

**NEW JERSEY CIVIL SERVICE COMMISSION**

**2015 COUNTY CORRECTION SERGEANT**

**ORIENTATION GUIDE**

**\*Please Note: The year listed on the orientation guide refers to the year the exam will take place. This guide applies both to candidates from the current administration and make-up candidates from an earlier administration who will be tested in 2015.**

## TABLE OF CONTENTS

I.	INTRODUCTION .....	2
II.	PRE-EXAM INFORMATION .....	2-4
	A. Test Date and Location .....	2
	B. What Candidates SHOULD Bring to the Exam .....	2
	C. What Candidates Should NOT Bring to the Exam .....	2
	D. ADA Policy .....	3
	E. Make-up Policy .....	3
	F. Exam Information for Make-up Candidates .....	4
III.	EXAM INFORMATION .....	5
	A. Exam Development .....	5
	B. Source Material .....	5
IV.	EXAM ADMINISTRATION INFORMATION .....	6
	A. Late Policy .....	6
	B. Sequestration Policy .....	6
V.	POST-EXAM INFORMATION .....	7
	A. Explanation of Scoring Process .....	7
	B. Review and Appeal Information .....	7
	C. Explanation of Seniority Score .....	7
	D. Explanation of Exam Results and Promotions .....	8
VI.	STUDY TIPS .....	9-15
	A. Descriptions and Study Tips for Different Learning Styles .....	9-11
	B. Understanding and Reducing Test Anxiety .....	11-13
	C. Tips for Answering Multiple-Choice Questions .....	14
	D. Technical Vocabulary List .....	14-15
VII.	SAMPLE QUESTIONS .....	16-18
	A. Questions .....	16-17
	B. Answers .....	18
VIII.	CONCLUSION .....	18

## I. INTRODUCTION

The New Jersey Civil Service Commission (CSC) has prepared this supplemental orientation guide for promotional candidates who will participate in the 2015 County Correction Sergeant exam. The information in this booklet and the **General Multiple-Choice Orientation Guide** (available via CSC's web site <http://www.state.nj.us/csc/seekers/jobs/orientation/>) is designed to help candidates better understand the testing process and the types of questions they will encounter on the County Correction Sergeant exam. The exam will be designed on the basis of information obtained from a job analysis of the County Correction Sergeant position. We encourage candidates to carefully review this guide along with the General Multiple-Choice Orientation Guide and to take advantage of any and all opportunities to prepare for the exam.

## II. PRE-EXAM INFORMATION

### A. Test Date and Location

The **tentative** timeframe to administer the County Correction Sergeant exam is **May/June 2015**. However, in the event there are difficulties scheduling the exam for any unforeseen reason, the exam date may change. A specific test date will not be determined until approximately mid-March, once test centers have confirmed their availability. Once the specific test date has been determined, it will be posted on the Public Safety News webpage at <http://www.state.nj.us/csc/about/news/safety/index.html>. Candidate exam notices will be mailed two to three weeks prior to the test date and will confirm the test date, report time, and location.

### B. What Candidates **SHOULD** Bring to the Exam

Candidates arriving to the test center should have their notification card and a valid photo ID. Candidates arriving at the test center without their notification card should report directly to Room A with their photo ID, so that the center supervisor can issue them a new card. Candidates arriving at the test center without a valid photo ID **WILL NOT** be admitted to the exam. Answer sheets for CSC multiple-choice exams are scored electronically, so candidates should bring No. 2 pencils to the exam.

### C. What Candidates **SHOULD NOT** Bring to the Exam

With the threat of high-tech cheating on the rise, possession of personal communication devices such as cell phones, BlackBerrys, pagers/beepers, photographic equipment, MP3 players, or other similar electronic communication devices is prohibited at test centers. **Candidates who are seen with these devices in the test center, even in a power-off mode, will be disqualified and dismissed immediately.** The device may also be confiscated to ensure that an attempt was not made to compromise the testing process. In addition, briefcases and other personal items should be left outside of the test center. The CSC is not responsible for any personal items brought by candidates to the test center.

D. ADA Policy

Candidates who require special assistance or ADA accommodations for this exam must check the corresponding box on the “Preferences” tab of their online application, regardless of whether or not they have previously been approved for accommodations with CSC in the past. Candidates who are indicating a need for accommodations for the first time will subsequently be contacted with further instructions.

Upon receipt of your exam notice with the test date, time, and location information, candidates who are already on file with CSC as being approved for accommodations must Contact Marty Berrien at 609-292-4144 ext. 199-1001, in order to discuss the specifics of your accommodation needs for this exam.

E. Make-up Policy

Pursuant to N.J.A.C. 4A: 4-2.9, make-up examinations for public safety promotional examinations may be authorized only in cases of:

- I. Error by the Civil Service Commission or appointing authority.
- II. Death in the candidate’s immediate family as evidenced by a copy of the death certificate; or
- III. Catastrophic injury or illness requiring an extended convalescent period provided the candidate submits a doctor’s certification containing a diagnosis and a statement clearly showing that the candidate’s physical condition precluded his or her participation in the examination, as well as documentation from the candidate’s employer noting the candidate’s related leave from work.
- IV. Military leave, which will be handled as stated in N.J.A.C. 4A:4-2.9(c).
- V. Exoneration from pending disciplinary or criminal charges will be handled as stated in N.J.A.C. 4A:4-2.9(d).

Make-up requests must be submitted, in writing, with supporting documentation, to: NJCSC Make-Up Exam Unit, Attn: Marty Berrien, P.O. Box 310, Trenton, NJ 08625-0310 within 5 days upon receipt of your Notification Card.

**NOTE:** All requests for **medical** make-up exams must be accompanied by the Civil Service Commission’s Medical Authorization for Make-up Examination form (DPF-728), completed by the treating physician. The Medical Authorization for Make-up Examination form can be obtained through the Make-up Unit or from our website at <http://www.state.nj.us/csc/about/publications/forms/>.

F. Exam Information for Make-up Candidates

Because of concerns regarding loss of exam security relating to the illicit discussion and/or dissemination of test content, the make-up exam for this announcement may not be identical to the original exam. That is, it may be very similar to the original exam, matching the content specifications of the original exam as closely as possible. This means that the make-up exam will measure in equal proportion, the same knowledge, skills and/or abilities that will be measured by the original exam. It will also be administered and scored in the same manner as the original exam. If a different exam is used for make-up purposes, make-up candidates may be required to obtain or use resource material for test preparation/study purposes that is particular to the make-up exam.

### III. EXAM INFORMATION

#### A. Exam Development

A job analysis was conducted to identify the knowledge, skills, and abilities that are necessary to perform the job of County Correction Sergeant. A job analysis is the process of critically examining job components in order to provide a functional description of a job. Based on this job analysis, a number of work components were identified, and it is from these work components that a distinct exam has been developed. During the job analysis, senior correctional personnel ranked each County Correction Sergeant work component in terms of its importance. Exam questions will relate to those work components that were determined to be most critical. A list of the most critical work components, along with the relative test weight of each, is shown below:

##### Standard Operating Procedures for County Correctional Facilities – 37.5%

This section may include, but is not limited to, questions based on Standard Operating Procedures surrounding the handling of inmate violence, chain of custody, use of force, etc. This may include the application of NJ Administrative Code 10A, Chapter 31.

##### Situational Judgment – 37.5%

This section may include, but is not limited to, questions dealing with the ability to recognize dangerous or hazardous conditions, ability to determine the information needed to solve a problem, and the knowledge of what constitutes contraband within the correctional facility. Candidates will read each scenario and must determine which option best handles the situation presented. This may include the application of NJ Administrative Code 10A, Chapter 31.

##### Interpreting and Understanding Facility Policies – 25%

This section will measure a candidate's ability to read, understand, and interpret rules, regulations, and codes.

#### B. Source Material

The following source will be used by the Civil Service Commission to develop test questions. Please note, however, that the development of test questions may not be restricted to this particular source.

**New Jersey Administrative Code Title 10A, Chapter 31**

#### IV. EXAM ADMINISTRATION INFORMATION

Because of the large number of candidates eligible to take the County Correction Sergeant exam, the test is typically held within the correctional facility, or at a suitable location near the correctional facility. In order to accommodate staffing concerns for each correctional facility, and depending on the size of the facility's candidate population, the exam may be held over two sessions. Each candidate's scheduled time is based on input from the facility's management and the available space in the test center. Candidates must abide by the scheduled time to appear for the exam that is printed on their notification card. No one will be admitted late or have their test time or location rescheduled.

##### A. Late Policy

Candidates should plan their route to the test center in advance of the test date as soon as the test location is made available. Candidates are encouraged to arrive early, since candidates arriving late will **NOT** be admitted to the exam.

##### B. Sequestration Policy

For all facilities requiring two sessions to test their candidates, a period of sequestration will be required for candidates in the first session. Candidates in the first session must remain at the test center until all candidates for the second session have arrived. Therefore, candidates in the first session who finish the exam early, may not leave the test center until the exam monitor instructs them to do so. This measure is necessary in order to safeguard test security, by eliminating the potential for test content to be discussed between candidates who have already taken the exam and those who have not. Due to the importance of test security, no exceptions to the sequestration policy will be made for any candidate. This advance notice is being provided so that candidates may plan accordingly. Candidates with medical/dietary concerns must provide for their own needs. Please note that candidates scheduled for the second session may leave the test center once they complete the exam, if they finish before time is up.

## V. POST-EXAM INFORMATION

### A. Explanation of Scoring Process

The scoring of the County Correction Sergeant multiple-choice exam will be based on the number of correct responses. Therefore, it is in the candidate's best interest to answer all questions. If the answer to a question is not known, choose the **BEST** option. Prior to starting the test, candidates will be informed as to the total number of questions to answer and the total time allotted to complete the test. Candidates should budget their time so that they can respond to all questions within the allotted time.

The exam will be machine-scored. Using a Number 2 pencil, candidates should blacken selected answers firmly, neatly, and completely. Candidates should mark only one answer for each question while making sure to erase cleanly any answer changes. Stray marks should be avoided.

### B. Review and Appeal Information

Before the exam begins, candidates will be given a review form that explains the specific dates and times that will be made available to review the exam. Appointments are made on a first come, first served basis, until all appointments are booked. Candidates will be permitted to leave the test center with the review form so they can reference the information contained on it, if they choose to schedule a review of the exam.

Any objection to the manner in which the exam was administered must be made in writing immediately following the completion of the exam, by completing a Test Administration Comment/Appeal Form prior to leaving the exam center. This form can be obtained from the Center Supervisor. No appeal relating to the manner in which the exam was administered shall be permitted after the test date.

Candidates should be aware of the new fee schedule for item, scoring, and administrative appeals. The fee schedule can be accessed via the CSC website:

<http://www.state.nj.us/csc/authorities/faq/appeals/>

### C. Explanation of Seniority Score

A candidate's final score (and rank) on a New Jersey Civil Service Commission County Correction Sergeant promotional list consists of two weighted parts: the test score and the seniority score. The seniority score is comprised of the time from the regular appointment date (of the eligible title) to the closing date of the announcement, **minus** the time spent on suspensions, layoffs, regular leaves of absence without pay (other than military), such as educational, gubernatorial appointments, personal, sick, disability, family, voluntary furlough, furlough extensions, and to fill elective office (day for day deduction from length of service).

Start with a base score of 70.000 and then one point is added for each year of eligible service up to a maximum of 15. The maximum possible seniority score is 85.000.

Seniority is weighted at 20% and test score is weighted at 80% for County Correction Sergeant promotional exams. Seniority is combined with the test score to produce the final average score.

D. Explanation of Exam Results and Promotions

The results from this exam will be available after the receipt and review of all exam appeals. This process generally takes a minimum of 12 weeks following the last test review date. Candidates should **NOT** call the CSC for their scores. Candidates will receive their exam results in the mail.

After the exam is scored, candidates will be ranked within their particular jurisdiction according to their final score (a composite of test score and seniority score). Promotions to the rank of Sergeant are made from a certified list based upon this ranking. **Please Note: Promotional appointees are considered to be serving conditionally, pending resolution of all scoring appeals related to the exam. All appeals are considered resolved after the Merit System Board makes its final ruling.**

## VI. STUDY TIPS

### A. Descriptions and Study Tips for Different Learning Styles

Research suggests that not all people learn the same way. With so much information available in the source material, it may help you to consider which learning style best matches your abilities, so you can determine the most effective way for you to study the material. While this is not an exhaustive description of the different learning styles, consider the following information as one possible way to determine which study method is best for you.

#### i. *The Visual Learning Style*

##### Description

You learn best when information is presented visually and in a written language format. In a classroom setting, you benefit from instructors who use the blackboard (or overhead projector) to list the essential points of a lecture, or who provide you with an outline to follow along with during lecture. You benefit from information obtained from textbooks and class notes. You tend to like to study by yourself in a quiet room. You often see information "in your mind's eye" when you are trying to remember something.

##### Study Tips

- Find a quiet place to study, away from noise and visual distractions.
- Preview the study material by looking at the table of contents, headings, and pictures before starting to read.
- Write symbols or key words in the margins of your textbook or manual.
- Use highlighters in different colors to emphasize and organize important concepts.
- Write down key points and details that you want to remember.
- When given information in charts, write out explanations in your own words.
- Organize your notes in outline format, including main headings or categories and notes below each. As an alternative, you can organize your notes by using charts, graphs, pictures, or diagrams.
- Make flashcards of important points and key terms. Limit the amount of information placed on each card.
- Visualize key concepts in your head.

## ii. *The Auditory Learning Style*

### Description

You learn best when information is auditory (presented in an oral language format). In a classroom setting, you benefit from listening to lecture and participating in group discussions. You also benefit from obtaining information from audio tape. When trying to remember something, you can often "hear" the way someone told you the information, or the way you previously repeated it out loud. You learn best when interacting with others in a listening/speaking exchange.

### Study Tips

- Before reading, look through headings and pictures and say out loud what you think each section may cover.
- While reading your notes or textbook, read out loud whenever possible.
- Take pauses while reading to summarize aloud what you have read.
- Tape record yourself reading your notes or textbook, then play it back and listen to it repeatedly. Or, listen to books on CD.
- Study in a group or with a friend. Discuss the material.
- Make up flashcards and read the material out loud as you memorize it.
- Ask a friend to help quiz you on test material.

## iii. *The Tactile-Kinesthetic Learning Style*

### Description

You learn best when physically engaged in a "hands on" activity. In the classroom, you benefit from a lab setting where you can manipulate materials to learn new information. You learn best when you can be physically active in the learning environment. You benefit from instructors who encourage in-class demonstrations, "hands on" student learning experiences, and field work outside the classroom.

### Study Tips

- Before reading, look over the table of contents, headings, etc., to get a feel for the book or manual.
- Write notes, draw pictures, or make charts as you are reading or listening to study material.
- Take short (3-5 minute) breaks during your study time.
- Walk around while reading or memorizing information.
- It may be helpful to move while learning (e.g., tap a pen, squeeze a "stress relief" object, swing an arm, kick a leg, etc.).
- Listen to tapes or CDs of study material while working out.
- Type notes on the computer. Incorporate tables and graphics as needed.
- Consider studying in a lounge chair rather than at a desk.
- Background music (baroque) may be helpful while trying to learn new material.
- Reading material through colored transparencies may help with focus.
- While reading, point to or trace the words as you go along.
- Paraphrase the material being learned.

- When possible/appropriate, act out what is being learned. If this is not possible, visualize the concept in your mind.
- Try to find real-life examples of concepts being learned.
- Write important information several times to help with memory.

### Sources:

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Lynch, M. (2003). Learning Style Survey.

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<http://www.njea.org/pdfs/LearningStyleInventory.pdf>.

### B. Understanding and Reducing Test Anxiety

Correction officers face a level of stress on a daily basis that is unlike almost any other career. However, most officers would prefer to deal with the stress involved in maintaining safety within the facility than to deal with the anxiety caused by sitting for an exam that impacts their chances of being promoted. This portion of the County Correction Sergeant orientation guide attempts to assist candidates in recognizing some of the causes of test anxiety and provides strategies on how to reduce it. Test anxiety is a condition in which a person experiences worry or distress before, during, or after a test or other assessment, to such an extent that it causes poor performance or interferes with normal learning. Because of its effect on performance, it is important that candidates recognize the potential symptoms of test anxiety and take steps to reduce it.

It is normal for any candidate taking an exam to feel a certain degree of nervousness. However, true test anxiety can be a serious threat to a candidate's preparation and performance on the exam. Test anxiety can manifest itself in psychological ways such as "blinking," having difficulty concentrating, and experiencing negative thoughts, as well as physical ways, such as nausea, headache, sweating, and muscle tension. Candidates can attempt to reduce the effects of test anxiety and increase their chances of maximizing their performance on the exam by focusing on three steps: be prepared, get organized, and practice.

*i. Be Prepared*

Preparation begins with recognizing and confronting negative thoughts you may have about your past exam performance and your chances for scoring well on the upcoming County Correction Sergeant exam. Negative thoughts can influence your preparation for the exam by affecting your study habits, breaking your concentration, and causing you to second-guess your abilities. One strategy to reduce these thoughts is to take out a sheet of paper and create two columns. On the left side of the paper, you will honestly assess your attitudes and write down every negative thought you have about the prospects of taking a written exam. Next, on the right side of the paper, you will write a positive thought that counteracts the negative thought. For example:

Negative Thought

I always do poorly on tests.

If I don't pass this test, I'm a failure.

I can't possibly know everything that will be on will be on the exam.

Positive Thought

I will be more prepared than I have been in the past.

I'm going to pass, but if I don't I can still bounce back.

I know where my knowledge is strong and will focus on the areas in which I am unfamiliar.

Honestly assessing your feelings and concerns will help you begin to change your attitudes and create a positive mindset.

Another strategy to prepare for the exam is to gather as much information about the exam as possible. Consulting the County Correction Sergeant job specification <http://info.csc.state.nj.us/jobspec/01405@.htm> and reading over this orientation guide thoroughly will help you familiarize yourself with all aspects of the exam. Information provided in this guide will tell you, in general, what topics will be covered and what resources you can use to learn about the topics. This is a vital step in preparation for the exam, because knowing the extent of information covered by the exam will assist you in organizing a study plan.

*ii. Get Organized*

Being organized in your study habits is the next step in reducing test anxiety and increasing your performance on the exam. After you have determined from the information available to you, the topics to be covered on the exam, you need to honestly assess which areas you are strong and which areas require more attention. You may find it helpful to create a study plan or schedule that defines what you will need to study, what resources you'll need to compile, and the amount of time you will spend on each topic.

When creating a study plan you must remember to make it realistic for your current lifestyle. Candidates with responsibilities, such as family obligations, cannot expect to spend all their off-duty hours studying. Candidates should also make an attempt to avoid changing their normal routine in order to focus all their energy only on studying. Although you may find that you need to make some sacrifices in order to put in the proper amount of time studying, it should not be at the expense of eliminating your other interests and obligations. Some candidates believe that if they skip meals or stay up late, they are gaining extra hours of study time. Research suggests, however, that altering your normal sleeping and eating patterns, as a result of trying to spend all

your spare time studying, does not have the benefits you would expect. Physical health is as important as emotional health in reducing anxiety.

Finally, remember that studying involves more than highlighting words in a book and memorizing definitions. When establishing your study plan or schedule, your goal should be to have a full understanding of terms and concepts. You will know you have a full understanding of the information when you can define a given term in your own words and discuss why it is important. Similarly, concepts are fully understood when you are able to take two related concepts and discuss their similarities and differences.

### iii. *Practice*

The final step in reducing test anxiety is to practice. While it is not possible to replicate the conditions you will encounter during the exam administration, there are strategies that you can use to simulate the skills you will need during the exam. For instance, during a multiple-choice exam, you may be sitting at a desk for several hours working on your exam. To prepare for this, it may help to block out a similar amount of uninterrupted time while you are studying. This can help you experience what it will be like to have to focus your attention for that period of time. Using the chapter review in a text book or other resource is often another way to test your knowledge, while also giving you the opportunity to practice reading and analyzing multiple-choice questions. In some cases, candidates will know others who are taking the exam. Although many people prefer to study on their own, coming together to review in a group can also be helpful. During this review, each member of the group can come with prepared questions based on the source material. This strategy has the benefit of ensuring that you are reading the material critically enough to develop questions from it, while at the same time, practicing the routine of sitting down and answering questions prepared by another person.

During the days leading up to the exam, you should focus on reviewing the material you have already studied. In order to reduce test anxiety on the day of the exam, you should make every attempt to get a good night's sleep so that you can arrive at the test center well rested. Plan to arrive early, so that you are not rushing into the test center with only minutes to spare before the exam. It is important to listen to the monitor's instructions carefully and ask questions if you are unsure of anything that has been said. Be aware of how much time you have to complete the exam and the fact that, in most cases, you will be responsible for keeping track of your own time. Remember that, unless instructed otherwise, you are permitted to write in your test booklet. As you proceed through the test, you may wish to circle key words or concepts that may be important in answering test questions, making sure to properly mark all answers on your answer sheet. Review each question carefully and select the BEST answer from the options given. Remember that anxiety is fed by a fear of the unknown. The more you do to prepare prior to the exam, the better chance you will have at performing at your highest level.

Additional study tips are available in the **General Multiple-Choice Exam Orientation Guide**, which is available via CSC's web site: <http://www.state.nj.us/csc/seekers/jobs/orientation/>

Sources:

<http://www.studygs.net/tstprp8.htm>

[http://www.ets.org/s/praxis/pdf/reducing\\_test\\_anxiety.pdf](http://www.ets.org/s/praxis/pdf/reducing_test_anxiety.pdf)

## C. Tips for Answering Multiple-Choice Questions

### Basic Tips For Answering Multiple-Choice Questions:

- Try not to read too much into each question. Avoid imagining scenarios in which each option given *could* be true. In most cases, questions that appear to be “trick questions” are usually only tricky because they are not taken at face value. Determine the best answer using only the information supplied in the question, without making unwarranted assumptions. The correct answer is the one that works best for the situation described.
- Be sure to choose an answer that is directly related to the question being asked. Do not select an answer choice, even if it is a true or correct statement by itself, unless it specifically answers the question being asked.
- The correct answer is the choice that contains the most exact or most complete information in response to the question. Some answer choices may be correct or true in part, but less exact or less complete than the “best” choice. An answer choice that is only partially correct, partially true, or true only under certain conditions should be considered an incorrect choice.
- Do not let more difficult questions affect your attitude and steal valuable time.
- Do not linger over questions you cannot answer. If you cannot decide on an answer choice, make your best guess and move on. However, if you must guess, try to eliminate as many clearly wrong choices as you can in order to make your guess from as few alternatives as possible.

## D. Technical Vocabulary List

While this exam is not intended to assess your vocabulary skills, because of the nature of the concepts covered, a certain level of familiarity with technical language is necessary. The following is a short list of some terms that may appear in the source material and exam. It may be helpful to review this list and look up any other words you are unfamiliar with when reviewing this orientation guide and the source material.

ASSERT	-	To state or express positively
ACCOUNTABLE	-	Answerable; obliged to accept responsibility
AGGRIEVED	-	Wronged; deprived of legal rights or claims
AMBIGUOUS	-	Liable to more than one interpretation; uncertain
APPELLANT	-	Of or relating to an appeal
APPLICABLE	-	Relevant; applies to
APPREHEND	-	To take into custody
CAUSAL	-	Relating to, involving, or being a cause
CIRCUMVENT	-	To go around; bypass
COERCION	-	Act of bringing about by threat of force
COLLABORATE	-	To work together; cooperate
COLLATERAL	-	Security for payment of debt
COMPEL	-	To force; make necessary
COMPETENT	-	Properly qualified
CONSECUTIVE	-	Following one after the other in order; without interruption
CONSTITUTES	-	To make up, establish formally
CONSUMATION	-	Act of bringing to completion

DEMEANOR	-	Behavior towards others
DESIGNATED	-	Indicated, marked, pointed out; to select for duty
DISSEMINATE	-	Distribute or spread information
DIVERSE	-	Having variety in form; unlike
ENDEAVOR	-	To make an effort toward a given end
EXHAUSTIVE	-	Comprehensive, thorough
FACILITATE	-	To make easier
FRAUDULENT	-	Deceitful
HARASS	-	To irritate or torment persistently
ILLICIT	-	Not permitted by custom or law
IMMINENT	-	Ready to take place; impending
IMPEDE	-	To interfere or slow the progress of
IMPLEMENT	-	To put into effect; carry out
INFECTIOUS	-	Capable of causing infection
INFER	-	To conclude from evidence
INFRACTION	-	A violation
INITIATE	-	To begin
INSUBORDINATE	-	Disobedient
LIABLE	-	Legally responsible
MUTUAL	-	Directed and received in equal amount
NARRATIVE	-	A written account of events
PECUNIARY	-	Of or relating to money; requiring the payment of money
PRECEDE	-	To go before
PROHIBIT	-	To forbid; prevent
PROLONG	-	To lengthen in duration, scope, or extent
PROMULGATE	-	To put into effect by formal public announcement
PURSUANT	-	In accordance with
RANDOM	-	Having no specific pattern or objective
RECIDIVISM	-	A tendency to return to criminal habits and activities
REPRIMAND	-	A severe formal disapproval
SUBORDINATE	-	Placed in a lower rank; subject to the authority of a superior
SUPERSEDE	-	To replace; to take the place of
SURVEILLANCE	-	Close observation of a person or group

## VII. SAMPLE QUESTIONS

### A. Questions

The following three questions are sample questions that are similar to the ones that will appear on your exam:

*Sample Question #1 is associated with the work component:  
Standard Operating Procedures for County Correctional Facilities*

1. Inmate Fulton is preparing for his court appearances and this involves meeting frequently with his attorney. Review the following:
  - I. Investigator
  - II. Law student
  - III. Paralegal
  - IV. Investigative aide

According to Chapter 31, which would be considered representatives of attorneys?

- (a) III only
- (b) I and III only
- (c) II and IV only
- (d) I, II, III, and IV

*Sample Question #2 is associated with the work component:  
Situational Judgment*

2. An individual is being admitted to your correctional facility on drug possession charges. During the initial intake procedures you are asking him questions related to his personal information and current health. After the initial questioning, you tell the individual that he will be searched before entering the facility. As the strip search of the individual begins, he states that he needs to use the bathroom. In this situation you should
  - (a) stop the search and request medical assistance for the individual.
  - (b) allow the individual to use the bathroom and continue with the search when he returns.
  - (c) continue with the search before allowing the individual to use the bathroom.
  - (d) cancel the intake procedures until he is cleared by medical staff.

Sample Question #3 is associated with the work component:  
Interpreting & Understanding Facility Policies

The following sample question is based on a set of policies devised for a fictitious correctional facility and is designed to measure your ability to read and interpret policy. Read the following policy statement and answer the question that follows. No previous knowledge of the subjects covered by the policy is required to correctly answer the questions. Use only the information given or implied in the policy.

<u>Bear County Department of Corrections</u>	<u>Policy and Procedures</u>	<u>Topic: Transportations</u>
<u>Order Number: 071</u>	<u>Date Adopted: 01/01/99</u>	

**Number of Escorts and Instructions**

- I. In most cases, two staff members will be provided, at least one of whom will be weapons qualified. A portable radio will be issued to the officer designated as being in charge of the trip.
- II. For maximum-security cases, the officer in charge will call in to the Control Center, either by radio or telephone, every thirty minutes to report conditions.

**Searches and Restraints**

- I. The officers transporting the inmate will pat search the inmate before placing him or her in restraints.
  - II. The escorting officer will confer with the Shift Commander before removing any restraints in the course of a life-threatening medical emergency. In those cases, escorting staff should explore all possible options to permit the inmate to be completely unrestrained.
3. During a two hour trip to another county to transport a maximum-security inmate for arrangement on a murder charge, the inmate, after one hour, complains that the jail nurse did not give him his seizure medication before his trip. The inmate is known for having a history of emotional problems. Minutes later, he begins to shudder violently, as if going into a seizure. He is shackled hand and foot. What should the transporting officers do?
- (a) Pull the vehicle to the shoulder of the road and remove the wrist restraints, while trying to calm the inmate.
  - (b) Wait a reasonable length of time to determine if the inmate is faking.
  - (c) Call the Control Center to advise them of the situation and wait for instructions.
  - (d) Head for the nearest hospital and call the waiting county and tell them of the delay.

## B. Answers

### Question #1:

This question refers to *NJ 10A:31-15.4 Attorneys and court related personal visits*, and asks the candidate to identify which of the individuals listed would be considered a representative of an attorney. According to the statute, suitable meeting facilities shall be provided for inmates to meet with attorneys and representatives of attorneys in privacy with reasonable comfort. Representatives of attorneys may include investigators, investigative aides, paralegals, and law students. Given this information, all of the individuals listed in the question are acceptable representatives, thus option (d) is the correct answer.

### Question #2:

In this question you are to assume the role of a Correction Sergeant conducting a search of an inmate during the intake procedure. As you inform the inmate that he is now going to be searched, he states that he needs to use the bathroom. The question asks how you should handle this situation. Options (a) and (d) are incorrect because alerting the medical staff is not necessary at this point. The inmate did not state he was having a medical emergency, so there is no need to stop the intake or bring in medical staff. Choosing (a) or (d) would be an overreaction to the situation and thus, not appropriate. Similarly, option (b) is inappropriate because you would not allow the inmate to use the bathroom once he has been alerted that he will be searched. Considering all the options, (c) is clearly the **BEST** choice. In this case, you should continue with the search and maintain control of the intake process in order to ensure the safety and security of the facility.

### Question #3:

In this question you are to read the scenario and choose the **BEST** answer from the options given, based on the information contained in the excerpt of the policy provided. In this case the inmate being transporting claims that he has not received his medication and subsequently begins to suffer an apparent seizure. The question asks how the officers should respond. The policy provided clearly states in section II of Searches and Restraints that, “The escorting officer will confer with the Shift Commander before removing any restraints in the course of a life-threatening medical emergency.” Based on this fact, option (c) is clearly the correct, and **BEST**, answer.

NOTE: These are only sample questions. The exam will contain different questions, although they will be similar in structure and content. Answering these sample questions correctly does not guarantee you the same success on your exam.

## **VIII. CONCLUSION**

This orientation guide attempts to familiarize candidates with aspects of the Written Multiple-Choice Test, including some suggestions for preparation. The suggestions provided here are not exhaustive – we encourage candidates to engage in whatever additional preparation strategies they believe will enhance their chances of performing effectively on the exam.

We hope that this Orientation Guide has been beneficial to you. **GOOD LUCK!**