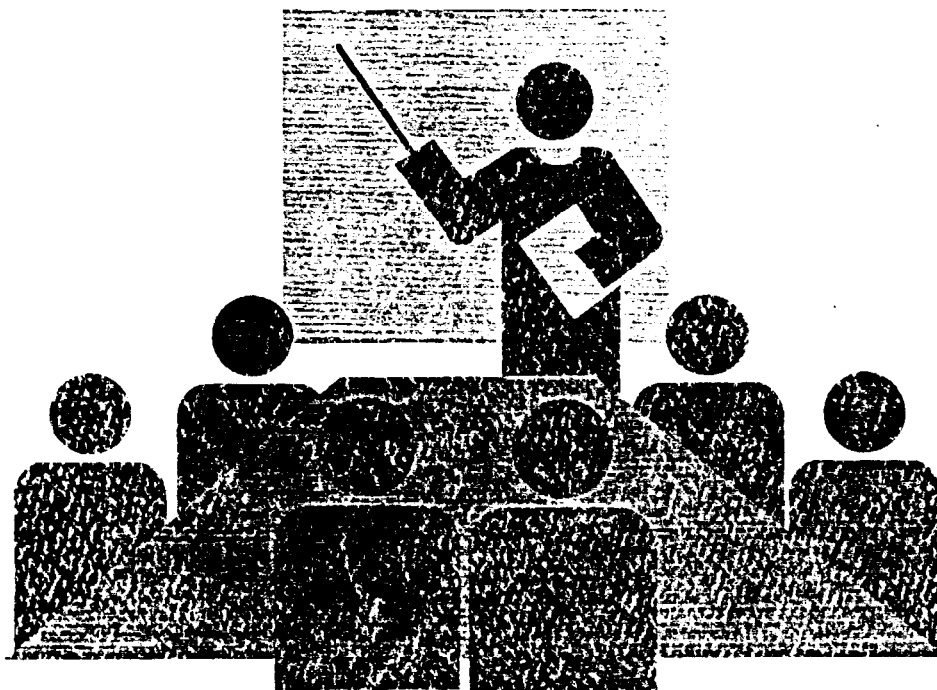


# Volunteer Orientation

~ for Frequent &  
Regular Volunteers



Trainer's Guide Developed for the  
National Institute of Corrections by  
Regional Field Coordinators from the  
"Great Western" Region -- 1996

# NATIONAL INSTITUTE OF CORRECTIONS

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NIC is fully committed to equal employment opportunity and to ensuring full representation of minorities, women, and disabled persons in the workforce. NIC recognizes the responsibility of every employer to have a workforce that is representative of this nation's diverse population. To this end, NIC urges agencies to provide the maximum feasible opportunity to employees to enhance their skills through on-the-job training, work-study programs, and other training measures so they may perform at their highest potential and advance in accordance with their abilities. NIC will look favorably upon applications for programs where project staff and nominees for training include fair representation of women, minorities, and persons with disabilities.

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## **VOLUNTEER ORIENTATION TRAINING TRAINER'S GUIDE**

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### **VOLUNTEER ORIENTATION TRAINING FREQUENT AND REGULAR VOLUNTEERS TRAINER'S GUIDE**

The program you are about to administer is designed for volunteers who have been registered at the facility as (Frequent and Regular) volunteers.

“Volunteers who participate in programs more than three times per year.

Institution Exposure:

- a. Moderate to frequent volunteer-to-inmate contact.
- b. Programmatic expectations.
- c. intermittent or constant staff supervision.

Examples: clergy persons, Native American Medicine Persons/Spiritual Advisors, Imams, and Rabbis; counselors; group facilitators; drug abuse counselors; instructors and literacy coaches; athletic teams as part of a series; speakers or presenters; and recreation or hobby instructors.”

This training is designed to provide volunteers the knowledge and skills necessary to be successful within the institution. The training is organized into seven categories:

1. Welcome and Introductions.
2. Volunteer Code of Conduct Training and Professional Relations with Inmates.
3. Contraband and Security.
4. Freedom of Information/Privacy act/Release Of Information.
5. Personal Safety
6. Facility Tour and Job Orientation
- \*7. Closing Comments and Thank-you.

\*The trainer is responsible for developing appropriate, institution-specific material for presentation on these topics.

## VOLUNTEER ORIENTATION AND TRAINING TRAINER'S GUIDE

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### THREE STEP TRAINING METHOD

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- Preparation
  - Presentation
  - Follow-up
- 

The first step in this training involves **PREPARATION**. This step is the most important and, typically, the most overlooked. You shouldn't just "start training." You need to prepare:

- √ Yourself
- √ Volunteers
- √ Learning Space

1. Review the structured program, objectives, and materials.
2. Obtain equipment, materials, forms, training data.
3. Determine what the volunteer should be able to do.
4. Develop activities to be completed by the volunteer.
5. Find a place where you can meet without interruption.
6. Make the space comfortable, clean, and uncluttered.
7. Think about the volunteer's success in her or his task.

## VOLUNTEER ORIENTATION AND TRAINING TRAINER'S GUIDE

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### THREE STEP TRAINING METHOD

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- ☐ Preparation
  - Presentation
  - ☐ Follow-up
- 

The second step in this training involves **PRESENTATION** to the volunteer. The step will be easier if you have prepared yourself.

- √ Take it easy.
- √ Think about how it should be done.
- √ Keep on track.

1. Put the volunteers at ease.
2. Summarize what will be presented.
3. Think in 15 minutes blocks - test understanding often.
4. Fill in the gaps.
5. Provide feedback often, provide suggestions often.
6. Explain each task before demonstrating it.
7. Make it interesting.

## VOLUNTEER ORIENTATION AND TRAINING TRAINER'S GUIDE

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### THREE STEP TRAINING METHOD

---

- Preparation
  - Presentation
  - Follow-up
- 

The final step in the training program involves **FOLLOW-UP**. Some managers and trainers wrongly omit this step. Use this step to get the volunteer "back on track," even after they have completed the training.

- √ Is the volunteer able to understand the information presented?
  - √ Is the volunteer able to perform his or her assignments correctly?
  - √ Stop, look, and listen.
1. Provide follow-up after training.
  2. Provide encouragement.
  3. Encourage questions.
  4. Is the task being done correctly?
  5. Did the training "take?"
  6. Think about how to do it better the next time.

# VOLUNTEER ORIENTATION

TRAINER'S GUIDE  
MODULE ONE:  
WELCOME TO THE (Name of Agency)

**NATIONAL INSTITUTE OF CORRECTIONS ACADEMY  
LESSON PLAN COVER SHEET**

**Course Title:** VOLUNTEER ORIENTATION TRAINING  
**Lesson Title:** Module 1 - Welcome to the (Name of Agency)  
**Instructor(s):** Volunteer Coordinator  
**Adapted by:** Vic Jacobsen      **Date:** April 5, 1996

<p>Time Frame:</p> <p>Total    hr., <u>45</u> min.</p> <p>Suggested Schedule:</p> <p>Day: One</p> <p>Time(s):</p>	<p><b>Target Population:</b> New Volunteers</p> <p><b>Number of Participants:</b> 24-30</p> <p><b>Space Requirement:</b> Classroom</p>
<p><b>Performance Objectives:</b></p> <p>Participants will be able to:</p> <ol style="list-style-type: none"> <li>1. List the objectives of the volunteer program.</li> <li>2. Describe the type of inmates housed at the institution.</li> <li>3. Identify the items that can be brought into the institution, and items that can be taken out of the institution.</li> <li>4. Describe method of entering and exiting the institution.</li> </ol>	<p><b>Evaluation Procedures:</b></p> <p><b>(How will objectives be evaluated?)</b></p> <p>Student Participation</p>



<b>Methods/Techniques:</b> Lecture and Group Discussion			
INSTRUCTOR MATERIALS: Volunteer Handbook		REFERENCES: Federal Bureau of Prisons, Volunteer Orientation and Training TRAINER'S GUIDE	
<b>Equipment and Supplies Needed:</b>			
<p>X Flipchart &amp; Stands 1 Number Needed</p> <p>Chalkboard</p> <p>16mm Projector Film Length: min.</p> <p>Slide Projector Type: Carousel Tray Sound-on-Slide</p> <p>Screen</p> <p>X Flipchart Pads 2 Number Needed</p> <p>6 Felt-Tip Markers 3 Different Colors</p> <p>X Masking Tape (size 1/2") 2 Rolls Needed Other _____</p>		<p>Videotape Player</p> <p>Type: 1/2" VHS Other (Specify)</p> <p>Videotape length: min.</p> <p>Videotape recorder with camera</p> <p>TV(s) 23" 27" 33" (Indicate size &amp; quantity)</p> <p>VIDEO SHOW</p> <p>Overhead Projector</p> <p>Computer(s): Quan: 1 or 2</p> <p>_____</p>	
Student Materials (Handouts)			
Title*	# Needed	When Distributed	Comments
Volunteer Handbook			
<b>*Copyright clearances will need to be obtained, unless otherwise indicated</b>			

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**MODULE ONE**

**LESSON: Welcome to the (Name of Agency)**

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**PRESENTATION GUIDE**

**TRAINER NOTES**

**I. ANTICIPATORY SET**

In this first session, I would like to provide you with an opportunity to learn about the (Agency), give you a chance to understand what we do, and help you determine how you will fit into our Consider having institution programs.

This session is one in a series you will be going through. Our desire is to make your adjustment to the correctional environment a smooth one for you, the institution, and the inmates.

In this session, we will specifically cover the following:

- The objectives of the volunteer program.
- The type of inmates housed at the institution.
- The method of entering and exiting the institution.
- Items that can be brought into the institution, and items that can be taken out of the institution.

Introduce yourself and welcome the volunteers. Consider having volunteers introduce themselves. The Warden and other staff may wish to participate. Prepare in advance for an effective introduction - it will set the tone for training.

**II. INPUT/CONTENT**

**(Name of Agency) OVERVIEW**

Before we get into the specifics of the volunteer program, I would like to provide you with a brief overview of the criminal justice system, corrections, and the (Name of Agency).

The following video tape includes . . .

Play video tape if available.

Are there any questions?

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**MODULE ONE**

**LESSON: Welcome to the (Name of Agency)**

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**PRESENTATION GUIDE**

**TRAINER NOTES**

The (Agency)'s mission is to protect society by confining offenders in the controlled environment of prisons and community based facilities that are safe, humane, and secure, and that provide work or other self-improvement opportunities to assist offenders in becoming law-abiding citizens.

The (Name of Agency) policy provides guidelines and procedures for allowing volunteers in (Name of Agency) facilities to assist with inmate programs.

The department recognizes that involvement of volunteers from the community is vital to both inmates and staff and encourages their use in all of its facilities.

A (Name of Agency) goal is to expand the involvement of citizens from the local community. This goal will be accomplished through proactive relationships with community groups and organizations, volunteers and volunteer organizations, and the many other agencies whose services effect or are affected by the incarceration of offenders and their reintegration into the community.

The remainder of your orientation will be getting more and more specific. We wanted you to see the "big picture" first. I would now like to talk about the institution. Later sessions will help you understand what you will be doing in the institution.

**OVERVIEW OF INSTITUTION PROGRAMS AND  
VOLUNTEER PROGRAMS**

At this time, I would like to discuss the objectives of the institution and the volunteer program. Hopefully, this will help you understand why you are here.

Generally, our institution goals are to ensure the protection of the public, provide a safe working

Provide an overview of corrections and the (name of agency), including up-to-date, statistical information.

Ask if there are any questions and be prepared to address those questions.

Discuss the specific types of programs offered at the institution and relate these to the inmates served by the programs.

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MODULE ONE

LESSON: **Welcome to the (Name of Agency)**

**PRESENTATION GUIDE**

**TRAINER NOTES**

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environment for staff, and to provide a safe living environment for inmates.

The primary responsibility of institution staff is to maintain security. Their second responsibility is to protect the community. The third responsibility is to protect the inmates themselves.

The objectives of institution programs are to provide services and programs to address inmate needs, and to provide productive activities for inmates. This objective is accomplished through: identifying special needs of inmates, providing educational and vocational opportunities, developing productive work activities, presenting drug and mental health counseling, and encouraging community reintegration activities.

Our specific institution goals for volunteers are to:

- Educate the community about the goals and mission of the local facility and
- Promote sound community relations.

**SPECIFIC INSTITUTION INFORMATION**

Now that you have some idea of why you are here and what we are trying to do with the volunteer program, I would like to give you some specific background information about this institution.

Let's begin by discussing our history and where we have been.

Now that you have a little information about the institution, I would like to tell you about the type of inmates we have here.

Discuss industries, educational, vocational, drug treatment, and religious programs

Provide any other specific institution volunteer program goals.

Provide a short history of the institution. Include:

- Date established
- Changes of the years in mission, status, security level, etc.
- Current security level

Describe inmates profile at the institution. Include:

- Average sentence length

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**MODULE ONE**

**LESSON: Welcome to the (Name of Agency)**

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**PRESENTATION GUIDE**

**TRAINER NOTES**

This is important because you need to have a sense of what type of inmate you will be working around. While working with inmates is generally the same regardless of their security or custody level, you need this information before you start working inside.

- . Racial and ethnic statistics
- . Other demographic information.

As I said before you need to know what type of inmate we have here. The type of inmate we have has a great impact on the programs and institution management.

How do you think these programs will affect you and the type of services you will be providing?

**GETTING INTO THE INSTITUTION**

I am sure you are wondering how you will get in the institution. Probably very much like you did today, but let me give you the specifics.

Also, here are some general things to remember:

- Lock your car.
- Check for contraband.
- Search yourself for things you might bring into the institution unexpectedly.

Describe specific entrance procedures.

Highlight these by writing on flip chart or blackboard.

**GUIDELINES WHILE IN THE INSTITUTION**

There are some basic procedures you must follow while at this institution.

These "do's and don'ts" are not inclusive, but represent a functional approach to conducting yourself as a volunteer.

We do ask that you conduct yourself in accordance with the institution's rules and regulations.

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**MODULE ONE**

**LESSON: Welcome to the (Name of Agency)**

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**PRESENTATION GUIDE**

**TRAINER NOTES**

Ask staff when you do not understand something that applies to a particular activity.

- Do report to staff any unusual actions or behavior, violation, or attempted violation.
- Do leave personal items locked in your vehicle.
- Do bring your driver's license with you to enter the institution.
- Don't bring keys into or out of the institution.
- Don't bring firearms or other weapons into the institution or on Federal property (including the parking lot).
- Never accept gifts or favors from inmates.
- Don't give, or offer to give, anything to an inmate.
- Don't bring any correspondence into or out of the institution.
- Remember that being a volunteer is different from being a "friend" to an inmate.

At this time I would like to discuss those things that are not allowed at the institution.

We realize that you are not (Agency) employees, but we must ask you to abide by the standards we've set. Remember that you are in a correctional institution and your conduct should be a model for everyone.

Are there any questions?

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**MODULE ONE**

**LESSON: Welcome to the (Name of Agency)**

**PRESENTATION GUIDE**

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**GETTING OUT OF THE INSTITUTION**

Before you exit the institution make sure you have all your personal belongings with you.

**III. SUMMARY**

In summary, please remember the following:

- You are important to the institution.
- Take your responsibilities seriously - this is a serious business.
- Working inside the institution or around inmates is not like working in the community.
- If you have problems, concerns, suggestions, or questions; please talk to your supervisor or contact the Volunteer Coordinator.

Thank you for your attention, and you can take a break until the next session.

# VOLUNTEER ORIENTATION TRAINING

## TRAINER'S GUIDE MODULE TWO: VOLUNTEER CODE OF CONDUCT AND PROFESSIONAL RELATIONS WITH INMATES



NATIONAL INSTITUTE OF CORRECTIONS ACADEMY  
LESSON PLAN COVER SHEET

Course Title: VOLUNTEER ORIENTATION TRAINING

Lesson Title: Module 2 - Volunteer Code of Conduct and Professional Relations with Inmates

Instructor(s): Volunteer Coordinator

Adapted by: Vic Jacobsen Date: April 5, 1996

<p><b>Time Frame:</b></p> <p>Total 1 hr., 0 min.</p> <p>Suggested Schedule:</p> <p>Day: One</p> <p>Time(s):</p>	<p><b>Target Population:</b> New Volunteers</p> <p><b>Number of Participants:</b> 24-30</p> <p><b>Space Requirement:</b> Classroom</p>
<p><b>Performance Objectives:</b></p> <p>Participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify three steps that must be taken to avoid excessively close contact with inmates.</li> <li>2. List five standards for which the institution expects volunteers to abide.</li> <li>3. List two things a volunteer must never do while involved in institution activities.</li> </ol>	<p><b>Evaluation Procedures:</b></p> <p>(How will objectives be evaluated?)</p> <p>Student Participation</p>

<b>Methods/Techniques:</b> Lecture and Group Discussion	
<b>INSTRUCTOR MATERIALS:</b> Volunteer Handbook	<b>REFERENCES:</b> Federal Bureau of Prisons, Volunteer Orientation and Training TRAINER'S GUIDE
<b>Equipment and Supplies Needed:</b>  <input checked="" type="checkbox"/> Flipchart & Stands <u>  1  </u> Number Needed <input type="checkbox"/> Chalkboard  <input type="checkbox"/> 16mm Projector Film Length: <u>    </u> min.  <input type="checkbox"/> Slide Projector Type: <input type="checkbox"/> Carousel <input type="checkbox"/> Tray <input type="checkbox"/> Sound-on-Slide  <input type="checkbox"/> Screen  <input checked="" type="checkbox"/> Flipchart Pads <u>  2  </u> Number Needed  <u>  6  </u> Felt-Tip Markers <u>  3  </u> Different Colors  <input checked="" type="checkbox"/> Masking Tape (size ½") <u>  2  </u> Rolls Needed Other _____	<input type="checkbox"/> Videotape Player  Type: <u>    </u> ½" VHS <input type="checkbox"/> Other (Specify)  <u>    </u> Videotape length: <u>    </u> min.  <input type="checkbox"/> Videotape recorder with camera  <input type="checkbox"/> TV(s) <u>    </u> 23" <u>    </u> 27" <u>    </u> 33" (Indicate size & quantity)  <input type="checkbox"/> VIDEO SHOW  <input checked="" type="checkbox"/> Overhead Projector  <input type="checkbox"/> Computer(s): Quan: 1 or 2  _____

Student Materials (Handouts)			
Title*	#Needed	When Distributed	Comments
Volunteer Handbook			
<b>*Copyright clearances will need to be obtained, unless otherwise indicated</b>			

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**MODULE TWO**

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**LESSON: Volunteer Code of Conduct and Professional relations with Inmates**

**PRESENTATION GUIDE**

**TRAINER NOTES**

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**I. ANTICIPATORY SET**

This session is designed to provide information about the Volunteer Code of Conduct and standards for how you should conduct yourself.

We will define:

1. Conduct
2. Standards
3. Proper behavior

In this session, we will discuss the Volunteer Code of Conduct. Additional information will be presented on how the (Name of Agency) expects you to conduct yourself. In all of your volunteer activities you should always be mindful of the high standards of behavior expected.

Conduct by definition is a personal decision. You may allow someone else to influence you, but no one can force you to conduct yourself in a certain way - the choice is yours and yours alone.

A standard is both a method and a measurement. Most professional organizations have standards.

When we use the term Volunteer Code of Conduct, we mean the (Agency)'s standards of how volunteers should act.

**As** a volunteer, your personal conduct and standards should reflect this institution and its employees.

The purpose of this lesson is to ensure that you understand the standards of conduct that apply to you. One of your biggest responsibilities is to conduct yourself in accordance with the (Name of Agency) standards. Knowing what conduct is expected

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**MODULE TWO**

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**LESSON: Volunteer Code of Conduct and Professional relations with Inmates**

**PRESENTATION GUIDE**

**TRAINER NOTES**

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of you will enable you to fulfill your responsibility as a volunteer.

Before we leave this room, we will try in every way to make sure you understand what conduct this institution expects of you and how you should conduct yourself.

Specifically, you will learn:

- Steps which volunteers may use to avoid excessively close contact with inmates.
- Standards to which volunteers must adhere while providing services.
- Behavior in which a volunteer shall not engage while at the institution.

Show overhead or write on blackboard.

## **II. INPUT/CONTENT**

### **INTERACTION WITH INMATES**

In order to avoid a conflict of interest or perceived conflict of interest, VOLUNTEERS MUST:

1. Refrain from excessive contact with inmates.
2. Avoid contact with the families and friends of inmates and with former inmates. (Unless, of course, your volunteer service is with the families of offenders.)
3. Do NOT act as a mail carrier for inmates.

Show overhead.

It may be difficult for you to have to refuse an inmate's request, but remember inmates are convicted criminals, and they are serving a sentence in restitution for crimes they committed against society.

**LESSON: Volunteer Code of Conduct and Professional relations with Inmates**

**PRESENTATION GUIDE**

**TRAINER NOTES**

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One way you can accomplish this is to earn the respect of inmates. This can be done by showing inmates that you respect them and can't be easily conned.

Are there any questions?

Ask for questions and feedback.

**STANDARDS VOLUNTEERS MUST ADHERE TO WHILE PROVIDING SERVICES**

You must maintain a proper professional attitude toward inmates and refrain from becoming involved with them in any inappropriate way. Maintaining the balance between professional courtesy and personal involvement is a challenge that will add an important dimension to your task as a volunteer.

What we will be doing in this session is trying to help you learn how to build a professional relationship with inmates without becoming too personally involved or being compromised.

As part of the (Name of Agency) overall mission, we provide humane treatment for inmates. This does not mean showing partiality or favoritism. What you may believe is a simple act of kindness may be a violation of (Name of Agency) rules and an invitation for inmates to take advantage of you. If you get thereputation for being an easy mark, you will have a difficult time shaking it off. Even the smallest acts - like giving or accepting a cigarette, or even just a 'light - can lead to trouble.

These small acts can make you susceptible to blackmail and manipulation which can lead to more serious, or even illegal acts.

Therefore, do not accept, offer, or provide items of any kind to inmates including cigarettes and matches,

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**MODULE TWO**

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**LESSON: Volunteer Code of Conduct and Professional relations with Inmates**

**PRESENTATION GUIDE**

**TRAINER NOTES**

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postage stamps, a piece of candy, a soft drink, or a cup of coffee.

You may wonder how giving an inmate one postage stamp, or a piece of candy can be illegal. You should remember that an inmate never asks for one favor, and they know you are breaking the rules if you do them a favor or give them something. They will ask for more and more until you say no; then, an inmate could threaten to report you if you refuse them. Inmates will begin by asking for small things or they may ask you to deliver something for them. For example, you could be asked to send a letter to an inmate's sick spouse or to deliver birthday gift to an inmate's son. Just say no! Report any inmate requests of this type to your supervisor or the Volunteer Coordinator.

If you don't say no, an inmate may ask you to bring in or deliver something for them which is illegal. By saying no the first time and reporting the incident to your supervisor or the Volunteer Coordinator, you will have built a reputation for yourself as honest and straight-forward.

Interpersonal relationships between the staff and inmates are influenced by the institution environment. A correctional setting is an unnatural arena for a human being and should be recognized as such. The transition from a free society where a person makes his own conscious decisions to an institution where there is constant supervision by staff may be very traumatic.

Recognition of these factors affecting human behavior may mean the difference between helping or hurting an inmate's ability to correct his behavior and develop a more positive attitude.

Chances are while you are conducting your services here, you will get to know some of the inmates quite

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**MODULE TWO**

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**LESSON: Volunteer Code of Conduct and Professional relations with Inmates**

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well. You will also have a greater effect on them than you realize. You have an advantage over staff when it comes to working positively with inmates. For one thing, you are not viewed as an "enforcer," you're not a correctional officer. Therefore, inmates are more likely to trust you and talk openly with you. You must realize, however, that you are working in a prison and you should remain professional at all times.

To accomplish this, you should consider the following:

1. Always use sound judgement and discretion.

Show overhead.

To maintain a supportive relationship with inmates, contemporary correctional philosophies suggest the establishment of supportive relationships between the community, inmates, and ex-inmates as a method to support the goals of rehabilitation. The policy of the (Agency) is for the volunteer to develop these kinds of relationships; but to remember that sound judgement and discretion must be exercised so this will not cause a conflict.

2. Never show favoritism or preferential treatment.

Remaining fair and objective with inmates presupposes fair and objective actions by all volunteers. No favoritism or preferential treatment of one inmate, or group of inmates, over another, is allowed within an institution environment.

3. Honor the rights of all inmates.

Acknowledgment of the rights of human dignity afforded to inmates will depend upon each volunteer recognizing that inmates are individuals and must be afforded these rights that apply to all of us. We encourage all volunteers to become as actively

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**MODULE TWO**

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**LESSON: Volunteer Code of Conduct and Professional relations with Inmates**

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involved with inmates as their role and (Name of Agency) policy permits.

4. Establish appropriate communication channels with inmates.

Communication with inmates can be a useful supplement to support in-person contact. There are, however, inherent security risks. Remember all calls placed by inmates may be monitored.

There is an inherent danger of manipulation in corresponding with and receiving telephone calls from inmates.

5. Guidance to inmates can be helpful.

Giving advice can be good or bad. A common error for some of us is to jump to a conclusion without understanding what it is the inmate is trying to communicate. If volunteers do not get all the facts and give advice that is relevant to the inmate, the inmate will have the tendency to blame volunteers and staff.

If you do not have the answer to a problem, admit it. You could also state that at this time, you do not have the answer, but will get back with the inmate later. Look the answer up, or refer the inmate to someone who can give him or her the proper advice or answer.

Following-up with an inmate's request is very important to them when you indicate you will do something.

Remember, giving bad advice is worse than giving no advice at all. Providing no advice may not help, but at least you have not worsened the situation.



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**MODULE TWO**

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**LESSON: Volunteer Code of Conduct and Professional relations with Inmates**

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By listening with respect and concern, you show inmates that you are interested in them as people. This alone is a positive thing and may help in the future because you did not put a person down just because of the person's status as an inmate.

6. **Be** honest with inmates at all times.

Never promise inmates you will do something for them if you can not deliver. Inmates will be resentful and feel that you are a dishonest person who cannot be trusted.

As a volunteer, you should know the limits of authority. For example, do not tell an inmate if she or he performs well on the job, you can get a sentence reduced.

Another example is promising an inmate that he or she will get extra good time for a behavior or activity when in fact this decision is based on law.

**III. SUMMARY**

The last objective of this session is to reemphasize some things you must do or not do. You may not remember all of these word for word, but they are basically common sense tips.

**DO's**

- The most important thing is that you be yourself and do not put on any facades.
- Be open and honest with inmates.
- Be friendly.

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**MODULE TWO**

**LESSON: Volunteer Code of Conduct and Professional relations with Inmates**

**PRESENTATION GUIDE**

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- Encourage and interact with inmates.
- Be careful not to over identify with inmates.
- Be firm when necessary.
- Respect and accept inmates as individuals and leave your prejudices outside of this facility.

**DON'TS**

- Racist, bigoted, and sexist behavior will not be tolerated.
- The use of illegal drugs and narcotics or the abuse of drugs and alcohol is prohibited at all times. The use of alcoholic beverages prior to or while providing volunteer services is strictly prohibited.
- Brutality, physical violence, or intimidation of inmates is not to be tolerated or permitted.
- The use of obscene or verbally abusive language by volunteers when communicating with inmates or others is not accepted.
- The collection of money from inmates, or donation of money to inmates or their families, friends or acquaintances is absolutely prohibited.
- You must not accept any gifts or favors of any kind from an inmate, his or her family or friends. If you are not sure about a situation, check with your supervisor or the Volunteer Coordinator.

Are there any questions?

Ask interactive question.

I hope this session has been helpful. I especially hope you will keep these principles in mind at all times.

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MODULE TWO

**LESSON: Volunteer Code of Conduct and Professional relations with Inmates**

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Remember:

- Respect and accept inmates.
- Intimidation of inmates is not permitted.
- Never promise inmates something if you can not deliver it.
- Inmates are convicted criminals.
- Refrain from inappropriate contact with inmates.

Write on flip chart or blackboard.

Now we will have a short break before the next session.

## OBJECTIVES

- Identify three steps which volunteers may use to avoid excessively close contact with inmates.
- List five standards which volunteers must adhere to while providing services.
- List two things a volunteer must never do while involved in institutional activities.

## INTERACTION WITH INMATES

In order to avoid a conflict of interest or perceived conflict of interest

YOU MUST:

- Refrain from excessive contact with inmates.
- Avoid contact with the families and-friends of inmates and with former inmates. (Unless, 'of course, your volunteer service is with the families of offenders.)
- Not act as a mail carrier for inmates.

## REMAIN PROFESSIONAL AT ALL TIMES

- Always use sound judgement and discretion.
- Never show favoritism or preferential treatment.
- Honor the 'rights of all inmates.
- Establish appropriate communication channels with inmates.

# VOLUNTEER ORIENTATION TRAINING

## TRAINER'S GUIDE MODULE THREE: CONTRABAND AND SECURITY

NATIONAL INSTITUTE OF CORRECTIONS ACADEMY  
LESSON PLAN COVER SHEET

**Course Title:** VOLUNTEER ORIENTATION TRAINING

**Lesson Title:** Module 3 - Contraband and Security

**Instructor(s):** Volunteer Coordinator

**Adapted by:** Vic Jacobsen                      **Date:** April 5, 1996

<p><b>Time Frame:</b></p> <p>Total 1 hr., 30 min.</p> <p>Suggested Schedule:</p> <p>Day: One</p> <p>Time(s):</p>	<p><b>Target Population:</b> New Volunteers</p> <p><b>Number of Participants:</b> 24-30</p> <p><b>Space Requirement:</b> Classroom</p>
<p><b>Performance Objectives:</b></p> <p>Participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe two common ways contraband is introduced to the institution-and define contraband.</li> <li>2. Describe ways to control contraband.</li> <li>3. Give two examples of the effects of contraband in the institution.</li> </ol>	<p><b>Evaluation Procedures:</b></p> <p><b>(How will objectives be evaluated?)</b></p> <p>Student Participation</p>



<b>Methods/Techniques:</b> Lecture and Group Discussion			
<b>INSTRUCTOR MATERIALS:</b> Volunteer Handbook		<b>REFERENCES:</b> Federal Bureau of Prisons, Volunteer Orientation and Training TRAINER'S GUIDE	
<b>Equipment and Supplies Needed:</b>			
<u>X</u> Flipchart & Stands <u>1</u> Number Needed		<u>  </u> Videotape Player	
<u>  </u> Chalkboard		Type: <u>  </u> ½" VHS	
<u>  </u> 16mm Projector		<u>  </u> Other (Specify)	
Film Length: <u>  </u> min.		<u>  </u> Videotape length: <u>  </u> min.	
<u>  </u> Slide Projector		<u>  </u> Videotape recorder with camera	
Type: <u>  </u> Carousel		<u>  </u> TV(s) <u>  </u> 23" <u>  </u> 27" <u>  </u> 33"	
<u>  </u> Tray		(Indicate size & quantity)	
<u>  </u> Sound-on-Slide		<u>  </u> VIDEO SHOW	
<u>  </u> Screen		<u>X</u> Overhead Projector	
<u>X</u> Flipchart Pads <u>2</u> Number Needed		<u>  </u> Computer(s): Quan: 1 or 2	
<u>6</u> Felt-Tip Markers <u>3</u> Different Colors		<u>  </u> _____	
<u>X</u> Masking Tape (size ½") <u>2</u> Rolls Needed			
Other <u>  </u>			
<b>Student Materials (Handouts)</b>			
Title*	#Needed	When Distributed	Comments
Volunteer Handbook			
<b>*Copyright clearances will need to be obtained, unless otherwise indicated</b>			

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**I. ANTICIPATORY SET**

An institution is not like the outside community. One difference is that many common items you find in the outside community are not allowed in the institution and are considered contraband.

It is important for your safety, the safety of staff, the safety of the inmates, and the safety of the community that you understand and are able to recognize contraband in the institution.

In this session we will learn about the following:

- The policy relating to contraband and the consequences of violating it.
- Areas of the contraband policy which volunteers most often violate.
- What to do if you violate the contraband policy or if there is an attempt to compromise you.
- How inmates are accounted for and why accountability is important.

Write on flipchart or blackboard.

**II. INPUT/CONTENT**

**CONTRABAND DEFINED**

Can anyone tell me what contraband is?

Before we get into the specifics of recognition and disposition of contraband, I would like to provide you with a definition of contraband.

Ask interactive questions. Look for responses which include:

- unauthorized materials
- anything not approved by the department for inmates.

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Contraband is anything not authorized by the Warden to be brought into or taken out of the anything not institution.

Use overhead with definitions.

- Contraband is anything not sold to inmates in the commissary or issued by the institution.

There are serious consequences for anyone who introduces contraband into a state or local institution.

(Cite and quote laws and policy concerning the introduction of contraband and penalties)

**CONTROL OF CONTRABAND**

Now let's discuss why we control contraband.

Use overhead on the reason for controlling contraband.

We control contraband for the safety of our staff and inmates. We have a legal and moral responsibility to protect inmates and we all want to work in a safe environment. Controlling contraband helps prevent escapes and helps maintain order.

One method used to control contraband in this institution is a shakedown. A shakedown is a search - we shakedown inmates and we shakedown their cells and work areas.

Inmates may be searched any time they go from one place to another-from the visiting area to their cells, or from their work area to the recreation yard.

We shakedown their cells, the recreation yard, and work areas when inmates are not there to ensure that nothing has been hidden. Staff at this institution have found shakedowns to be an effective method of controlling contraband.

Another procedure we use to control contraband is careful observation and control of the visiting area,

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inmate mail (incoming and outgoing), dining areas, factories, and lockers.

The combination of control and observation with shakedown helps us to keep the contraband traffic at a minimum.

Now that you know what contraband is, and the consequences of it, I would like to discuss the types of contraband introduced at this facility and describe some of the common methods of introducing contraband.

**HOW CONTRABAND GETS INTO THE INSTITUTION**

1: The most common areas where contraband is introduced into the institution are:

- Visiting room
- Mail room
- Rear gate/service entrance
- Over the perimeter fence

Use overhead on contraband introduction.

2. Some examples of how contraband is introduced into the institution include:

- a. Visiting Room
  - Inmates swallow drug-filled balloons provided by visitors
  - Inmates receive small items passed during a kiss from spouses, children, or others.
- b. Mail Room
  - Attempts are made to smuggle drugs, weapons, and escape paraphernalia to inmates in newspapers, stamps, books, mail, and other packages.

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- Attempts are made to smuggle drugs, weapons, and escape paraphernalia to inmates in newspapers, stamps, books, mail, and other packages.
- c. Rear Gate/Service Entrance
  - Attempts have been made to introduce contraband on trucks, with drivers, or in the goods shipped to (Name of Agency) institutions which arrive through the rear gate or service entrance.
- d. Over the Perimeter Fence
  - Inmates working on the outside of the fence and others will attempt to introduce contraband by throwing it over the perimeter fence or dropping it **on** the institution grounds for retrieval by an inmate.

HOW CONTRABAND IS LOCATED

As I have explained, anything not authorized is contraband. Thus anything introduced into the institution by any means, that is not authorized, is contraband. Because contraband can find its way into the institution, we must maintain methods to locate the contraband.

How do you think we locate contraband in our institutions?

We locate contraband by searching and observing.

We search and observe:

- People
- Places
- Things

Use overhead on methods of finding contraband

Ask interactive questions, accept relevant answers.

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You can be an important link to the control of contraband in our institution. Inmates frequently try to see how observant you are, how well trained you are, and how knowledgeable you are of policy.

One way inmates may do this is by allowing you to see them with small contraband items. If this happens, tell your supervisor or the Volunteer Coordinator.

We search the inmate, the inmate's sleeping quarters, work areas, and general areas of the institution. We do this because inmates frequently hide contraband on the work site or other easily accessible areas. We also search the yard and fence areas and areas immediately outside the fence.

We search all trucks, all mail, all materials being introduced into the institution. But that is not enough, because it can still get into the institution.

This is why staff and volunteers are important in the control of contraband. You must know what contraband is and report any introduction or evidence of contraband in the institution.

**CONTRABAND ITEMS FOUND AT THIS INSTITUTION**

Let's talk about specific items that might be considered contraband in this institution; why they are considered contraband; and why it is important that you know about them.

Here are some items of contraband uncovered at the institution. In addition to these items, I will discuss other items that are contraband.

Show or describe some examples of contraband and explain why each item should not be allowed into the institution.

Pass around commissary list for review.

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I would also like you to review the commissary list. These are the items that are authorized to be sold in the commissary. Please look at this list.

**HOW VOLUNTEERS MAY BECOME INVOLVED WITH CONTRABAND**

Inmates generally will not come out and ask you to bring contraband into the institution. They will use time, friendship, sympathy, or coercion.

They may attempt to gain your sympathy by telling you stories about how rough it is in this place without a certain item from the outside. They hope you will sympathize with them and bring it in. For the most part this first item probably is not too important to anyone.

They may attempt another method of getting you to feel a need to "help" them. These inmates will say they are unable to obtain, pay for, or ship in particular items, such as religious or educational materials. Again this may not be of any real significance - now. However, the small item may become the biggest thing in your life.

Inmates observe you to discover your likes and dislikes. They will listen to you for clues to potential weak areas that could be exploited for their gain. For example, you may like classical music. An inmate who would like to gain a favor might engage you in discussion about classical music. These discussions might last over an extended period of time. After a relationship has been formed, the inmate may then ask you to bring in the latest book on a particular subject of classical music.

Nothing wrong with that is there?

Maybe not now, You do this and your discussions continue. The inmate asks you to bring in regular items pertaining to classical music.

Consider developing your own example or use an example from your institution.

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Nothing wrong yet, is there? After all, you are really seeing a change in this inmate's attitude because of his seeing the materials.

Probably not yet. However, in both cases, the set-up has occurred. I am sure you are thinking about what an inmate could possibly do to make you bring in contraband. Well, in both of these examples, the music book, religious materials, and educational materials are contraband unless prior permission was allowed by the Warden.

This is just one example of how easy it is to get caught up in the simplest con. Just remember, do not bring anything in and do not take out anything which you did not bring into the institution with you.

If you suspect that any other volunteer or staff member is introducing contraband report it immediately!

Are there any questions?

What we will discuss next is how we account for the inmates we have. Inmate accountability is very important to our mission. We must know where every inmate is, or, be able to account for his or 'her whereabouts.

**INMATE ACCOUNTABILITY**

Regulations for all institutions provide that adequate means and methods be developed for making and keeping an accurate count of all inmates. To verify that a proper count is maintained, the rules and procedures should specify the following:

- When the inmates are to be counted.
- Where the inmates are to be counted.



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- How the inmates are to be counted.
- Who shall count the inmates.

Inmate accountability is a must for the proper operation of our institution - we must know where every inmate is 24 hours a day. The following methods and tools are typically used for inmate accountability: call out sheets, inmate passes, counts, and crew kits.

**1. Call out Sheets**

One method used to account for where inmates are is a call out sheet. It lets everyone know where an inmate should be.

Show a sample call out sheet which does not disclose Privacy Act data.

A call out is a list of inmates who have scheduled appointments on a certain day.

The department the inmate is to report to usually makes the request for the call out and provides the necessary information to the person responsible for making the input.

Here is a sample call out sheet.

**2. Pass Slips**

Inmate passes are used by inmates to get to scheduled appointments.

Show a sample pass slip which does not disclose Privacy Act data.

Here is a sample inmate pass.

**3. Counts**

One way we make sure everyone is accounted for is by doing regular scheduled counts -- making sure we've got exactly as many inmates as the institution is supposed to have.

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Although there are several types of counts, depending upon the particular circumstances, there are two counts which are essential while supervising inmates, formal counts and a informal count.

- Scheduled counts are regular counts. At this institution, staff count inmates \_\_\_\_\_ times at the following times:
- Census counts are irregular counts - "surprise counts" you might say, conducted at random times.

Provide the number and times of regular institution counts.

**4. Crew Kits**

The other method of accountability used is the crew kit. Under this system, all work detail supervisors are issued a card for each inmate containing an inmate's name, register number, and photograph. The supervisor uses the cards to help identify inmates assigned to their details.

Let me pose a question to you.

Ask interactive questions.

What if you are providing a volunteer program and an inmate is late or does not arrive?

Accept appropriate answers.

If an inmate who has an appointment is late, you should report this to the department supervisor, shift lieutenant, or the Volunteer Coordinator.

Are there any questions?

Now that you have an understanding of institution call out sheets, pass slips, counts, and what to do if an inmate is late or does not arrive, let's discuss key control.

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**KEY CONTROL**

Keys to this institution will be used by authorized correctional staff only. If you need to store supplies or your personal affects, you, should check with the program supervisor of that particular department.

Remember all institution keys are kept secured in the control room and must be checked out from there. However, you will not need to check out keys from the control center. Your program supervisor will provide you with whatever access you require. If you find a set of institution keys, return them to the control room, and let the officer-in-charge know where the keys were found and that they were left unattended.

Never bring keys of your own inside the institution.

If you see inmates with keys, notify your supervisor immediately.

Are there any questions?

I would like to give you a chance to test your knowledge and understanding of security and contraband. I will call out various items found in the institution. If in the possession of an inmate indicate whether or not they would be considered contraband.

**III. SUMMARY**

What are the main points we covered during this session?

Before you go, I would like to thank you for the time and effort you put into this training session. If you need my assistance while you are here, please feel free to ask at any time.

Ask for questions.

Point to or ask if several items are contraband. Be sure volunteers understand what items are contraband.

The trainer should assure the following points are covered.

- Definition of contraband.
- Importance of controlling
- What to do if one encounters contraband.

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- What to do if one finds institution keys
- Call out sheets and inmate passes.
- Regular and census counts.

## CONTRABAND DEFINED

Contraband is any item or article inside the institution has not been:

- Issued by the institution.
- Purchased in the commissary.
- Purchased through approved mail-order sources.
- Approved by an authorized staff member.

## REASONS TO CONTROL CONTRABAND

- For the safety of volunteers, visitors, staff, inmates, and the community.
- For the security of the institution.
- For the prevention of inmate escapes.
- For the orderly operation of the institution.

## WHERE CONTRABAND USUALLY COMES INTO THE INSTITUTION

- Mail Room
- Visitor Room
- Rear Gate/Service Entry
- Perimeter Fence/Institution Grounds

## METHODS OF LOCATING CONTRABAND

(Name of Agency) Staff Observe and Search:

- People
- Places
- Things



# VOLUNTEER ORIENTATION TRAINING

## TRAINER'S GUIDE MODULE FOUR: FREEDOM OF INFORMATION AND PRIVACY ACTS

NATIONAL INSTITUTE OF CORRECTIONS ACADEMY  
LESSON PLAN COVER SHEET

Course Title: VOLUNTEER ORIENTATION TRAINING

Lesson Title: Module 4 - Freedom of Information and Privacy Acts

Instructor(s): Volunteer Coordinator

Adapted by: Vic Jacobsen Date: April 5, 1996

<p><b>Time Frame:</b></p> <p>Total hr., 45 min.</p> <p>Suggested Schedule:</p> <p>Day: One</p> <p>Time(s):</p>	<p><b>Target Population:</b> New Volunteers</p> <p><b>Number of Participants:</b> 24-30</p> <p><b>Space Requirement:</b> Classroom</p>
<p><b>Performance Objectives:</b></p> <p>Participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Be able to name the two laws discussed during the session and describe one topic covered by-each.</li> <li>2. Be able to state at least two consequences of releasing covered information.</li> <li>3. Understand there are criminal penalties for violation of these laws.</li> </ol>	<p><b>Evaluation Procedures:</b></p> <p><b>(How will objectives be evaluated?)</b></p> <p>Student Participation</p>

<b>Methods/Techniques:</b> Lecture and Group Discussion			
<b>INSTRUCTOR MATERIALS:</b> Volunteer Handbook		<b>REFERENCES:</b> Federal Bureau of Prisons, Volunteer Orientation and Training <b>TRAINER'S GUIDE</b>	
<b>Equipment and Supplies Needed:</b>  <input checked="" type="checkbox"/> <u>1</u> Flipchart & Stands <u>1</u> Number Needed  <input type="checkbox"/> Chalkboard  <input type="checkbox"/> 16mm Projector Film Length: <u>    </u> min.  <input type="checkbox"/> Slide Projector Type: <input type="checkbox"/> Carousel <input type="checkbox"/> Tray <input type="checkbox"/> Sound-on-Slide  <input type="checkbox"/> Screen  <input checked="" type="checkbox"/> <u>2</u> Flipchart Pads <u>2</u> Number Needed  <input checked="" type="checkbox"/> <u>6</u> Felt-Tip Markers <u>3</u> Different Colors  <input checked="" type="checkbox"/> <u>2</u> Masking Tape (size 1/2") <u>2</u> Rolls Needed Other <u>    </u>		<input type="checkbox"/> Videotape Player  Type: <input type="checkbox"/> 1/2" VHS <input type="checkbox"/> Other (Specify)  <input type="checkbox"/> Videotape length: <u>    </u> min.  <input type="checkbox"/> Videotape recorder with camera  <input type="checkbox"/> TV(s) <input type="checkbox"/> 23" <input type="checkbox"/> 27" <input type="checkbox"/> 33" (Indicate size & quantity)  <input type="checkbox"/> VIDEO SHOW  <input checked="" type="checkbox"/> Overhead Projector  <input type="checkbox"/> Computer(s): Quan: 1 or 2  _____	
<b>Student Materials (Handouts)</b>			
Title*	#Needed	When Distributed	Comments
Volunteer Handbook			
<b>*Copyright clearances will need to be obtained, unless otherwise indicated</b>			

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**MODULE FOUR**

**LESSON: Freedom of Information and Privacy Acts**

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**I. ANTICIPATORY SET**

In your daily routine at the institution, you will run across information about staff and inmates. You will not have access to, and will not be allowed to, officially release information.

There may be occasions, however, where you might inadvertently have access to or give out information that you should not give out.

Undoubtedly you will be asked about the institution, the inmates, and maybe the staff, by people in the community because of your volunteer role. This is to be expected, but you should be careful about the types of information you give out.

**OBJECTIVES OF SESSION**

**We** are going to talk about two public laws that were enacted to allow access to public information, while ensuring the privacy of individuals. These two public laws were enacted to provide formal procedures for the release of information. We will not cover all of the details, but I do plan to cover those that you should be aware of. The topics include:

- The laws that govern release of information.
- The purpose of these laws.
- The information sources covered by the laws.
- The two provisions for the finding of guilt for the violation of the laws.

Write on flipchart or blackboard.

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**LESSON: Freedom of Information and Privacy Acts**

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**LAWS AND POLICY**

1. The Privacy Act, Part 5, United States Code, Section 552a.

The Privacy Act of 1974, sets forth a series of requirements governing Federal agency record-keeping practices intended to safeguard individuals against invasions of personal privacy. This act requires all Federal agencies to identify systems of records maintained by that agency, to inform the public of the identity, uses, and safeguards of these systems of records and to permit individual access to these systems of records.

Consider developing a handout, overhead transparency, or write on a flipchart or blackboard.

To implement the law, the (Agency) has issued a policy statement which defines responsibilities of (Agency) employees and establishes procedures to implement the Privacy Act.

2. The Freedom of Information Act, Part 5 United States Code, Section 552.

The Freedom of Information Act was created to allow people access to information developed, collected, or produced by the Executive Branch of the Federal government. The Freedom of Information Act requires procedural methods to process requests for records by the public.

Add any information which will help the volunteer understand the importance of the laws.

(Name of Agency) procedures are required to conform with state and federal regulations on the release of material and information.

Ask for questions.

**SPECIFIC INFORMATION SOURCES RELATED TO VOLUNTEERS**

At this time, I would like to talk specifically about the types of information covered by these laws. Staff and

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**LESSON: Freedom of Information and Privacy Acts**

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volunteers have a responsibility to protect the security of personal information and avoid unauthorized disclosure, either verbal, or in writing.

Volunteers shall:

1. Collect no information of a personal nature from individuals unless authorized to collect the information to achieve a function or carry out a volunteer responsibility officially approved by the (Agency).
2. Collect only the information from individuals which is necessary to perform official (Agency) functions or responsibilities.
3. Neither collect, maintain, use, nor disseminate information concerning an individual's personal, religious, or political beliefs, activities, or membership in associations and organizations, unless:
  - The individual has volunteered such information for his/her own benefit;
  - The information is expressly authorized by law to be collected, maintained, used, or disseminated; or
  - The activities involved are pertinent to and within the scope of an authorized investigation, adjudication, or correctional activity.
4. Advise their supervisor or the Volunteer Coordinator of the existence of or contemplated development of, any record system which retrieves information about individuals by individual identifiers.

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LESSON: **Freedom of Information and Privacy Acts**

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**PENALTIES**

Criminal penalties and civil liabilities are written into the law for violation of the Freedom of Information and Privacy Acts.

The Privacy Act prescribes criminal penalties for violation of certain provisions of the law. Individuals found guilty of a misdemeanor violation can be fined up to \$5,000 for willfully:

- Disclosing information or agency records, knowing that the disclosure is prohibited, to any person or agency not entitled to receive the information.
- Maintaining a system of records, knowing that a system of records has not been subject to public notice requirements of the Privacy Act.

The Freedom of Information Act prescribes a fine of no more than \$5000 for a misdemeanor request by any person who knowingly attempts to or obtains any record concerning an individual from an agency- under false pretenses.

That is a lot to remember, but a good rule of thumb is: "When in doubt...Don't give it out!"

**CONSEQUENCES OF RELEASING INFORMATION**

Can any of you think of any consequences of releasing information about inmates and staff?

At this point, are there any questions?

Ask interactive questions.

**III. SUMMARY**

Please remember, the following points:

Discuss the following

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**LESSON: Freedom of Information and Privacy Acts**

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**PRESENTATION GUIDE**

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You will be asked about your volunteer position by people outside this institution.

You will be asked about the institution and maybe inmates.

When in doubt.....Don't give it out!

If you do give out information and later realize you should not have, let your supervisor or the Volunteer Coordinator know immediately.

If you are asked about specific inmates, or incidents, or other information that makes you feel uncomfortable, let the staff know.

Are there any final questions?

Thank you for your attention, I hope this information will be helpful. Let me know if you have any questions, at any time, during your stay here.

You may take a break until the next scheduled session.

potential consequences:

- Identification of a witness protection inmate.
- Fights and assaults.
- Violation of a criminal statute.
- Other institution examples.



# **VOLUNTEER ORIENTATION TRAINING**

## **TRAINER'S GUIDE MODULE FIVE: PERSONAL SAFETY**

NATIONAL INSTITUTE OF CORRECTIONS ACADEMY  
LESSON PLAN COVER SHEET

Course Title: VOLUNTEER ORIENTATION TRAINING

Lesson Title: Module 5 - Personal Safety

Instructor(s): Volunteer Coordinator

Prepared by: Vic Jacobsen Date: April 5, 1996

<p><b>Time Frame:</b></p> <p>Total hr., 30 min.</p> <p>Suggested Schedule:</p> <p>Day: One</p> <p>Time(s):</p>	<p><b>Target Population:</b> New Volunteers</p> <p><b>Number of Participants:</b> 24-30</p> <p><b>Space Requirement:</b> Classroom</p>
<p><b>Performance Objectives:</b></p> <p>Participants will be able to:</p> <ol style="list-style-type: none"><li>1. List four emergency signals used at the institution.</li><li>2. Describe six of the eight tips to remember if a person is taken hostage.</li><li>3. Be able to understand and use emergency signals.</li></ol>	

<b>Methods/Techniques:</b> Lecture and Group Discussion											
<b>INSTRUCTOR MATERIALS:</b> Volunteer Handbook		<b>REFERENCES:</b> Federal Bureau of Prisons, Volunteer Orientation and Training TRAINER'S GUIDE									
<b>Equipment and Supplies Needed:</b>											
<u>X</u> Flipchart & Stands <u>1</u> Number Needed		___ Videotape Player									
___ Chalkboard		Type: ___ 1/2" VHS ___ Other (Specify)									
___ 16mm Projector Film Length: ___ min.		___ Videotape length: ___ min.									
___ Slide Projector		___ Videotape recorder with camera									
Type:    ___ Carousel ___ Tray		___ TV(s) ___ 23" ___ 27" ___ 33" (Indicate size & quantity)									
___ Screen            ___ Sound-on-Slide		___ VIDEO SHOW									
<u>X</u> Flipchart Pads <u>2</u> Number Needed		<u>x</u> Overhead Projector									
<u>6</u> Felt-Tip Markers <u>3</u> Different Colors		___ Computer(s): Quan: 1 or 2									
<u>X</u> Masking Tape (size 1/2") <u>2</u> Rolls Needed Other _____		_____									
<b>Student Materials (Handouts)</b>											
<table border="1"> <thead> <tr> <th>Title*</th> <th>#Needed</th> <th>When Distributed</th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>Volunteer Handbook</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Title*	#Needed	When Distributed	Comments	Volunteer Handbook			
Title*	#Needed	When Distributed	Comments								
Volunteer Handbook											
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**MODULE FIVE**

**LESSON: Personal Safety**

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**I. ANTICIPATORY SET**

We all like to work in a safe environment. Staff do their best at this institution to make things safe, but incidents do occur from time to time. This information is being provided to you so you will know what to do if an emergency does occur while you are on duty. I am not saying this to frighten anyone, but to make you aware of the need for caution and care. To do this, I would like to help you understand our institution's inmate profile so that you are aware that we do occasionally have problems.

Before we go any further, let me refresh your memory about why some of these inmates are at this facility.

Are there any questions?

Provide an overview of the institution profile. This should review information provided in Module One.

**II. INPUT/CONTENT**

**EMERGENCY SIGNALS**

Should an emergency or unusual situation develop in your area, there are emergency signals you can use to summon help. (Include agency specific procedures)

- Dial (agency #) on any telephone.
- Take any telephone off the hook.
- Pull a telephone from the wall.
- Make a loud noise.
- Whistle loudly.
- Use a body alarm if provided.

Show the overhead or list the institution emergency signals on the flipchart or blackboard. Explain each.

At this institution, staff (do or do not) use body alarms. As volunteers, you will probably not wear one during

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MODULE FIVE

**LESSON: Personal Safety**

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your time at the institution. Most likely, you will be escorted to and from your area or activity by institution staff. However, we do want to show you how a body alarm works.

Here is a body alarm and this is how it works:

- Push this button.
- Speak into the microphone loudly.
- Advise staff of your location.
- Describe the nature of situation.

You should demonstrate the use of a body alarm.

**HOSTAGE SITUATIONS**

How do you think a hostage situation might begin?

Accept all relevant answers.

It has been found that hostage situations normally begin in one of four ways:

Encourage class discussion.

1. A crime is already in progress.
2. A riot or group disturbance has begun.
3. An inmate or person has a grievance.
4. Some other type of individual action.

Show overhead or outline information on flipchart or blackboard.

During your activities at the institution, if you happen to see any "strange" behavior, observe a fight or violence of any kind, report it to staff, your supervisor, or the Volunteer Coordinator immediately.

Now let's talk about you. It is highly unlikely you will be taken hostage, but let's focus on what you should do in the event that you are taken hostage.

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You Should:

- Recognize and accept the role being a hostage.
- Be prepared to remain a hostage for a period of time.
- Do not increase stress for the hostage-taker(s) or other hostages.
- Limit conversation with hostage-takers.
- Do not attempt to escape.
- Pay attention to details. You may need to share information on these details with staff when you are released.
- If anything sudden occurs to you or others, fall immediately to the floor and remain still.
- Follow the hostage-taker instructions.

Show overheads

**III. SUMMARY**

For your personal safety here, common sense is always the best defense. Always let someone know where you are, stay in open places, go directly to and from area of activities, and report any inappropriate or unusual inmate behavior. Remember, if you find yourself in the position of needing help, use the emergency signals, dial ???, or yell.

Are there any questions?

It has been a pleasure working with you. I appreciate the time and effort you have put into this session.

# **VOLUNTEER ORIENTATION TRAINING**

## **TRAINER'S GUIDE MODULE SIX: FACILITY TOUR POSITION AND PROGRAM ORIENTATION**

NATIONAL INSTITUTE OF CORRECTIONS ACADEMY  
LESSON PLAN COVER SHEET

Course Title: VOLUNTEER ORIENTATION TRAINING

Lesson Title: Module 6 - Facility Tour, Position and Program Orientation

Instructor(s): Volunteer Coordinator

Adapted by: Vic Jacobsen Date: April 5, 1996

<p><b>Time Frame:</b></p> <p>Total 3 hr., 30 min.</p> <p>Suggested Schedule:</p> <p>Day: One</p> <p>Time(s):</p>	<p><b>Target Population:</b> New Volunteers</p> <p><b>Number of Participants:</b> 24-30</p> <p><b>Space Requirement:</b> Classroom</p>
<p><b>Performance Objectives:</b></p> <p>Participants will be able to:</p> <ol style="list-style-type: none"><li>1. Describe what volunteers need to know concerning the services provided and the area of responsibility.</li><li>2. Describe office and other procedures for the program area.</li><li>3. Identify emergency-procedures and routes specific to the program area.</li></ol>	<p><b>Evaluation:</b></p> <p>Participant Participation</p>



<b>Methods/Techniques:</b> Lecture and Group Discussion			
<b>INSTRUCTOR MATERIALS:</b> Volunteer Handbook		<b>REFERENCES:</b> Federal Bureau of Prisons, Volunteer Orientation and Training TRAINER'S GUIDE	
<b>Equipment and Supplies Needed:</b>			
<input checked="" type="checkbox"/> Flipchart & Stands <u>  1  </u> Number Needed <input type="checkbox"/> Chalkboard <input type="checkbox"/> 16mm Projector Film Length: <u>    </u> min. <input type="checkbox"/> Slide Projector Type: <input type="checkbox"/> Carousel <input type="checkbox"/> Tray <input type="checkbox"/> Sound-on-Slide <input type="checkbox"/> Screen <input checked="" type="checkbox"/> Flipchart Pads <u>  2  </u> Number Needed <input checked="" type="checkbox"/> Felt-Tip Markers <u>  3  </u> Different Colors <input checked="" type="checkbox"/> Masking Tape (size 1/2") <u>  2  </u> Rolls Needed Other <u>          </u>		<input type="checkbox"/> Videotape Player Type: <input type="checkbox"/> 1/2" VHS <input type="checkbox"/> Other (Specify) <input type="checkbox"/> Videotape length: <u>  </u> min. <input type="checkbox"/> Videotape recorder with camera <input type="checkbox"/> TV(s) <input type="checkbox"/> 23" <input type="checkbox"/> 27" <input type="checkbox"/> 33" (Indicate size & quantity) <input type="checkbox"/> VIDEO SHOW <input checked="" type="checkbox"/> Overhead Projector <input type="checkbox"/> Computer(s): Quan: 1 or 2 <hr/>	
<b>Student Materials (Handouts)</b>			
<b>Title*</b>	<b>#Needed</b>	<b>When Distributed</b>	<b>Comments</b>
Volunteer Handbook			
<b>*Copyright clearances will need to be obtained, unless otherwise indicated</b>			

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**MODULE SIX**

**LESSON: Facility Tour, Position and Program Orientation**

**PRESENTATION GUIDE**

**TRAINER NOTES**

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**I. ANTICIPATORY SET**

The (Name of Agency) recognizes that involvement of community volunteers is vital to the institution staff, and encourages the use of volunteers in all facilities. Volunteers also provide a means for citizens to understand the role of a correctional facility in society and to assist with inmate programs in the Federal Prison System.

In order for you to be effective, you must know about your specific responsibilities as a volunteer.

After completing this session, you should be able to:

- Identify your volunteer service tasks and activities.
- Be familiar with the area you will volunteer.
- Identify your supervisor, other program staff, and the Volunteer Coordinator.
- Know general program operating procedures.

**II. INPUT/CONTENT**

**VOLUNTEER SERVICE TASKS AND ACTIVITIES**

As volunteers, I am sure you would like to know something more about the program, about your volunteer hours, and the types of services you will provide.

Are there any questions?

You should cover all tasks, activities, and services with which the volunteers will assist. Encourage class discussion.

Answer questions

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**MODULE SIX**

**LESSON: Facility Tour, Position and Program Orientation**

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**GENERAL PROGRAM AREA OPERATING  
PROCEDURES**

If you cannot report to work, you should call your supervisor or the Volunteer Coordinator. This is important because we plan daily staffing levels and events around programs such as the ones you will provide. Additionally, the inmates are relying on you to assist them.

Write on flipchart or blackboard.

You will be permitted to use the following in your activities. You may not bring anything into or take anything out of the institution without prior approval. As you have heard in orientation, contraband is strictly prohibited in the institution. Staff monitor for contraband at all times.

Discuss permitted items.

Here is the layout of the institution, program area and emergency exits.

Provide a tour if possible.

As a volunteer you are allowed- to make local phone calls. However, calls should pertain to government business. Remember all calls are monitored. You may make brief calls to family members.

Let me explain our telephone procedures.

Explain telephone procedures to the volunteers.

You should consult with staff on any problems that may arise concerning your services, particularly, if a situation arises that makes you uncomfortable or if you become aware of anything that presents a problem.

You should not discuss any information you have learned about the institution or inmates with anyone outside the institution. As you know, discussing information could violate two important Federal laws and affect the security of volunteers, staff, inmates, and the community.

Describe institution key policies.

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**MODULE SIX**

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**LESSON: Facility Tour, Position and Program Orientation**

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Leave personal items locked in your vehicle. Your identification and car keys should be held in accordance with institution policy.

**Tour**

We will now go on a detailed tour of the facility: During this tour you should ask questions, make observations and become as familiar with the layout of the facility as possible. At the conclusion of the tour we will return to the classroom for close out.

Conduct a tour of the facility.

**III. SUMMARY**

First, I would like you to understand how important you are to this department and the institution. You play a very important role in providing inmates with a variety of opportunities to better themselves.

Explain other expectations and describe the programs of your department.

Before we end training, I would like to review what we have discussed. I will do this by answering any questions you may have concerning this program and your role.

Now that you have some basic information on what is expected of you as a volunteer, I would like to thank you and welcome you to the (Agency) family.

## Bibliography

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Time to Think: A Cognitive Model of Delinquency Prevention and Offender Rehabilitation, Ross and Fabiano, 1985.

Inside the Criminal Mind, Samenow, 1984.

Without Conscience, Dr. Robert D. Hare, 1993

The Psychology of Criminal Conduct, D. A. Andrews and James Banta, 1994.