

# Training



# Objectives:

- Discuss “Why Train”?
- Identify decisions About Training
  - Who, what, when
  - Generationally relevant
- Determine - Ready to train?
- Review the training commandments
- Overview training topics
- Assess orienting offenders and issues

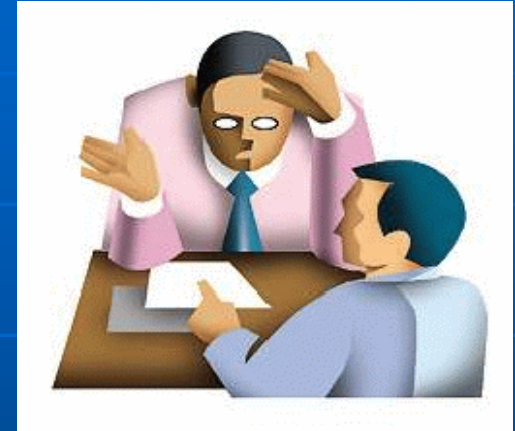
# Why Have A Training Program?

- Safety
  - Employees
  - Offenders
  - Community
- Prevention
  - Public perceptions
  - Employee skepticism
  - Litigation



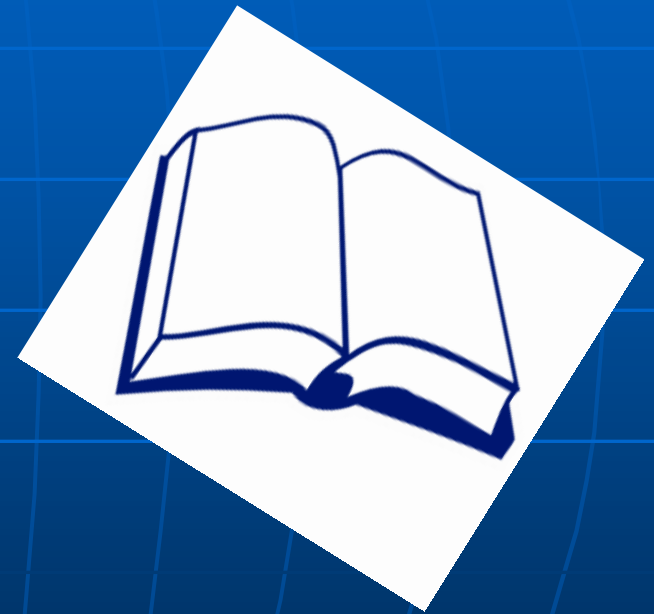
# Decisions About Training

- Content
  - Objectives
    - Target audiences
- Training strategies
  - Generationally relevant
  - Skills and knowledge
  - Lesson plans (not just PPTs)
  - Logistics
- Documentation of knowledge gained
  - Testing and remediation
- Who will be trained?
- Who are trainers?
- Work before training can begin



# Training Content

- Identify training goals:
  - Impart information
  - Provide or enhance skills
  - Both
- Options in different venues:
  - Roll Call
  - New Employee
  - Pre-service
  - In-service
  - Other



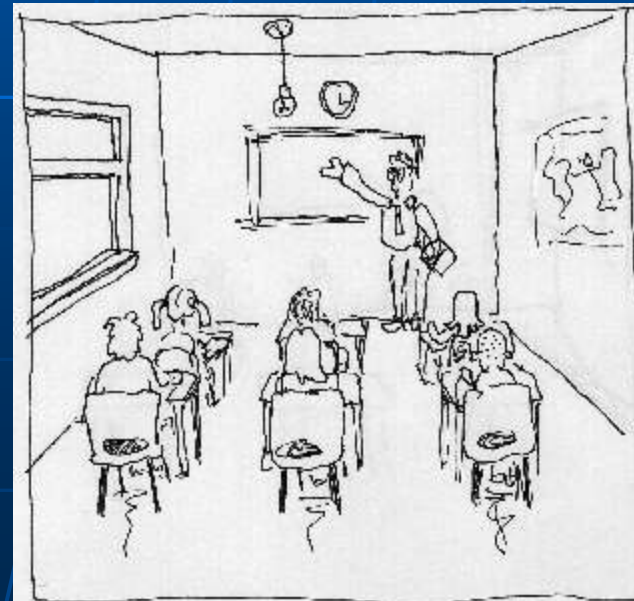
# Training Logistics

- Length
- How often
- Where
- When



# Who to Train?

- Employees
- Volunteers
  - Clergy
- Contractors/vendors
- Medical/mental health
- Other agencies to which offenders are assigned
- Collateral contacts
  - Families
- Who else?
  - Prosecutors
  - Stakeholders



# Lesson Plans

- Set measurable objectives
- Measure knowledge gained
- Documentation
  - Testing and remediation
- Pilot train the material and revise
- Evaluate
- Insure high-level oversight
  - Approve plans
  - Review evaluations

# Who Are Trainers

- Select carefully
- Train your trainers
  - Need to be “trainers”
- Stakeholders as trainers
  - Who?



# Ready to Train?

- Activities that need to be completed before training can begin:
  - Develop policy and procedure
  - Definitions
  - Get staff and stakeholders' buy-in
  - Define investigative process
    - De-mystify

# Generationally Relevant



Veterans: Born Before 1943



Baby Boomers: 1943-1964



Generation X: 1965-1980



Millennials: 1980-2000

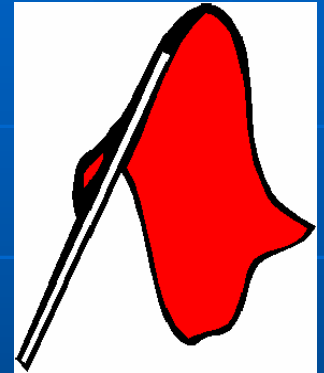
# Training Commandments:

- Train everyone
  - Personnel from other agencies
- Training needs to be specific to the issue
- Skill development



# Training Commandments, continued:

- Train supervisors about their responsibilities
  - Red flags
  - Practice interventions
- Reinforce training through:
  - Employee bulletins
  - E-mailed reminders
  - Leadership role-modeling behavior
  - Offender conditions of supervision
  - Staff and offender handbooks



# Training Commandments, continued

- Make training interactive
  - Generationally relevant
- Include skill development
  - Scenario based training
  - Role plays

# Topics for Training:



- Why the training is being done
- Define and overview of issue
- Review of agency policy on misconduct
- Local context
- Include "culture" issues
- Implications for human resources
- Consequences of retaliation
- Review state laws
- Explain and demystify the investigative process
- Review of medical protocols
- Employee Assistance Program
- Red Flags
- Offender Profiles
- Reporting Requirements
- Role of staff during investigations

# Orienting offenders:

- Implications of sexual misconduct
- What misconduct means for them or their family
- Medical and mental health referrals and protocols
- Consequences of false allegations
- Process of an investigation
- Newly admitted offenders
- Current offender population



# Conclusions

- Training not just to fill time
- Training not just to “check” it off the to do list
- Skill development is essential
- Documentation important
- Feedback loop to training from:
  - Investigations
  - Personnel actions
  - Supervisors