



Tennessee Correction Academy
In-Service Training Catalog
FY 2012-2013

Tennessee Correction Academy

Our Mission, Our Vision, Our Goals

Mission Statement

To ensure state-of-the-art training to all employees whom we have the opportunity to serve.

Vision Statement

The Tennessee Correction Academy, through a focus on professional service, will set the example for excellence in the delivery of criminal justice training.

Values

- Implementing a targeted training system
 - Operating in a quality facility
 - Making training a clear priority

CORE TRAINING

2012-2013 Training Year Course Schedule

Common Core

These two-day, sixteen (16) hour programs are delivered locally for TDOC staff who do not attend 32 hours of training at the Academy.

Common Core 2012-2013
<ul style="list-style-type: none">• Employee Rights/Opportunities• Looking Toward the Future• Professional Courtesy• Motivating Your Employee to Succeed• Prison Radicalization• Maintaining Confidentiality• Hostage Survival• Levels of Care• Policy Update

Pre-Service Training for TDOC – FY 2012-2013

Class #	Begin/End Date of Correctional Officers	Begin/End Date for Support Staff for TDOC (they will attend weeks 5 & 6 of the BCOT Program)
501	July 30 – September 7	August 27 – Sept. 7
502	September 10 – October 19	October 8-19
503	October 22 – November 16	November 5-16
504	November 26 – December 21	December 10-21
505	January 7 - February 1	January 22-February 1
506	February 4 – March 1	February 19 – March 1
507	March 4-28	March 18 – 28
508	April 1-26	April 15-26
509	April 29 – May 24	May 13-24
510	May 28 – June 21	June 10-21
511	June 24 -	

Pre-Service Training for TDCS – FY 2012-2013

Class #	Begin/End Date of Children Services' Officers
501	July 30 – August 17
502	September 10 – 28
503	October 22 – November 9
504	November 26 – December 14
505	January 7 – 25
506	February 4 – 22
507	March 4 – 22
508	April 1-19
509	April 29 – May 17
510	May 28 – June 14
511	June 24

“Air Course Academy”

As part of their continuing service to the facilities, the Academy will resume broadcasting special In-service Adult Security courses to the Northeast Correctional Facility and Northwest Correctional Facility. This year the Academy will train the entire security staff at Northeast via broadcast.

The Academy will continue to provide numerous training opportunities to the field through its distance learning training program. Nicknamed the “*Air Course Academy*”, this program allows a highly cost-effective means of providing training for specifically targeted employee groups. Training schedules will be made available through local Training Specialists and will be published on the Academy website.

There are essentially two forms of programming anticipated for the delivery of training. Either Point-to-Point, or Multi-Point, hookups are available and are described below.

Single Site, or *Point-to-Point*, programming from the Academy to a **single** receiving location is absolutely *free* and requires only the simple mechanism of individual scheduling for one time occurrences – or rotational scheduling, if repetitive system-wide coverage is desired. It uses and co-exists on the Department’s existing network with no connecting charge incurred for either of the two participating locations.

Examples:

- ⇒ Single-site reception of a **live** satellite downlink from the Academy
- ⇒ Single-site reception of pre-recorded material from the Academy (satellite rebroadcasts, previously conducted training sessions, training videos, etc.)
- ⇒ Single-site live interactive programming from the Academy

Multiple Site, or *Multi-Point*, programming from the Academy to **several** simultaneously receiving locations requires external hardware resources from the Office of Information Resources (OIR) and involves an hourly charge for all participants. Connecting charges of \$25.00 per hour per site are incurred. For instance, a Multi-Point session including the **Academy**, West Region’s **WTSP**, Middle Region’s **DSNF**, and East Region’s **NECX**, would cost \$100.00 per hour.

Examples:

- ⇒ Simultaneous system-wide time or event-critical meetings or conferences

⇒ Simultaneous system-wide time or event-critical training for specific employee categories

Tennessee Department of Correction In-Service Courses FY 2012-2013

Code	Course Title	Offerings	Class Size	Hours	Who Attends
AS	Adult Security	(35) Weekly except when Corporals Attend	72	32	Correctional Officer; Clerical Officer
AS/C	Adult Corporals	(13)	32	32	Correctional Corporals; Correctional Treatment Technician; Supervisor
ATO	Adult Transportation Officers	(8) July 16-20 Aug. 6-10 Aug. 27-31 Sept. 17-21 Oct. 8-12 Oct. 22-26 Dec. 17-21 March 4-8		32	Transportation Officers
CH	Chaplains	(1) April 10-12		16	Wednesday 1:00 – Friday 12:00

Code	Course Title	Offerings	Class Size	Hours	Who Attends
CM	Correctional Managers	(8) Sept. 4-5 October 29-30 Nov. 13-14 Feb. 4-5 Feb. 19-20 March 4-5 June 3-4 June 24-25		16	Monday-Tuesday – except if falls on a holiday week Security Positions – Sgt. and above Mid-Level and Senior Other Positions – Mgrs. of other departments
CCN/ IRC/ Teachers		(11) Oct. 16-17 Nov. 13-14 Dec. 18-19 Jan. 15-16 Feb. 19-20\ March 26-27 March 12-13 April 23-24 May 7-8 May 21-22 June 4-5		16	Monday at 8:00 -Tuesday at 5:00

Tennessee Department of Children's Services In-Service Courses FY 2012-2013

Code	Course Title	Offerings	Class Size	Hours	Who Attends
ATO-J	Transportation Officers for DCS	(2) Nov. 26-30 April 22-26		32	Begins Monday at 12:00 noon. – Thursday
CSM	Children's Services Managers	(4) Aug. 27-31 Sept. 24-28 April 15-19 June 17-21		32	All managers – Classes begin at 12:00 noon on Monday - 4:00 p.m. on Thursday.

CSO/ RCM	Children's Services Officers and Residential Case Managers	(15) Aug. 13-17 Sept. 10-14 Oct. 1-5 Oct. 29-Nov. 2 Nov. 26-30 Jan. 14-18 Jan. 28-Feb. 1 Feb. 25-Mar. 1 April 1-5 April 29-May 3 May 6-10 May 20-24 June 3-7 June 10-14 June 24-28		32	Training begins at 12:00 on Monday and goes to Thursday
TDT	Training Design Teams	(1) Dec.10-12		16	As designated

Tennessee Correction Academy Specialized Training Schools FY 2012-2013

These programs are designed for those staff assigned to special activities. Other specialty courses target topics of interest for the corrections professional desiring to enhance information or skills. Please Note: Unless specifically indicated, scheduled programs begin at 8:00 a.m. on the date(s) listed

Code	Course Title	Offerings	Class Size	Hours	Who Attends
CHEM	Chemical Agent T4T	(1) Aug. 13		8	Monday only – 8-5
CTT	CORE Train the Trainers	(1) Aug. 6-7	TBA	16	For institutional personnel assigned to deliver CORE training modules (8 hour Presentation Skills for New Trainers will be added - if required).
DBT	Disciplinary Board Training	(2) Oct. 24-26 May 29-31		20	Wed. 8:00 – Friday noon – As designated
FBTS	Facility-Based Tactical Squad Commanders	(2) Oct. 1-3 May 13-15		24	All designated institutional CERT Commanders
FI	Firearms Instructor Training.	(2) Oct. 8-12 Feb. 25-March 1		40	As designated

Code	Course Title	Offerings	Class Size	Hours	Who Attends
GCT	Glock Certification Training	Sept. 25-28 April 9-12		32	
HN	Hostage Negotiators Training	(1) Feb. 11-15		40	
HNU	Hostage Negotiators Update (Scenarios)	(2) Oct. 17-19 March 20-22	15	16	Begins Wednesday at 1:00 and ends Friday at noon.
IFTO	Field Training Officers	(1) Sept. 4-6		24	Tuesday-Thursday – This program is for new IFTO and also an update for people already trained.
SAN	Sanitation Training	(1) April 25		2/8	New inspectors – 8 hrs. Update -2.0 hrs. Thursday 8:00 a.m. – 5:00 p.m.
TASER	Taser Training	(1) Sept. 20-21		16	Thursday and Friday – 8:00 – 5:00 p.m.
T4T	Train the Trainer	(3) July 23-27 Feb. 4-8 June 17-21		40	As designated.
VST	Visitation Supervisors' Training	(2) Jan. 22-23 May 28-29		8	Tuesday at 1:00 – Wednesday noon

FIREARMS LAB
3.5 HOURS

COURSE RATIONALE & DESCRIPTION

The Tennessee Department of Correction requires all security staff to qualify annually with the .38 caliber Revolver, and the 12 gauge Shotgun. This course serves as a refresher for those staff who has been previously qualified. Through a series of lecture and demonstration, a certified firearms instructor will review the Department's policies on the "Use of Deadly Force", "Standard Firearms Qualification", and the safe and proper operation of each of the Department's standard-issue weapons. The instructor will review the components of marksmanship such as stance, grip, sight alignment, and trigger squeeze. Participants will demonstrate their knowledge of these firearms issues by attaining a minimum score of 75% on a written examination covering all of the information presented during the class.

COURSE OBJECTIVES

Upon successful completion of this class, the participant will:

1. Demonstrate his/her knowledge concerning the use of firearms by attaining a minimum score of 75% on a written examination.
2. Denote the authorization to carry firearms
3. Express the safety rules for proper handling of firearms
4. List the fundamentals of effective shooting
5. List the procedures for loading and unloading Department issued firearms

TDOC POLICY

110.05;110.06;506.07;506.08;506.09

ACA STANDARD

1-CTA-3A-14
1-CTA-3A-21

LONG BATON TRAINING
2.0 HOURS

COURSE RATIONALE & DESCRIPTION

Correctional Officers may be called upon to respond to situations within the institution requiring the use of the long baton, also referred to as the riot baton. Policy mandates that employees be properly trained in the use of such less-lethal equipment before its use. The instructor will review policy 506.08 regarding batons in the use of force. Trainees will be shown how to hold the baton, proper stance positions, striking techniques and blocking techniques. Vulnerable parts of the body will be discussed as well as appropriate striking areas. Trainees will be required to demonstrate their proficiency with the long baton during drills.

COURSE OBJECTIVES

Upon successful completion of this class, the participants will:

1. Review policy constraints in policy 506.08 regarding the use of batons.
2. Demonstrate five (5) methods of using the long baton.
3. Identify vulnerable areas of the body for baton strikes.
4. Identify areas of the body to avoid when striking with batons.
5. Review and demonstrate proper application techniques during conducted drills.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14
1-CTA-3A-21

ESCORTING RESISTANT INMATES
2.0 HOURS

COURSE RATIONALE & DESCRIPTION

Correctional Officers control and supervise inmate movement within the facility on a daily basis. Escorts within the facility are done so often without incident that we forget how dangerous an escort “gone wrong” can be. Some officers have found that even though an inmate was handcuffed and wearing leg irons, the inmate was still able to assault one or more officers as they were being escorted through the institution. This course is designed to look at some of the escorting techniques with the institution that have been used in the past and to demonstrate a couple more that the participant might find useful.

COURSE OBJECTIVES

Upon successful completion of this class, the participants will be able to:

1. Discuss how policy, segregation status and custody classification dictate the type of security restraints applied during inmate escort within the facility.
2. Identify at least three (3) common mistakes employees make when escorting restrained inmates to various areas within the facility.
3. Describe and demonstrate at least two (2) escorting techniques, including officer positioning and hands-on control, discussed in class.

TDOC POLICY
110.05

ACA STANDARD
1-CTA-3A-14
1-CTA-3A-21

PROFESSIONAL COURTESY
2.0 HOURS

COURSE RATIONALE & DESCRIPTION

This course introduces the line staff employee to the professional courtesy aspect of communication and personal conduct through lecture and guided discussion.

COURSE OBJECTIVES

Upon successful completion of this class, the participants will be able to:

1. Describe professional communication.
2. List three benefits of professional communication.
3. Describe professional personal conduct.
4. List three benefits associates with professional personal conduct.

TDOC POLICY
110.05

ACA STANDARD
1-CTA-3A-14
1-CTA-3A-21

FIREARMS QUALIFICATION

3.5 HOURS

COURSE RATIONALE & DESCRIPTION

The Tennessee Department of Correction requires all security staff to qualify annually with the .38 caliber Revolver, and the 12 gauge Shotgun. During this live fire component of annual firearms training, certified firearms instructors will supervise participants as they are engaged in both practice and qualification courses of fire. In addition to record-fire qualification, participants will be monitored for adherence to firearms safety standards.

COURSE OBJECTIVES

Upon successful completion of this class, the participant will:

1. Demonstrate firearms proficiency with the standard-issue 38 caliber revolver, by attaining a minimum acceptable annual qualification score of 200 (of 250) points under the direct supervision of a certified firearms instructor.
2. Demonstrate firearms proficiency with the standard-issue 12 gauge shotgun, by attaining a minimum acceptable annual qualification score of 80 (of 100) points under the direct supervision of a certified firearms instructor.

TDOC POLICY

110.05;110.06;110.07;506.08;506.09

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

CHEMICAL AGENTS

1.0 Hour

COURSE RATIONALE & DESCRIPTION

When it becomes necessary for correctional staff to use force against an inmate, the Tennessee Department of Correction provides approved options for the application of that force. One of these approved options is the appropriate use of chemical agents to subdue an inmate. Through the use of lecture and video, a certified instructor will review Departmental Policy 506.07.1 "Use of Chemical Agents" and cover the proper use, handling and delivery applications of aerosol oleoresin capsicum or "pepper spray". First-Aid procedures for those exposed to oleoresin capsicum will be discussed. The correct application of the standard issue aerosol delivery canister will be demonstrated by the instructor using inert agent on a "B-27" silhouette target, with each participant required to give a return demonstration.

COURSE OBJECTIVES

Upon successful completion of this class, participant will:

1. Demonstrate understanding of the departmental policy constraints for use of oleoresin capsicum by achieving a minimum score of 80% on a written examination covering the material addressed in the course.
2. Demonstrate the ability to properly use aerosol chemical agents.

TDOC POLICIES:

110.01

506.07

506.07.1

ACA STANDARDS: 1-CTA-3A-14;1-CTA-3A-21

EMPLOYEE RIGHTS/OPPORTUNITIES

2.0 HOURS

COURSE RATIONALE & DESCRIPTION

All state employees have grievance and due process rights set forth by the Tennessee Department of Human Resources. This program will give each participant an opportunity to become more familiar with these rights. This course will also discuss promotional opportunities in the department and the process by which these promotions occur.

Course Objectives

Upon successful completion of this course of instruction, the trainee will be able to:

1. Describe the employee grievance process.
2. Explain the due process procedure.
3. Identify promotional opportunities in the department.
4. Explain the steps involved for placement on a promotional register.

TDOC POLICY

110.05, 305.01, 305.02

DOHR policies 1120-10, 1120-11, 1120-02

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

LEVELS OF CARE (MH)

1.0 HOUR

COURSE RATIONALE & DESCRIPTION

This course is designed to give correctional staff an overview of the Mental Health Levels of Care and the impact that it will have on the inmates, staff and the community.

COURSE OBJECTIVES

Upon successful completion of this class, the participants will be able to:

TDOC POLICY

1. 110.05 Discuss the five designated levels of care for inmates.
2. Identify their responsibilities with regard to the program.
3. Discuss the relationship between the appropriate care for incarcerated inmates and their success in the community.

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

PROFESSIONALISM THROUGH ACCOUNTABILITY

3.0 HOURS

COURSE RATIONALE & DESCRIPTION

Integrity and staff accountability go hand in hand as a set of moral standards that facilitate our mission to provide safety to the public and our prisoners. Individual accountability is essential to the accomplishment of our mission. This course will address the twin issues of staff accountability and integrity, reviewing with the student the rules of conduct that govern and are expected by any professional organization. The course will examine the role that supervisors play in setting a good example and ensuring that those whom they supervise follow policy, rules and regulations of the TDOC.

COURSE OBJECTIVES

Upon successful completion of this class, the participant will:

1. Define staff accountability and integrity
2. Discuss supervisor responsibility in the above and other areas. (Questionnaire).
3. Identify proper and effective documentation and its critical importance.
4. Define and describe the terms “mentoring” and “modeling” with regard to a supervisor’s role.
5. Review A.C.A. Code of Ethics, TDOC Code of Ethics, and TDOC Oath of Office
6. Ethical Situation / Dilemma Case Studies
7. Review TDOC Uniform Policy (peer review exercise)
8. Understand the negative impact social networking can have on the department

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14;1-CTA-3A-21

PRISON RADICALIZATION

2.0 HOURS

COURSE RATIONALE & DESCRIPTION

This course will review 39 terrorist plots against the United States since September 1, 2001 and discuss the possibility of connections between prison gangs and potential terrorists. The internet has become a source by which radical ideas can easily be spread to vulnerable individuals, especially our inmates who have been found in possession of cell phones capable of connecting to the internet.

COURSE OBJECTIVES

Upon successful completion of this course, the participants will be able to:

1. Identify at least 15 of the 39 thwarted terror plots discussed in class.
2. Discuss how some of these plots involved prison inmates.
3. Explain how Muslim chaplains are a valuable resource for preventing inmate radicalization.
4. Discuss how the internet can help spread radicalization to not only our youth but also to our inmates who might acquire access to that level of media.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

HOSTAGE SURVIVAL/RESPONSE

1.0 HOUR

COURSE RATIONALE & DESCRIPTION

This course introduces the line staff employee to hostage situations and provides some guidance for establishing initial communication and the steps to take until the Hostage Negotiation Team arrives on the scene.

COURSE OBJECTIVES

Given lecture and practical application participation, participants should be able to:

1. Identify the most successful resolution to a hostage situation.
2. Identify the four (4) kinds of people taken hostage in an institutional setting.
3. Identify the things a hostage can do to maximize their chances for survival.
4. Identify at least three (3) ways time can affect a hostage situation.
5. Identify the first thing any employee should do if they discover a hostage situation.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

MOTIVATING YOUR EMPLOYEE TO SUCCEED

2.0 HOURS

COURSE RATIONALE AND DESCRIPTION

The prison setting is an area where success and failure, or even life or death, depends on trust, teamwork, professionalism and accountability. Oftentimes, too much time is spent focusing on the negative and just making sure the job is completed, instead of recognizing staff for a job well done.

The concept of this class is to help co-workers and supervisors/managers find ways to recognize staff members for the job they do on a regular basis. It will also identify ways to motivate their fellow teammates to follow policy, identify ways to hold each team member accountable and to find ways to promote individual achievement.

COURSE OBJECTIVES

Upon completion of this class, participants will be able to:

1. Identify ways to motivate staff.
2. Identify the hidden talents of your teammates.
3. Discuss and demonstrate ways to motivate workers to follow policies.
4. Identify ways to hold staff accountable for their actions.
5. Identify ways to show appreciation for individual achievements.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

MAINTAINING CONFIDENTIALITY
2.0 HOURS

COURSE RATIONALE AND DESCRIPTION

Confidentiality is very important to establishing and maintaining strong professional standards. It is important that employees are aware of the rights of individuals to privacy and to respect the confidential nature of information concerning inmates, staff and operational techniques.

Through a combination of lecture, table group exercises and guided group discussion, we will discuss the important aspects of professionalism as it relates to confidentiality in the workplace.

COURSE OBJECTIVES

Upon completion of this course of instruction, each trainee will have:

1. Defined and discussed confidentiality as it relates to the TDOC workplace.
2. Identified specific work groups and job classifications that are impacted by confidentiality in the workplace.
3. Identified detrimental effects of employees failing to adhere to professional standards of confidentiality.

TDOC POLICY
110.05

ACA STANDARD
1-CTA-3A-14
1-CTA-3A-21

THE DRUG FREE WORKPLACE FOR SUPERVISORS/MANAGERS
2.0 HOUR

COURSE RATIONALE AND DESCRIPTION

The Tennessee Department of Correction is committed to establishing and maintaining a Drug Free environment. This effort involves compliance with the Federal Drug Free Workplace Act and establishing our own policies and procedures to accomplish that goal. Mandatory in this compliance is on-going training of all TDOC staff. Managers and Supervisors need additional information delineating their expanded role in establishing and maintaining a drug-free workplace.

COURSE OBJECTIVES

Upon successful completion of this class, the participant will:

1. Name the circumstances under which an employee may be tested for reasonable suspicion.
2. Name the consequences of a positive drug screen and refusal to provide a sample for testing.
3. List the expectations of the drug testing procedure.
4. Define the management role in maintaining a drug free workplace.

TDOC POLICY
110.03, 302.12

ACA STANDARD
1-CTA-3A-14
1-CTA-3A-21

TAKING CHARGE
4.0 HOURS

COURSE RATIONALE AND DESCRIPTION

Many people talk about the decline of the work ethic. In reality, it is not the work ethic which has declined. Rather, it is leaders who have failed. Leaders have failed to instill vision, meaning and trust in their followers. They have failed to empower them. Regardless of whether we're looking at organizations, government agencies, institutions or small enterprises, the key and pivotal factor needed to enhance human resources is leadership. During this course, with the use lecture, discussion and group activities the topic of leadership and Taking Charge will be examined.

COURSE OBJECTIVES

Upon successful completion of this class, the participant will:

1. Identify and discuss the 20 fundamentals of leadership.
2. Recognize the importance of establishing standards.
3. Recognize the importance of the term the right the people for the right job.
4. Explain the importance of counseling subordinates.
5. Identify the role of the leader in disciplinary/firing process.
6. Define the leader's role in handling a crisis situation.
7. Identify the down side of being a leader.
8. Explain the importance of creatively complimenting subordinates.
9. Examine the importance of personality types.
10. Recognize the importance of looking at you as a leader.
11. Define the leader's role as a teacher.
12. List the positive outcomes of taking care of your people.

TDOC POLICY
110.03, 302.12

ACA STANDARD
1-CTA-3A-14
1-CTA-3A-21

LOOKING TOWARD THE FUTURE
2.0 HOURS

COURSE RATIONALE AND DESCRIPTION

Upon completion of this course, the students will have a better understanding of the change process and develop skills to manage the uncertainty and resistance employees have toward change. Recent changes implemented in the operations of TDOC will be identified and discussed.

COURSE OBJECTIVES

Upon the successful completion of this class, the participants will be able to :

1. Identify some changes that are occurring in TDOC.
2. Develop skills to identify and deal with resistance to change.
3. Identify how some recent TDOC changes will benefit you.

TDOC POLICY
110.05

ACA STANDARD
1-CTA-3A-14
1-CTA-3A-21

CRITICAL THINKING SCENARIO

2.0 HOURS

COURSE RATIONALE AND DESCRIPTION

Correctional Officers deal with numerous inmates on a daily basis with a multitude of charges. It is human nature to want to treat inmates according to how a person feels instead of what the law allows. There are arguments that inmates are given too many rights and treated with too much leniency. Some want to lock all criminals up and throw away the key without realizing the impact that it would have on society. There are also those who do not believe that inmates or criminals should be given the opportunity to rehabilitate themselves and will always be a scourge on society. This class will allow the instructor to lead a guided discussion about critical decision making. This class will give the participants the ability to discuss and decide the punishment of eight (8) individuals convicted of various crimes and give them an insight of the need for alternative sentencing options and rehabilitative services.

COURSE OBJECTIVES

Upon successful completion of this class, the participants will be able to:

1. Identify the rationale of critical thinking.
2. Describe two (2) alternative sentencing options.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

PUTTING YOUR BEST FOOT FORWARD (PUBLIC IMAGE)

1.0 HOUR

COURSE RATIONALE & DESCRIPTION

This program is designed to improve the professional image of the Tennessee Department of Corrections employees, through behaviors that enhance or creates a positive “brand” or image. The portrayals of “prison guards” on TV and in the news media are the most prevalent perception of the average Correctional employee. Unfortunately, this perception is fictional and very negative.

This class will allow us to examine those things that we can do to prevent further distortion of who we are. We want to present ways to acquaint the public with correctional employees as professionals, providing a valuable, essential service to all society and inmates alike.

The instructor will lead the class in a discussion of what each of us can do to actively discourage the misconception the general public has of the Correctional Officer and other Correctional Staff. Topics will include: (professional appearance, hygiene, wearing of the uniform) and appropriate behavior and demeanor while in uniform or off the job. The goal is to create a more positive image (brand) for the TDOC.

COURSE OBJECTIVES

Upon successful completion of this class, the participant will:

1. Understand the importance of a “positive brand” for correction.
2. Consider how others have shaped our “brand”.
3. Identify ways employees can create a positive impression through the appearance and behavior.

TDOC POLICY: 110.05

ACA STANDARD: 1-CTA-3A-14; 1-CTA-3A-21

BUILDING YOUR TEAM
2.5 HOURS

COURSE RATIONALE AND DESCRIPTION

This class addresses the importance of team development for a manager. It will discuss the 12 elements of a successful work team and will outline key skills and behaviors related to those elements.

COURSE OBJECTIVES

Upon successful completion of this class, each participant will be able to:

1. Name at least 5 of the 12 elements of a successful team.
2. Describe key skills and behaviors for successful team development.

TDOC POLICY
110.03, 302.12

ACA STANDARD
1-CTA-3A-14
1-CTA-3A-21

COMMUNICATING WITH YOUR TEAM
2.0 HOURS

COURSE RATIONALE AND DESCRIPTION

Communication is a vital aspect of any manager's job. The ability to communicate effectively, both oral and written, is a key fundamental for any manager. This module is designed to examine the different fundamentals of communication and to offer guidance for communicating effectively. This course will offer key behaviors that will assist managers in building effective communication skills

COURSE OBJECTIVES

Upon successful completion of this course, each participant will be able to:

1. Describe the four styles of personal communication.
2. Identify the three components of active listening
3. Describe the W.R.I.T.E. way of written communication

TDOC POLICY
110.03, 302.12

ACA STANDARD
1-CTA-3A-14
1-CTA-3A-21

MANAGING CONFLICT AMONG TEAM MEMBERS

2.0 HOURS

COURSE RATIONALE AND DESCRIPTION

Conflict is a fact of life in both personal and professional arenas. Managing conflict in the workplace is extremely important to create a safe working environment, both mentally and physically, and to sustain productivity. This module will address six different sources of conflict and suggest self-assessment tools that can help managers understand their response to conflict.

COURSE OBJECTIVES

Upon successful completion of this module, each participant will be able to:

1. Identify four of the six sources of conflict
2. Describe four of the seven steps in dealing with conflict.
3. Identify at least five of the eleven steps in resolving a team conflict.

TDOC POLICY

110.03, 302.12

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

MANAGERIAL ROLES AND RESPONSIBILITIES

3.0 HOURS

COURSE RATIONALE AND DESCRIPTION

Managers are responsible for the implementation of policy and the management of units, shifts and programs in our department. This class is designed to reiterate to managers the roles and responsibilities that their job entails. This class will cover short and long term goals and objectives to ensure congruency to the department's vision and mission, building an organizational culture and the development of procedures that ensure leadership to and supervision of staff.

COURSE OBJECTIVES

Upon successful completion of the class, the participant will be able to:

1. Explain the roles of a manager.
2. Describe at least three responsibilities of a manager.

TDOC POLICY

110.03, 302.12

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

MOTIVATING YOUR TEAM
2.5 HOURS

COURSE RATIONALE AND DESCRIPTION

A motivated employee tries harder to get the job done and to do it well. This class will give managers a guideline to focus on positive reinforcement to bring out the best in employees. It will also suggest key skills and behaviors that will assist managers in the motivation of their employees.

COURSE OBJECTIVES

Upon successful completion of this module, each participant should be able to:

1. Describe the behaviors that motivate an employee
2. Explain the difference between positive and negative reinforcement
3. Identify common mistakes in positive reinforcement

TDOC POLICY
110.03, 302.12

ACA STANDARD
1-CTA-3A-14
1-CTA-3A-21

PROBLEM SOLVING/DECISION MAKING
3.0 HOURS

COURSE RATIONALE AND DESCRIPTION

Problem solving and decision making are a natural part of a manager's work day. Changes in policy, procedures and people are occurring constantly. This module will address techniques for creative and proactive problem solving. It will cover the seven steps of problem solving and give each manager a guideline to develop an action plan to aid them in effective problem solving.

COURSE OBJECTIVES

Upon successful completion of this module, each participant will be able to:

1. Name three of the seven steps of problem solving.
2. Develop an action plan to aid in problem solving.
3. Describe four of the eight techniques for improving decision making.

TDOC POLICY
110.03, 302.12

ACA STANDARD
1-CTA-3A-14
1-CTA-3A-21

CULTURAL COMPETENCY
2 HOURS

COURSE RATIONALE & DESCRIPTION

“Culture” refers to a group or community that shares common experiences that shape the way its members understand the world. It includes groups we are born into (race, national origin, gender, class religion) and groups we join or become part of such as a new culture adopted when moving to a new country or area, new economic status or by becoming disabled. We all belong to many cultures at once. So when you are working with people and building relationships with them, it helps to have some perspective and understanding of their cultures. It is also important to remember how much we have in common. We must be able and prepared to deal effectively with a wide variety of people, therefore, exploring the concepts of cultural competency in this class will allow all participants to become more effective in embracing and respecting the differences in people in their personal lives and in the workplace.

COURSE OBJECTIVES

Upon successful completion of this course, each participant should be able to:

1. Correctly identify ten (10) out of fourteen (14) terms related to cultural competence from a list.
2. Critically examine five (5) issues related to cultural competency.
3. Discuss the “cultural competency ladder”.
4. Observe and recall five (5) essential principles that contribute to an institution’s or individual’s ability to become more culturally competent.
5. Examine and recall steps to build cultural competence
6. Determine the correct word or phrase when given thirteen (13) definitions in a post-test.

COMMUNICATION/INTERPERSONAL RELATIONSHIPS
2.0 HOURS

COURSE RATIONALE & DESCRIPTION

The students will be given many examples and illustrations of useful Interpersonal communication skills and supervisory techniques that will be crucial to their effective job performance as DCS employees. All students will be encouraged to participate in classroom discussions and will be required to answer questions pertaining to this course on their end of week post test.

COURSE OBJECTIVES

Upon successful completion of this course, the participant will:

1. Define the terms; dehumanization, institutionalization, and interpersonal communication.
2. Identify three characteristics of a DCS facility.
3. Identify at least three techniques for limiting the possibility of dehumanization.
4. Recognize each employee’s role & responsibility for using I.P.C. skills.
5. Identify the three basic components of the I.P.C. model and the elements that are included in each component.

DCS POLICY
5.2

ACA STANDARD
1-CTA-3A-14
1-CTA-3A-21

JUVENILE RULES AND REGULATIONS
2.0 HOURS

COURSE RATIONALE AND DESCRIPTION

One of the primary responsibilities of a juvenile justice employee is ensuring that student's rights are protected. This class will review policy rules and regulations of the disciplinary process, policy definitions of disciplinary offenses, the appeals process, the hearing process, appeals and the use of confinement.

COURSE OBJECTIVES

Upon successful completion of this course the participant will:

1. Define the difference between aggravated battery, assault, and assault and battery.
2. Explain 2 officer responsibilities upon serving a disciplinary report to a student who is suspected of committing a major violation.
3. Cite three (3) rules governing conducting a hearing.
4. State the three (3) levels of the disciplinary appeals process.
5. List four (4) behaviors that are not subject to disciplinary sanctions.
6. Name five (5) sanctions that may be imposed by the Hearing Officer or Discipline Committee.
7. Cite the maximum number of days that room restriction or confinement can be imposed as a sanction.
8. Explain the time limitations for placing students in confinement for control.

DCS POLICY

25.1 DOE, 25.2 DOE, 25.3 DOE, 25.4 DOE, 25.5 DOE

PARTICIPATIVE LEADERSHIP & DELEGATION
2.0 HOURS

COURSE RATIONALE & DESCRIPTION

Making decisions is one of the most important functions performed by leaders. Many of the activities of managers and administrators involve making an implementing decisions, including planning the work, solving technical problems, selecting subordinates, determining pay increases, making job assignments, and so forth. Participative leadership involves efforts by a leader to encourage and facilitate participation by others in making important decisions. Democratic societies uphold the right of the people to influence decisions that will affect them. Involving others in the decision making process is often a necessary part of the political process for getting decisions approved and implemented in organizations.

This course will introduce managers to the process of participative leadership and how it involves the use of various decision procedures that allow other people within an organization to have influence over supervisory decisions.

COURSE OBJECTIVES

Upon successful completion of this course, the participant will:

1. List consequences of participative leadership
2. Identify which situations participative leadership is likely to be effective
3. Identify potential benefits/risks of delegation
4. Identify when/how to use delegation

DCS POLICY: N/A

ACA STANDARD: N/A

PROFESSIONAL ETHICS
2.0 HOURS

COURSE RATIONALE & DESCRIPTION

Professionalism (our ability and willingness to conduct ourselves in a professional manner) is what defines us as effective, dedicated and ethical DCS employees. This quality (or its lack) is also one of the most important factors in determining how the public we serve views DCS staff. Appropriate relationships between staff and the students they supervise are a critical key in maintaining secure control of our institutions. Inappropriate relationships between these same individuals and groups result in security breaches that jeopardize not only our reputation as professionals but undermine the very fabric of the safety and security we are charged with providing. This course will define “professionalism” and “ethics” through an examination of the characteristics and attributes required of each employee. Emphasis will be placed upon the relationships between staff and students that enhance our ability to do our job with integrity and upon those relationships that damage every employee’s credibility and safety within our department.

COURSE OBJECTIVES

Upon successful completion of this class, the participant will be able to:

1. Define Ethics
2. List the five (5) “S’s” of a professional image.
3. Identify four (4) professional characteristics employers are looking for in an employee.
4. Define the boundary of staff/student relationships as set by DCS Policy 4.9.
5. List a minimum of three (3) myths concerning staff/student relationships.
6. Identify a minimum of ten (10) warning signals that may indicate inappropriate staff/student relationships.

DCS POLICY
4.9 and 5.2

SAFE CRISIS MANAGEMENT
12.0 HOURS

COURSE RATIONALE & DESCRIPTION

The Best Practice Standards for Youth in DCS Custody and federal standards state that we will work from the principle of “Least Restrictive Alternative”. Using this as a standard, we have to learn to manage incidents rather than attempt to stop misbehavior. In other words, we are going to learn to manage aggression safely, rather than attempt to stop it.

COURSE OBJECTIVES

Upon successful completion of this class, the participant will:

1. Discuss the nature and dynamics of acting out behavior and current and accepted interventions
2. Identify crisis management regulations affecting their job responsibilities
3. Evaluate positive prevention strategies through the use of strength based strategies
4. List and define the safety areas associated with monitoring physical intervention

DCS POLICY
27.34

ACA STANDARD
6194, 6195.6196, 9190.9193, 9194, 9281

STUDENT ASSAULTS IN FACILITIES (PREA)
2.0 HOURS

COURSE RATIONALE & DESCRIPTION

It is the policy of the TDCS to provide a safe, humane, and appropriately secure environment, free from the threat of sexual assault for all students, by maintaining a program of prevention, detection, response, investigation, and tracking of all alleged and substantiated sexual assaults. TDCS will have zero tolerance for incidences of sexual assault within its facilities.

As staff, you will handle many sensitive incidents, not the least of which will be sexual assault. This course will provide you with the tools needed for the detection, response, investigation and prevention of student-on-student sexual assault.

COURSE OBJECTIVES

Upon successful completion of this class, the participant will be able to:

1. Discuss staff response to alleged reports of sexual assault.
2. Define sexual assault/misconduct.
3. Name three (3) ways staff can prevent sexual assaults.
4. Cite possible legal/personal consequences of sexual misconduct with a student.

TDCS POLICY
18.7, 4.9

SUICIDE SIGNS AND SYMPTOMS
1.0 HOUR

COURSE RATIONALE & DESCRIPTION

Suicide is the third leading cause of death among young people, and the rates of suicide/self-harm within juvenile facilities are higher than in the general population. The consequences of failing to recognize signs and symptoms of self-harm behavior can be costly. This block of instruction acquaints DCS staff with signs of suicidal behavior, and policy directives regarding suicide prevention and intervention.

During this course the trainee will address suicide signs, symptoms, prevention and interventions. S/he will confront myths regarding suicidal behaviors. S/he will view a video presentation produced by the American Correctional Association addressing suicide in juvenile facilities. DCS policy 19.1- Suicide/Self Harm Intervention will be studied.

COURSE OBJECTIVES

Upon successful completion of this class, the participant will:

1. State the philosophy of DCS regarding screening, identifying and supervising youth that express suicidal and/or self-harming comments or have a past history of these behaviors.
2. List the supervision steps followed by staff if a student expressed self-injurious or suicidal behavior.
3. Explain the difference between actively suicidal and suicide watch.
4. List procedures outlined in policy 10.1- Suicide/Self Harm Intervention.

DCS POLICY
5.2, 19.1

ACA STANDARD
3-JTS-1D-08-09-10-11, 3-JTS-1D-12, 3-JCRF-1D-09, 10-11, 3-JCRF-4C-06, 3-JTS-4C-22, 3-JTS-4C-37, 3-JTS-4C-41

SUPERVISION OF JUVENILES/SECURITY ANALYSIS
2.0 HOURS

COURSE RATIONALE & DESCRIPTION

In a DCS facility, certain procedures are essential in order to maintain the security of the center and its inhabitants. Security procedures reflect the essential knowledge that a Children’s Services Officer needs to ensure the smooth running of the facility and the safety and security of employees and students. In this block of instruction we will look at special situations that occur in the field. We will discuss what to look for and how to prevent negative things from happening. We will also engage in some role play scenarios to make you aware of some of the different situations you may face during the course of your workday. A big part of managing risk is in making accurate assessments and learning how to deal with them in a precise, expedient manner.

COURSE OBJECTIVES

Upon successful completion of this course, the participant will:

1. Define risk management.
2. Identify the two types of security risks.
3. Identify (4) of the preparatory things that can be done to prevent high-risk situations.
4. Relate, through a role-play exercise, how to handle potentially risky situations that may be faced through the course of a shift.
5. Identify the three (3) basic concepts for security procedures.
6. List at least five (5) of the major job responsibilities.
7. Cite five (5) ways to ensure student accountability.
8. Identify a minimum of ten (10) ways to achieve group control.
9. List seven (7) indicators that may precede a student disturbance.

DCS POLICY

5.2, 25.5, 27.2, 27.3, 27.10, 27.11, 27.14, 27.15, 27.23, 27.26, 27.34, 27.35 and 27.38

TEAM BUILDING
1.0 HOUR

COURSE RATIONALE & DESCRIPTION

TEAMWORK / TEAM BUILDING within the institution is essential to a smooth running organization. The more effectively we can function as a team, the better it is for everyone. The acronym TEAM stands for “Together Everyone Accomplishes More”. If you or someone you work with is not a team player, then hopefully after attending this class you can encourage them to become one of the team.

Every division within the department is necessary to make the department function properly. An institution cannot run effectively without the food service, medical staff, or the maintenance staff. We also must have administrative, treatment, and program staff. Security staff is essential and so are the countless others that work behind the scene to make the institutional function.

During this class we will look at what a team is and what it isn’t. We will discuss how a team should function and why teamwork is essential to institutional operation. Once we’ve found out what a team is, you will be given a chance to demonstrate your teamwork skills in an activity.

COURSE OBJECTIVES

Upon successful completion of this class, the participant will:

1. Define the term “team.”
2. List at least three decision making principles.
3. Explain the need for different sections within the department to work as a team.

DCS POLICY: N/A

ACA STANDARD: N/A

DEFENSIVE DRIVING
3.0 HOURS

COURSE RATIONALE & DESCRIPTION

In any department the transporting of students from one location to another is a necessity. It is imperative that the DCS or any other department accomplish this efficiently and safely.

This course will focus specifically on transporting students utilizing the 15 passenger van because it is the vehicle most commonly used, though most of the safety precautions and measures apply to vehicles of any size and capacity.

COURSE OBJECTIVES

Upon successful completion of this course the participant will:

1. List at least two (2) problems with fifteen (15) passenger vans.
2. Explain the techniques needed to avoid an accident.
3. Describe proper van loading procedures.

DCS POLICY : N/A

ACA STANDARD: N/A

SECURITY THREAT GROUPS UPDATE
2.5 HOURS

COURSE RATIONALE & DESCRIPTION

It has become clear that gangs are here to stay and every Children's Service employee must be prepared to deal with the problem. Gangs and their influence have infiltrated the institutions and are becoming a more serious problem with each passing year.

Students will be given information in the form of handouts and lecture from some of the leading gang specialists from the Chattanooga and Cleveland, Tennessee areas. Like most cities in Tennessee, this area of the state has experienced gangs and drug related crimes. These individuals have experience in tracking gangs and groups of individuals for their respective areas. This will be an information course on how to read gang signs and symbols.

COURSE OBJECTIVES

Upon successful completion of this class, the participant will be able to:

1. Identify at least five Security Threat Groups (STGs) active in TDCS.
2. Identify four categories used when determining whether a student is an associate or a confirmed member of an STG
3. List a minimum of five STG identifiers through the completion of an assessment instrument

TDCS POLICY
14.1

TRANSPORTATION TECHNIQUES

2.5 Hours

COURSE RATIONALE & DESCRIPTION

In any department the transporting of students from one location to another is a necessity. It is imperative that the DCS or any other department accomplish this efficiently and safely.

COURSE OBJECTIVES

Upon successful completion of this course the participant will:

1. List at least two (2) problems with fifteen (15) passenger vans.
2. Explain the techniques needed to avoid an accident.
3. Describe proper van loading procedures.

DCS POLICY : N/A

ACA STANDARD: N/A

STREET DRUG UPDATE

2.5 HOURS

COURSE RATIONALE & DESCRIPTION

Drug use among DCS students continues to be a problem within the Tennessee Department of Children Services. It is important that staff members be able to identify and recognize the signs and symptoms of street drugs that may be found in our facilities. While methamphetamine use continues to be a problem, some students may use readily available products such as bath salts or plant fertilizer to acquire a "high." This course will cover the common forms of ingestion, basic pharmacological effects upon the user and a physical description of these drugs in order to aid their recognition. This course will be presented through a combination of lecture and discussion and employs a power point format utilized to review course content and aid participants' comprehension and retention of the information.

COURSE OBJECTIVES

Upon successful completion of this class, the participant will be able to:

1. Identify a minimum of three (3) street drugs.
2. Identify a minimum of six (6) designer drugs.
3. Cite a minimum of three (3) modes of ingestion and related drug paraphernalia.

DCS POLICY

5.2

JUVENILE COURTROOM PROCEDURES

1.0 HOURS

COURSE RATIONALE & DESCRIPTION

Dressing appropriately is an important part of a court appearance, whether you are a witness, defendant, juror, or bystander. In most areas, a court has a basic dress code which people are expected to adhere to, but the dress code is usually fairly minimal. Taking the time to pick out appropriate clothing can be beneficial in the end, and it is worth carefully thinking out every garment that you will wear in court.

You may feel afraid or nervous about testifying in court. Although you want to see justice done, you may have concerns and fears about testifying, including making a mistake or not remembering things on the witness stand, or fear of being cross-examined by an opposing attorney. When testifying, there may be times when you don't understand a question, are uncomfortable answering a question or simply don't remember. The Assistant District Attorney (ADA) or DCS Attorney will provide you with guidance about testifying. You should be honest with them about your concerns and discuss the suggestions they have to assist you.

COURSE OBJECTIVES

Upon successful completion of this course the participant will:

1. Identify court personnel commonly associated with juvenile cases
2. Name three basic tips for proper attire for males and females
3. List four items/types of clothing commonly banned in courtrooms
4. Identify ten tips utilized for testifying in court

DCS POLICY N/A

PERSONAL SEARCHES/SEIZURES/RULES OF EVIDENCE

2.0 HOURS

COURSE RATIONALE & DESCRIPTION

This course is designed to acquaint the Children's Service employee with the proper procedures for conducting searches in order to prevent and control contraband. The overall safety and security of any residential facility relies greatly upon the ability and willingness of employees to perform thorough effective searches. The skills and techniques necessary to perform an effective search will be examined in this course, since effective searches are one of the primary defenses against students introducing contraband into our facilities.

COURSE OBJECTIVES

Upon successful completion of this class, the participant will:

1. List three (3) primary reasons for conducting searches.
2. Discuss the four (4) different types of body searches.
3. Explain the circumstances and authorizations required for each type of body search.
4. Demonstrate the proper procedures for performing a frisk search of a student.
5. List the policy requirements for conducting room or dormitory searches.
6. Demonstrate proficiency in performing a room search during the practicum session.

DCS POLICY

27.19, 27.20

ACA STANDARDS

3-JTS-1D-08-09-10-11, 3-JTS-1D-12, 3-JCRF-1D-09, 10-11

3-JCRF-4C-06, 3-JTS-4C-22, 3-JTS-4C-37, 3-JTS-4C-41

SETTING GOALS
2.0 HOURS

COURSE RATIONALE & DESCRIPTION

As DCS moves toward Evidence-Based Practice, a new emphasis is being placed on setting goals. Goals allow our students to prepare for their eventual release back into society. Understanding how to set effective goals may help not only the student but others involved with the youth including the CSO. A Yale University research study completed several years ago, showed the value of goal setting, 3% of the graduates who set goals amassed a net wealth greater than the 97% of the graduates who did not set clearly defined goals. This course is designed to help all participants set clearly defined goals.

COURSE OBJECTIVES

Upon successful completion of this course, the participant will:

1. Explain 3 reasons to set goals.
2. Identify the elements of SMART goals.
3. Explain the significance of writing goals on paper.
4. Describe 5 of the 7 elements in setting goals.

DCS POLICY: N/A

ACA STANDARD: N/A