



**New York State
Department of Civil Service**

Committed to Innovation, Quality and Excellence

Test Guide

for the

**FIRST-LINE CORRECTIONAL
SUPERVISOR SERIES**

October 16, 2004



George E. Pataki
Governor

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Commissioner

SECTION 1 - INTRODUCTION

This Test Guide has been developed to help you prepare for the October 16, 2004 First-Line Correctional Supervisor examination series. This Test Guide will enable you to:

- ◆ become acquainted with the different test types in this examination, including Multiple-Choice Questions and Job Simulation Exercises, as well as see examples of the types of questions you will be required to answer.
- ◆ identify, through a series of practice questions, those subject areas you should be familiar with for the test.

SECTION 2 – TEST TAKING SUGGESTIONS

A. Keep a positive attitude toward the test

- ◆ Study and review this material for the examination.
- ◆ Give yourself plenty of time to do what you need to do before the test starts. Plan to arrive at the test room a little ahead of the starting time.
- ◆ Listen carefully to the instructions the Monitors give you. Carefully read all instructions on the Test Booklets and complete all sample questions and problems.
- ◆ Keep track of the time. The **overall time allowance** for this examination will be **4 hours**. This total time should be more than sufficient for you to finish.

B. Study for the test

Look at the announcement for this examination. You will see that the examination will evaluate the Knowledge, Skills and Abilities that are important to the job of a First-Line Correctional Supervisor.

Sections 3 and 4 of this Test Guide discuss the format of each part of this examination in detail.

C. Come to the test prepared

- ◆ **Bring** two number 2 pencils
- ◆ **Bring** your photo ID containing your signature
- ◆ **Bring** your admission notice
- ◆ **Do NOT bring** a calculator to the test center. You will not need a calculator for any part of your examination. If you do bring one with you, the Monitors have been instructed to ask you to put it away during the exam.

D. Test administration procedures and examination structure

When you are in the test room, the Monitor will guide you through the steps involved in filling in forms and starting the examination. The Monitor will also provide you with the Test Booklets and other materials that you will need to take the examination.

- ◆ The Monitor will help you with candidate identification procedures and with filling in spaces on the covers of Test Booklets and the heading of your answer sheets. The Monitor will also give you general test instructions, and will provide you with Candidate Directions for this test, three answer sheets, and one piece of scrap paper.
- ◆ The actual examination consists of 45 multiple-choice questions and two job simulation exercises. The specific Test Booklets and materials for answering the questions are given on the next page:
 - ◆ Multiple Choice Question Test Booklet
 - ◆ Job Simulation Exercise 1 Test Booklet
 - ◆ Job Simulation Exercise 2 Test Booklet
 - ◆ Three Answer Sheets (for recording answers to all exam parts)

SECTION 3 – MULTIPLE-CHOICE TEST COMPONENT

The format of the multiple-choice questions in this portion of your examination is the same as in past Civil Service Examinations. Each question is followed by four possible answers. You will be asked to select the best answer to the question from the choices provided. There are two subject areas in the multiple-choice test component: "Preparing written material" and the "Minimum standards for management of county jails, and pertinent NYS Correction Law and Penal Law."

A. Part 1 – Preparing Written Material

This part of the Multiple-Choice Test Booklet contains 15 questions that will test your ability to prepare written material. There are two kinds of questions in this part of the examination, and an example of each with a detailed explanation of how to answer it is given below the question.

Sample Question 1

Sample Question 1 Directions: Read the information given, and then select the choice which presents the information most clearly and accurately.

Frank met Sam after the class. Sam received a call. Because of this, Frank left early.

Which choice below presents this information most clearly and accurately?

- A. Frank met Sam after the class, but he left early because Sam received a call.**
- B. Frank met Sam after the class, but he left early because he received a call.**
- C. Frank met Sam after the class, but Sam received a call, so he left early.**
- D. Sam received a call when Frank met him after the class, so he left early.**

Explanation: Choice B sounds as if it was FRANK who received the call. Choices C and D sound as if it was SAM who left early. Choice A makes it clear that SAM received a call and that FRANK left early. Choice A is the BEST ANSWER because it is the only choice that is clear and accurate.

Sample Question 2

Sample Question 2 Directions: The following question is based upon a group of sentences. The sentences are presented out of sequence, but when they are correctly arranged they form a connected, well-organized paragraph. Read the sentences and then answer the question about what order to arrange them in.

- 1. Eventually, they piece all of this information together, and make a choice.**
- 2. Before actually deciding upon a job, people usually think about several possibilities.**
- 3. They imagine themselves in different situations, and in so doing, they probably think about their interests, goals, and abilities.**
- 4. Choosing an occupation is an important decision to make.**

Which one of the following is the best arrangement of these sentences?

- A. 2-3-1-4**
- B. 2-3-4-1**
- C. 4-2-1-3**
- D. 4-2-3-1**

Explanation: The best arrangement of the sentences is 4-2-3-1. Sentence 4 introduces the main idea of the paragraph: "choosing an occupation." Sentences 2-3-1 then follow up on this idea by describing, in order, the steps involved in making such a choice. Choice D is the BEST ANSWER to the question.

B. Part 2 – Minimum Standards for Management of County Jails, and Pertinent NYS Correction Law and Penal Law

This part of the Multiple-Choice Test Booklet will contain 30 questions that will test your knowledge of Minimum Standards for Management of County Jails and relevant New York State Correction and Penal Law. To help in your study efforts, the following study questions, listed by bold-print subject areas, are provided. The study questions are **not** actual examination questions and are **not** intended to be all-inclusive. The actual examination will contain 30 multiple-choice questions relating to the same subject areas listed in bold print below.

Study Questions

Minimum Standards for Management of County Jails (Chapter 1)

Admissions

- ◆ What are the admission requirements with regard to the commitment document and inmate identification?
- ◆ How is contraband defined?
- ◆ What must facility staff do before releasing inmate property to a person designated by the inmate?
- ◆ List five topics which must be included in the facility rules distributed to a new inmate.

Security and Supervision

- ◆ What is the difference between general supervision, active supervision and constant supervision?
- ◆ What level of supervision should be maintained when inmates are in the facility, outside their housing areas?
- ◆ What must be included in the written record of inmate population counts?
- ◆ List the information that must be included in an inspection of facility firearms and ammunition.
- ◆ What rules are associated with the keeping of duplicate keys?
- ◆ What information must be recorded in writing following the inspection of facility locks and securing devices?

Correspondence

- ◆ What is the difference between legal privileged correspondence and general privileged correspondence?
- ◆ Under what circumstances may outgoing inmate correspondence be opened and read by a facility staff member?

Prisoner Personal Hygiene

- ◆ What are the guidelines regarding inmate laundry and clothing repair?

Discipline

- ◆ When an inmate is confined to administrative segregation pending a disciplinary hearing, within what time period must he receive a written statement that gives the reason for the confinement?
- ◆ List two circumstances under which an inmate may not appear at his own hearing.
- ◆ At a hearing, under what circumstances may a hearing officer deny the appearance of a certain witness?
- ◆ List four types of disciplinary sanctions that may be imposed on an inmate.

Visitation

- ◆ Who may deny or limit an inmate's visitation?

Food Services

- ◆ What are the allowable times of day for serving breakfast, lunch and dinner?

Health Services

- ◆ How must a facility handle inmates' prescription medication?
- ◆ Who authorizes medical treatment for an inmate?

Classification

- ◆ Regarding initial screening and risk assessment of an inmate, list six areas which must be checked during the screening interview.
- ◆ List the conditions under which the chief administrative officer may revise an inmate's classification status.
- ◆ Following inmate admission, how soon must facility staff determine the inmate's housing assignment?

Reportable Incidents

- ◆ What incidents must be reported to the NYS Commission of Correction within 24 hours?
- ◆ How soon must next of kin be notified following an inmate death?

Access to Media

- ◆ What are the guidelines for media interviews of inmates?

Religion

- ◆ What factors are considered in determining whether to recognize a generally unknown religious group or organization for worship by inmates?

Packages

- ◆ What are the guidelines for outgoing inmate packages and for incoming inmate packages?

Printed Material and Publications

- ◆ For what reasons may incoming printed material or publications be censored?

Exercise

- ◆ To what extent does exercise within housing units, in cell corridors and in day rooms fulfill the Minimum Standards requirements for exercise?

Legal Services

- ◆ Define legal counsel.
- ◆ How may visits between an inmate and his legal counsel be monitored?
- ◆ List five legal reference materials which local facilities must keep and make accessible to inmates.

Grievance Program

- ◆ What information must be gathered and assessed in the investigation of an inmate grievance?
- ◆ What issues are not grievable by an inmate?

Fire Prevention and Safety

- ◆ What are the guidelines for regular fire inspections by facility staff?

Staffing Requirements

- ◆ List eight facility functions that are considered in the determination of facility staffing requirements.

Chemical Agents

- ◆ What authorization, if any, is required for emergency use of chemical agents?
- ◆ What must facility staff attend to AFTER the use of a chemical agent?
- ◆ Which facility staff must complete a chemical agents training program?

HIV and AIDS-Related Information/Confidentiality

- ◆ When may an HIV-related test be ordered without obtaining a written informed consent?

Laws Relating to Correctional Services

NYS Penal Law, Article 35

- ◆ When is the use of physical force in defense of a person justified?
- ◆ Under what circumstances is an officer justified in using force to prevent an escape from custody?

NYS Correction Law, Article 20

- ◆ List six factors that must be considered in choosing appropriate housing assignments for inmates.

The following sample multiple-choice question is similar to those that you will see in this part of your examination.

Sample Question

Which one of the following represents acceptable grounds for denying a request by an inmate to exercise the beliefs of a little-known religious group?

- A. The belief is not supported as being related to religious principle by any substantial literature.**
- B. The belief does not have a substantial following.**
- C. The belief does not have a long-established history or tradition.**
- D. The belief is not based on the concept of a Supreme Being or its equivalent.**

Explanation: The answer for the sample question is (A) as stated in Minimum Standards Section 7024.10(b-1). This is a straightforward knowledge question.

C. Tips for taking a multiple-choice test

The following tips for taking a multiple-choice test are provided to help you know what to expect and to maximize your chances of answering the questions correctly. It will help you to study these tips carefully.

1. Look at the entire Multiple-Choice Test Booklet

- ◆ When the monitor tells you to begin, review the entire test booklet in order to take a quick look at what you have to do.
- ◆ Budget your time – the total time for this test is 4 hours – give yourself time to finish the whole test.

2. Read each question carefully

- ◆ Make sure you understand what the question is asking for.
- ◆ Read all the possible choices and select the best one.
- ◆ Read each question as a separate question and answer it as a separate question. The answer to any one question is not intended to help you choose the answer to any other question.

3. Look for the key words

Read every word in the question. Look for certain key words that are necessary for answering the question. Some of these words are listed below. **PAY CLOSE ATTENTION TO THESE WORDS.** If you overlook one of these key words, you could incorrectly answer a question.

Some of these KEY WORDS are listed below:

| | | |
|--------------|------------------|-----------|
| BEST | GREATEST | NEVER |
| COMMON | LESS | NO |
| DISADVANTAGE | LITTLE | NOT |
| FIRST | MORE | SOME |
| GENERALLY | MOST | SOMETIMES |
| GREAT | MOST APPROPRIATE | USUALLY |

Here is an example.

In which one of the following seasons do snowstorms most often occur in New York State?

- A. Spring**
- B. Summer**
- C. Fall**
- D. Winter**

Explanation: If you failed to notice the word "most" in this question you might have chosen an incorrect answer. The choice, "Summer," is obviously wrong to anyone who has lived in New York State during all four seasons. The choices, "Spring" and "Fall," are however, possible correct answers if the word "most," in the phrase "most often," is ignored. There may be snowstorms in New York State during the Spring and Fall. However, the question asks when snowstorms "most often" occur. "Winter" is the correct answer because this is the season when snowstorms occur "most often."

4. Don't be afraid to guess if you are not absolutely sure of the answer

- ◆ If you don't answer a question, you will not get credit for it. If you guess correctly, you will get credit. There is no penalty for guessing on the 45 questions contained in the multiple-choice component of this examination. If you're not sure which choice is correct, first eliminate the choices you know are wrong.
- ◆ In the case of the previous "seasons" question, "Summer" is obviously not correct, so eliminate it. You have "Spring," "Fall," and "Winter" left. You know that you can expect snowstorms in the latter part of November and early December, which are part of the fall season, and in March and April, which are part of the spring season. But the question asks when snowstorms "most often" occur. You know it usually snows during every month of the winter season, so the best answer is "Winter."

5. If you do decide to skip a question and answer it later, make sure that you leave that space blank on the answer sheet.

6. Checking your answers.

- ◆ Once you've picked an answer and marked it down, make sure that you have a good reason for changing it.
- ◆ If you do change an answer, be sure to erase the first answer carefully and completely.

7. Summary

DO

- ◆ Read and follow instructions – fill in all the information requested.
- ◆ Use only a number 2 pencil – **do not forget your two pencils.**
- ◆ Make your marks heavy and dark and completely fill the spaces you mark.
- ◆ Erase your old answer mark completely for any answer you want to change.
- ◆ Keep track of your questions – make sure that you are filling in the answer space for the question you are answering.
- ◆ Review your answer paper after you have completed your exam. If you skip a question, DO NOT forget to come back to answer it.

DO NOT

- ◆ Do not mark your multiple-choice answers in the test booklets. Credit will be given only for answers marked on the separate answer sheet.
- ◆ Do not mark more than one answer for a question. The scoring system counts double answers as wrong.
- ◆ Do not make any extra marks on the answer sheet. The scoring system might count them as wrong answers.

8. Finishing up

- ◆ When you have completed the multiple-choice component, review your answer paper and make sure you've answered all the questions.
- ◆ Don't look for patterns in the order of answer letters. Tests are not designed to have an equal number of A's, B's, C's and D's for the correct answers.
- ◆ Go on to the simulation component of your examination.

SECTION 4 - THE JOB SIMULATION EXERCISES

In addition to the multiple-choice test, the written examination for First-Line Correctional Supervisor will have two job simulation exercises, one covering supervision and the other covering security and response to emergencies. The following information is designed to help you understand the format and scoring of job simulation exercises.

As the name implies, job simulation exercises resemble reality, but in a controlled manner. The simulation exercises for this examination will present you with realistic situations you might encounter as a First-Line Correctional Supervisor. You will be required to work your way through each situation, making decisions about the best course of action to solve the problem that is presented. Each job simulation exercise defines the role that the candidate must assume while responding to the questions. In addition, candidates must also consider specific information provided concerning the work assignment, facility staff and/or the facility layout. Candidates should **not** respond to the job simulation exercises based upon the specific operating procedures of the particular county correctional facility in which they happen to be working.

DIRECTIONS FOR JOB SIMULATION EXERCISES

The job simulation exercises will present you with situations which are similar to those you might encounter on the job. The job simulation exercise will start with **BACKGROUND INFORMATION** which will tell you about the job setting and your role in that setting. The background may present some job-related issues, situations, and/or resource materials for you to consider. You should review this information and then start with **SECTION A**, where you will be presented with some choices. After you have marked your answer sheet to show which choices you are selecting for action in **SECTION A**, you should then proceed to the next sections, in sequential order (**SECTION B**, then **SECTION C**, etc.), to the end of the exercise.

Sample Background Information

Assume that you are a newly promoted First-line Correctional Supervisor at a County Correctional Facility. As you are making your tour in Housing Unit B, you see Officer Mazur in the Control Room asleep in his chair. He wakes up and lets you in. He seems flustered and upset. He says, "I know what you are going to say. Don't bother! I'm doing this place a favor because I'm on a double shift. I don't need for you to start lecturing me just because you have stripes now."

Continue now with Section A.

Section A

You would now: **(Choose UP TO FOUR.)**

1. Remind him that you are his supervisor and he should speak to you appropriately.
2. Tell him that his sleeping on the job is not acceptable.
3. Tell him that you are going to recommend that he be suspended.
4. Tell him to just try to stay awake from now on.
5. Reinforce with him the importance of being alert at all times.
6. Tell him that you are having a bad day too.
7. Ask him if he needs a relief to revive himself.
8. Ask him if he wants you to report his behavior to the shift commander.

Following Section Directions:

Each section in the job simulation exercise will present you with directions as to how many choices you should select in that section. The directions may tell you to choose a specific number of choices (e.g., Choose Only One.), a maximum number of choices (e.g., Choose Up To Three.), or as many choices as you decide are appropriate (e.g., Choose As Many As are Appropriate.). A choice can be positively, negatively, or neutrally valued, depending on the appropriateness of that choice in the situation presented. Follow the directions to each section carefully. Failure to follow the directions may result in a lower score.

Marking Your Answer Sheet:

For **each** choice presented in the job simulation exercise, find the corresponding number on your answer sheet. With a No. 2 pencil:

- Mark '**A**' on your answer sheet if you are **selecting** that choice for action.
- Mark '**B**' on your answer sheet if you are **not selecting** that choice for action.
- You **must** mark **A or B** for **each** choice presented.*

** You must mark either **A** or **B** for each choice presented because your answer paper will be optically scanned by a machine which reads the darkest filled-in circle next to a choice number as your selection for that choice number. Marking **A** for choices you select and **B** for choices you do not select will ensure that your choices are recorded accurately.*

Example for Marking Your Answer Sheet:

Let's say **SECTION A** presents you with five choices numbered **1, 2, 3, 4, 5**. Let's say the **SECTION A** directions tell you to '**Choose Up to Three.**' If you want to select choices **2, 3, and 5** as your three choices, this is how your answer sheet should look:

| | | | | |
|---|----------------------------------|----------------------------------|-----------------------|-----------------------|
| 1 | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

* * * * *

YOU WILL HAVE 4 HOURS TO COMPLETE ALL PARTS OF YOUR EXAMINATION.

* * * * *

This Test Guide has been provided to make you as familiar as possible with the examination in which you will be competing.

REMEMBER

KEEP TRACK OF TIME. . . READ AND FOLLOW DIRECTIONS VERY CAREFULLY.

GOOD LUCK!!!!

It is the policy of the New York State Department of Civil Service to provide reasonable accommodation to ensure effective communication of information to individuals with disabilities. If you need an auxiliary aid or service to make this information available to you, please contact the New York State Department of Civil Service Public Information Office at (518) 457-9375.

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