



Oregon Department of Public Safety Standards and Training

Parole and Probation Job Task Analysis Summary Report

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AUTHORED BY:

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Respectfully submitted,

Rick Gardner, Senior Research Analyst—Job Task Analysis Coordinator

The mission of the Department of Public Safety Standards and Training (DPSST) is to promote excellence in public safety through the development of professional standards and the delivery of quality training.

The statutory authority of the Department of Public Safety Standards and Training (DPSST) is to set employment, training, and certification standards to insure well-trained, highly skilled public safety providers, who are morally, physically, intellectually and emotionally fit, and are prepared to be responsive to the public safety needs of their communities.

LEGAL AUTHORITY:

ORS 181.610 through 181.705 contain the Public Safety Standards and Training Act for firefighters, law enforcement, corrections, parole and probation officers, 9-1-1/telecommunicators and emergency medical dispatchers. These statutes provide the authority for the Department and Board to: a) establish standards of physical, emotional, intellectual and moral fitness, and b) define and mandate minimum hiring, certification, training and revocation standards for specific public safety personnel.

ORS 181.653 specifies certification requirements for parole and probation officers.

The Department's Administrative Rules identify the specific minimum standards that apply to each of the public safety professionals subject to DPSST jurisdiction.

OAR 259-008-0010 identifies the minimum standards for employment as a law enforcement officer, including parole and probation officers. OAR 259-008-0025 identifies the minimum standards for training; and OAR 259-008-0060 identified the requirements for certification. Part-time parole and probation officers are subject to the maintenance requirements found in OAR 259-008-0066.

Source: Marilyn Lorraine—DPSST Records & Certification Supervisor

Introduction

The Job Task Analysis (JTA)

The JTA is the foundation for constructing and periodically updating positions descriptions, medical standards and training curricula for entry-level police, corrections, parole and probation and telecom classifications in the state of Oregon. Nationwide, some form of the JTA is the most commonly accepted methodology for determining content validity for employment requirements, training and certification programs.

The JTA is a structured quantitative inquiry process. It typically relies on gathering information from those who actually perform the job under consideration (and those who supervise the job) in order to construct a valid content profile of critical and essential tasks.

The Physical Task JTA

Among the most critical of all job duties are those requiring specific physical activities/abilities. Paramount among these tasks are those with implications for officer and public health and safety issues. For this reason there are **initial** medical standards in place that probation and parole officers are required to meet as a condition of continued employment. This is both for their safety and for that of the public at large.

In a departure from the methodology historically used by DPSST to conduct JTA's, job-related physical capabilities are now separated from the overall JTA process and will be addressed separately for police, corrections and probation and parole officers.

This 2006 P&P study is the first of its kind using this new methodology.

The Subject Matter Expert Panel (SME)

The foundation for the JTA process is the SME panel. The SME panel is a relatively small group of professionals who have comprehensive knowledge of both the overall job under analysis, and detailed functioning on a day-to-day basis. For the P&P SME panel, a representative cross-section of knowledgeable supervisors-managers were facilitated in the process of identifying the following:

1. Major work areas (task domains) impacted by, or impacting physical activities and requirements.
2. Specific tasks and/or elements impacted by, or impacting physical capabilities activities and requirements.

The goal of the SME panel is to identify virtually every physical aspect of the entry level P&P physical job content and functions. It is from this expertly developed content the JTA survey instrument was constructed.

The SME panel functions as an autonomous, facilitated group. DPSST analysts serve as facilitators but are not involved in generating content; this is solely the responsibility of SME members. SME panel members collectively determine the content of the JTA survey instrument.

Physical Capability JTA Survey Process Description

In a procedural departure from previous efforts, the Physical Task JTA survey was constructed to function as a single survey instrument directed **solely** towards managerial and supervisory personnel.

The typical JTA survey instrument generally takes two forms, one version is directed to *incumbents* in the position being surveyed. Incumbents are asked to rate the **frequency** with which they perform listed tasks (on a scale of “0” for “do not perform this task” to “6” “hourly performance of the task.” Historically, they are also asked to indicate the upper limit of task performance (how long, how high, how heavy, etc.).

Incumbents may also be asked to rate desirable “attributes” for persons performing the job under analysis and are asked to identify the various kinds of equipment used in the performance of their job duties.

In previous JTA’s done by DPSST, supervisors were given a **separate** survey that examines the **same** task list provided to line workers, but supervisors and managers were asked to rate those tasks along two different dimensions, Consequence of Inadequate Performance (**CIP**) on a scale from “0” (no consequence) to “6” (disastrous) and **When Learned** (*Where in the continuum of education and training should the officer be taught a specific task?*).

Supervisory respondents are also asked to rate “attributes” of line officers as to their relative importance.

This methodology presented some issues with respect to physical tasks. First, a physical task may be considered to be critical and essential regardless of the frequency with which it is performed, simply by virtue of its potential impact, or CIP. If the determining factor is frequency, often highly impactful tasks may not meet the cut to be considered “critical and essential.”

Secondly, **CIP is a supervisory/managerial call**. While line employees are in the best position to provide detailed data on precisely what they **do**, they do not always have the necessary broader understanding of the context of their tasks and the potential impact of **not** performing a specific task competently.

Lastly, the “*When Learned*” dimension is of questionable value for many physical tasks, and completely useless for most (e.g., one does not **learn** how to see).

There was also a consideration as to the size of a comprehensive JTA, which historically could be several hundred questions in length, and most questions will typically “re-survey” known job elements (identified in previous JTA’s). Resistance to completing such large and often



redundant surveys is understandable.

However, to make certain line-level incumbent employee input plays a significant role in the JTA process two additional process steps were taken. The first of these two steps was to integrate all of the physical tasks identified by line employees in previous P&P JTAs (DPSST maintains a database taken from all of the JTA's done in the state).

The second step was to have SME panel members communicate repeatedly with line-employees in their respective organizations between the inception of the SME process and through the ALPHA and BETA survey construction phases (a period of many months).

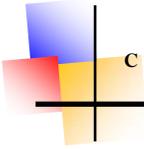
SME members were continually urged to share draft JTA surveys with line employees and to ask for input and suggestions. A number of modifications and additions were made to the final survey through this informal process.

JTA Analysis Methodology

Using accepted methods of quantitative analysis, data collected from the JTA process is used to determine “**critical and essential tasks.**” This determination is made using mathematical and/or statistical “rules” based on frequency of performance (how common the task is for incumbents) and the CIP (how important is it). A task may rise to the level of critical and essential by how often it is performed and/or its potential consequences.

The general, guiding criteria are, ***The task or requirement must be clearly and demonstrably job-related in that it is performed by most or all incumbents in the classification, and it is necessary and important to be performed.***

Using a common task as an example, “walking” can be identified as a critical and essential task for P&P officers purely based on how often it is done by the majority of incumbents. Using a firearm is also identified as a



critical task but because of the potential **consequences** if it is not performed competently, not the frequency of performance. Driving a car is both commonly performed (high frequency) and of critical importance (high CIP).

The determination of whether or not a physical task is critical and essential is made by the people actually performing and supervising the work, not by DPSST. Tasks will either meet the rule cutoffs, or they will not; the determination is mathematical.

DPSST's responsibility is to provide a standardized structured process for generating potentially essential tasks, and the quantitative analysis of data provided by the constituents. *DPSST functions as a relatively objective third-party in this regard.*

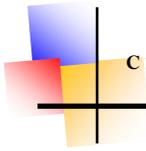
There is no DPSST management oversight or editing of the JTA data analysis or reporting. The JTA report is solely the responsibility of the analyst conducting the study (unless other contributors are specifically cited in the report).

The Significance of "Critical and Essential"

There are two primary federal acts which regulate employment policy and testing; the Equal Employment Opportunity Act (EEO), and the Americans with Disabilities Act (ADA).

The first is contained in the Federal Equal Employment Opportunity Commission Uniform Guidelines. In order to protect against discriminatory hiring practices, employment testing and pre-employment requirements are subjected to legal scrutiny based on:

1. ***Does the process or practice produce adverse impact on any protected group?*** Adverse impact is defined in federal code as a disproportionate negative impact on members of a protected group; e.g. females and/or minorities being effectively or deliberately screened out or placed at a competitive disadvantage



by testing and/or selection methodology. *Adverse impact does not require demonstration of **intent** to discriminate.* If a testing process or stated job requirement has the net effect of unduly limiting access to the job by minority and female applicants, these requirements *may* be held to be discriminatory.

2. ***Does the process meet reasonable requirements for content, criterion, and/or construct validity in testing?*** These standards for validity are based in commonly accepted methods of quantitative analysis. One of these is that the test or requirement is actually directly related to real tasks performed on the job.

The Americans with Disabilities Act (ADA) serves to prohibit discrimination against persons with disabilities in all areas of public access (education, employment, healthcare, housing, etc.).

Persons with recognized disabilities may not be excluded from job opportunities for which they are otherwise qualified as a result of their disability, unless providing “reasonable accommodation” for their disability would result in an “undue hardship” for the employer, or would endanger the public.

Public safety has historically been under-represented in terms of females and minorities . . . and persons with disabilities. Because of this, public safety employers have increasingly been challenged to demonstrate the “job-relatedness” of their employment testing, training and certification requirements.

Medical standards and physical capability requirements have been foremost among those challenged. When these requirements are successfully challenged it is primarily because the employer has either imposed arbitrary requirements (not based on an analysis of the job) or because the requirements result in adverse impact on protected class individuals/groups with no clear business necessity proven (such as with arbitrary height requirements).

If an employer's policies and practices have the net result of limiting access to jobs by protected classes, the employer must prove clearly that such policies are a "business necessity" and that failure to meet stated requirements compromises the public welfare, or results in a serious impediment to the proper functioning of the organization.

The JTA process is the most widely accepted tool for demonstrating the "job relatedness" of employment and training requirements.

JTA Project History

In July of 2005 the decision was made to begin the new Physical Task JTA process with P&P. An SME panel composed of cross-sectional supervisory-managerial level representatives was assembled.

After considerable preliminary activity, the SME panel was convened in January of 2006. Based on their work an initial (alpha) survey document was constructed and tested with the SME group.

During this period, DPSST transitioned from using a text-based survey method to an automated, web-based system. This new system was BETA tested using the P&P survey in April, 2006.

An "audience list" (intended survey recipients) comprising all of the P&P supervisors and managers in the system was constructed between April and June of 2006.

In mid-June the final JTA surveys were sent out to all P&P supervisors/managers in the system via individual internet email links.

Because of the relatively small numbers of potential respondents involved in this survey, the goal was to invite **every** supervisor/manager in the system to participate in the survey process.

The survey process closed in July, 2006.

Note: The actual survey is shown in the appendix section of this report.

Survey Demographics

A total of eighty (80) surveys were distributed via email. Eleven (11) of these surveys were returned as “undeliverable.” This occurs because of either bad email addresses or some sort of “block” on the receiving end, which causes the receiver to be unable to access internet Uniform Resource Locators (URL’s). Of the 69 delivered surveys 43 were successfully returned and usable. This is an adjusted return rate of 62%, which while not ideal, is quite respectable.

Demographic Distribution

The distribution of respondents was quite good, with a very broad and representative cross-section.

Organizational Type: A total of five categories choices were offered:

1. Reports to Department of Corrections (DOC)
2. Reports to Sheriff
3. Reports to Health and Human Services
4. Stand alone
5. Other

There was a very even distribution throughout all categories, with the exception of Health and Human Services.

Gender

Gender distribution roughly tracks with that of previous surveys (70% male, 30% female).

Tenure as a Manager/Supervisor

Again, there was a good cross section of experience represented in the respondents

Experience in the field

The vast majority of respondents had over 10 years of experience within the field.

Size of Department

There is often an understandable concern that surveys of this nature will be “dominated” by larger departments having a disproportionate representation (because of Oregon’s essentially rural composition, with only a few urban centers). Less than half of the respondents were from large organizations.

Highest Level Certificate Held

Fully a quarter of the respondents do not yet have their mandatory supervisory—managerial certifications. However, since 30% of the respondents are within the first three years of employment as a supervisor or manager, this is somewhat understandable.

Ethnicity

The majority of respondents were white males

Summary

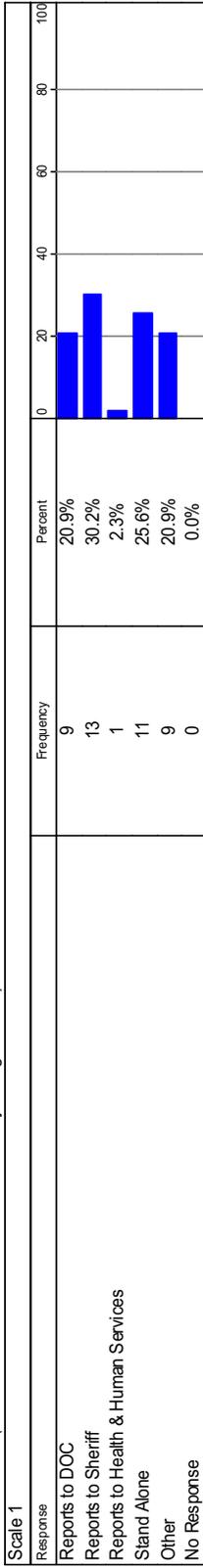
A complete analysis of the survey demographics follows

Data Analysis

The JTA is used to determine job “content.” What do people performing the job actually **do**? Respondents are those who actually perform or supervise the work under analysis.

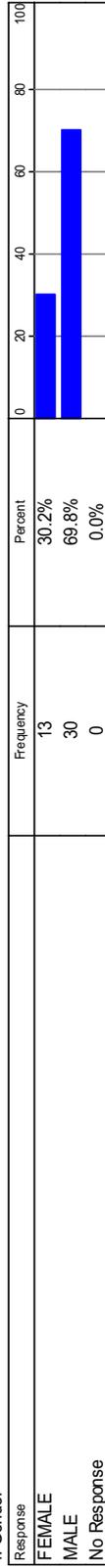
Master Demographics - 2006 P&P Physical Task JTA Survey

3. Work Location (select the alternative that BEST describes your organization)

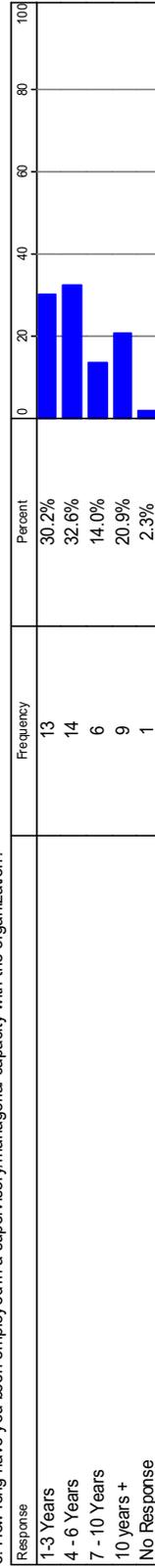


- Reports to County Board of Commissioners
- Clackamas County Community Corrections functions as a 'stand alone,' however, the director Mark Rasmussen, answers to the Sheriff. The POs are not deputized.
- Community Corrections Center, Washington County
- Report to Department Director who reports directly to County Board of Commissioners
- Multnomah County Department of Community Justice
- Reports to the Department of Community Justice.
- Multnomah County Department of Community Justice
- Reports to the Multnomah County Department of Community Justice (County Commissioners)
- Department of Community Justice

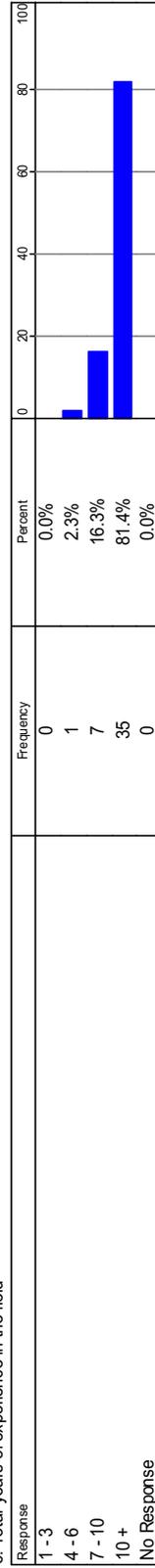
4. Gender



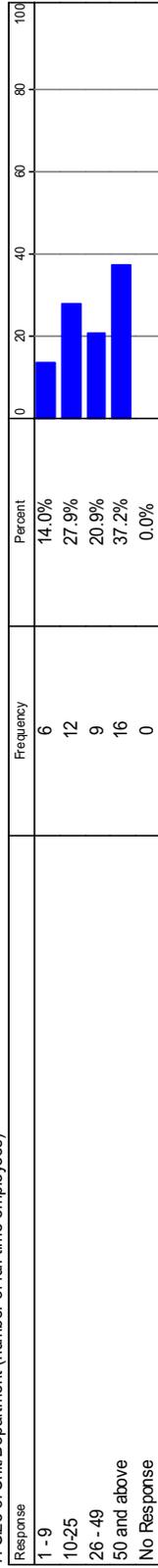
5. How long have you been employed in a supervisory/managerial capacity with the organization?



6. Total years of experience in the field



7. Size of Unit/Department (number of full-time employees)

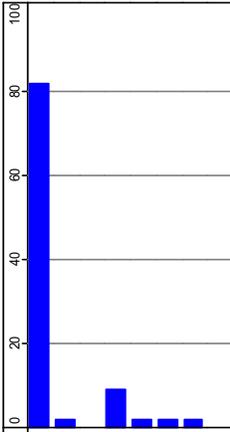
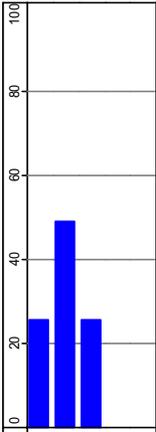


8. Highest level certificate held

Response	Frequency	Percent
None	11	25.6%
Supervisory	21	48.8%
Mid-Management	11	25.6%
Executive	0	0.0%
No Response	0	0.0%

9. Ethnicity - Race - (NOTE: This information is used for demographic analysis ONLY)

Response	Frequency	Percent
Caucasian (white)	35	81.4%
Hispanic	1	2.3%
Native American	0	0.0%
African-American	4	9.3%
Asian	1	2.3%
Pacific Islander	1	2.3%
Other	1	2.3%
No Response	0	0.0%



DPSST uses commonly accepted and validated survey methodology. The JTA validation procedure is consistent with federal guidelines as detailed in the Federal Equal Employment Opportunity Uniform Guidelines on Employment Selection Procedures.

Two Types of Essential Tasks

The first are tasks which are fundamental to be included within any comprehensive training and certification process; these can be referred to as **core curriculum tasks**. These are the routine tasks performed by the majority of incumbents in the position under consideration, which typically require some degree of training. These tasks require a working knowledge and some skills. Most generally these are things that incumbents must already know how to do when beginning the job, or will be taught after being employed.

The second type of essential tasks are those termed **ability/capability** tasks. Such things as physical and cognitive skills are considered to be ability/capability tasks. While the specific skill component may be a part of training curricula, most often the ability or capability must be innate or present at time of hire (e.g., While a P&P officer will be taught specific physical skills required for the job, they are assumed to be of at least average health and in adequate physical condition to perform those physical tasks competently).

“Critical and essential tasks” are fundamental requirements of the job under consideration. The officer must be able to do these tasks, often with little or no assistance from others. Additionally, the potential consequences of failing to be able to perform those tasks competently may constitute a serious issue (threat).

For example, P&P officers must be able to hear and see sufficiently well to recognize potential threats and hazards in a wide range of environmental circumstances; this is critical and essential to the safe, effective performance of their job duties.

These are typically solo tasks and the potential consequences of failing to perform them adequately are very serious (significant potential threat to safety and property).

In this way, data from the JTA essentially follows two (frequently overlapping) tracks – **training requirements** (used to determine curricula), and **capability requirements** (used to determine entry level standards, medical standards, and certification standards). Collectively these form the KSA's (Knowledge, Skills and Abilities) of the specific job.

The purpose of this Physical Task JTA is expressly to determine the job-related physical capability requirements and related training curricula for entry level P&P officers, state-wide. Use of this data for other purposes is the sole and complete responsibility of the user.

Data Rules

Data rules are a way to objectively determine which surveyed tasks meet a reasonable cut-off to be considered “critical and essential.”

Data rules can also be used as a method for “equalizing” input from various participating organizations. One of the abiding concerns about surveys of this type is that smaller organizations will get “lost” in the statistical shuffle because their participation is proportionately less than their larger counterparts.

The classic method of addressing this concern is to employ arithmetic “rules” intended to equalize and level the playing field, as well as providing a standard “cut-point” for accepting or rejecting specific tasks.

Participating organizations may be divided into “units of analysis” based on relative size in order to achieve a reasonable parity in numbers among the various sized organizations participating in the survey process.

Referring specifically to the use of arithmetic “rules” there are some operational assumptions, which may or may not always be true; the most obvious of which is that respondents from larger organizations will

respond differently than respondents from smaller ones, therefore equalization is necessary to insure equity. The second assumption is that one set of “rules” will fit in every situation.

However, the size of the organization is only one of many potential variables, potentially “skewing” responses. There are other variables that are at least as significant, such as the differences between rural and metropolitan areas and organizational differences. There is little question that an officer working in a large department in an urban area, such as Portland faces at least somewhat different issues and certainly different physical environments than his/her counterpart in the small eastern Oregon city of La Grande.

There are also significant differences in organizational structure and mission. P&P organizations exhibit widely differing organizational structures and philosophies.

Because of the nature of the Physical Task JTA, arithmetic rules will be used in conjunction with statistical analysis. The purpose of this is to provide a multivariate analysis that allows for more than one perspective to be used in examining the data. However, the determination of “critical and essential” is still made based on survey numbers for CIP and Frequency of Performance.

Data breakdowns for specific organizations will not be done in this report, but may be requested.

A comprehensive statistical analysis is provided on collected data. This is contained in the appendix section of this report.

Data Rules – Critical and Essential

Critical and essential physical tasks must meet rules based on the following:

- **Frequency**—how often a given task is performed.

- **Consequence of Inadequate Performance (CIP)** — the potential impact if the task is not performed adequately.

Survey Ranges

Frequency Range

- 0 = Do NOT perform this task
- 1 = Performed this task, but NOT this year
- 2 = Performed a few times this year
- 3 = Performed Monthly
- 4 = Performed Weekly
- 5 = Performed Daily
- 6 = Performed HOURLY

Consequences of Inadequate Performance (Importance)

- 0 = Subordinates do NOT perform this task (no consequences or importance)
- 1 = MINIMAL consequences (mild importance)
- 2 = NOT VERY SERIOUS consequences (mild to moderate importance)
- 3 = FAIRLY SERIOUS consequences (moderate importance)
- 4 = SERIOUS consequences (moderately high importance)
- 5 = EXTREMELY SERIOUS consequences (high importance)
- 6 = DISASTROUS consequences (extremely high importance)

In addition to these forced-choice scales, respondents are asked to enter the maximum typical value for various activities (time, weight, distance, etc.).

Cut-Off Rules

For inclusion in the Critical and Essential Task list in this survey a task must be rated at:

1. A **mean** (average) **frequency** of performance of at least **2.50** for all respondents **and** a minimum of 90% of all respondents indicating that the task is performed by incumbents. **Or ...**

2. A **mean** Consequences of Inadequate Performance (CIP) of at least **3.0 ... and** a minimum of 65% of respondents rating the item's CIP at "moderate" or higher.

NOTE

These are moderately aggressive cut-offs. There are multiple rationales for this rigor. The first of which is that these tasks may translate directly into hiring and medical standards. It is important that they be easily defensible and reasonable. The rigor imposed by requiring relatively high cut-off scores provides this support.

Additionally, this specific JTA is unique in that there are several new areas that have received relatively little prior attention (psychological issues, combined tasks, etc.) and it is particularly important to use very conservative assessment in adding new requirements to an existing job profile.

It is important to keep in mind that while primary, the JTA is only one method for determining essential tasks. Both DPSST and hiring agencies must be able to include training and other requirements driven by many different forces, such as:

1. Case law
2. Federal and State statutes
3. Administrative mandates
4. Organizational goals and objectives
5. Evolving professional practices
6. Emerging issues

When requirements are imposed that are not reflected in the JTA it is important that documentation exists detailing **why** the skill, knowledge or ability is an employment requirement.

Caveats - Comments

- In aggregate, the combination of CIP and Frequency of performance at the stated cut-off levels provide a reasonable screen for reducing potential tasks to a legitimate group of critical and essential tasks, defensible as job requirements.
- **Specific application of the data in this analysis to the hiring or performance requirements of an individual agency is done strictly at the risk of that individual agency.**
- Because of the overall small number of respondents and the excellent sample distribution, survey results are treated as a single unit of analysis.
- Because of the change in JTA methodology and the decision to use more restrictive norm-based data rules...a formal process of presenting the participating agency directors with a list of “potential” essential tasks for yet another level of review (such as that required by the traditional JTA EAST survey) is deemed no longer necessary.
- The primary purpose of this JTA is to identify the physical tasks officers commonly perform. Ultimately, the results from the physical task analysis will be taken to a medical panel (typical procedure for full JTA’s) for review and promulgation/update of medical standards for this classification.

Introduction

JTA’s are constructed using a taxonomy, with **DUTIES** being the organizing unit, and **TASKS** serving as the constituent components.

In most cases there will be between 5 and 10 DUTIES for most jobs, with potentially hundreds of subordinate TASKS distributed among the DUTY classifications.

P&P DUTY Categories

The P&P JTA consisted of the following DUTY Categories

1. **Sitting, Standing, Walking Running** (survey items 10-19)
2. **Crawling, Climbing Over/Under Obstacles** (survey items 20-24)
3. **Lifting, Carrying, Pushing** (survey items 25-32)
4. **Jumping—Vaulting** (survey items 33-35)
5. **Struggle—Fight-Defend** (survey items 36-45)
6. **Combined Physical Activities** (this is a new category, intended to encompass complex sets of basic physical operations) (survey items 46-59)
7. **Psychological Elements with Physical Effects** (this is also a new category designed to capture information on psychological and emotional stressors with physical implications) (survey items 60-77)
8. **General Physical Activities** (survey items 78-88)
9. **Sensory Acuity—Discrimination** (survey items 89-100)

For each DUTY there is a list of subordinate TASKS. These appear in the JTA as survey questions

Duty One—Sitting, Standing, Walking, Running

Survey Question

- 10 Run to pursue/escape fleeing/attacking person
- 11 Run on flat surface
- 12 Walk continuously
- 13 Stand continuously
- 14 Walk up/down stairs
- 15 Run up/down stairs
- 16 Sit continuously (car, desk, etc.)
- 17 Walk/run on irregular, potentially hazardous surfaces
- 18 Wade through bodies of water
- 19 Walk backwards (retreat)

Duty Two: Crawling, Climbing Over-Under Obstacles

- 20 Climb or pull oneself over a vertical obstacle
- 21 Crawl under obstacle
- 22 Climb steps, railings, or over other external features/obstacles
- 23 Climb up/down ladder
- 24 Climb up/down from elevated surface

Duty Three: Lifting, Carrying, Pushing

- 25 Lift objects up off the ground
- 26 Push/pull objects
- 27 Carry unresisting person (with assistance)
- 28 Carry and place objects
- 29 Lift objects down from elevated surface (waist or above) place on ground
- 30 Lift objects above head
- 31 Lift co-worker (high stress situations)
- 32 Pull oneself up to see over obstacles

Duty Four: Jumping—Vaulting

- 33 Jump/vault over ditch, hole or other depression
- 34 Jump/vault over raised barrier
- 35 Jump up/down from elevated surface

Duty Five: Struggle—Fight-Defend

- 36 Grip and hold a person to maintain physical control
- 37 Hold/restrain struggling person
- 38 Physically defend against and control an attacking person
- 39 Take down and subdue a resisting person
- 40 Handcuff - mechanically restrain person
- 41 Tackle a fleeing person to stop flight
- 42 Use hand weapon, other than firearm
- 43 Use chemical weapon to subdue person in physical confrontation
- 44 Use firearms in physical confrontation
- 45 Dodge, evade blows, thrown objects

Duty Six—Combined Physical Activities

- 46 Pursue fleeing person on foot, barriers, hazards, struggle to subdue
- 47 Physically/mechanically restrain, lift/carry/drag resisting person
- 48 Draw, aim, fire service pistol
- 49 Transport person between locations, physical control, obstacles
- 50 Being struck by/striking person
- 51 Physically struggling with multiple persons
- 52 Falling/being knocked down in struggle, recovering to feet, resume
- 53 Carrying object up/down stairs/steps
- 54 Participate in Defensive Tactics Training
- 55 Conduct routine searches of individuals
- 56 Conduct high risk searches of individuals
- 57 Emergency driving
- 58 K-9 unit activity
- 59 Conduct area searches

Duty Seven—Psychological Elements with Physical Effects

- 60 Continuing to function in confrontation a/being struck/injured
- 61 Cope with physical effects of acute emotional stress - self
- 62 Cope with physical effects of acute emotional stress - other
- 63 Cope with the physical effects of chronic emotional stress (self)
- 64 Cope with the physical effects of chronic emotional stress (other)
- 65 Cope with emotional and physical results of - bodily fluids
- 66 Maintaining state of hypervigilance over protracted period of time
- 67 Cope with emotional and physical impact of threats of violence
- 68 Cope with the emotional and physical impact of being on-call
- 69 Cope with the emotional and physical impact of repeat offenders
- 70 Cope with the emotional and physical impact of horrific occurrences
- 71 Cope with the emotional and physical impact of constant scrutiny/criticism
- 72 Cope with the emotional and physical impact of organizational issues
- 73 Cope with the emotional/physical impact of constant scrutiny/media-court
- 74 Cope with the long-term impact of constant exposure to deviants
- 75 Cope with the emotional/physical impact of constant personal liability
- 76 Cope with the emotional and physical impact of being shot at
- 77 Cope with the emotional/physical impact of exposure to haz. materials

Duty Eight General Physical Activities

- 78 Bending over from waist at or below waist level
- 79 Twisting at the waist
- 80 Crawling on hands and knees
- 81 Typing on keyboard
- 82 Routine driving of auto
- 83 Use computer mouse
- 84 Talking on phone, radio, while using computer
- 85 Balancing, while leaning, stretching, or ducking around obstacles
- 86 Cardio-vascular endurance (sustained, high demand exertion + 3 min.s)
- 87 Transition between sitting and standing
- 88 Reaching from various positions to grasp obstacles/persons

Duty Nine—Sensory Acuity—Discrimination

- 89 Accurately visually detect and resolve images in varying conditions/100 ft
- 90 Accurately determine full-range of colors in varying light conditions
- 91 Resolve and understand faint auditory signals
- 92 Resolve and understand speech in various environmental situations
- 93 Detect and resolve faint and/or odd odors
- 94 Accurately resolve visual images in low light conditions
- 95 Understand speech through electronic devices in wide range/environments
- 96 3-dimensional vision, sufficient for depth perception for complex tasks
- 97 Accurately visually detect and resolve transitory "body language" cues
- 98 Accurately use vision and hearing for threat assessment in use of force
- 99 Maintain visual contact in pursuits in unpredictable terrain and conditions
- 100 Routine use of CRT

Critical and Essential Task Listing

This section of the JTA report contains those “tasks” that emerged through the mathematical screens as “critical and essential.”

This list was arrived at through a combination of:

1. Frequency of task performance.
2. Consequences of Inadequate Performance (CIP) (importance).

This list of critical and essential tasks forms the logical basis for planning/evaluating and updating core physical task requirements for P&P officers. It also has significant implications for testing and skills training, as well as general curriculum development and validation.

Caveats

The final process of determining employment and training requirements cannot reasonably be accomplished solely through a statistical sorting process. This sorting process simply provides a valid, reasonably objective foundation from which to make specific decisions.

Critical and essential tasks are listed in the same categories and sequence as in the original survey, for ease of comparison.

Data Display Explanation

In the following section of this report, tasks meeting the established cut-off requirements are displayed with their “rule” results. The display for FREQUENCY shows:

- **#** (Survey question number)
- **Question** (survey question text)
- **Mean** (the average rating of all survey respondents on a scale of one to six), first for frequency and then for CIP.
- **%** - The percentage of respondents indicating that their subordinates perform this task.
- **95% Confidence Rate**—This is a statistical “summary” calculation that basically displays a range of responses that would encompass 95% of all responses. This is used in the report to show intensity ranges (how high, how low, how much, etc.)
- **Mean-i**—The second ‘mean’ (on the far right of the table) is mean **intensity** for the task.

The display for CIP shows:

- **#** (survey question number)
- **Question** (survey question text)
- **Mean** (Consequences of Inadequate Performance, or relative importance on a scale of 1—6).
- **%** Percentage of respondents rating that item at “moderate” or above in CIP or importance.



Tasks meeting the “frequency” rules are listed here, along with the mean (average frequency rating, from 0-6), the percentage of respondents indicating the task is performed by their subordinates, and both the 95% confidence range (predicts 95% of ALL respondents would be within this range) and mean values for **intensity** (weight, duration, repetitions, etc.). The Mean intensity has been rounded to whole numbers where obvious for simplicity.

Sitting, Standing, Walking Running (survey items 10-19)

#	Question	Frequency		Intensity	
		Mean	%	95% Confidence	Mean-i
12	Walk continuously	3.45	95	1.53 to 4.66 hrs	3 hrs
13	Stand continuously	3.49	95	3.22 to 3.76 hrs	3 hrs
14	Walk up/down stairs	4.33	100	5.24 to 9.96 flights of stairs	8 flights
16	Sit continuously (car, desk, etc.)	4.93	100	3.95 to 5.90 hrs	5 hrs
17	Walk/run on irregular, potentially hazardous surfaces	2.49	95		

Crawling, Climbing Over/Under Obstacles (survey items 20—24)

No items met cut-off

Jumping—Vaulting (survey items 33-35) - No items met cut-off



Lifting, Carrying, Pushing (survey items 25-32)

#	Question	Frequency		Intensity	
		Mean	%	95% Confidence	Mean-i
25	Lift objects up off the ground	3.53	100	35.45 to 57.27 lbs./34.28 to 44.06 inches	46 lbs/39 inches
26	Push/pull objects	2.6	93	56.55 to 93.18 lbs/9.78 to 20.86 ft	75 lbs/15 ft
28	Carry and place objects	3.69	98	23.97 to 32.78 lbs/39.48 to 146.62 ft	28 lbs/93.0 ft
29	Lift objects down from elevated surface (waist or above) place on ground	2.88	98	22.35 lbs to 31.60 lbs	26 lbs

Struggle—Fight-Defend (survey items 36-45)

#	Question	Frequency		Intensity	
		Mean	%	95% Confidence	Mean
36	Grip and hold a person to maintain physical control	2.74	98	210.85 to 232.48 lbs/7.01 to 12.18 minutes	221 lbs/9 min.
40	Handcuff - mechanically restrain person	3.67	98	223.99 to 242.93 lbs	233 lbs



Combined Physical Activities (survey items 46-59)

#	Question	Frequency		Intensity	
		Mean	%	95% Confidence	Mean-i
49	Transport person between locations, physical control, obstacles	3.12	93		
55	Conduct routine searches of individuals	3.63	100		
59	Conduct area searches	2.74	95		

Psychological Elements with Physical Effects (survey items 60-77)

#	Question	Frequency		Intensity	
		Mean	%	95% Confidence	Mean-i
62	Cope with physical effects of acute emotional stress - other	2.53	91		
64	Cope with the physical effects of chronic emotional stress - (other)	2.57	91		
67	Cope with emotional and physical impact of threats of violence	2.27	98		
69	Cope with the emotional and physical impact of repeat offenders	4	95		
70	Cope with the emotional and physical impact of horrific occurrences	3.26	95		
71	Cope with the emotional and physical impact of constant scrutiny/criticism	3.86	98		
72	Cope with the emotional and physical impact of organizational issues	2.86	93		
73	Cope with the emotional/physical impact of constant scrutiny/media-court	3.07	98		
74	Cope with the long-term impact of constant exposure to deviants	4.05	98		
75	Cope with the emotional/physical impact of constant personal liability	3.61	100		



General Physical Activities (survey items 78-88)

#	Question	Frequency		Intensity	
		Mean	%	95% Confidence	Mean-i
78	Bending over from waist at or below waist level	4.31	98		
79	Twisting at the waist	4.4	98		
81	Typing on keyboard	5	100	4.73 to 5.62 hrs	5 hrs
82	Routine driving of auto	4.33	100	4.72 to 6.02 hrs	5 hrs
83	Use computer mouse	5	100	4.65 to 5.59 hrs	5 hrs
84	Talking on phone, radio, while using computer	4.81	100		
87	Transition between sitting and standing	5	100	38.04 to 51.53 repetitions/daily	45 reps daily



Sensory Acuity—Discrimination (survey items 89-100)

#	Question	Frequency		Intensity	
		Mean	%	95% Confidence	Mean-i
89	Accurately visually detect and resolve images in varying conditions/100 ft	3.42	93		
90	Accurately determine full-range of colors in varying light conditions	3.6	93		
91	Resolve and understand faint auditory signals	3.24	95		
92	Resolve and understand speech in various environmental situations	3.65	93		
93	Detect and resolve faint and/or odd odors	3.13	95		
94	Accurately resolve visual images in low light conditions	2.81	95		
95	Understand speech through electronic devices in wide range/environments	4.45	98		
96	3-dimensional vision, sufficient for depth perception for complex tasks	2.67	88		
97	Accurately visually detect and resolve transitory "body language" cues	3.86	98		
98	Accurately use vision and hearing for threat assessment in use of force	2.86	93		
100	Routine use of CRT	5	100	5.72 to 6.74 hrs	6 hrs



Tasks meeting the rules for CIP/Importance are listed here.

Sitting, Standing, Walking Running (survey items 10-19)

#	Question	Mean	%
10	Run to pursue/escape fleeing/attacking person	3.19	72.1
19	Walk backwards (retreat)	3.28	72.2

Lifting, Carrying, Pushing (survey items 25-32) (No items)

Crawling, Climbing Over/Under Obstacles (survey items 20-24)
(No items)

Jumping—Vaulting (survey items 33-35) (No items)

**Struggle—Fight-Defend** (survey items 36-45)

#	Question	Mean	%
36	Grip and hold a person to maintain physical control	3.91	93
37	Hold/restrain struggling person	4.14	93.1
38	Physically defend against and control an attacking person	4.5	88.3
39	Take down and subdue a resisting person	4.29	88.5
40	Handcuff - mechanically restrain person	4.19	93.1
41	Tackle a fleeing person to stop flight	3.3	67.5
42	Use hand weapon, other than firearm	3.73	76.8
43	Use chemical weapon to subdue person in physical confrontation	3.95	86
44	Use firearms in physical confrontation	4.1	79
45	Dodge, evade blows, thrown objects	4	83.52

**Combined Physical Activities (survey items 46-59)**

#	Question	Mean	%
46	Pursue fleeing person on foot, barriers, hazards, struggle to subdue	3.32	74.4
47	Physically/mechanically restrain, lift/carry/drag resisting person	3.77	88.4
48	Draw, aim, fire service pistol	3.98	74.4
49	Transport person between locations, physical control, obstacles	3.76	83.7
50	Being struck by/striking person	4.07	86
51	Physically struggling with multiple persons	4.12	81.4
52	Falling/being knocked down in struggle, recovering to feet, resume	3.88	81.4
54	Participate in Defensive Tactics Training	3.6	83.8
55	Conduct routine searches of individuals	3.79	90.7
56	Conduct high risk searches of individuals	3.83	79
59	Conduct area searches	3.37	83.7

Psychological Elements with Physical Effects (survey items 60-77)

#	Question	Mean	%
60	Continuing to function in confrontation a/being struck/injured	3.93	81.4
61	Cope with physical effects of acute emotional stress - self	3.65	86.1
62	Cope with physical effects of acute emotional stress - other	3.26	81.3
63	Cope with the physical effects of chronic emotional stress (self)	3.45	81.4
64	Cope with the physical effects of chronic emotional stress (other)	3.26	83.8
65	Cope with emotional and physical results of - bodily fluids	3.36	79.1
66	Maintaining state of hypervigilance over protracted period of time	3.44	90.7
67	Cope with emotional and physical impact of threats of violence	3.38	91.5
68	Cope with the emotional and physical impact of being on-call	3.37	58.2
70	Cope with the emotional and physical impact of horrific occurrences	3.19	79
71	Cope with the emotional and physical impact of constant scrutiny/criticism	3.23	76.8
74	Cope with the long-term impact of constant exposure to deviants	3.02	72.1
75	Cope with the emotional/physical impact of constant personal liability	3.07	67.4
76	Cope with the emotional and physical impact of being shot at	3.46	65.1
77	Cope with the emotional/physical impact of exposure to hazardous. materials	3.38	81.4



General Physical Activities (survey items 78-88)

#	Question	Mean	%
82	Routine driving of auto	3.23	74.4
86	Cardio-vascular endurance (sustained, high demand exertion + 3 min.s)	3.05	74.5
87	Transition between sitting and standing	3.49	62.8

Sensory Acuity—Discrimination (survey items 89-100)

#	Question	Mean	%
89	Accurately visually detect and resolve images in varying conditions/100 ft	3.12	74.4
94	Accurately resolve visual images in low light conditions	3.07	67.5
95	Understand speech through electronic devices in wide range/ environments	3.19	76.7
96	3-dimensional vision, sufficient for depth perception for complex tasks	3.56	81.4
97	Accurately visually detect and resolve transitory "body language" cues	3.16	79
98	Accurately use vision and hearing for threat assessment in use of force	3.91	90.7
99	Maintain visual contact in pursuits in unpredictable terrain and conditions	3	74.4



Introduction

The net outcome of the P&P Physical Capabilities JTA data analysis is a validated list of **52** tasks, which may reasonably be referred to as “critical and essential” to the proper functioning of the parole and probation officer position.

These critical and essential tasks form the valid and logical basis for any physical capabilities—medical related employment and/or training requirements for this position.

Items are listed according to DUTY categories and by survey question number for consistency.



SITTING—STANDING—WALKING—RUNNING

- 10. Run to pursue/escape fleeing/attacking person (pursuit-evasion) (CIP)
- 12. Walk continuously (F)
- 13. Stand continuously (F)
- 14. Walk up/down stairs (F)
- 16. Sit continuously (F)
- 17. Walk/run on irregular, potentially hazardous surfaces (F)
- 19. Walk backwards (retreat) (CIP)

CRAWLING, CLIMBING OVER/UNDER OBSTACLES

No items met cut-off

LIFTING—CARRYING—PUSHING

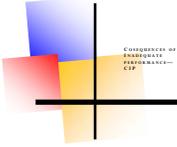
- 25. Lift objects up off the ground (F)
- 26. Push/pull objects (F)
- 28. Carry and place objects (F)
- 29. Lift objects down from elevated surface (waist high or above) and place on ground or floor (F)



JUMPING -VAULTING—no items met cut-off

STRUGGLE—FIGHT—DEFEND

36. Grip and hold a person to maintain physical control (F) (CIP)
37. Hold/restrain a struggling person (CIP)
38. Physically defend against and control an attacking person (CIP)
39. Take down and subdue a resisting person (CIP)
40. Handcuff—mechanically restrain person (F) (CIP)
41. Tackle a fleeing person to stop flight (CIP)
42. Use hand weapon(s) (other than firearm) to subdue person in physical confrontation (CIP)
43. Use chemical weapon to subdue a person in a physical confrontation (CIP)
44. Use firearms in physical confrontation (CIP)
45. Dodge/evade blows, thrown objects (CIP)



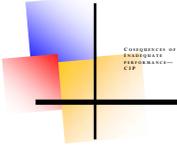
COMBINED PHYSICAL ACTIVITIES

46. Pursue fleeing person on foot, negotiating barriers and hazards (running, jumping, climbing, etc.), struggle with and subdue after pursuit/evasion (CIP)
47. Physically/mechanically restrain, lift/carry/drag resisting person (CIP)
48. Draw, aim and fire service pistol (CIP)
49. Transport person (resisting, not resisting) between locations, maintaining physical control, negotiating stairs, doorways, obstacles and other features (F) (CIP)
50. Being struck by, and/or striking person (physical altercations) (CIP)
51. Physically struggling with multiple persons (CIP)
52. Falling/being knocked down in struggle or pursuit -recovering to feet-resuming struggle/pursuit (CIP)
54. Participate in Defensive Tactics Training (DT's) (CIP)
55. Conduct routine physical person searches of individuals (F) (CIP)
56. Conduct high-risk searches of individuals (weapon drawn) (CIP)
59. Conduct area searches (walking, standing, kneeling, crawling, lifting, bending, etc.) (F) (CIP)



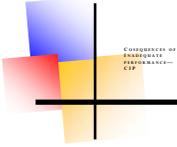
Psychological Elements with Physical Effects

60. Continuing to function in a physical confrontation after being struck/injured (CIP)
61. Cope with the physical effects of acute emotional stress {fear, anger, etc} (self) (CIP)
62. Cope with physical effects of acute emotional stress (others) (F) (CIP)
63. Cope with the physical effects of chronic (cumulative) emotional stress (self) (CIP)
64. Cope with the chronic (cumulative) emotional stress (others) (F) (CIP)
65. Cope with the emotional and physical results of being struck by - exposed to bodily fluids (CIP)
66. Maintaining a state of hypervigilance over protracted period of time
67. Cope with the emotional and physical impact of being subjected to verbal threats of violence (F) (CIP)
68. Cope with the emotional and physical impact of being on-call (F) (CIP)
69. Cope with the emotional and physical impact of dealing with repeat offenders (F)
70. Cope with the emotional and physical impact of seeing, hearing, smelling and reading about horrific events/occurrences (F) (CIP)
71. Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.) (F) (CIP)
72. Cope with the emotional and physical impact of high levels of organizational ambiguity and disruption (threat of lay-off's, changing policies, management relations, etc.) (F)
73. Cope with the emotional and physical impact of constant scrutiny (media, testifying in court, etc.) (F)
74. Cope with the long-term emotional and physical impact of Constant exposure to deviance (distorted world view) (F) (CIP)
75. Cope with the emotional and physical impact of constant exposure to personal legal liability (F)
76. Cope with the emotional and physical impact of being shot at (CIP)
77. Cope with the emotional/physical impact of exposure to hazardous materials (CIP)



General Physical Activities

- 78. Bending over from waist at or below waist level (F)
- 79. Twisting at the waist (F)
- 81. Typing on keyboard (F)
- 82. Routine driving of automobile (F) (CIP)
- 83. Use computer mouse (F)
- 84. Talking on phone, radio, while using computer (F)
- 86. Cardio-vascular endurance (sustained high-demand physical exertion for longer than three minutes) (CIP)
- 87. Transition between sitting and standing (F) (CIP)



SENSORY ACUITY—DISCRIMINATION

89. Accurately visually detect and resolve images, facial and body features, and movement of persons and objects in varying light conditions, at distances up to 100 feet (F) (CIP)
90. Accurately determine full-range colors (clothing, substances, skin tones, etc) in varying light conditions (F)
91. Resolve and understand faint auditory signals (whispers, transients (clicks, pops, impacts), air movement, etc.) (F)
92. Resolve and understand speech in the presence of a wide range of environmental surrounds (wind, vehicle noise, equipment sounds, etc.), including high levels of ambient background noise (F)
93. Detect and resolve faint and/or odd odors (F)
94. Accurately resolve visual images in low-light conditions (F) (CIP)
95. Understand speech through electronic devices (telephone, radio, cell phone. etc.) in a wide range of environmental conditions (F) (CIP)
96. Three-dimensional vision, sufficient for clear depth perception, image placement and location sufficient for complex visual tasks (driving a vehicle in emergency conditions, pursuit of persons over complex surfaces in unpredictable conditions, stairs, steps, obstacles, weapons use, etc.) (F) (CIP)
97. Accurately visually detect and resolve transitory and subtle changes in "body language" (pupil constriction/dilation, skin color and respiration changes, etc.) (F) (CIP)
98. Accurately use vision and hearing for threat assessment in use of force situations (F) (CIP)
99. Maintain visual contact in pursuit (car and foot) in unpredictable terrain and conditions (F) (CIP)
100. Routine use of color computer monitor (CRT) (F)

Report Summary

This is the first of a new generation of segmented, internet based JTA surveys for DPSST.

It represents one of the most comprehensive industry physical task JTA for entry-level Parole and Probation officers ever done.

In addition to the more traditional medical standard oriented survey items, a more comprehensive approach was taken, including examining task behaviors with psychological-physical implications (stress), and complex task combinations (pursuit and subdue), all of which are common to the job, but often absent in less comprehensive JTA surveys.

In addition to the customary arithmetic “rules” for determining task inclusion, the 2006 P&P survey also includes statistical features such as rating and intensity norms, 95% confidence rate analysis of intensity of performance, and a full statistical analysis of all survey items.

Analysis of the survey data resulted in a list of **52** critical and essential tasks.

These tasks are reasonably defensible as: job requirements, training requirements, medical standards, physical capacity standards and ultimately basic performance standards.

Summary—Profile of the Physical Requirements of the entry-level Parole and Probation Officer

In summary, this analysis reveals a job that is primarily sedentary over time (high frequency of office-type activities: computer, telephone, sitting, etc.), but punctuated by unpredictable, extremely high-demand—high risk, but relatively infrequent critical physical activities (pursuing, fighting, struggling).

This job profile is further complicated by high-demand sensory requirements, but most striking are the psychological-physical aspects of the work showing extremely high frequency and criticality.

P&P officers are faced with physical demands and risks which are on a par with those of police and corrections officers in intensity and potential consequences, but much less frequently encountered.

Care must be taken when generalizing to a specific entity within the survey. While the validation is of sufficient rigor to support employment requirements, variation among reporting departments requires a disclaimer on the part of DPSST for this use in specific agencies.

The results of this survey apply to curriculum and medical standards for the aggregate group, which is the responsibility of DPSST. Any additional application solely the responsibility of the individual agency.

The results obtained in this process were solely obtained through the methodology described.

There has been no additional input or editing by anyone other than the analyst conducting the study (other than that specifically noted, and with the exception of customary proof-reading and structural editing assistance).



Specific questions, concerns and/or inquiries should be directed to:

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I hereby certify the content of this report to be factual, accurate, complete and as represented, to the best of my knowledge.

Richard Gardner, Job Task Analysis Coordinator