



Serving New Mexico Counties for over 70 Years

JUVENILE DETENTION OFFICER
TRAINING CURRICULUM
1st Edition

2008

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM

2008

This curriculum reflects the collective views and opinions of the 2008 New Mexico Juvenile Detention Officer Training Curriculum Committee members.

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2008 New Mexico Association of Counties Juvenile Detention Officer Training Curriculum Introduction

The Grant

This curriculum was made possible through a grant from the New Mexico Children Youth and Families Department. The grant was awarded to the New Mexico Association of Counties in December 2006. It reimbursed travel and per diem expenses for committee members, staff time for NMAC, and is funding a training for trainers course that will present this curriculum to trainers in each of the counties that operate juvenile detention facilities in New Mexico. NMAC and the New Mexico Detention Administrators Affiliate are grateful to CYFD for its support of county juvenile detention operations.

The Committee

This juvenile detention officer training curriculum with accompanying lesson plans is the product of many months of hard work by a committee of dedicated and knowledgeable New Mexico detention professionals.

New Mexico counties were represented by Michaelann Apodaca, Bernalillo County Staff Training Manager; Captain Richard Benavidez, Curry County Adult Detention Center; Randy Chavez, Los Alamos County Detention Administrator; Johna Gonzales, McKinley County Juvenile Detention Director; Daniel Martinez, Bernalillo County Training Coordinator; Traci Neff, San Juan County Juvenile Director; and Patrick Snedeker, San Miguel County Detention Center Warden. The Children Youth and Families Department was represented by Karen Herrera, Juvenile Detention Inspector. The committee also received important input from Geraldine Akeson, McKinley County Juvenile Detention Program Manager, Bob Ortiz, Santa Fe County Corrections Department and Lt. Lorenzo Silva from the Chaves County Juvenile Detention Center.

The Goal

The work performed by county juvenile detention facilities is both vitally important and incredibly challenging. Juvenile detention facilities are charged with providing a safe and secure environment for the juveniles in their custody. Juvenile detention facilities in New Mexico also strive to make a positive difference in the lives and futures of the children in their care through specialized treatment programs. Detention staff are expected to understand the legal, medical, and

security implications of their actions. They cannot carry out the important responsibilities required of them without adequate training.

Committee members dedicated many hours to drafting lesson plans and attending meetings in order to create a publication that will help juvenile detention facilities in New Mexico improve the professionalism of their staff. The goal of this publication is to give counties a resource that will enable them to provide their staff with training that reflects best practices in juvenile detention. It is consistent with required training standards. Although there are many uniform requirements for juvenile detention operations, each facility has unique operational needs and requirements. Counties should consider these and develop or tailor the course material accordingly.

The Process

The committee began its work in January 2007. Committee members visited every juvenile detention facility in New Mexico to assess current training resources and needs. We learned that every New Mexico juvenile detention facility relies heavily on onsite trainers but that the quality and quantity of onsite training resources varies. County juvenile detention facilities also rely on each other to provide and share training resources.

The committee collected and reviewed training curriculums from New Mexico facilities and selected juvenile detention programs in other states. We endeavored to craft a curriculum that would cover New Mexico Juvenile Detention Standards as well as National Juvenile Detention Association (NJDA), American Correctional Association (ACA), and Juvenile Detention Alternative Initiative (JDAI) requirements. Citations to these standards are included in the lesson plans for the trainer's reference. With the exception of the New Mexico Juvenile Detention Standards, their inclusion is not intended to suggest that counties must obtain certification from any of these organizations or even that counties must comply with all of their standards. We suggest that counties refer to these resources when developing or updating their facility policies in order to make informed choices. Individual facility directors are best equipped to determine which policy requirements are appropriate for their juvenile operations, while striving to adopt and implement policies that are both attainable and consistent with best practices.

The Scope

This curriculum is limited to juvenile detention officer training. Different counties in New Mexico use different titles (eg., Youth Program Officer, Staff Officer or Life Skills Worker) for their juvenile detention staff. "Staff" is used in this

publication to refer to juvenile detention staff regardless of job title. It does not include volunteers or specialists such as medical professionals who may also work with juveniles. This curriculum is also designed to address training needs for facilities that house pre-adjudicated juveniles. Counties operating under special agreements, contracts or consent decrees may need to supplement the training objectives outlined in this document.

The Curriculum

The curriculum is arranged in three sections; Orientation, Formal, and Annual/Recertification. The Orientation section (51 hours) lists courses to be completed before staff who work with juveniles may be independently assigned to a particular job or post. The scope of the orientation section courses assumes that new staff will be working in facilities with other staff who are immediately available to respond to medical emergencies. Staff who work in facilities without this resource will need to also complete CPR and First Aid training prior to being independently assigned to a shift. The Formal section (80 hours) lists courses to be completed by staff who work with juveniles within the first 12 months of employment. The final 6 hours have been designated for Facility Review/Updates. The time should be used by the facility to educate staff regarding changes in policy and significant events. Therefore, no lesson plan is provided for this topic.

Staff who successfully complete all Orientation and Formal courses within the first 12 months of their employment will have satisfied the requirements of the New Mexico Juvenile Detention Standards. After completing their first year of training, staff who work with juveniles are to receive at least 40 hours of training annually in order to maintain compliance with the standards. The Annual/Recertification section lists *some of* the courses that should be taken annually as part of these 40 hours of training. It also includes courses that require re-certification by a qualified certified trainer such as First Aid and CPR. Each facility will select additional courses to complete the 40 hour requirement based upon facility and staff needs.

The Lesson Plans

The lesson plans are designed to give instructors an outline of goals and objectives. They do not include instructor's notes. Training must be facility specific and reflect facility policy and procedure. It is therefore essential for facility policies and procedures to be consistent with New Mexico Juvenile Detention Standards and best practices. Facility management is responsible for reviewing policies and procedures annually and revising them as needed.

For courses where handouts are typically provided, suggestions for handout content is indicated. Sample handouts are not provided with the lesson plans except for the drug identification course.

The lesson plans contain a class participant evaluation process section. Where the committee felt that it was particularly important to determine whether specific information has been learned, lesson plans indicate that attendees should be given a written post test. There are other methods for evaluating whether course objectives have been met—including quality control programs and follow up by supervisors after staff assume duties. Facility management should exercise discretion in evaluating whether a written test or other assessment tool should be used to assess whether the class materials have been sufficiently mastered by staff.

Grace Philips
New Mexico Association of Counties
Loss Prevention Attorney

Juvenile Training Curriculum Definitions

Orientation: Courses that must be successfully completed before staff who work with juveniles may be independently assigned to a particular job or post. CPR and First Aid courses are not included in this section. However, staff who have not successfully completed CPR and First Aid training may not be independently assigned to a shift unless other staff on duty have such training and are available to respond.

Formal: Courses that staff who work with juveniles must successfully complete within the first 12 months of employment.

Annual: Courses that must be successfully completed each year as part of the annual 40 hour advanced training required of staff who work with juveniles in order to maintain compliance with state standards. These courses include Behavior Management, Emergency Procedures and Suicide Awareness.

Re-Certification: Courses (such as First Aid and CPR) that require re-certification by a qualified certified trainer and for which staff are issued a certificate upon successful completion.

Training Curriculum

<u>Orientation Courses</u>	<u># Hours</u>
• Facility Overview	1
• Security Procedures <ol style="list-style-type: none"> 1. <u>Unit Security</u> 2. <u>Control Center Operations</u> 3. <u>Perimeter Security</u> 4. <u>Shift Logs</u> 5. <u>Juvenile Counts</u> 6. <u>Juvenile Movement</u> 7. <u>Control of Contraband</u> 8. <u>Key Control</u> 9. <u>Tools, Culinary Equipment and Sharps</u> 	10
• Juvenile Rules and Regulations	4
• Juvenile Rights & Responsibilities	4
• Admission & Release Procedures	4
• Employee Code of Ethics and Conduct	2
• Workplace Harassment & Violence	2
• Fire & Emergency Procedures and Control of Caustic, Toxic, and Flammable Materials	6
• Suicide Awareness and Self-Harm	8
• Confidentiality and HIPAA	2
• Behavior Management (Verbal De-escalation and Physical Intervention)	8
<u>Total Orientation Hours:</u>	<u>51 Hours</u>
<u>Formal Courses</u>	
• First Aid	4
• CPR	4
• Transports and Restraints	4
• Report Writing	8
• Interpersonal Relations and Communication	3
• Cultural Diversity Awareness	2
• Child and Adolescent Development	2

• Airborne Pathogens	1
• Blood Borne Pathogens	2
• Child Abuse, Neglect and Sexual Victimization	2
• Prison Rape Elimination Act	4
• Supervision of Alleged Sex Offenders	2
• Conflict Resolution	4
• Customer Service	2
• Medical/Mental Health Intake & Screening	3
• Drug and Alcohol Identification	3
• Gang Interdiction	4
• Gender Specific Response	4
• Mentoring Techniques	2
• Facility Programs for Juveniles	2
• Managing Special Populations	8
• Understanding Psychotropic Medications	2
• Distribution of Medications	2
• Facility Review/Updates	6
<u>Total Formal Course Hours:</u>	<u>80 Hours</u>
<u>Annual/Re-Certification Courses</u>	
• First Aid (2 year recertification)	4
• CPR (1 or 2 year recertification)	4
• Defensive Driving (3 year recertification)	8
• Behavior Management <ul style="list-style-type: none"> ○ Verbal De-escalation & Physical Intervention 	4
• Fire and Emergency Procedures	2
• Suicide Awareness and Self-Harm	4
• Workplace Harassment & Violence (biannual)	2
• Safety and Security Procedures	10
• Prison Rape Elimination Act (biannual)	2
<u>At least 40 hours of training required annually</u>	

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: FACILITY OVERVIEW

INSTRUCTOR(S): Facility Training Officer

CLASS TIME FRAME: 1 Hour

GOAL: To educate staff about the facility's mission, philosophy, goals, and objectives, and the need for establishing and complying with written policy and procedures.

DELIVERY METHOD TECHNIQUE:

- Lecture

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Describe the facility mission, philosophy and goals
- Describe the purpose for having written policies and procedures

INSTRUCTOR MATERIALS:

- Facility Mission Statement
- Facility Policy, Procedures, Post Order Manual

REFERENCES:

- ACA Standards 3-JDF-1A-01 through 3-JDF-1A-05, 3-JDF-1A-10, 3-JDF-1A-13, 3-JDF-1A-21 and 3-JDF-1A-22
- Facility Policy and Procedures

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in class discussion regarding facility Mission Statement, Policy & Procedures and Post Order Manual.

CLASS HANDOUTS:

- Facility Mission Statement
- Facility Post Orders

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: SECURITY PROCEDURES

INSTRUCTOR(S): Facility Training Officer

CLASS TIME FRAME: 10 Hours

GOAL: To teach staff facility protocols for safety, security and control, and the critical importance of applying security procedures in a secure juvenile environment.

DELIVERY METHOD TECHNIQUE:

- Lecture, demonstration, discussion, and practical exercises.

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will have and/or be able to demonstrate knowledge in the following areas:

1. Unit Security (direct supervision)

- The importance of maintaining direct supervision of juveniles at all times.
- Staff to juvenile ratios for each shift.
- Supervision requirements for juveniles in segregation and/or on disciplinary sanctions.
- Supervision requirements for juveniles in mechanical restraints.

2. Control Center Operations

- Screen, icons, cameras and alarms in control center.
- Proper radio communication techniques and operations.

- The importance of proper radio etiquette.
- Operation of all mechanical and electrical systems/equipment.
- The importance of controlling access and movement throughout the facility.
- The ability to recognize emergencies and activate appropriate emergency response systems.
- An "emergency group release".
- Documentation required for control center including inventory and control of security equipment.
- The importance of monitoring all activity within the facility.
- Use of safety alarms and detection systems.
- Use of visual and audio monitoring equipment.

3. Perimeter Security

- The importance of controlling access to the facility and grounds.
- The importance of conducting perimeter security checks.
- The areas checked when conducting perimeter security checks.

4. Shift Logs

- Posts within the facility and what documentation is required for each post.
- The purpose and content of each log.

5. Juvenile Counts

- The purpose of juvenile head counts.
- The difference between formal counts, informal counts, and out counts, and when they are conducted.
- Procedures followed when a juvenile is unaccounted for or missing.

6. Juvenile Movement

- Facility procedures for moving juveniles both within and outside of the facility.
- Communication and count procedures before movement and on arrival.

7. Control of Contraband (searches)

- The reasons for searches.
- Definition of "contraband".
- Items that would be considered contraband.
- Ways contraband can be introduced into the facility.
- When different types of searches are conducted.
- Constitutional implications of searches.
- When a strip search is authorized and when a strip search is not authorized per policy and procedure.
- The proper steps to conduct a thorough pat search, clothing search, strip search, cell search and facility and ground search.
- Use of required documentation and forms for conducting searches.

8. Key Control

- The importance of key control
- Use of the facility's key control system
- Security procedures for damaged or missing keys

9. Tools, Culinary Equipment, and Sharps

- Household items that are considered tools, culinary equipment, and sharps to be accounted for in a juvenile facility (scissors, nail clippers, etc.)
- Facility equipment that can be used as weapons
- The facility accountability systems (shadow board, inventory system, check out system, etc.) and procedures for use and control of tools, culinary equipment and sharps
- The facility system to check in and check out tools, culinary equipment, and sharps
- The process for reporting missing tools, culinary equipment, or sharps
- Proper handling and disposal methods for syringes and razors
- Apply appropriate techniques for supervising juveniles using tools, culinary equipment, and sharps

INSTRUCTOR MATERIALS:

- Flip charts
- Visual Aides: Sample shadow board, sharps, sharps disposable container
- Handouts including: Visitor log, check out log, incident reports, search logs, search forms etc,
- Examples of contraband
- Practical application exercises
- Demonstration props
- Key tags (if used in the facility)
- Swipe cards (if used in the facility)

REFERENCES:

- ACA Standards 3-JDF-2G-01 & 02; 3-JDF-3A-01 through 3A-25 (if applicable)
- CYFD Juvenile Detention Standards NMAC 8.14.14.14 Section 5
- Applicable Facility Policy and Procedure
- 4th Amendment to the United States Constitution
- N.M. Const. Art. II, § 10.
- JDAI Detention Facility Self Assessment Standards (if applicable): Access (A-D); Programming (B-D); Training and Supervision (B); Environmental (A,B,E,G,H,I); Restraints, Isolation, Due Process, and Grievances (A-G)

CLASS PARTICIPANT EVALUATION PROCESS:

- Self assessment post-tests for selected subject matter sections
- Performance skills practical application exercises
- Co-participants critique of practical application exercises
- Assessment of participation in classroom discussion

CLASS HANDOUTS:

- Applicable Facility Policies and Procedures and forms

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: JUVENILE RULES AND REGULATIONS

INSTRUCTOR(S): Facility Training Officer

CLASS TIME FRAME: 4 Hours

GOAL: To teach staff about juvenile rules and regulations, and programs and services provided to the juvenile population.

DELIVERY METHOD TECHNIQUE:

- Classroom lecture and discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Apply facility procedures governing juvenile personal property, searches, visitation, mail, phone calls, legal access, programs, health services, grievances, and juvenile rights and responsibilities.
- Follow procedures to assure that juveniles are informed of their rights and responsibilities.
- Abide by juvenile rights and enforce juvenile responsibilities.
- Conduct searches consistent with facility procedures.
- Facilitate programs and services consistent with post assignment duties.
- Monitor juveniles' rights and responsibilities through daily supervision.

INSTRUCTOR MATERIALS:

- Reference materials
- Juvenile detainee orientation packet

REFERENCES:

- CYFD Detention Standards NMAC 8.14.14.19 and 20
- ACA Standards 3-JDF-3C-01 through 3C-08 and 3-JDF-5A-01 through 5A-16
- Applicable Facility Policy and Procedure
- JDAI Detention Facility Self Assessment Standards:
Access Issues (A-D); Programming (B-D); Environmental Issues (A-I);
Restraints, Isolation, Due Process, and Grievances (A-G)

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in classroom discussion
- Juvenile Orientation Test from juvenile handbook (if applicable)

CLASS HANDOUTS:

- Juvenile orientation packet/handbook

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: JUVENILE RIGHTS & RESPONSIBILITIES

INSTRUCTOR(S): Facility Training Officer

CLASS TIME FRAME: 4 Hours

GOAL: To teach staff about the laws and legal issues that effect the adjudication, placement, care, and management of juvenile offenders in New Mexico.

DELIVERY METHOD TECHNIQUE:

- Classroom lecture and discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will:

- Have an understanding of the Amendments to the United States Constitution that pertain to juvenile detention operations.
- Have an understanding of the Federal Laws that effect the operation of a Pre- and Post- adjudicated juvenile facility.
- Have an understanding of the New Mexico Laws that effect the operations of a Pre- and Post- adjudicated juvenile facility.
- Be able to identify and understand juvenile privacy rights and facility protocol for conducting searches.
- Understand the "Balancing Test" established by the US Supreme Court to evaluate a facility's safety and security justification for a policy or procedure in light of its infringement on juvenile constitutional rights.
- Be able to describe the facility grievance procedures.
- Know why a grievance procedure is important to juveniles in detention.

- Understand juvenile rights to correspondence, contact and/or access to the community.
- Know the rights of juveniles to equal access to facility services, programming, personal grooming, and protection from harm.
- Know the proper screening for behaviors of juveniles demonstrating vulnerabilities and/or tendencies of sexually aggressive behavior.
- Understand the rights of juveniles who are vulnerable to sexual aggressive behavior and the right to report the abuse to a designated staff member other than the immediate line staff.
- Know the rights of juveniles subject to the American Disabilities Act.
- Understand a juvenile's responsibility to comply with facility rules and regulations designed to ensure their rights are met.

INSTRUCTOR MATERIALS:

- Easel, markers, reference handouts

REFERENCES:

- 1st, 4th, 5th, 6th, 8th, and 14th Amendments to the U.S. Constitution
- N.M. Const. Art. II §§ 10, 11, 13, 15, 17 and 18
- Applicable Facility Policy and Procedures
- 42 USC § 1983
- Americans With Disabilities Act
- CYFD Juvenile Detention Standard NMAC 8.14.14.18
- ACA Standards 3-JDF-3D-01 through 3D-08 and 3-JDF-06-3 through 3D-06-10
- JDAI Detention Facility Self-Assessment Standards: Health Care (A-G); Access Issues (A-D); Programming (A-D); Environmental Issues (A-I); Restraints, Isolation, Due Process, And Grievances (A-G); Safety (A-D)

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in classroom discussion
- Post test

CLASS HANDOUTS:

- Copy of 4th and 8th Amendments to the US Constitution

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: ADMISSION AND RELEASE PROCEDURES

INSTRUCTOR(S): Facility Training Officer

CLASS TIME FRAME: 4 Hours

GOAL: To teach staff facility procedures for admission and release of juveniles including 1) screening and assessment at intake, 2) orientation to the facility's procedures, rules, regulations, programs, and services, 3) juvenile rights, and 4) release planning.

DELIVERY METHOD TECHNIQUE:

- Classroom lecture and discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Describe admission duties and responsibilities regarding verification of legal authority to detain, search of juvenile and possessions, disposition of clothing and personal possessions.
- Search juveniles in a manner that is both lawful and in accordance with facility policy.
- Fill out all facility search logs and forms correctly.
- Describe admission duties and responsibilities regarding medical, dental, and mental health screening.
- Describe admission duties and responsibilities regarding shower and hair care, issuance of clean linen, laundered clothing, and personal hygiene items.

- Describe admission duties and responsibilities regarding recording of basic personal data and information to be used for mail, telephone, and visiting lists.
- Describe admission duties and responsibilities regarding notification of probation officer, notification of family, custodian, or guardian, and assistance to juveniles in notifying their families of their admission and procedures for mail, telephone calls and visitation.
- Describe admission duties and responsibilities regarding assignment of registered number, provision of written orientation materials and housing unit assignment.
- Describe release preparation duties and responsibilities regarding verification of identity and release orders.
- Describe release preparation duties and responsibilities regarding completion of release arrangements, return of personal items, completion of any pending actions, and instruction on forwarding of mail.
- Describe release preparation duties and responsibilities regarding medical screening and arrangements for community follow-up when needed and transportation arrangements.

INSTRUCTOR MATERIALS:

- Reference materials
- Applicable facility policy and procedures

REFERENCES:

- Facility booking, release, and juvenile search policies and procedures and post orders.
- CYFD Detention Standards NMAC 8.14.14.20 and 8.14.14.23
- ACA Standards 3-JDF-5A-01 through 3-JDF-5A-16, and 3-JDF-5H-01 through 3-JDF-5H-07
- JDAI Detention Facility Self Assessment Standards: Classification System and Intake (A-E); Health Care (A)

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in classroom discussion
- Successful completion of practical application exercises involving demonstration of booking and release process.

CLASS HANDOUTS:

- Applicable facility policy and procedures
- Intake search forms
- Search log
- Booking documents

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: EMPLOYEE CODE OF ETHICS AND CONDUCT

INSTRUCTOR(S): Facility Training Officer and/or HR Representative

CLASS TIME FRAME: 2 Hours

GOAL: To teach staff their ethical obligations and expected behavior and conduct.

DELIVERY METHOD TECHNIQUE:

- Lecture, example exercises, group discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Identify staff conduct that would be considered un-ethical.
- Identify staff conduct that is appropriate, responsible and ethical.
- Explain why staff should exemplify the highest ethical and moral standards.
- Identify and discuss facility policy and procedures addressing staff ethics and conduct.
- Understand the meaning of "ethical conduct" in the workplace.
- Understand consequences in violating facility code of conduct.

INSTRUCTOR MATERIALS:

- Reference materials
- Discussion scenarios
- Applicable facility policy and procedures
- Applicable county rules/ordinance

REFERENCES:

- Applicable Facility Policy and Procedure
- Applicable County Rules/Ordinance
- ACA Standards 3-JDF-1C-21
- JDAI Detention Facility Self Assessment Standards: Training and Supervision of employees (D)

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in classroom discussion

CLASS HANDOUTS:

- Scenarios
- What ifs...
- Facility Code of Ethics

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: WORKPLACE HARASSMENT

INSTRUCTOR(S): Facility Training Officer or County HR staff

CLASS TIME FRAME: 2 Hours

GOAL: To teach staff about unlawful workplace harassment; the civil, criminal, and employment consequences of engaging in unlawful harassment and other forms of discrimination; and the county's workplace harassment policy.

DELIVERY METHOD TECHNIQUE:

- Lecture and discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- List protected characteristics.
- List at least 5 examples of discriminatory conduct.
- Define sexual harassment and describe examples of sexual harassment prohibited by county policy.
- Comply with the conduct and reporting requirements of county policy.

INSTRUCTOR MATERIALS:

- Flip charts/markers
- Power point (if applicable)
- County policy
- Harassment scenarios for discussion

REFERENCES:

- County Workplace Harassment Policy
- Title VII of the Civil Rights Act of 1964
- Americans With Disabilities Act
- New Mexico Human Rights Act

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in classroom discussion

CLASS HANDOUTS:

- County Workplace Harassment Policy
- Statement to be signed by each class participant (and returned to county HR) stating that they have received training on the policy and agree to abide by it.

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: FIRE AND EMERGENCY PROCEDURES

INSTRUCTOR(S): Fire Safety Officer (recommended), Facility Training Officer or County Safety Officer

CLASS TIME FRAME: 6 Hours

GOAL: Teach staff about emergency procedures and how to activate the emergency plan to provide for the safety and security of juveniles and staff in the detention facility.

DELIVERY METHOD TECHNIQUE:

- Lecture, discussion, and practical application exercises

CLASS PERFORMANCE OBJECTIVES:

Following completion of this class, staff will:

- Know safety and emergency standards.
- Know facility safety and emergency procedures and evacuation plan.
- Identify individual staff roles and procedures for emergency situations.
- Know facility emergency egress routes.
- Identify potential emergency situations within the juvenile detention facility.
- Be familiar with emergency contact list and its location.
- Know locations of emergency fire safety equipment.
- Know how to activate and/or initiate emergency fire detection and suppression systems.
- Identify potential safety hazards within assigned work site.
- Be able to conduct internal safety and sanitation inspections.

- Be able to conduct fire drills.
- Be able to use emergency contact system.
- Control and use of flammable toxic and caustic materials.
- Know the location(s) and contents of first aid kits.
- Know facility procedures regulating disturbances including activation of emergency system and notification process.
- Know facility procedures regulating escapes including activation of emergency system and notification process.
- Know facility procedures regulating utility failures including activation of emergency power back up system and notification process.
- Know facility procedures regulating natural disasters including activation of emergency system and notification process.
- Know facility procedures regulating bomb threats including activation of emergency system and notification process.

PRACTICAL APPLICATION EXERCISES:

- Housing Unit Safety Inspection
- Fire Drill

INSTRUCTOR MATERIALS:

- Reference materials
- Facility floor plan and evacuation diagrams
- Practical application exercises

REFERENCES:

- CYFD Juvenile Detention Standard NMAC 8.14.14.13
- ACA Standards 3-JDF-2A-03, 04 and 3-JDF-3B-01 through 3B-13; 3-JDF-4C-28
- Facility emergency procedure
- Fire Marshal inspection reports
- Applicable Facility Policy and Procedures

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in classroom discussion
- Co-participants critique of practical application exercises
- Post test

CLASS HANDOUTS:

- Facility emergency procedure
- Evacuation Diagram

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: SUICIDE AWARENESS AND SELF-HARM

INSTRUCTOR(S): Facility Training Officer and/or Mental Health
Professional

CLASS TIME FRAME: 8 Hours

GOAL: To teach staff about suicidal ideation and self-harm including prevention, assessment and intervention techniques.

DELIVERY METHOD TECHNIQUE:

- Lecture and discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Identify risk factors to consider when conducting an initial suicide/self-harm screening when a juvenile is detained.
- Identify 4 suicide prevention assessment criteria (ideation, intent, threat, gesture).
- Identify factors that predispose a juvenile to suicide.
- Recognize facility environmental factors that could lead to suicide.
- Demonstrate three (3) behaviors that are effective for suicide prevention.
- Use facility suicide screening tools.
- Locate and use facility cut down tools.
- Activate facility emergency response to a person found hanging by the neck.
- Respond appropriately to acts of self harm.
- Complete arresting/transporting officer suicide questionnaire form. (facility applicable)

INSTRUCTOR MATERIALS:

- Applicable facility policies and procedures
- Suicide watch forms
- Staff alert forms
- Sample scenarios
- Reference materials
- PowerPoint (if applicable)

REFERENCES:

- ACA Standard 3-JDF-4C-35
- CYFD Juvenile Detention Standard NMAC 8.14.14.14 subsection A-5; 8.14.14.17 subsection DD
- Applicable Facility Policy and Procedure
- JDAI Detention Facility Self Assessment Standards: Classification System and Intake (E); Health Care (A,E)

CLASS PARTICIPANT EVALUATION PROCESS:

- Self assessment post test
- Scenarios
- Assessment of participation in classroom discussion of scenarios

CLASS HANDOUTS:

- Suicide risk factors
- Facility policy and procedure regarding placement, referral and supervision of juveniles on suicide watch
- Staff alert form and other facility documents

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS AND DIRECT CARE WORKERS

COURSE TITLE: CONFIDENTIALITY OF JUVENILE MEDICAL AND MENTAL HEALTH INFORMATION—APPLYING HIPAA

INSTRUCTOR(S): Attorney or Facility Training Officer

CLASS TIME FRAME: 2 Hours

GOAL: To provide an overview of the Health Insurance Portability and Accountability Act (HIPAA) and to give participants an understanding of the importance of preserving the confidentiality of juvenile medical and mental health information.

DELIVERY METHOD TECHNIQUE:

- Lecture with group discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Describe why it is important to preserve the confidentiality of juvenile medical and mental health information.
- Describe the basic purpose and provisions of HIPAA as they pertain to detention operations.
- Identify three situations in which medical, psychotherapy and detainment information regarding a juvenile must be protected.
- Identify appropriate and inappropriate ways of disseminating confidential information with others.
- Identify the unique privacy issues pertaining to juveniles processed into the juvenile justice system.

INSTRUCTOR MATERIALS:

- Scenarios for discussion
- Text of HIPAA regulations pertaining to secure facilities
- Federal and state constitutional provisions

REFERENCES:

- Applicable Facility Policy and Procedure
- Health Insurance Portability and Accountability Act Regulations
- 45 CFR §§ 164.401, 164.512, 164.520(a)(3), and 164.524(a)(2)(ii)
- 4th Amendment to the US Constitution,
- N.M. Const. Art. II, § 10.
- CYFD Juvenile Detention Standard NMAC 8.14.14.9 Subsection 8.14.14.11 Subsection (A & J)
- ACA Standard 3-JDF-IE-05 & IE-08
- JDAI Detention Facility Self Assessment Standards: Health Care (C & G)

CLASS PARTICIPANT EVALUATION PROCESS:

- Post test

CLASS HANDOUTS:

- Applicable facility policy and procedure
- HIPAA Regulations/Brochure

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: BEHAVIOR MANAGEMENT (DE-ESCALATION AND
PHYSICAL INTERVENTION)

INSTRUCTOR(S): Facility Training Officer or Certified Instructor

CLASS TIME FRAME: 8 Hours

GOAL: To teach staff intervention techniques for reinforcing positive behavior and addressing negative behavior. To achieve desired behavioral responses with the least restrictive level of intervention possible.

DELIVERY METHOD TECHNIQUE:

- Classroom lecture and discussion
- Practical application exercise
- Practice verbal de-escalation technique
- Practice physical restraint technique

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Define non-verbal and verbal de-escalation techniques and identify appropriate circumstances for the use of each of these techniques.
- Define physical intervention and identify appropriate circumstances for the use of physical restraints.
- Describe the intervention continuum beginning with verbal through physical (Levels: Compliant, Resistant, Resistant - Active, Assault).
- Identify signs of an escalating situation and potential crisis.
- Identify appropriate responses to juvenile behavior.
- Describe facility behavior management and physical intervention continuum.

- Describe requirements for direct supervision of juveniles in restraints.
- Implement facility procedures for the use of mechanical/soft restraints.
- Implement facility notification procedures for incidents (Medical, Mental Health, Administrative, Law Enforcement).
- Comply with facility procedures for documentation, report writing, and debriefing.
- Describe CYFD Juvenile Detention Standards regarding juvenile behavior management.
- Describe ACA standards regarding juvenile behavior management (if applicable).

INSTRUCTOR MATERIALS:

- Behavior management continuum
- Practical application exercises
- Reference materials
- Applicable facility policy and procedures

REFERENCES:

- CYFD Juvenile Detention Standards NMAC 8.14.14.14 (F, G, H, & I, W, X)
- ACA Standards 3-JDF-3A-16 through 18, 3-JDF-3A-26 & 27, 3-JDF-3A-30
- JDAI Detention Facility Self Assessment Standards: Restraints, Isolation, Due Process, and Grievances (A-F)

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in classroom discussion
- Co-participants critique of practical application exercises

CLASS HANDOUTS:

- Applicable facility policy and procedure
- Verbal and physical intervention continuum

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: FIRST AID

INSTRUCTOR(S): Qualified Staff Development/Training Instructor with
American Red Cross or National Safety Council
Credentials

CLASS TIME FRAME: 4 Hours

GOAL: To teach staff the emergency medical services system,
including standard first aid actions and practices using the
American Red Cross or National Safety Council curriculums.

DELIVERY METHOD TECHNIQUE:

- Lecture, practical application exercises, and discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Use standard First Aid practices and the Emergency Medical Services System
- Describe actions to be taken in an emergency medical situation, including recognition of the situation, safety precautions, and victim assistance/first aid
- Respond to standard First Aid/Victim assistance situations, and practices including: basic life support, bleeding and wound care, shock, burns, serious injuries, bone, joint, and muscle injuries, sudden illness, poisoning, heat and cold emergencies, rescuing and moving victims, etc.
- Use universal precautions.

INSTRUCTOR MATERIALS:

- Course textbook(s)
- Classroom supplies (splints, bandages, tourniquets, etc.)
- Equipment for performance skills/practical application exercises
- Audio visual equipment

REFERENCES:

- ACA Standard 3-JDF-4C-27
- CYFD Juvenile Detention Standard NMAC 8.14.14.10
- JDAI Detention Facility Self Assessment Standards: Training and Supervision of Employees (C); Environmental Issues (E)
- Applicable Facility Policy and Procedure
- American Red Cross or National Safety Counsel Standards

CLASS PARTICIPANT EVALUATION PROCESS:

- Self assessment post-test
- Learning checkpoint examinations
- Performance skills practical application exercises

CLASS HANDOUTS:

- American Red Cross and National Safety Council handouts
- Course textbook

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: CARDIOPULMONARY RESUSCITATION (CPR)

INSTRUCTOR(S) Qualified Staff Development/Training Instructor(s),
with American Red Cross or National Safety Council
Credentials.

CLASS TIME FRAME: 4 Hours (or length required by the facility's
certifying agency)

GOAL: To teach staff the standardized basic life support system,
including rescue breathing, CPR, and use of the external
defibrillator, using the American Red Cross or National Safety
Council curriculums.

DELIVERY METHOD TECHNIQUE:

- Lecture, practical application exercises, and discussion.

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Demonstrate the Basic Life Support System including the differences among adults, children, and infants.
- Understand and apply the cardiac chain of survival.
- Demonstrate use of the victim recovery position, and rescue breathing techniques.
- Identify and care for airway obstruction choking victims; including differences among adults, children, and infants.
- Demonstrate Cardiopulmonary Resuscitation (CPR), including activation of the Emergency Medical Services System and techniques of CPR.

- Demonstrate use of the Automated External Defibrillator System, including operation, use and maintenance.
- Use universal precautions.

INSTRUCTOR MATERIALS:

- Course textbooks
- Audio visual equipment
- Mannequins
- Supplies/equipment for performance skills/practical application exercise

REFERENCES:

- ACA Standard 3-JDF-4C-27
- CYFD Juvenile Detention Standard NMAC 8.14.14.10
- JDAI Detention Facility Self Assessment Standards: Training and Supervision of Employees (C); Environmental Issues (E)
- Applicable Facility Policy and Procedure
- American Red Cross or National Safety Counsel Standards

CLASS PARTICIPANT EVALUATION PROCESS:

- Self assessment post test
- Learning checkpoint examinations
- Performance skills practical application exercises

CLASS HANDOUTS:

- American Red Cross or National Safety Council handouts
- Course textbook

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: TRANSPORTS AND RESTRAINTS

INSTRUCTOR(S): Facility Training Officer

CLASS TIME FRAME: 4 Hours

GOALS: To teach staff techniques for safely transporting juveniles and proper application of restraint devices used in transporting juveniles.

DELIVERY METHOD TECHNIQUE:

- Lecture, demonstration and practical application exercises

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Describe safety precautions and procedures required to safely transport juveniles in and away from the facility.
- Demonstrate the proper way of applying restraining devices on juveniles.

INSTRUCTOR MATERIALS:

- Facility Transport Policy and Procedure
- Transport Vehicle
- Handcuffs
- Leg Shackles/Leg Iron
- Belly Chain

REFERENCES:

- CYFD Juvenile Detention Standards NMAC 8.14.14.14 (F, G, H, I, W,X)
- ACA Standards 3-JDF-3A-16 through 18, 3-JDF-3A-26 & 27, 3-JDF-3A-30
- JDAI Detention Facility Self Assessment Standards: Restraints, Isolation, Due Process, and Grievances (A-F)
- Applicable Facility Policy and Procedure

CLASS PARTICIPANT EVALUATION PROCESS:

- Demonstrate proper use of restraining devices
- Post test

CLASS HANDOUTS:

- Facility transport policy and procedure

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: REPORT WRITING

INSTRUCTOR(S): Facility Training Officer

CLASS TIME FRAME: 8 Hours

GOAL: To teach staff how to properly complete reports and other documents required by facility policies and procedures.

DELIVERY METHOD TECHNIQUE:

- Lecture, discussion and practical application exercises.

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Identify when a report is required.
- Identify deadlines for written documentation.
- Identify the proper forms for specific occurrences.
- Differentiate between "fact" and "opinion".
- List the elements of a well-written report.
- Write a clear, concise, and informative report.
- Apply facility policies and procedures pertaining to incidents and report writing.
- Apply CYFD Juvenile Detention Standards regarding record keeping and report writing.
- Apply ACA standards regarding record keeping and report writing (if applicable).

PRACTICAL APPLICATION EXERCISES:

- Facility documents
- Incident reports
- Search forms
- Shift logs

INSTRUCTOR MATERIALS:

- Practical application exercises
- Reference materials
- Applicable facility policy and procedures

REFERENCES:

- CYFD Juvenile Detention Standards NMAC8.14.14.11 (I).8.14.14.14 (P & X),8.14.14.19(C)
- ACA Standards 3-JDF-3A-09,3-JDF-3C-10, 12, 14, 15, 16, 18, 21
- JDAI Detention Facility Self Assessment Standards: Health Care (B); Training and Supervision of Staff (D,E); Restraints, Isolation, Due Process, and Grievances (A-G); Classification System and Intake (C)

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in classroom discussion
- Co-participants critique of completed documentation from practical application exercises

CLASS HANDOUTS:

- Facility forms
- Applicable facility policy and procedures

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: INTERPERSONAL RELATIONS AND
COMMUNICATION

INSTRUCTOR(S): Facility Training Officer

CLASS TIME FRAME: 3 Hours

GOAL: To examine the role of interpersonal skills as a work ethic asset, to appreciate its importance in the workplace, and to develop strategies for improving interpersonal skills.

DELIVERY METHOD TECHNIQUE:

- Lecture, practical application exercises and discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Identify at least five (5) skills that promote effective communication.
- Identify at least five (5) behaviors associated with non-verbal communication.
- Define and identify the importance of "observation skills".
- Identify the behaviors associated with effective listening.
- Identify listener response behaviors that encourage open communication.
- Identify effective ways to give others direction.
- Identify ways to reinforce positive behavior.
- Identify ways to correcting inappropriate or non-compliant behavior.
- Identify the four (4) basic communication styles as presented in this topic.
- Identify roadblocks to effective communication.

- Identify ways to diffuse conflict and prevent destructive escalation.
- Demonstrate effective communication skills during a role-play confrontation of conflict.

INSTRUCTOR MATERIALS:

- Flip chart
- Markers
- Practical application exercises
- Video player and screen

REFERENCES:

- Types of non-verbal communication - Kendra Van Wagner -
- Louder than words: Non-verbal communication - A. Barbour PHD
- Communication Skills Video - A.C.A
- Assertive Communications Skills for Professionals - Career Track Inc (DVD series) - Carol Price
- Communication Skills - Larry Nadig PH.D
- JDAI Detention Facility Self Assessment Standards: Training and Supervision of employees (D)

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in classroom discussion
- Evaluation of class participation in practical application exercises

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: CULTURAL DIVERSITY AWARENESS

INSTRUCTOR(S): Facility Training Officer

CLASS TIME FRAME: 2 Hours

GOAL: To inform and educate staff about cultural diversity and the importance of fostering a respectful environment.

DELIVERY METHOD TECHNIQUE:

- Lecture and discussion with handouts

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Describe the concepts surrounding cultural diversity; including assimilation, acculturation, stereotyping, ethnocentrism, and others.
- Demonstrate knowledge of the cultural iceberg model: awareness, subconscious, behaviors, values, and core belief system.
- Identify and respond appropriately to a variety of cultures and beliefs.
- Apply the principles of cultural awareness to juvenile services.

INSTRUCTOR MATERIALS:

- Subject matter handout
- Audio/Visual equipment
- Classroom supplies

REFERENCES:

- ACA Standard 3-JDF-1D-09, 3-JDF-1D-10
- Applicable facility policy and procedures
- JDAI Facility Self Assessment Standards: Training And Supervision Of Employees (C, D); Classification System and Intake (E)

CLASS PARTICIPANT EVALUATION PROCESS:

- Performance skills Practicable Application/Demonstration Exercise(s)

CLASS HANDOUTS:

- The iceberg model

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: CHILD AND ADOLESCENT DEVELOPMENT

INSTRUCTOR(S): Qualified/Certified Mental Health Provider

CLASS TIME FRAME: 2 Hours

GOAL: To give staff an understanding of the cognitive, psychological, physical, and emotional developmental stages of children and adolescents.

DELIVERY METHOD TECHNIQUE:

- Lecture, practical application exercises, and discussion.

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Identify the stages of child and adolescent development.
- Identify 3 factors that impact normal child and adolescent behavior.
- Identify 3 questions that adolescents have and provide 2 staff responses.
- Apply concepts when working with juveniles in the facility.

INSTRUCTOR MATERIALS:

- Practical application exercise handouts
- Flip chart
- Markers

REFERENCES:

- JDAI Detention Facility Self-Assessment Standards: Classification Systems and Intake (E)
- Materials provided by the mental health provider/instructor

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in classroom discussion
- Evaluation of class participation in practical application exercises

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: AIRBORNE PATHOGENS

INSTRUCTOR(S): Qualified Staff Development/Training Instructor(s),
with American Red Cross or National Safety Council
Credential(s).

CLASS TIME FRAME: 1 Hour

GOAL: To teach staff about airborne pathogens using the American Red
Cross or National Safety Council curriculums.

DELIVERY METHOD TECHNIQUE:

- Lecture, practical application exercises, and discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Define Airborne Pathogens.
- Identify common Airborne Pathogens.
- Identify how Airborne Pathogens are transmitted.
- Exercise universal precautions relating to airborne pathogens.

INSTRUCTOR MATERIALS:

- Course Textbook
- PowerPoint
- Laptop
- Audio/visual equipment
- Self Assessment Pre-Test
- Learning Checkpoint Examinations
- Performance Skills Practical Application Exercises

REFERENCES:

- Applicable Facility Policy and Procedure
- American Red Cross or National Safety Council Standards/Materials
- OSHA standards for personal protective equipment 29 CFR §1910.132
- County personnel policy regarding TB testing of detention staff

CLASS PARTICIPANT EVALUATION PROCESS:

- Self assessment post-test
- Learning checkpoint examinations
- Assessment of participation in classroom discussion
- Evaluation of class participation in practical application exercises

CLASS HANDOUTS:

- Tuberculosis (TB) Fact Sheet
- 1994 CDC TB Guidelines
- OSHA (1970)
- What is TB? (transmission, symptoms, diagnosis)
- Prevention
- TB Screening
- Post Exposure Reporting
- Requirements
- Exposure Control Plan

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: BLOOD BORNE PATHOGENS

INSTRUCTOR(S): Qualified Staff Development/Training Instructor(s)
American Red Cross or National Safety Council
Credential(s).

CLASS TIME FRAME: 2 Hours

GOAL: To teach staff about blood borne pathogens using the American Red Cross or National Safety Council curriculums.

DELIVERY METHOD TECHNIQUE:

- Lecture, practical application exercises, and discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Define blood borne pathogens.
- Identify common blood borne pathogens.
- Identify how blood borne pathogens are transmitted.
- Use universal precautions for blood borne pathogens.

INSTRUCTOR MATERIALS:

- PowerPoint
- Laptop
- Audio/visual equipment
- Course Textbook
- Self Assessment pre-test/post-test
- Learning Checkpoint Examinations
- Performance Skills Practical Application Exercises

REFERENCES:

- National Safety Council or American Red Cross Materials
- OSHA Standard for blood borne pathogens 29 CFR §1910.1030
- Jones and Bartlett Publisher
- Applicable facility policy and procedure

CLASS PARTICIPANT EVALUATION PROCESS:

- Learning assessment checkpoint examinations
- Assessment of participation in National Safety Council or American Red Cross learning activities
- Post-test
- Assessment of participation in classroom discussion

CLASS HANDOUTS:

- Course packet handouts

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: CHILD ABUSE, NEGLECT AND SEXUAL
VICTIMIZATION

INSTRUCTOR(S): Qualified Mental Health Provider

CLASS TIME FRAME: 2 Hours

GOAL: To teach staff to identify child abuse, neglect, and exploitation
and to intervene in an appropriate manner.

DELIVERY METHOD TECHNIQUE:

- Lecture and practical application exercises

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Describe abuse, neglect and exploitation of children as defined by the New Mexico State Statutes.
- Identify the state law requirements and protocols for reporting abuse, neglect and exploitation.
- Describe staffs' role at various stages in the investigative process and staffs' confidentiality requirements.
- Identify general intervention practices staff can utilize when working with a youth who is a victim of abuse, neglect and/or exploitation.
- Identify how abuse, neglect and exploitation impacts society and individuals.
- Recognize signs of abuse, neglect and/or exploitation.

INSTRUCTOR MATERIALS:

- Fact scenarios for discussion

REFERENCES:

- Applicable facility policy and procedure
- ACA Standard 3-JDF-3D-06
- JDAI Detention Facility Self Assessment Standards: Classification System and Intake (E); Training and Supervision of Employees (B, C and E); Safety (A and B)
- NMSA 1978 §§32A-4-1 to 32A-4-33

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in classroom discussion

CLASS HANDOUTS:

- National Child Abuse Statistics
- Effects of abuse and neglect on development
- Effects of child abuse on adulthood

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: PRISON RAPE ELIMINATION ACT (PREA)

INSTRUCTOR (S): Facility Training Officer

CLASS TIME FRAME: 4 Hours

GOAL: To teach staff about the Prison Rape Elimination Act including the importance of cultivating a respectful and safe environment that deters sexual misconduct and encourages juveniles and staff to promptly report such conduct.

DELIVERY METHOD TECHNIQUE:

- Lecture, discussion, and NIC video.

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course staff will:

- Know the scope of the PREA:
 - Applies to staff-juvenile sexual contact;
 - Applies to juvenile-juvenile sexual abuse and assaults;
 - Covers both male and female juveniles;
 - Covers both male and female staff.
- Know how sexual abuse is defined by the PREA.
- Identify circumstances which could lead to sexual assaults in a juvenile facility.
- Identify "red flags" or signs that a staff member might be involved with a juvenile in a sexually inappropriate way.
- Understand their obligation to prevent, stop, and report sexual abuse of juveniles in custody.
- Know and apply strategies for preventing sexual abuse in the facility.

- Understand that any and all sexual behavior in juvenile facilities violates PREA and may also constitute criminal conduct.
- Understand that participating in sexual misconduct with a juvenile or allowing it to occur may subject staff to criminal prosecution as well as civil liability.
- Understand that the facility has a zero tolerance policy that applies to staff-juvenile and juvenile-juvenile sexual relationships.
- Recognize that following facility policies and procedures and reporting sexual behaviors by staff and/or juveniles will reduce the likelihood that sexual behaviors will occur.
- Understand that it is never permissible to keep sexual behavior involving juveniles secret.
- Be able to identify appropriate and inappropriate boundaries.
- Understand terms such as "undue familiarity", "protective pairing", and "grooming".
- Recognize that staff are vulnerable to grooming and manipulation by juveniles.
- Recognize when manipulation and grooming is happening and know how to stop it.
- Be able to identify places in the facility where sexual behavior could occur undetected and initiate action to minimize or eliminate the risk.
- Understand how direct supervision deters inappropriate behaviors.
- Understand that an effective classification system and meaningful programs minimize incidents of sexual misconduct.

INSTRUCTOR MATERIALS:

- NIC training packet
- NIC video *Keeping Our Kids Safe*
- Applicable facility policy and procedure

REFERENCES:

- The Prison Rape Elimination Action of 2003 (PREA)
- ACA Standards 2006 Standards Supplement 3-JDF-3D-06-02 through 3-JDF-3D-06-10
- Applicable Facility Policy and Procedure

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of class participation and discussion

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: SUPERVISION OF ALLEGED SEX OFFENDERS

INSTRUCTOR(S): Mental Health Professional

CLASS TIME FRAME: 2 Hours

GOAL: To develop an understanding of the cycles of sexual abuse, behaviors of sexual offenders and predators and relevant interventions.

DELIVERY METHOD TECHNIQUE:

- Lecture, practical application exercise and discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Identify possible causes of inappropriate sexual behavior.
- Define the term "Grooming" and what it pertains to.
- Identify behaviors associated with victims.
- Identify intervention strategies for juveniles charged with sex offenses.
- Identify personal biases in working with juveniles charged with sex offenses in order to maintain equal treatment.
- Review department policies and procedures associated with classification and management of juveniles.

INSTRUCTOR MATERIALS:

- Practical application exercises
- Brochures and handouts selected by the mental health professional teaching the class and approved by the administrator.

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in classroom discussion

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: CONFLICT RESOLUTION

INSTRUCTOR(S): Facility Training Officer

CLASS TIME FRAME: 4 Hours

GOAL: To provide staff with strategies for managing conflict in the workplace, particularly with children and adolescents.

DELIVERY METHOD TECHNIQUE:

- Lecture, practical application exercises, and discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Identify two causes of conflict.
- Identify methods for conflict resolution.
- Identify staff roles in conflict resolution.
- Apply conflict resolution techniques.

INSTRUCTOR MATERIALS:

- Role play scenarios

REFERENCES:

- Applicable facility policy and procedure
- JDAI Detention Facility Self Assessment Standards: Training and Supervision of Employees (D)

CLASS PARTICIPANT EVALUATION PROCESS:

- Staff will participate in role play demonstrating their ability to resolve conflict.
- Assessment of participation in classroom discussion.

CLASS HANDOUTS:

- Role play scenarios

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: CUSTOMER SERVICE

INSTRUCTOR(S): Facility Training Officer

CLASS TIME FRAME: 2 Hours

GOAL: To give staff knowledge and understanding of the critical importance of positive customer service within a juvenile detention environment.

DELIVERY METHOD TECHNIQUE:

- Lecture, group discussion, activity

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Identify and discuss the mission statement of the facility.
- Identify the purpose and rationale of customer service.
- Define and discuss customer service.
- Identify the facility's array of customers.
- Identify stressors that may negatively or positively impact customer service.
- Identify and discuss reaction levels.
- Identify and discuss customer expectations.
- Explain elements of the customer service report card.

INSTRUCTOR MATERIALS:

- Easel board
- Markers
- Activity handouts

REFERENCES:

- Facility policy and procedures
- Facility code of ethics
- Facility mission statement
- Facility rules and regulations
- Facility post orders

CLASS PARTICIPANT EVALUATION PROCESS:

- Post-test
- Assessment of participation in classroom discussion

CLASS HANDOUTS:

- Scenarios (activities) as discussed in materials

SAMPLE SCENARIO FORMAT:

1. Describe scenario
2. Define the customer service (Negative or Positive Impact? What were the reaction levels? Grade the customer service using the report card. What, if anything, should have been addressed differently? Why?)

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: MEDICAL AND MENTAL HEALTH INTAKE AND
SCREENING

INSTRUCTOR(S): Qualified Mental Health or Medical Professional

CLASS TIME FRAME: 3 Hours

GOAL: To teach staff the purposes for and importance of medical and
mental health intake screening.

DELIVERY METHOD TECHNIQUE:

- Lecture

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will:

- Understand the intake screening process.
- Understand why the initial intake interview and medical exam is vitally important to the safety and security of the facility and the juvenile's well being.
- Understand who sets the standards regarding whether a juvenile will be cleared for admission to the facility.
- Be familiar with the questions that are asked during the medical screening and the purpose for each question.
- Recognize when a juvenile has a medical and/or mental health condition that requires professional intervention prior to admission into secure detention.
- Identify characteristics of adolescent development and how they affect behavior in detention settings.

- Identify and discuss important issues in the areas of family dynamics and gender and their impact on behavior in detention.
- Explain staffs' roles in addressing mental health and medical issues.
- Promote effective communication and identify common ground between the medical unit and detention staff.

INSTRUCTOR MATERIALS:

- Facility medical screening form
- Facility pre-acceptance screening form
- Facility protocol regarding when to accept juveniles into facility
- Scenarios

REFERENCES:

- CYFD Juvenile Detention Standards: NMAC 8.14.14.17 (A-DD), 8.14.14.20 (A)
- ACA Standards: 3-JDF-4C-01 through 4C-10, 3JDF-4C-21 through 4C-25
- JDAI Detention Facility Self Assessment Standards: Classification System and Intake (B,C); Health Care (A,D,E)
- Applicable facility policy and procedure

CLASS EVALUATION PROCESS:

- Post-test
- Assessment of participation in classroom discussion
- Assessment of practical application exercise participation

CLASS HANDOUTS:

- Facility medical/intake screening forms

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: DRUG AND ALCOHOL IDENTIFICATION

INSTRUCTOR(S): Facility Training Officer, Local Narcotics Agent or
Facility Substance Abuse Counselor

CLASS TIME FRAME: 3 Hours

GOAL: To teach staff about alcohol and other substances abused by juveniles, how they affect behavior, and how to intervene according to facility policy.

DELIVERY METHOD TECHNIQUE:

- Lecture with discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Identify commonly used and/or abused drugs and their street names.
- Describe how the drugs are used.
- Identify the physical and psychological effects of drugs and alcohol.
- Identify paraphernalia of certain drugs.
- Recognize signs that a juvenile may be using drugs or alcohol.
- Apply the facility procedure for intervening through mental health and/or medical treatment programs.
- Apply the facility disciplinary and due process procedures for rule violations.

INSTRUCTOR MATERIALS:

- Examples of paraphernalia
- Drug display board from evidence room
- Photographs of contraband

REFERENCES:

- Physicians Desk Reference

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in classroom discussion

CLASS HANDOUTS:

- Drug fact sheets (samples attached)

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: GANG INTERDICTION

INSTRUCTOR(S): Facility Training Officer or Security Threat Group
Specialist

CLASS TIME FRAME: 4 Hours

GOAL: To teach staff about gangs and gang activity, including membership criteria, terminology, gang symbolism, gang characteristics, and locally identified gangs.

DELIVERY METHOD TECHNIQUE:

- Lecture, classroom discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Identify gang membership criteria.
- Identify motives for gang related crimes.
- Identify the reasons individuals become gang members.
- Define common gang terminology.
- Identify signs, symbols, tattoos, colors, and graffiti associated with specific gangs.
- List characteristics commonly associated with gang members.
- Identify local gangs and their rivals for purposes of population management.

INSTRUCTOR MATERIALS:

- Audio/visual equipment
- Classroom supplies

REFERENCES:

- ACA Standard 3-JDF-3A-01-3E-05, 3-JDF-5A-01-5H-07
- Applicable facility policy and procedures
- JDAI Detention Facility Self-Assessment Standards:
Classification System and Intake (E)

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in class discussion

CLASS HANDOUTS:

- Handouts depicting gang signs, symbols, language, colors and tattoos

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: GENDER SPECIFIC RESPONSES

INSTRUCTOR(S): Mental Health Provider/Social Worker

CLASS TIME FRAME: 4 hours

GOAL: Provide staff with information on gender response differences and strategies to effectively manage female populations.

DELIVERY METHOD TECHNIQUE:

- Lecture, role play and discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Identify the differences between the needs of female and male juveniles.
- Identify response strategies for females.
- Define "empathetic regard".
- Identify staff roles in relation to gender issues.
- Identify trauma issues specific to females.
- Describe how gender issues/trauma effect interaction between staff and juveniles.
- Identify effective techniques for positive communication with male and female juveniles.
- Identify differences in male and female motivations.
- Identify biases regarding gender issues.
- Demonstrate and practice appropriate boundaries.

INSTRUCTOR MATERIALS:

- Reference Materials

REFERENCES:

- Trauma Among Girls in the Juvenile Justice System - www.NCTSNet.org
- How to Work Smarter Not Harder With Girls in Residential Services - Paula Schaefer
- Boddy Media Group - Female Juvenile Justice Report. Iowa Commission on the Status of Women
- Providing Gender - Specific Services for Adolescent Female Offenders - Iowa Commission on the Status of Women
- Detention Reform and Girls, A Project of the Annie E. Casey Foundation - Francine T. Sherman

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in class discussion

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: MENTORING TECHNIQUES

INSTRUCTOR: Qualified Mental Health Professional

CLASS TIME FRAME: 2 Hours

GOAL: To develop an understanding of the purpose, strategies, and benefits of mentoring and coaching, and the benefits of professional mental health counseling.

DELIVERY METHOD TECHNIQUE:

- Lecture and practical application exercise

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Identify the differences between mentoring, coaching and counseling techniques.
- Identify the different types of mental health professionals utilized by the facility, and their purpose.
- Identify basic mentoring and coaching techniques.
- Identify benefits of appropriate mentoring, coaching, and counseling.
- Identify roles each facility employee and staff member plays in providing and supporting effective mentoring, coaching, and counseling strategies.

INSTRUCTOR MATERIALS:

- Practical application scenarios and props
- Flip chart
- Markers

REFERENCES:

- Applicable facility policy and procedures
- ACA Standards 3-JDF-16-01 through 16-03
- CYFD Juvenile Detention Standards NMAC 8.14.14.24 (A-F)
- JDAI Detention Facility Self Assessment Standards:
Programming (B)

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in class discussion

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: FACILITY PROGRAMMING FOR JUVENILES

INSTRUCTOR(S): Facility Training Officer

CLASS TIME FRAME: 2 Hours

GOAL: To teach staff their role in the development, application, and evaluation of facility programming.

DELIVERY METHOD TECHNIQUE:

- Lecture and practical application exercises.

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Describe how juvenile programming and direct supervision are connected.
- Explain why failing to provide program activities can be problematic for the facility.
- Identify the need for programming in a particular area and the resources available for program development and delivery.
- Identify facility locations that can be used for juvenile programming.
- List topics or areas of personal interest that the participant could contribute to a program for juveniles.
- Monitor effectiveness of a program through observation and daily notes.
- Engage, expand and evaluate juvenile programs.
- Conduct an interactive activity.

INSTRUCTOR MATERIALS:

- Sample program documents
- Facility program schedule

REFERENCES:

- 1996 Dale Carnegie Presentation Format
- Applicable Facility Policy/Procedure
- CYFD Juvenile Detention Standards NMAC 8.14.14.21(A-J)
- ACA Standards 3-JDF-2E-01 through 2E-13
- JDAI Detention Facility Self Assessment Standards: Programming (A-D)

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in class discussion
- Peer feedback

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: MANAGING SPECIAL POPULATIONS

INSTRUCTOR(S): Mental Health Professional

CLASS TIME FRAME: 8 Hours

GOAL: To teach staff how to intervene in situations with juveniles who have special needs.

DELIVERY METHOD TECHNIQUE:

- Lecture and discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Identify disorders commonly present in detention settings.
- Identify special needs juveniles, including homosexual, bisexual, and transgender juveniles.
- Identify juveniles with medical and mental health needs.
- Identify the behavioral and/or cognitive symptoms of a juvenile with special needs.
- Identify intervention methods for working with juveniles with special needs including safety considerations.
- Identify staff challenges while working with special needs populations.
- Identify available resources for dealing with juveniles with special needs.

- Describe the basic characteristics of, diagnosis definitions for and diagnostic behavior definitions for the following mental health disorders:

1. Depression
2. Bipolar Disorder
3. Separation Anxiety
4. Panic Attacks
5. Phobias
6. Obsessive - Compulsive
7. Acute Stress
8. Post-traumatic Stress
9. Self-Injury
10. Schizophrenia
11. ADHD
12. Oppositional Defiant
13. Elimination
14. Eating Disorder
15. Personality Disorder

- Describe different types of stress and trauma.
- List different learning disabilities.
- List different mental impairments.
- Describe facility procedures for managing special needs populations.

INSTRUCTOR MATERIALS:

- Applicable facility policy and procedures

REFERENCES:

- DSM -IV-TR, 2000. Published by the American Psychiatric Association
- NJDA Center for Research and Development: Managing Mentally Ill Adolescents - Lesson Plan
- CYFD Juvenile Detention Standards NMAC 8.14.14.17 (R), 8.14.14.18 (X & Y), 8.14.14.21 (A)

- ACA Standards 3-JDF-3A-01 & 02, 3-JDF-4C-16, 3-JDF-4C-21, 22, 23, 3-JDF-4C-39
- JDAI Detention Facility Self Assessment Standards: Classification System and Intake (E); Training and Supervision of Employees (C and E); Restraints, Isolation, Due Process and Grievances (A-F).

CLASS PARTICIPANT EVALUATION PROCESS:

- Post-test
- Assessment of participation in classroom discussion

CLASS HANDOUTS:

- Applicable facility policy and procedure

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: UNDERSTANDING PSYCHOTROPIC MEDICATIONS

INSTRUCTOR(S): Qualified Mental Health Professional

CLASS TIME FRAME: 2 Hours

GOAL: To teach staff about psychotropic medications including the effects of psychotropic medications, the diagnostic process, goals, rationale, and use of psychotropic medication.

DELIVERY METHOD TECHNIQUE:

- Lecture and discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Describe the use and effects (including side effects) of psychotropic medication in juveniles.
- Describe the diagnostic process for prescribing psychotropic medications.
- Understand a juvenile's right to refuse prescribed medications and the process for documenting and reporting such refusal.
- Understand the purpose of treating symptoms and underlying causes for mental health disorders and the rationale for treatment with medication.
- Convey a basic understanding of available medical and mental health treatment services and how juveniles access those services.
- Convey a basic understanding of the purposes for individual treatment plans and staff's role in monitoring or following those plans.

- Describe the difference between use and abuse of psychotropic medications.
- Apply security requirements for juveniles taking prescribed psychotropic medications.
- Follow facility procedure for addressing chemical restraints.

INSTRUCTOR MATERIALS:

- Audio visual equipment

REFERENCES:

- ACA Standard 3-JDF-4C-19 through 4C-20
- CYFD Juvenile Detention Standard NMAC 8.14.14.14 and 8.14.14.17
- Applicable Facility Policy and Procedure
- PDR - Physician's Desk Reference
- DSM IV
- JDAI Detention Facility Self Assessment Standards: Health Care (f)

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in classroom discussion

CLASS HANDOUTS:

- Description of side affects of common psychotropic medication

NEW MEXICO JUVENILE DETENTION OFFICER TRAINING CURRICULUM LESSON PLAN

TARGET GROUP: JUVENILE DETENTION OFFICERS

COURSE TITLE: DISTRIBUTION OF MEDICATIONS

INSTRUCTOR(S): Licensed Medical Staff

CLASS TIME FRAME: 2 Hours

GOAL: To teach staff to distribute medication to juveniles according to physician prescriptions and to maintain a system of accountability.

DELIVERY METHOD TECHNIQUE:

- Lecture and discussion

CLASS PERFORMANCE OBJECTIVES:

Following completion of this course, staff will be able to:

- Describe New Mexico juvenile detention health care standards pertaining to medication distribution and ACA standards if applicable to the facility.
- Follow facility health care procedures including inventory and control of medications.
- Follow proper management of pharmaceutical procedures (receipt, handling, storage, distribution and inventory).
- Conduct accountability audits of medication based on prescription quantities and distribution schedules.
- Properly handle and dispose of syringes and needles.
- Properly document distribution of medication in a timely manner and according to physician's orders.
- Properly document a juvenile's refusal of prescribed medication.

- Follow facility prescription practices including “stop order” and re-evaluation prior to renewal.
- Follow facility security storage requirements for controlled substances, syringes, and needles.
- Distribute medicine in conformance with appropriate federal and state laws.

INSTRUCTOR MATERIALS:

- Applicable facility policy and procedures
- MARS report forms
- Reference materials

REFERENCES:

- Pharmaceutical Licensing Standards
- Applicable facility policy and procedure
- NMAC Juvenile Detention Standards 8.14.14.17
- ACA Standards 3-JDF-4C-18 through 4C-20
- JDAI Detention Facility Self Assessment Standards: Health Care (F)

CLASS PARTICIPANT EVALUATION PROCESS:

- Assessment of participation in classroom discussion

CLASS HANDOUTS:

- Facility medication administration record
- Instructions for staff distribution of psychotropic medication

Sample Handouts



ALCOHOL

WHAT IS IT?

Alcohol is the name to given a variety of related compounds; the drinkable form is ethanol, or ethyl alcohol. It is a powerful, addictive, central nervous system depressant produced by the action of yeast cells on carbohydrates in fruits and grains. A liquid that is taken orally, alcohol is often consumed in copious quantities. Surveys of adolescent and young adult drinkers indicate that they are particularly likely to drink heavily with the intention of getting drunk—often every time they drink.

In a detention setting juveniles have been known to consume any product containing alcohol including antibacterial hand sanitizer and deodorant. Alcohol can also be brewed using a wide variety of fruits, breads and sugar that can be obtained through regular meals and hidden.

There are three basic types of alcoholic drinks.

Beer is made from fermented grains and has an alcohol content of three to six percent.

Wine is made from fermented fruits and has an alcohol content of 11 to 14 percent. Some wine drinks, such as wine coolers, have fruit juice and sugar added, lowering alcohol content to between four and seven percent. Fortified wines, such as port, have alcohol added, bringing alcohol content to between 18 and 20 percent.

Liquor is made by distilling a fermented product to yield a drink that usually contains 40 to 50 percent alcohol. The alcohol content in liquor is sometimes indicated by degrees of proof, which in the United States is a figure twice as high as the percentage. Thus, 80-proof liquor is 40 percent alcohol.

A 12-ounce glass of beer, a 5-ounce glass of wine, and a 1.5-ounce shot of liquor all contain the same amount of alcohol and, therefore, have an equal effect on the drinker. All three forms of alcohol have the same potential for intoxication and addiction.

OTHER NAMES

Alcoholic beverages are known by many names. Home brew, hooch, Kool-Aid, fire water, and juice are some of the names commonly used for alcoholic beverages brewed in a detention setting. There are endless names for mixed drinks containing liquor.

METHODS OF INGESTION

Alcohol is usually drunk but it can be snorted.

Signs and symptoms of alcohol use and intoxication:

- Smell of alcohol on breath
- Irritability
- Euphoria
- Loss of physical coordination
- Inappropriate or violent behavior
- Loss of balance
- Unsteady gait
- Slurred and/or incoherent speech
- Loss of consciousness
- Slowed thinking
- Depression
- Impaired short-term memory
- Blackouts

Signs and symptoms of alcohol withdrawal, experienced by alcoholics and problem drinkers:

- Tremors
- Agitation
- Anxiety and panic attacks
- Paranoia and delusions

- Hallucinations (usually visual)
- Nausea and vomiting
- Increased body temperature
- Elevated blood pressure and heart rate
- Convulsions
- Seizures

Withdrawal

Withdrawal from alcohol can be dangerous. Medical management may be required. Juveniles believed to be withdrawing from alcohol should be assessed and monitored by medical personnel.

Anti-anxiety Drugs

WHAT ARE THEY?

Anti-anxiety drugs and medication is the name given to the family of drugs utilized to treat generalized anxiety disorders; including panic disorder, phobias, and post-traumatic stress disorder

COMMON NAMES

Anti-anxiety drugs are benzodiazepines, and include diazepam, alprazolam, lorazepam, buspirone. Several classes of antidepressant drugs are similar in nature to anti-anxiety drugs and medications.

APPEARANCE

Capsule or tablet

METHOD OF INGESTION

Swallowed, crushed and snorted or mixed with drinks or food.

SIGNS OF USE

Sedation, drowsiness or insomnia, dizziness, light headedness, tremors, weight loss or gain, sweating, headache, dry mouth, nausea, lack of coordination, nervousness.

Antidepressant Drugs

WHAT ARE THEY?

Anti-Depressants are a family of drugs used to treat depression. Anti-depressants are grouped according to their chemical formula. This chemical formula allows each substance to have the effect it does, upon the chemical imbalance within the brain, which causes depression.

COMMON NAMES

Prozac, Zoloft, Cipramil, Luvox, Effexor, Tofranil, Tryptonol, Nortab, Sinequan.

APPEARANCE

Capsule or tablet

METHODS OF INGESTION

Swallowed, crushed and snorted or mixed with drinks or food.

SIGNS OF USE

Drowsiness or insomnia, loss of appetite, weight loss, dizziness, light-headedness, tremor, sweating, headache, nervousness, anxiety, dry mouth, nausea, sedation, lack of coordination



Caffeine



WHAT IS IT?

Caffeine is a mild stimulant which is found in the leaves, fruits, and seeds of many plants. Tea leaves, coffee and cocoa beans, as well as kola nuts all contain caffeine. Many people tend to think of coffee, tea, and cola drinks as the main sources of caffeine, but, in fact, caffeine can also be found in chocolate, stimulants such as No-doz tablets, some pain relievers, diuretics, cold remedies, weight-control aids, and various prescription medications.

OTHER NAMES

Guaranine (when found in guarana), Mateine (when found in mate), and Theine (when found in tea). All of these names are synonyms for the same chemical compound. Coffee is also referred to as "Jo" and "Turpentine."

APPEARANCE

In its pure state, caffeine is a crystalline white powder. Caffeine is mostly contained in beverages such as coffee, tea, and cola drinks. It can also be found in chocolate, stimulants such as no-doz tablets, some pain relievers, diuretics, cold remedies, weight-control aids, and various prescription medications.

METHODS OF INGESTION

It is mostly consumed by infusions extracted from the beans of the coffee plant and the leaves of the tea bush, as well as from various foods and drinks containing products derived from the kola nut or from cacao. Mainly consumed by drinking beverages containing caffeine. Can also be taken orally when contained in pills.

SIGNS OF USE

Caffeine acts as a mild stimulant to the central nervous system. And also slightly increases water loss. Caffeine increases slightly, the amount of calcium lost through the digestive and urinary tract. It changes the chemicals of the brain, slowing down the nerve impulses and prevents drowsiness. The brain becomes more alert. Caffeine can also improve ones mood and feeling of well-being.



Cocaine



WHAT IS IT?

Cocaine comes from the leaves of the cocoa plant. It is a potent brain stimulant and one of the most powerful addictive drugs.

OTHER NAMES

Crack, Big C, blow, coke, flake, freebase, lady, nose candy, rock, snow, K, snowbirds, white crack, soda, coca.

APPEARANCE

Cocaine is a white crystalline powder and "crack" is cocaine hydrochloride that has been processed with ammonia or baking soda and water into a freebase cocaine-chips or rocks.

METHODS OF INGESTION

Snorted, or dissolved in water and ingested "crack" can be smoked.

SIGNS OF USE

Paranoia, aggressive paranoid behavior, dilated pupils, increased temperature and heart rate, insomnia, loss of appetite, restlessness and irritability.



DEXTROMETHORPHAN (DMX) COUGH MEDICINE

WHAT IS IT?

Dextromethorphan (which is often abbreviated DXM) is a common active ingredient found in many nonprescription cough syrups, tablets, and gel caps.

OTHER NAMES

Dex, DXM, Robo, Skittles, Syrup, Triple-C, and Tussin.

Terms for using dextromethorphan include: Robo-tripping and Skittling

APPEARANCE

DXM is contained in cold and cough medications such as Alka-Seltzer Plus Cold & Cough Medicine, Coricidin HBP Cough and Cold, Dayquil LiquiCaps, Dimetapp DM, Robitussin cough products, Sudafed cough products, Triaminic cough syrups, Tylenol Cold products, Vicks 44 Cough Relief products and Vicks NyQuil LiquiCaps. There also are a number of store brands that contain DXM.

METHODS OF INGESTION

Cough medicine abuse is taking extremely large doses of cough medicine to get high.

SIGNS OF USE

The effects of the abuse of cough medicines containing dextromethorphan vary with the amount taken. Common effects include confusion, dizziness, double or blurred vision, slurred speech, loss of physical coordination,

abdominal pain, nausea and vomiting, rapid heart beat, drowsiness, numbness of fingers and toes, and disorientation. DXM abusers describe different "plateaus" ranging from mild distortions of color and sound to visual hallucinations, "out-of-body" dissociative sensations, and loss of motor control.



ECSTASY

WHAT IS IT?

MDMA (Ecstasy) is an illegal synthetic drug, which acts as a hallucinogen and stimulant. Its chemical structure (3-4 methylenedioxymethamphetamine) is similar to two other synthetic drugs, MDA and methamphetamine, which are known to cause brain damage. It was originally developed as a diet aid, but was also used experimentally during counseling because of its ability to remove individual's inhibitions.

OTHER NAMES

Cadillac, Adam, Pink pig, Mellow drug, Lollipop, Smile, Love pill, Ecsta, XTC, MDMA, Eve, Snowball, XE, California Sunrise, X, Hug, Go, Hug Drug, Beans and Love Drug.

APPEARANCE

Ecstasy comes in a tablet form that is often imprinted with graphic designs or commercial logos.

METHODS OF INGESTION

Ecstasy is usually swallowed in pill form, but can also be crushed and snorted, injected, or used in suppository form.

SIGNS OF USE

Increase in confidence, feelings of well being, feelings of closeness to others, anxiety, jaw clenching, teeth grinding, increase in heart rate, body temperature and blood pressure, nausea, loss of appetite, and sweating.

Users can also suffer depression, confusion, severe anxiety, paranoia, psychotic episodes and other psychological problems.



EPHEDRINE



WHAT IS IT?

Ephedrine is a drug derived from Ephedra bushes found in deserts throughout the world, it is often found in herbal substitutes for ecstasy, energizers, nutritional supplements, and dietary teas. Sold over the counter it is used as a remedy for respiratory problems related to colds, allergies and asthma as well as a weight-loss aid. It has been known to cause a sharp increase in both blood pressure and heart rate. It was recently banned in the United States by Congress. It can still be found in some Chinese herbal medical formulas.

OTHER NAMES

Herbal Fuel, Chi Powder, Zest, Legal speed, Stackers, Yellow Jackets

APPEARANCE

In its pure form, it resembles a white powder, but it is mainly sold as a tablet, capsule, or as a loose plant material.

METHODS OF INGESTION

It is typically taken orally with water, but some users have been known to crush the pills and open the capsules to snort the powder.

SIGNS OF USAGE

Some users experience a gentle burst of energy, increased alertness, and reduced appetite. Other side effects include increased body temperature, sweating, and cotton/dry mouth.



GHB

WHAT IS IT?

Gamma-hydroxybutyric acid or GHB is a hypnotic depressant available in health food stores that is sometimes purchased by bodybuilders for its purported muscle-building and fat-burning qualities. Juveniles are using GHB as an alternative to alcohol. It leaves no odor to detect and the effects are short term and dissipate by the time user returns home from a night out.

OTHER NAMES

Georgia home boy, liquid X, liquid ecstasy, liquid E, grievous body harm, Gib, G-riffic, natural sleep-500, gamma-oh, cherry meth, scoop, soap, salty water, organic Quaalude, fantasy, sodium oxybate, sometamx, China lead, and gamma hydrate. GHB is best known as the "date-rape drug."

APPEARANCE

It usually comes in a liquid form that can be mixed with other liquids but can also be found in capsules or powder form.

METHODS OF INGESTION

Taken orally mixed with other liquids

SIGNS OF USE

GHB is odorless and therefore difficult to detect. Users may experience drowsiness, forgetfulness, and loss of muscle tone. GHB can cause seizure like activity, slowed heartbeat and breathing and in some cases induce a temporary coma.



Heroin



WHAT IS IT?

Heroin is a morphine derivative. Morphine is opium's most potent active ingredient. Pure heroin is a white powder with a bitter taste. Street heroin is rarely pure and may range from a white to dark brown powder of varying consistency. There is a dark brown or black form of the drug, as dense as roofing tar or coal, known as "black tar heroin". Black tar heroin is not as pure as other forms.

OTHER NAMES

Smack, dope, horse, H, junk, scag, China White, black tar, chiva, skag, brown sugar, Lady Jane, stuff.

APPEARANCE

White to brown powder or paste. It can be mixed with water and heated to a liquid form and may also be sticky like roofing tar or hard like coal, with its color varying from dark brown to black.

METHODS OF INGESTION

Heroin can be sniffed, smoked, or injected. Mexican black tar heroin, however, is usually injected (once dissolved) or smoked because of its consistency. Heroin can be mixed with tobacco or marijuana and smoked in a pipe or cigarette. It may also be heated and burned, releasing fumes that users inhale ("chasing the dragon").

Users who choose injection, generally inject directly into a major vein ("mainlining"), although some may start by injecting under the skin ("popping").

Heroin abusers may often use other drugs as well. They may "speedball", taking cocaine or methamphetamine with heroin, or use alcohol, marijuana, or tranquilizers to enhance the high and blunt effects of withdrawal.

SIGNS OF USE

A heroin user may appear drowsy and "nod off", throw up, appear itchy, or have pinpoint pupils. Other effects include loss of appetite, weight loss, sleep disruption, slowed breathing, sexual dysfunction, and constipation.



Inhalants



WHAT IS IT?

Inhalants refer to over 1,000 different household and commercial products that are intentionally sniffed for an intoxicating effect.

There are four general categories of inhalants:

- **Volatile solvents:** liquids that vaporize at room temperatures if left in unsealed containers (paint thinners and removers, gasoline, glues, correction fluids)
- **Aerosols:** sprays that contain propellants and solvents such as toluene (spray paints, hair spray, vegetable oil sprays for cooking, fabric protector sprays, liquid air used to clean electronics)
- **Gases:** medical anesthetics (ether, chloroform, halothane, nitrous oxide/laughing gas) and gases used in household or commercial products (butane lighters, propane tanks, whipped cream dispensers, refrigerants)
- **Nitrites:** A special class of inhalants that act primarily to dilate blood vessels, relax the muscles and are used to enhance sexual experiences (cyclohexyl nitrite, amyl nitrite, and butyl nitrite)

OTHER NAMES

Solvent inhalants: glue, air blast, poor man's pot

Nitrous oxide: nitrous, laughing gas, whippets, buzz bomb, hippie crack

Nitrites: poppers, snappers, locker room, rush, climax

Terms associated with the use of inhalants include: huffing, bagging, sniffing, gladding

APPEARANCE

Inhalants can be liquid, gas, paint, glue or other substance. They are inhaled directly from a source such as an aerosol or other can, paper bag, plastic bag, saturated rag, tube, or alternative containers such as a balloon filled with nitrous oxide.

METHODS OF INGESTION

Inhalants are always inhaled. Sniffing or "huffing" directly from product containers such as rubber cement or correction fluid, sniffing fumes from plastic bags over the head, or sniffing cloth saturated with the chemical(s).

SIGNS OF USE

Most products provide a rapid high that resembles alcohol intoxication. Users will often experience excitation, euphoria, disinhibition, slurred speech, light-headedness, lack of coordination, and dizziness.

Signs resemble those of excessive alcohol use: drunk or disoriented behavior, slurred speech, irritability, and hangovers. Inhalant users may also have chemical odors on breath or clothing, paint or other stains on face, hands, or clothes; and may possess paraphernalia such as paint or solvent containers and chemical-soaked rags or clothing.

Signs of abuse include a sweetish, chemical smell on the clothes or body, inflammation of the nostrils, frequent nosebleeds, or a rash around the nose and mouth. Poor appetite and loss of weight, pale bluish skin, watery, bloodshot eyes with dilated pupils, slow, slurred speech, clumsy, staggering gait, and drunken appearance



KETAMINE



WHAT IS IT?

Ketamine hydrochloride ("Special K" or "K") was originally created for use as a human anesthetic, and is still used as a general anesthetic for children, persons of poor health, and in veterinary medicine. Ketamine belongs to a class of drugs called "dissociative anesthetics," which separate perception from sensation. It can be used as a "date rape" drug. Other drugs in this category include PCP, and nitrous oxide (laughing gas).

OTHER NAMES

Jet, super acid, Special "K", green, K, cat Valium

APPEARANCE

Liquid or Powder

SIGNS OF USE

Ketamine is similar molecularly to phencyclidine (PCP) and creates similar effects including numbness, loss of coordination, sense of invulnerability, muscle rigidity, aggressive/violent behavior, slurred or blocked speech, exaggerated sense of strength, and a blank stare.

METHODS OF INGESTION

Ketamine liquid can be injected, applied to smokable material, or consumed in drinks. The powdered form is made by allowing the solvent to evaporate, leaving a white or slightly off-white powder that, once pulverized, looks similar to cocaine. The powder can be put into drinks, snorted, smoked, or dissolved and then injected.



LSD



WHAT IS IT?

A common hallucinogen and mood changing chemical, LSD is a manufactured lysergic acid which is found in ergot, a fungus that grows on rye and other grains.

OTHER NAMES

Acid, doses, hits, microdot, sugar cubes, tabs, trips

APPEARANCE

Clear liquid and is usually in a small container, tube or flask. It can also be found in squares of gelatin, on "blotter" paper perforated into small squares that may be colored or have images printed on them.

METHODS OF INGESTION

LSD is usually taken orally but can be absorbed through the skin. Gelatin and liquid LSD can be put in the eyes.

SIGNS OF USE

Dilated pupils, increased body temperature and increased heart rate, sweating, loss of appetite, sleeplessness, dry mouth and tremors, delusions, and visual hallucinations. Users sense a feeling of hearing colors and seeing sounds.



Marijuana



WHAT IS IT?

Marijuana is a plant (*cannabis sativa*, *cannabis indica*) that contains a psychoactive chemical, tetrahydrocannabinol (THC), in its leaves, buds and flowers. Concentrations of THC range widely from plant to plant but most contain 2-5% THC. A plant known as hemp (*cannabis sativa* L) is used commercially to make paper, clothing, and building materials and has less than 1 % THC. Hashish, which contains marijuana flower resin, has 8-14 % THC.

OTHER NAMES

Pot, weed, herb, grass, hash, chron or chronic, blunt, Mary Jane, boom, sticky green, Bombay, Indo, frosty leaves, spliff, dagga, bomb, shwag, dank, tress, doja, hashish, bud, mota, lata, leña.

APPEARANCE

Dry leafy green substance, hand rolled cigarette, cigar, pipe, bong

METHODS OF INGESTION

Marijuana is usually smoked. It can be hand-rolled in a cigarette, called a "J" or "joint," or stuffed into an emptied cigar, called a "blunt." It may also be smoked in pipes or bongs made of glass, metal or wood. Sometimes it is brewed as a tea or mixed into food such as brownies.

SIGNS OF USE

The smell of marijuana (like the scent of burning leaves) may be the clearest indication of use. Some users may display giddiness, reddened eyes, clumsiness, short-term memory lapses, increased appetite, and lethargy.



Methamphetamine

WHAT IS IT?

Methamphetamine is a central nervous system stimulant. It affects chemicals in the brain and nerves that contribute to hyperactivity and impulse control.

Methamphetamine is used to treat attention deficit hyperactivity disorder (ADHD). It is also used to treat obesity after other diets or medications have been tried without successful weight loss.

OTHER NAMES

Chalk, Crystal, Glass, Ice, Meth, Speed, Tina, Tweak, Go-Fast Crank, Uppers, Black Beauties, Whites, White cross, Lucky Charms, Pop Rocks, Strawberry Quick

APPEARANCE

Because methamphetamine can be produced using many different methods, its appearance can vary dramatically. The drug may be sold either as a powder--sometimes crystalline--or as rock-like chunks. The color of methamphetamine likewise varies: white, yellow, brown, gray, orange, and pink all have been observed

METHODS OF INGESTIONS

Methamphetamine comes in many forms and can be smoked, snorted, orally ingested, or injected. The drug alters moods in different ways, depending on how it is taken.

SIGN OF USE

Inability to sleep, increased sensitivity to noise, nervous physical activity, like scratching, irritability, dizziness, confusion, extreme anorexia, tremors, convulsions, increased heart rate, increased blood pressure and risk of stroke. Users sometimes have burnt or chapped lips from smoking as well as skin sores.

Use can also be indicated by the presence of paraphernalia such as razor blades, mirrors, straws, syringes, burnt spoons, pipes or surgical tubing.



Mushrooms (Psilocybin)

WHAT IS IT?

Psilocybin is a naturally occurring hallucinogen found in over one hundred species of mushrooms growing throughout the world. Many of these species also grow in parts of the United States, particularly in the Deep South and the Pacific Northwest.

OTHER NAMES

Magic mushrooms, shrooms, mushies, cubes (for *psilocybe cubensis*), liberty caps (for *psilocybe semilanceata*).

APPEARANCE

Fresh or dried mushrooms

METHODS OF INGESTION

Psilocybin mushrooms are almost always ingested orally in either fresh or dried forms and sometimes brewed as a tea to make them more palatable. Different species have markedly different potencies and considerable variation can occur between mushrooms from the same species collected at different sites. Typical doses range from 1 to 5 grams of dry mushrooms. Dosages for wet mushrooms tend to be approximately ten times higher - 10 to 50 grams.

SIDE EFFECTS

Users of mushrooms containing psilocybin experience LSD-like effects, although of considerably shorter duration. Effects typically begin within 30 to 90 minutes following ingestion and last for 4 to 6 hours. Users often experience visual effects such as intensified colors, distorted shapes and sizes, and movement in stationary objects. Distortion of sound and changes in the sense of time and place are also common.

SIGNS OF USE

The relatively mild physical effects typically observed include dilated pupils, yawning, and sweating. Some also experience loss of appetite, sleeplessness, dry mouth, and tremors. Individuals may display a wide range of emotional reactions within the same psilocybin experience. Difficulties in communicating and interacting with others may also occur particularly with higher doses.



OxyContin

WHAT IS IT?

OxyContin is a legal narcotic that is available by prescription. It is effective for up to 12 hours to treat severe pain associated with cancer, back pain or arthritis. It contains oxycodone which has similar effects to those of other opiates such as morphine and Vicodin.

OTHER NAMES

Oxy, OxyCotton, legal heroine, hillbilly heroine, Oxy 40, Oxy 80, OC.

APPEARANCE

Pills in several different colors and shapes, each color identifying the amount of milligrams per pill, it also comes in capsule and liquid form.

METHODS OF INGESTION

OxyContin pills are taken orally. The pills may be crushed and snorted, chewed or mixed with water and injected.

SIGN OF USAGE

Some users get an itchy sensation. They may appear to be sleepy, have pinpoint pupils, and breathe slowly. They may also experience insomnia, loss of appetite, chills, abdominal pain, constipation, vomiting, headaches and anxiety. When injected, oxycontin loses its time-release characteristic and causes a quick and intense rush to the brain. This can lead to an overdose by releasing too much of the medication into the bloodstream too quickly.



PCP



WHAT IS IT?

Phencyclidine is a dissolvent developed in the 1950's as a surgical anesthetic. Its sedative and anesthetic effects are trance-like and can cause an "out of body" experience and in which the user feels detached from their environment.

OTHER NAMES

Angel dust, embalming fluid, killer weed, rocket fuel, and super grass

APPEARANCE

A white crystalline powder that is readily soluble in water and alcohol. Also, comes in the form of tablets, capsules and colored powder.

METHODS OF INGESTION

Snorted, smoked and eaten

SIGNS OF USE

Agitation, delusion, irrationality, changes in body awareness, shallow breathing, flushing, profuse sweating, generalized numbness of extremities, and poor muscle coordination.



Ritalin (Methylphenidate)

WHAT IS IT?

Ritalin is chemically similar to an amphetamine. It is prescribed for Attention Deficit Disorder (ADD), Attention Deficit/Hyperactive Disorder (ADHD), and Narcolepsy.

The Food and Drug Administration (FDA) has approved Ritalin as part of a total treatment program in children with a behavioral syndrome characterized by moderate to severe distractibility, short attention span, hyperactivity, and impulsivity greater than that expected for a child of that age.

OTHER NAMES

Pellots, R-ball, Vitamin R, Jif, MPH, Kiddie Cocaine, West coast, Skippy, Kibbles and Bits, and The Smart Drug.

Methylphenidate is marketed under many names: Ritalin, Methylin, Concerta, and Metadate.

APPEARANCE

Five, 10, and 20 - milligram tablets. Recreational users crush the tablets into powder.

METHODS OF INGESTION

The prescribed tablets are taken orally. The crushed powder form is either snorted or dissolved in water to cook for injection.

SIGNS OF USE

When taken in accordance with usual prescription instructions, Ritalin would be classified as having mild to moderate stimulant properties. When snorted or injected, it has a strong stimulant effect.

Those who use Ritalin to treat ADD or ADHD are noticeably calmer and more focused. Individuals without a prescription use it for effects that include appetite suppression, wakefulness, attentiveness, and euphoria.

Abuse may result in appetite loss, digestive problems, nervousness, insomnia, dizziness, headaches, skin rashes, restlessness, and shaking.



Rohypnol



WHAT IS IT?

Rohypnol (generic name, flunitrazepam) is a potent benzodiazepine (a class of tranquilizing agents). It is available in more than 60 countries in Europe and Latin America, where its legitimate use includes preoperative anesthesia. This drug is not available in North America for sale or prescription. It is usually brought into the United States by mail. Florida, California, and Texas are the states that have the most confiscations of Rohypnol.

OTHER NAMES

Mexican Valium, circles, roofies, la Roche, R2, rope, and forget-me pill.

APPEARANCE

A pill with the Roche imprint and a "1" or "2" to denote the tablet strength.

METHODS OF INGESTION

It can be swallowed or dissolved. When dissolved it is colorless and odorless, making it easy to slip into someone's drink.

SIGNS OF USE

Users may have low blood pressure and may experience dizziness, confusion, visual disturbances, and the inability to urinate fully. Some users are prone to aggressive behavior.



Steroids



WHAT IS IT?

Anabolic steroids are synthetic substances similar to the male sex hormone, testosterone. These drugs are used illegally by athletes to build muscle, improve their physical appearance, boost their athletic performance, and give them a competitive advantage.

OTHER NAMES

Roids, juice, stackers, pumpers, weight trainers and gym candy

APPEARANCE

Steroids come in pill, lotion, and liquid form

METHODS OF INGESTION

Some users swallow steroid pills and others inject themselves with liquid steroids using a hypodermic needle. Steroid lotion can also be applied topically. Some users take two or more kinds of steroids at the same time in order to get bigger faster, this is called "stacking".

SIGNS OF USE

Steroid users exhibit rapid muscle development and hormone imbalance. Users can also experience extreme mood swings, including manic-like symptoms leading to violence as well as homicidal and suicidal tendencies. Others may suffer from paranoid jealousy, extreme irritability, delusions, and impaired judgment stemming from feelings of invincibility. Other signs are severe acne, greasy hair and baldness in both males and females.



Tobacco

WHAT IS IT?

Tobacco is a plant that comes in two varieties, *nicotiana tabacum* and *nicotiana rustica*. *Nicotiana rustica* is used the most and provides the source of all the tobacco produced in the United States.

OTHER NAMES

Cigarettes: cigs, coffin nails, butts, fags, smokes

Cigars: stogies

Smokeless Tobacco: chew, chaw, dip, spit tobacco.

APPEARANCE

Leaves from the tobacco plant are dried and shredded and then rolled into cigarettes or cigars, or packaged as pipe or chewing tobacco or as snuff. Tobacco leaf is the only organic source of nicotine - the addicting chemical.

METHODS OF INGESTION

Tobacco is smoked or chewed. Most smokers use cigarettes. The nicotine-heavy smoke is inhaled into the lungs where it produces a pleasurable sensation not unlike a high. Some people smoke tobacco in cigars and pipes. Most people who smoke cigars or pipes do not inhale because the nicotine is strong enough to be absorbed through the mouth. Chewing tobacco is usually pinched between the users gum and cheek.

SIGNS OF USE

The most obvious sign of tobacco smoking, regardless of whether cigarettes, cigars, or pipes, is the odor associated with it. Tobacco use also causes stained teeth, bad breath, and foul smelling hair and clothes. Smoking frequently results in coughs, shortness of breath, and respiratory illnesses. According to the surgeon general, tobacco may cause cancer. First time users of tobacco may experience nausea, dizziness, and a headache.