



Oregon Department of Public Safety Standards and Training

**2006 CORRECTIONS PHYSICAL
JOB TASK ANALYSIS
MANAGEMENT BRIEFING**

DATE: 2006

AUTHORED BY: RICK GARDNER

SENIOR RESEARCH ANALYST

Purpose

This document is intended to serve as a management level abstract, summarizing major points from the 2006 Corrections Job Task Analysis comprehensive (JTA) report.

1. Consistent with existing policy and as directed by executive management, in late 2004 the Department of Public Safety Standards and Training (DPSST) Curriculum Unit was tasked with designing and administering a physical capabilities JTA process for entry-level corrections officers
2. Initial attempts at building a Subject Matter Expert group (SME) failed to gain cooperation from the constituents.
3. Throughout most of 2005 significant efforts were made to identify and address constituent issues and gain agreements to participate, including several site visits and (then) OJMA meetings.
4. Newly developed methodology for both the structure and administration of the JTA was used in this survey process.
5. The methodology used to design the Corrections Physical Capabilities JTA survey process is reasonably consistent with prior department practices and accepted methodological procedures in quantitative analysis, but is significantly more focused, extensive and utilizes Internet distribution methodology.
6. Methodological modifications in the JTA process made specifically for the Corrections Physical Capacities JTA were:
 - Dividing the pre-survey process to separate DOC and the Jails.
 - “Re-surveying” a second time, when there were insufficient numbers of responses to the first survey.
 - Addressing Data anomalies (1,800 flights of stairs climbed, lifting 500 lb. objects unassisted, climbing 100+ foot ladders, etc.) {required manual sorting of intensity values}.

6. In November of 2005, two Subject Matter Expert panels (SME's) were convened with representatives from both DOC and the Jails.
7. The SME panels generated a list of duties and tasks of seventy-nine items. The task lists were virtually identical between the two groups, with only minor variations in wording and content.
8. Survey items were sorted into the following Duty categories
 - Sitting, Standing, Walking Running** (survey items 11-17)
 - Crawling, Climbing Over/Under Obstacles** (survey items 18-22)
 - Lifting, Carrying, Pushing** (survey items 23-27)
 - Jumping—Vaulting** (survey items 28-30)
 - Struggle—Fight-Defend** (survey items 31-45)
 - Combined Physical Activities** (this is a new category, intended to encompass complex sets of basic physical operations) (survey items 46-54)
 - Psychological Elements with Physical Effects** (this is also a new category designed to capture information on psychological and emotional stressors with physical implications) (survey items 55-66)
 - General Physical Activities** (survey items 67-71)
 - Sensory Acuity—Discrimination** (survey items 72-79)
9. Both Alpha and Beta JTA survey instruments were constructed using the content provided by the SME panels. These surveys were tested with SME panel members and other participants in December of 2005.

10. The first round of final surveys were administered in February 2006.
11. Response rates for the first survey were sufficiently low to prompt management to first re-announce and then completely re-administer the survey process. This was done in July of 2006.
12. In analyzing the resultant survey data, two primary traditional “sorting” methods were used to determine critical and essential tasks for inclusion in the training curriculum:
 - FREQUENCY (How often the task/activity is performed)
 - CONSEQUENCES OF INADEQUATE PERFORMANCE (CIP) (the potential impact of an officer failing to perform the task competently).
13. A comprehensive analysis was performed.
14. From the original SME list of seventy-nine items, **53** tasks emerged from the sort as “critical and essential (having met the criteria for inclusion). The sorting criteria are mathematical “cut-points” based on statistical values.
15. A comprehensive JTA analysis report was generated. This report consists of a 49 page master report and several appendices containing specific statistical data analysis and displays, as well as the original JTA survey instruments.

These documents comprise several hundred pages and are designed to be viewed as PDF (Adobe® Portable Document Format) files for selective review and reproduction. The size of the complete JTA report makes printing and distributing hard-copies impractical. JTA reports will be posted on the DPSST Website (<http://www.oregon.gov/DPSST/AT/publications.shtml>).

CRITICAL AND ESSENTIAL TASKS

There are the **53** task items identified as critical and essential for entry-level corrections officers.

These tasks are detailed on the following pages.

Tasks are listed in the order in which they originally appear on the JTA survey and are grouped by DUTY category, for consistency.

Master Task List

Critical and Essential Tasks

SITTING—STANDING— WALKING—RUNNING

- 11 Run on flat surface (F, CIP)
- 12 Walk continuously (F)
- 13 Stand continuously (F)
- 14 Walk up/down stairs (F, CIP)
- 15 Sit continuously (car, desk, etc.) (F)
- 16 Run up/down stairs (F, CIP)
- 17 Walk/run - irregular, potentially hazardous surfaces (F)

CRAWLING, CLIMBING OVER/ UNDER OBSTACLES

- 20. Climb Steps, railings, external features, obstacles (CIP)

LIFTING—CARRYING—PUSHING

- 23 Lift objects off ground (F)
- 25 Assisted carry of unresisting inmate (CIP)
- 26 Carry and place objects (F)
- 27 Lift objects down from elevated surface, place on ground or floor (F)

JUMPING -VAULTING—(no items met cut-off)

STRUGGLE—FIGHT—DEFEND

- 31 Grip and hold inmate to maintain control (F, CIP)
- 32 Extract/place struggling inmate in/from cell (F, CIP)
- 33 Hold/restrain struggling inmate (F, CIP)
- 34 Physically defend against and control attacking inmate (CIP)
- 35 Take down and subdue resisting inmate (CIP)
- 36 Handcuff - mechanically restrain inmate (F, CIP)
- 39 Use chemical weapon (OC) to subdue inmate (CIP)
- 42 Continue to function effectively after exposure to OC (CIP)
- 43 Physically intervene to break up inmate fights/physical confrontations (CIP)
- 44 Dodge/evade blows, thrown objects (CIP)
- 45 Exposure to hazardous materials (F, CIP)

Master Task List

Critical and Essential Tasks

Combined Physical Activities

- 47 Subdue and mechanically restrain, lift/carry inmate to/from holding area/cell (CIP)
- 48 Transport inmate (resisting, not resisting) within facility; negotiate physical barriers (F, CIP)
- 49 Being struck by and/or striking inmates (CIP)
- 51 Falling/being knocked down in struggle, recover to feet, resume struggle/pursuit (CIP)
- 53 Loading, unloading, driving transport vehicles - maintain control of inmates (F, CIP)
- 54 Participate in Defensive Tactics training (CIP)
- 55 Continuing to function in physical altercation after being struck (CIP)
- 56 Maintain state of hypervigilance (CIP)

Psychological Elements with Physical Effects

- 57 Cope with physical effects of acute emotional stress (self) (F, CIP)
- 58 Cope with physical effects of acute emotional stress (others) (F, CIP)
- 59 Cope with physical effects of chronic emotional stress (self) (CIP)
- 60 Cope with physical effects of chronic emotional stress (others) (F, CIP)
- 61 Cope with chronic physical effects of shift work (F, CIP)
- 62 Cope with the emotion and physical results of bodily fluid contact/exposure (CIP)
- 63 Cope with emotional and physical impact of verbal threats of violence by inmates (F, CIP)
- 65 Cope with emotional impact of working with seriously mentally ill inmates (F, CIP)
- 66 Cope with the emotion reactions to verbal abuse by inmates (F)

Master Task List

Critical and Essential Tasks

General Physical Activities

- 67 Kneel, squat and recover to feet (F)
- 68 Repetitive hand movements (typing, mouse, bar code scanning, etc.) (F)
- 69 Bending over from waist, at or below waist level (F)
- 71 Cardio-vascular endurance (over three minutes - high intensity) (CIP)

Sensory Acuity—Discrimination

- 72 Accurately resolve visual images in various conditions - to 100 feet (F, CIP)
- 73 Accurately determine full-range of colors (F)
- 74 Resolve and understand faint auditory signals (F)
- 75 Resolve and understand speech in noisy environment (F, CIP)
- 76 Detect and resolve odd odors (F, CIP)
- 77 Accurately resolve visual images in low light conditions (F, CIP)
- 78 Three-dimensional vision sufficient for accurate depth perception in high risk situations (CIP)
- 79 Accurately visually detect and resolve transitory and subtle changes in "body language" (F, CIP)

Acknowledgements

The Oregon Department of Public Safety Standards and Training (DPSST) wishes to acknowledge the individuals who participated in the 2006 Corrections Job Task Analysis (JTA) process for their assistance and support. We also offer our thanks for the support of their respective organizations.

Of particular note are the following professionals who took an active part in the Subject Matter Expert (SME) panels.

Sgt. Cathy Gorton	Sgt. Tracy Jones	Sgt. Robin Ward
Sgt. Bronson Hoppe	Lt. Marie Bender	Sgt. Eric Hoffman
Lt. Roger Loomis	Sgt. Scott Jackson	Sgt. Chris Schlegel
Sgt. Ray Hanousek	Cpl. Ruben DeAnda	CO Gary Clark
CO Tracy Cox	CO Paul Hames	CO John Waggoner
CO Darren Dirk	CO Doug Sheppard	CO Chet Ridgeway
Sgt Jeff Wise		

Respectfully submitted,

Rick Gardner, Senior Research Analyst—Job Task Analysis Coordinator