



# A Study Guide for Certified Corrections Candidates



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## Section One: Introduction

### Welcome!

Welcome to the Study Guide for the Certified Corrections Professional (CCP) Examination. Whether you are in adult corrections, juvenile justice, correctional nursing, or work with security threat groups, this guide should provide helpful hints and information that you can use while preparing for, and taking, your CCP exam.

### How can this Study Guide help me?

This guide will help you understand what the exam is all about and improve your chances of achieving your goal of becoming a CCP. It is divided into four basic sections:

- 1) **Overview**—a broad picture of the exam basics
- 2) **The subject areas for each exam level**—what you need to know to pass the exam successfully
- 3) **Preparing for the exam**—tips for studying and a review of the key types of questions on the exam
- 4) **Taking the exam**—tips for succeeding on exam day

The information contained in this guide will help you study, take, and pass the CCP exam. With the right attitude, time, dedication, and perseverance, anyone preparing for the exam is capable of passing. Do not be afraid to reach out to friends, family, co-workers, or mentors for help in studying. Do not be intimidated by the task before you—instead, look at the CCP exam as an opportunity to prove what you know and to join the ranks of those professionals who have come before you!



## Section Two: Overview

### What is covered on the exam?

Developed under the guidance ACA's Commission on Professional Certification for Corrections, CCP exams are based on the knowledge and skills required for each certification level. While the study materials are not required, we highly recommend that you use them.

CCP exams cover different knowledge and skills. For example, the set of knowledge and skills for Correctional Officers is different than the set for Supervisors, Managers, and Executives. For those in specialized areas, such as Correctional Nurses and Security Threat Group managers, the CCP exam contains questions specific to those areas. Subject areas for the exams can be found in Section III.

Each exam contains of 200 questions consisting of two types:

- A. Multiple Choice
- B. True/False

Tips for answering these types of questions can be found in Section IV.

In order to pass the exam, you must score at least 70%. Those who receive a score of 90% or higher will earn a "Pass with Honors" certificate.

### Where can I get my study materials?

Materials for CCP exams are available over the phone or online. To order, call 1-800-222-5646 or log onto [www.aca.org/store/bookstore/search.asp](http://www.aca.org/store/bookstore/search.asp). The list of study materials and their order code number can be found at the end of each subject area in Section III.



## Section Three: Exam Subject Areas

### Overview

The subject area for your level will give you a basic idea of what information to look for in the readings and what areas you might need to brush up on. Section IV will take you through the study process.

#### Certified Correctional Officer

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## Subject Areas for Certified Correctional Officer Exam

- Adult—CCO
- Juvenile Justice—CCO/Juvenile

Subject Area	% of Examination
Managing Offenders	7%
Control/Offender Movement	9%
Maintain Health, Safety, Sanitation, and Communication	13%
Knowledge of Facility Climate	1%
General Skills/Equipment Control	13%
Ethics/Law	17%
General	14%
Wellness/ Safety	8%
PREA	5%
Leadership	10%
Team Building	3%

### **MANAGING OFFENDERS (7%)**

- Conduct cell inspections/searches
- Enforce rules and regulations
- Establish rapport
- Follow use-of-force continuum, as appropriate
- Intervene in crises
- Manage conflicts
- Orient new arrivals on rule, procedures, etc.
- Provide verbal and written counseling
- Write disciplinary and incident reports

### **CONTROL/OFFENDER MOVEMENT (9%)**

- Enforce custody privileges/disciplinary restrictions

- Implement emergency operational plans
- Implement schedules for controlled offender movement
- Issue/receive offender passes/appointment slips
- Observe, monitor, supervise movement of offenders and their property
- Properly identify and escort offenders, individually and in groups
- Receive offender requests for bed, cell or unit moves and make recommendations
- Restrict movement during scheduled physical counts of offenders

**MAINTAIN HEALTH, SAFETY, SANITATION AND COMMUNICATIONS (13%)**

- Develop cleaning schedule
- Document the distribution of authorized items
- Ensure proper labeling/handling of hazardous materials
- Implement health/safety memos and notifications
- Implement proper health procedures for offenders with infectious diseases
- Inventory and distribute authorized items
- Order/request authorized supplies/items
- Report changes in offender behavior
- Report security violations
- Search offenders and their property
- Submit health, safety, and sanitation recommendations to appropriate departments
- Supervise cleaning of industrial areas
- Supervise offenders' hygiene habits

**KNOWLEDGE OF FACILITY CLIMATE (1%)**

- Agency mission/purpose
- Agency policies and procedures
- Available training
- Ethnic differences
- Standards of professionalism
- State/federal laws; e.g., EEO, Sexual Harassment
- Stress management
- Use of force
- Use of weapons
- Using equipment/tools

**GENERAL SKILLS/EQUIPMENT CONTROL (13%)**

- CPR/first aid
- Inspect keys, tools, equipment and shadow boards
- Inter-personal communication
- Inventory keys, tools, and equipment at beginning and end of shift
- Leadership
- Log out/in keys, tools, and equipment in work areas

- Maintain physical control of keys, tools, and equipment
- Management
- Non-verbal communication
- Public relations
- Report broken/missing keys, tools, and equipment
- Search procedures
- Written communication

### **ETHICS/LAW (17%)**

- History of courts and corrections
- “Hands-off”/”hands-on”
- Prison Litigation Reform Act
- Searches and seizures
- “Reasonable Suspicion”
- Theories of liability
- How lawsuits work
- Indemnification
- Discovery
- Trials and appeals
- AIDS
- What is ethical/unethical behavior?
- Investigating unethical behavior
- Interviewing/confidentiality
- Evidence/polygraph
- Surveillance/monitoring
- Employee rights
- The investigative report

### **Certified Correctional Officer (CCO) Study Materials:**

- *Making Ethical Choices, A Guide for Staff*
- *Correctional Officer Resource Guide, 4th Edition*
- *Correctional Law for the Correctional Officer, 5th Edition*
- *Supplemental study disk*

To Order, ask for Study Packet #852

### **Certified Correctional Officer/Juvenile (CCO/JUV):**

- All books listed above
- *Juvenile Careworker* Print Course

To Order, ask for Study Packet #917

For CCO/JUV Exams, the first 75 questions on the exam are specific to the Juvenile Justice Area. Please see the study points below for more information.

- Legal principles regarding juveniles
- Landmark U.S. Supreme Court cases affecting juveniles (ex. In re Gault)
- History of juvenile courts
- Diversion programs
- Juvenile Justice and Delinquency Prevention Act of 1974
- Terminology

### **Subject Areas for Certified Correctional Supervisor (CCS) Exam**

- Adult—CCS
- Juvenile Justice—CCS/Juvenile
- Security Threat Group— CCS/STG

<b>Subject Area</b>	<b>% of Examination</b>
Supervise Human Resources	43%
Enhance Agency's Internal Environment	27%
Interact with Offenders	18%
Maintain/Develop Expertise and General Knowledge	12%

#### **SUPERVISE HUMAN RESOURCES (43%)**

- Assist in staff career development
- Establish procedures for staff
- Foster communication up/down chain-of-command
- Identify staffing needs
- Make appropriate staff assignments
- Monitor staff time, attendance, and work performance

- Participate in staff functions
- Prepare staff performance appraisals
- Provide staff with feedback on their performance
- Recommend appropriate disciplinary actions
- Recommend incentive awards and promotions
- Refer staff to appropriate employee assistance programs
- Resolve staff conflicts
- Review staff record keeping for compliance with standards
- Schedule/provide job-/discipline-specific training

**ENHANCE AGENCY'S INTERNAL ENVIRONMENT (27%)**

- Account for property and equipment
- Conduct formal inspections
- Deal with offender families
- Ensure compliance with position responsibilities
- Ensure control over equipment and supplies
- Ensure staff awareness of problem offenders – gangs, excessively violent, etc.
- Facilitate change
- Gather intelligence and initiate investigations
- Initiate communications
- Manage by walking around
- Manage emergencies in accord with policy
- Monitor daily logs/reports for information
- Participate in/facilitate special projects
- Promote ethical behavior among staff
- Provide assistance during internal/external audits
- Receive and respond to communications, in a timely manner
- Schedule and delegate daily tasks
- Serve as a positive role model
- Schedule, conduct, attend meetings

**INTERACT WITH OFFENDERS (18%)**

- Assure that appropriate services/programs are accessible for offenders
- Contribute to offender classification regarding program assignments/recommendations
- Enforce policy and follow procedures
- Ensure staff enforcement of offender accountability
- Foster communication with offenders
- Investigate/respond to offender grievances
- Provide offenders with clear rules and procedures

**MAINTAIN/DEVELOP EXPERTISE AND GENERAL KNOWLEDGE (12%)**

- Be familiar with current court rulings
- Be knowledgeable about and provide testimony regarding litigation
- Keep current with professional literature
- Make proactive efforts to prevent litigation
- Participate in conferences/workshops
- Participate in professional organizations
- Participate in training
- Serve as a resource person
- Serve in “acting” capacities, when requested

### **Certified Correctional Supervisor (CCS) Study Materials:**

- *Transition to Correctional Supervision* Print Course
- *Communicating Effectively with Staff* Print Course
- *Navigating the Legal Issues of Supervision* Print Course
- *Meeting Performance Goals and Standards* Print Course
- *Correctional Law for the Correctional Officer*, 5<sup>th</sup> Edition

To Order, ask for Study Packet #770

### **Certified Correctional Supervisor/Juvenile (CCS/JUV):**

- All books listed above
- *Juvenile Careworker* Print Course

To Order, ask for Study Packet #916

For CCS/JUV Exams, the first 75 questions on the exam are specific to the Juvenile Justice Area. Please see the study points below for more information.

- Juvenile Justice and Delinquency Prevention Act of 1974
- Legal principles regarding juveniles
- Landmark U.S. Supreme Court cases affecting juveniles (ex. In re Gault)
- Searches
- Contraband
- Emergency plans; responding to disturbances
- Security issues
- Terminology
- Roles and responsibilities of probation officers, court administrators, intake officers, prosecutors, and judges
- Key and tool control
- Transport issues

- Characteristics of juvenile court
- History of juvenile justice

**Certified Correctional Supervisor/Security Threat Group (CCS/STG):**

- All books listed above
- *Understanding Gangs and Gang Processes*

To Order, ask for Study Packet #959

For CCS/STG Exams, the first 75 questions on the exam are specific to the Security Threat Group area. Please see the study points below for more information.

- History of gangs
- Street vs. prison gangs
- Cultural aspects
- Criminal activities
- Reasons for joining and quitting a gang
- Ethnic groups
- Roles of gang members
- Strategies for managing gangs and gang activities
- Gang initiations
- Characteristics of gang members

**Subject Areas for Certified Correctional Manager (CCM) Exam**

<b>Subject Area</b>	<b>% of Examination</b>
Manage/Supervise Human Resources	20%
Enhance Internal/External Agency Environment	15%
Manage Offenders	15%
Manage Department	25%
Maintain/Develop Expertise	15%

General Knowledge	10%
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- Adult—CCM
- Juvenile Justice—CCM/Juvenile
- Security Threat Group— CCM/STG

**MANAGE/SUPERVISE HUMAN RESOURCES (20%)**

- Administer labor union contracts and personnel practices
- Assist in staff career development
- Foster communication up/down chain-of-command
- Identify and make appropriate staff assignments
- Identify staff training needs and sources for training
- Participate in staff functions
- Prepare staff performance appraisals
- Provide staff with feedback on their performance
- Promote affirmative action plans and EEO policies
- Promote wellness programs
- Recommend incentive awards and promotions
- Recommend/take appropriate disciplinary actions
- Recruit/interview potential staff and make hiring recommendations
- Refer staff to appropriate employee assistance programs
- Resolve conflicts and respond to staff grievances
- Schedule/prepare and/or provide job-/discipline-specific training
- Write position descriptions

**ENHANCE INTERNAL/EXTERNAL AGENCY ENVIRONMENT (15%)**

- Deal with offender families
- Ensure compliance with position responsibilities
- Ensure control over equipment and supplies
- Ensure formal inspections are conducted
- Ensure staff awareness of problem offenders – gangs, excessively violent, etc.
- Gather intelligence and initiate investigations
- Maintain good working relationships with other government agencies
- Manage by walking around
- Manage emergencies in accord with policy
- Promote ethical behavior among staff
- Represent the agency before community groups
- Serve as a positive role model
- Serve in local community organizations

### **MANAGE OFFENDERS (15%)**

- Assure delivery of quality programs/services to offenders
- Assure that appropriate services/programs are provided for special-needs offenders
- Enforce policy and follow procedures
- Ensure staff enforcement of offender accountability
- Foster communication with offenders
- Investigate/respond to offender grievances
- Oversee offender classification regarding program assignments/recommendations
- Provide clear rules and procedures

### **MANAGE DEPARTMENT (25%)**

- Account for property and equipment
- Assess past budget performance
- Develop alternative sources for funds/services
- Develop goals and objectives for department
- Develop initial budget and subsequent adjustment requests
- Develop performance-based management reports
- Develop spending plan based on approved funding
- Disseminate local procedures and procedural changes to staff
- Draft operational procedures
- Facilitate change
- Initiate communications
- Interpret policy and establish procedures for staff
- Make policy recommendations
- Monitor/control expenditures
- Monitor daily logs/reports for information
- Monitor staff time, attendance, and work performance
- Obtain staff input onto problem solving and decision making
- Participate in/facilitate special projects
- Prioritize, schedule, and delegate daily tasks
- Receive and respond to communications, in a timely manner
- Review, approve, and coordinate services and activities
- Review/modify/update local procedures through staff input
- Review staff record keeping for compliance with standards
- Schedule, conduct, attend meetings

### **MAINTAIN/DEVELOP EXPERTISE (15%)**

- Be familiar with current court rulings
- Be knowledgeable about and provide testimony regarding litigation
- Coordinate the handling of any court cases that are filed

- Identify own/staff's professional needs/deficiencies
- Keep current with professional literature
- Make proactive efforts to prevent litigation
- Participate in conferences/workshops
- Participate in professional organizations
- Participate in training
- Review alternative ways to accomplish professional duties
- Serve as a resource person
- Serve in "acting" capacities, when requested

#### **GENERAL KNOWLEDGE (10%)**

- Be aware of new technology developments
- Conduct internal and provide assistance during external audits

#### **Certified Correctional Manager (CCM) Study Materials:**

- *Conflict Management and Conflict Resolution in Corrections*
- *Positive Approaches to Corrections* (Chapters 9-14)
- *The Effective Corrections Manager*

To Order, ask for Study Packet #757

#### **Certified Correctional Manager/Juvenile (CCM/JUV):**

- All books listed above
- *Juvenile Justice: A Social, Historical, and Legal Perspective*

To Order, ask for Study Packet #915

For CCM/JUV Exams, the first 75 questions on the exam are specific to the Juvenile Justice Area. Please see the study points below for more information.

- Juvenile Justice and Delinquency Prevention Act of 1974
- Legal principles regarding juveniles
- Roles and responsibilities of probation officers, court administrators, intake officers, prosecutors, and judges
- Issues related to the development of delinquent behaviors
- Terminology
- Diversion programs
- Juvenile justice process

- Status offenders
- Public vs. private juvenile facilities
- Procedural requirements
- Types of waivers

**Certified Correctional Manager/Security Threat Group (CCM/STG):**

- All books listed above
- *Understanding Gangs and Gang Processes*

To Order, ask for Study Packet #958

For CCM/STG Exams, the first 75 questions on the exam are specific to the Security Threat Group area. Please see the study points below for more information.

- History of gangs
- Street vs. prison gangs
- Cultural aspects
- Criminal activities
- Reasons for joining and quitting a gang
- Ethnic groups
- Roles of gang members
- Strategies for managing gangs and gang activities
- Specific programs for gang members

**Subject Areas for Certified Correctional Executive (CCE) Exam**

- Adult—CCE
- Juvenile Justice—CCE/Juvenile

Subject Area	% of Examination
Leadership	30%
Change	12%
General Knowledge	8%
Human Resources	20%
Operational Oversight	30%

**LEADERSHIP (30%)**

- Address organizational issues in a timely, proactive manner
- Assess organizational progress toward achieving goals and objectives
- Create an ethical environment
- Maintain high personal standards
- Adhere to ACA's code of ethics
- Develop a staff-inclusive process for setting goals and objectives
- Develop and maintain positive external relationships and partnerships
- Develop consensus-building management approaches
- Employ effective interactive communication skills
- Employ strategic planning to identify organizational priorities
- Establish and promote a vision for the organization
- Inspire staff to perform at their highest level of capability
- Present a positive role model and lead by example
- Promote organizational achievements through internal publications and other media
- Utilize informal and formal input in problem-solving and decision-making

#### **CHANGE (12%)**

- Assess the impact of organizational change
- Determine organizational readiness for change
- Effectively guide the change process
- Encourage the systematic evaluation of programmatic initiatives and organizational practices
- Ensure that policies and procedures reflect organizational priorities, current needs, and legal requirements
- Implement change in a manner that encourages acceptance, involvement, and "ownership"
- Understand the historical foundations from which corrections emerged and their related implications for modern correctional practices
- Utilize the results of evaluation research to provide a basis for implementing change

#### **GENERAL (8%)**

- Be aware of new technology developments
- Conduct internal and provide assistance during external audits

#### **HUMAN RESOURCES (20%)**

- Address employee misconduct in a fair and timely manner
- Ensure that the workforce reflects appropriate diversity and is consistent with EEO and other regulatory guidelines
- Equitably administer the employee grievance process

- Foster staff teamwork, communication, efficiency, and effectiveness
- Identify and develop future organizational leaders
- In accordance with regulatory mandates, equitably administer personnel policies, including recruitment, training, performance evaluation, career development, and progressive discipline
- Minimize conflict between labor and management
- Monitor the process through which employees can advance professionally and personally
- Recognize and provide intrinsic/extrinsic rewards for best practices and outstanding performance

### **OPERATIONAL OVERSIGHT (30%)**

- Ensure that appropriate crisis prevention and intervention plans are developed, implemented, and periodically reviewed
- Ensure that operational activities are in compliance with ACA standards and other relevant local, state, and national regulations
- Establish effective on-going processes for monitoring operational activities
- Incorporate into operational practices the provisions of the U.S. Constitution, the outcomes of landmark court cases, and court decisions affecting local procedures
- Maintain an organizational culture, quality of life, and operational environment that reflect positive, cooperative interaction in a climate characterized by respect, integrity, and professionalism
- Maintain a proactive approach to identifying and solving potential problems
- Monitor operational activities to determine that they:
  - support the mission, goals, and objectives of the organization
  - comply with the provisions of case law
  - promote public safety
  - treat clients humanely
  - appropriately meet the needs of clients, particularly those with special needs
  - provide conditions of confinement that meet established standards
  - are conducted in an efficient, cost-effective manner
- Monitor the processes for responding to litigation
- Oversee the allocation of financial, personnel, and programmatic resources

### **Certified Correctional Executive (CCE) Study Materials:**

- *A View from the Trenches: A Manual for Wardens by Wardens*
- *Conflict Management and Conflict Resolution in Corrections*
- *Correctional Management, 2<sup>nd</sup> Edition*
- *Current Concepts in Correctional Leadership*

To Order, ask for Study Packet #758

### **Certified Correctional Executive/Juvenile (CCE/JUV):**

- All books listed above
- *Juvenile Justice: A Social, Historical, and Legal Perspective*

To Order, ask for Study Packet #914

For CCE/JUV Exams, the first 75 questions on the exam are specific to the Juvenile Justice Area. Please see the study points below for more information.

- Juvenile Justice and Delinquency Prevention Act of 1974
- Legal principles regarding juveniles
- Roles and responsibilities of probation officers, court administrators, intake officers, prosecutors, and judges
- Issues related to the development of delinquent behaviors
- Terminology
- Landmark U.S. Supreme Court cases affecting juveniles
- Types of waivers
- History of juvenile courts
- Diversion programs

### **Subject Areas for Certified Correctional Nurse (CCN) Exam**

- Nurse—CCN
- Nurse Manager—CCN/M

<b>Subject Area</b>	<b>% of Examination</b>
General/Offender Management	8%
Security/Environment	21%
Standards and Accreditation	7%
Legal	25%
Nursing Practice	25%
Mental Health	10%
Health Care	4%

#### **GENERAL/OFFENDER MANAGEMENT (8%)**

- Communicating and working with offenders
- Verbal and nonverbal communication skills/techniques
- Diversity of correctional populations

#### **SECURITY/ENVIRONMENT (21%)**

- Controlling offender behavior
- Contraband
- Searches
- Disciplinary actions
- Personal liability
- Security program
- Emergency response procedures
- Counts
- Transport of offenders

#### **STANDARDS AND ACCREDITATION (7%)**

- Terminology: outcome measures, expected practices, process indications, protocols
- Elements of performance-based standards

#### **LEGAL (25%)**

- Legal terminology
- Landmark Supreme Court decisions that affect correctional health care
- Civil Rights Act of 1964
- American with Disabilities Act (ADA)
- Prison Litigation Reform Act (PLRA)
- Fair Labor Standards Act (FLSA)
- Torts
- Habeas corpus
- Offender lawsuits
- Constitutional amendments affecting corrections
- Issues surrounding suicide

#### **NURSING PRACTICE (25%)**

- Security training for nurses
- Health care training for correctional staff
- Roles and responsibilities for correctional nurses and private health care providers
- Offenders' rights and level of health care
- Barriers to correctional health care
- Infectious diseases

#### **MENTAL HEALTH (10%)**

- Mental health assessments
- Suicide issues
- Crisis intervention
- Mental health standards

**HEALTH CARE (4%)**

- Health care issues in corrections
- History of correctional health care
- Health screening

**Certified Correctional Nurse (CCN) Study Materials:**

- *Health Care Standards Certification Packet*
- *Correctional Law for the Correctional Officer, 5th Edition*
- *Health Care Management Issues in Corrections*
- *Managing Offenders Print Course*
- *Security Issues Print Course*

To Order, ask for Study Packet #270

**Subject Areas for Certified Correctional Nurse Manager (CCN/M) Exam**

<b>Subject Area</b>	<b>% of Examination</b>
Legal	23%
General/Offender Management	6%
Conflict Management	5%
Standards and Accreditation	8%
Nursing Practice	15%
Health Care Management	10%
Human Resources Management	26%
Mental Health	7%

**LEGAL (23%)**

- Legal terminology
- Landmark Supreme Court decisions that affect correctional health care
- Civil Rights Act of 1964
- American with Disabilities Act (ADA)
- Prison Litigation Reform Act (PLRA)
- Fair Labor Standards Act (FLSA)
- Torts
- Habeas corpus
- Offender lawsuits
- Constitutional amendments affecting corrections
- Issues surrounding suicide

#### **GENERAL/OFFENDER MANAGEMENT (6%)**

- Growth in correctional populations
- Offender programs
- History of correctional health care

#### **CONFLICT MANAGEMENT (5%)**

- Use of force
- Styles of conflict management
- Mediation

#### **STANDARDS AND ACCREDITATION (8%)**

- Terminology: outcome measures, expected practices, process indications, protocols
- Elements of performance-based standards

#### **NURSING PRACTICE (15%)**

- Roles and responsibilities of correctional nurses, nurse practitioners and physician's assistants
- Medical costs in correctional environment
- Responsibility of private health care providers
- Offenders' rights and level of health care
- Barriers to correctional health care
- Capital punishment

#### **HEALTH CARE MANAGEMENT (10%)**

- Health care issues in corrections
- Managed care systems
- Health care delivery systems in correctional environments
- Telemedicine
- Health care authority

- Private vendor contracts
- Quality assurance
- Risk management

**HUMAN RESOURCES MANAGEMENT (26%)**

- Delegation
- Management styles and functions
- Planning process
- Barriers to effective communication
- Control/monitor staff performance
- Time and stress management
- Legal liability
- Interpersonal communication skills
- Styles of supervision

**MENTAL HEALTH (7%)**

- Mental health assessments
- Suicide watch
- Crisis intervention
- Mental health standards

**Certified Correctional Nurse/Manager (CCN/M) Study Materials:**

- *Health Care Standards Certification Packet*
- *Correctional Law for the Correctional Officer, 5th Edition*
- *Effective Corrections Manager, 2<sup>nd</sup> Edition*
- *Conflict Management and Conflict Resolution in Corrections*

To Order, ask for Study Packet #274

**Subject Areas for Health Services Administrator Exam**

<b>Subject Area</b>	<b>Percentage of Examination</b>	<b>Number of Questions</b>
Leadership	30%	60
Health Care Standards	20%	40
Performance Management	20%	40
Security	20%	40

Legal	4%	8
Historical Evolution of Correctional Health Care Delivery/Health Care Delivery Models	3%	6
Current Trends and Issues in Correctional Health Care	3%	6

### **Leadership (30%)**

- Establish and promote a vision for the organization
- Employ strategic planning to identify organizational priorities
- Develop a staff-inclusive process for setting goals and objectives for the department
- Assess organizational progress toward achieving goals and objectives
- Address organizational issues in a timely, proactive manner
- Create an ethical environment by maintaining high personal standards and adhering to ACA's code of ethics
- Present a positive role model and lead by example
- Develop consensus-building management approaches
- Employ effective interactive communication skills
- Utilize informal and formal input in problem-solving and decision-making
- Inspire staff to perform at their highest level of capability
- Develop and maintain positive external relationships and partnerships

### **American Correctional Association Performance Based Health Care Standards (20%)**

- Train staff in ACA's accreditation standards, Expected Practices
- Be familiar with the accreditation process
- Oversees compliance with American Correctional Association (ACA) standards; maintains required documentation for ACA accreditation.

### **Performance Management (20%)**

- Knowledge of personnel practices and management techniques
- Foster staff teamwork, communication, efficiency, and effectiveness
- Identify and develop future organizational leaders
- Monitor the process through which employees can advance professionally and personally
- Recognize and provide intrinsic/extrinsic rewards for best practices and outstanding performance
- Minimize conflict between labor and management
- Administer the employee grievance process
- Address employee misconduct in a fair and timely manner; knowledgeable about employee discipline, procedures, documentation and termination
- Facilitate change

- Administer personnel policies, including recruitment, training, performance evaluation, career development, and progressive discipline in accordance with regulatory mandates
- Communicates effectively, both orally and in writing
- Establish and maintain effective working relationships.
- Develop performance-based management reports

### **Security (20%)**

- Has basic knowledge of security issues, security management; understands that public safety is issue number one
- Ensure safe operation of Medical Department
- Advises and recommends to the Medical Services Administrator, Warden and Staff Physician changes on policies, practices and security requirements relating to the health services area; serves as gatekeeper for administration
- Ensure staff awareness of offender activity
- Uses team approach in working with security staff and health care staff
- Maintaining logs and reports
- Train staff in security issues, employee health and safety precautions
- Aware of inmate management philosophy and staff/inmate relationships

### **Legal Issues (4%)**

- Be familiar with correctional law:
  - Inmates: basic inmate rights, Section 1983, Torts, HIPPA, ADA, retention of health care records, confidentiality issues, dealing with families
- Be familiar with current court rulings and landmark cases: deliberate indifference, etc.
- Identify own/staff's professional needs/ deficiencies

### **Historical Evolution of Correctional Health Care Delivery/ Health Care Delivery Models (3%)**

- Coordinates the delivery of all levels of health care to inmates
- Serves as liaison between health services, security and central office
- Responsible for the detection, control and management of infectious diseases
- Has knowledge of epidemiology, wellness and chronic disease management
- Ensures education of staff and inmate on transmission and control of diseases
- Is responsible for all correspondence directed to health services
- Assures that correspondence, health records, reports and other records conform to prescribed standards
- Initiates, plans and directs comprehensive studies of major health problems affecting inmates and initiates recommendations and actions for meeting these problems

### **Current Trends and Issues in Correctional Health Care (3%)**

- Knowledge of key elements of the Affordable Care Act
- Coordinates mental health services and specialized programming
- Serves as a liaison between health services, security, and central office
- Has knowledge of:
  - budget preparation and planning



## Section IV: Preparing for the Exam

### Creating a Study Plan

In order to make the most of your time and learn effectively, you must create a study plan and stick to it. A good study plan, such as the one outlined below, will help you with your reading, note taking, organization, and studying.

#### **A) Identifying key points and ideas**

When you are reading, do not try to memorize every word or every sentence. There simply is no way to retain all the information presented in the materials. Instead, try to identify the main point of every sentence and how that adds to the main point of every paragraph. Then, identify the main point of the paragraph itself. Sometimes, it might be helpful to narrow down the subject or point of the paragraph into one or two words, and write those word(s) in the margin next to the paragraph. This will help you later when reviewing the material. Highlighting the main points in the publication can be helpful.

Pay special attention to the first and last sentences of each paragraph. These sentences will identify for you the main point and purpose of the paragraph. Every sentence after that should be related to the topic identified in the first sentence. The final sentence of the paragraph will wrap-up the idea, and brings all the information in the paragraph together while linking to the next idea in the next paragraph.

## Examples

The following examples from *Correctional Law for the Correctional Officer*, 5<sup>th</sup> Edition illustrate highlighting key points.

(Page 27)

**Monetary damages** are available under Section 1983. Damages are of the following three types.

1. **Nominal.** Where the plaintiff's **rights were violated** but the plaintiff **can show no actual harm**, the plaintiff is entitled only to **"nominal" damages**, usually **\$1.00**.
2. **Compensatory.** These **compensate** the plaintiff **for injuries actually suffered**. They include such objective factors as lost wages and **medical expenses**. Compensatory damages also cover more subjective forms of loss such as **pain and suffering and mental anguish....**
3. **Punitive.** Punitive damages are intended to **punish** the wrongdoer and **deter** similar sorts of conduct by others in the future. They usually are awarded only when the defendant knowingly violated the Constitution and/or **acted in reckless disregard of the rights** of the plaintiff.

(Page 160)

In early 1990, the Supreme Court looked at the question of whether similar due process protections were necessary to involuntarily medicate a mentally ill inmate in ***Washington v. Harper***. The Court said a **judicial hearing** was **not needed**, but also said that "We have no doubt that (the inmate) possesses a significant liberty interest in avoiding the unwanted administration of antipsychotic drugs under the due process clause of the Fourteenth Amendment."<sup>16</sup> Having decided that the **decision to involuntarily medicate the inmate was protected by due process**, the Court then indicated what sorts of circumstances would permit medicating the inmate and approved the procedures being followed by the State of Washington, where it arose.

A person with a **serious mental illness** and who was **dangerous to himself or herself or others** may be medicated, when the treatment is in the inmate's medical interest, said

the Court. The Court approved a hearing process for making these determinations, which somewhat resembled an inmate-disciplinary hearing, although it included some greater procedural protections (the right to cross-examine witnesses, the right to be assisted by someone who understood the psychiatric issues involved, and a three-person hearing panel that included mental health experts). In 1992, the Supreme court said that in certain circumstances pretrial detainees also could be involuntarily medicated<sup>17</sup>.

## B) Taking good notes

Taking good notes is essential to an effective study plan. As you read the material, write down the most important points and how they relate to the overall theme of the book/work. Your notes do not have to be word for word out of the material—they are meant to be a summary of the material for you to review later. Write simple, bulleted notes that will be easy to remember and will help your mind to recall what was listed in the reading. Making clear, legible notes will allow you to organize them and use them well.

## Examples

The following notes are based on the highlighted text from pages 27 and 160 of *Correctional Law for the Correctional Officer*, 5<sup>th</sup> Edition. They represent only one style.

### Civil Lawsuits (Page 27)

#### 3 Types of Monetary Damages

1. Nominal. Person's rights have been violated but s/he can't show any actual harm. Damages are "nominal" and usually \$1.00.
2. Compensatory. Person is compensated for the injuries s/he suffered—e.g., medical expenses. Also covers pain and suffering and mental anguish....
3. Punitive. Intended for punishment and deterrence. Usually are awarded only when the defendant knowingly violated the Constitution and/or acted in reckless disregard of the rights of a person.

### Due Process and Involuntary Medication (Page 160)

#### U.S. Supreme Court: *Washington v. Harper* (1990)

- The decision to involuntarily medicate an inmate is protected by due process.
- judicial hearing is not needed
- an inmate with a serious mental illness who is a danger to himself or herself or others may be medicated when the treatment is in the inmate's medical interest

—requires hearing process that resembles an inmate-disciplinary hearing, but it includes some greater procedural protections: the right to cross-examine witnesses, the right to be assisted by someone who understood the psychiatric issues involved, and a three-person hearing panel that included mental health experts

U.S. Supreme Court: *Riggins v. Nevada* (1992) (footnoted)

— Pre-trial detainees can be involuntarily medicated in certain circumstances

### **C) Organizing your materials and thoughts**

After you have taken your notes, you need to organize them neatly and logically. Since chapters in books are divided into sections, you should separate your notes into those same sections. This arrangement will help you keep your notes in a logical order. Be sure you write the page number to each section so that you can refer back to the book later. Also note the subject area that the section covers.

Once you have taken good notes, it is important to organize the material so that it can be easily reviewed later. Consider using a binder or folder to organize all your notes in order so that you can read easily through them. This will help you to remember the material from the book and to succeed on your test!

### **D) Using checklists**

Use the checklists provided in this study guide (see Section III) to make sure that you have covered all of the material that is going to be on your exam. You should have a thorough understanding of the bulleted topics under each subject.

For example, under ETHICS/LAW, you need to know the “discovery process.” What is the definition of the “discovery process”? What are the steps of the process? What are the key terms under each step?

Remember that these are broad topics. You need to know the key information that relates to each topic. If you find a topic that you feel you are not prepared for, you should go over it again in the book and/or notes until you feel ready.

## **What are some tips for effective studying?**

In order to do well on the CCP exam, you *must* prepare! Proper study techniques and dedication could mean the difference between passing and failing. Here are some general tips to help you along the way:

- 1) **Keep a positive attitude!**
- 2) **Study in a quiet environment so you can focus.** If you have questions or trouble, a small group study session could be helpful. Having a friend or family member quiz you on the information might be helpful as well.
- 3) **When studying the material, read the entire book.** Many sections could have information that shows up on the test, so make sure to read thoroughly and carefully.
- 4) **Take notes!** Writing down the important points of the material will help you to remember and make it easier to review later.
- 5) **Use flash cards**—they will help you recall information and pick out the basic points of the material.
- 6) **Read the material aloud, or teach it to someone else.** This technique will help you to remember the information.
- 7) **Be familiar with the exam content and format**—practice with the study questions provided.

## What is the best study environment?

The best study environment is one that is quiet and without distractions. Depending on how you study best, working alone or in small groups can both be effective. Many times, working alone on taking in and remembering information works well, but when dealing with complicated or difficult subjects, group work can be effective.

Also, teaching what you learn to someone else, or even repeating it aloud to yourself, can help you to remember the information. Becoming a CCP is not easy and will require time, attention, dedication, and care! Use the resources available to you through ACA, your friends, and your facility to help you remember important information and do well on your exam.

## What types of questions are on the exam?

The CCP exam consists of 200 questions in two different types:

- A. Multiple Choice
- B. True/False

- A. Multiple Choice** questions will present the student with four (4) options as a response to the question. Simply choose the best answer of the four.

### Tips for Multiple Choice Questions

1. **Narrow down the choices**—if you are unsure of the correct answer at first, eliminate the choices that you think are *not* correct and then work with the remaining options
2. **When reading through the options, do not stop when you think you have found the correct answer.** Make sure to read all the options before choosing the best one.
3. **Answer the Question.** All four options may be factual statements, but you need to choose the one that best answers the question.
4. **Take your time!** If you are having trouble with a question, simply mark it and return to it later. It is important to finish the exam and answer the questions that you do know.
5. **Use other items and questions on the exam to help you!** Some questions in the exam might actually be clues or answers to other questions.
6. **Do not be afraid to change your answers!** Sometimes more thought or reflection can help lead you to the correct response.

**B. True/False** questions will present the student with a statement that s/he must determine to be either accurate (true) or inaccurate (false).

#### **Tips for True/False Questions**

1. **Be sure to read the entire question.** There could be just one word in the question that changes the response from true to false.
2. **Again, take your time!** Think about the question, do not just mark the answer that comes into your head first.
3. **Translate**—if the question is complicated or involves difficult words, try to narrow down exactly what it is asking in simple terms, and then respond.

## **Examples**

Below are examples of questions that illustrate the type of questions that can be found on the exam. These questions are designed only to show you the format and logic behind responding to each type of question.

### **Multiple Choice**

1. The part of the criminal justice system responsible for incarcerating convicted offenders is:

(A) Police

- (B) Corrections
- (C) Legislature
- (D) Courts

The key word in this question is “incarcerating”. All possible responses are parts of the criminal justice system, but only one has the task of incarcerating offenders.

The **correct answer is (B) Corrections!** Correctional agencies (jails, prisons, etc) are responsible for incarcerating offenders after they have been convicted of a crime.

Answer (A) Police is incorrect because the police are responsible only for enforcing the law, not punishing those who are convicted of crimes.

Answer (C) is incorrect because the legislature makes the law and has no power to carry out the incarceration of the offenders.

Answer (D) is incorrect because the Courts only conduct trials and determine sentences.

### **True/False**

2. A misdemeanor crime carries a penalty of more than one year in prison.

- (A) True
- (B) False

The key words in this question are “misdemeanor” and “more than one year.” In the United States’ system of justice, crimes are either misdemeanors or felonies. This question is asking you to identify one of the *differences* between the two types of crimes.

**The answer is (B) False.** *Felony* crimes carry penalties of more than one year in prison. Misdemeanor crimes carry a penalty of less than one year.

## **Sample Exam Questions**

### **Multiple Choice Questions**

1. It is important that correctional facilities are routinely inspected for:
  - A. Unsanitary conditions
  - B. Signs of lock/cell bar tampering
  - C. Fire hazards
  - D. All of the above**

The “all of the above” signals that you need to check off the items that are correct answers to the question before selecting the answer.

2. Tom Peters, in his book *In Search of Excellence*, states basic management principles. Which of the following is included?
- A. All workers should be treated with dignity and respect.
  - B. There are inherent inequalities between workers, and therefore they require different levels of supervision.
  - C. Management in a correctional environment
  - D. All of the above

This question only has one item that is correct, which means that “D” is incorrect.

3. Which of the following is the most effective method for identifying offenders with tuberculosis?
- A. Sputum AFB smear or culture
  - B. Urine sample
  - C. Chest ultrasound
  - D. Mini-MRI

With this type of question, you can identify the answer through the process of elimination. Items B, C, and D are clearly wrong, which leaves A as the correct answer.

4. The 1967 case *In re Gault* emphasized:
- A. Due process rights for juveniles
  - B. Maintaining accurate records
  - C. Separation of adult and juvenile courts
  - D. The formalization of waivers

This question asks you to recall the key focus of a major U.S. Supreme Court case. You need to study the name of the case, what it was about, and what the Court decided.

5. The Gang Resistance Education and Training (GREAT) program, started in 1991, can be described as:
1. Instructing high school students
  2. Involving high schools and communities
  3. Presenting pro-social behaviors
  4. Providing primary prevention

Select the letter below that contains all of the true statements above.

- A. 1, 2, and 3
- B. 1, 2, and 4
- C. 1, 3, and 4
- D. 2, 3, and 4

With this type of question, you need to check off the correct items or numbers before selecting the correct response. In this particular question, number one is incorrect because GREAT targets younger children. Items 2, 3, and 4 are all true. Therefore, you look for the answer “2, 3, and 4,” which is “D.”

6. A CCE should know that the basis of the TQM system for effective management is the “14 Points” developed by W. Edwards Deming. Which of the following did Deming recommend?
- A. Create a consistency of purpose
  - B. Break down barriers between agency units
  - C. Establish and vigorously enforce work quotas
  - D. Both “A” and “B” above

The “Both A and B (or other letters)” signals that you need to check off the items that are correct answers to the question before selecting the answer.

## True/False Questions

1. A CCS can be held responsible for the actions of a subordinate because of the legal concept of “vicarious liability.”  
  - A. True
  - B. False

With this type of question, you need to read the entire question and then decide whether it is completely true or false. The key term is “vicarious liability”, and the issue is whether it applies to correctional supervisors, which it does.

2. In addition to providing informal discipline, it is beneficial for the CCO to discuss and determine the reasons for the offender’s misbehavior.

A. True

B. False

In this type of question, you need to identify the key focus of the statement. Here, the focus is whether a correctional officer should talk to an inmate about his/her misbehavior and determine the reasons for it. The answer is yes, which means the answer is True.

3. The use of surveillance technology replaced the need for CCOs to conduct visual inspections.

A. True

B. False

The key focus in this question is that correctional officers do not need to conduct visual inspections because surveillance technology is in use. The answer is clearly false.



## Section V: Taking the Exam

### What are some tips for taking the test?

- 1) **Know when and where the exam will be administered as well as how to get there**— this information will help you avoid unnecessary stress on the day of your test! Note: this information is sent to you via e-mail, along with your registration ID number.
- 2) **Make sure to get plenty of rest and to have a good breakfast the morning of your exam**— rest, relaxation, and food will get your mind working at a high level
- 3) **Bring a snack.** Taking a short break to eat could help you to be calm and cool.
- 4) **Focus!** Try your best to ignore distractions in the room (noises, other test takers, etc.). You are here to take and pass the CCP exam; do not let other things bother you.
- 5) **Relax!** Panicking will not help your cause. Prepare thoroughly, take the test, and do the best you can!
- 6) **Monitor your time.** After two hours, you should have completed about 100 questions.

### What items are allowed/not allowed?

On the day of your exam, there are certain items that students must provide for themselves, items that students may bring, and items that are *not* allowed in the testing room.

You **MUST** bring...

1. Your Examination Number (found on your exam authorization letter/e-mail)
2. Photo Identification (driver's license or other government/agency-issued ID)
3. Several sharpened #2 pencils with erasers

You **MAY** bring...

1. A watch (helpful to keep track of time while taking the exam)
2. A snack (helpful to keep you alert)

You **MAY NOT** bring...

1. Books or other reference materials
2. Electronic/communication devices—e.g., calculators and laptop computers

**The American Correctional Association wishes you the best of luck on your CCP exam!**



## Section VI: Contact Information

The exam schedule can be found online at [www.aca.org/certification](http://www.aca.org/certification).

Questions, comments, or concerns about the exam should be addressed to:

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