

# Basic Corrections Local Academy

2024 Curriculum Overview



State of Oregon

Department of Public Safety Standards and Training

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## **Mission**

To promote excellence in public safety by delivering quality training and developing and upholding professional standards.

## **Vision**

DPSST will deliver programs and services through an agency that is committed to its values, collaborates internally and externally and is responsive to its constituents. The agency will ensure public safety constituents are highly skilled professionals who demonstrate excellence, embody the diversity of the state, and inspire public trust, as they protect the lives, assets and livability of Oregon's citizens and visitors.



## Executive Summary

The Oregon Department of Public Safety Standards and Training (DPSST) is entrusted to provide quality training as a service to its public safety constituency and the communities they serve. The 2024 Basic Corrections Local program is part of an on-going effort to ensure training is current, relevant, and aligned with evidence-based practices, both in content and delivery.

This document provides an overview of the 2024 Oregon Basic Corrections Local Academy. It includes course subjects, hours, and core topics to be covered. This document is not reflective of all content students will receive during their 240 hours of basic training. It is simply meant to provide an overview of the full 6-week program. The complete student material is available on the DPSST website or by request.

## Program Summary

The Basic Corrections Academy course consists of 6 weeks (240 hours) of rigorous in-person academic and skills training. The goal of the academy is to prepare new officers for the next step of their professional development, field training.

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*"The program is designed based on decades of research on learning, performance improvement, cognitive psychology, and training transfer, among other well-established concepts."*

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### *Topics and Content*

Course topics and content are informed by academic research where possible. However, many topics related to effective corrections tactics and training are not well supported by research. In the absence of empirical research, topics and content are informed by recommendations from trusted professional sources such as the National Institute of Corrections and Crisis Intervention Team International, and Lexipol among others. Content areas address emerging topics in public safety and best align with other program areas that have been influenced by Oregon Administrative Rule and Oregon Revised Statutes. Subject matter experts from public safety, academia, mental health, community partners, and community members also contribute to course development.

### *Academic Structure*

The program is designed based on research on learning, performance improvement, cognitive psychology, and training transfer, among other well-established concepts. Some of the foundational theories include learning processing, cognitive load, adult learning, and active learning.

Aligning with research on effective learning practices, the program structure includes short, frequent sessions on multiple topics rather than long blocks of training on a single topic. Connections between content is intentionally designed into the curricula and course content builds upon itself as the program progresses.

While this structure is supported by research, it often results in the appearance of less training on specific topics. The course hours do not reflect the additional courses where the topic is reinforced and expanded upon.



## Training Delivery

Training methodologies include engaging students in learning activities rather than being passive recipients of information. Opportunities for practice and feedback are integrated throughout the program in the form of activities, role plays, skill drills, fragment drills, and scenario training. Students practice self-reflection and self-assessment to further develop their emotional intelligence, critical thinking, and problem-solving abilities.

### *Student Assessment and Standards*

Students complete a variety of knowledge and skill assessments throughout the program. In addition to in-class discussions, activities, and projects, students must pass a series of written quizzes and exams. Students take part in skill assessments in defensive tactics and firearms. Students also participate in both video and live scenarios where they receive an assessment and feedback.

To successfully complete the Basic Corrections Local course students must:

- A) Successfully complete course projects and assignments;
- B) Obtain and maintain a minimum cumulative score of 75% by Quiz 3;
- C) Obtain a minimum score of 75% on the final exam; and
- D) Achieve a passing score of 100% on the use of force exam with remediation as necessary.



**STATE OF OREGON**  
**DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING**  
 2024 BASIC CORRECTIONS CURRICULUM REVISION

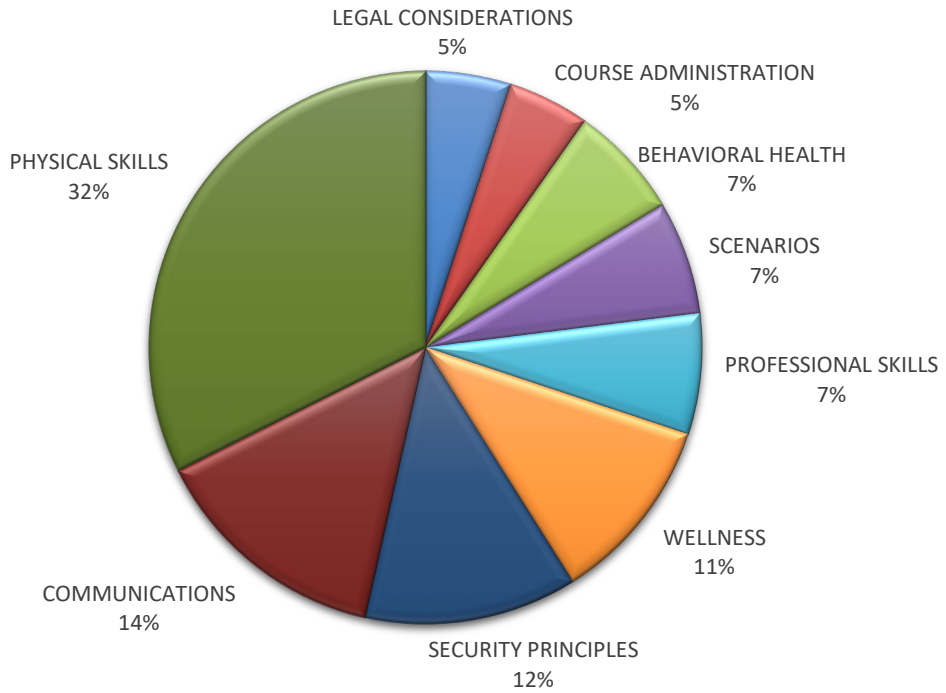
## 240-Hour Course Breakdown

COURSE	HOURS	MANDATE
Administration	11	Board of DPSST
Airway and Circulatory Anatomy and Physiology	2	
Basic Operational and Security Procedures	6	
Behavioral Health: Awareness	6	
Behavioral Health: De-escalation	4	
Behavioral Health: Suicide Prevention and Intervention	2	
Behavioral Health: Trauma and Trauma-Informed Practices	4	
Bias	4	
Boundaries	4	
Civil Liabilities	4	
Communication for Corrections	10	
Contraband and Searches	6	
Correctional Rights	4	
Corrections Physical Abilities Test (CORPAT) and Physical Fitness Training	14.5	
Decision-Making	3	
Defensive Tactics	24	
Diversity Awareness	4	
Emotional Intelligence	6	
Ethics	4	
Firearms	24	
Fitness and Nutrition	6	
Intake and Release	4	
Introduction to the Justice System	2	
Introduction to Emergency Driving	2	
Investigations	2	
Managing Adult in Custody Behavior	3	
Medical Awareness	2	
Quizzes and Final	4.5	
Report Writing	10	Board of DPSST
Resiliency	6	
Scenarios	16	
Success Strategies	2	
Transports and Restraints	4	
Use of Force Classroom	18	
Use of Force Scenarios	12	
<b>TOTAL</b>	<b>240</b>	





### Academy Hours by Category



OPTIONAL COURSES	
CPR/First Aid	4
National Alliance on Mental Illness (NAMI)	2



## Advisory Committee

Constituent and Community Members		Staff Contributors
Captain Lee Eby	Clackamas	Christy Hess
Deputy Jarrod Croteau	Multnomah	Melissa Trombetta MSW
Sergeant Randy Sass	Polk	Crislyn Dunkley
Deputy Ryan King	Washington	James Webb
Sergeant Grant Jones	Lincoln	Staci Bernstein-Sappenfield
Sergeant Barrett Taylor	Multnomah	Kyle Van Cleave
Officer Ryan Hulce	DOC	Faith Gifford PhD
Sergeant Steven Reardon	Multnomah	Krystal Maroney
Deputy Mike Meagher	Clackamas	Hassan Hassan
Lieutenant Roxanne Worley	Harney	Julie Collinson MA, NCC, LPC
Deputy Sean Wiley	Clackamas	Noel Aher
Captain John Devaney	Benton	Scott Willadsen
Captain Kurtiss Morrison	Multnomah	
Lieutenant Barb McCullough	Clackamas	
Sergeant Carol Dishion	DOC	
Sergeant Jeremy Krohn	Curry	
Lieutenant Joel Hensley	Curry	
Corporal Cody Smith	Jefferson	



# Program Content



## Course Outlines

### **Airway Circulatory Anatomy and Physiology**

- Hours:** 2
- Mandated:** No
- Remediation:** None
- Goal:** Introduce students to the risks and signs of respiratory compromise and their duty to act under such circumstances.
- Core Topics:**
- First Aid and CPR Review (ABC, recovery position)
  - Causation of Respiratory Compromise Leading to Death
  - Positional Asphyxia
  - Types of Holds and Impacts on Breathing
  - Excited Delirium/Agitated Chaotic Events
  - Duty to Act

### **Basic Operational and Security Procedures**

- Hours:** 6
- Mandated:** No
- Remediation:** None
- Goal:** Introduce students to the operation standards and supervision responsibilities required to maintain safety of self and others.
- Core Topics:**
- Oregon Revised Statutes
  - Oregon Jail Standards
  - Facility Security
  - Situational Awareness
  - Supervision Expectations



### **Behavioral Health: Awareness**

**Hours:** 6

**Mandated:** No

**Remediation:** None

**Goal:** To familiarize students with behaviors commonly seen in adults in custody with mental illness and substance use disorders. Recognize and utilize specific strategies for successful communication with these behaviors and discuss how stigma can impact interaction.

- Core Topics:**
- Jails and Mental Health System
  - Stigma
  - Common Behaviors of Mental Illness and Substance Use Disorders
  - Engagement Skills for Effective Communication

### **Behavioral Health: De-escalation**

**Hours:** 4

**Mandated:** No

**Remediation:** None

**Goal:** Become familiar with stages of crisis and strategies for de-escalation. Learn to apply appropriate de-escalation strategies to various stages of crisis and recognize when to self-correct and change tactics in crisis situations.

- Core Topics:**
- Stages of Crisis
  - Skills for Effective De-escalation
  - Self-Regulation



### **Behavioral Health: Suicide Prevention and Intervention**

**Hours:** 2

**Mandated:** No

**Remediation:** None

**Goal:** Recognize common signs of suicidality in order to identify effective responses and intervention strategies.

- Core Topics:**
- Stigma
  - Warning Signs
  - Asking About Suicide
  - Responding Appropriately
  - Resources

### **Behavioral Health: Trauma and Trauma-Informed Practices**

**Hours:** 4

**Mandated:** No

**Remediation:** None

**Goal:** Students will recognize the impacts of trauma on brain and body health, as well as practice trauma-informed, safe, and effective strategies for interactions with adults in custody.

- Core Topic:**
- Types of Trauma
  - Impact of Trauma
  - Risk Factors
  - Trauma-Informed Strategies



### **Bias**

**Hours:** 4

**Mandated:** No

**Remediation:** None

**Goal:** Introduce the concept of bias to students and the implications of bias in decision-making, communication, and behavior.

**Core Topics:**

- Types of Bias
- Risk Factors
- Strategies for Reducing Bias

### **Boundaries**

**Hours:** 4

**Mandated:** No

**Remediation:** None

**Goal:** Students will identify professional boundaries and adhere to their agency policies for interactions with adults in custody.

**Core Topics:**

- Types of Boundary Violations
- Risks and Consequences
- Warning Signs
- Strategies to Build Professional Boundaries



### **Civil Liabilities**

**Hours:** 4

**Mandated:** No

**Remediation:** None

**Goal:** Develop students' understanding of how to reduce civil liability risks.

**Core Topics:**

- Civil Liability
- High Civil Liability Areas
- Minimize Exposure to Civil Liability

### **Communication for Corrections**

**Hours:** 10

**Mandated:** No

**Remediation:** None

**Goal:** Students will acquire the skills needed to use effective communication strategies with adults in custody and other staff. Recognize barriers which could limit effective communication as well as implement effective skills necessary to approach difficult conversations with confidence.

**Core Topics:**

- Communication Model
- Forms of Communication
- Styles of Communication
- Barriers to Communication





### Contraband and Searches

- Hours:** 6
- Mandated:** No
- Remediation:** None
- Goal:** Familiarize students with the types of contraband found in jails and the safety risk contraband imposes. Enhance student confidence in performing area and person searches.
- Core Topics:**
- Types of Contraband
  - Access to Contraband
  - Control of Contraband
  - Confiscation and Evidence Collection

### Correctional Rights

- Hours:** 4
- Mandated:** No
- Remediation:** None
- Goal:** Develop students' understanding of Constitutional rights and duty to protect the rights of all citizens.
- Core Topics:**
- Constitutional Rights
  - Right versus Privilege
  - Correctional Rights



## Corrections Physical Abilities Test (CORPAT) and Physical Fitness Training

**Hours:** 14.5

**Mandated:** Students must complete 13 hours of physical fitness training.  
OAR 259-008-0085(20), "...No more than 10% of the course may be missed without the approval of the Director. Absences must be approved and missed coursework or training must be remediated as designated by the Department."

**Remediation:** If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate while at the academy must develop a plan with the Coordinator to remediate in their region.

**Goal:** Enhance student ability to complete critical and essential physical tasks and demands relevant to the performance of normal job duties and the importance of lifetime fitness. Introduce students to different training modalities to fit individual lifestyles and interests.

**Core Topics:**

- CORPAT
- Cardiovascular
- Strength
- Agility

## Decision-Making

**Hours:** 3

**Mandated:** No

**Remediation:** None

**Goal:** Become familiar with procedural steps for decision-making to build confidence and support safe outcomes.

**Core Topics:**

- Procedural Steps
- Assessment of Options
- Evaluate Outcomes



## Defensive Tactics

**Hours:** 24

**Mandated:** Students must complete 22 hours of defensive tactics training.  
OAR 259-008-0085(20), "...No more than 10% of the course may be missed without the approval of the Director. Absences must be approved and missed coursework or training must be remediated as designated by the Department."

**Remediation:** If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate while at the academy must develop a plan with the Coordinator to remediate in their region or return to complete the hours with a future class.

**Goal:** Provide students with the physical skills and techniques used to control resistive behavior and defend against an attack affectively and safely.

**Core Topics:**

- Defend from Standing Position
- Defend from Ground Position
- Take Down Techniques
- Control Techniques
- Handcuffing Techniques



### **Diversity Awareness**

**Hours:** 4

**Mandated:** No

**Remediation:** None

**Goal:** Students will develop awareness and appreciation of diverse experiences and perspectives people bring to the correctional environment.

**Core Topics:**

- Language to Broaden Understanding
- Cultural Impacts on Values and Attitudes
- Diversity in Jails
- Personal Dimensions of Diversity

### **Emotional Intelligence**

**Hours:** 6

**Mandated:** No

**Remediation:** None

**Goal:** Students will explore how emotional intelligence can help develop skills to improve success as a corrections officer.

**Core Topics:**

- Skills for High Emotional Intelligence
- Self-Awareness
- Self-Regulation
- Empathy



## Ethics

**Hours:** 4

**Mandated:** No

**Remediation:** None

**Goal:** Introduce how ethical reasoning is used to determine what is morally and legally acceptable to society and applies to the role of a corrections officer.

**Core Topics:**

- Individual Influence
- Risk Factors
- Consequences of Unethical Behavior
- Duty to Intervene



## Firearms

**Hours:** 24

**Mandated:** Students must complete 22 hours of firearms training.

OAR 259-008-0085(20), "...No more than 10% of the course may be missed without the approval of the Director. Absences must be approved and missed coursework or training must be remediated as designated by the Department."

Students must demonstrate proficiency in firearms skills by achieving a passing score on the handgun qualification course.

**Remediation:** If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate while at the academy must develop a plan to remediate in their region or return to complete the hours with a future class.

**Goal:** Introduce students to the use, limitations, and techniques of the service handgun. Develop ability to effectively use firearms to defend themselves, a partner, or a third party against a deadly force encounter.

**Core Topics:**

- Safety
- Firearm Functionality
- Efficiency
- Accuracy



### **Fitness and Nutrition**

- Hours:** 6
- Mandated:** No
- Remediation:** None
- Goal:** Introduce students to fitness and nutrition principles as related to both occupational and lifestyle wellness.
- Core Topics:**
- Performance Breathing
  - Nutrition
  - Fitness
  - Basic Health
  - Hydration

### **Intake and Release**

- Hours:** 4
- Mandated:** No
- Remediation:** None
- Goal:** Students will become familiar with requirements for intake and release that follow best practice, policy, and procedure.
- Core Topics:**
- Contact Model
  - Databases
  - Assessment Basics
  - Classification Considerations
  - Release Procedures



### **Introduction to the Justice System**

**Hours:** 2

**Mandated:** No

**Remediation:** None

**Goal:** Introduce students to the criminal justice system in Oregon, including general criminal code definitions, standard judicial procedures, and the role of corrections as a component of the justice system.

**Core Topics:**

- Criminal Code Book
- Criminal Justice System
- Criminal Justice Process

### **Introduction to Emergency Driving**

**Hours:** 2

**Mandated:** No

**Remediation:** None

**Goal:** Introduce students to basics of emergency vehicle driving and safety considerations.

**Core Topics:**

- Emergency Driving Considerations
- Emergency Driving Safety





### **Investigations**

- Hours:** 2
- Mandated:** No
- Remediation:** None
- Goal:** Introduce students to basic investigative procedures related to incidents within a correctional facility.
- Core Topics:**
- Types of Investigations
  - Preserving Evidence
  - Investigation Procedures

### **Managing Adult in Custody Behavior**

- Hours:** 3
- Mandated:** No
- Remediation:** None
- Goal:** Become familiar with strategies to manage the behavior of adults in custody to include formal and informal disciplinary processes.
- Core Topics:**
- Procedural Justice
  - Progressive Discipline
  - Behavior Change
  - Sanction Options



### Medical Awareness

- Hours:** 2
- Mandated:** No
- Remediation:** None
- Goal:** Familiarize students with the Oregon Revised Statutes and professional standards most directly related to the general operation of a correctional facility.
- Core Topics:**
- Common Medical Conditions
  - Officer Responsibilities

### Report Writing

- Hours:** 10
- Mandated:** No
- Remediation:** None
- Goal:** Familiarize students with the importance of professional, accurate and detailed reports. Acquire and implement the skills needed to produce these reports.
- Core Topics:**
- Types of Reports
  - Importance of Reports
  - Elements of a Good Report
  - Mock Trial



### Resiliency

- Hours:** 6
- Mandated:** No
- Remediation:** None
- Goal:** Students will recognize job related stressors and identify strategies for developing and maintaining positive emotional, physical, and mental health.
- Core Topics:**
- Impact of Stress and Trauma
  - Environmental Factors
  - Tools for Resilience

### Scenarios

- Hours:** 16
- Mandated:** Students must complete 15 hours of scenario training.  
OAR 259-008-0085(20), "...No more than 10% of the course may be missed without the approval of the Director. Absences must be approved and missed coursework or training must be remediated as designated by the Department."
- Remediation:** If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate while at the academy must develop a plan with the Coordinator to remediate in their region or return to complete the hours with a future class.
- Goal:** Students will apply knowledge and skills to complex scenarios replicating commonly experienced situations they will encounter on the job as a correctional professional.
- Core Topics:**
- Decision Making
  - Communication
  - Self-awareness and Self-Management



### Success Strategies

- Hours:** 2
- Mandated:** No
- Remediation:** None
- Goal:** Introduce students to learning and critical thinking strategies.
- Core Topics:**
- Role of Thinking
  - Basic Corrections Academy Learning Model
  - Higher Order Thinking
  - Study Strategies

### Transports and Restraints

- Hours:** 4
- Mandated:** No
- Remediation:** None
- Goal:** Prepare students with proper preparation, procedure and potential risks of off-site transports of adults in custody. This class will also familiarize them with restraint gear and provide practice of application.
- Core Topics:**
- Planning
  - Emergencies and Risks
  - Restraint Gear
  - Escorts
  - Offsite Considerations



### Use of Force Classroom and Scenarios

<b>Hours:</b>	18	12
<b>Mandated:</b>	Students must complete 16 hours of Use of Force Law and Decision-Making <b>classroom</b> .	Students must complete 11 hours of use of force/decision making <b>scenarios</b> (live and/or simulation).

OAR 259-008-0085(20), “...No more than 10% of the course may be missed without the approval of the Director. Absences must be approved and missed coursework or training must be remediated as designated by the Department.”

**Remediation:** If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate while at the academy must develop a plan to remediate in their region or return to complete the hours with a future class.

**Goal:** Develop students’ understanding of the legal authority guiding use of force decisions and the ability to apply that authority appropriately.

- Core Topics:**
- Authority and Severity of Crime
  - Warnings and Commands
  - Type and Amount of Force
  - Immediate Threats
  - Resisting Control and Escape
  - Time and Circumstance
  - Excited Delerium and Mentally Ill
  - Suicidal Individuals
  - Summary