

Lewis, Tina J. (DOC)

From: Heilman, Madelyn J. (DOC)
Sent: Wednesday, September 16, 2020 6:13 PM
To: Martin, Brent R. (DOC); Green, Patrick W. (DOC)
Subject: Marksmanship Bullhill Draft.pptx

Hi Guys,

Here is the first draft of the first 60 slides of the book w/o the cover page. Let me know what I can change to make it better.

(I picked blue as the color, because all of the photos had a blue hue. I can change it if you'd like.)

Thanks!

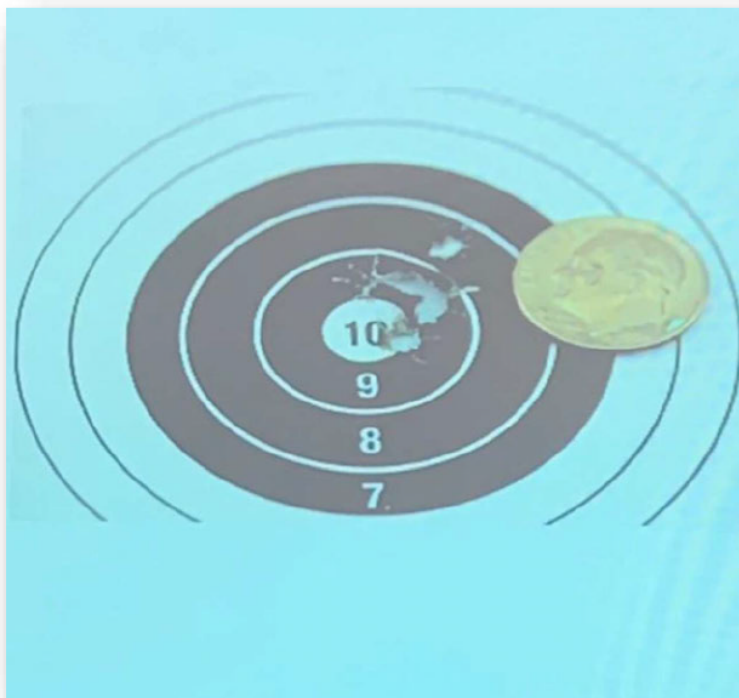
Maddy



Marksmanship
Bullhill Draft.pd...

Marksmanship Fundamentals

- Steady Position
- Sight Alignment
- Sight Picture
- Breath Control
- Trigger Control
- Follow Through

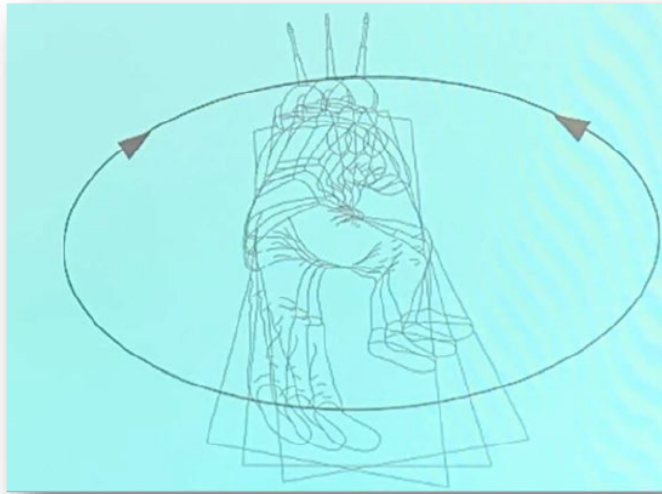


Fundamentals Checklist

- ❑ As we go over these fundamentals, form a “mental checklist” in your head. This helps on the range to teach your mind and eye what “right” looks like.
- ❑ Conditioning this on the range will make it a
 - ▶ subconscious method in real world engagements.
- ❑ If we do not preform this during training, do you really think that you will preform it when the time comes that you’ve been training for
- ❑ ALWAYS REMEMBER THAT CONSISTENCY = ACCURACY

Steady Position Achieved Through:

- Bone Support
- Muscle Relaxation
- Natural Point of Aim



Build your Shooting Platform

- ▶ Bipod or Artificial Support
- ▶ Firing Hand Grip
- ▶ Support Hand Grip
- ▶ Head Position
- ▶ Natural Point of Aim
- ▶ Muscle Relaxation



Stock Weld

- ▶ Cheek is pressed firmly onto the stock to maintain stock weld throughout recoil



Eye Relief

- ▶ Eye Relief is fixed on a telescopic sight
- ▶ Stock Length and comb height must allow the eye to be centered behind the ocular lens within the proper eye relief distance.



Proper Eye Relief Combined with a Proper Stock Weld Will:

- ▶ Provide Consistency from shot to shot
- ▶ Prevent injury from recoil
- ▶ Reduce eye strain
- ▶ Provide the shooter with a full field of view



AIMING

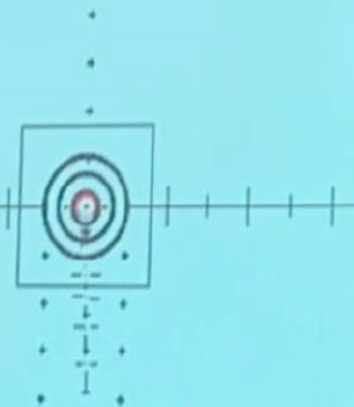
CORRECT SIGHT ALIGNMENT

FULL FIELD OF VIEW. The aiming eye aligned to the ocular lens so that no scope shadow is present. Proper stockweld and eye relief are the means for achieving correct sight alignment.



CORRECT SIGHT PICTURE (100 yd)

The full field of view while maintaining the desired aiming point (reticle) and hold (placement of aiming point on the target).
NOTE: Optic outline removed for clarity.



Improper eye relief and/or improper sight alignment will cause scope shadow and will result in improper shot placement.

IMPROPER EYE RELIEF
TOO CLOSE



TOO FAR



IMPROPER SIGHT ALIGNMENT



BULLET WILL STRIKE LOW



BULLET WILL STRIKE HIGH



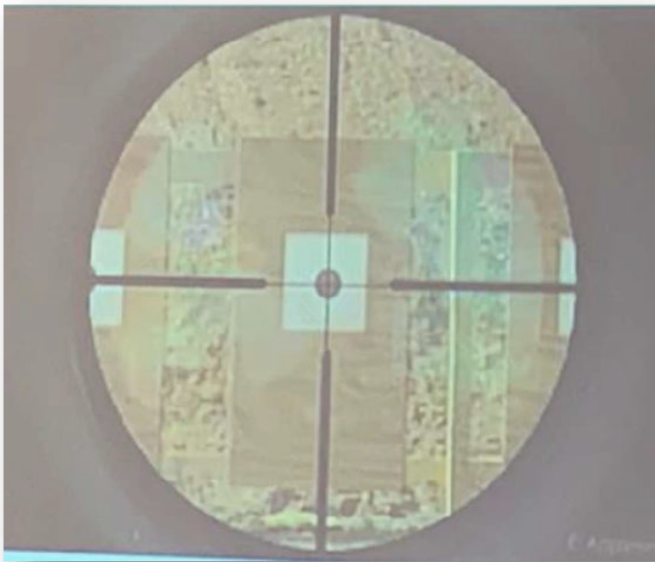
BULLET WILL STRIKE RIGHT



BULLET WILL STRIKE LEFT

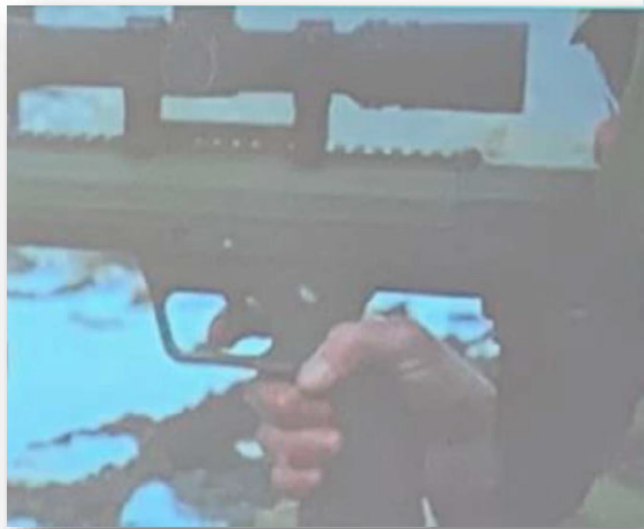
Sight Alignment

- ▶ Sight picture with a telescopic sight is defined as the placement of perfect “Sight Alignment” on the target.



Trigger Control

- ▶ The movement of the trigger is Straight to the rear until the weapon fires WITHOUT disturbing the sight picture
- ▶ Maintain trigger contact until finished firing (semi-auto)



Arc of Movement

- ▶ Random movement will appear more pronounced at higher magnification
- ▶ Resist the urge to jerk the trigger
- ▶ This can be reduced by:
 - ▶ Strength training
 - ▶ Dry firing
 - ▶ Supporting the rifle
 - ▶ Muscular relaxation
 - ▶ Natural point of aim

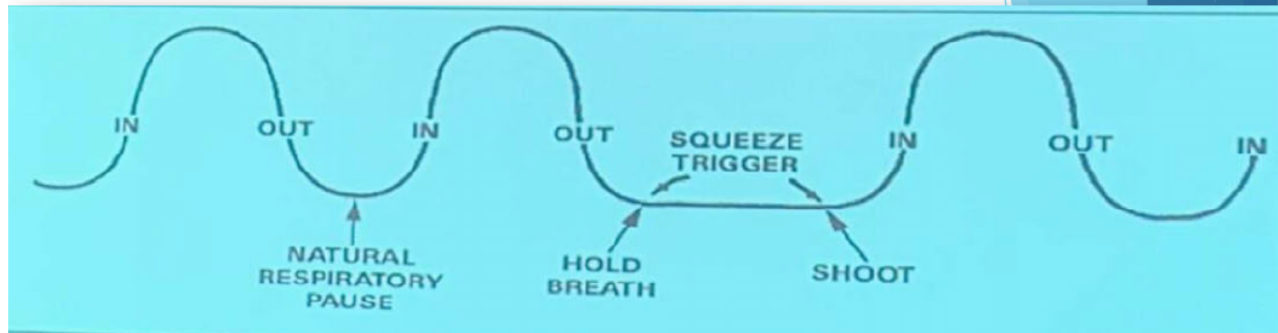
Breath Control

- ▶ Critical to successful precision shooting
- ▶ Becomes even more important as distance to the target increases
- ▶ If breathing while firing, the rising and falling of the chest will cause the rifle to move vertically
- ▶ Natural Respiratory Pause is the ideal time to accomplish a controlled trigger press
- ▶ The body and diaphragm are relaxed
- ▶ This is the most easily and consistently repeatable method

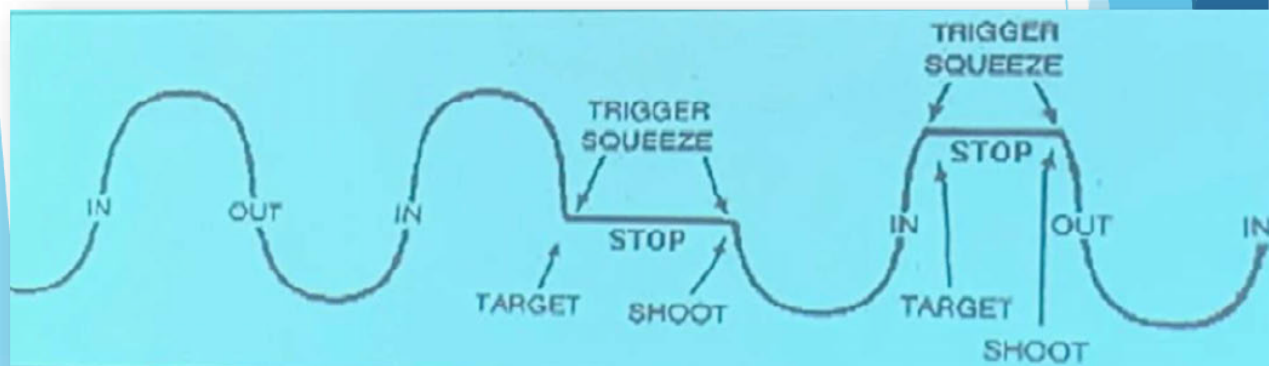
Note

- ▶ Do not pause for more than 6-8 seconds
- ▶ If for some reason you can't break the shot during the NRP, then take a breath and start over
- ▶ This method is not practical for unexpected shots or moving targets
 - ▶ The bad guy determines when we pull the trigger, not our breathing cycle

Breathing Technique



- ▶ This technique is used when zeroing (and when time is available to fire a shot). There is a moment of NRP while breathing when most of the air has been exhaled from the lungs and before inhaling. Breathing should stop after most of the air has been exhaled during the normal breathing cycle. The shot must be fired before the shooter feels any discomfort.



- ▶ This technique of breath control is used during rapid fire shots (short exposure targets). Using this technique, the shooter stops their breath when they are about to pull the trigger.

Follow Through

- ▶ Follow Through is defined as the continued application of all the marksmanship fundamentals until the bullet has exited the muzzle.
- ▶ As long as the bullet is moving down the barrel, the shooter controls the direction that the bullet will take
- ▶ It is possible to upset the travel of the bullet between the time you pull the trigger and the time the bullet exits the barrel
- ▶ The trigger finger must remain in contact with the trigger until the bullet has left the barrel
- ▶ The shooter must maintain a proper cheek weld and sight picture, this enables quick target reacquisition
- ▶ **Keep your sights in the threat until you have verified:**
 - ▶ *Did I hit the target?*
 - ▶ *Is the target down?*
 - ▶ *Do I need to fire again?*
 - ▶ *Are there more threats?*

Data

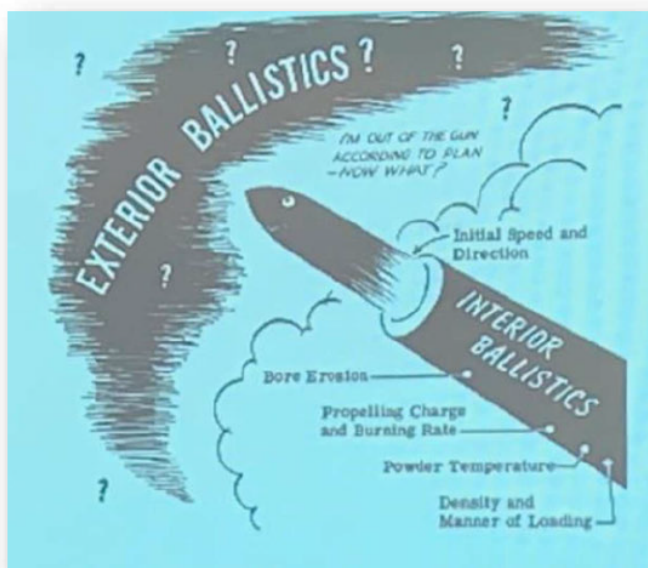
Let's look at Police Sniper shootings 2017-2019

- ▶ Positioning
 - ▶ 186 shootings from the prone position
 - ▶ 76 shootings from the standing position
 - ▶ 38 shootings from the kneeling position
 - ▶ 32 shootings from the seated position
- ▶ Where suspects were struck
 - ▶ 210 suspects were struck in the head
 - ▶ 217 suspects were struck in the body
 - ▶ 23 suspects in the arm or hand
 - ▶ 5 suspects were struck in the leg

Ballistics

Definition:

ballistics is the field of mechanics concerned with the launching, flight behavior and impact effects of projectiles, especially ranged weapon munitions such as bullets, unguided bombs, rockets or the like; the science or art designing and accelerating projectiles to achieve a desired performance.



► 3 Types of Ballistics:

- Internal
- External
- Terminal



Internal Ballistics

- ▶ Most important effects on the internal ballistics
 - ▶ Shooter Fundamentals
 - ▶ Propellant used and consistently measured
 - ▶ Proper bullet seating
 - ▶ Barrel (Barrel Harmonics)
 - ▶ Good Barrel Crown with no Burrs

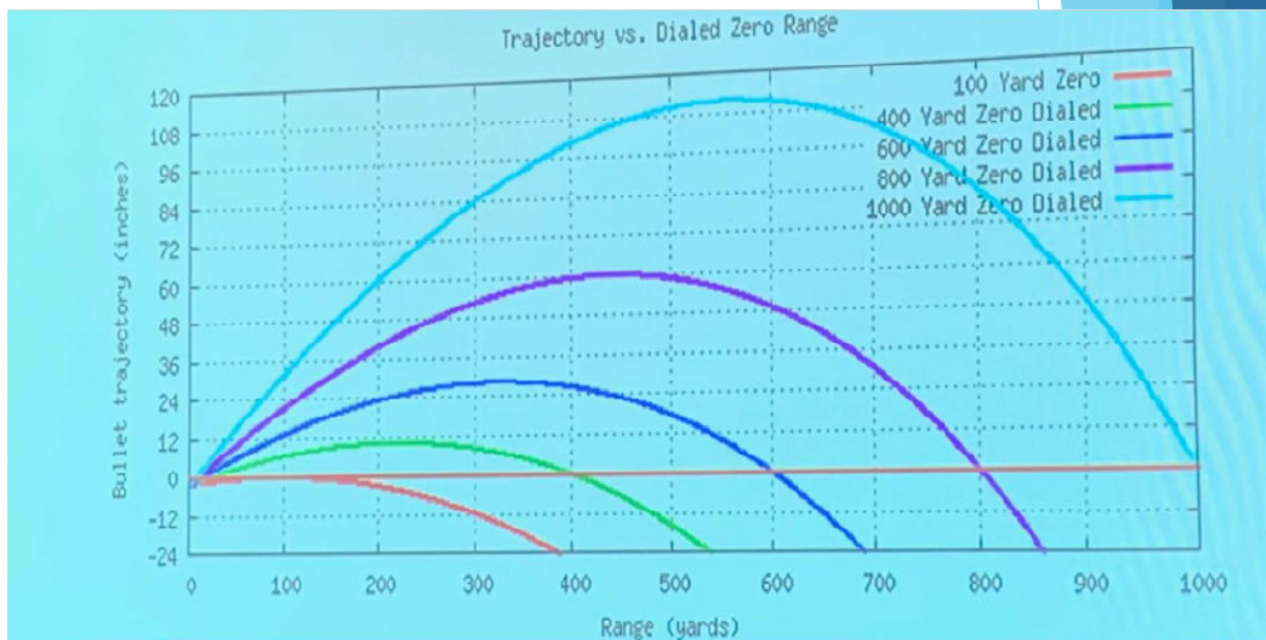


External Ballistics

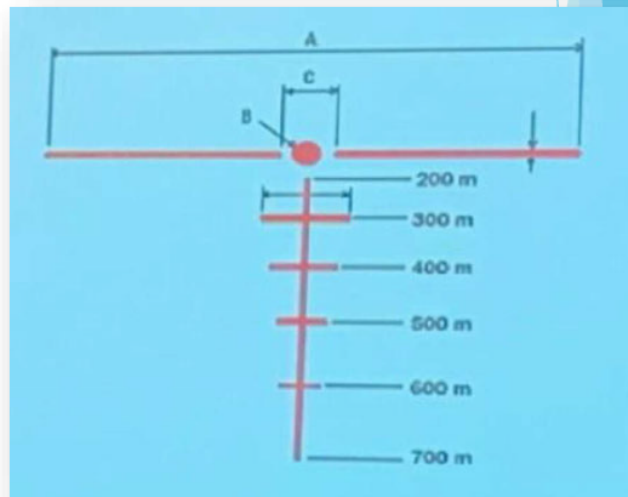
- ▶ As the bullet exits the muzzle all external factors come into play
 - ▶ These factors are:
 - ▶ Gravity
 - ▶ Wind
 - ▶ Bullet ballistic efficiency
 - ▶ Temperature
 - ▶ Elevation
 - ▶ Humidity



Maximum Ordinate



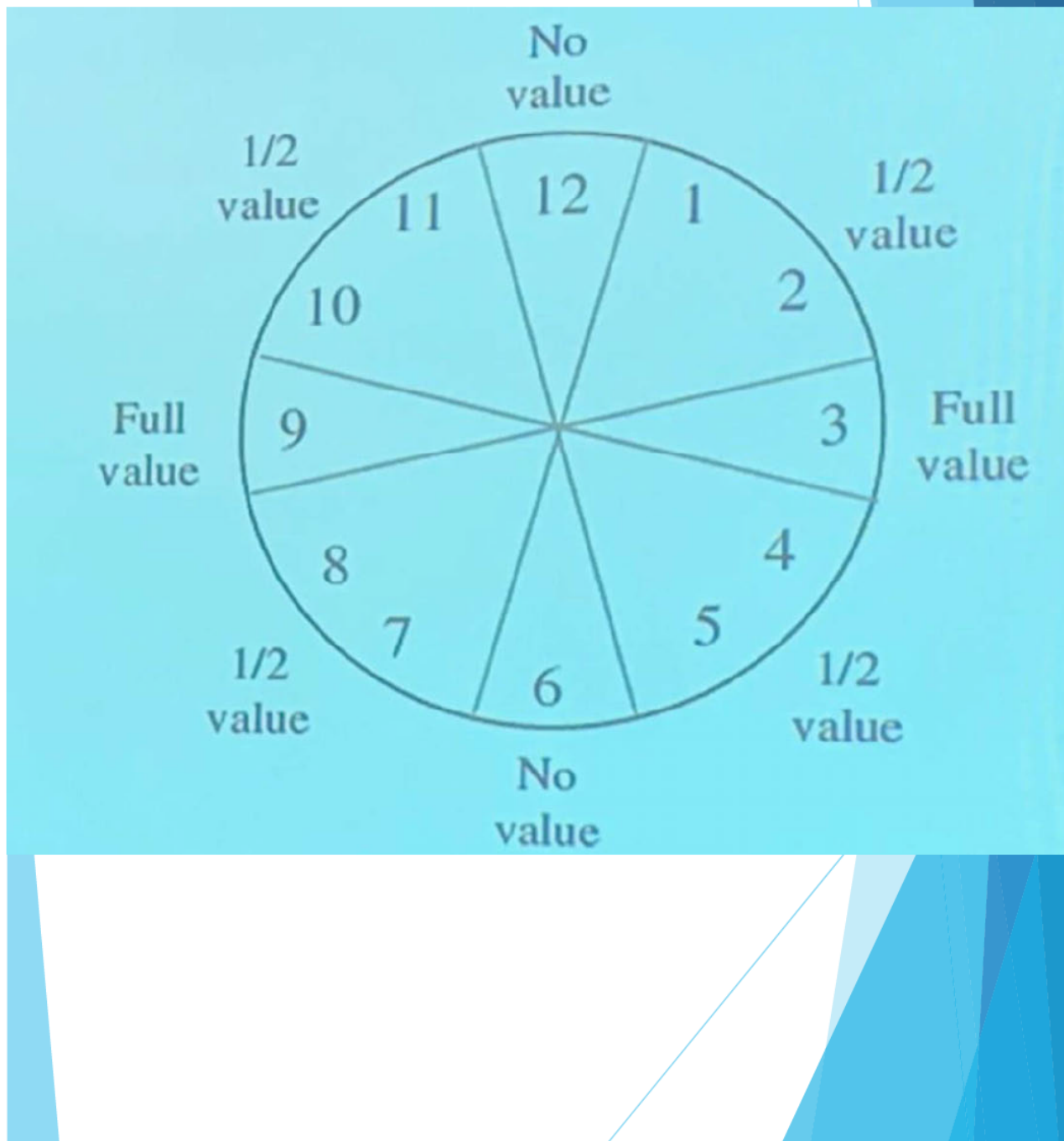
- ▶ More accurate
- ▶ Takes more time



- ▶ Less accurate
- ▶ Quicker

Adjusting for Wind

Dialing vs. Holding



Quick Wind Chart (.308 168gr)

Distance, yards	Bullet speed, f/s	Time of Flight, sec	Hor. correction, inch	Hor. correction, MOA	Hor. correction, MRAD
100.0	2351.4	0.13	0.7	0.7	0.21
150.0	2267.4	0.19	1.7	1.1	0.32
200.0	2185.0	0.26	3.1	1.5	0.44
250.0	2104.7	0.33	5.0	1.9	0.56
300.0	2026.2	0.40	7.4	2.3	0.68
350.0	1949.5	0.48	10.2	2.8	0.81
400.0	1874.7	0.56	13.5	3.2	0.94
450.0	1801.8	0.64	17.5	3.7	1.08
500.0	1730.6	0.72	22.0	4.2	1.22

Estimating wind using the Observation Method

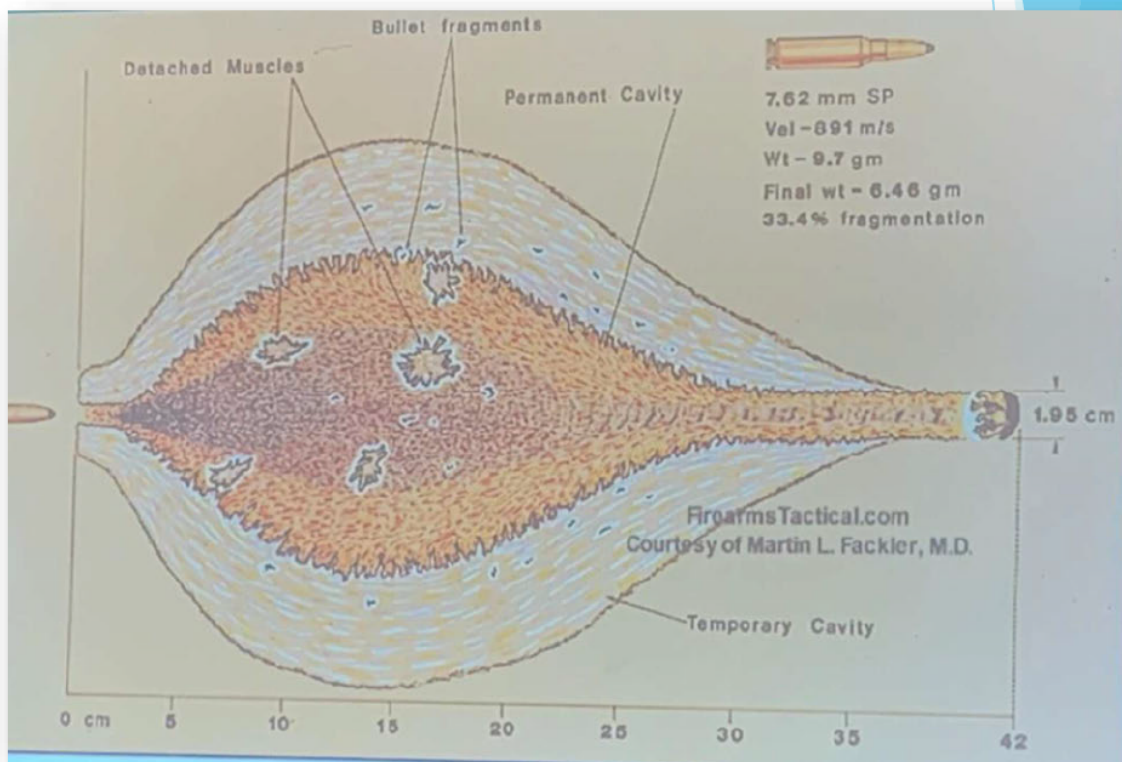
- ▶ 0-3mph- Barely felt on the face- may see drifting smoke
- ▶ 3-5mph- Felt lightly on the face
- ▶ 5-8mph- Trees/Bushes are in constant motion
- ▶ 8-12mph- Wind raises dust and loose paper
- ▶ 12-15mph- Small trees/bushes will sway
- ▶ 15-20mph- Small trees/bushes are in constant motion - dust clouds will form
- ▶ 20-25mph- Large trees will sway, wind whistles and spray forms on water

WIND DRIFT DATA										
Lake City 7.62mm NATO 173-gr. BT Special Ball (Match)										
	Distance in Yards									
	100	200	300	400	500	600	700	800	900	1,000
5 MPH	0.5"	1.5"	3.5"	6.5"	11.0"	16.0"	23.0"	32.0"	42.0"	54.0"
10 MPH	1.0"	3.0"	7.0"	13.0"	22.0"	32.0"	46.0"	64.0"	84.0"	108"
15 MPH	1.5"	4.5"	10.5"	20.0"	33.0"	48.0"	69.0"	96.0"	126"	162"
20 MPH	2.0"	6.0"	14.0"	26.0"	44.0"	64.0"	92.0"	128"	168"	216"
30 MPH	3.0"	9.0"	21.0"	39.0"	66.0"	96.0"	138"	192"	252"	324"

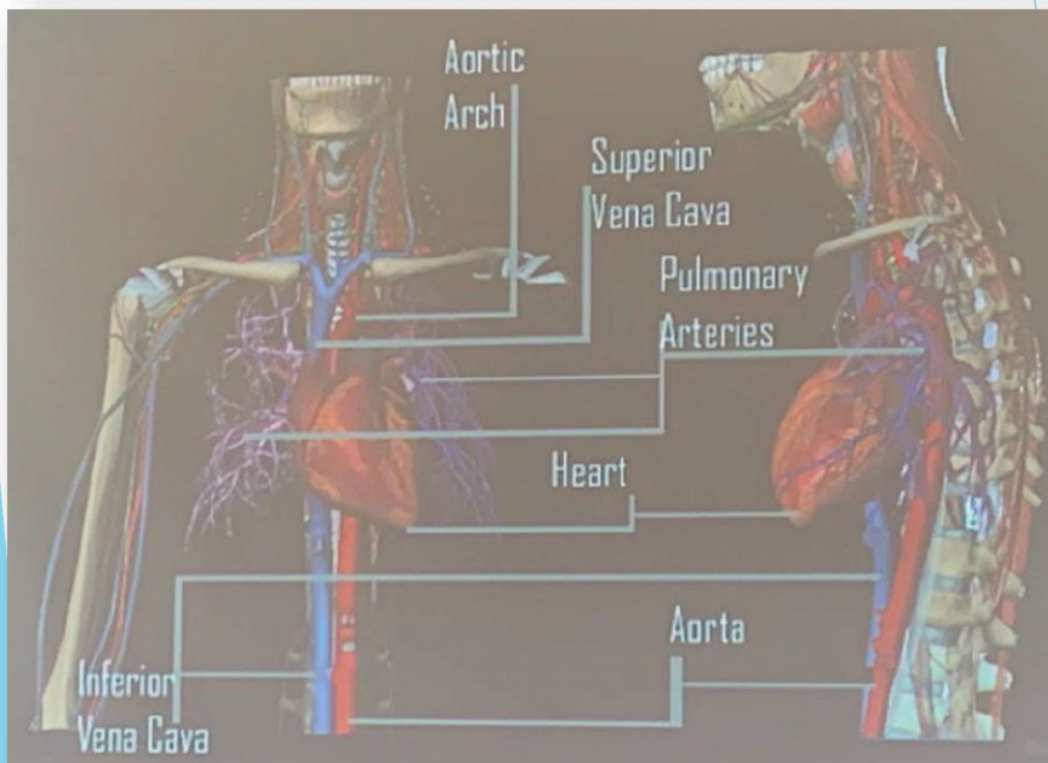
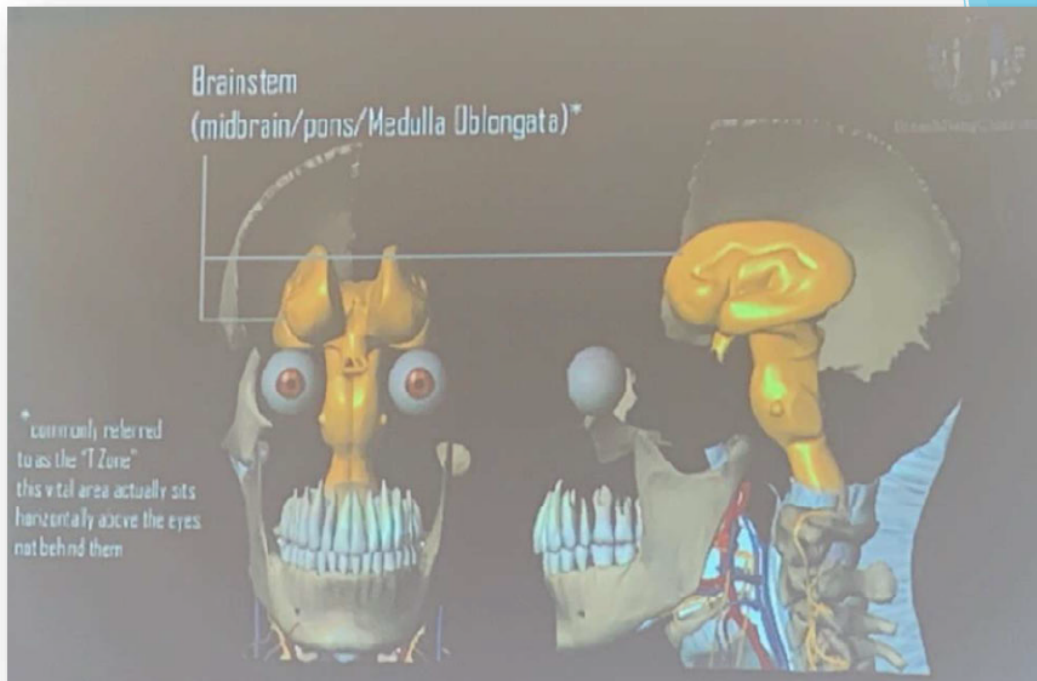
Terminal ballistics

► 2 Types of Wound Cavities

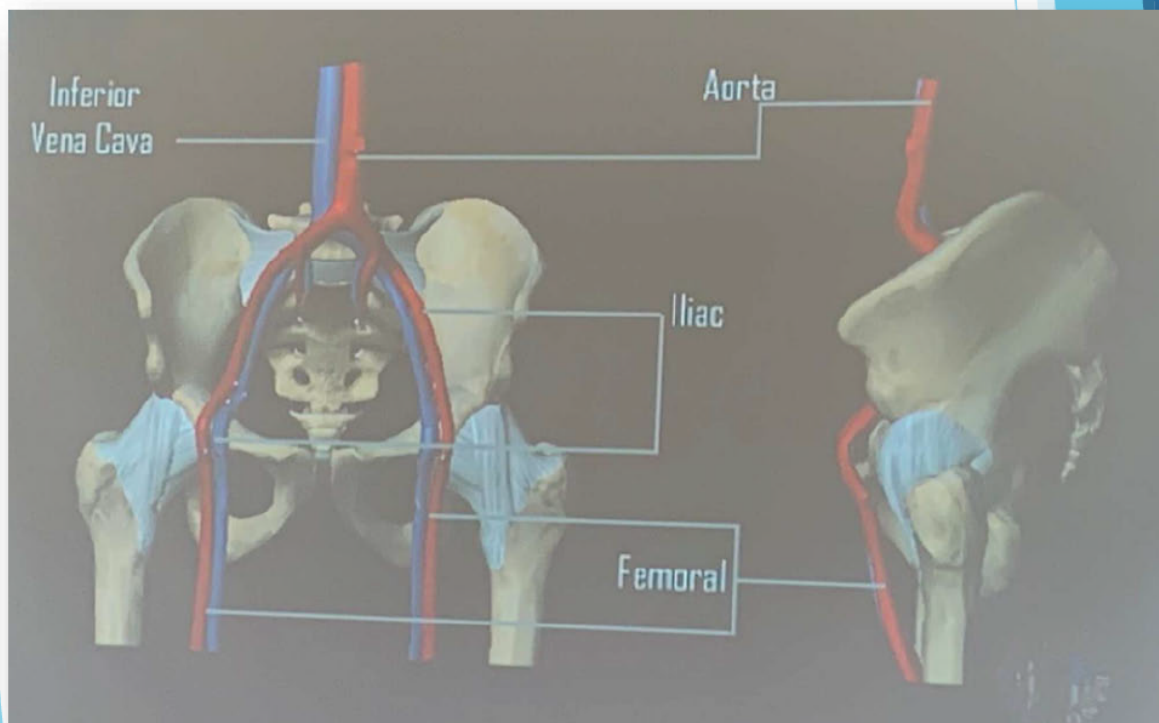
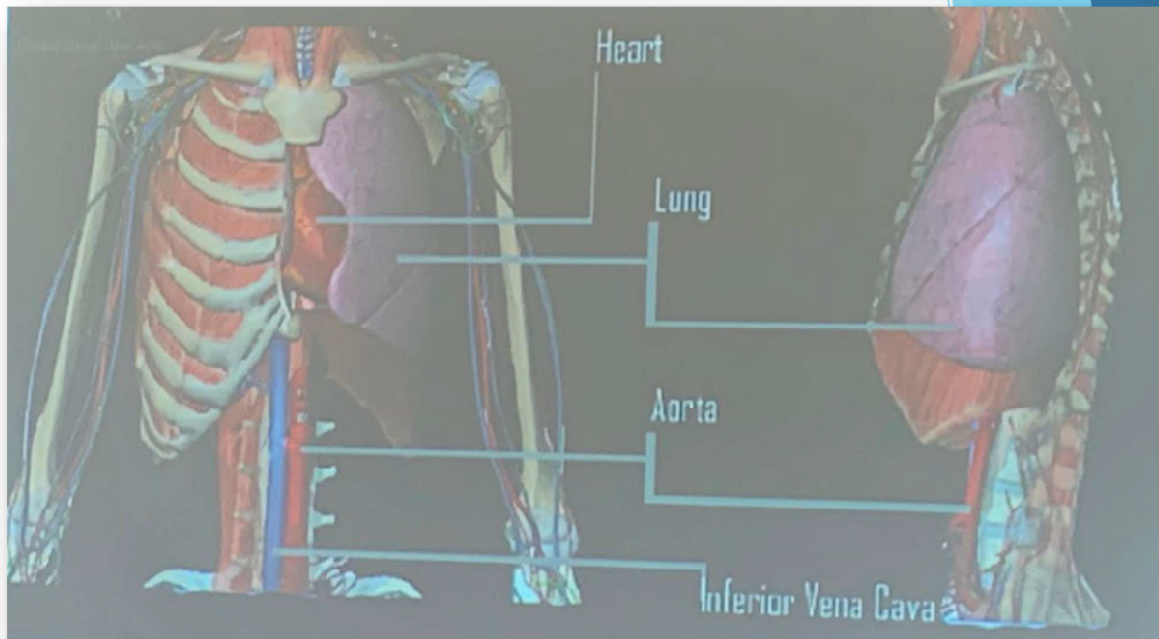
- Crush Cavity (Permanent)- this is the actual hole created by the bullet
- Temporary Cavity (Stretch)- Occurs when the impact of the bullet causes a wave effect that forces the tissue to expand.



Terminal Ballistics Cont..

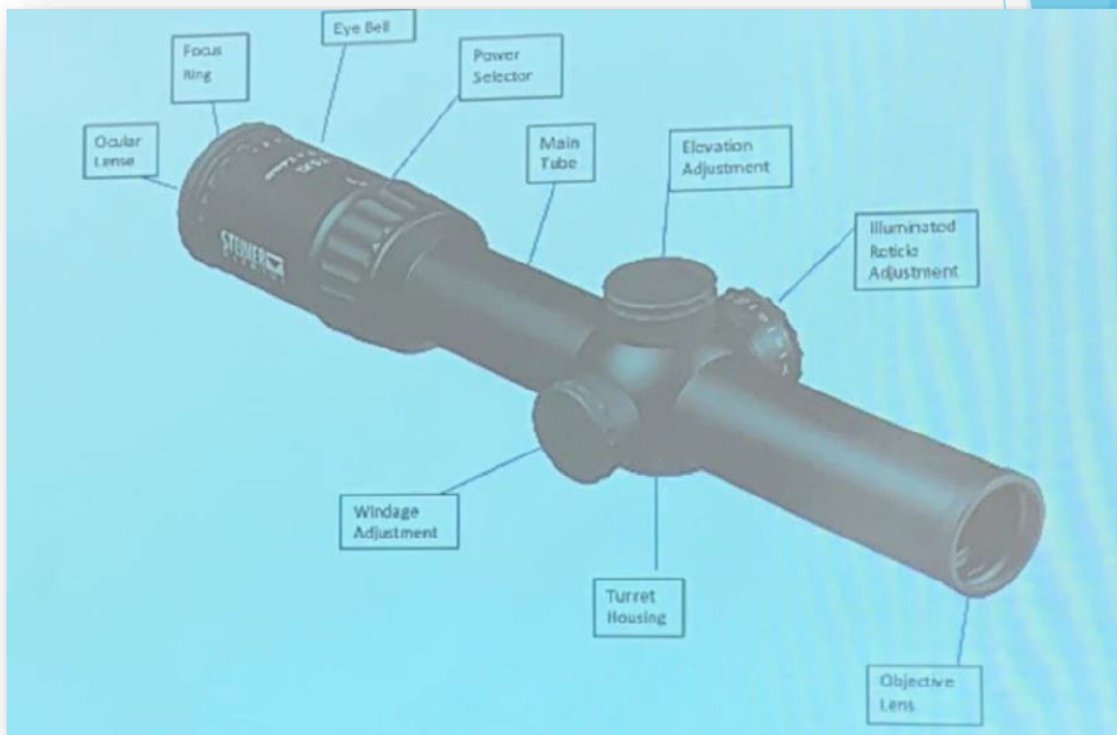


Terminal Ballistics Cont...

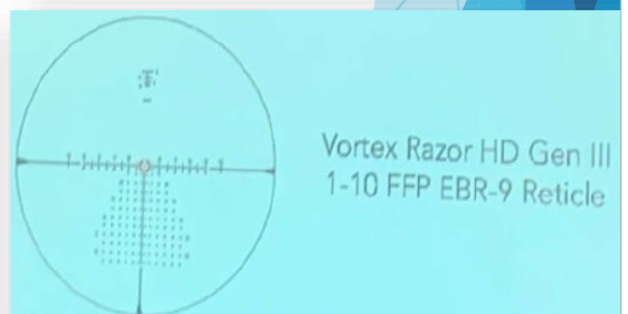
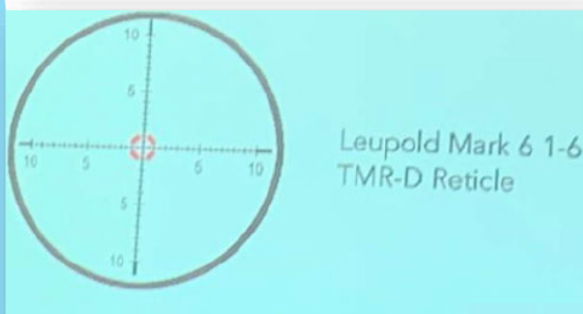
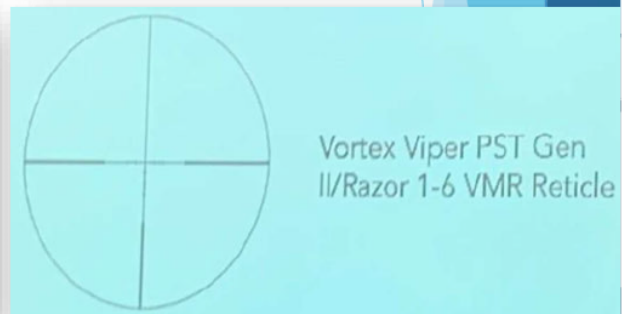
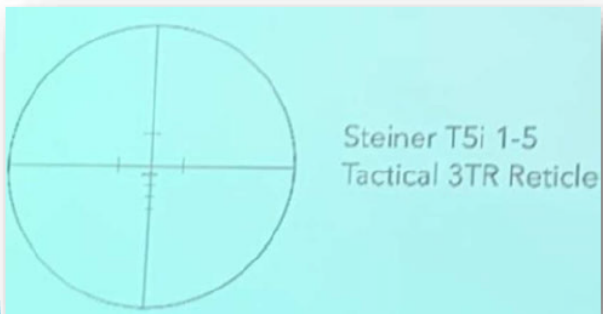
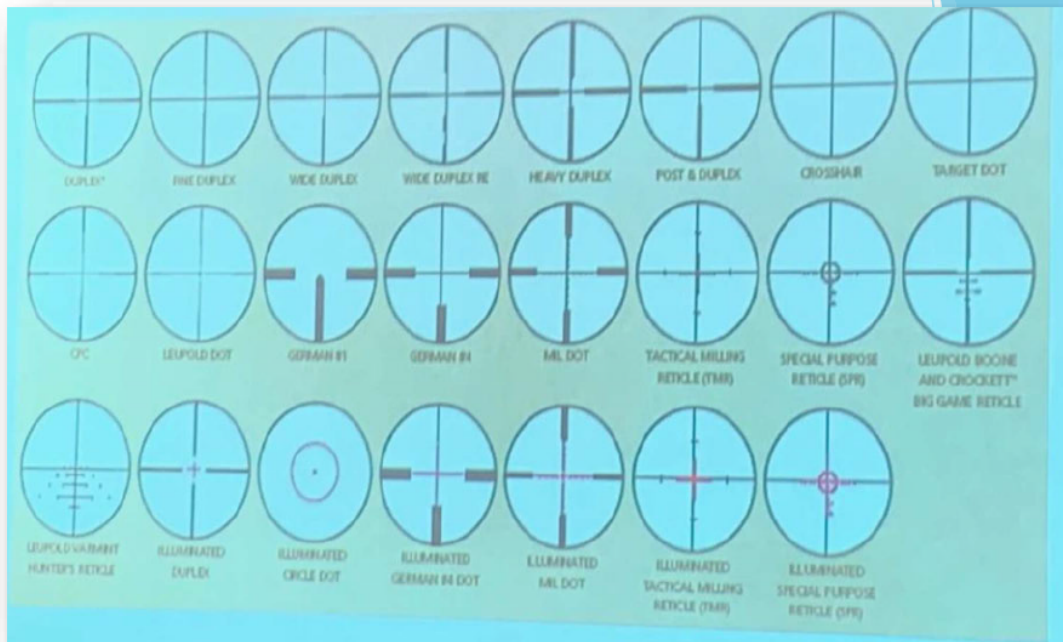


Scopes / Ivpo

- ▶ What is the purpose of a scope / Ivpo on a patrol rifle?
 - ▶ Target Identification from distance
 - ▶ Range Estimation to help establish safer perimeter
 - ▶ Ability to deliver precision fire at extended distances



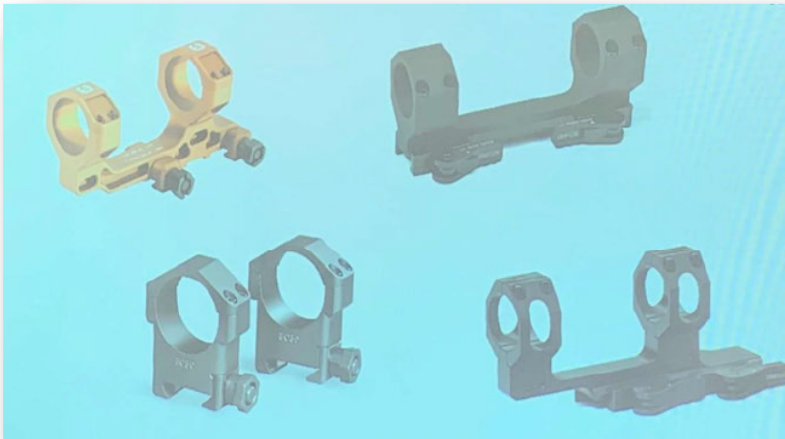
Choosing a Reticle



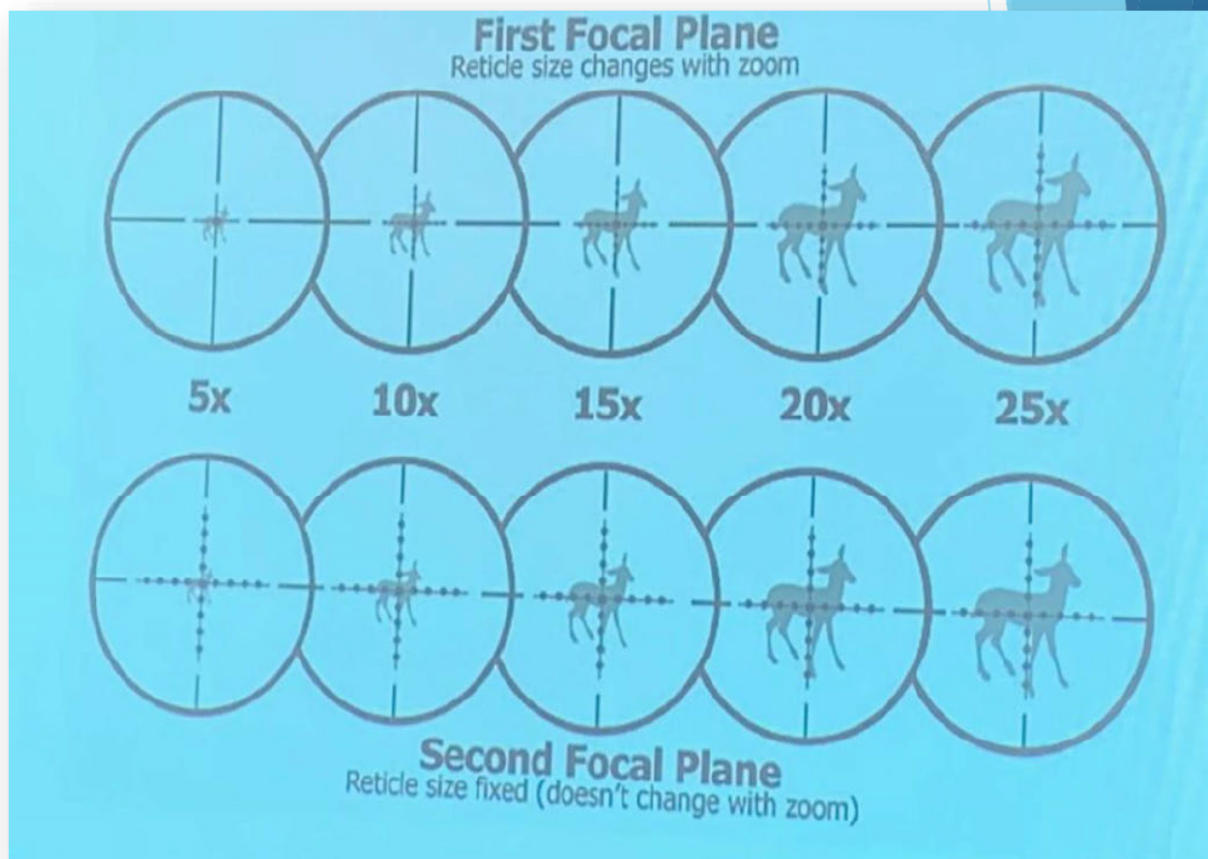
Mounting the Scope

► Process

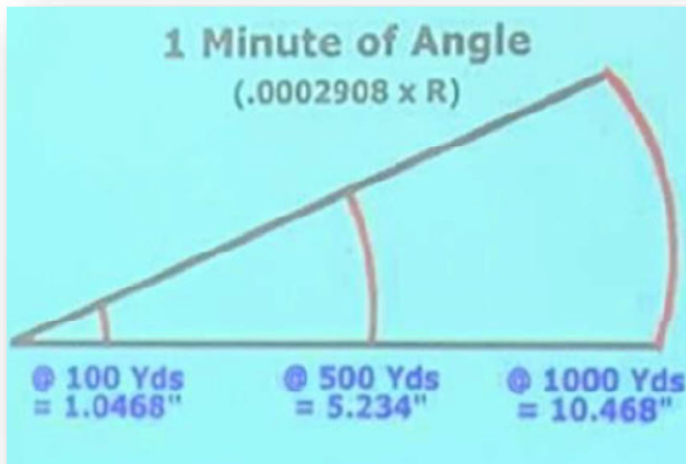
- Eye relief around 2 ½ to 3 inches
- Crosshairs parallel to Earth (level)
- Cheek Rest (build or adjust), modify to user
- Once proper Eye Relief is achieved push scope forward while tightening down base screws
- Tighten down screws in systematic order
- Check manufacturer specifications for proper inch/pounds



Focal Plane

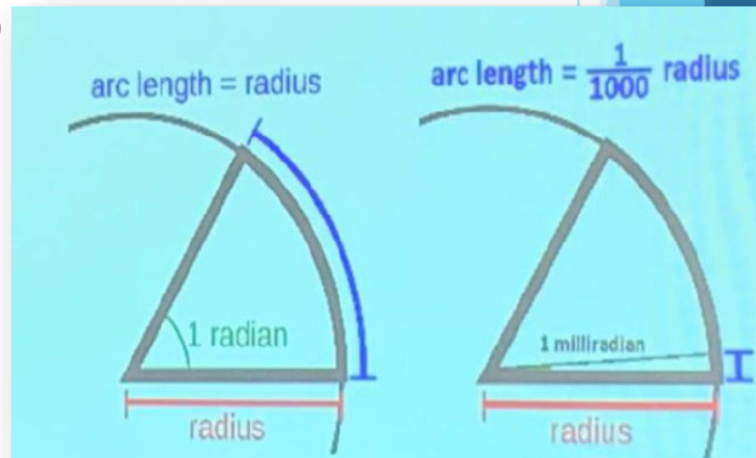


Scope Adjustments: MOA vs. Mil



Minute of Angle (MOA)

- ▶ 1 MOA = 1.4068' @ 100 Yards
- ▶ 1/60th of 1 degree
- ▶ 360 degrees, each degree is divided into 60 minutes



Milliradian (MIL)

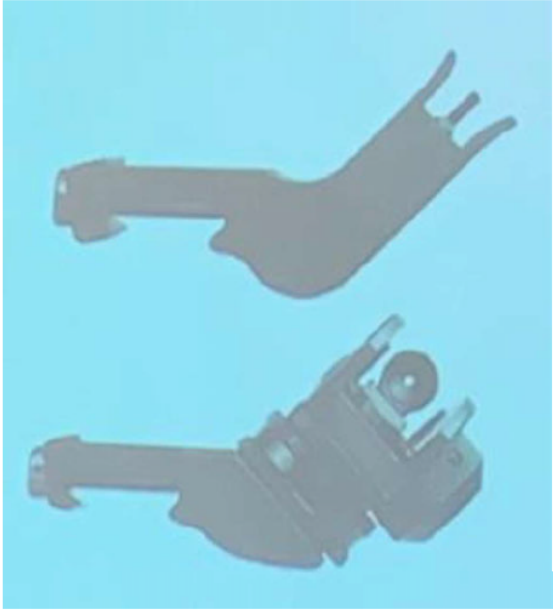
- ▶ 1 MIL = 3.6 inches @ 100 yards
- ▶ 6283 mils in a complete circle
- ▶ 1/10th of a mil = .36 inches @ 100 yards

Rifle Setup

- ▶ Setup
 - ▶ Buttstock
 - ▶ Length of pull
 - ▶ Triggers
 - ▶ Sight Height
 - ▶ Eye Relief
 - ▶ Offset Iron Sights/Red Dot
 - ▶ Slings
 - ▶ Bipods
 - ▶ Muzzle Devices



Back-up Sights



Back up Off-Angle Sights

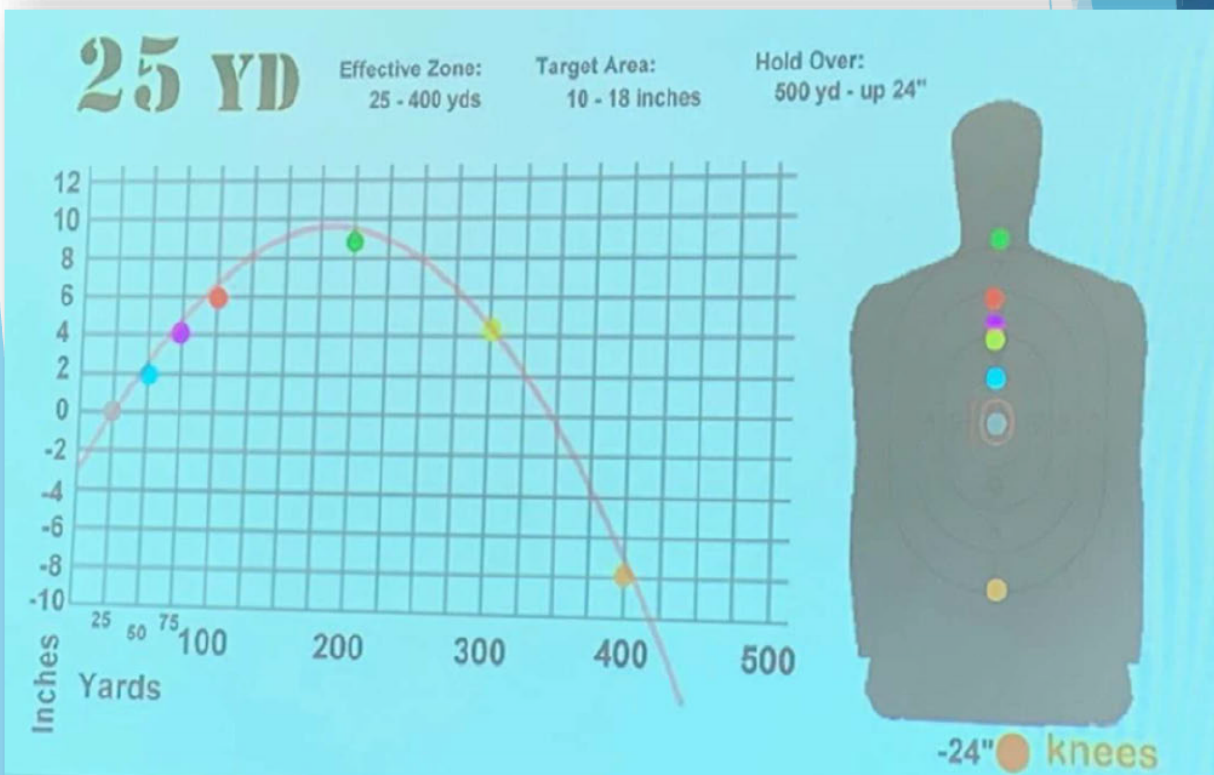
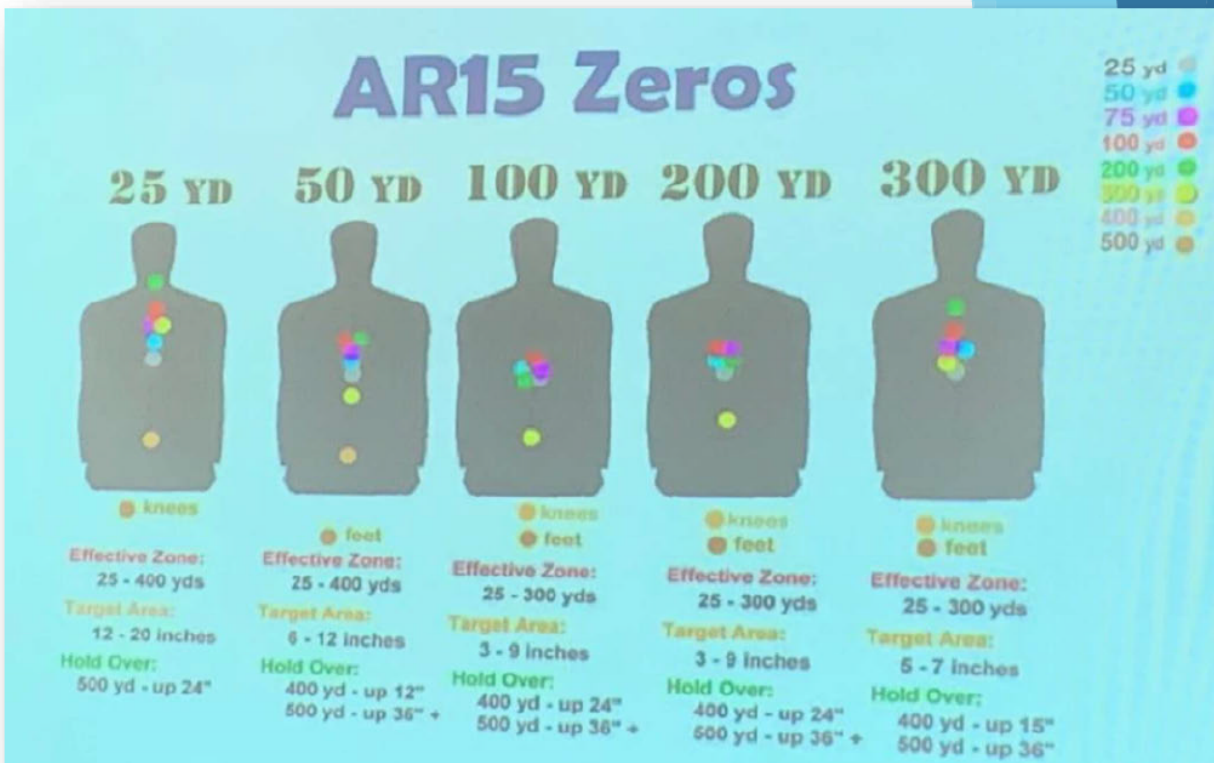


Red Dot System

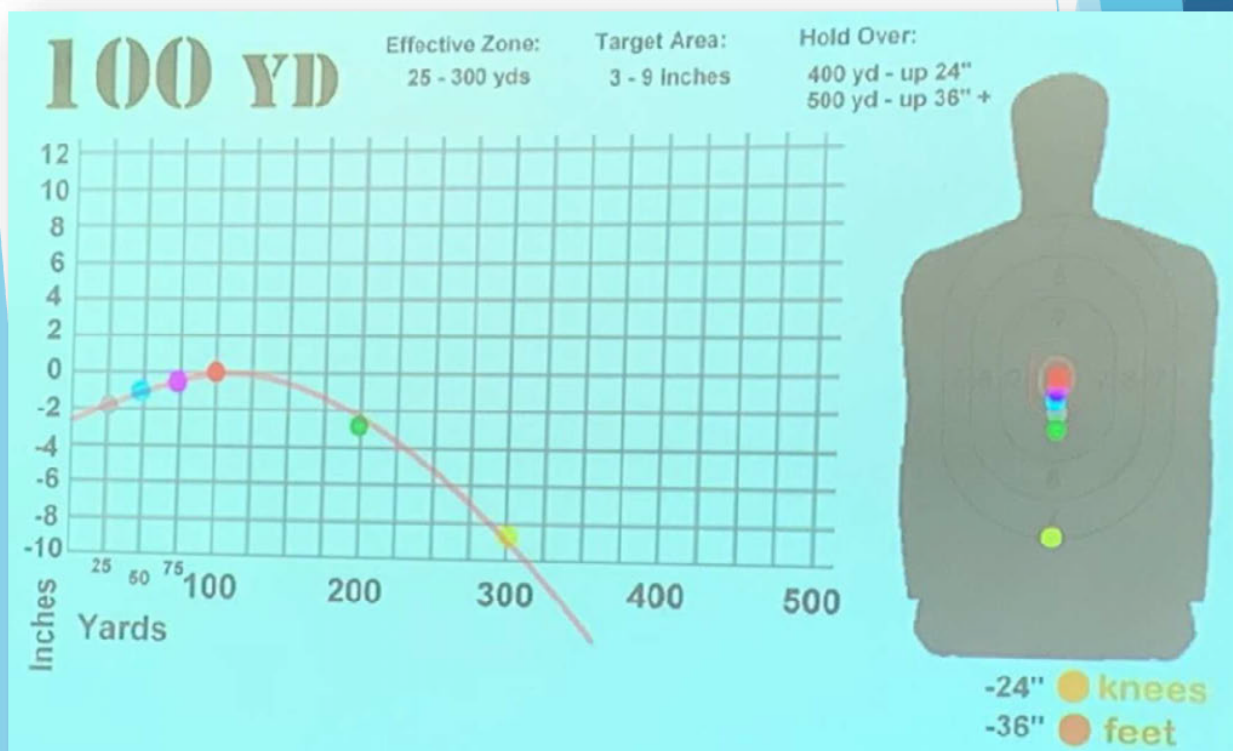
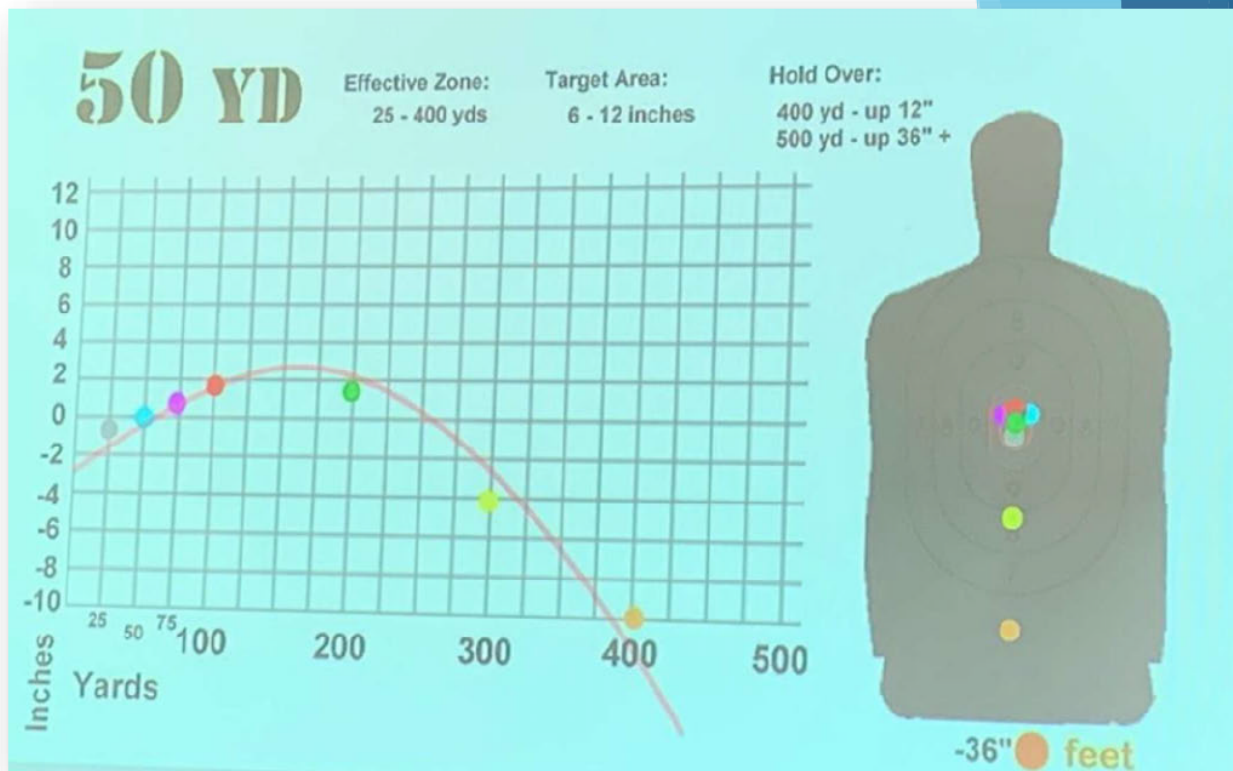
Muzzle Breaks



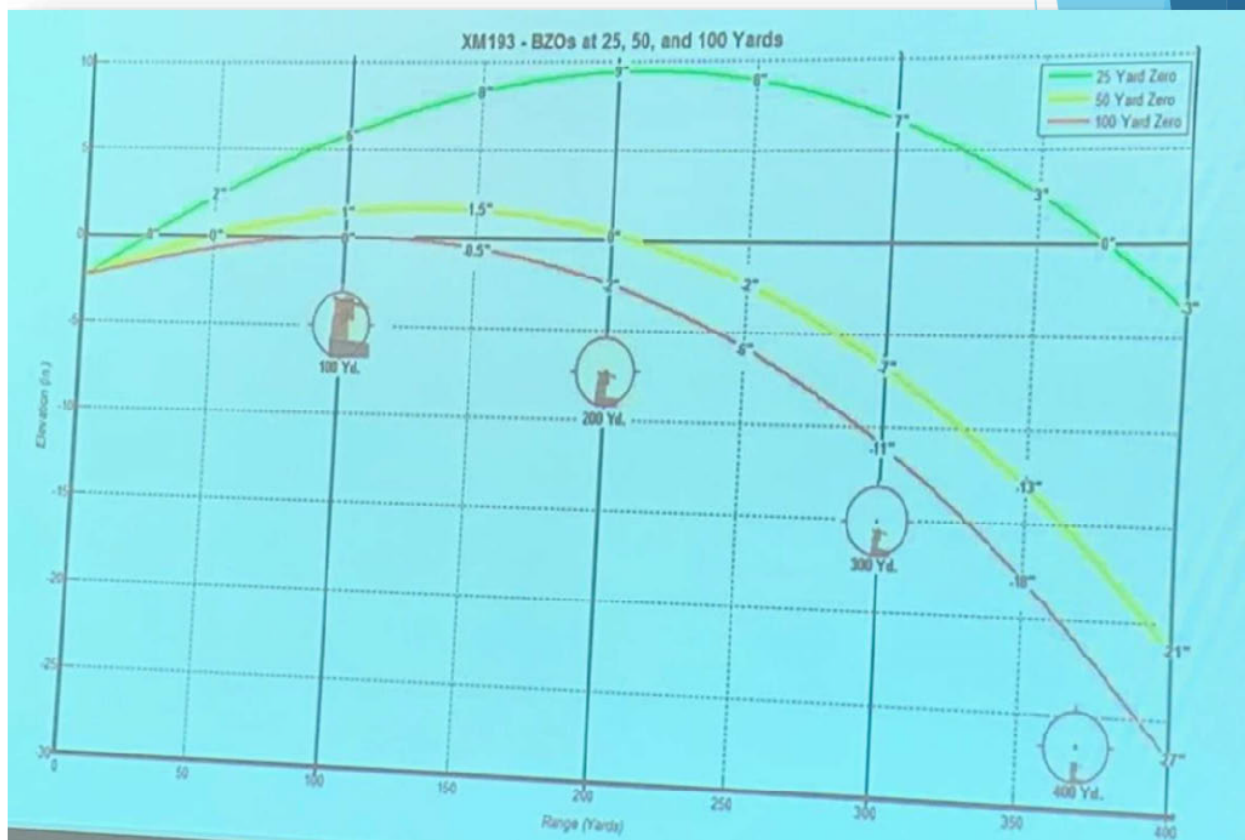
Zero



Zero Cont...



Zero Cont...



Target Detection

- ▶ Spot the threat before the threat spots you
 - ▶ Changes your situation from reactive to proactive
 - ▶ Route selection for safety advantage
 - ▶ Cordon Advantage
 - ▶ Creation of FFP Advantage



- ▶ Don't go into areas without visual recon first
 - ▶ Conduct visual recon prior to crossing linear danger areas
 - ▶ Confirm movement or suspects meet description prior to movement



Target Detection:

What are we looking for?

- ▶ Movement- shapes moving in a static environment or not moving in a dynamic environment will draw attention
- ▶ Shine from reflective surfaces- Metal, glass, plastic, sweaty skin, ect.
- ▶ Shape- Humanoid shapes draw attention, i.e. faces in a rock formation, man shaped tree stumps, ect.
- ▶ Silhouette- a contrasting blob against the background
- ▶ Color and texture- blue in a green jungle doesn't work and black is not a color found in nature. Low texture in a high texture environment will stand out.
- ▶ Shadow- the mind can calculate probable shapes from shadows that are cast- especially human shapes
- ▶ Spacing- regular spaced objects form a pattern and will draw attention.

Target Detection: How are we looking?

► Hasty Search:

- Conducted with eyes in a sweeping motion from right to left, near to far. Then overlapping vertically near to far, right to left (Grid Search Method)



► Deliberate Search:

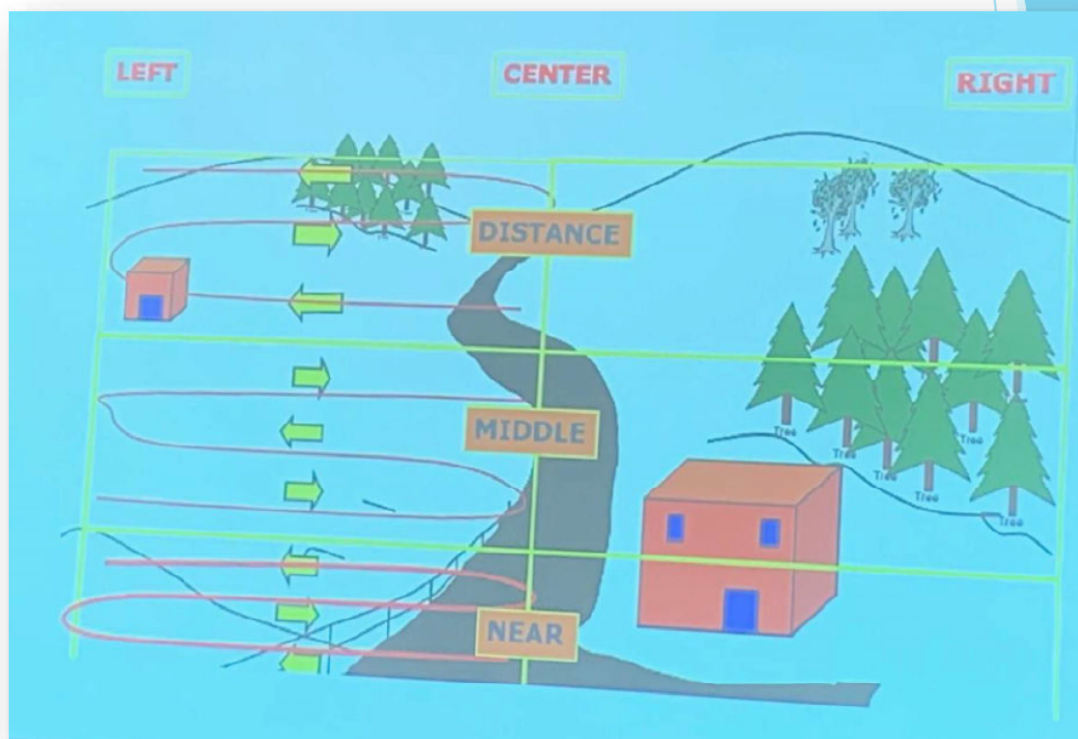
When conducting the Hasty search and an area or object sharply attracts the attention of the eye due to one or multiple target indicators:

- Resort to using a magnified optic and conducting the same technique of the Hasty Search around the object until confirmation or dismissal of a threat



Target Detection: Search Method

- ▶ Divide each area into foreground, middle distance and distance
- ▶ Search each area individually
- ▶ Search with short overlapping movements
- ▶ Search each area horizontally



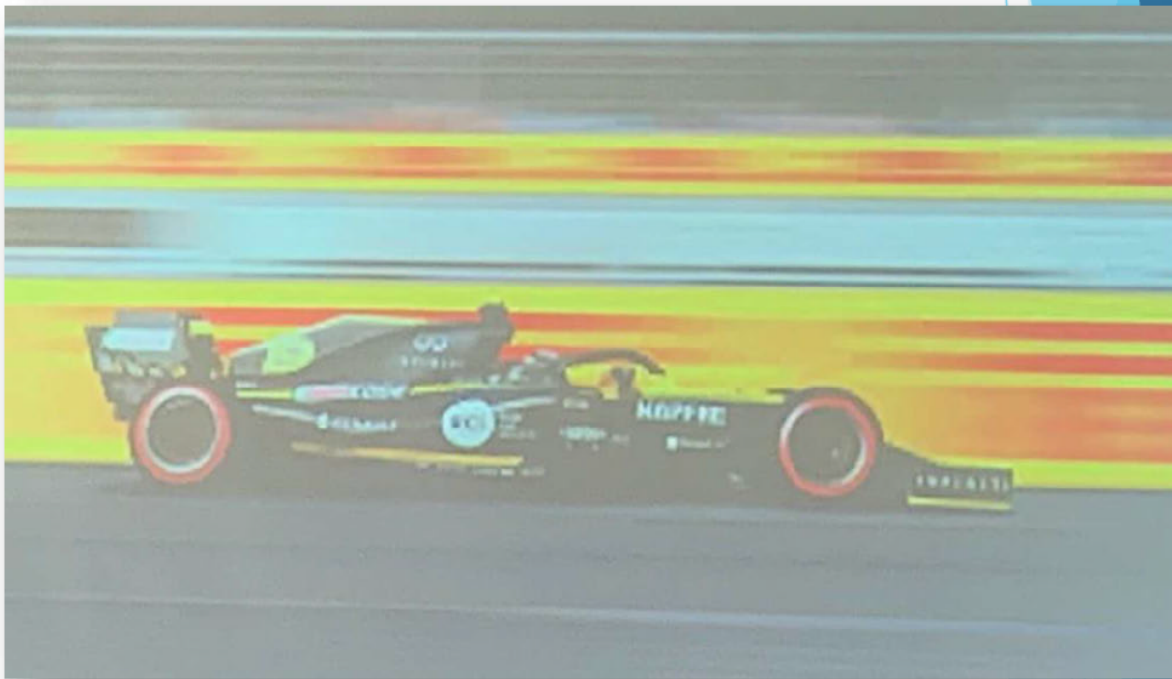
Target Detection: The Human Mind

- ▶ A library of images
- ▶ Recognition based
- ▶ Learned over years of your life
- ▶ Categorized into THREAT groups as necessary
- ▶ The threat image determines out next course of action

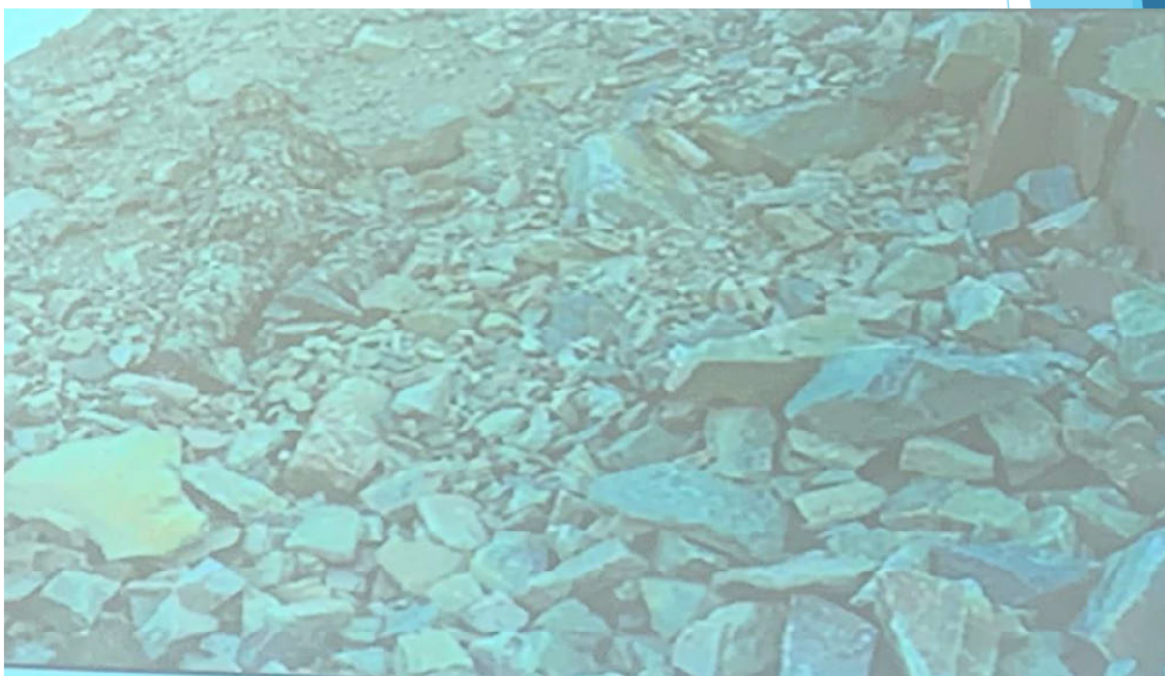
What catches the eye in this picture?



Target Detection: Movement Catches the Eye



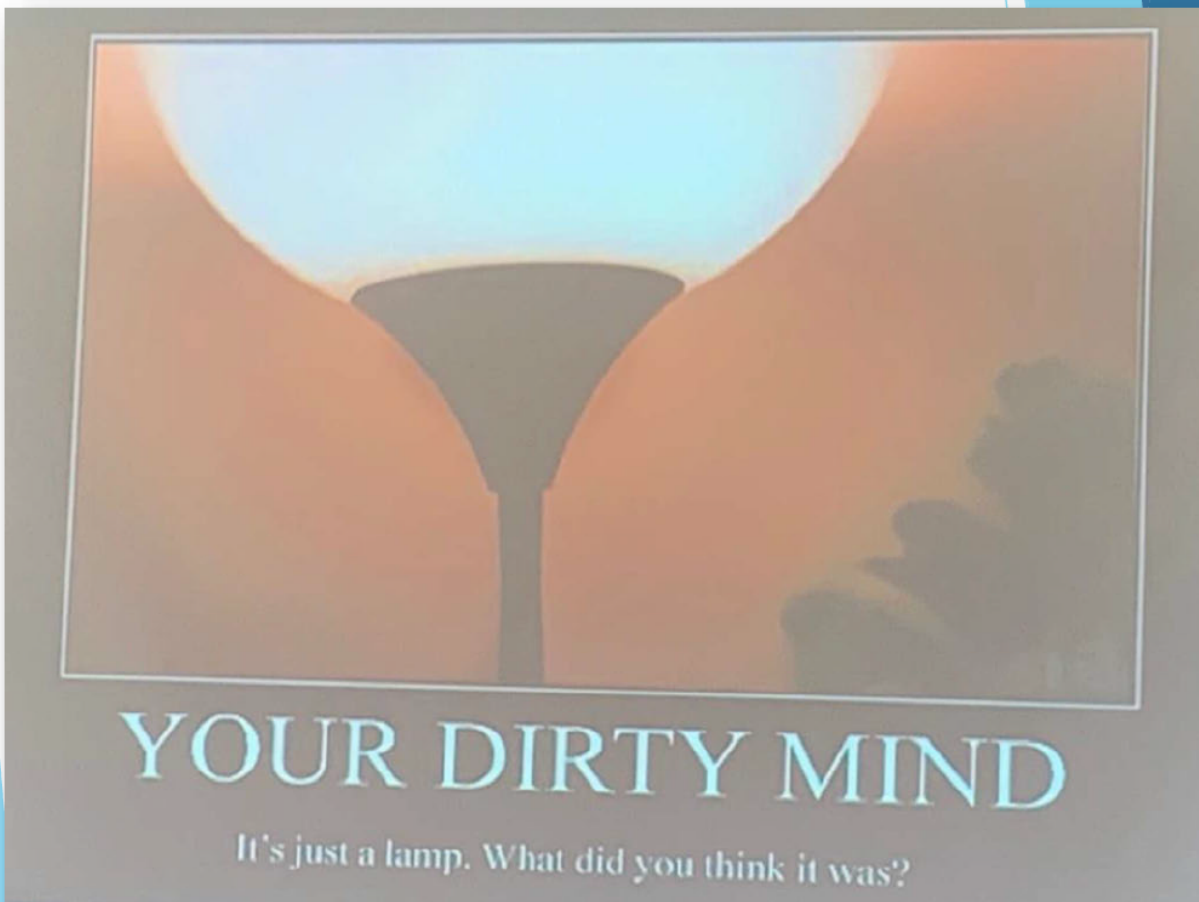
Target Detection: Shapes and Outline



Target Detection: Color



Target Detection



From: Government Technology <newsletters@govtech.com>
Sent: Thursday, October 8, 2020 2:01 PM
To: Welch, Christopher J. (DOC)
Subject: [Papers] Guide to Secured IT/OT Operations, Modern Data Protection, and More



Government Technology Papers

A 4-Tier Approach to Modern Data Protection

Organizations are demanding much more from the data protection process. Today, backup software can recover in-place, instantiating volumes directly on the backup storage which enables organizations to significantly reduce recovery windows. The performance of the backup storage hardware, keeping the hardware costs associated with storing this data, and adhering to the new compliance regulations -- both retention requirements and new data privacy demands -- all play critical roles.

[DOWNLOAD PDF](#)

Modernizing Government IT to Serve and Protect Citizens

Spurred on by a perfect storm of program silos, regulatory burdens, the emergence of affordable AI, increasing cyber security risks and aging and unsustainable IT costs, the US Federal Government over the past two years has put significant resources and leadership towards modernizing government to generate better results for US citizens.

[DOWNLOAD PDF](#)

Creating the First-of-its-Kind Cyberthreat Sharing Group

Read this paper to learn more about Los Angeles partnering with IBM Security to create the first-of-its-kind cyberthreat sharing group.

[DOWNLOAD PDF](#)

Accidental Convergence - A Guide to Secured IT/OT Operations

Many organizations have opted to converge their IT and OT environments, which can yield many benefits; at the same time, these decisions are not without risk. Download this paper now to learn more about OT security solutions that work in conjunction with

IT security solutions.

[DOWNLOAD PDF](#)

NEWEST ADDITIONS

[How Automating Spend Management Helps Governments Enable a Remote Workforce](#)

[Quick Action and Safe Storage Help New Orleans Recover from Ransomware Attack](#)

[Value of Public Procurement Modernization](#)

[Becoming a Future-Ready, Digital Government](#)

[Dynamic Security in AWS](#)

[The Next-Generation Workforce: Insights and Strategies for Government Leaders](#)

[Telework is Here to Stay. Here's How to Keep it Secure.](#)

[Driving Network Transformation with SD-WAN](#)

[2020 Data Breach Investigations Report](#)

[Building a Platform for Smarter Government](#)

[Email Best Practices for Government](#)

[Guide for Coping in the Post-Y2K World](#)

[A Government Leaders Book of Best Practices](#)

[How Analytics Can Take State and Local Data to the Next Level](#)

[Preparing for a 5G Future in Government](#)

[MORE PAPERS](#)

This email was sent to christopher.welch@doc.wa.gov.
Unsubscribe | Opt out of all e.Republic email | Privacy Statement
© 2020 e.Republic. All rights reserved. 100 Blue Ravine Rd, Folsom, CA 95630, USA.
Phone: 916-932-1300



Lewis, Tina J. (DOC)

From: Hetland, Emily (DOC)
Sent: Tuesday, March 2, 2021 1:34 PM
To: McDonald, Karen A. (DOC)
Cc: Mack, Henry M. (DOC)
Subject: RE: Alvestad - February 25, 2021 incident

Hi, Karen.

If this is truly intended to be an incident report, then I ask that you please put on the IR form so it can be routed appropriately. An email serves as a good informational piece or heads-up so I know an IR is coming. Have you connected with HR on this issue yet? If not, please also forward them this email. Thank you.

I'm scheduled in meetings for the next couple hours and will digest the content of your email this evening. If you are needing to take action, please call Erin as soon as possible.

Emily Hetland

Assistant Director|Correctional Industries
WA State Department of Corrections
O: 360.725.9105 | C: 360.789.2736

From: McDonald, Karen A. (DOC) <karen.mcdonald@DOC1.WA.GOV>
Sent: Tuesday, March 2, 2021 1:17 PM
To: Hetland, Emily (DOC) <ehetland@DOC1.WA.GOV>
Cc: Mack, Henry M. (DOC) <hmmack@DOC1.WA.GOV>
Subject: FW: Alvestad - February 25, 2021 incident

Good morning Emily,

Please find attached an incident report I received yesterday from Greg Buikema in regards to Mr. Alvestad. While the incident did not cause any significant damage to the vessel or the dock, it did put passengers and crew at undue risk. In light of Mr. Alvestad's previous incidents, I want to pass this along to include it with current considerations.

Please let me know if you have any questions.

Thanks,
Karen

From: Buikema, Gregory A. (DOC) <gabuikema@DOC1.WA.GOV>
Sent: Monday, March 1, 2021 11:00 AM
To: McDonald, Karen A. (DOC) <karen.mcdonald@DOC1.WA.GOV>
Subject: Alvestad - February 25, 2021 incident

Karen,

On Thursday February 25th I transited from Steilacoom to McNeil Island on the 06:40 scheduled passenger ferry run. Mr. Alvestad was the captain on board.

Based on sea state, I estimated the wind speed to be between 20-25 knots from the Southwest during the transit. For most of the transit our route was in the trough. The boat was rolling more heavily than usual. I did not observe any change of course to reduce this motion.

On our final approach to the dock at McNeil Island I observed multiple waves break onto the concrete float. Our initial approach was up-wind of the dock but the vessel was rapidly set down and backed up into the wind to complete the landing. I later looked at the tidal current predictions for the area and there was likely more than a knot of current running out also. The port bow of the vessel made initial contact with the fenders on the Northeast corner of the float. The contact was hard enough to cause people to lurch in their seats. While alongside, the vessel was pitching and rolling enough to make it difficult for passengers to walk to the exit door. This pitching and rolling of the boat caused considerable heaving of the gangway as people disembarked. I observed several passengers being assisted by other passengers while disembarking. The float was awash as people walked from the boat to the gangway accessing the fixed pier.

I stood on the dock and observed the vessel for the remainder of the time it was alongside and while it departed. I observed several other things that should be addressed through a refresh of our Standard Operating Procedures. Only a forward spring line was deployed while laying alongside. The senior deckhand removed the boarding gangway from the vessel himself – without the assistance of anyone lifting on the other side of the gangway. The vessel was not pivoted off the dock or maneuvered so as to avoid the rub rail from contacting multiple fenders as it departed.

I verified wind speed using the anemometer in the McNeil Island dock house. It showed average wind speeds of 24-27 knots.

By not adjusting the vessels course during the transit to reduce rolling, Mr. Alvestad exposed passengers to more discomfort and anxiety than necessary. While there was no immediate danger to anyone from not changing course, there was also no reason not to make the ride more comfortable for our passengers.

By landing on the outside of the main dock in the conditions that existed the deckhands, passengers, vessel, and dock were exposed to unnecessary risk.

Even a casual observer would be able to see that landing the deckhands from a pitching and rolling vessel onto a concrete and steel float that has standing water on it and waves breaking onto it presents a fair bit of risk. Placing mooring lines in these conditions also creates a higher risk for the deckhands to obtain injury from surge. There were at least two readily available options that would have reduced the risk to the deckhands – landing on the relatively calm inside of the float and diverting to Still Harbor.

Most of the passengers riding on the McNeil Island ferries are DOC and DSHS employees. These passengers come expecting to ride the boats back and forth to work. However, they also come without a wide range of knowledge about vessel operations and the dangers that may be present. Many of them come dressed for work indoors, without waterproof shoes or cloths. Some of them have limited physical abilities or are scared when the weather is foul and the motion of the ferry is rough. Landing on the outside of the float at McNeil Island in the conditions that were present on the 25th forced passengers to walk through standing water and be exposed to spray but also put them at higher risk of injury through tripping or falling as they departed the vessel. Again, there were at least two readily available options that would have reduced the risk to the passengers – landing on the relatively calm inside of the float and diverting to Still Harbor.

While there was no significant damage to the vessel, dock, or gangway observed following this landing, repeatedly exercising poor judgement does result in cumulative damage. Heavy impacts between the docks and vessels at this

location have resulted in repeated failures of the fendering system, damage to the concrete float and damage to vessels. Damage as a result of poor judgement and complacency have cost the state hundreds of thousands of dollars at McNeil Island in the last five years. Mr. Alvestad, himself, has been responsible for two dock allisions in the last month that have resulted in significant damage to the vessel and docks.

It is important to recognize that operating any vessel takes place in a dynamic environment. Decisions are made continuously by vessel Masters based on the conditions and information at hand. This can, at times, make it difficult to assess the decision-making process from afar. However, in this case, I was able to directly observe many of the same elements that Mr. Alvestad was able to observe. I am familiar with the instruments and equipment Mr. Alvestad has available. In addition, Mr. Alvestad has operated the same vessel on the same route – landing at the same docks - for many years now. The practical summation of this experience should result in him being able to expertly evaluate conditions he encounters at any given time and adjust his actions to maximize the safety of the passengers, crew, vessel, and docks.

The role of a professional captain is, by definition, to exercise good judgement in the protection of the people, cargo, and equipment entrusted to them. The consequences of not employing this judgment can be fiscally significant and elevate the risk of injury to staff and passengers. Mr. Alvestad did not demonstrate good judgement when making the decision to land on the outside of the float in rough conditions. I am forced to conclude that he is either unable to recognize when better options exist or is choosing to ignore them. In any case this reflects a failure of expectations for a USCG licensed professional mariner employed by the State of Washington to operate a passenger ferry at McNeil Island.

Ignoring poor judgement or abuse of equipment and infrastructure allows cumulative damage and the development of a workplace culture that is inclined to accept avoidable risk. The damage that occurs from this allowance sets the stage for more expensive and dangerous incidents to occur. It is not a stretch to suggest that these incidents could involve serious injury or death and damage to a vessel or float resulting in its sinking and the release of pollution. Therefore, the state should take action that reflects the seriousness of this failure of judgement.

Please let me know if I can answer any questions,

Thanks,

Greg Buikema

Marine Operations Supervisor
McNeil Island Stewardship
office: (253) 588-5281 (ext. 0016)
mobile: (253) 328-3229
gabuikema@doc1.wa.gov

Lewis, Tina J. (DOC)

From: Russell, Bobbi A. (DOC)
Sent: Tuesday, April 21, 2020 10:06 AM
To: Headley, Charlotte K. (DOC); Salvaggi, Joseph D. (DOC); DeFlitch, Keith L. (DOC)
Subject: RE: Prison Safety FY 2021



AIS Prison Safety Prison Safety FY16
IG v071614 -...



IG.docx

How about if I combine some elements from both of these former Prison Safety classes (My Safety, Your Safety, Place Safety and Personal Practices/Minimizing Risk/Human Error)?

I could take out the references to the book?

I could change the focus from “what did we learn/what do we do differently now after Jaymie Biendl’s death?” to “what did we learn/what do we do differently now after the Covid-19 crisis?”

Is this along the lines of the review you were thinking of?

From: Headley, Charlotte K. (DOC)
Sent: Monday, April 20, 2020 7:46 AM
To: Russell, Bobbi A. (DOC) <barussell@DOC1.WA.GOV>; Salvaggi, Joseph D. (DOC) <jdsalvaggi@DOC1.WA.GOV>; DeFlitch, Keith L. (DOC) <kdeflitch@DOC1.WA.GOV>
Subject: RE: Prison Safety FY 2021

Can we dust off previous curriculum and do a review?

From: Russell, Bobbi A. (DOC)
Sent: Monday, April 20, 2020 7:45 AM
To: Salvaggi, Joseph D. (DOC) <jdsalvaggi@DOC1.WA.GOV>; Headley, Charlotte K. (DOC) <ckheadley@DOC1.WA.GOV>; DeFlitch, Keith L. (DOC) <kdeflitch@DOC1.WA.GOV>
Subject: RE: Prison Safety FY 2021

Good points Joe, thank you!

From: Salvaggi, Joseph D. (DOC)
Sent: Monday, April 20, 2020 7:40 AM
To: Russell, Bobbi A. (DOC) <barussell@DOC1.WA.GOV>; Headley, Charlotte K. (DOC) <ckheadley@DOC1.WA.GOV>; DeFlitch, Keith L. (DOC) <kdeflitch@DOC1.WA.GOV>
Subject: RE: Prison Safety FY 2021

I just worry a bit about capturing the right message with regards to pandemic safety. We have a moving target right now and are constantly adapting our plans. I think it would have to stay with high level concepts and avoid being too

specific about COVID-19. We're going to have hundreds of lessons learned from this and we just want to make sure our message in training aligns with what we learn from this or knew coming into it. I also think that we're in the midst of this and if we have any worst case scenarios then it could be difficult to bring this back up to impacted employees. We will have employees in the class who have had and recovered from COVID-19 and that has risk if the topic is even slightly off or too specific.

Just my 2 cents, but I trust you to look into what we might be able to do 😊

From: Russell, Bobbi A. (DOC)

Sent: Monday, April 20, 2020 7:35 AM

To: Headley, Charlotte K. (DOC) <ckheadley@DOC1.WA.GOV>; Salvaggi, Joseph D. (DOC) <jdsalvaggi@DOC1.WA.GOV>; DeFlitch, Keith L. (DOC) <kdeflitch@DOC1.WA.GOV>

Subject: RE: Prison Safety FY 2021

I defer to you. I know that you are really busy with COVID planning and management. I can make myself available to you how/when you have time/availability...

If you already have idea(s) for a more timely topic, and you have resources available that I could use to build training from, get them to me and I'll tentatively build something for you to review.

If you need to discuss ideas first, I'm available to video chat at your convenience.

Let me know what you need and I will do my best to make it happen!

Thanks!

~Bobbi

From: Headley, Charlotte K. (DOC)

Sent: Monday, April 20, 2020 7:28 AM

To: Russell, Bobbi A. (DOC) <barussell@DOC1.WA.GOV>; Salvaggi, Joseph D. (DOC) <jdsalvaggi@DOC1.WA.GOV>; DeFlitch, Keith L. (DOC) <kdeflitch@DOC1.WA.GOV>

Subject: RE: Prison Safety FY 2021

I completely agree. I was thinking this, but had assumed it would just be too late in the year to think about changing. I don't think this is a good time to start a conversation about dynamic security at all. Thank you, how do we start?

From: Russell, Bobbi A. (DOC)

Sent: Monday, April 20, 2020 7:03 AM

To: Headley, Charlotte K. (DOC) <ckheadley@DOC1.WA.GOV>; Salvaggi, Joseph D. (DOC) <jdsalvaggi@DOC1.WA.GOV>; DeFlitch, Keith L. (DOC) <kdeflitch@DOC1.WA.GOV>

Subject: FW: Prison Safety FY 2021

Good Morning Charlotte, Joe and Keith!

I know that you all are working hard to keep all of us in DOC safe during this difficult time, thank you so much for that! I am wondering if we should save the Dynamic Security topic for a future Prison Safety (or stand alone?) class and do a "pandemic-related" topic for this coming year while we are still in/coming out of this immediate crisis?

I am guessing that you have learned a lot through this process and you may want to head in a different direction for Prison Safety?

I think the next 30 days are really going to be telling as to the direction that we move for AIS training next year!?!

What do you think?

~Bobbi

INSTRUCTIONAL GUIDE

Lesson: Prison Safety FY16

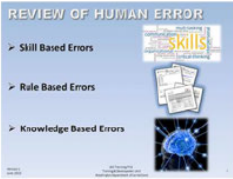
Time: 3 Hours

Lesson Objectives:		Performance Expectations
1. Recognize how complexity and change influence goals and safety. 2. Examine solutions for minimizing risk caused by organizational gaps. 3. Identify how documentation supports prison safety. 4. Connect daily work to the vision and mission of DOC.		• Apply various practices for safety and security in the facility to minimize risk.
Instructional Aids:	Student Handouts:	NOOK Appendix Materials :
• PPT Presentation: AIS Prison Safety FY16 • IA1: Post Order Shakedown Activity • IA2: Small Changes Activity	SH#1: DOC Policy 890.00 Safety Program SH#2: Small Changes Student Activity SH#3: F-Map ** Special Instructions – The F-Map is required to be printed directly from the website for use in the classroom. Please go to: iDoc→Agency→Operations→Results DOC→Fundamentals Map to print the handout prior to class	
Delivery Preparation:	Classroom Materials/Equipment:	Reference Documents:
SH#3: F-Map ** Special Instructions – The F-Map is required to be printed directly from the website for use in the classroom. Please go to: iDoc→Agency→Operations→Results DOC→Fundamentals Map to print the handout prior to class. Table Groups: If possible set up table groups with multi-disciplinary teams	• Chart Paper & Easel or Dry Erase Board • Markers • Computer & Projector • Paper & Writing Utensils	• Cheryl Young, Dan Pacholke, Devon Schrum and Phillip Young, <i>Keeping Prisons Safe Transforming the Corrections Workplace</i> (Washington: Prisons Division Washington Department of Corrections, 2014), 117-160 • Cheryl Young, Dan Pacholke, Devon Schrum and Phillip Young, <i>Keeping Prisons Safe Field Guide</i> (Washington: Prisons Division Washington Department of Corrections, 2014), 93-114
Creation & Revision Dates:	Instructor Resources:	
Creation: May 2015 Revision:	Subject Matter Expert Contact(s): Brandon Marshall & Jamison Roberts TDU Contact(s): Alena Dicke & Trevor Setvin	

INSTRUCTIONAL GUIDE

Lesson: Prison Safety FY16

Time: 3 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
1	Lesson Overview	Through previous in-service lessons staff have looked at personal practices as well department practices regarding safety and discussed how to improve safety in the workplace. They have explored vulnerabilities and identified how staff can improve safety in the workplace by individual and team accountability. Safety is a continuous improvement priority in the department and staff have had the opportunity to learn, grow, and see the changes in the department that have been driven by safety statewide. DOC is dedicated to correcting the human and system errors that have led to serious incidents in our prison facilities. ESB 5907 set our guidelines and goals to improve safety and reduce risks within our facilities.	Instructor Introduction: Show PPT#1: - Welcome students to the training. - Introduce yourself and co-instructor(s). Instructor should say something about themselves, their level of knowledge and their passion for teaching this course. Previous Lesson Review: Show PPT#2: <u>Human Error</u> Reference previous trainings. Remind students of AIS Prison Safety and Physical Plant Safety. Talk about how these lesson have helped safety mindset and practices at their worksites. Ask: After attending these trainings what things in your facilities did you notice that you didn't notice before? - What were some of the possible solutions for safety that you noticed at your facility? - What safety models are in place at your facility? Lesson Objectives: Show PPT#3: <u>Lesson Objectives</u>. - Review the objectives and answer any questions. The purpose of this lesson is to share information, learn from each other, and develop ways to address organizational gaps and inefficiencies that may contribute or lead to safety risks.	PPT#1:  PPT#2:  PPT#3: 	5 min

INSTRUCTIONAL GUIDE

Lesson: Prison Safety FY16

Time: 3 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
		Note: It is important to discuss the book/workbook for several reasons: 1. Staff will know that their experiences, input and feedback were included in this book/workbook to improve safety and change our culture. 2. The book focuses on more than just complex adaptive systems, but gives attention to improving human error issues as well. 3. Most of the exercises and activities in these books have been tested in forums, workshops, musters, training, and committees over the past three years. This is the other testament to the input staff have had in the creation of this work. The book and workbook were written by Dan Pacholke, Cheryl & Philip Young and Devon Schrum with input from DOC staff. Where to Find the Book Each facility's Training Unit will have several copies available for loan within this coming year. If you get a chance to read them, it may help to improve your safety perspective.	The Book: Keeping Prisons Safe Show PPT#4: <u>Prison Safety Resource</u> • The questions you just discussed and the activities we will be using in this lesson are derived from a published book and workbook titled <u>Keeping Prisons Safe – Transforming the Corrections Workplace</u>. • This book is a testament to the nature of our work and gives correctional staff the opportunity to talk about safety. Line staff have solutions to many of the safety concerns that come up on the job. • A design group brought together subject matter experts from across the state and the principles guiding this group became clear and the issues suddenly became about EACH of us and ALL of us.	PPT#4 	

INSTRUCTIONAL GUIDE

Lesson: Prison Safety FY16

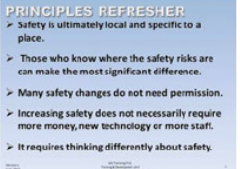
Time: 3 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
	Introduction		Show PPT#5: <u>Safety Models</u> – The safety models reviewed in the book are: ▪ Human Error ▪ Latent Cause and Effect: Situational Safety ▪ Sense-Making: Creating Place Safety ▪ Complex Adaptive Systems: Organizational Safety • Each chapter in the book contains three parts: – Part 1 introduces a safety model and describes that model's explanation for how accidents happen and where to look for causes and solutions. – Part 2 of the chapter brings the model into the correctional context. – Part 3 operationalizes the model with practices relevant to the corrections workplace. • This book draws heavily from DOC forums, started as a way to change our safety climate. The first of these lessons was annual in-service two years ago; My Safety, Your Safety, Place Safety. • This year we will be reviewing Chapter Four which focuses on the Complex Adaptive Systems model.	PPT#5:  PPT#6:	10 mins

INSTRUCTIONAL GUIDE

Lesson: Prison Safety FY16

Time: 3 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
			Show PPT#6: <u>Principles</u> Review the principles on the slide and clarify any student questions.		
2	Complex Adaptive Systems	Lesson Objective #1 Note: You will need a clock or other timer for this activity. Table Groups: If possible set up table groups with multi-disciplinary teams Read to class: "Each division, department, unit and function is generating goals, measures, plans, initiatives, policies, budgets, staffing constraints and timelines. This requires the part of the organization	Activity: 3 Minute Quick Write Tell participants not to start writing until you say go. In any facility it is necessary to work with others. With that in mind, you have 3 minutes to write down your answer on the following prompt. Show PPT#7: <u>Quick Write</u> Have students write as individuals on their own paper. 1. Think of a time when <i>your duties</i> at a facility were influenced negatively by the facility, groups or co-workers influences. Examples might include: miscommunication, others not performing tasks that are needed to complete your job, etc. 2. Now that time is up, ask the table groups to debrief some of the problems that people wrote about. 3. Display PPT#8 as an introduction to the discussion. 4. Discuss: Pose the following questions regarding organizational complexity. Emphasize the connections between different	 PPT#8:	20 mins

INSTRUCTIONAL GUIDE

Lesson: Prison Safety FY16

Time: 3 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
		where the work is being done to interpret and reconcile multiple requirements and inputs in real time." p. 120	organization/system components. Refer back to the situations the staff came up with. - How are your job duties influenced by others? - Who do you depend on (other job roles) to carry out your job successfully? - Why is it important to understand how other departments and job roles influence how you perform your job? - What problems occur when individuals in other job roles you rely on do not successfully perform their job duties? Report out to the class Show PPT#9: <u>Complex Adaptive Systems</u> Explain: Complex Adaptive Systems Use the below information to introduce the topic of adaptive systems. - Organizations are complex and are made up of different parts that are meant to function together. - What happens in one area of an organization influences other, interrelated parts of the organization. When one part of the system changes, there can be changes in other areas of the system. - As tasks, projects, and resources are dispersed across the organization, challenges often emerge.	- How are your job duties influenced by others? - Who do you depend on (other job roles) to carry out your job successfully? - Why is it important to understand how other departments and job roles influence how you perform your job? - What problems occur when individuals in other job roles you rely on do not successfully perform their job duties? PPT#9: COMPLEX ADAPTIVE SYSTEMS - Systems (organizations) are made up of different parts that work together - What happens in one part of a system/organization influences other inter-related areas - Challenges occur when tasks and resources are dispersed across the organization	
3	Minimizing Risk	Lesson Objective #2	Show PPT#10: <u>Minimizing Risk and Gaps</u>	PPT#10:	30mins

INSTRUCTIONAL GUIDE

Lesson: Prison Safety FY16

Time: 3 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
		"...divisions can end up working at cross-purposes, communications can break down, gaps can happen and information can be lost." p. 119 We need to recognize that while some parts of our job are driven by organizational policy from the top, there needs to be an awareness of our roles in shaping those policies through the work we do. Refer to page 121 of <i>Keeping Prisons Safe Transforming the Corrections Workplace</i> for more information	Discussion: Gaps - Each part of the organization has a different approach to executing tasks. While different parts of the organization are attempting to implement the same work, difficulties happen due to complexity. - External factors also contribute to the organization. The external factors, such as federal law, impact how policies are crafted and implemented by practitioners. - Examine solutions for minimizing risk caused by organizational gaps. Describe Diagram from PPT#10: The model illustrates the importance of observations (being aware of different aspects of the organization) and actions (responses to observations). These different elements are present in our daily work. Ask: Responding to Gaps (Chart answers) - How do you respond to changing workplace conditions? Resistance Excitement - How do you resolve conflicts with competing priorities? Ask for help Set up a plan to get things done Talking to co-workers/supervisors		

INSTRUCTIONAL GUIDE

Lesson: Prison Safety FY16

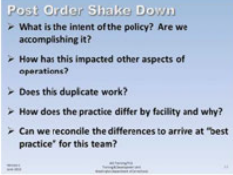
Time: 3 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
			- What strategies can you use to anticipate potential hazards? Be aware of surrounding Work with co-workers/Supervisors to set up potential plans Run drills/practice scenario responses - How do you cope with surprises and work around obstacles? Take time to process Put the surprise or obstacle in perspective to the work - What strategies could you employ to close gaps between plans and reality? Be part of the implementation Actively participate in discussions during planning		
4	Coping & Adapting	Note: Policies for the department are written for general organizational guidelines and have to be translated to the practices in the workplace.	Show PPT#11: <u>Coping and Adapting</u> Explain: Coping and Adapting to Complexity - Working faster is not always better. Taking the necessary time to locate information and execute tasks is important. Acting too hastily can cause more problems in many instances. - Maintaining quality is important. However, quality does sometimes cost more. - Being more efficient can cause gaps in the system or organization. - Performing "to standard" may not be appropriate in some situations so you adapt - Just because something is on time does not mean it is complete.	PPT#11: 	30 mins

INSTRUCTIONAL GUIDE

Lesson: Prison Safety FY16

Time: 3 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
			Activity: Post Order Shakedown – USE IA#1 to work through this activity - Put staff into groups and review the purpose of the shakedown. - Hand out SH#1: DOC Policy 890.000 Safety Program - Use the following questions to help the groups go through the policy and think about how policies affect the work. Activity Questions Display PPT#12: <u>Post Order Shake Down</u> - What is the intent of the policy? Are we accomplishing it? - How has this impacted other aspects of operations? - Does this duplicate work? - How does the practice differ by facility and why? - Can we reconcile the differences to arrive at a “best practice” for this team? What have we learned?	IA#1: Post Order Shake Down SH#1: DOC Policy 890.000 Safety Program PPT#12: 	
	BREAK				5 - 10 min
5	Documentation	Lesson Objective #3 Note: Data trails and paperwork are required to document what is going on in the facility/workplace. The process of following the outlined documentation	Show PPT#13: <u>Documentation</u> Explain: Documentation Core work of corrections is securing and monitoring inherently volatile populations who do not want to be there – documentation, translated properly and	PPT#13:	40 min

INSTRUCTIONAL GUIDE

Lesson: Prison Safety FY16

Time: 3 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
		requirements ultimately contributes to the safety of the agency. Connect the daily work to documentation to help staff understand the importance of safety in documentation. Documentation allows for staff to provide communication that tells the story of the facility and helps staff move from shift to shift with awareness and security mindset to enhance staff safety and facility safety. Daily logs and observations on current behaviors and daily happenings contribute to the critical information needed to safely operate on a day to day basis. Each document takes time to write which competes with the daily tasks and then can result in documentation that can be lacking in quality and/or details in the documentation.	given to the correct people, can be a powerful tool to assist in staff safety within our facilities. <i>What could be Documentation? (Chart answers)</i> • Daily logs • Observations • Missing Tools • Contraband Located • Inmate Behavior • Suicidal We use documentation to communicate critical information to staff on other shifts. It is a way to “talk to” people we don’t otherwise have access to. It is a way for all staff in an area to work together and to pass information “up” the chain so that staff in other areas benefit as well (see page 137). Discuss: What is the point and importance of documenting in corrections? (Chart answers) • Information Sharing – sharing between shifts, areas and levels of management helps to inform facility of the happenings and temperature of the facility. • Record of Incidents – when things happen in the facility keeping a record can support changes that may need to occur, patterns that may be developing.	DOCUMENTATION ➤ Core work of corrections is securing and monitoring inherently volatile populations who do not want to be there – documentation translated properly and to the correct people can be a powerful tool to assist in staff safety within our facilities.	

INSTRUCTIONAL GUIDE

Lesson: Prison Safety FY16

Time: 3 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
		In turn, it also takes time to review and read documentation so the reports that are available are not always reviewed thoroughly based on time constraints. Information Transfer: Information may be relevant and available however, if there is not a vested interest or if the information is not sought out then information is not used. Knowledge Management: How to manage, distribute, interpret, and archive	- Warnings – identifying and sharing information at the warning level helps the facility to identify and correct problem/issues before they may have a bigger impact. - Right Information to the right people – by ensuring that information is going to the right people we are communicating. - Anticipation to the facility & safety needs – documentation provides a record of the facility and helps staff see the bigger picture and in turn solve problems at the lowest level making sure the facility is safe and operating in the most efficient way possible. Explain & Ask for examples: What can be the barriers? Have students identify each area. (Chart answers) - Information transfer - Knowledge management - Right information to the right place - Time		

INSTRUCTIONAL GUIDE

Lesson: Prison Safety FY16

Time: 3 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
		information both for individual staff and facilities as a whole. Right Information to the right place: It is important to identify who should get what information – if you are sharing information with someone that it does not mean anything to the information is lost. Time: Time will always be a barrier. With the daily duties and tasks that need to be completed we need to ensure that we respect the time each staff have and make sure the information we are sharing is purposeful and applicable to the information at hand. Small Changes Activity Purpose: This activity helps staff connect the dots for what changes they can make and have control over, and how the small changes at an individual/team level can affect the broader organizational level.	Activity: Small Changes Use SH#2 and IA#2 to conduct this activity Follow IA2 for this activity (Chart answers) Activity Debrief: What could we do in our facilities?		

Final: Version 2
7/14/2015

AIS Prison Safety
Training & Development Unit 2015
Washington Department of Corrections

Page 12 of 18

INSTRUCTIONAL GUIDE

Lesson: Prison Safety FY16

Time: 3 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
		Documentation is a small change to show what staff have control over.	- Considerations of additional actions within span of control. <i>Who needs to know and why?</i> Explain: Treat successes as failures Looking at small changes we can make we can continually grow and look at the analysis of the small changes and successes we make. - Look for near misses – “If it hadn’t been for.....” - Analyze near misses – pay closer attention to discuss what could have happened and what we could do differently. - Track Small Failures – shows possible patterns that could add up - Practices – Being active in your facility for you, the facility and your co-workers. Ask: <i>What type of small successes have you seen around your facility? Think about it in the context of using documentation as a communication tool.</i> Highlight the importance of small wins, safety does not depend on major changes taking place.	IA#2: Small Changes Activity SH#2: Small Change Student work	
	BREAK				5 - 10 min
6	Standardization and Alignment	Lesson Objective#4 Note:	Explain: Standardization Standardization is the condition in which a process or object is used consistently throughout an organization or system.		25 mins

INSTRUCTIONAL GUIDE

Lesson: Prison Safety FY16

Time: 3 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
		Standardization is a way of clarifying the boundaries for a job. No job can be completely and accurately specified but places and practices are dynamic and localized. Red Flag: These discussions may become passionate due to the nature of talking about different job classes and duties. Remember to work with the group and explain the differences also bring us together and help us become a safer agency. Situational Variables: Each situation has similarities that help us define the policy and boundaries but each situation also has its own set of identifying factors or variables. By standardizing work we define the similarities but we still need to account for the individual situations that arise. Note:	- In corrections standardization must be an organizational decision to pass on successfully throughout our facilities and job classes. - By having a standard established, the daily work within our organization helps eliminate human errors and establish procedures that ultimately help to keep our facilities and staff safe. Discussion: What type of standard procedures do you follow in your daily work? (Chart Answers) Look for and help guide discussion: - Standardize operating procedure across job classes. - Integrating procedures and cross checks. - Log checklists. - Checklist that are meaningful. - What protocol says to do. Explain: "Standardization is a way of clarifying the boundaries for a job. These are boundaries within which there must be latitude for situational variables." p. 156-157 Activity: Standardizing Work Processes - Use the list from the previous discussion (Standard processes) regarding daily work standard processes. - Identify standard processes from the group discussion.		

INSTRUCTIONAL GUIDE

Lesson: Prison Safety FY16

Time: 3 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
		Standardization leads to alignment across the job functions of the agency. We can look at post orders and identify gaps to look at what we can do as individuals and an agency to align with our procedures and practices.	3. Have each group take a task or two dependent on how big the list is. 4. In each group: - Identify how the standard applies to different job classes. - Determine what barriers there could be to the standards. Discussion: Alignment - While debriefing the group work, highlight alignments in the standards across job classes. - Point out the contributions of each job class and how each correlates to the overall alignment of standards and the agency mission and goals. Explain: Team Responsibility The base of team responsibility starts with personal accountability. Each team member has to be accountable for themselves and accountable to the team. By holding each other and ourselves accountable we build a foundation for the team to be accountable as a group. How do we as an agency promote team responsibility? - Safety Forums - Safety Musters How can we do things better?		

INSTRUCTIONAL GUIDE

Lesson: Prison Safety FY16

Time: 3 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
			- Practice how to back up one another - Designate staff to communicate to make sure that communication happens - Review with staff what needs to be done		
7	Fundamentals Map	Note: The Fundamentals Map (i.e., F-Map) connects everyone's daily work to DOC's five key goals. - The F-Map links our key goals to the strategies and processes that will achieve the Department's desired outcomes. - It is a document that identifies who in leadership is responsible for each core process. The process within the F-Map are how local supervisors can connect staff work to the core processes of DOC.	Discussion: Fundamentals Map The Fundamentals Map is a structure for DOC to do business and connect the different organizational goals through a structured process that keeps the goals connected and visible throughout the agency. The Fundamental Map connects drives practices, policies, procedures throughout the agency and in turn can affect the processes we follow for safety within our agency. Activity: F-Map Show PPT#14: Fundamentals Map If we are doing our routine work well, it should all lead to positively impacting offenders. - Hand out the F-Map **See Special Instructions - Introduce the class to the F-Map (what is it and what function does it serve). Have staff discuss in table groups then report out to the class: - What area(s) do you see your position affecting.	PPT#14: Fundamentals Map (F-Map)  SH#3: F-Map ** Special Instructions – The F-Map is required to be printed directly from the website for use in the classroom. Please go to: iDoc→Agency→Operations→Results DOC→Fundamentals Map to print the handout prior to class	15mins

INSTRUCTIONAL GUIDE

Lesson: Prison Safety FY16

Time: 3 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
			What kinds of things can we do to support the F-Map?		
8	Summary		Discussion: Summary Show PPT#14: Summary Thinking back to what we talked about today: - How does organizational complexity impact your jobs and duties? When you return to your job duties, keep safety in the front of your mind. Ask yourself these questions: - What can you do to address organizational gaps? - How will you respond and cope with complexity? - What will you do to increase prison safety? We will continue reviewing these types of issues during the annual in-service prison safety series each year. However, please continue having these discussions on a daily basis with each other. - Let someone know when you feel uncomfortable or unsafe. - If you notice gaps, implement strategies to address them. - Continue open/honest discussion during your Place Safety Musters. - Report safety/security concerns.	PPT#14: Summary - Consider the ways in which complexity influences goals and safety. - Be sure to identify solutions for minimizing risk caused by gaps. - Be aware of the importance of documentation. - As you perform your duties, connect with the mission and values of the DOC.	10 min
9	Evaluation	Collect the forms from the debrief and give to local FPC.	Handout Class Evaluation Form and Explain:	Class Evaluation Form	5 mins

INSTRUCTIONAL GUIDE

Lesson: Prison Safety FY16

Time: 3 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
			Your input is valued, please take some time to give us your feedback.		

INSTRUCTIONAL GUIDE

Lesson: AIS Prison Safety 2014-2015

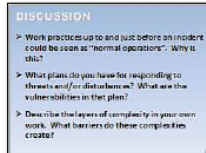
Time: 4 Hours

Lesson Objectives:		Performance Expectations
1. Critique personal practices that may cause safety risks in our daily work. 2. Examine solutions for minimizing risk caused by human error. 3. Recognize and analyze the risk created by drifting from official procedures. 4. Identify and discuss options to improve safety and security.		Apply various practices for safety and security in the facility to minimize risk.
Instructional Aids:	Student Handouts:	NOOK Appendix Materials :
• PPT Presentation: AIS Prison Safety 2014-15 • IA #1: Human Error Types (Dry Erase Board Activity) • IA #2: Your Story (optional activity)	SH #1: Human Error Types	
Delivery Preparation:	Classroom Materials/Equipment:	Reference Documents:
Review the PPT presentation to determine which slides are automated and which ones require you to click. An optional activity (IA #1) is provided if you need to fill time at the end of this lesson.	• Chart Paper & Easel or Dry Erase Board • Markers • Computer & Projector	• <u>Keeping Prisons Safe</u>, Transforming the Corrections Workplace, 2014 • Keeping Prisons Safe Workbook
Creation & Revision Dates:	Instructor Resources:	
<i>Creation:</i> July 2014 <i>Revision:</i> August 2014	Subject Matter Expert Contact(s): Cheryl Young, Dan Pacholke, Devon Schrum, Philip Young, Christopher Lopez, Eric Mainio, Jerry Long, Leon Kershaw TDU Contact(s): Kari Cummings & Dianne Lee	

INSTRUCTIONAL GUIDE

Lesson: AIS Prison Safety 2014-2015

Time: 4 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
1	Lesson Introduction	DOC is dedicated to correcting the human and system errors that have led to serious incidents in our prison facilities. ESB 5907 set our guidelines and goals to improve safety and reduce risks within our facilities. The questions on PPT #2 are from the Keep Prisons Safe Workbook, pgs 25, 52, and 96.	Instructor Introduction: Show PPT 1: <u>Introduction</u> - Welcome students to the training. - Introduce yourself and co-instructor(s). Each instructor should say something about themselves, their level of knowledge and their passion for teaching this course. Lesson Introduction Show PPT 2: <u>Discussion Questions</u> and ask the class to discuss the questions at their tables. <i>Work practices up to and just before an incident could be seen as “normal operations”. Why is this?</i> <i>What plans do you have for responding to threats and/or disturbances? What are the vulnerabilities in that plan?</i> <i>Describe the layers of complexity in your own work. What barriers do these complexities create?</i> Debrief: Ask: <i>What thoughts or concerns did these questions bring up?</i> These questions are meant to get us to take the next step in our safety practices – to get us to critically think about and critique our daily routines when it comes to safety.	PPT #1:  PPT #2: 	40 min

INSTRUCTIONAL GUIDE

Lesson: AIS Prison Safety 2014-2015

Time: 4 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
			Lesson Objectives: Show PPT 3: <u>Lesson Objectives</u> . - Review the objectives and answer any questions. - The purpose of this lesson is to share information, learn from each other, and develop ways to reduce human errors that may contribute or lead to safety risks.	PPT #3: 	
2		Note: It is important to discuss the book/workbook for several reasons: - Staff will know that their experiences, input and feedback were included in this book/workbook to improve safety and change our culture. - That the book focuses on more than just human error, but gives attention to improving systemic issues as well. - Most of the exercises and activities in these books have been tested in forums, workshops, musters, training, and committees over the past three years. This is the other testament to the input staff have had in the creation of this work. The book and workbook were written by Dan Pacholke, Cheryl & Philip Young and Devon Schrum with input from DOC staff.	The Book: Keeping Prisons Safe Show PPT 4: <u>Prison Safety Resource</u> - The questions you just discussed and the activities we will be using in this lesson are derived from a published book and workbook titled <u>Keeping Prisons Safe – Transforming the Corrections Workplace</u>. - This book is a testament to the contributions of our staff. Tragic events in 2011 led to endless conversations about safety. This resulted in the realization that our line staff had solutions to many of the safety concerns. - A design group brought together subject matter experts from across the state and the principles guiding this group became clear and the issues suddenly became about EACH of us and ALL of us. Show PPT 5: <u>Safety Models</u> - The safety models reviewed in the book are: - Human Error - Latent Cause and Effect: Situational safety - Sense-Making: Creating Place Safety - Complex Adaptive Systems: Organizational Safety	PPT #4  PPT #5 	10 min

INSTRUCTIONAL GUIDE

Lesson: AIS Prison Safety 2014-2015

Time: 4 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
		Where to Find the Book Each facility's Training Unit will have several copies available for loan within this coming year. If you get a chance to read them, it will improve your safety perspective.	- Each chapter in the book contains three parts: - Part 1 introduces a safety model and describes that model's explanation for how accidents happen and where to look for causes and solutions. - Part 2 of the chapter brings the model into the correctional context. - Part 3 operationalizes the model with practices relevant to the corrections workplace. - This resource set a foundation for a series of Prison Safety Forums and lessons. The first of these lessons was annual in-service last year; My Safety, Your Safety, Place Safety. - This year we will be reviewing Chapter One and the Human Error Model. Show PPT 6-10: Principles - Our first objective is to "critique personal practices". To do this we must have something to base our critique against. - The principles we will use to base our critique are found in the Keeping Prisons Safe book. - Review the principles on the 5 slides and clarify any student questions.	PPTs #6-10 	
3	My Workplace	Note: In pilot deliveries of Prison Safety for supervisors in 2013-14, no one would describe their place as being a "dangerous place". But when asked openly, every single one of them would	Discussion: My Workplace Ask students to describe their specific work place or location. Chart student responses. Accept all descriptions as you look for the words <i>unsafe</i> or <i>dangerous</i> and explore that further:	Chart paper & Markers	40 min

INSTRUCTIONAL GUIDE

Lesson: AIS Prison Safety 2014-2015

Time: 4 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
		say, "Yes, my place is a dangerous place to work." Take participants out of their comfort zone. Challenge them to not only think differently about their workplace, but to verbalize it. Note: Ask students to think beyond Place Safety Muster to issues that they may be taking for granted or ignoring because it may not seem to be a "big deal" in their mind.	- Do all of you feel your work place is dangerous? (Typically you will hear YES) - Why wasn't it the first thing you said when you were describing your work location? - Do you feel you were minimizing the danger? Why? - What is dangerous or unsafe about your work place? The fact that Prison is a dangerous place should have been obvious and in the forefront of your mind. Failing to acknowledge it or talk about it may lead to complacency and/or security breaches. Table Group discussion - Divide the class into small discussion groups. Show PPT 11: My Workplace and have students discuss and chart answers to these questions: - In the course of our work day, what safety or risk related issues in your work area might be ignored or taken for granted? - What are the advantages and disadvantages that may come out of bringing these concerns to the surface and talking about them? - Ask each group to report out on what they discussed at their tables. - Lead a discussion on the importance and benefits of surfacing safety issues. - Awareness of the danger in our work environment places safety in the forefront of our minds.	PPT 11 	

INSTRUCTIONAL GUIDE

Lesson: AIS Prison Safety 2014-2015

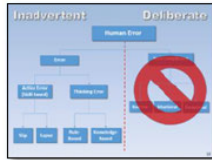
Time: 4 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
		Security mindset does not start the minute your work shift begins, nor does it turn off when your shift ends. It should be ever present at work and outside of work to keep you and your family safe.	- It is important to discuss and analyze safety issues before they become dangerous events. 5. Awareness of safety issues comes from our Security Mindset. - What does security mindset mean to you? - Is it only present when on shift at work? - When does it turn on/off during your day?		
4	BREAK	Note: The timers count down only minutes not seconds.	PPT 11 has a Break Time Countdown clock linked to it. (Shown here →) - Click on the stopwatch in the bottom left corner if you want to use the Break Time countdown clock. - Then click on 5 minutes or 10 minutes according to your time frames and classroom needs.		5 - 10 min
5	Human Error	Keeping Prisons Safe documents four Models for Safety. For this lesson in the Prison Safety Series, we will be examining Human Error.	Discussion: Human Error Model Use the below information to introduce the topic of human error. "People are unpredictable and when they make a mistake, bad things can happen. Human failure is the dominant contributor to accidents". Keeping Prisons Safe p.8 - We all forget, become complacent, make a mistake or perform a procedure incorrectly because we are working with many sources of information. - It is easier to blame the "human" than to admit there is something wrong in the system. Ask: Are we completely free to choose <u>all</u> of our behaviors at work?		60 min

INSTRUCTIONAL GUIDE

Lesson: AIS Prison Safety 2014-2015

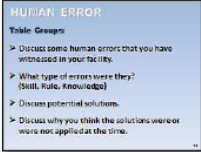
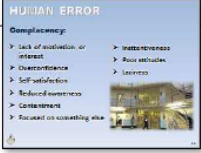
Time: 4 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
		Correct violation is a positive outcome to a rule that was not followed correctly. Example: a pat search that was not done correctly but still resulted in finding contraband; therefore the person who deviated from the proper procedure can justify his/her actions. Information vs. Knowledge: Sending out information does not mean a person will know what it means or how to use it.	- We can choose our behaviors, however we are constrained by rules, regulations, policies, memorandums, etc. that govern our work. What are the ways in which we do have control? - We can choose whether to follow or not follow a rule or procedure. What processes are in place that allows us to have input into our rules, regulations, policies, etc.? - policy review and feedback - email supervisor/captain - Place Safety Musters - Other? Show slide #12: Inadvertent/Deliberate Error - The types of human errors we are focusing on in this class are the inadvertent human errors. As we discuss these error types, remember that they do not fall into the category of deliberate non-compliance. - Briefly explain that this class will focus on three types of inadvertent errors. (Do not discuss details at this point.) - Action or Skill Based errors which include Slips and Lapses - Rule Based and Knowledge based errors which are thinking errors. Discussion: Human Error Types - Hand out SH #1: <u>Human Error Types</u>. - Using IA #1: <u>Human Error Types (Dry Erase Board Activity)</u>, review the human errors types and	PPT #12  IA #1: Human Error Types SH #1: Human Error Types	

INSTRUCTIONAL GUIDE

Lesson: AIS Prison Safety 2014-2015

Time: 4 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
			clarify any student questions before moving into the activity. Activity: Becoming Aware of Human Error Now that we know what the Human Error types are, let's look at them in context. Show PPT #13: Activity Rules. Explain: In your table groups, discuss some human errors that you have seen/witnessed in your facility and answer the following questions. 1. What type of errors were they (skill, rule, knowledge)? 2. Considering the type of error, and using hindsight to your advantage, discuss potential solutions. 3. Discuss why you think those solutions were or were not applied at the time. Debrief: • Use the below prompts to lead a discussion on human error in the prison setting. – What types of errors were discussed? – What solutions did you determine could be applied for this error? – What other considerations did you discuss? Discussion: Complacency One convenient explanation we have for human error is complacency. • Ask: What does complacency look like? Chart student responses. • Show PPT 14: Complacency and compare the students' list to the one on the slide. Explain that	PPT #13  Chart Paper Markers PPT #14 	

Annual In-Service: Prison Safety
Training & Development Unit 2014
Washington Department of Corrections

INSTRUCTIONAL GUIDE

Lesson: AIS Prison Safety 2014-2015

Time: 4 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
			the word has come to have multiple meanings and implications. We cannot always chalk up human error to complacency. As we have seen in the last activity, incidents and errors may have multiple underlying factors. Transition: We have examined your personal stories, the issues of human errors and general complacency. Now we will examine the complication of “Drift” in the Workplace.		
6	BREAK	Note: the timers count down only minutes not seconds.	PPT 14 has a Break Time Countdown clock linked to it. (Shown here →) - Click on the stopwatch in the bottom left corner if you want to use the Break Time countdown clock. - Then click on 5 minutes or 10 minutes.		5 - 10 min
7	Assessing Drift	Drift accounts for the common phrase “Forget what you heard in the academy – this is how the real work is done”. Note: It will be easier for the groups to discover drifts/deviations from protocol if the same work <u>areas</u> are working	Discussion: What is Drift? Show PPT 15: <u>Assessing the Drift</u> Ask: What do we mean by “drift” as it applies to the workplace? Many of us develop routines in our work that allow us to be more proficient with our time. These new routines are often in the form of shortcuts that allow us to “just get it done”. We can even become “shortcut proficient”. These shortcuts may be successful and even seem better than the rule or policy that is in place and eventually even replace the rule in the minds of staff. <u>This is how drift occurs.</u> Activity: Assessing Our Drift	PPT #15 	60 mins

INSTRUCTIONAL GUIDE

Lesson: AIS Prison Safety 2014-2015

Time: 4 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
		together. If one work area is too large, break them into smaller groups. Expanding the Conversation: Get students to think beyond security issues during their discussions and to consider industrial safety/staff injury issues as well. - Do you have the right tools to be safe? (Not just security but also industrial safety tools.) - Do you use those tools and if not, why? - Do you take shortcuts – such as standing on a chair instead of finding a ladder or step stool? - How does industrial safety combine with security issues to affect our overall safety?	Part 1: - Break the class into groups according to assigned work area. They should <u>not</u> all be in the same job class. Show PPT 16: <u>Activity Questions</u> - Procedure vs. Practice: - What are the variations in your practices that show a departure from procedure? - What common practice has replaced the rule? - What is the cause of the drift: - What variables might be the cause of this departure? Examples: not enough time, this way is easier, the rule/policy creates a problem, etc. - Is there a safety or security issue? - What security issues may be caused by the drift from official procedure? - What are some potential solutions for correcting the drift? Part 2: Have each group analyze their findings using the following questions: - For the drifts that you discussed: - Does this drift impact just your work unit, the facility or the organization as a whole? - Are there changes or modifications called for in this procedure/practice? - How do we report these solutions?	PPT #16 	

INSTRUCTIONAL GUIDE

Lesson: AIS Prison Safety 2014-2015

Time: 4 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
		Routine Example: when you drive your car to a destination but don't remember how you got there. The action is so routine that your mind wanders and isn't consciously aware of what you are doing.	Debrief the activity by asking each group to report on what they discussed. - Work drift occurs for many reasons. Discovering the sources of drift is more important than the "drift" itself. - Ask: <i>What can you do to address the issues leading to drift?</i> Lead a discussion on addressing drift based on staff's experience. - Talk with co-workers whom you see drifting from protocols. - Read policy and memorandums and compare your own practices to standard procedures. - Ask yourself: Is there anything about my work that has become too routine? Am I no longer consciously aware of the actions?		
8	Summary		Discussion: Summary Show PPT 17: <u>Error Quote</u> and discuss the meaning with the class. Thinking back to what we talked about today: <i>How will the discussions we had today impact you personally?</i> When you return to your job duties, keep safety in the front of your mind. Ask yourself these questions:	PPT #17 	15 min

INSTRUCTIONAL GUIDE

Lesson: AIS Prison Safety 2014-2015

Time: 4 Hours

#	Topic (Content reference, page or NOOK location)	Instructor Notes (Instructional purpose, related objectives, key points & terms/definitions)	Strategy/Activity (Instructional method with directions for setup & debrief)	Materials (Equipment, PPT slides handouts etc.)	Time
			• What is new about my area or this situation? • How is it different from what I know? • What is going on around me right now? • Does this situation make sense? What else explains this? • Am I staying oriented to the present or is my mind elsewhere? We will continue reviewing these types of issues during the annual in-service prison safety series each year. However, please continue having these discussions on a daily basis with each other. • Let someone know when you feel uncomfortable or unsafe. • If you notice a drift in the work, find out why and suggest solutions. • Continue open/honest discussion during your Place Safety Musters. • Report safety/security concerns. Show PPT 18: <u>Appreciation</u> and thank the class for their participation.	PPT #18 	