



**Oregon Department of Public Safety Standards and Training**

# **Corrections Officer Job Task Analysis Summary Report**

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**DATE: 2006**

**AUTHORED BY:**

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

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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

***The mission of the Department of Public Safety Standards and Training (DPSST) is to promote excellence in public safety through the development of professional standards and the delivery of quality training.***

***The statutory authority of the Department of Public Safety Standards and Training (DPSST) is to set employment, training, and certification standards to insure well-trained, highly skilled public safety providers, who are morally, physically, intellectually and emotionally fit, and are prepared to be responsive to the public safety needs of their communities.***

**LEGAL AUTHORITY:**

***ORS 181.610 through 181.705 contain the Public Safety Standards and Training Act for firefighters, law enforcement, corrections, corrections officers, 9-1-1/telecommunicators and emergency medical dispatchers. These statutes provide the authority for the Department and Board to: a) establish standards of physical, emotional, intellectual and moral fitness, and b) define and mandate minimum hiring, certification, training and revocation standards for specific public safety personnel.***

***ORS 181.653 specifies certification requirements for corrections officers.***

***The Department's Administrative Rules identify the specific minimum standards that apply to each of the public safety professionals subject to DPSST jurisdiction.***

***OAR 259-008-0010 identifies the minimum standards for employment as a law enforcement officer, including corrections officers. OAR 259-008-0025 identifies the minimum standards for training; and OAR 259-008-0060 identified the requirements for certification. Part-time corrections officers are subject to the maintenance requirements found in OAR 259-008-0066.***

## **Introduction**

### **The Job Task Analysis (JTA)**

The JTA is the foundation for constructing and periodically updating position descriptions, medical standards and training curricula for entry-level police, corrections, and telecom classifications in the state of Oregon. Nationwide, some form of the JTA is the most commonly accepted methodology for determining content validity for employment requirements, training and certification programs.

The JTA is a structured, quantitative inquiry process. It relies on gathering information from those who actually perform the job under consideration (and those who supervise the job) in order to construct a valid content profile of critical and essential tasks.

### **The Physical Task JTA**

Among the most critical of all job duties in public safety occupations are those requiring specific physical activities/abilities. Paramount among these tasks are those with implications for officer and public health and safety issues. For this reason there are **initial** medical standards in place that corrections officers are required to meet as a condition of continued employment. This is both for their safety and for that of the public at large.

In a departure from the methodology historically used by DPSST to conduct JTA's, job-related physical capabilities are now separated from the overall JTA process and are being addressed separately.

This 2006 corrections study is the second of its kind (the 2006 Parole and Probation study was the first) using this new methodology.

## **The Subject Matter Expert Panel (SME)**

The foundation for the JTA process is the SME panel. The SME panel is a relatively small group of professionals who have comprehensive knowledge of both the overall job under analysis, and detailed functioning on a day-to-day basis. For the corrections SME panel, a representative cross-section of knowledgeable supervisors-managers was assembled and facilitated in a process of identifying the following:

1. Major work areas (task domains) impacted by, or impacting physical activities and requirements.
2. Specific tasks and/or elements impacted by, or impacting physical capabilities activities and requirements.

The goal of the SME panel is to identify virtually every *physical* aspect of entry level corrections physical job content and function. It is from this expertly developed content the JTA survey instrument was constructed.

In this specific instance, ***two independent SME groups were convened***, one to represent the State Department of Corrections, the other to represent Jails throughout the state. This was done to insure that one group (DOC or Jails) did not dominate the SME process.

Although the perceived differences between these two groups has been a significant factor in planning and executing this study, in practical terms the study revealed there was very little variation between the two groups, as to physical requirements of the job of corrections officer.

***The SME panel functions as an autonomous, facilitated group. DPSST analysts serve as facilitators but are not involved in generating content; this is solely the responsibility of SME members. SME panel members collectively determine the content of the JTA survey instrument.***

## Physical Capability JTA Survey Process Description

The 2006 Corrections Physical Task JTA Survey was designed and constructed to function as a single survey instrument directed **solely** towards managerial and supervisory personnel.

The typical JTA survey instrument generally takes two forms, one version is directed to *incumbents* (line employees) in the position being surveyed. Incumbent respondents are asked to rate the **frequency** at which they perform listed tasks (on a scale of “0” for “do not perform this task” to “6” “hourly performance of the task.” Historically, they are also asked to indicate the upper limit of task performance (how long, how high, how heavy, etc.).

Incumbent respondents may also be asked to rate desirable “attributes” for persons performing the job under analysis and are asked to identify the various kinds of equipment used in the performance of their job duties.

In most previous JTA’s done by DPSST, supervisors were given a **separate** survey that examines the **same** task list provided to line workers, but supervisors and managers were asked to rate those tasks along two different dimensions, Consequence of Inadequate Performance (**CIP**) on a scale from “0” (no consequence) to “6” (disastrous) and **When Learned** (*Where in the continuum of education and training should the officer be taught a specific task?*).

Supervisory respondents are also asked to rate desirable “attributes” of line officers as to their relative importance.

This methodology is problematic with respect to physical tasks. First, a physical task may be considered to be critical and essential regardless of the frequency with which it is performed, simply by virtue of its potential impact, or CIP. If the determining factor is frequency of performance, often highly impactful tasks may not meet the cut to be considered “critical and essential.”

Secondly, ***CIP is a supervisory/managerial determination***. While line employees are in the best position to provide detailed data on precisely what they **do**, they do not always have the necessary broader understanding of the context of their tasks and the potential impact of **not** performing a specific task competently.

Lastly, the “*When Learned*” dimension is of questionable value for many physical tasks, and completely useless for most (e.g., one does not **learn** how to see).

There was also a consideration as to the size of a comprehensive JTA, which historically was several hundred questions in length and the fact most survey questions will typically “re-survey” known job elements (identified in previous JTA’s). Resistance to completing such large and often redundant surveys is understandable.

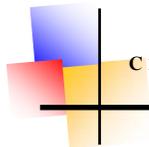
However, to make certain line-level incumbent employee input plays a significant role in the JTA process two additional process steps were taken. The first of these two steps was to integrate all of the physical tasks identified by line employees in previous corrections JTAs (DPSST maintains a database taken from all of the JTA’s done in the state).

The second step was to ask SME panel members communicate repeatedly with line-employees in their respective organizations between the inception of the SME process and through the ALPHA and BETA survey construction phases (a period of many months).

SME members were continually urged to share draft JTA surveys with line employees and to ask for input and suggestions. A number of modifications and additions were made to the final survey through this informal process.

### **JTA Analysis Methodology**

Using accepted methods of quantitative analysis, data collected from the



JTA process is used to determine “**critical and essential tasks.**” This determination is made using mathematical and/or statistical “rules” based on frequency of performance (how common the task is for incumbents) and the CIP (how important is it). A task may rise to the level of critical and essential by how often it is performed and/or its potential consequences.

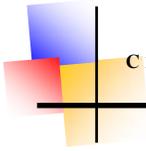
The general, guiding criteria are, ***The task or requirement must be clearly and demonstrably job-related in that it is performed by most or all incumbents in the classification, and it is necessary and important for the task to be performed.***

Using a common task as an example, “walking” can be identified as a critical and essential task for corrections officers purely based on how often it is done by the majority of incumbents. Using a firearm is also identified as a critical task but because of the potential **consequences** if it is not performed competently, not the frequency of performance. Holding a resisting inmate is both commonly performed (high frequency) and of critical importance (high CIP).

***The determination of whether or not a physical task is critical and essential is made by the people actually performing and supervising the work, not by DPSST.*** Tasks will either meet the rule cutoffs, or they will not; the determination is mathematical. Cutoffs are based on statistical analysis.

DPSST’s responsibility is to provide a reasonably objective, standardized, **structured** process for generating potentially essential tasks, and the quantitative analysis of data provided by the constituents. *DPSST functions as a relatively objective third-party in this regard.*

***There is no DPSST management or other oversight or editing of the JTA data analysis or reporting. The JTA report is solely the responsibility of the analyst conducting the study (unless other contributors are specifically cited in the report).***



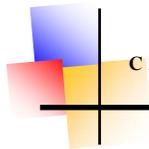
## The Significance of “Critical and Essential”

There are two primary federal acts which regulate employment policy and testing; the Equal Employment Opportunity Act (EEO), and the Americans with Disabilities Act (ADA).

The first of these is contained in the Federal Equal Employment Opportunity Commission Uniform Guidelines. In order to protect against discriminatory hiring practices employment testing and pre-employment hiring requirements are subjected to legal scrutiny based on:

1. ***Does the process or practice produce adverse impact on any protected group?*** Adverse impact is defined in federal code as a disproportionate negative impact on members of a protected group; e.g. females and/or minorities being effectively or deliberately screened out or placed at a competitive disadvantage by testing and/or selection methodology. *Adverse impact does not require demonstration of intent to discriminate.* If a testing process or stated job requirement has the net effect of unduly limiting access to the job by minority and female applicants, these requirements *may* be held to be discriminatory.
2. ***Does the process meet reasonable requirements for content, criterion, and/or construct validity in testing?*** These standards for validity are based in commonly accepted methods of quantitative analysis. One of these is that the test or requirement is actually directly related to real tasks performed on the job (content validity).

The Americans with Disabilities Act (ADA) serves to prohibit discrimination against persons with disabilities in all areas of public access (education, employment, healthcare, housing, etc.). Persons with recognized disabilities may not be excluded from job opportunities for which they are otherwise qualified as a result of their disability, unless providing “reasonable accommodation” for their disability would result in an “undue hardship” for the employer, or would endanger the public.



Public safety has historically been under-represented in terms of females and minorities . . . and persons with disabilities. Because of this, public safety employers have increasingly been challenged to demonstrate the “job-relatedness” of their employment testing, training and certification requirements.

Medical standards and physical capability requirements have been foremost among those challenged. When these requirements are successfully challenged it is primarily because the employer has either imposed arbitrary requirements (not based on an analysis of the job) or because the requirements result in adverse impact on protected class individuals/groups with no clear business necessity proven (such as with arbitrary height requirements).

If an employer’s policies and practices have the net result of limiting access to jobs by protected classes, the employer must prove clearly that such policies are a “business necessity” and that failure to meet stated requirements compromises the public welfare, or results in a serious impediment to the proper functioning of the organization.

The JTA process is the most widely accepted tool for demonstrating the “job relatedness” of employment and training requirements.

## **JTA Project History**

In late 2004 Corrections was due for the normal five-year JTA review cycle.

Initial efforts at assembling an SME panel were unsuccessful. In meeting with the Oregon Jail Managers, considerable concern was expressed by this constituent group that previous participation in DPSST curriculum revision efforts had resulted in little perceived change.

An agreement was reached that the curriculum unit would do a full audit on previous curriculum update activities and present the results to the Jail Managers, as well as doing site visits at a number of jails. During this time, informational meetings were also held with DOC.

The audit, audit presentation and jail site visits were accomplished and reported out as agreed. This process required several months to accomplish. There was representation from the curriculum unit at several successive Jail Managers meetings.

Because of expressed concerns that either DOC or the Jails dominate curriculum decisions two SME panels (one for DOC, one for the Jails) composed of cross-sectional supervisory-managerial level representatives were assembled in November, 2005.

Two separate SME panel sessions were held and the results combined to construct the Alpha version of the JTA survey.

The premise was that there would be separation at the initial task list development stage with the option of also separating the data interpretation, should significant differences appear between DOC and Jail respondents.

**Note: There were no significant differences in the task lists between the two SME task forces.**

The Alpha test of the JTA survey instrument was completed in December, 2005. A BETA version was developed and administered in February, 2006.

An “audience list” (intended survey recipients) comprising all of the corrections supervisors and managers in the system (both DOC and Jails) was constructed between February and April of 2006.

The first iteration of the JTA survey was emailed in May, 2006; surveys were sent out to all corrections supervisors/managers in the system via individual internet email links.

The goal was to invite **every** supervisor/manager in the system to participate in the survey process.

A total of 398 surveys were sent. 6% were returned as “undeliverable” which is well within expected rates.

Response to the initial survey was very light. After several attempts to increase response rate the first survey was closed with a 26% return rate.

Because of the low return rate, it was decided to reissue the survey. This was done in July, 2006.

The second survey process closed in August, 2006.

***Note: The actual survey is shown in the appendix section of this report.***



## **Survey Demographics**

In the second survey a total of four hundred and three (403) surveys were distributed via email. Ten (10) of these surveys were returned as “undeliverable.” This occurs because of either bad email addresses or some sort of “block” on the receiving end, which causes the receiver to be unable to access internet Uniform Resource Locators (URL’s).

Of the 403 delivered surveys 161 were successfully returned and usable. This is an adjusted return rate of just under 40%. This is significantly lower than desired, but adequate to the task.

### **Demographic Distribution**

The distribution of respondents was quite good, with a virtual 50/50 split between Jails and DOC.

### **Gender**

Gender distribution was 80% male, 20% female.

### **Tenure as a Manager/Supervisor**

There was a good cross section of experience represented in the respondents with relatively even distribution among all experience levels.

### **Experience in the field**

The vast majority of respondents had over 10 years of experience within the field.

### **Size of Department**

There is often an understandable concern that surveys of this nature will be “dominated” by larger departments having a disproportionate representation (because of Oregon’s essentially rural composition, with only a few urban centers).

We were unable to gain equivalent representation with smaller agencies, with just under eighty percent of respondents coming from organizations of 50 employees or larger. Because only 34 of the respondents came from smaller organizations, there is no practical way to equalize input. Spot checks show little variation based on organizational size, however.

### **Highest Level Certificate Held**

Nearly a quarter of the survey respondents do not yet have their mandatory supervisory—managerial certifications.

### **Ethnicity**

The majority of respondents were white males. Racial minorities accounted for 14.3% of respondents

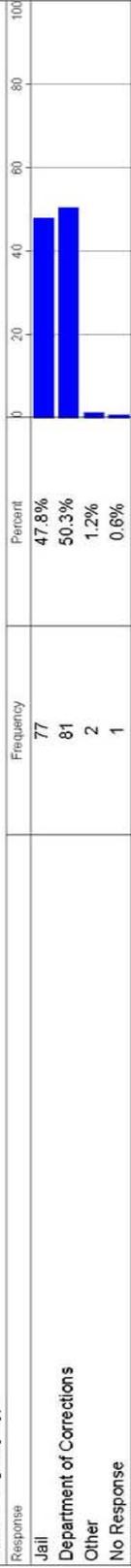
### **Summary**

A complete analysis of the survey demographics is shown on the following two pages.

### Master Demographics - 2006 Corrections Physical Task JTA Survey

#### 3. Work Location

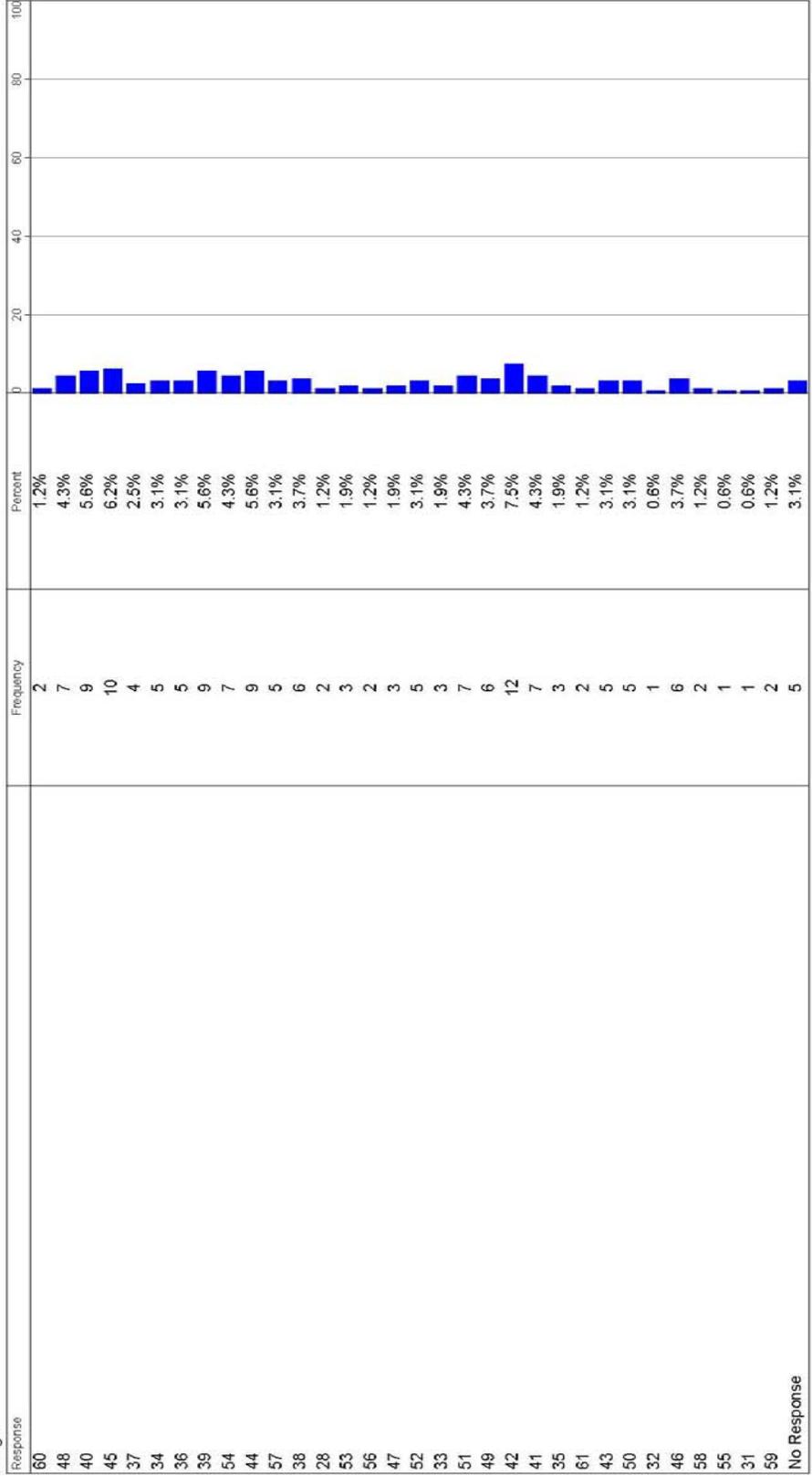
##### Scale 1 - Agency Type

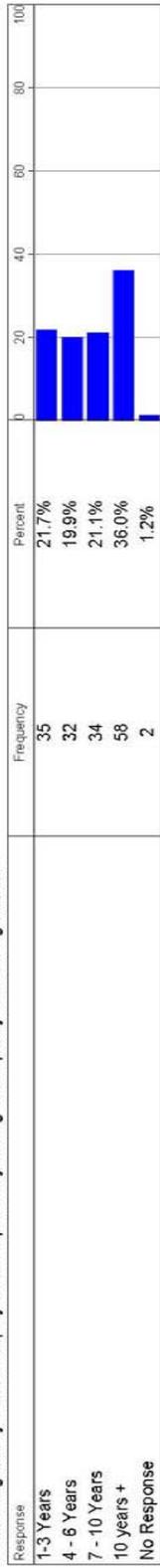
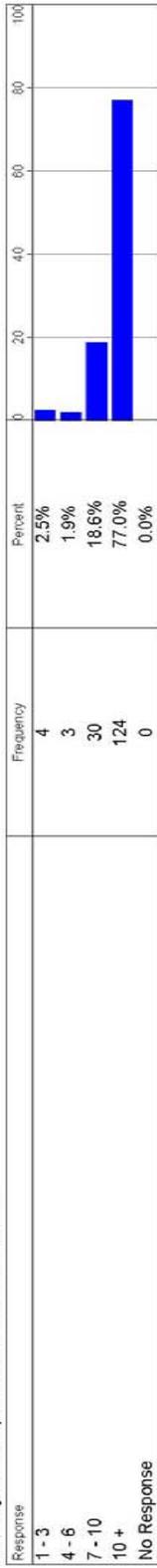
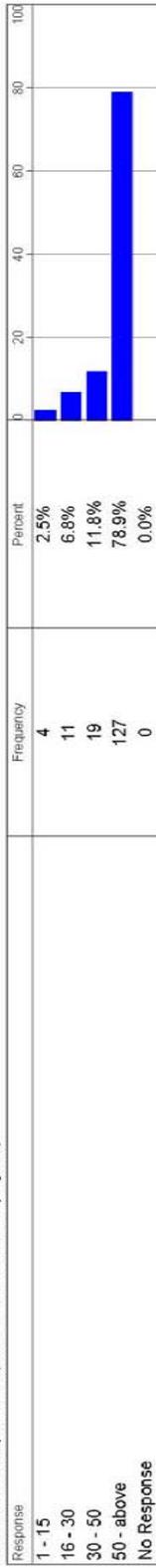
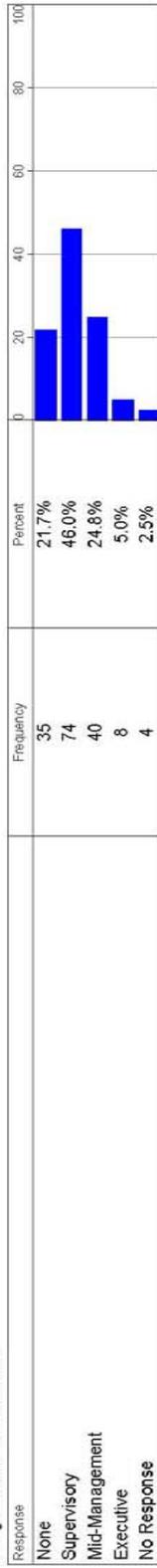
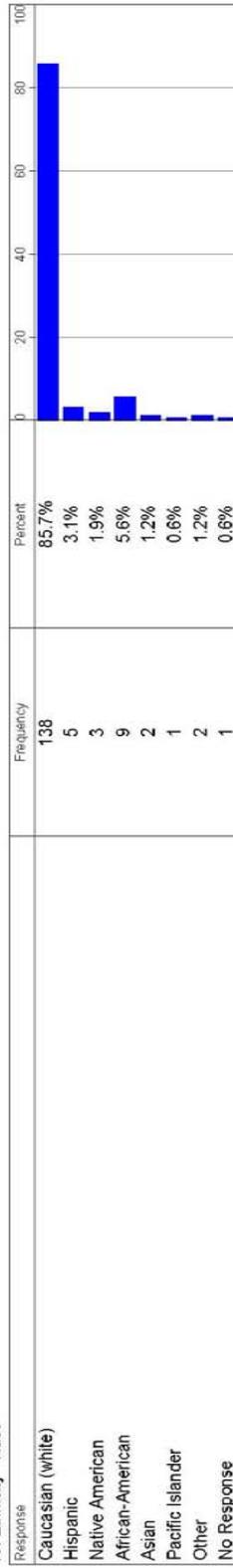


#### 4. Gender



#### 5. Age



**6. How long have you been employed in a supervisory/managerial capacity with the organization?**

**7. Total years of experience in the corrections field**

**8. Size of unit/department (number of full-time employees)**

**9. Highest level certificate held**

**10. Ethnicity - Race**


## Data Analysis

The JTA is used to determine job “content.” What do people performing the job actually **do**? Respondents are those who actually perform or supervise the work under analysis. DPSST uses commonly accepted and validated survey methodology to determine this. The JTA validation procedure is consistent with federal guidelines as detailed in the Federal Equal Employment Opportunity Uniform Guidelines on Employment Selection Procedures.

### Two Types of Essential Tasks

The first are tasks which are fundamental within any comprehensive training and certification process; these can be referred to as **core curriculum tasks**. These are the routine tasks performed by the majority of incumbents in the position under consideration, which typically require some degree of training. These tasks require a working knowledge and some skills. Most generally these are things that incumbents must already know how to do when beginning the job, or will be taught after being employed, somewhere along the training continuum from employment orientation to post-academy instruction.

The second type of essential tasks are those termed **ability/capability** tasks. Such things as physical and cognitive skills are considered to be ability/capability tasks. While the specific skill component may be a part of training curricula, most often the ability or capability must be innate or present at time of hire (e.g., While a corrections officer will be taught specific physical skills required for the job, they are assumed to be of at least average health and in adequate physical condition to perform those physical tasks competently).

***“Critical and essential tasks” are fundamental requirements of the job under consideration. The officer must be able to do these tasks, often with little or no assistance from others. Additionally, the potential consequences of failing to be able to perform those tasks competently may constitute a serious issue (threat).***

For example, corrections officers must be able to hear and see sufficiently well to recognize potential threats and hazards in a wide range of environmental circumstances; this is critical and essential to the safe, effective performance of their job duties.

These are typically solo tasks and the potential consequences of failing to perform them adequately are very serious (significant potential threat to safety and property).

In this way, data from the JTA essentially follows two (frequently overlapping) tracks – **training requirements** (used to determine curricula), and **capability requirements** (used to determine entry level standards, medical standards, and certification standards). Collectively these form the KSA's (Knowledge, Skills and Abilities) of the specific job.

***The purpose of this Physical Task JTA is expressly to determine the job-related physical capability requirements and related training curricula for entry level corrections officers, state-wide. Use of this data for other purposes is the sole and complete responsibility of the user.***

## **Data Rules**

Data rules are a way to objectively determine which surveyed tasks meet a reasonable cut-off to be considered “critical and essential.”

Data rules can also be used as a method for “equalizing” input from various participating organizations. One of the abiding concerns about surveys of this type is that smaller organizations will get “lost” in the statistical shuffle because their participation is proportionately less than their larger counterparts.

The classic method of addressing this concern is to employ arithmetic “rules” intended to equalize and level the playing field, as well as providing a standard “cut-point” for accepting or rejecting specific tasks.

Participating organizations may be divided into “units of analysis” based on relative size in order to achieve a reasonable parity in numbers among the various sized organizations participating in the survey process.

Referring specifically to the use of arithmetic “rules” there are some operational assumptions, which may or may not always be true; the most obvious of which is that respondents from larger organizations will respond differently than respondents from smaller ones, therefore equalization is necessary to insure equity.

The second assumption is that one set of “rules” will fit in every situation.

The size of the organization is only one of many potential variables, potentially “skewing” responses. There are other variables that are at least as significant, such as the differences between rural and metropolitan areas and organizational differences. There is little question that a corrections officer working in a large prison in an urban area, faces at least somewhat different issues and certainly different physical environments than his/her counterpart working in a jail in a small, rural municipality.

There are also significant differences in organizational structure and mission. Corrections organizations exhibit widely differing organizational structures and philosophies.

Because of the nature of the Physical Task JTA, arithmetic rules will be used in conjunction with statistical analysis. The purpose of this is to provide a multivariate analysis that allows for more than one perspective to be used in examining the data. However, the determination of “critical and essential” is still made based primarily on survey numbers for CIP and Frequency of Performance.

Data breakdowns for specific organizations will not be done in this report, but may be requested.

A comprehensive statistical analysis is provided on collected data. This is contained in the appendix section of this report.

### **Splitting or Combining Data from DOC and the Jails**

It has been strongly asserted there are fundamental differences between the jobs of corrections officer at DOC and in the jails. It may be that as we continue the JTA process to examine all remaining aspects of the work, that this will prove to be true.

However, in examining physical tasks, this belief is *not* supported by the data. Other than a uniformly (but only slightly) higher, overall rating pattern for both CIP and Frequency, correlation between Jail and DOC responses are extraordinarily high (Pearson correlation of at least +.90 out of a perfect correlation of +1.0).

Because there was virtually no difference between either the input or rating of survey items by DOC or Corrections, there is no point in separating them for data analysis. The survey will be processed as a single instrument.

## Data Anomalies

Initial processing of survey data showed a significant incidence of “malicious outliers.” These are entered values for such things as weight and distance, which are so outside of normal values as to be a serious issue in processing the data (such things as saying officers go up and down 1,800 flights of stairs, lift 500 lbs unassisted, climb ladders several hundred feet high, etc.). Rather than a third administration of the survey to correct this issue, the database was reviewed by an SME and where entered values were nonsensical and impossible, they were simply deleted from the database.

In the future, respondents will be given ranges to select from, rather than being able to enter any value they wish.

This is a regrettable situation, but the solution is the only practical one available.

## Data Rules – Critical and Essential

Critical and essential physical tasks must meet rules based on the following:

- **Frequency**—how often a given task is performed.
- **Consequence of Inadequate Performance (CIP)** — the potential impact if the task is not performed adequately.

### Survey Ranges

#### Frequency Range

- 0 = Do NOT perform this task
- 1 = Performed this task, but NOT this year
- 2 = Performed a few times this year
- 3 = Performed Monthly
- 4 = Performed Weekly
- 5 = Performed Daily
- 6 = Performed HOURLY

#### Consequences of Inadequate Performance (Importance)

- 0 = Subordinates do NOT perform this task (no consequences or importance)
- 1 = MINIMAL consequences (mild importance)
- 2 = NOT VERY SERIOUS consequences (mild to moderate importance)
- 3 = FAIRLY SERIOUS consequences (moderate importance)
- 4 = SERIOUS consequences (moderately high importance)
- 5 = EXTREMELY SERIOUS consequences (high importance)
- 6 = DISASTROUS consequences (extremely high importance)

In addition to these forced-choice scales, respondents are asked to enter the maximum typical value for various activities (time, weight, distance, etc.).

## Cut-Off Rules

For inclusion in the Critical and Essential Task list in this survey a task must be rated at:

1. A **mean** (average) **frequency** of performance of at least **3.0** for all respondents **and** a minimum of 90% of all respondents indicating that the task is performed by incumbents. **Or ...**
2. A **mean** Consequences of Inadequate Performance (CIP) of at least **3.89 ... and** a minimum of 65% of respondents rating the item's CIP at "moderate" or higher.

## NOTE

These are moderately aggressive cut-offs. There are multiple rationales for this rigor. The first of which is that these tasks may translate directly into hiring and medical standards. It is important that they be easily defensible and reasonable. The rigor imposed by requiring relatively high cut-off scores provides this support.

This specific JTA is unique in that there are several new areas that have received relatively little prior attention (psychological issues, combined tasks, etc.) and it is particularly important to use very conservative assessment in adding new requirements to an existing job profile.

Additionally, readers who are familiar with the Parole and Probation JTA study will note that these cut-offs are significantly higher than those used in that study. This is because the cut-offs are based on the grand mean for both CIP and Frequency for the corrections survey. In this specific case the grand mean for both CIP and Frequency are a full point higher than for the Parole and Probation survey.

Adjusting the cut-offs among surveys allows for a steady, but relative cut-point. This allows us to adjust for differences among surveys while maintaining consistency of methodology.

It is important to keep in mind that while primary, the JTA is only one method for determining essential tasks. Both DPSST and hiring agencies must be able to include training and other requirements driven by many different forces, such as:

1. Case law
2. Federal and State statutes
3. Administrative mandates
4. Organizational goals and objectives
5. Evolving professional practices
6. Emerging issues

When requirements are imposed that are not reflected in the JTA it is important that documentation exists detailing *why* the skill, knowledge or ability is an employment requirement.

### **Caveats - Comments**

- Considerable care was taken in the survey process to respond to concerns about differences between DOC and the Jails, and to make certain that survey results were not skewed by these perceived differences. In point of fact, an analysis of correlation (Pearson) was done of both CIP and Frequency ratings between DOC and the Jails. The result was a positive correlation (similarity) of responses of over .90 (a perfect positive correlation is 1.0). Respondent ratings for both CIP and Frequency in DOC and the Jails are remarkably similar, and do not display the anticipated differences. For this reason, no attempt to separate the two groups in this study is made. The only observable difference is that the Jails tended to rate all items somewhat higher than their DOC counterparts.

- In aggregate, the combination of CIP and Frequency of performance at the stated cut-off levels provide a reasonable screen for reducing potential tasks to a legitimate group of critical and essential tasks, defensible as job requirements.
- **Specific application of the data in this analysis to the hiring or performance requirements of an individual agency is done strictly at the risk of that individual agency.**
- Because of the change in JTA methodology and the decision to use more restrictive norm-based data rules...a formal process of presenting the participating agency directors with a list of “potential” essential tasks for yet another level of review (such as that required by the traditional JTA EAST survey) is deemed no longer necessary.
- The primary purpose of this JTA is to identify the physical tasks corrections officers commonly perform. Ultimately, the results from the physical task analysis will be taken to a medical panel (typical procedure for full JTA’s) for review and promulgation/update of medical standards for this classification.

## **DUTY AND TASK LIST—INTRODUCTION**

JTA's are constructed using a taxonomy, with **DUTIES** being the organizing unit, and **TASKS** serving as the constituent components.

In most cases there will be between 5 and 10 DUTIES for most jobs, with potentially hundreds of subordinate TASKS distributed among the DUTY classifications.

### **Corrections DUTY Categories**

The Corrections Physical Task JTA consisted of the following DUTY Categories

1. **Sitting, Standing, Walking Running** (survey items 11-17)
2. **Crawling, Climbing Over/Under Obstacles** ( survey items 18-22)
3. **Lifting, Carrying, Pushing** (survey items 23-27)
4. **Jumping—Vaulting** (survey items 28-30)
5. **Struggle—Fight-Defend** (survey items 31-45)
6. **Combined Physical Activities** (this is a new category, intended to encompass complex sets of basic physical operations) (survey items 46-54)
7. **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)
8. **General Physical Activities** (survey items 67-71)
9. **Sensory Acuity—Discrimination** (survey items 72-79)

**DUTY ONE: SITTING, STANDING, WALKING, RUNNING** (survey items 11-17)

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

**DUTY TWO: CRAWLING, CLIMBING OVER/UNDER OBSTACLES** (survey items 18-22)

- 18 Climb/pull self over vertical obstacle
- 19 Crawl under obstacle
- 20 Climb steps, railings, external features/obstacles
- 21 Climb up/down ladder
- 22 Climb up/down from elevated surface

**DUTY THREE: LIFTING, CARRYING, PUSHING** (survey items 23-27)

- 23 Lift objects off ground
- 24 Push/pull objects
- 25 Assisted carry of unresisting inmate
- 26 Carry and place objects
- 27 Lift objects down from elevated surface, place on ground or floor

**DUTY FOUR: JUMPING, VAULTING** (survey items 28-30)

- 28 Jump/vault over ditch, hole or depression
- 29 Jump/vault over raised barrier
- 30 Jump up/down from elevated surface

**Duty Five: Struggle—Fight-Defend (31—45)**

- 31 Grip and hold inmate to maintain control
- 32 Extract/place struggling inmate in/from cell
- 33 Hold/restrain struggling inmate
- 34 Physically defend against and control attacking inmate
- 35 Take down and subdue resisting inmate
- 36 Handcuff - mechanically restrain inmate
- 37 Tackle fleeing inmate to stop flight
- 38 Use hand weapon (other than firearm) to subdue inmate
- 39 Use chemical weapon (OC) to subdue inmate
- 40 Use weapon after strenuous activity (pursuit, running, fighting, defending)
- 41 Use firearms in physical confrontation with inmate
- 42 Continue to function effectively after exposure to OC
- 43 Physically intervene to break up inmate fights/physical confrontations
- 44 Dodge/evade blows, thrown objects
- 45 Exposure to hazardous materials

**Duty Six—Combined Physical Activities (46—54)**

- 46 Pursue fleeing inmate, negotiate physical hazards, struggle with and subdue
- 47 Subdue and mechanically restrain, lift/carry inmate to/from holding area/cell
- 48 Transport inmate (resisting, not resisting) within facility; negotiate physical barriers
- 49 Being struck by and/or striking inmates
- 50 Physically struggling with multiple inmates
- 51 Falling/being knocked down in struggle, recover to feet, resume struggle/pursuit
- 52 Operating, servicing agricultural equipment
- 53 Loading, unloading, driving transport vehicles - maintain control of inmates
- 54 Participate in Defensive Tactics training

**Duty Seven—Psychological Elements with Physical Effects ( survey items 55—66)**

- 55 Continuing to function in physical confrontation after being struck
- 56 Maintain state of hypervigilance
- 57 Cope with physical effects of acute emotional stress (self)
- 58 Cope with physical effects of acute emotional stress (others)
- 59 Cope with physical effects of chronic emotional stress (self)
- 60 Cope with physical effects of chronic emotional stress (others)
- 61 Cope with chronic physical effects of shift work
- 62 Cope with the emotion and physical results of bodily fluid contact/exposure
- 63 Cope with emotional and physical impact of verbal threats of violence by inmates
- 64 Cope with emotional impact of witnessing sexual acts between inmates
- 65 Cope with emotional impact of working with seriously mentally ill inmates
- 66 Cope with the emotion reactions to verbal abuse by inmates

**Duty Eight—General Physical Activities (survey items 67 - 71)**

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

**Duty Nine—Sensory Acuity—Discrimination (survey items 72—79)**

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

## **Critical and Essential Task Listing**

This section of the JTA report contains those “tasks” that emerged through the mathematical screens as “critical and essential.”

This list was arrived at through a combination of:

1. Frequency of task performance.
2. Consequences of Inadequate Performance (CIP) (importance).

***This list of critical and essential tasks forms the logical basis for planning/evaluating and updating core physical task requirements for corrections officers. It also has significant implications for testing and skills training, as well as general curriculum development and validation.***

### **Caveats**

The final process of determining employment and training requirements cannot reasonably be accomplished solely through a statistical sorting process. This sorting process simply provides a valid, reasonably objective foundation from which to make specific decisions.

Critical and essential tasks are listed in the same categories and sequence as in the original survey, for ease of comparison.

## Data Display Explanation

In the following section of this report, tasks meeting the established cut-off requirements are displayed with their “rule” results. The display shows:

- **#** (Survey question number)
- **Question** (survey question text)
- **Mean** (the average rating of all survey respondents on a scale of one to six), first for frequency and then for CIP.
- **%** - The percentage of respondents indicating that their subordinates perform this task.
- **95% Confidence Rate**—This is a statistical “summary” calculation that displays a range of responses that would encompass 95% of all responses. This is used in the report to show intensity ranges (how high, how low, how much, etc.). (**Note: This measurement is not done on all items**)
- **Mean-i**—The second ‘mean’ (on the far right of the table) is mean **intensity** for the task. (**Note: This measurement is not done on all items**)

Again, because there is essentially no significant difference between Jail and DOC responses, they are combined.

Tasks meeting the “frequency” rules are listed here, along with the mean (average frequency rating, from 0-6), the percentage of respondents indicating the task is performed by their subordinates, and both the 95% confidence range (predicts 95% of ALL respondents would be within this range) and mean values for *intensity* (weight, duration, repetitions, etc.). The Mean intensity has been rounded to whole numbers where obvious for simplicity.

**Duty One: Sitting, Standing, Walking Running** (survey items 11-17)

#	Question	Frequency		Intensity	
		Mean	%	95% Confidence	Mean-i
11	Run on flat surface	3.73	100	298.19 to 385.57 ft	342 ft
12	Walk continuously	5.45	96	4.54 to 5.44 hrs	5 hrs
13	Stand continuously	5.54	98	4.20 to 5.13 hrs	5 hrs
14	Walk up/down stairs	5.48	98	4.27 to 6.51 flights	5 flights
15	Sit continuously	5.52	99	4.12 to 4.92 hrs	4 hrs
16	Run up/down stairs	3.38	97	2.99 to 4.34 flights	4 flights
17	Walk/run hazardous surfaces	3.3	94		

**Duty Two—Crawling, Climbing Over/Under Obstacles** (survey items 18—22)

No items met the cut-off for frequency.



### Duty Three—Lifting, Carrying, Pushing (survey items 23-27)

#	Question	Frequency		Intensity	
		Mean	%	95% Confidence	Mean-i
23	Lift objects off of ground	4.61	97.5	35.43 to 38.82 in. / 47.48 to 58.77 lbs	37 in. / 53 lbs
26	Carry and place objects	4.32	91.3	155.92 to 365.22 in / 43.15 to 52.96 lbs	261 in. / 48 lbs
27	Lift objects down from elevated surfaces	3.95	92.8	39.67 to 48.15 lbs	44 lbs

### DUTY FOUR—JUMPING, VAULTING (survey items 28-31)

No items made the cutoff.

### Duty Five—Struggle—Fight-Defend (survey items 31-45)

#	Question	Frequency		Intensity	
		Mean	%	95% Confidence	Mean-i
31	Grip and hold inmate to retain control	3.66	98	5.97 to 7.58 min. / 238.52 to 254.93 lbs	7 min/ 249 lbs
32	Extract struggling inmate from cell	3.2	92	6.99 to 8.48 min / 244.90 to 262.03 lbs	8 min/ 253 lbs
33	Hold/restrain struggling inmate	4.52	95	6.17 to 7.50 min / 241.02—256.29 lbs	7 min/ 251 lbs
36	Handcuff—mechanically restrain inmate	4.52	98	242.89 to 258.73 lbs	251 lbs
45	Exposure to hazardous materials	3.97	93		



### Duty Six—Combined Physical Activities (survey items 46-54)

#	Question	Frequency		Intensity	
		Mean	%	95% Confidence	Mean-i
48	Transport inmate within facility	4.34	94		
53	Loading, unloading, driving transport vehicles—maintain control of inmate	4.21	92		

### Duty Seven—Psychological Elements with Physical Effects (survey items 55-66)

#	Question	Frequency		Intensity	
		Mean	%	95% Confidence	Mean-i
57	Cope with physical effects of acute emotional stress (self)	3.58	94		
58	Cope with physical effects of acute emotional stress (others)	3.76	93.8		
60	Cope with the physical effects of chronic emotional stress (others)	3.81	93		
61	Cope with the chronic physical effects of shift work	4.51	93		
63	Cope with the emotional and physical impact of verbal threats of violence by inmates	3.99	97		
65	Cope with emotional impact of working with seriously mentally ill inmates	4.64	95		
66	Cope with the emotional reactions to verbal abuse by inmates	4.35	97		

**Duty Eight—General Physical Activities** (survey items 67-71)

#	Question	Frequency		Intensity	
		Mean	%	95% Confidence	Mean-i
68	Repetitive hand movements (typing, etc.)	5.14	94		
69	Bending over from waist, at or below waist level	5.33	99		

**Duty Nine—Sensory Acuity—Discrimination** (survey items 72-79)

#	Question	Frequency		Intensity	
		Mean	%	95% Confidence	Mean-i
72	Accurately resolve visual images in various conditions—to 100 feet	4.82	94		
73	Accurately determine full range of colors	4.91	94		
74	Resolve and understand faint auditory signals	4.87	96		
75	Resolve and understand speech in a noisy environment	5.25	99		
76	Detect and resolve odd odors	4.64	98		
77	Accurately resolve visual images in low light conditions	4.94	97		
79	Accurately visually detect and resolve transitory and subtle changes in “body language”	4.7	97		



Tasks meeting the rules for CIP/Importance are listed here.

**Duty One—Sitting, Standing, Walking, Running** (survey items 11-17)

#	Question	CIP		Intensity	
		Mean	%	95% Confidence	Mean-i
11	Run on flat surface	4.1	65	298.18 to 385.57 ft	342 ft
16	Run up and down stairs	4.22	72	2.99 to 4.34 flights	4 flights

**Duty Two—Crawling, Climbing, Over-Under Obstacles** (survey items 18-22)

No items met the cut-off requirements

**Duty Three—Lifting, Carrying, Pushing** (survey items 23-27)

#	Question	CIP		Intensity	
		Mean	%	95% Confidence	Mean-i
25	Assisted carry of unresisting inmate	4.01	65	226.98 to 244.02 lbs	236 lbs

**Duty Four—Jumping—Vaulting** (survey items 28-30)

No items met the cut-off requirements



### Duty Five—Struggle-Fight-Defend (survey items 31-45)

#	Question	CIP		Intensity	
		Mean	%	95% Confidence	Mean-i
31	Grip and hold inmate to maintain control	4.94	86	5.97 to 7.58 min. 238.52 to 254.93 lbs	7 min/ 247 lbs
32	Extract/place inmate in/from cell	4.88	85	6.99 to 8.48 min 244.90 to 262.03 lb	8 min/ 253 lbs
33	Hold/restrain struggling inmate	4.94	80	6.17 to 7.50 min / 241.02 to 256.29 lbs	7 min/ 249 lbs
34	Physically defend against and control attacking inmate	5.14	85	4.97 to 6.16 min / 240.68 to 258 lbs	6 min/ 249 lbs
35	Take down and subdue resisting inmate	5.12	88	240.82 to 256 lbs	248 lbs
36	Handcuff—mechanically restrain inmate	4.69	86	242.89 to 258.73 lbs	251 lbs
39	Use OC to subdue inmate	4.72	80	244.35 to 260.58 lbs	252 lbs
42	Continue to function effectively after exposure to OC	4.77	81		
43	Physically intervene to break up inmate fights	4.77	84		
44	Dodge-evade blows, thrown objects	4.81	83		
45	Exposure to hazardous materials	5.03	86		

## Duty Six—Combined Physical Activities (survey items 46-54)

#	Question	CIP		Intensity	
		Mean	%	95% Confidence	i-Mean
47	Subdue and mechanically restrain, lift/carry inmate to/from area/cell	4.79	86		
48	Transport inmate (resisting, non-resisting) within facility, negotiate physical barriers	4.56	82.6		
49	Being struck by, or striking inmates	4.99	83.2		
51	Falling/being knocked down in struggle, recover to feet, resume pursuit-struggle	4.99	83.2		
53	Loading, unloading, driving transport vehicles—maintain control of inmates	4.94	81.4		
54	Participate in Defensive Tactics Training	4.55	78.3		



## Duty Seven—Psychological Elements with Physical Effects (survey items 55-66)

#	Question	CIP		Intensity	
		Mean	%	95% Confidence	i-Mean
55	Continuing to function in physical confrontation after being struck	5.02	86		
56	Maintain state of hypervigilance	4.76	88		
57	Cope with the physical effects of acute emotional stress (self)	4.55	82		
58	Cope with the physical effects of acute emotional stress (others)	4.47	80		
59	Cope with the physical effects of chronic emotional stress (self)	4.37	77		
60	Cope with the physical effects of chronic emotional stress (others)	4.31	76		
61	Cope with the chronic effects of shift work	4.27	77		
62	Cope with the emotional and physical results of bodily fluid contact/exposure	4.62	85		
63	Cope with the emotional and physical impact of verbal threats by inmates	3.94	69		
65	Cope with the emotional impact of working with seriously mentally ill inmates	3.99	74		



### Duty Eight—General Physical Activities (survey items 67-71)

		CIP		Intensity	
#	Question	Mean	%	95% Confidence	i-Mean
71	Cardio-vascular endurance (lover three minutes—high intensity)	4.43	76		

### Duty Nine—Sensory Acuity—Discrimination (survey items 72—79)

		CIP		Intensity	
#	Question	Mean	%	95% Confidence	i-Mean
72	Accurately resolve visual images in various conditions—to 100 feet	4.09	67		
75	Resolve and understand speech in a noisy environment	3.92	67		
76	Detect and resolve odd odors	3.89	63		
77	Accurately resolve visual images in low-light conditions	3.95	65		
78	Three-dimensional vision sufficient for accurate depth perception in high risk situations	4.19	70		
79	Accurately visually detect and resolve transitory and subtle changes in “body language”	4.26	74		



### Introduction

The net outcome of the corrections Physical Capabilities JTA data analysis is a validated list of **53** tasks, which may reasonably be referred to as “critical and essential” to the proper functioning of the corrections officer position.

These critical and essential tasks form the valid and logical basis for any physical capabilities—medical related employment and/or training requirements for this position.

Items are listed according to DUTY categories and by survey question number for consistency.



**DUTY ONE—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)

**DUTY TWO—CRAWLING, CLIMBING OVER/UNDER OBSTACLES**

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

**DUTY THREE—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)



## **DUTY FOUR—JUMPING—VAULTING**

No items met the cut-off

## **DUTY FIVE—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)



## **DUTY SIX—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)

## **DUTY SEVEN—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)



## **DUTY EIGHT—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)

## **DUTY NINE—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)

## Report Summary

This is the second in a new generation of segmented, internet-based JTA surveys for DPSST.

In addition to the more traditional medical standard oriented survey items, a more comprehensive approach was taken in examining physical functioning, including examining task behaviors with psychological-physical implications (stress), and complex task combinations (pursuit and subdue), all of which are common to the job, but often absent in less comprehensive JTA surveys.

In addition to the customary arithmetic “rules” for determining task inclusion, the 2006 corrections survey also includes statistical features such as rating and intensity norms, 95% confidence rate analysis of intensity of performance, and a full statistical analysis of all survey items.

Analysis of the survey data resulted in a list of **53** critical and essential tasks.

These tasks are reasonably defensible as: job requirements, training requirements, the valid basis for medical standards, physical capacity standards and ultimately basic performance standards.

## **Summary—Profile of the Physical Requirements of the entry-level Corrections Officer**

In summary, this analysis reveals a job comprised of a high frequency of office-type activities: sitting, computer, telephone, etc., but also involving somewhat predictable, extremely high-demand—high risk, but relatively infrequent critical physical activities (fighting, struggling).

***Care must be taken when generalizing to a specific entity within the survey. While the validation is of sufficient rigor to support employment requirements, variation among reporting departments requires a disclaimer on the part of DPSST for this use in specific agencies.***

***The results of this survey apply to curriculum and medical standards for the aggregate group, which is the responsibility of DPSST. Any additional application other than this is solely the responsibility of the individual agency.***

The results obtained in this process were solely obtained through the methodology described.

There has been no additional input or editing by anyone other than the analyst conducting the study (other than that specifically noted, and with the exception of customary proof-reading and structural editing assistance).

Specific questions, concerns and/or inquiries should be directed to:

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I hereby certify the content of this report to be factual, accurate, complete and as represented, to the best of my knowledge.

Richard Gardner, Job Task Analysis Coordinator