an absent or non-resident defendant, by posting a notice on the courthouse door and, unless dispensed with by the judge, by publishing the same as an advertisement in a designated newspaper, with such other effort to give him actual notice as the particular statute may prescribe.

**Service of process-personal** - Service of a summons or other process made by delivering it in person to the person named, in the process.

**Service of process-substitute** - Service of a summons or other process by any means authorized by statute other than by personal service. These include service by publication, posted service, service on alternative individual as authorized by statute.



**Show cause rule** - A court ruling directing the recipient to appear and present to the court such reasons and considerations as one has to offer why the recipient should not be punished for violating a court order or legal process or for contempt of court.

**Subpoena** - A process to cause a witness to appear and give testimony, commanding him to appear before a court therein named at a time therein mentioned to testify for the party named under a penalty therein mentioned.

**Subpoena duces tecum** - A process by which the court, at the request of a party to an action, commands a witness who has in his possession or control some document or paper that is relevant to the pending controversy, to produce it at or before the trial.

**Substitute judge** - A lawyer authorized to hold court in the absence of the regular judge of a general district court or a juvenile and domestic relations district court.

**Suit in debt** - A civil action brought upon claim of non-payment of debt.

**Suit in detinue** - A type of civil case in which the plaintiff seeks to recover personal property from a defendant who acquired possession of the personal property lawfully, but allegedly does not have the right to keep it. In this kind of case, the plaintiff may ask for money damages, but is not required to.

**Summons** - A document notifying a defendant that an action has been instituted against him and that he is required to answer to it at a specific time and place.

**Surety** - One who undertakes to pay money or to do any other act in the event that another, called his principal, fails to perform as promised. In criminal cases, the accused is the principal.

**Tenant Assertion and Complaint** - A complaint filed by a tenant against a landlord asserting that the landlord has failed to fulfill an obligation.

**Transcript** - A written, verbatim record of a legal proceeding. Generally, transcripts are created only in circuit court and in some administrative hearings.

**Trial de novo** - A new trial or retrial had in a circuit court in which the whole case is re-tried as if no trial whatever had been had in the district court.

**Unlawful detainer** - The unjustified retention of the possession of lands by one whose original entry was lawful and of right, but whose right to possession has terminated and who refuses to vacate the premises. This type of action applies to renters.

**Venue** - "Venue" designates the particular county or city within which a court with jurisdiction may hear and determine the case.

**Verdict** - The formal decision or finding of guilt or innocence made by a judge in a criminal case.

**Waive** - To abandon, renounce, repudiate or surrender a claim, a privilege, a right, or the opportunity to take advantage of some defect, irregularity or wrong.

**Warrant in Debt** - A form used in general district court to seek recovery of money from another party.

**Warrant in Distress** - A form used in general district court to assert a claim to property held by another, as satisfaction of a debt or in lieu of performance of an obligation.

**Warrant of Arrest** - A written order issued and signed by a judicial officer directed to a law enforcement officer or some other person specially named and commanding him to arrest the body of a person named in it who is accused of an offense.

**Will** - A written document in which a person declares how his or her property should be distributed upon death. Wills are handled by circuit courts.

**Witness** - One who testifies to what he has seen, heard or otherwise observed and who is not a party to the action.

**Writ** - An order in writing in the name of the state, issuing from a court, addressed to a sheriff or other officer of the law, or directly to the person whose action the court desires to command, either as the commencement of a suit or other proceeding or as incidental to its progress, and requiring the performance of a specified act, or giving authority and commission to have it done.

**Writ of Possession** - This is the writ of execution employed to enforce a judgment to recover the possession of land in an unlawful detainer action or personal property in a detinue action. It commands the sheriff to enter the land or seize the personal property and give possession of it to the person entitled under the judgment.

## Reference 3: Key Players in the Courtroom

### The Judge

The judge presides over court proceedings from the "bench," which is usually an elevated platform. The judge and has five basic tasks:

- to preside over the proceedings and see that order is maintained;
- to determine whether any of the evidence that the parties want to use is illegal or improper;
- in jury trials, to give the jury instructions about the law that applies to the case and the standards it must use in deciding the case before it begins its deliberations about the facts in the case;
- in "bench" trials (cases tried before the judge, without a jury), to determine the facts and decide the case; and
- to sentence convicted criminal defendants.

### Deputy Sheriffs

The Deputy Sheriffs or bailiffs are security for the court room, and hand paperwork to the judge from either the prosecution or defense. They bring defendants who are incarcerated into the court room.

### Courtroom Clerk

The courtroom clerk (sometimes called the courtroom deputy) is usually seated in the courtroom near the judge. The courtroom clerk administers oaths to witnesses and interpreters, takes care of records and exhibits, keeps minutes of proceedings, prepares judgment and verdict forms, and generally helps the judge keep the trial running smoothly.

### Lawyers

In the courtroom, the lawyers for each party will either be sitting at the counsel tables near the bench or be speaking to the judge, a witness, or the jury. Each lawyer's task is to bring out the facts that put his or her client's case in the most favorable light, but to do so using approved legal procedures. In a criminal case, the government's lawyer is called the prosecutor -- usually an assistant district attorney or commonwealth attorney (state court cases) or assistant U.S.

attorney (federal court cases). Criminal defendants may be represented by a public defender, a lawyer appointed by the court, or a private attorney hired by the defendant. In a civil case, parties wanting a lawyer to represent them must hire their own lawyer.

### **The Jury**

The group of people seated in the boxed-in area on one side of the courtroom is the jury. It's the jury's role to decide the facts in the case, and to apply the law on which the judge has instructed it in order to reach a verdict. In cases where the evidence conflicts, it's the jury's job to resolve the conflict and decide what really happened.

### **The Parties**

The people or entities who are directly involved in a lawsuit are called parties. They are *plaintiffs* (those who are suing in a civil case) or *defendants* (those being sued in a civil case or accused in criminal cases). The parties may be present at the counsel tables with their lawyers during the trial. Defendants in criminal cases have a constitutional right to be present at their trials. Specifically, the Sixth Amendment to the Constitution provides that “the accused shall enjoy the right...to be confronted with the witnesses against him...” Parties in civil cases also have a right to attend their trials, but they often choose not to.

### **Witnesses**

Witnesses give testimony about the facts or issues in the case that are in dispute. During their testimony, they may sit on the witness stand, facing the courtroom. Because the witnesses are asked to testify by one party or the other, they are often referred to as plaintiff's witnesses, government witnesses, or defense witnesses.

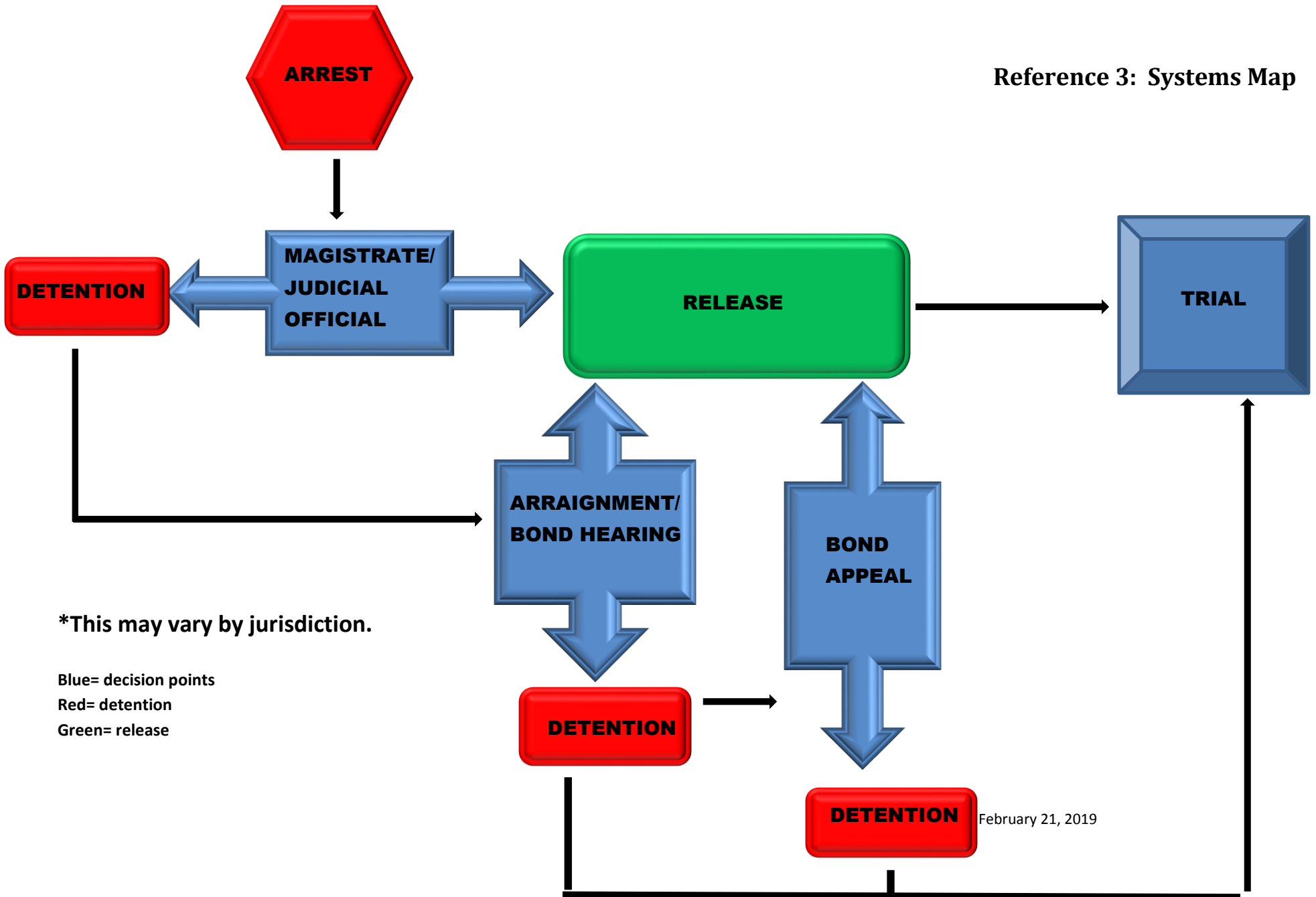
### **Court Reporter**

The court reporter sits near the witness stand in the courtroom and records everything that is said during the trial (or introduced into evidence) by typing it on a stenographic machine or by making an electronic sound recording. This becomes the official record of the trial. The court reporter also produces a written transcript of the proceedings if either party appeals the case or requests a transcript. Court reporters don't work only in the courtroom. They also record depositions in attorneys' offices and some conferences in judges' chambers.

### **Court Interpreter**

In cases in which a party or witness does not speak or understand English, his or her testimony may be interpreted by a court interpreter, whose job is to present a verbatim rendition of the testimony. It is the English rendition by the interpreter that becomes part of the official court record. The court interpreter's job is to interpret exactly what the witness or defendant says, without commenting on it, even if the interpreter believes the person is lying. If a witness doesn't understand a question, the interpreter may not use his or her own words to explain. Rather, the interpreter translates the witness's request for explanation to the attorney (or whoever asked the question), and that person must explain or rephrase what he or she said. The interpreter then translates that explanation or rephrasing for the witness.

Reference 3: Systems Map





## **Purpose Driven Communication/Motivational Interviewing**

Course Objective: This course is designed to provide participants with foundational knowledge of evidence-based principles, social learning theory, criminal thought process, stages of change and motivational interviewing. The course is designed to be thought provoking and provides participants with the opportunity to learn about how personal propensities and perceptions can influence how we interact with others. Participants will be actively engaged in discussion and role play. Participants will learn basic techniques of motivational interviewing, how to effectively engage individuals within their stage of change and how to work with individuals demonstrating “Discord” and “Sustain Talk.”

### Performance Measures:

- Identify and explain the application of the eight evidence-based principles for effective intervention found in the NIC Evidence-based Practices Model.
- Explain the outcomes that can be achieved in local probation and pretrial practices as a result of implementing evidence-based practices.
- List the criminogenic risk factors and how they relate to rates of reoffending.
- Identify and explain each component of the Risk-Needs-Responsivity Model.
- Explain Social Learning Theory and how this theory can be applied to corrections.
- Explain the criminal thought process, the importance of recognizing the elements of criminal thought and how addressing these thinking patterns are fundamentally important to behavior change.
- Identify common thinking errors.
- List the Stages of Change and the appropriate officer response based on the motivation of the client.
- Describe the “MI Spirit,” the “Four Processes of MI,” “Change Talk,” “Communication Traps,” and “Sustain Talk” and “Discord.”
- Demonstrate an understanding of and ability to use OARS.
- Demonstrate the ability to develop and strengthen “Change Talk”.
- Identify the appropriate use of strategies to respond to “Sustain Talk” and “Discord.”



## Risk Reduction (Cognitive Structure)

Additional Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Section 6: Social Learning

### Social Learning Theory

“Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences.”

- Albert Bandura, 1977

### Principles of Social Learning Theory

- Modeling. More likely if similar/look up to the individual.
- Punishment and rewards have an effect.
- Difference between acquiring and performing.
- Putting behavior in terms of labels, words or images.
- Learning from others involves:

○ \_\_\_\_\_

○ \_\_\_\_\_

○ \_\_\_\_\_

○ \_\_\_\_\_

Development reflects the complex interaction between the cognitive, behavioral and environmental factors.

## Section 7: Criminal Thinking

### Observations of Criminal Thought

Patterns of thinking (victim stance, entitlement, minimization, etc.)

- Stanton Samenow

Mechanisms of Moral Disengagement

- Reconstructing conduct as serving moral purposes
- Obscuring personal agency in bad activities
- Disregarding consequences of actions
- Blaming or dehumanizing victims

- Albert Bandura

<b>Criminal Thinking Errors</b>	
<b>1</b>	<b><i>Closed Channel Thinking</i></b>
	a. Not Receptive
	b. Not Self Critical
	c. No Disclosure
	d. Good at pointing out, giving feedback on faults of others
	e. Lies by omission
<b>2</b>	<b><i>Victim-stance</i></b>
	a. Views self as a victim (the criminal will even blame social conditions)
	b. Blames others
<b>3</b>	<b><i>Views Self as a Good Person</i></b>
	a. Focuses only on own positive attributes
	b. Fails to acknowledge own destructive behavior
	c. Builds self-up at other's expense
<b>4</b>	<b><i>Lack of Effort</i></b>
	a. Unwilling to do anything they find boring or disagreeable

	b.	"I can't" meaning "I won't"
5	<b>Lack of Interest in Responsible Performance</b>	
	a.	Responsible living = unexciting and unsatisfying
	b.	No sense of obligation
	c.	Will respond only if they net an immediate payoff
6	<b>Lack of Time Perspective</b>	
	a.	Does not use past as learning tool
	b.	Expects others to act immediately on their demands
	c.	Decisions on assumptions, not the facts
7	<b>Fear of Fear</b>	
	a.	Irrational fears (many) but refuses to admit them
	b.	Fundamental fear of injury or death
	c.	Profound fear of put down
	d.	When held accountable, experiences "zero state" (feels worthless)
8	<b>Power Thrust</b>	
	a.	Compelled need to be in control of every situation
	b.	Uses manipulation and deceit
	c.	Refuses to be dependent unless he can take advantage of the situation
9	<b>Uniqueness</b>	
	a.	Different and better than others
	b.	Expects of others that which they fail to meet
	c.	Super-optimism, cuts fear of failure
	d.	Quits at the first sign of failure
10	<b>Ownership Attitude</b>	
	a.	Perceives all things and people as objects to possess
	b.	No concept of ownership or rights of others
	c.	Sex for power and control, not intimacy

## Learning the Rewards of Self-Centered Thinking

Additional Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

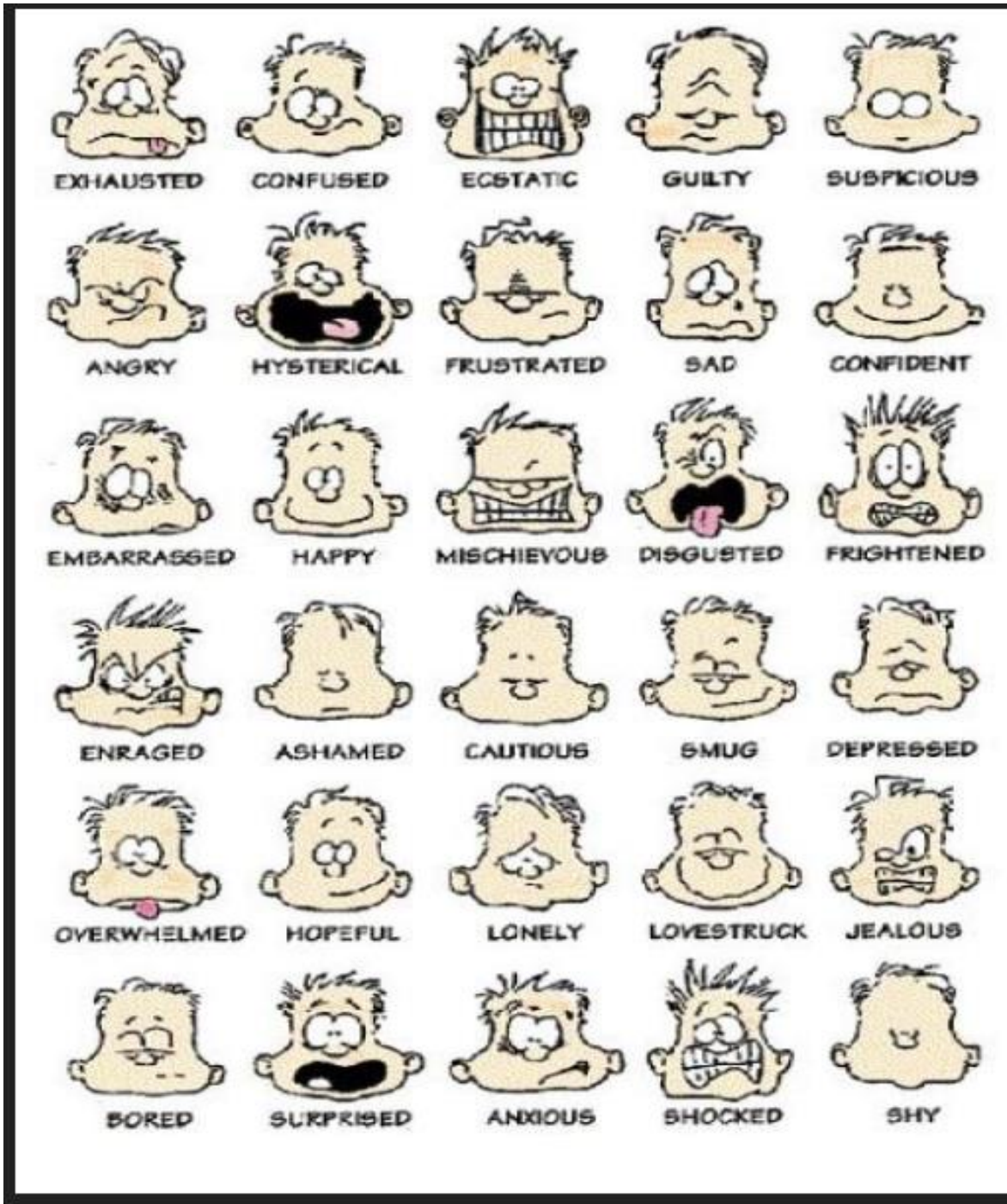
\_\_\_\_\_

## Application of Punishment

Does little to disengage offenders from \_\_\_\_\_  
that re-enforce the logic of \_\_\_\_\_ and the logic of  
\_\_\_\_\_.

Criminals fail to learn from prior negative experiences.

Group Activity: Speeding Exercise / Feelings Chart



## Section 8: Behavior Continuum

Crime: Anything that infringes on the rights, dignity, or property of another.

Additional Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Inhibiting the Formation of Pro-Social Perspectives

\_\_\_\_\_ is the gap between response and behavior based on consequences to self and others.

\_\_\_\_\_ is the ability to see the world through the experiences of other people, and care.

### Why is understanding and disrupting criminal logic so important?

- You can't gauge offender change without this understanding.
- You can't reduce criminal risk without this understanding.
- You can't match services with offenders without this understanding.
- You can't adequately protect yourself without this understanding.

## **Section 9: Stages of Change**

### **Pre-Contemplation**

Additional Notes: \_\_\_\_\_

---

---

### **Contemplation**

Additional Notes: \_\_\_\_\_

---

---

### **Preparation**

Additional Notes: \_\_\_\_\_

---

---

### **Action**

Additional Notes: \_\_\_\_\_

---

---

### **Maintenance**

Additional Notes: \_\_\_\_\_

---

**Relapse (or Recycle)**

Additional Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Response During the Change Process

CORRECTIONS PROFESSIONAL'S RESPONSE DURING THE CHANGE PROCESS

Stage of Change	From Precontemplation to Contemplation	From Contemplation to Determination	From Determination to Action	From Action to Maintenance	Staying in Maintenance
The most relevant change processes are:	Explore pros and cons	Explore pros and cons			
	Explore values, goals and/or desired self- image	Explore values, goals and/or desired self- image			
	Explore any discrepancies and build on any change talk	Explore any discrepancies and build on any change talk			
		Support autonomy	Support autonomy	Support autonomy	Support autonomy
		Support self-efficacy	Support self-efficacy	Support self-efficacy	Support self-efficacy
			Emphasize taking responsibility and making commitments (belief in oneself)	Emphasize taking responsibility and making commitments (belief in oneself)	Emphasize taking responsibility and making commitments (belief in oneself)
			Managing cues and triggers	Managing cues and triggers	Managing cues and triggers
			Changing automatic reactions (learning new skills)	Changing automatic reactions (learning new skills)	Changing automatic reactions (learning new skills)
			Support system	Support system	Support system
			Utilize SMART goals		
Do not:		Exploring resources that can aid in the change		Exploring resources that can aid in the change	Exploring resources that can aid in the change
	Demand	Demand	Demand	Demand	Demand
	Confront	Confront	Confront	Confront	Confront
	Label	Label	Label	Label	Label
	Blame	Blame	Blame	Blame	Blame
		Propose a plan			
		Do the work			
		Take responsibility for the plan			
		Support unrealistic goals			
			Take credit or blame for the plan's success or failure	Take credit or blame for the plan's success or failure	Take credit or blame for the plan's success or failure

Adapted from Group Treatment for Substance Abuse, Second Edition, A Stages of Change Therapy Manual, 2016

## Homework Assignment #1

### Part 1:

- A. Read pages 3 – 36 in “Motivational Interviewing: Helping People Change, 3<sup>rd</sup> Edition.”
- B. In the space provided below, list two key points presented in the material that you believe relates to you and your job as a local probation or pretrial officer.

---

---

---

---

---

---

---

---

---

---

### Part 2:

In the space below, write down a personal target behavior that you are currently working on or one that you would like to work on. This will be used during class as we present and work through various motivational techniques.

My target behavior is:

---

## Section 10: MI Spirit

### Motivational Interviewing

- Motivational Interviewing is a \_\_\_\_\_ style for strengthening a person's own motivation and commitment to \_\_\_\_\_.
- The overall style of MI is one of \_\_\_\_\_.
- Using a \_\_\_\_\_ style creates opposite arguments.
- \_\_\_\_\_ is a normal part of preparing for change.
- People are more likely to be persuaded by what they hear \_\_\_\_\_ say.

### Central Components to the Spirit of MI

- P \_\_\_\_\_
- A \_\_\_\_\_
- C \_\_\_\_\_
- E \_\_\_\_\_

### Partnership

This component of the "Spirit of MI" functions as a partner or companion, collaborating with the \_\_\_\_\_ expertise.

MI is done "for" and "with" a person.

MI is not a way of tricking people into changing.

## Acceptance

This component of the “Spirit of MI” does not mean that you necessarily approve of the person’s actions or acquiesce to the status quo.

- \_\_\_\_\_ - prizing the inherent value and potential of every human being.
- \_\_\_\_\_ - skill of perceiving and reflecting back another person’s meaning.
- \_\_\_\_\_ - accepts and confirms the client’s irrevocable right to self-determination and choice.
- \_\_\_\_\_ - accentuates the positive, seeking and acknowledging a person’s strengths and efforts.

## Compassion

This component of the “Spirit of MI” acts benevolently to promote the client’s welfare, giving priority to the client’s needs.

This is not about a \_\_\_\_\_ feeling, an emotional experience such as \_\_\_\_\_ or identification.

## Evocation

This component of the “Spirit of MI” elicits the client’s own \_\_\_\_\_ and \_\_\_\_\_.

People truly do have wisdom about themselves and your task is to evoke the change from within the person.

## Exercise: “The Underlying Spirit of Motivational Interviewing”

The scenarios below are examples of client comments followed by a possible officer response. Based on what you have learned, does the officer’s response follow the “spirit” of motivational interviewing? (1) Read each scenario and determine whether it supports the spirit of motivational interviewing. (2) Explain how the officer response supports or does not support the spirit of motivational interviewing. (3) If not does not support the spirit, write a response that would be more representative of the spirit of motivational interviewing.

For further explanation on the spirit of motivational interviewing, refer to Motivational Interviewing: Helping People Change, 3<sup>rd</sup> Edition, Chapter 2 on pages 14 - 24.

<b>The Four Key Interrelated Elements of the MI Spirit (PACE)</b>	
<b><i>P</i>artnership</b>	functions as a partner or companion, collaborating with the client’s own expertise
<b><i>A</i>cceptance</b>	does not mean that you necessarily approve of the person’s actions or acquiesce to the status quo
<b><i>C</i>ompassion</b>	acts benevolently to promote the client’s welfare, giving priority to the client’s needs
<b><i>E</i>vocation</b>	elicits the client’s own perspective and motivation
Respond to each of the following scenarios:	
Scenario 1: Pretrial Client, Ann Cummings: <i>“The court ordered me to attend drug education classes right away. But, it isn’t going to help me. So, I haven’t bothered to schedule them yet.”</i>	

Officer Response: *"You have to do what the court has ordered you to do. Let's get on the phone and get you set up to attend before you leave today. Maybe they can get you started this week."*

Does the response reflect the spirit of motivational interviewing?

Explain:

If the above response does not reflect the spirit of motivational interviewing, come up with one of your own:

Scenario 2: Pretrial Client, Ann Cummings: *"I need to come up with some sort of plan to help me get back on track now. This relapse into heroin use has thrown me for a loop. I can't think about anything else. What do you think I should do?"*

Officer Response: *"I do have a few things I can think of that might help as you start to plan. But, I am interested in hearing what things you have thought about including in your plan so far."*

Does the response reflect the spirit of motivational interviewing?

Explain:

If the above response does not reflect the spirit of motivational interviewing, come up with one of your own:

Scenario 3: Probation Client, Sam Smith: *"I'm not going to write in a journal. I can decide to change on my own if I want to; but, I'll do that when I'm ready. Spending my time writing stuff down is just a waste of my time. I'm coming here to complete my community service hours and to get off probation – that's all!"*

Officer Response: *“Writing in a journal isn’t for everyone. It does work for some, but not everyone. Maybe we need to come up with something different that you believe will be helpful to you. We’ve talked before about other ways to address this. What do you think you could do that would be helpful and worth the time?”*

Does the response reflect the spirit of motivational interviewing?

Explain:

If the above response does not reflect the spirit of motivational interviewing, come up with one of your own:

Scenario 4: Probation Client, Sarah Jones: *“The court has given me a long list of conditions for my supervision. It’s overwhelming. I have community service, drug treatment and coming here to meet with you. Not to mention the stuff that you are telling me I need to do. I can’t get all of this done. But, I’m afraid I’ll go back to jail if I don’t.”*

Officer Response: *“Well, you are going to have to find a way to get it done. You don’t have a choice. The court has ordered you to do certain things; if you don’t, you will go back to jail.”*

Does the response reflect the spirit of motivational interviewing?

Explain:

If the above response does not reflect the spirit of motivational interviewing, come up with one of your own:

Scenario 5: Probation Client, Sam Smith: *“I know my brother told you I’m hooked on weed, but, I’m not. Just because I smoke every now and then doesn’t mean that I’m addicted!”*

Officer Response: *“Your brother is worrying for no reason. What is it that he sees that his making him concerned about you?”*

Does the response reflect the spirit of motivational interviewing?

Explain:

If the above response does not reflect the spirit of motivational interviewing, come up with one of your own:

## **Section 11: Role of the Officer**

“...probation officers have at least two roles: one as an agent of the state to protect public safety and another as an advocate for offenders, supporting and promoting positive change. ... MI can be a helpful tool with the client advocacy role. ... The supportive, collaborative style of MI is in no way inconsistent with the officer’s duty to protect public welfare. To the contrary, helping offenders change promotes public safety.”



## Section 12: Four Processes of MI

### Engage

Additional Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Focus

Additional Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Evoke

Additional Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Plan

Additional Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Section 13: OARS**

### **Open-ended Questions**

Additional Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Affirmations**

Additional Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Reflective Listening**

Additional Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Summarizing**

Additional Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Section 14: Reflective Listening

- \_\_\_\_\_ - contains little or no additional content beyond what the client has said. (Repeat / Rephrase)
- \_\_\_\_\_ - adds additional or different meaning beyond what the client has just said; a guess as to what the client may have meant. (Paraphrase / Emotion or Feeling)

## Section 15: Giving and Receiving Feedback

### Steps to preparing to receive performance feedback:

- Check in with yourself. What is your emotional and cognitive state?
- Are you ready to receive information you may not be comfortable hearing?
- Prepare yourself against becoming defensive.
- Ask questions to clarify, not to defend

### Steps to Giving Performance Feedback:

- Check to see if it's okay with the person first.
- Ask what they did well.
- Reflect what you observed that they did well, be specific and anchor your observations.
- Ask how they might improve.
- Reflect what you observed that was inconsistent with the material. Be clear about why. Anchor your observation by reflecting specific statements or questions. Give specific examples of what they could have said differently.
- Check for understanding, end with an emphasis on what was done correctly.



## Section 16: Change Talk

Change talk is any speech that favors movement toward a particular change goal.

### Preparatory Change Talk

Preparatory change talk expresses \_\_\_\_\_ for change without stating or implying specific intent or commitment to do it.

What are you listening for?

- D \_\_\_\_\_
- A \_\_\_\_\_
- R \_\_\_\_\_
- N \_\_\_\_\_

### Mobilizing Change Talk

Mobilizing change talk expresses or implies \_\_\_\_\_ to change.

- Commitment
- Activation
- Taking Steps

### How do we evoke change talk?

- Amplified Reflection
- Change / Confidence / Importance Ruler
- Elaboration
- Evocative Question
- Exploring Goals and Values
- Looking Back
- Looking Forward
- Asking extremes

Additional Notes: \_\_\_\_\_

---

---

---

**Section 17: Motivation & Ambivalence**

Additional Notes: \_\_\_\_\_

---

---

---

---

---

---

---

## Decisional Balance Worksheet - Motivation & Ambivalence

In the boxes below, write in all of the reasons you can think of that relate to the specific behavior or situation in which you are considering change.

	Advantages (Pros / Benefits)	Disadvantages (Cons / Costs)
Not Changing (Keeping the Current Behavior)		
Changing (Starting a New Behavior)		





## Officer's Guide

### Completing the Decisional Balance Worksheet with a Client

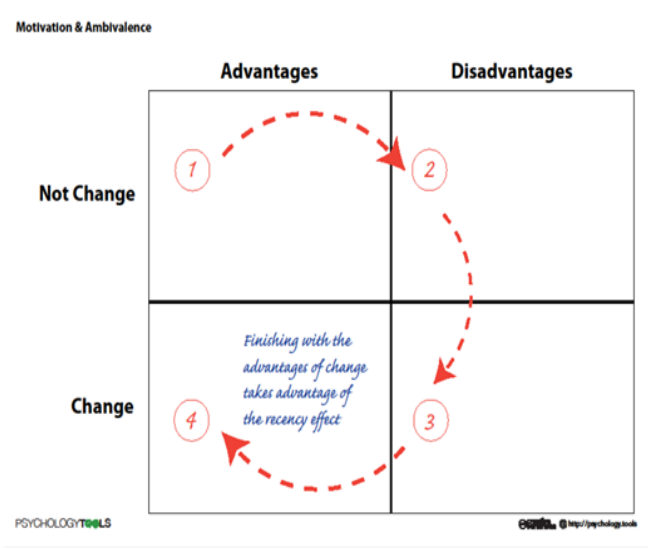
When thinking about making a change, most do not consider all “sides” of the situation or behavior. Thinking through the advantages and disadvantages of both making a change (trying something new) and not making a change (continuing with the current behavior) is one way to help one fully consider whether or not a change might be helpful, or what one needs to do to make the change successful.

In this activity, the client will weigh the advantages (the pros) and the disadvantages (the cons) of \_\_\_\_\_ (not changing) versus \_\_\_\_\_ (making the change). Complete the worksheet in the order demonstrated below. Ending the exercise on the positives of change draws on the benefits of the “Recency Effect,” items at the end of a list will most likely be remembered best.

**Part 1:**

Use the following questions to assist the client in completing the worksheet:

1. What are some of the things you really like about \_\_\_\_\_ (current behavior or situation)? Fill in “Not Changing / Advantages” square.
2. What are some things that might not be as good about \_\_\_\_\_ (current behavior or situation)? Fill in “Not Changing / Disadvantages” square.



3. What are some things you would anticipate not liking about \_\_\_\_\_ (making a change or starting a new behavior)? Fill in “Changing / Disadvantages” square.
4. What are some things that you would anticipate liking about \_\_\_\_\_ (making a change or starting a new behavior)? Fill in “Changing / Advantages” square

*Part 2:*

*Leading a follow-up discussion with the client:*

1. Which item on here is the most important to you?
2. What would it take to change the balance?
3. How does this balance effect what you do?
4. Are the cons / costs worth it to you?

**Decisional Balance Worksheet – Sample w/Smoking as Behavior**

	Advantages (Pros / Benefits)	Disadvantages (Cons / Costs)
Not Changing (Keeping the Current Behavior)	Calms my anxiety Continue to socialize with friends Keeps me thin	I might get lung cancer My asthma might get worse I will continue to run short of money each week; cigarettes are expensive
Changing (Starting a New Behavior)	I'll save money every week My kids will stop nagging me to quit My asthma might be reduced	I will not be able to hang out with my friends – most of them smoke I will snap at everyone – my anxiety will increase I will gain weight

**Decisional Balance Worksheet – Sample w/Drinking Alcohol as Behavior**

	Advantages (Pros / Benefits)	Disadvantages (Cons / Costs)
Not Changing (Keeping the Current Behavior)	Continue to socialize with friends Continue to enjoy the taste of a good beer Have an easy way to relax	CPS will continue to be in the middle of my business My spouse will keep getting angry at me for coming home drunk I will keep running short of money each week; drinking in the bar is expensive

<p>Changing (Starting a New Behavior)</p>	<p>I'll save money every week CPS will finally be out of my life My mind will be clearer so I can make better decisions I can drive my car without worrying about getting caught and arrested</p>	<p>I will not be able to hang out with my friends; most of them drink I won't have any fun things to do on the weekends anymore I won't have any way to relax</p>
---	---	---

## Section 18: Communication Traps<sup>1</sup>

Communication Trap	Description	Motivational Interviewing: Reference
Assessment Trap	Beginning with expert information at the cost of not listening to concerns	Pages 40 - 42
Blaming Trap	Focus on blame or fault rather than change.	Page 45
Chat Trap	Excessive small talk that does not further the process.	Page 45
Expert Trap	Assuming or communicating that you have the best answers for another's problems.	Pages 16 & 42
Labeling Trap	Engaging to persuade one to accept a label or diagnosis.	Pages 43 - 45
Premature Focus Trap	Focusing before engaging.	Pages 42 - 43
Question-Answer Trap	Asking too many questions, leaving the person in a passive role.	Page 61

<sup>1</sup> Miller, William R. and Rollnick, Stephen. Motivational Interviewing: Helping People Change, 3<sup>rd</sup> Edition. The Guilford Press. New York. (2013).

## Section 19: Sustain Talk and Discord<sup>2</sup>

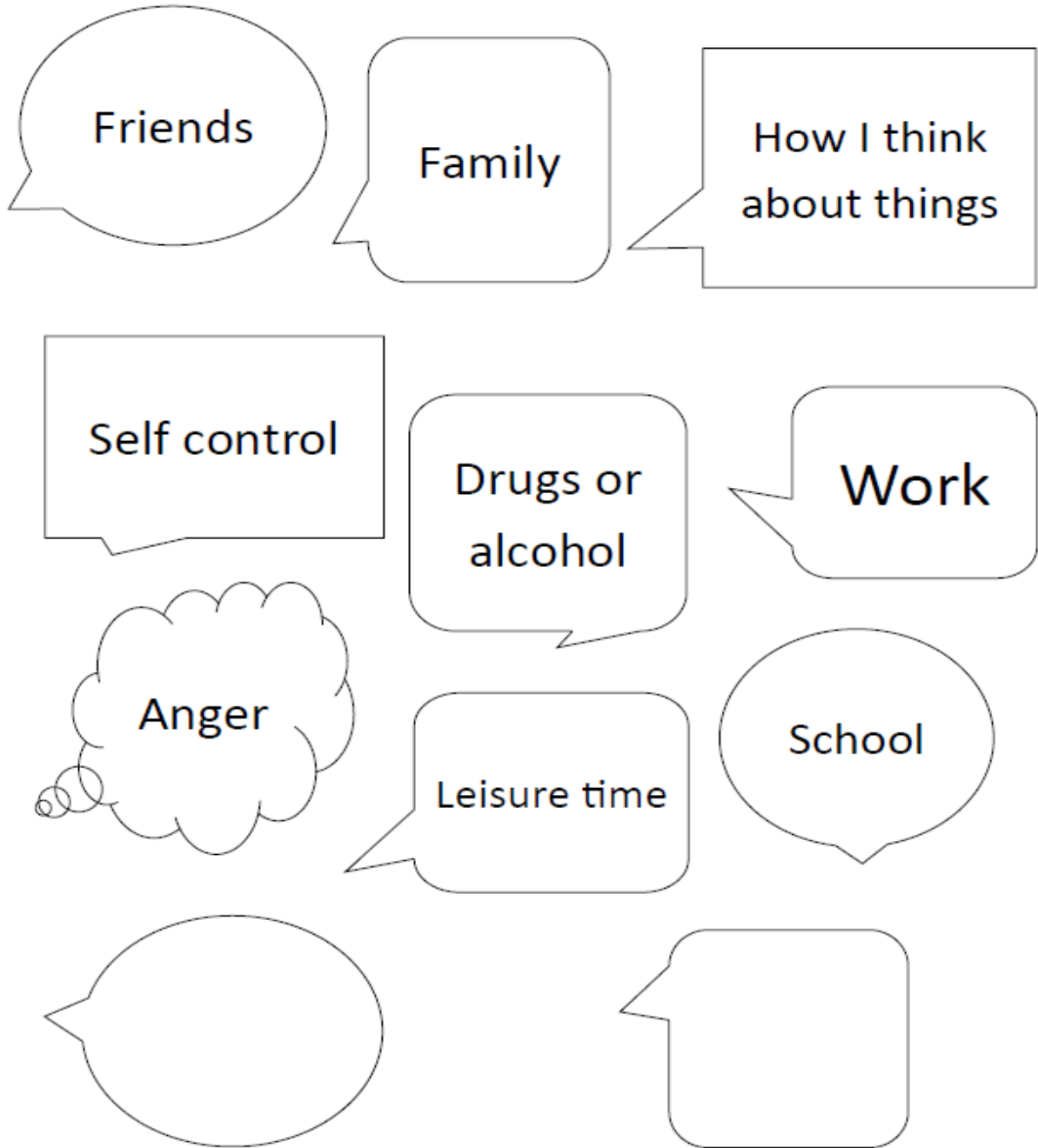
Sustain Talk		
Definition	Sustain talk is the client making the argument against change, continuing with a particular behavior.	
Reflective Responses	Straight Reflection	Page 198
	Amplified Reflection	Page 199
	Double-Sided Reflection	Pages 199 - 200
Strategic Responses	Emphasizing Autonomy	Page 201
	Reframing	Pages 201 - 202
	Agreeing with a Twist	Page 202
	Running Head Start	Pages 202 - 204
	Coming Alongside	Page 204

Discord		
Definition	Discord is when the client's language indicates a problem in the relationship with the officer.	
Signs	Defending	Pages 204 - 205
	Squaring Off	Page 205
	Interrupting	Page 205
	Disengagement	Pages 205 - 206
Responses	Reflections	Page 209
	Apologizing	Pages 209 - 210
	Affirming	Page 210
	Shifting Focus	Page 210

<sup>2</sup> Miller, William R. and Rollnick, Stephen. Motivational Interviewing: Helping People Change, 3<sup>rd</sup> Edition. The Guilford Press. New York. (2013).

**Section 20: Additional Information:**

**“What might you like to talk about?” - Supervision Tool**



**“Some Characteristics of Successful Changers” - Supervision Tool**

Accepting	Committed	Flexible	Persevering	Stubborn
Active	Competent	Focused	Persistent	Thankful

**CORE Essential Skills Training**

---

Adaptable	Concerned	Forgiving	Positive	Thorough
Adventuresome	Confident	Forward-looking	Powerful	Thoughtful
Affectionate	Considerate	Free	Prayerful	Tough
Affirmative	Courageous	Happy	Quick	Trusting
Alert	Creative	Healthy	Reasonable	Trustworthy
Alive	Decisive	Hopeful	Receptive	Truthful
Ambitious	Dedicated	Imaginative	Relaxed	Understanding
Anchored	Determined	Ingenious	Reliable	Unique
Assertive	Die-hard	Intelligent	Resourceful	Unstoppable
Assured	Diligent	Knowledgeable	Responsible	Vigorous
Attentive	Doer	Loving	Sensible	Visionary
Bold	Eager	Mature	Skillful	Whole
Brave	Earnest	Open	Solid	Willing
Bright	Effective	Optimistic	Spiritual	Winning
Capable	Energetic	Orderly	Stable	Wise
Careful	Experienced	Organized	Steady	Worthy
Cheerful	Faithful	Patient	Straight	Zealous
Clever	Fearless	Perceptive	Strong	Zestful



# Case Profiles

## Probation Client - Sam Smith

**Age:** 27

**Gender:** Male

**Status:** New referral from General District. Sam was arrested for theft from an unattended public storage facility and possession marijuana. He was found guilty on both charges and given all suspended time. He is to receive Substance Abuse assessment, testing and appropriate treatment; and complete 50 hours of Community service with the Local probation agency. He also has to pay restitution of \$150 in conjunction with his two co-defendants.

**Sam's Top 3 Criminogenic Needs:** Attitude; Vocational/ Financial; Drug Abuse

**Risk Level:** Moderate

**M/OST – OST Score:**

### Physical Health/ Medical

- He reports no physical ailments.

### Vocational/ Financial

- Sam is currently unemployed.
- He quit his job 6 months ago when his employer expressed suspicions that Sam had come to work high.
- Previously he had a consistent employment history and did construction work and made a "living wage".
- His brother Stan, with whom he resides, takes care of his basic needs.

### Education

- Sam has a high school diploma.
- He took a few college courses but never finished any plan of study.

**Family/ Social relationships**

- Sam lives with his brother who holds a steady job.
- His brother is not involved in the criminal justice system.
- Sam and his brother were adopted and when they were infants and have no information on their biological parents.
- Family relations remained good even after they moved out as adults.
- There was no history of domestic violence.
- Sam’s friends do not have criminal justice involvement and he spends his time fishing, doing side work to make some money with them or watching TV.
- He does not commonly associate with his codefendants.

**Residence/ Neighborhood**

- Sam currently lives with his brother who Sam describes as a “good guy who doesn’t even speed”.
- He moved in about 6 months ago after he quit his job.

**Alcohol**

- Sam reports he does not drink, that he prefers to get high instead.

**Drug Abuse**

- Sam is a long time daily marijuana user.
- Sam reports use beginning around age 15.
- He said it did effect his job but only because people cannot mind their own business.
- Sam reports he quit his job when the boss got irritated that he was coming to work still a little high. Sam said it is no different than him coming to work hungover on Monday.
- Sam had started Substance abuse treatment while he was on pretrial because “ I thought it would be good to use for leverage”
- Sam reported he stopped because the facilitator pissed him off when he confronted his motivation for being in the class.

**Mental Health**

- Sam denies any mental health history or symptoms.

### **Criminal History**

- His juvenile history has 4 charges. Disorderly, which he reports was mouthing off to a officer at high school sporting event. Driving without a license and two cases of shoplifting. He was on Juvenile probation and completed all court requirements.
- Adult criminal history shows being on probation twice; once for Possession Marijuana (first offender) and Misdemeanor possession stolen property.
- Both times he completed successfully.

### **Antisocial Personality / Antisocial Cognition**

- Sam overall presents well and can be polite.
- Sam does value education and says it is important to have a job.
- Sam states he in general does not like cops and likes judges even less.
- He feels that everyone would steal and high if they could get away with it.
- Sam reported that he does not need any kind of intervention from the legal system for his life.
- He feels he can change on his own and realizes he needs to “grow up some” but wants to do it on his own terms.
- Sam says that this charge was “crap” and he was not the one who came up with the idea so he should not have been charged for just trying to make a little money off the situation.
- He states that he will comply so he can get off of probation but does not agree with probation.

## Sam Smith - Narrative for Role Play

Sam's current offense is theft of property from an unattended public storage facility along with two codefendants. He was found in possession of marijuana at the time.

Sam has four prior juvenile offenses for disorderly conduct (he mouthed off to a police officer at a high school sporting event); driving without a license; and two cases of shoplifting under \$200. He completed all court requirements. Sam has been on adult probation twice in the past for possession of marijuana (1<sup>st</sup> offense) and possession of stolen property (2<sup>nd</sup> offense). Both times he successfully completed.

Sam lives with his brother who holds a steady job and is not involved in the justice system. His brother wants to help him but is fed up with Sam. Sam quit his job six months ago after his employer expressed suspicions that Sam came to work high. Previously he had a good track record doing construction work and earned a living wage. He started drug treatment while under pretrial release but quit abruptly. Sam is not currently employed. He spends most of his time with his friends outside of the home or at home watching TV. Sam's peer group is not involved in the justice system. His codefendants are not people he commonly associates with. He has a high school diploma and took a few college courses but no advanced education. He presents well and expressed some interest in change.

## Probation Client- -Sarah Jones

**Age:** 44

**Gender:** Female

**Status:** New referral from Circuit Court. Sarah was arrested for Distribution of Drugs but was given a written plea agreement that she is to receive Substance Abuse treatment and complete Community service with the Local probation agency. It states that if she complies her charge that is currently deferred will be reduced to simple possession and she will receive all suspended time.

**Sarah's Top 3 Criminogenic Needs:** Family/ Social; Vocational/ Financial; Drug Abuse

**Risk Level:** High

**M/OST – OST Score:**

### Physical Health/ Medical

- She reports having Hepatitis C from past drug use.
- She states that it does not affect her ability to work or do other things.

### Vocational/ Financial

- She is currently unemployed.
- She recently worked at a local restaurant as a server but was fired when a co-worker thought she was stealing tips.
- Prior to that she had not worked in “a real job” for a couple years due to periods of heavy use and brief periods of incarceration.
- She states that she receives help to meet basic needs from her “boyfriends” and receives food stamps.

**Education**

- Sarah dropped out of High school in the 10<sup>th</sup> grade when she became pregnant with her first child.
- She can read and write.
- She states she never got along with the teachers and was often suspended for short periods of time for “stupid stuff”.

**Family/ Social relationships**

- Sarah had two children early on and both were raised by their maternal grandmother (Sarah’s mother).
- She left home when she dropped out and was 17 years old. Until that time she had lived with her mother.
- She reports her father has had a criminal history and had “gone away a lot” as a child but states her mother was a “saint” and could not understand her.
- Sarah has not seen her mother in close to a year time and reports that the relationship is strained at best.
- When asked about Domestic assault in her childhood she reports that “ I didn’t know anything about violence in relationships until I left home”.
- She reports that she affiliates with men who are typically drug or criminal justice involved.
- She said that since she left home these men have encouraged her to prostitute herself for money and give them the money.
- Sarah reports not having strong ties with anyone and her romantic relationships are frequent, short lived and turbulent.
- When asked about her friendships she describes them the same way.

**Residence/ Neighborhood**

- Sarah has been transient for much of her adult life and moves often.
- She reports that she obtained her charge when she tried to get some money to pay for a down payment for rent on a room.
- She is seeking an environment free of drugs and criminal activity.

**Alcohol**

- She reports being a social drinker but does not drink often.

- She reports that she will chose drugs over alcohol.
- She reports no effect of alcohol on her life and has no charges related to alcohol

**Drug Abuse**

- She admits to drug use since her youth and reports short periods of sobriety
- She is on a wait list for a substance abuse program
- She says that she believes she has hit “bottom” and is ready to change for good.
- She expresses a strong desire to change her life but admits she has felt this way before without much success for long-term change.
- She reports being found in the alley exchanging money for a baggie of heroin and also had some on her as well.
- She states she does not routinely sell drugs

**Mental Health**

- Sarah denies any mental health history or symptoms outside of her drug use.

**Criminal History**

- Her juvenile history is largely related to drug use, truancy, shoplifting and being a run away.
- Adult criminal history shows multiple arrests for simple possession of marijuana and heroin, suspected distribution reduced to simple possession, retail theft of clothes and costume jewelry, and several solicitation charges.
- She has been on probation 3 times.
- Sarah has had one revocation without reinstatement and has served only short times in jail with the largest being 12 months.

**Antisocial Personality / Antisocial Cognition**

- Sarah does not believe that crime is right but feels she has often had no choice that she could see.
- She feels remorse about her current charge and says that she wants to live a healthy life and is willing to change whatever she has to.
- She reported that she does not generally trust cops and probation officers but knows that they are there to help.



## Sarah Jones - Narrative for Role Play

Sarah was arrested for distribution of drugs. A police officer observed her exchange a small baggie for money in an alleyway. The baggie was determined to contain a small quantity of heroin. Sarah was found to be in possession of one other such baggie; she was not high at the time of her arrest and claims that she does not routinely sell drugs but had no place to live and, attempting to avoid further prostitution, was trying to obtain money to pay one month down payment rent on a room in what she describes as an environment free of drugs and criminal activity.

Sarah was in and out of the justice system as a minor largely related to drug use, truancy, shoplifting and being a runaway. As an adult, she has been arrested multiple times for simple possession of drugs (marijuana, heroin), suspicion of distribution (dropped to possession), retail theft (clothing and jewelry) and solicitation for profit (multiple times). Sarah has been on probation three times with a track record of non-compliance but only one revocation. She's served short periods of time in jail and one sentence of 12 months.

Sarah has been a transient for much of her adult life. She affiliates with men who are typically drug or justice-system involved and is dependent on their support. Since she was a juvenile she has been encouraged by her male associates to prostitute herself for money that she then turns over to these associates. She admits to drug use since her youth and has had some episodic periods of sobriety, but her unstable lifestyle and affiliations with others are clearly connected to a pattern of relapse. Sarah does not have strong, positive family ties. She is currently on a wait-list for a substance abuse program. She expresses a strong desire to change her life but admits that she has felt this way before without much success with long-term change. She believes she has hit bottom and is ready to change for good.

## Pretrial Client – Ann Cummings

<p><b>Age:</b> 31</p> <p><b>Gender:</b> Female</p>
<p><b>Status:</b> The defendant is currently in the regional jail and is awaiting her bond hearing for charge of Felony Possession Schedule I/ II Drug.</p>
<p><b>Ann's Top 3 Criminogenic Needs:</b> Attitude, Drugs, Family / Social relationships</p> <p><b>Stage of Change:</b> Pre-contemplation</p> <p><b>VPRAI Score/ Risk Level:</b></p>
<p><b>Physical Health/ Medical</b></p> <ul style="list-style-type: none"><li>• She reports no physical ailments currently.</li><li>• She reports she does have Hepatitis C and has been checked regularly for HIV with her last test being negative.</li><li>• She has visible track marks from IV drug use</li></ul>
<p><b>Vocational/ Financial</b></p> <ul style="list-style-type: none"><li>• Defendant is elusive about her employment status.</li><li>• She reports she works doing side jobs for cash and makes about \$200/ month.</li><li>• She reports no verifiable employment in the last three years.</li><li>• She is not receiving any support from services such as TANAF or Food Stamps.</li><li>• She denies receiving any assistance from family or friends.</li><li>• Neither she nor her estranged husband has military history.</li></ul>
<p><b>Education</b></p> <ul style="list-style-type: none"><li>• Ann is a US citizen and went to public schools in Maryland.</li><li>• She moved to the local area with her estranged husband.</li><li>• Ann is a high school graduate but did not pursue any further education.</li><li>• She reports she was an average student and got pregnant in her senior year.</li></ul>

**Family/ Social relationships**

- Ann has three children ranging from 13 to 2 years of age.
- She does not have custody or visitation of the children and reports the oldest being taken by her mother and her estranged husband taking the two youngest.
- She was born in Maryland and her mother Betty Cummings still resides in that state.
- Her husband (separated) Barney Rubble has custody of the 5 and 2 year old and resides in the local area.
- Ms. Cummings lives with her boyfriend Fred Flintstone in Motel 6 123 Whatever Way, Room 3.
- She reports to past domestic assault in her home growing up and with her estranged husband.
- The defendant reports that she spends her time making money to survive, and partying when she has a little extra.

**Residence/ Neighborhood**

- The hotel that the defendant stays is known for drugs and prostitution.
- Ann reports she will on be there for a while and expects to move up to a nicer place as soon as they get on their feet.
- She stayed in the hotel for a few weeks and stated she split the bill with her boyfriend Fred.

**Alcohol**

- She denies alcohol use and reports that it has “never been her thing”.
- She reported that her father was a “bad drunk”.

**Drug Abuse**

- Until incarceration Ann was using heroin IV daily for the last 3 months.
- She began use at age 18 which precipitated the loss of her first child to the custody of Ann’s mother.
- She has not been in treatment prior; she knows she needs it, and acknowledges she has an addiction.
- UNCOPE score 6 ( other Drugs)

**Mental Health**

- She reports depression and anxiety, but denies any mental health treatment or hospitalizations.
- She says the symptoms are mainly from her life situations.
- She states she does not take medication and feels that if she could get her life straight she would not need them.

**Criminal History**

- Prior convictions include Petit Larceny, Prostitution and traffic infractions.
- She is not currently on probation but had been about two years ago for Domestic assault on her estranged husband.
- She had a deferred judgement and the case was dismissed because she complied.
- As a result she has no violent convictions but had one violent charge in her past.
- Aside from the current charges she has no other pending charges.

**Antisocial Personality / Antisocial Cognition**

- Ms. Cummings freely admits she does not trust cops, lawyers, teachers, probation officers or judges.
- She just wants to get out of jail but reports that she really doesn't want to be on pretrial supervision because she doesn't think she can stop using drugs.

## **Ann Cummings - Narrative for Role Play**

Ann has been placed on pretrial supervision for felony possession schedule I/ II drug. Aside from the current charges she has no other pending charges.

Ann is not currently on probation but had been about two years ago for domestic assault on her estranged husband. She had a deferred judgement and the case was dismissed because she complied. Her prior convictions include petit larceny, prostitution and traffic infractions.

While the officer is unable to discuss Ann's current offense, there are other issues in her life that she has brought up during an office visit. She does not currently have custody or visitation of her three children. Her mother has the oldest and her estranged husband has the two youngest, ages five and two. She would like to be able to get her children back.

Ann acknowledges domestic assault in her home growing up and feels like it has impacted her adult life. She would like to give her children a better life than she has experienced and would like to be able to get them back. While things in her life are a little chaotic right now, she would like to be able to get things back on track. She just doesn't know where to start.

Ann has a high school education, does not have steady employment, and is currently living in a hotel with her boyfriend.



## **Introduction to the Pretrial and Community Corrections Case Management System (PTCC)**

Performance Measures:

- Understand the basic data entry elements of the PTCC application.
- Understand the statewide implications and importance of data entered into PTCC.
- Demonstrate ability to apply knowledge of data entry techniques for various data entry scenarios.

### **Section 1: Overview of PTCC**

Review of modules in PTCC

### **Section 2: Resource Material**

Review of handouts.

### **Section 3: Additional Information**

#### **“New Service Placement / Referral Guide for PTCC Users”**

Handout Follows

#### **Commonly Used Misdemeanor and Felony Codes**

Handout Follows

#### **Height Conversion Chart**

Handout Follows

## PTCC: TIPS and TRICKS

- Whenever you see **an underlined letter on an icon or menu** you can activate that function by pressing the **ALT Key and the underlined letter**.
- Use the **TAB key** to move to the next field when entering data.
- Type the first letter of the desired value in the data field to quickly select that value from a **drop-down list**. To obtain the next value that begins with the same first letter, type that letter again.
- PTCC uses **the last record residence entered as the current residence** for correspondence and other instances when an address is needed.
- PTCC uses **the last record employment entered as the current employment** for correspondence and other instances when employment information is needed.
- The **intake process** requires, at minimum, data entry in the following sub-modules: ***Demographics, Residence, Employment, Education***
- To quickly enter **the current date**, double-click in the “date” field.
- To place a **check in a checkbox**, use the “space bar” when the field is selected.
- **Current military service** should be entered in the Employment sub-module (Active Duty – only job).
- Once a charge is saved, you can **duplicate charges** by selecting a charge, and clicking Edit → Duplicate Charge on the menu bar.
- All Active, Inactive, and Pending placements for Pretrial and Community Corrections placements must be assigned to the same case manager. Therefore, if a defendant has **existing Active, Inactive, or Pending placements** assigned to one case manager and **a new placement is added** and assigned to a different case manager, the “new” case manager will inherit all existing Active, Inactive, or Pending placements.
- To **enter the “Court,”** select the magnifying glass on the right side of the “Court” field.
- **Underlined and italicized field names** require completion of at least one of the fields, but not both.
- Placements checked **“monitored only”** will not be included on the Active Placement list.



- **“Program Requirements”** information should be entered for all placements.
- To quickly **return to today’s date** in the schedule window, click on the button with today’s date at the bottom left side of the calendar.
- The **“Date First Attended”** field must be completed for the new service Placement to be counted on the Monthly Report.
- **Saving a “Referral”** record creates an entry in the Case Notes Log that includes the following information: Referral Date, Contact Type, Where, Date First Attended, Staff and Outcome. The information can be viewed from Case Notes Window.
- **Saving “Test Results”** creates an entry in the Case Notes Log that includes the following information: Date Collected, Contact Type, Drugs Tested, Results, Staff and Notes. The information can be viewed in the Case Notes window.
- A **client’s first drug test and first community service assignment** are considered “Referrals” and must be entered to receive credit on the Monthly Report.
- To quickly **find an item in a drop-down list**, type the first letter of the item for which you are searching.
- **“PCC” refers to the “Primary Charge Code.”** This is the most significant charge for which the client has been convicted or placed on PT supervision.
- **Searching for courts by locality** returns all courts serving the locality.
- It is recommended that you **search for either a locality or a court type**, not both. Searching for both may result in a “No Matches Found” if an incorrect combination is entered.
- The **report window default view** shows all reports and forms. Select the Reports or Forms radio button to view those specific items.

## PTCC: SCHEDULER TIPS

APRIL 2016

### Color Code:

- Red=Active placements that have an event with the status of scheduled in the past or have no scheduled events.
- Blue=Active placements that have an event with the status of scheduled for today.
- Black= Active placements with no scheduled events for today's date or an active placement where all scheduled events have been completed

### Sort:

- All=All active placements either PT or CC
- PT=All active PT placements only
- CC=All active CC placements only
- Dual=All active placements that have both PT and CC placements at the same time

**Check-In History View** – quickly access what is going on without having to pull up case notes.

**Quick Add** - create an appointment without creating a case note

**New** – creates a case note for a scheduled event

**Detail** – creates a new case note for a scheduled event

**Schedule Status** (under Schedule Detail) - this drop down does not have the same options found in case notes.

**Schedule Note:** this does not print to case notes and can be used like a “sticky note;” i.e. a brief summary of a past event or details concerning a future event.

**Contact Note:** information entered here will be sent to case notes; maximum characters = 7,000 or approximately 1 ½ pages.

**Copy and paste** information from case notes, in scheduler only, to violation and status reports, as needed.

