

Utah Division of Juvenile Justice Services Annual

Policy and Procedure Review

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Instructional Analysis

Introduction

On a yearly base Utah Division of Juvenile Justice Services staff are required to review the division policy and procedures. This analysis will look at the current procedures for reviewing policy and determine if there is a gap between the division goal and where the division would like to be. Following the performance analysis, and if changes need to be made, a best course of action will be determined and laid out in full.

Context Analysis

The current goal of the division policy and procedure annual review process is to increase staff overall knowledge and understanding of division policy and procedure, as well as reduce the time it takes to review these policies on an annual basis. There is currently a gap between where the division would like to be with their goal and the way the review process is currently being handled. Currently the procedure for review is taking 15-30 minutes at the end of general staff meetings to cover anywhere from 2 – 8 policies. During these meetings the supervisor quickly covers each of the policies only hitting the main topics.

There is currently an instructional gap in the policy review process, there is no individual assessment process to determine staff level of understanding, and it takes away time from general staff meetings where other important information is covered. Revision of the policy and procedures review process should be done to build in the individual accountability and assessment pieces. This will help staff to better understand policy and procedure and apply it while working within their respective facilities. Please refer to the *intended instruction* section for a complete overview of how to fix the instructional gap between the division goal and where the current review process is.

Learner Analysis

The learners will be Division of Juvenile Justice Services Staff. This is everyone from direct care staff, supervisors and directors, administrative staff, and support staff. Age ranges for staff are anywhere from 21 up to 70 years of age. The staff demographics include people from various religions, races, sexual orientations, genders, ethnicities, and social classes. Staff live in both the rural part of the state as well as more urban areas and so have varying backgrounds and skill. For the most part most staff have a solid understanding of the English language, however some staff have only a limited understanding. It will be important to take each characteristic of the learners into consideration while creating the modules so that each learner has equal opportunity to access the modules, understand them, and use them to further their knowledge of the division.

Intended Instruction

After consulting with a number of colleagues and others familiar with the current review process it has been determined that creating an online policy curriculum would be the best approach to resolving the instructional gap. The curriculum will consist of around 80 self-paced e-learning modules, one for each policy, each about 5 to 15-minutes in length. Because this is something that every staff will be required to do annually each staff will begin at different levels, new staff with no pre-existing knowledge of the division and older staff with a lot of knowledge about the division policy. It will be important to take this into consideration, making it detailed enough for new staff without overwhelming them, yet not making it so detailed that it bores the more knowledgeable staff. By converting the policy review process into an online e-learning format it will fix the accountability problem discovered during the performance analysis as well as eliminate time spent during staff meetings to go over policy and procedure. Due to time

constraints only the first part of the first policy – DJJS Policy 01-02: Code of Ethics – will be completed for this project. This policy will be broken into two parts to keep the training module within the 5 to 15-minute time frame that has been recommended to keep them manageable for staff on shift.

[See Appendixes A&B for Project Storyboard and Site Map for Policy 01-02 (Part 1)]

Assessment Plan

Pretest: Each module will have a pretest with 15-30 multiple-choice questions. These tests will be used to determine the learner's current level of understanding. If they are able to pass the pretest with 100% accuracy they will test out of that module and move on to the next module. However, if they do not get a 100% they will be required to take the module training.

Posttest: The posttest will consist of 5-20 scenario-based multiple-choice questions. These will be used to determine the staffs' level of understanding. Staff will be required to pass the posttest with a score of at least 90%, if they do not they will be required to take the module over again.

[See Appendix C for Assessment questions for Policy 01-02 (Part 1)]

Learning Environment

Because the goal of the division is to reduce the amount of time it takes to review the policy and procedures it has been determined that the best way of doing this is by creating an e-learning curriculum with a module for each of the division policies. This will allow staff the opportunity to complete the modules on their own time, thus saving time during the general staff meetings. This will also allow for individual, versus collective, assessment of understanding of the policy and procedure by attaching pretest as well as posttest scores directly to the individuals.

Microsoft PowerPoint and Word will be used to design the storyboards and wireframes for each of the modules and each will be checked for approval before the final product is

developed. Adobe Captivate, along with multiple Adobe Creative Cloud software, will be used for the development of the e-learning modules. Once the modules are completed they will then be loaded to the division LMS (Adobe Connect) where scores and progress can be tracked. This will allow the learner, as well as their direct supervisor, to track their progress through the e-learning modules.

Learning Objectives (Revised)

Horton (2012), as well as the Dick and Carey (2015) methods, were utilized for creating the learning objectives.

Terminal Objective

- After completing the online Policy and Procedures Curriculum, division staff will always follow policy and procedure guidelines to make informed decisions while on the job.

Performance Objective

- After completing the online Code of Ethics policy module, division staff will rely on the code of ethics policy to make informed decisions while on the job.
- After completing the section on “Policy Statement and Rational,” division staff will be able to select the correct response to at least 90% of the scenario-based questions.
- After completing the section on “Professional Conduct and Interactions with the Public and Allied Agencies,” division staff will be able to select the correct response to at least 90% of the scenario-based questions.
- After completing the section on “Professional Conduct with Juveniles in the Care, Custody, or Control of the Division,” division staff will be able to select the correct response to at least 90% of the scenario-based questions.

Subordinate Objectives

[See Appendix C Assessment Questions for a complete list of subordinate Objectives]

Merrill’s Five Star Instructional Design Rating

Type of Instruction: E-Learning – Self-paced course with no instructor

Stage	Criteria	Explanation
<p>PROBLEM Is the courseware presented in the context of real world problems?</p>	<p>Does the courseware show learners the task they will be able to do or the problem they will be able to solve as a result of completing a module or course?</p>	<p>I would say that it is set in the context of real world problems that could potentially occur. Though during the actual course the learner is not presented with real world problems, during the assessment the learners are presented with real world scenarios that they must figure out using the knowledge they just learned. The progression does not get harder, but the questions will be randomized to prevent cheating.</p>
	<p>Are students engaged at the problem or task level not just the operation or action levels?</p>	
	<p>Does the courseware involve a progression of problems rather than a single problem?</p>	
<p>RATING FOR PROBLEM STAGE: Bronze</p>		
<p>ACTIVATION Does the courseware attempt to activate relevant prior knowledge or experience?</p>	<p>Does the courseware direct learners to recall, relate, describe, or apply knowledge from relevant past experience that can be used as a foundation for new knowledge?</p>	<p>All of the information within the course is related to the Division and so learners are required to have at least some prior knowledge of the division prior to taking the course. Without any prior knowledge a lot of the information may be lost in translation.</p> <p>The best way that learners can demonstrate their previously acquired knowledge or skill is by taking the pretest and passing it with a score of 100%. By doing this it shows that the learners already know and understand the material and so they do not need to take the course.</p>
	<p>Does the courseware provide relevant experience that can be used as a foundation for the new knowledge?</p>	
	<p>If learners already know some of the content are they given an opportunity to demonstrate their previously acquired knowledge or skill.</p>	
<p>RATING FOR ACTIVATION STAGE: Gold</p>		


Stage	Criteria	Explanation
<p>DEMONSTRATION Are the demonstrations (examples) consistent with the content being taught?</p>	<p>Are the demonstrations (examples) consistent with the content being taught?</p> <ul style="list-style-type: none"> • Examples and non-examples for concepts? • Demonstrations for procedures? • Visualizations for processes? • Modeling for behavior? 	<p>There aren't really any demonstrations since the majority of the module consists of presentation style learning. However, I would say that the assessment questions are definitely in line with the information being taught. Each of the assessment questions is based solely on the objectives and what the learners will actually learn.</p>
	<p>Are at least some of the following learner guidance techniques employed?</p> <ul style="list-style-type: none"> • Learners are directed to relevant information? • Multiple representations are used for the demonstrations? • Multiple demonstrations are explicitly compared? 	<p>Learners are directed towards relevant information throughout out the course by having main information on the slide as well as in the audio narration. Less important information is left only to audio so that it doesn't overload the learner.</p> <p>A lot of media was used to express the information in the narration in a visual tone. Each image was/will be specifically picked out to reflect the information on the screen in a visual manner consistent with the narration.</p>
	<p>Is media relevant to the content and used to enhance learning?</p>	
<p>RATING FOR DEMONSTRATION STAGE: Silver</p>		
<p>APPLICATION Are the application (practice) and the posttest consistent with the stated or implied objectives?</p>	<p>Are the application (practice) and the posttest consistent with the stated or implied objectives?</p> <ul style="list-style-type: none"> • Information-about practice requires learners to recall or recognize information. • Parts-of practice requires the learners to locate, name, and/or describe each part. • Kinds-of practice requires learners to identify new examples of each kind. • How-to practice requires learners to do the procedure. • What-happens practice requires learners to predict a consequence of a process given conditions, or to find faulted conditions given an unexpected consequence. 	<p>Each of the assessment questions is written directly in accordance to the objectives they are supposed to be assessing. This is to make sure that each of the objectives is being assessed and to make sure the learner knows the material. Depending on the importance of the objective some were assessed using simple knowledge based assessment items and some were assessed using more complex analysis and comprehension assessment items.</p> <p>After the learners complete the assessments they will be allowed to go back and review their answers with the correct answers and a feedback statement will be provided that lets the learners know why their answer was either correct or incorrect.</p>

Stage	Criteria	Explanation
	Does the courseware require learners to use new knowledge or skill to solve a varied sequence of problems and do learners receive corrective feedback on their performance?	If the learners are having any difficulty understanding the material, they can download a hard copy of the policy to reference while they are taking the course. They can even use the hard copy of the policy during the posttest assessment if they download it prior to the beginning of the assessment.
	In most application or practice activities, are learners able to access context sensitive help or guidance when having difficulty with the instructional materials? Is this coaching gradually diminished as the instruction progresses?	
RATING FOR APPLICATION STAGE: Gold		
INTEGRATION Does the courseware provide techniques that encourage learners to integrate (transfer) the new knowledge or skill into their everyday life?	Does the courseware provide an opportunity for learners to publicly demonstrate their new knowledge or skill?	Though the course does not have any way to make sure that the learners are using the information in their everyday-lives, the whole purpose of the course is to begin using the course material to make informed decisions while one the job and in their lives.
	Does the courseware provide an opportunity for learners to reflect-on, discuss, and defend their new knowledge or skill?	One way they can somewhat demonstrate their new knowledge is by correctly answering the scenario based questions that directly relate to the information presented in the course. These questions will require them to thinking critically and use their newly acquired knowledge in a way they should use it once they are actually on the job.
	Does the courseware provide an opportunity for learners to create, invent, or explore new and personal ways to use their new knowledge or skill?	
RATING FOR INTEGRATION STAGE: Silver		

Appendix A - Storyboard and Wireframe

Title: Policy: 01-02 Code of Ethics for Staff (Part 1)

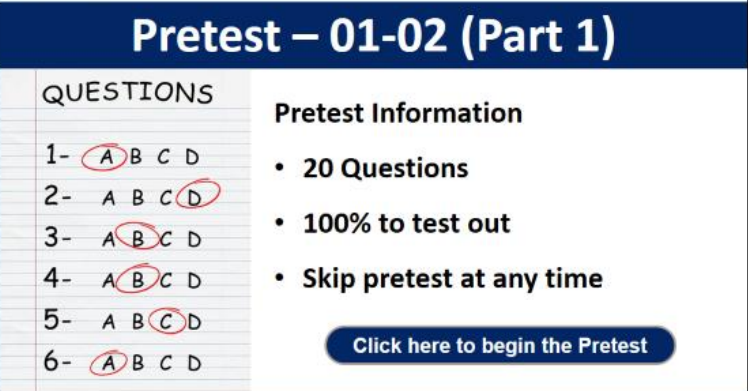
Slide Number(s): 1a – Module Introduction (Slides are lettered because the information will change, but the slide will remain the same)

<p>Instructions:</p> <ul style="list-style-type: none"> - Button must be clickable to continue on to the pretest 	<p>Wireframe</p> 
<p>Learning Objective(s): N/A</p>	

Narration:
Welcome to the Division of Juvenile Justice Services Policy and Procedure review Curriculum. Click the button to take the pretest.

Title: Policy: 01-02 Code of Ethics for Staff (Part 1)

Slide Number(s): 1b – Pretest Introduction (Slides are lettered because the information will change, but the slide will remain the same)

<p>Instructions:</p> <ul style="list-style-type: none"> - Button must be clickable to begin pretest 	<p>Wireframe</p> 
<p>Learning Objective(s): Prior to taking the training, staff will demonstrate their knowledge of the division policy and procedure by answering 20 multiple choice & true/false questions, they must pass with 100% to test out of the module.</p>	

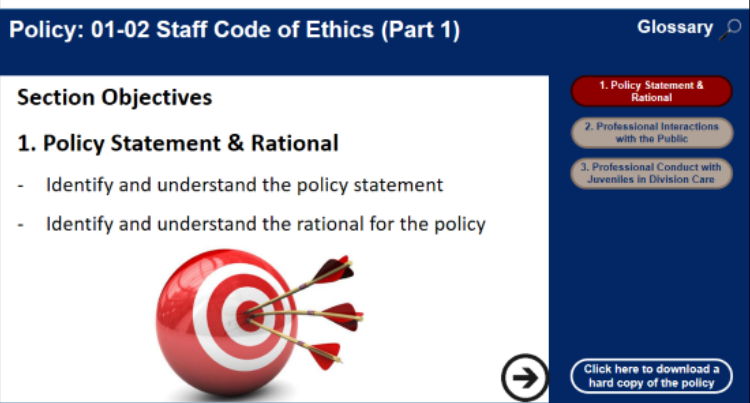
Narration:
The pretest will consist of 20 multiple choice questions, you must pass the pretest with 100% accuracy to test out of this module. If you are not able to pass with a score of 100% you will be required to take the training. You may skip the pretest at any time if you would prefer to just take the training and posttest.


<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 2-21 – Pretest/Assessment</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Learner will be required to answer 20 pretest questions – 40 - 60 questions in total using a Question Pool to randomly generate new questions. - Each questions will be multiple choice or true/false - Learner must pass pretest with 100% to test out of the module - Feedback will not be given during the pretest - Learners will have the ability to skip the pretest, this will take them right into the training 	<p>Wireframe – Example of only one test question – Text in red will not</p> <div style="background-color: #003366; color: white; padding: 5px; text-align: right;">Question 1 of 20</div> <p>It is the responsibility of each staff to be knowledgeable about, and comply with, the provision of the Code of Ethics, the Division’s Policies and Procedures, all standards, practices, procedures, and applicable law consistent with each individual’s employment responsibilities and duties.</p> <p><input type="checkbox"/> a) True</p> <p><input type="checkbox"/> b) False</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p style="color: red; font-size: small;">Button to submit answers (on every test question)</p> <div style="background-color: #ccc; padding: 5px; border: 1px solid #ccc;">Submit</div> </div> <div style="text-align: center;"> <p style="color: red; font-size: small;">Button to skip pretest (on every test question)</p> <div style="background-color: #ccc; padding: 5px; border: 1px solid #ccc;">Skip the Pretest</div> </div> </div>
<p>Learning Objective(s):</p> <p>Prior to taking the training, staff will demonstrate their knowledge of the division policy and procedure by answering 20 multiple choice & true/false questions, they must pass with 100% to test out of the module.</p>	
<p>Narration:</p> <p>None</p>	


<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 22 – Introduction Screen</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - The title should be on every instructional screen - There will be a button that takes them to the glossary - There will be a button were they can download a .pdf file of the policy to have - Navigation menu on the right of the screen under the Glossary (They turn red when the section is begun, and green once they have finished the section) 	<p>Wireframe</p> <div style="background-color: #003366; color: white; padding: 5px;"> <p>Policy: 01-02 Staff Code of Ethics (Part 1) Glossary </p> </div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;"> <div style="text-align: center;"> <p style="font-size: 2em; font-weight: bold; margin: 0;">Welcome</p> <p style="margin: 5px 0;">Click on one of the sections on the right to get started</p> </div> <div style="margin-left: 20px;"> </div> </div> <div style="margin-top: 10px;"> <div style="background-color: #003366; color: white; padding: 5px; border-radius: 5px; margin-bottom: 5px;">1. Policy Statement & Rational</div> <div style="background-color: #003366; color: white; padding: 5px; border-radius: 5px; margin-bottom: 5px;">2. Professional Interactions with the Public</div> <div style="background-color: #003366; color: white; padding: 5px; border-radius: 5px; margin-bottom: 5px;">3. Professional Conduct with Juveniles in Division Care</div> <div style="text-align: center; margin-top: 10px;"> <div style="background-color: #ccc; padding: 5px; border: 1px solid #ccc; border-radius: 5px; display: inline-block;">Click here to download a hard copy of the policy</div> </div> </div>
<p>Learning Objective(s):</p> <p>N/A</p>	
<p>Narration:</p> <p>In this module we will discuss Policy 01-02 Code of Ethics for Staff. Before you get started a couple of things to pay attention to. First the glossary button in the upper right hand of the screen, here you can look up the definition of words you might be unsure of. Second the button on the button right, here you can download a PDF version of the policy that you can refer to as you go through this training or to keep for your own records. Third to navigate the course you may click on any of the sections, on the right. As you complete the sections they will turn green. Sections you have begun, but not finished will be in red. Remember, you can only finish the course after completing each section.</p>	


<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): Glossary</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Each letter will be clickable, when you click the letter it will pull up with every word that begins with that letter - You then can click on the word you want the definition for - Every definition from each of the policies will be in the glossary - The return to lesson button returns the learner to wherever in the lesson they were when they clicked on the glossary 	<p>Wireframe – Text in red will not appear</p>
<p>Learning Objective(s): N/A</p>	
<p>Narration: None</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): Glossary/Definition Pop-up</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - When you click on the definitions they will pop-up in a little window showing just the definition - There will be a little X icon button in the corner of the pop-up to close the box - The return to lesson button returns the learner to wherever in the lesson they were when they clicked on the glossary 	<p>Wireframe – Text in red will not appear</p>
<p>Learning Objective(s): N/A</p>	
<p>Narration: None</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 23a – 1. Policy Statement & Rational (slides are lettered because the information will change, but the slide will remain the same)</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - When the learner enters that section the button will turn red to show them that they have begun that section - will turn green once they complete the section - Arrow button at the bottom right to begin the section – Goes to slide 23b - Make it so they can jump to other sections, but will save where they are at for when they return to that section 	<p>Wireframe</p>  <p>The wireframe shows a slide titled 'Policy: 01-02 Staff Code of Ethics (Part 1)'. It features a 'Section Objectives' section with two bullet points: 'Identify and understand the policy statement' and 'Identify and understand the rational for the policy'. Below the text is a red target icon with three arrows hitting the bullseye. A right-pointing arrow button is located at the bottom right of the content area. On the right side of the slide, there is a 'Glossary' search bar and a vertical list of three items: '1. Policy Statement & Rational' (highlighted in red), '2. Professional Interactions with the Public', and '3. Professional Conduct with Juveniles in Division Care'. At the bottom right, there is a button that says 'Click here to download a hard copy of the policy'.</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Decide to follow policy 01-02 to reduce the chances of policy violations - Believe in the rational of the policy - Feel obligated to follow the code of ethics policy 	
<p>Narration:</p> <p>Please take a moment to review the section objectives and then press the arrow at the bottom to begin the section.</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 23b – 1. Policy Statement & Rational (slides are lettered because the information will change, but the slide will remain the same)</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next arrow - Goes to slide 23c - Back arrow – Goes to slide 23a 	<p>Wireframe</p>  <p>The wireframe shows a slide titled 'Policy: 01-02 Staff Code of Ethics (Part 1)'. It features a 'Policy Statement' section with the text 'A. Follow all Regulations'. Below the text is a photograph of a woman with glasses reading a book. At the bottom of the content area, there are two circular arrows: a left-pointing arrow and a right-pointing arrow. On the right side of the slide, there is a 'Glossary' search bar and a vertical list of three items: '1. Policy Statement & Rational' (highlighted in red), '2. Professional Interactions with the Public', and '3. Professional Conduct with Juveniles in Division Care'. At the bottom right, there is a button that says 'Click here to download a hard copy of the policy'.</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the policy statement - Know the policy Rational 	
<p>Narration:</p> <p>The policy statement is split up into four different parts – each specifying the staffs role as it pertains to the code of ethics policy. The first part specifies that division Staff are required to follow all regulations within the staff code of ethics as well as all other division policies and procedures.</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 23c – 1. Policy Statement & Rational (Slides are lettered because the information will change, but the slide will remain the same)</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next arrow - Goes to slide 23d - Back arrow – Goes to slide 23b 	<p>Wireframe</p> 
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the policy statement - Know the policy Rational 	
<p>Narration:</p> <p>It is the responsibility of the staff to understand and follow all provisions and regulations within the code of ethics policy and all other division policies and procedures.</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 23d – 1. Policy Statement & Rational (Slides are lettered because the information will change, but the slide will remain the same)</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next arrow - Goes to slide 23e - Back arrow – Goes to slide 23c 	<p>Wireframe</p> 
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the policy statement - Know the policy Rational 	
<p>Narration:</p> <p>Staff who violate the Code of Ethics policy may be subject to disciplinary action, up to and including termination. Action taken will depend on the seriousness of the offense, staff's past record, and consequences of the violation.</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 23e – 1. Policy Statement & Rational (Slides are lettered because the information will change, but the slide will remain the same)</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next arrow - Goes to slide 23f - Back arrow – Goes to slide 23d 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the policy statement - Know the policy Rational 	
<p>Narration:</p> <p>Staff who are both on and off duty are expected not to engage in conduct which adversely affects the efficiency and good order of the Division or could cause the public to lose confidence in the division. Staff who engage in such prohibited conduct may be subject to disciplinary action.</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 23f – 1. Policy Statement & Rational (Slides are lettered because the information will change, but the slide will remain the same)</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next arrow - Goes to slide 23g - Back arrow – Goes to slide 23e 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the policy statement - Know the policy Rational 	
<p>Narration:</p> <p>Like the policy statement, the policy rational is split up into three different parts – each specifying why we have the code of ethics policy and why staff need to know and understand it. Take a moment to read through the different parts of the policy rational.</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 23g – 1. Policy Statement & Rational <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next arrow - Goes to slide 23h - Back arrow – Goes to slide 23f 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the policy statement - Know the policy Rational 	
<p>Narration: None</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 23h – 1. Policy Statement & Rational <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next arrow – Goes to slide 24a - Back arrow – Goes to slide 23g - Once they reach this slide (last slide of the section), the section one navigation button will turn green meaning it is completed 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the policy statement - Know the policy Rational 	
<p>Narration: None</p>	

Title: Policy: 01-02 Code of Ethics for Staff (Part 1)

Slide Number(s): 24a – 2. Professional Interactions with the Public (Slides are lettered because the information will change, but the slide will remain the same)

<p>Instructions:</p> <ul style="list-style-type: none"> - When the learner enters that section the button will turn red to show them that they have begun that section - will turn green once they complete the section - Arrow button at the bottom right to begin the section – Goes to slide 24b - Make it so they can jump to other sections, when they return it will send them to the section menu – slide 24b. 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Decide to act professionally while in public and while working with allied agencies - Believe in the importance of acting professional in public and while working with allied agencies - Feel obligated to act professionally while in public and with allied agencies 	<p>Narration: Please take a moment to review the section objectives and then press the arrow at the bottom to begin the section.</p>

Title: Policy: 01-02 Code of Ethics for Staff (Part 1)

Slide Number(s): 24b – 2. Professional Interactions with the Public (Slides are lettered because the information will change, but the slide will remain the same)

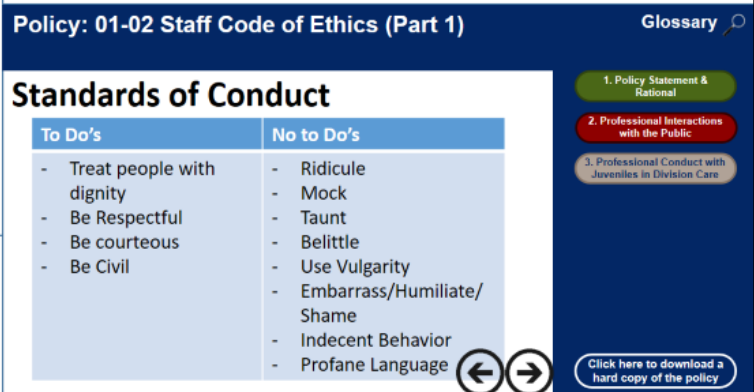
<p>Instructions:</p> <ul style="list-style-type: none"> - Each button will take the learner to that topic within the section – They will turn red once they are started, and green when they are completed. <ul style="list-style-type: none"> - Standards of Conduct – Goes to slide 24c - Abuse of Position – Goes to slide 24g - Commercial Testimonials – Goes to slide 24l - Outside Compensation – Goes to slide 24m - Unlawful Activities – Goes to slide 24n - Financial Irresponsibility – Goes to slide 24o - Political Activity – Goes to slide 24s 	<p>Wireframe – Text in red will not appear</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Decide to act professionally while in public and while working with allied agencies - Believe in the importance of acting professional in public and while working with allied agencies - Feel obligated to act professionally while in public and with allied agencies 	<p>Narration: In this section we will be covering a number of topics dealing with acting professionally in the public and while working with allied agencies. To get started click on one of the topics below.</p>

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 24c – 2. Professional Interactions with the Public <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24d - Previous Arrow – Goes to slide 24b 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the standards of conduct while in public and while working with allied agencies 	
<p>Narration:</p> <p>It is the responsibility of each and every employee of the division to follow the standards of conduct anytime they are in public or while working with allied agencies.</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 24d – 2. Professional Interactions with the Public <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24e - Previous Arrow – Goes to slide 24c 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the standards of conduct while in public and while working with allied agencies 	
<p>Narration:</p> <p>To maintain the standards of conduct staff must not engage in any conduct that undermines the efficiency of the division, causes the public to lose confidence in the division, brings discredit upon the staff member, the state of Utah, or the division, or engage in any act that violates federal, state, or local laws or ordinances.</p>	

Title: Policy: 01-02 Code of Ethics for Staff (Part 1)

Slide Number(s): 24e – 2. Professional Interactions with the Public (Slides are lettered because the information will change, but the slide will remain the same)

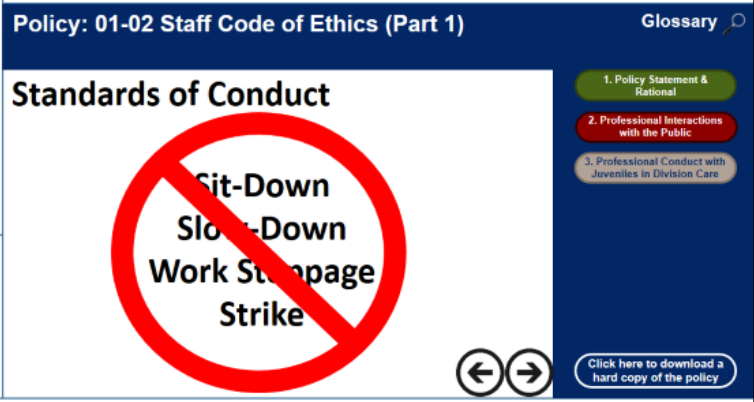
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24d - Previous Arrow – Goes to slide 24f 	<p>Wireframe</p>  <p>The wireframe shows a slide titled 'Policy: 01-02 Staff Code of Ethics (Part 1)' with a 'Standards of Conduct' table. The table has two columns: 'To Do's' and 'No to Do's'. The 'To Do's' list includes: Treat people with dignity, Be Respectful, Be courteous, and Be Civil. The 'No to Do's' list includes: Ridicule, Mock, Taunt, Belittle, Use Vulgarity, Embarrass/Humiliate/Shame, Indecent Behavior, and Profane Language. Navigation arrows are at the bottom right. A sidebar on the right contains a 'Glossary' and three menu items: '1. Policy Statement & Rational', '2. Professional Interactions with the Public', and '3. Professional Conduct with Juveniles in Division Care'. A button at the bottom right says 'Click here to download a hard copy of the policy'.</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the standards of conduct while in public and while working with allied agencies 	

Narration:

Staff shall treat everyone with dignity and respect, and be courteous and civil to the public and each other. Staff shall refrain from any behavior that ridicules, mocks, taunts, or belittles any person or willfully embarrasses, humiliates, or shames any person and staff shall also refrain from using vulgar, indecent or profane language both in the work place or in public.

Title: Policy: 01-02 Code of Ethics for Staff (Part 1)

Slide Number(s): 24f – 2. Professional Interactions with the Public (Slides are lettered because the information will change, but the slide will remain the same)

<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24b - Previous Arrow – Goes to slide 24e 	<p>Wireframe</p>  <p>The wireframe shows a slide titled 'Policy: 01-02 Staff Code of Ethics (Part 1)' with a 'Standards of Conduct' section. A large red prohibition sign (a circle with a diagonal slash) is overlaid on the text 'Sit-Down', 'Slow-Down', 'Work Stoppage', and 'Strike'. Navigation arrows are at the bottom right. A sidebar on the right contains a 'Glossary' and three menu items: '1. Policy Statement & Rational', '2. Professional Interactions with the Public', and '3. Professional Conduct with Juveniles in Division Care'. A button at the bottom right says 'Click here to download a hard copy of the policy'.</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the standards of conduct while in public and while working with allied agencies 	

Narration:


Because public health, safety, and welfare may be adversely affected, you or any other staff shall not engage in, aid, or encourage any form of sit-down, slow-down, or other form of work stoppage or strike that could affect any of the division's facilities or programs, for any reasons, at any time.


<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 24g – 2. Professional Interactions with the Public <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24h - Previous Arrow – Goes to slide 24b 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the Abuse of Position 	<p>Narration:</p> <p>Staff shall not use their official position for – personal financial gain, obtaining privileges not otherwise available to them and not necessary for the performance of duty, or to avoid consequences of illegal acts, including citations for traffic violations</p>

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 24h – 2. Professional Interactions with the Public <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24i - Previous Arrow – Goes to slide 24g 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the Abuse of Position 	<p>Narration:</p> <p>Staff are not allowed to use their official positions to seek, and shall not accept if offered as a result of their official position), any free admission to places of amusement, sporting events, etc., any free meals or transportation, or any other favors or gratuities for personal use, gain, or gratification.</p>

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 24i – 2. Professional Interactions with the Public <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24j - Previous Arrow – Goes to slide 24h 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the Abuse of Position 	<p>Abuse of Position</p> <p>Do not seek or accept:</p> <ul style="list-style-type: none"> • Admission to <ul style="list-style-type: none"> - Places of Amusement - Sporting Events • Free Meals • Free Transportation • Any other Favors or Gratuities
<p>Narration:</p> <p>Staff shall adhere to Department policy and state law pertaining to accepting gifts and gratuity from the private sector or others outside of state government according to conditions as set forth in UCA 67-16-5. It is a violation of policy to accept gifts, compensation, or other forms of reward regardless of dollar limit.</p>	

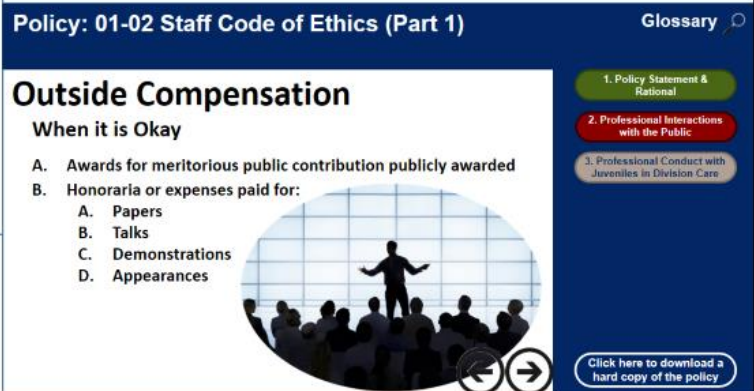
<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 24j – 2. Professional Interactions with the Public <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24k - Previous Arrow – Goes to slide 24i 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the Abuse of Position 	<p>Abuse of Position</p> <p>Cannot sell, barter, trade or otherwise profit by the release of information</p> <p>Journals or publications must be submitted for approval</p>
<p>Narration:</p> <p>Staff shall not sell, barter, trade or otherwise profit by the release of information or knowledge gained primarily as a consequence of their experience as an employee of the division. All written material submitted to professional journals or other publications which contain or are based upon such information must be submitted to the Division Director prior to release.</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 24k – 2. Professional Interactions with the Public <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24b - Previous Arrow – Goes to slide 24j 	<p>Wireframe</p> 
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the Abuse of Position 	
<p>Narration:</p> <p>The answer to the question above is yes! However, if you are asked to speak about your responsibilities as an employee or to present information regarding any dimension of the operations of the division you must have prior approval from your program director. Staff are permitted to accept a per diem award, honorarium, or similar compensation for providing service to any group or organization outside of state government as long as the division director has given prior authorization and services are prepared and performed while the staff is on authorized leave and not being compensated by the state.</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 24l – 2. Professional Interactions with the Public <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24b - Previous Arrow – Goes to slide 24b 	<p>Wireframe</p> 
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for Commercial Testimonials 	
<p>Narration:</p> <p>Staff shall not permit their names or photographs to be used to endorse any product or service, which in any way is connected with official duties, or to be used in any commercial testimonial that alludes to their position or employment with the division, without permission of the Division Director.</p>	

Title: Policy: 01-02 Code of Ethics for Staff (Part 1)

Slide Number(s): 24m – 2. Professional Interactions with the Public (Slides are lettered because the information will change, but the slide will remain the same)


<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24b - Previous Arrow – Goes to slide 24b 	<p>Wireframe</p>  <p>The wireframe shows a slide titled "Policy: 01-02 Staff Code of Ethics (Part 1)" with a "Glossary" link. The main content is "Outside Compensation" with the sub-heading "When it is Okay". It lists: <ul style="list-style-type: none"> A. Awards for meritorious public contribution publicly awarded B. Honoraria or expenses paid for: <ul style="list-style-type: none"> A. Papers B. Talks C. Demonstrations D. Appearances There is an image of a person presenting to an audience. Navigation arrows and a "Click here to download a hard copy of the policy" button are also visible. </p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for Outside Compensation 	

Narration:

Staff shall not accept compensation from any person or entity other than the state of Utah for the performance of state duties except for awards for meritorious public contribution publicly awarded, or if it is in receipt of honoraria or expenses paid for papers, talks, demonstrations, or appearances made by staff with the approval of the administrative authority and it is on the employees own time for which they are not being compensated by the state, and which is not prohibited by policy regulations.

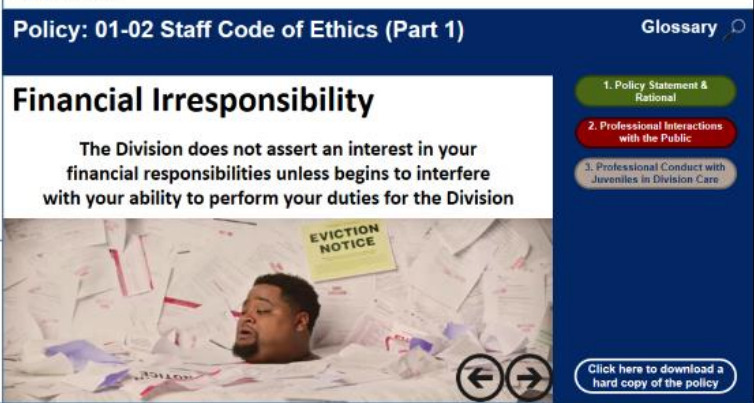
Title: Policy: 01-02 Code of Ethics for Staff (Part 1)

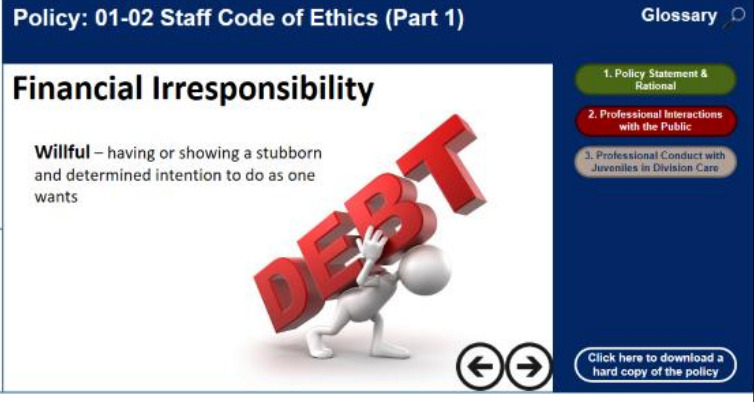
Slide Number(s): 24n – 2. Professional Interactions with the Public (Slides are lettered because the information will change, but the slide will remain the same)

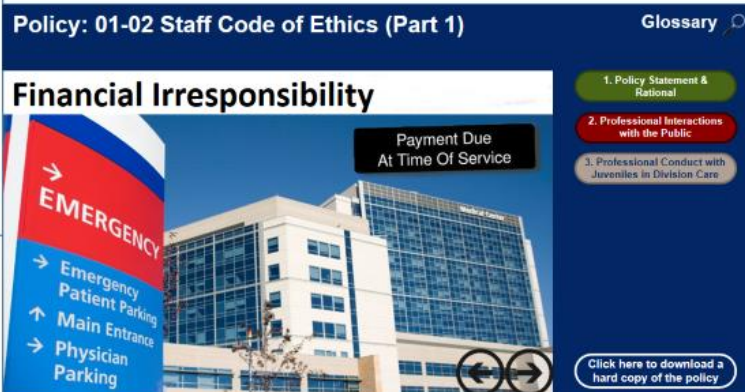
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24b - Previous Arrow – Goes to slide 24b 	<p>Wireframe</p>  <p>The wireframe shows a slide titled "Policy: 01-02 Staff Code of Ethics (Part 1)" with a "Glossary" link. The main content is "Associating with Unlawful Activity". It features a photograph of a restricted area with a sign that reads: <p>RESTRICTED AREA PERSONS NOT ASSIGNED TO THIS AREA MUST OBTAIN PERMISSION BEFORE ENTERING</p> Navigation arrows and a "Click here to download a hard copy of the policy" button are also visible. </p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for Associating with Unlawful Activity 	

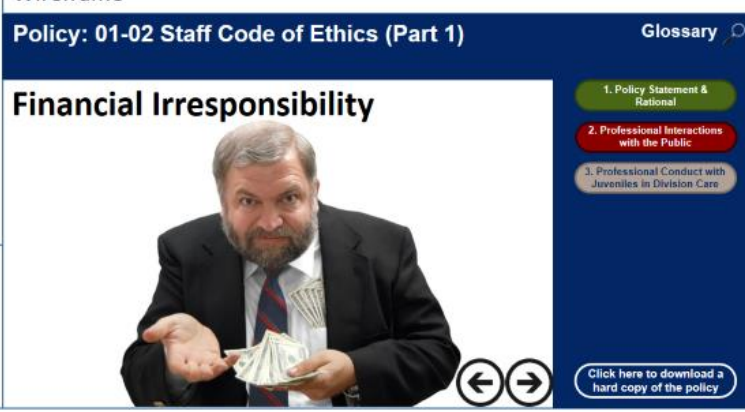
Narration:


Staff shall not knowingly visit, enter or frequent a house or other establishment wherein the laws of the United States, the State or local jurisdiction are regularly violated, except when required to do so in furtherance of official duties.

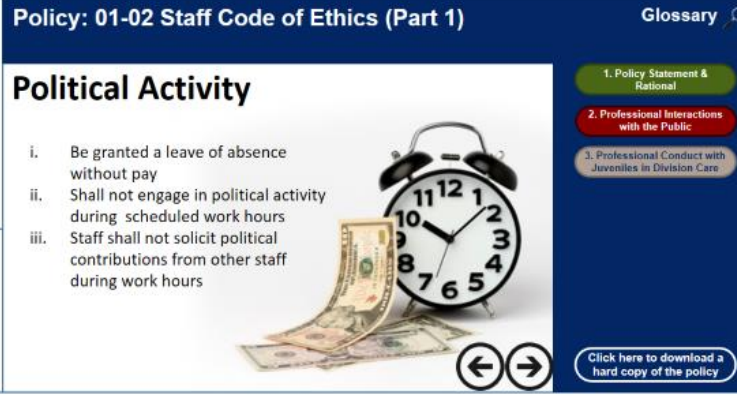
<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 24o – 2. Professional Interactions with the Public <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24p - Previous Arrow – Goes to slide 24b 	<p>Wireframe</p> 
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for Financial Irresponsibility 	
<p>Narration:</p> <p>As a general principle, the Division does not assert an interest into the off-duty purely-private financial responsibilities of its staff. However, if conduct of the staff rises to the level of financial irresponsibility so great as to interfere with staff’s ability to perform their duties, and becomes a legitimate concern of the Division it could potentially become a basis for disciplinary action.</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 24p – 2. Professional Interactions with the Public <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24q - Previous Arrow – Goes to slide 24o 	<p>Wireframe</p> 
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for Financial Irresponsibility 	
<p>Narration:</p> <p>Isolated Incidents may not be grounds for disciplinary action. However, repeated incidents of willful or irresponsible financial difficulty may be cause for disciplinary action if these difficulties impair the individual’s abilities to perform job related duties or impact relationship of the Division with juveniles, their families, or providers of services or supplies for the division.</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 24q – 2. Professional Interactions with the Public <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24r - Previous Arrow – Goes to slide 24p 	<p>Wireframe</p>  <p>The wireframe shows a slide titled "Policy: 01-02 Staff Code of Ethics (Part 1)" with a "Glossary" link. The main content area is titled "Financial Irresponsibility" and features a photograph of a modern hospital building. In the foreground, there is a blue and red sign that reads "EMERGENCY" with arrows pointing to "Emergency Patient Parking", "Main Entrance", and "Physician Parking". A black text box on the right of the photo says "Payment Due At Time Of Service". On the right side of the slide, there is a vertical navigation menu with three items: "1. Policy Statement & Rational" (green), "2. Professional Interactions with the Public" (red), and "3. Professional Conduct with Juveniles in Division Care" (grey). At the bottom right, there is a button that says "Click here to download a hard copy of the policy". Navigation arrows are visible at the bottom of the slide.</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for Financial Irresponsibility 	
<p>Narration:</p> <p>Financial difficulties stemming from unforeseen medical expenses or personal disaster shall not be cause for discipline, provided that a good faith effort to settle all accounts is being undertaken.</p>	


<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 24r – 2. Professional Interactions with the Public <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24b - Previous Arrow – Goes to slide 24q 	<p>Wireframe</p>  <p>The wireframe shows a slide titled "Policy: 01-02 Staff Code of Ethics (Part 1)" with a "Glossary" link. The main content area is titled "Financial Irresponsibility" and features a photograph of a man in a dark suit and tie, holding several stacks of cash in his hands. On the right side of the slide, there is a vertical navigation menu with three items: "1. Policy Statement & Rational" (green), "2. Professional Interactions with the Public" (red), and "3. Professional Conduct with Juveniles in Division Care" (grey). At the bottom right, there is a button that says "Click here to download a hard copy of the policy". Navigation arrows are visible at the bottom of the slide.</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for Financial Irresponsibility 	
<p>Narration:</p> <p>The Division is in no position to determine the validity of a creditor's claim against a staff, and the supervisor shall not become involved in any non-adjudicated claim of the indebtedness.</p>	


<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 24s – 2. Professional Interactions with the Public <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24t - Previous Arrow – Goes to slide 24b 	<p>Wireframe</p>  <p>The wireframe shows a presentation slide with a dark blue header containing the title 'Policy: 01-02 Staff Code of Ethics (Part 1)' and a 'Glossary' link. The main content area is titled 'Political Activity' and features a 3D illustration of a red elephant and a blue donkey, both decorated with white stars and a red, white, and blue American flag pattern. A 'Click here to download a hard copy of the policy' button is located at the bottom right of the slide content.</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for Political Activity 	
<p>Narration:</p> <p>This portion of the code of ethics policy is intended to protect staff and the State from political exploitation and shall be interpreted to allow individual staff the broadest personal political participation as is consistent with competently performing their duties as employees of the State. All the rules under this section of the code of ethics apply with regard to political activity of all staff employees in all grades and positions.</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 24t – 2. Professional Interactions with the Public <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24u - Previous Arrow – Goes to slide 24s 	<p>Wireframe</p>  <p>The wireframe shows a presentation slide with a dark blue header containing the title 'Policy: 01-02 Staff Code of Ethics (Part 1)' and a 'Glossary' link. The main content area is titled 'Political Activity' and contains a bulleted list of rules: 'i. Be granted a leave of absence without pay', 'ii. Shall not engage in political activity during scheduled work hours', and 'iii. Staff shall not solicit political contributions from other staff during work hours'. To the right of the text is a 3D illustration of a black alarm clock and several US dollar bills. A 'Click here to download a hard copy of the policy' button is located at the bottom right of the slide content.</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for Political Activity 	
<p>Narration:</p> <p>Any staff elected to any partisan, full-time, non-partisan political office shall be granted a leave of absence without pay during the time when they will receive monetary compensation for service in that political office. Staff shall not engage in political activity during their scheduled work hours for the state, or solicit political contributions from other staff during work hours.</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 24u – 2. Professional Interactions with the Public <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24v - Previous Arrow – Goes to slide 24t 	<p>Wireframe</p> <p>The wireframe shows a slide titled 'Policy: 01-02 Staff Code of Ethics (Part 1)' with a 'Glossary' link. The main content is 'Political Activity'. It features a graphic of a pair of sunglasses with 'Not Left' on the left lens and 'Not Right' on the right lens. Above the sunglasses is the text 'Non-Partisan' with two curved arrows pointing from the sunglasses towards the text. Below the sunglasses is the text 'But Forward.' and 'No Labels' with two circular arrows pointing left and right. On the right side of the slide, there is a vertical navigation menu with three items: '1. Policy Statement & Rational' (green), '2. Professional Interactions with the Public' (red), and '3. Professional Conduct with Juveniles in Division Care' (grey). At the bottom right, there is a button that says 'Click here to download a hard copy of the policy'.</p> <p>Political Activity</p> <p>Federally funded employees cannot:</p> <ol style="list-style-type: none"> Be a candidate for a partisan election Use position to influence the election or nomination Coerce other staff to make contributions
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for Political Activity 	<p>Narration:</p> <p>Staff who's principle employment is in connection with an activity which is financed in whole or in part by federal loans or grants must comply with the Hatch Act and may not, be a candidate in a partisan election, use their position/authority to influence or affect the outcome of an election or nomination, or directly/indirectly coerce other staff to make contributions for political purposes.</p>

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 24v – 2. Professional Interactions with the Public <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24w - Previous Arrow – Goes to slide 24u 	<p>Wireframe</p> <p>The wireframe shows a slide titled 'Policy: 01-02 Staff Code of Ethics (Part 1)' with a 'Glossary' link. The main content is 'Political Activity'. It features a flowchart titled 'Process for staff considering running for partisan office:'. The steps are: 'Submit a statement of intent to Division Director', followed by a downward arrow, 'Division Director Consults with Executive Director and DHRM to determine if staff falls under Hatch Act', followed by a downward arrow, 'Determine if staff is covered under the Hatch Act', followed by a downward arrow, and finally 'If covered under the Hatch act and employee still files for candidacy, they will be dismissed'. On the right side of the slide, there is a vertical navigation menu with three items: '1. Policy Statement & Rational' (green), '2. Professional Interactions with the Public' (red), and '3. Professional Conduct with Juveniles in Division Care' (grey). At the bottom right, there is a button that says 'Click here to download a hard copy of the policy'.</p> <p>Political Activity</p> <p>Process for staff considering running for partisan office:</p> <p>Submit a statement of intent to Division Director</p> <p>↓</p> <p>Division Director Consults with Executive Director and DHRM to determine if staff falls under Hatch Act</p> <p>↓</p> <p>Determine if staff is covered under the Hatch Act</p> <p>↓</p> <p>If covered under the Hatch act and employee still files for candidacy, they will be dismissed</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for Political Activity 	<p>Narration:</p> <p>Any staff who is considering running for a partisan office must submit a statement of intent to the division director prior to filing for candidacy. The division director will then consult with the executive director and DHRM to determine if the staff falls under the hatch act. If it is determined that they do fall under the hatch act they cannot run for partisan political office. If the staff is notified that their position is covered under the hatch act and the employee still files for candidacy, the staff shall be dismissed.</p>

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 24w – 2. Professional Interactions with the Public <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24x - Previous Arrow – Goes to slide 24v 	<p>Wireframe</p> 
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for Political Activity 	
<p>Narration:</p> <p>Any staff who learns of a violation of this section shall report it in writing to their immediate supervisor. The supervisor shall investigate and determine the validity of the allegation and assess the extent to which the activity was in violation of this section. Staff in violation of this section may be disciplined up to termination of their employment.</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 24x – 2. Professional Interactions with the Public <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 24b - Previous Arrow – Goes to slide 24w - Once they have completed each topic in the section, the section two navigation button will turn green meaning it is completed 	<p>Wireframe</p> 
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for Political Activity 	
<p>Narration:</p> <p>Nothing in this section shall preclude a staff from making voluntary contributions to the party or candidate of the staff's choice.</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 25a – 3. Professional Conduct with Juveniles in Division Custody <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - When the learner enters that section the button will turn red to show them that they have begun that section - will turn green once they complete the section - Arrow button at the bottom right to begin the section – Goes to slide 25b - Make it so they can jump to other sections, when they return it will send them to the section menu – slide 25b. 	<p>Wireframe</p>
<p>Learning Objective(s):</p>	<p>Narration:</p> <p>Please take a moment to review the section objectives and then press the arrow at the bottom to begin the section.</p>

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 25b – 3. Professional Conduct with Juveniles in Division Custody <small>(Slides are lettered because the information will change, but the slide will remain the same)</small></p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Each button will take the learner to that topic within the section – They will turn red once they are started, and green when they are completed. <ul style="list-style-type: none"> - Standards of Conduct – Goes to slide 25c - Prohibited Relationships– Goes to slide 25? - Respect of Civil/Legal Rights– Goes to slide 25? 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Decide to act professionally with juveniles in Division custody - Believe in the importance of acting professionally with juveniles in Division custody - Feel obligated to act professionally with juveniles in Division custody 	<p>Narration:</p> <p>In this section we will be covering a number of topics dealing with maintaining professional conduct with juveniles in the care, custody, or control of the division. To get started click on one of the topics below.</p>

Title: Policy: 01-02 Code of Ethics for Staff (Part 1)

Slide Number(s): 25c – 3. Professional Conduct with Juveniles in Division Custody (Slides are lettered because the information will change, but the slide will remain the same)

<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 25d - Previous Arrow – Goes to slide 25b - The learner will be able to drag each behavior into the box they think it should go into. - Every time they drop a behavior on a box a pop-up will come up with a passage to read from the policy regarding that behavior 	<p>Wireframe – Text in red will not appear</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the standards of conduct for acting professional with juveniles in the custody of the division 	<p>Narration:</p> <p>The following apply in circumstances in which staff interact with juveniles (or the families of juveniles) who are presently in the care, custody or control of the Division, or those who were previously in such a status with the Division and are in continuing jurisdiction of any human service or correction agency, until they have reached the age of majority 18 years plus six 6 months, or for a period of one year after release from the Division's custody, whichever is later.</p>

Title: Policy: 01-02 Code of Ethics for Staff (Part 1)

Slide Number(s): 25c – Pop-up a) – 3. Professional Conduct with Juveniles in Division Custody

<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 25d - Previous Arrow – Goes to slide 25b - The learner will be able to drag each behavior into the box they think it should go into. - Every time they drop a behavior on a box a pop-up will come up with a passage to read from the policy regarding that behavior 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the standards of conduct for acting professional with juveniles in the custody of the division 	<p>Narration:</p> <p>None</p>

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 25c – Pop-up b) – 3. Professional Conduct with Juveniles in Division Custody</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 25d - Previous Arrow – Goes to slide 25b - The learner will be able to drag each behavior into the box they think it should go into. - Every time they drop a behavior on a box a pop-up will come up with a passage to read from the policy regarding that behavior 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the standards of conduct for acting professional with juveniles in the custody of the division 	
<p>Narration: None</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 25c – Pop-up c) – 3. Professional Conduct with Juveniles in Division Custody</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 25d - Previous Arrow – Goes to slide 25b - The learner will be able to drag each behavior into the box they think it should go into. - Every time they drop a behavior on a box a pop-up will come up with a passage to read from the policy regarding that behavior 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the standards of conduct for acting professional with juveniles in the custody of the division 	
<p>Narration: None</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 25c – Pop-up d) – 3. Professional Conduct with Juveniles in Division Custody</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 25d - Previous Arrow – Goes to slide 25b - The learner will be able to drag each behavior into the box they think it should go into. - Every time they drop a behavior on a box a pop-up will come up with a passage to read from the policy regarding that behavior 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the standards of conduct for acting professional with juveniles in the custody of the division 	<p>Narration:</p> <p>None</p>

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 25c – Pop-up e) – 3. Professional Conduct with Juveniles in Division Custody</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 25d - Previous Arrow – Goes to slide 25b - The learner will be able to drag each behavior into the box they think it should go into. - Every time they drop a behavior on a box a pop-up will come up with a passage to read from the policy regarding that behavior 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the standards of conduct for acting professional with juveniles in the custody of the division 	<p>Narration:</p> <p>None</p>

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 25c – Pop-up f) – 3. Professional Conduct with Juveniles in Division Custody</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 25d - Previous Arrow – Goes to slide 25b - The learner will be able to drag each behavior into the box they think it should go into. - Every time they drop a behavior on a box a pop-up will come up with a passage to read from the policy regarding that behavior 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the standards of conduct for acting professional with juveniles in the custody of the division 	
<p>Narration: None</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 25c – Pop-up g) – 3. Professional Conduct with Juveniles in Division Custody</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 25d - Previous Arrow – Goes to slide 25b - The learner will be able to drag each behavior into the box they think it should go into. - Every time they drop a behavior on a box a pop-up will come up with a passage to read from the policy regarding that behavior 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the standards of conduct for acting professional with juveniles in the custody of the division 	
<p>Narration: None</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 25c – Pop-up g) – 3. Professional Conduct with Juveniles in Division Custody</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 25d - Previous Arrow – Goes to slide 25b - The learner will be able to drag each behavior into the box they think it should go into. - Every time they drop a behavior on a box a pop-up will come up with a passage to read from the policy regarding that behavior 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the standards of conduct for acting professional with juveniles in the custody of the division 	
<p>Narration: None</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 25c – Pop-up g) – 3. Professional Conduct with Juveniles in Division Custody</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 25d - Previous Arrow – Goes to slide 25b - The learner will be able to drag each behavior into the box they think it should go into. - Every time they drop a behavior on a box a pop-up will come up with a passage to read from the policy regarding that behavior 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the standards of conduct for acting professional with juveniles in the custody of the division 	
<p>Narration: None</p>	

Title: Policy: 01-02 Code of Ethics for Staff (Part 1)

Slide Number(s): 25d – 3. Professional Conduct with Juveniles in Division Custody (Slides are lettered because the information will change, but the slide will remain the same)

<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 25b - Previous Arrow – Goes to slide 25c 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the standards of conduct for acting professional with juveniles in the custody of the division 	

Narration:

Staff shall bring any concerns to the attention of their supervisor if they have reason to believe that any following situations have arisen or might arise. If any staff member is developing inappropriate relationships with juveniles, their families, or their friends; if there is a conflict of interest due to past or current personal relationships with the juvenile or their family; if any staff member is involved in a situation in which the staff member may be obtaining personal financial gain through their interactions with the juveniles or their families, or if there is a potential impairment of professional judgment as a result of personal loyalties, beliefs, or values.

Title: Policy: 01-02 Code of Ethics for Staff (Part 1)

Slide Number(s): 25e – 3. Professional Conduct with Juveniles in Division Custody (Slides are lettered because the information will change, but the slide will remain the same)

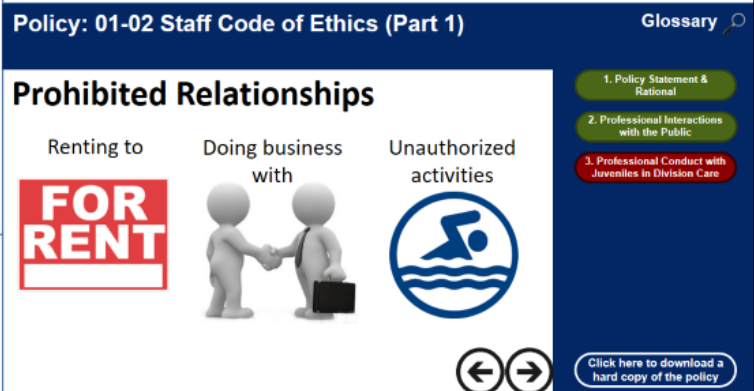
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 25df - Previous Arrow – Goes to slide 25b 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the prohibited relationships of staff with juveniles 	

Narration:

Staff shall not engage in any conduct which establishes, maintains or promotes a relationship of the staff with a juvenile (or a juvenile's immediate family), which is not directly required as part of the staff's duties, and which will result in personal benefit or gain for the staff, or otherwise compromises a staff's professional role.

Title: Policy: 01-02 Code of Ethics for Staff (Part 1)

Slide Number(s): 25f – 3. Professional Conduct with Juveniles in Division Custody (Slides are lettered because the information will change, but the slide will remain the same)


<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 25g - Previous Arrow – Goes to slide 2e 	<p>Wireframe</p> 
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the prohibited relationships of staff with juveniles 	

Narration:

Such prohibited conduct includes, but it not limited to: any member of a juvenile’s immediate family living in a staff’s personal residence, or any rental property owned or controlled by the staff. Any business dealing or arrangements between staff and a juvenile’s immediate family. Staff sponsoring a juvenile for special activities such as home visits, outings, etc., other than division sponsored and approved activities.

Title: Policy: 01-02 Code of Ethics for Staff (Part 1)

Slide Number(s): 25g – 3. Professional Conduct with Juveniles in Division Custody (Slides are lettered because the information will change, but the slide will remain the same)

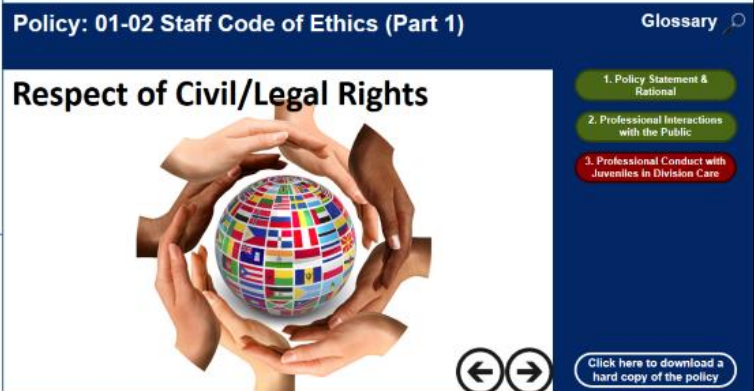
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 25b - Previous Arrow – Goes to slide 2f 	<p>Wireframe</p> 
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the prohibited relationships of staff with juveniles 	

Narration:

Staff supervising or sponsoring or employing a juvenile for personal financial gain or benefit of the staff without prior authorization from the supervisor. Staff cohabitating or residing in the same residence with a juvenile within one year of the juvenile’s release from custody or before the juvenile is 18 years and 6 months old, whichever is later. Staff interacting with a juvenile through so-called “social networking”, unless specifically approved in writing by the program director. PD’s must approve any other expectations to this subsection in writing.

Title: Policy: 01-02 Code of Ethics for Staff (Part 1)

Slide Number(s): 25h – 3. Professional Conduct with Juveniles in Division Custody (Slides are lettered because the information will change, but the slide will remain the same)

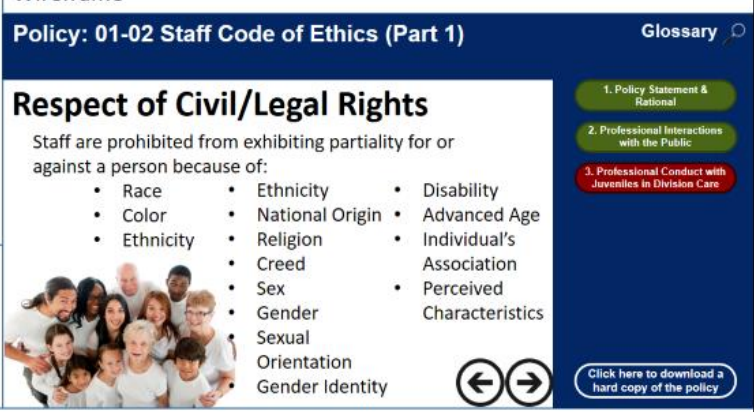
<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 25i - Previous Arrow – Goes to slide 2b 	<p>Wireframe</p> 
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the respect of civil/legal rights 	

Narration:

All staff, while charged with vigorous and dedicated execution of duties, must conduct themselves impartially toward all persons interacting with the Division. Staff shall respect and protect the civil and legal rights of all juveniles receiving services from the Division as well as their families.

Title: Policy: 01-02 Code of Ethics for Staff (Part 1)

Slide Number(s): 25i – 3. Professional Conduct with Juveniles in Division Custody (Slides are lettered because the information will change, but the slide will remain the same)

<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 25j - Previous Arrow – Goes to slide 2h 	<p>Wireframe</p> 
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the respect of civil/legal rights 	

Narration:

The Division recognizes and requires staff to respect the principle that by law all persons interacting with the Division are guaranteed equal protection under the law. Staff are prohibited from exhibiting partiality for or against a person interacting with the Division because of race, color, ethnicity, national origin, religion, creed, sex, gender, sexual orientation, gender identity/expression, disability, or advanced age, or based on an individual's association with a person or group with one or more of these actual or perceived characteristics.

Title: Policy: 01-02 Code of Ethics for Staff (Part 1)

Slide Number(s): 25j – 3. Professional Conduct with Juveniles in Division Custody (Slides are lettered because the information will change, but the slide will remain the same)

<p>Instructions:</p> <ul style="list-style-type: none"> - Next Arrow – Goes to slide 25b - Previous Arrow – Goes to slide 2i - Once they have completed each topic in the section, the section two navigation button will turn green meaning it is completed - Once all of the Sections are complete a navigational button will pop-up for the learner to take the posttest 	<p>Wireframe</p>
<p>Learning Objective(s):</p> <ul style="list-style-type: none"> - Know the rules for the respect of civil/legal rights 	

Narration:
Staff are strictly prohibited from any engaging in any form of harassment or other discriminatory treatment of juveniles, or their families, including harassment and discrimination based on any of the characteristics described in the previous slide.


Title: Policy: 01-02 Code of Ethics for Staff (Part 1)


Slide Number(s): 26 – Posttest Introduction (Slides are lettered because the information will change, but the slide will remain the same)

<p>Instructions:</p> <ul style="list-style-type: none"> - Button must be clickable to begin posttest 	<p>Wireframe</p>
<p>Learning Objective(s): Staff will demonstrate their knowledge of the division policy and procedure by answering 15 multiple choice & true/false questions, they must pass with a score of 90% to pass the course.</p>	

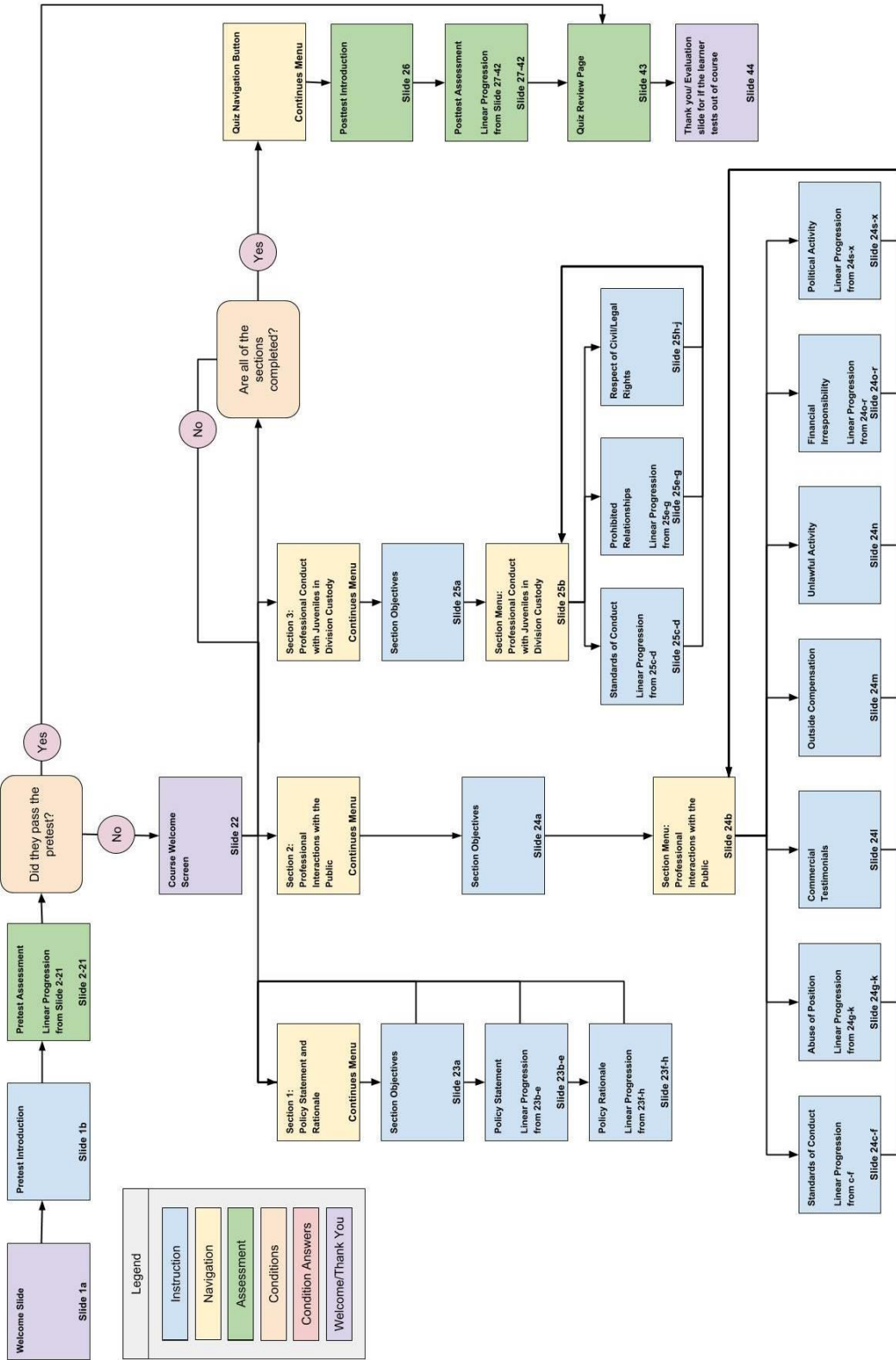
Narration:
This quiz will consist of 15 multiple choice questions & true or false questions, you must pass the quiz with 90% accuracy to pass of this module. If you are not able to pass with a score of 90% you will be required to re-take the training. Good luck, and click the button to begin!

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 27-42 – Pretest/Assessment</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - Learner will be required to answer 15 posttest questions – 40 - 60 questions in total using a Question Pool to randomly generate new questions. - Each questions will be multiple choice or true/false - Learner must pass posttest with 90% to pass the module - Feedback will be given at the end of the posttest 	<p>Wireframe – Example of only one test question – Text in red will not</p> <div style="text-align: right;">Question 8 of 15</div> <p>In which situation is it okay to use your official position?</p> <ul style="list-style-type: none"> <input type="checkbox"/> a) To get free tickets to a baseball game <input type="checkbox"/> b) To avoid a traffic ticket <input type="checkbox"/> c) To gain access into a secure detention center <input type="checkbox"/> d) To sell information about the youth to a DCFS employee <p style="text-align: right; font-size: small;">Button to submit answers (on every test question) <input type="button" value="Submit"/></p>
<p>Learning Objective(s): Staff will demonstrate their knowledge of the division policy and procedure by answering 15 multiple choice & true/false questions, they must pass with a score of 90% to pass the course.</p>	
<p>Narration: None</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 43 – Pretest/Assessment</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - The review button will take them back to the first question in the quiz, feedback will be found on each individual question - The continue button will take them to the next slide – slide ? 	<p>Wireframe – Example of only one test question – Text in red will not</p> <div style="text-align: right;">Question 8 of 15</div> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <h2 style="margin: 0;">Congratulations</h2> <p>Quiz Score: (Show score here)</p> <p>Percentage Correct: (Show score here)</p> <p>Total Questions: (Show score here)</p> <p>Total Questions Correct: (Show score here)</p> </div> </div> <div style="text-align: right; margin-top: 10px;"> <input type="button" value="Review Quiz for Feedback"/> <input type="button" value="Continue"/> </div>
<p>Learning Objective(s): N/A</p>	
<p>Narration: Congratulations you have passed the quiz! You can either go back and review your quiz for feedback on your answers, or you can continue on.</p>	

<p>Title: Policy: 01-02 Code of Ethics for Staff (Part 1)</p>	
<p>Slide Number(s): 44 – Pretest/Assessment</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> - The course evaluation will take them to a google form that they can fill out regarding their experience with the course. - The evaluation will be used to judge the positive and negative characteristics of the course. 	<p>Wireframe – Example of only one test question – Text in red will not</p> 
<p>Learning Objective(s): N/A</p>	
<p>Narration: Please take a moment to fill out the course evaluation. You will not receive credit for this course until you have filled out the course evaluation. Remember your responses are very important to improving your e-learning experience, so please be honest in your responses. Thank you!</p>	

Appendix B – Site Map



Appendix C – Assessment Questions

Objective	Assessment Item
Section 1	
<p>1.1 Decide to follow policy 01-02 to reduce the chances of policy violations</p>	<p>John Doe just started working for the division. He heard about the job while delivering shoes, for his part-time job, to one of the division facilities. He doesn't want to quit his part-time job, but isn't sure if it is a conflict of interest. What could he do to find out?</p> <ul style="list-style-type: none"> a) Just quit his part time job to be sure b) Refer to the divisions Code of Ethic policy c) Ignore the potential conflict and hope it works itself out d) Call the director of the division to find out
<p>1.2 Know the policy statement</p>	<p>It is the responsibility of supervisors to make sure that their staff take the online code of ethics training on a yearly basis, and that their staff understand the code of ethics policy.</p> <ul style="list-style-type: none"> a) True b) False
<p>1.3 Know the policy rationale</p>	<p>What is not a rational for the code of ethics policy 01-02?</p> <ul style="list-style-type: none"> a) Define the day to day operations of the division b) Assist in assuring consistent application of standards and procedures c) Provide for an objective definition of acceptable conduct d) Assure compliance with public law e) Define the rights and responsibilities of staff with regard to conduct
<p>1.4 Believe in the rational of the policy</p>	<p>Following the Code of Ethics policy and procedure is the number one way to prevent issues for yourself and the division.</p> <ul style="list-style-type: none"> a) True b) False
<p>1.5 Feel obligated to follow the policy</p>	<p>After waking up late, John Doe rushes to get ready but still ends up an hour late to ICR training. They let him stay at the training and help him get caught up, but he isn't sure if he should claim 8 hours or 7 hours of work time. What should he do?</p> <ul style="list-style-type: none"> a) Claim the 8 hours, his supervisor won't know b) Talk to his supervisor and if they approve it claim the 8 hours c) Use sick leave for that first hour d) Refer to the Code of Ethics on how you should claim work time

Section 2	
<p>2.1 Decide to act professionally while in public and while working with allied agencies.</p>	<p>While at the Division Statewide Conference, four staff decide to go out to the bar for some drinks. So they load into the state van and drive over to the bar. While there everyone is drinking, talking about work, and telling inappropriate jokes that are disrupting other patrons of the bar. After everyone had a number of drinks it was finally time for them to head back to the hotel, so they load back into the state van and drove back to the hotel.</p> <p>At what point in this scenario is the code of ethics policy broken?</p> <ul style="list-style-type: none"> a) When they used the state car to drive to the bar. b) When they begin telling inappropriate. c) Driving the state car back after drinking at the bar.
<p>2.2 Know the rules for the standards of conduct while in public and while working with allied agencies.</p>	<p>While at the Division Statewide Conference, four staff decide to go out to the bar for some drinks. So they load into the state van and drive over to the bar. While there everyone is drinking, talking about work, and telling inappropriate jokes that are disrupting other patrons of the bar. After everyone had a number of drinks it was finally time for them to head back to the hotel, so they loaded back into the state van and drove back to the hotel.</p> <p>In this scenario which portion of the code of ethics policy was violated?</p> <ul style="list-style-type: none"> a) Unauthorized distribution or disclosure of confidential information b) Staff shall apply themselves to their assigned duties during the full schedule of time for which they are being compensated. c) Staff shall treat all juveniles and their families with dignity and respect in all interactions. d) Staff shall be respectful, courteous, and civil with the public and each other.
<p>2.3 Know the rules for the abuse of position</p>	<p>In which situations is it okay to use your official position?</p> <ul style="list-style-type: none"> a) To get free tickets to a baseball game b) To avoid a traffic ticket c) To gain access into a secure detention center d) To sell information about a youth to a DCFS employee
<p>2.4 Know the rules for commercial testimonials</p>	<p>Jane Doe was asked to be in a story for KSL News that explains what she does within DJJS. She decided to be a part of the project, but forgot to mention it to anyone prior. The KSL story is on the functions of DJJS and talks about how DJJS helps the community. Is this a policy violation?</p> <ul style="list-style-type: none"> a) Yes b) No

<p>2.5 Know the rules for outside compensation</p>	<p>Can staff receive outside compensation, for performance of state duties, if it is in receipt of honoraria or expenses paid for papers, talks, demonstrations, or appearances as long as it is approved by administrative authority and on their own time?</p> <ul style="list-style-type: none"> a) Yes, because you are free to do whatever you want on your own time b) No, because you cannot receive outside compensation for performance of state duties c) Yes, as long as it does not violate code of ethics policy on outside compensation d) No, it would constitute a conflict of interest
<p>2.6 Know the rules for associating with unlawful activities</p>	<p>John Doe needs to visit a youth at his home, but he knows that often times there is illegal activity going on in the home. Would it be a policy violation for him to go into a house where he knows illegal activity may be taking place to visit a youth?</p> <ul style="list-style-type: none"> a) Yes b) No
<p>2.7 Know the rules for financial irresponsibility</p>	<p>Can staff be disciplined for personal financial irresponsibility?</p> <ul style="list-style-type: none"> a) No, the division does not interfere with the private lives of the employees b) Yes, if it impairs the individuals abilities to perform job related duties c) Yes, the division is responsible for the financial security of all of its employees d) Yes, the division is responsible for making sure all medical expenses are paid for in full by the employee
<p>2.8 Know the rules for political activity</p>	<p>Jane Doe, a Counselor II for the Division, decides she wants to run as a democratic city council women (a partisan office). Does this violate the code of ethics policy?</p> <ul style="list-style-type: none"> a) Yes, because she would be covered under the Hatch Act b) Yes, because staff are allowed to participate in politics in any way they see fit c) No, because government employees are not allowed to run for political offices d) No, because she would not fall under the Hatch Act making her ineligible.
<p>2.9 Believe in the importance of acting professionally while in public and with allied agencies</p>	<p>It is not the responsibility of the employee to act professionally while in public. (i.e. while attending conferences, in court, or while on work crew)</p> <ul style="list-style-type: none"> a) True b) False

<p>2.10 Feel obligated to act professionally while in public and with allied agencies</p>	<p>John Doe realized a good buddy of his has been getting free tickets to baseball games, because the parent of one of the youth on his case load works for the baseball team. What should John Doe do?</p> <ul style="list-style-type: none"> a) Nothing, it is none of John Doe’s business b) Refer to the Code of Ethics policy and report the activity to his supervisor c) Question him about it and accuse him of wrongdoing d) Talk to the parent of the youth to see what is going one
<p>Section 3</p>	
<p>3.1 Decide to act professionally around juveniles in the custody of the division</p>	<p>One of the youth that John Doe was an advocate for just got released from secure care and decided to add John as a friend on Facebook. Should John accept his friend request?</p> <ul style="list-style-type: none"> a) Yes, it is okay for them to be friends just on Facebook b) No, because the youth posts inappropriate content on his Facebook page c) Yes, the youth is a good kid and could use a support system outside of the facility d) No, because it is goes against the professional standards of the division
<p>3.2 Know the rules for the standards of conduct between staff and juveniles.</p>	<p>Which of the following is not a violation of the Code of Ethic policy?</p> <ul style="list-style-type: none"> a) Staff shall never bring juveniles candy or food as a reward for good behavior b) Staff shall not take juveniles out of a DJJS Program for any reason, except when required as part of the staff’s duties c) Staff shall not discuss with any juvenile the actions or decision of another staff d) Staff shall not purchase items from, or sell items to juveniles in division custody
<p>3.3 Know the rules for the prohibited relationships between staff and juveniles</p>	<p>Jane Doe decided that she wants to start working part-time as a waitress and she knows one of the youths parents own a restaurant. She decides to talk to the parents about getting a job in their restaurant when they come into visit their child. Is this a violation of the code of ethics?</p> <ul style="list-style-type: none"> a) Yes b) No
<p>3.4 Know the rules for respect of civil/legal rights and impartial attitude</p>	<p>Because the siblings of juveniles in the division are not in the direct custody of the division, staff are not required to treat them with the same level of dignity and respect as is required for juveniles in the divisions custody.</p> <ul style="list-style-type: none"> a) True b) False
<p>3.5 Believe in the importance of acting professionally around juveniles in the custody of the division</p>	<p>It is the duty of each and every employee of the division to maintain only a professional working relationship between the juveniles in custody and their immediate family.</p> <ul style="list-style-type: none"> a) True b) False

<p>3.6 Feel obligated to act professionally around juveniles in the custody of the division</p>	<p>John Doe suspects a co-worker and friend of his is having an inappropriate relationship with one of the juveniles. What should John Doe do?</p> <ul style="list-style-type: none"> a) Ignore the problem because it is his friend b) Talk to his co-worker and try to fix the problem himself c) John should report it to his immediate supervisor d) Talk to the youth to see if there really is an inappropriate relationship between them
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References

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