

# Georgia Department of Corrections

## Site Visit Report

### Description of Training Organization

#### *Georgia Department of Corrections*

The Georgia Department of Corrections (GDC) is Georgia's state corrections agency. The Department is headed by a Commissioner, who reports to the Board of Corrections for the State of Georgia. The Commissioner's Executive Office includes the Board Liaison, Correctional Industries, Engineering and Inmate Construction, Information Technology, Legal Office, Legislative Services, Planning, Public Affairs, and Victim Services. The Assistant Commissioner reports to the Commissioner and oversees five divisions: Human Resources, Facilities, Programs, Administrative, and Probation.

The Department's total work force, including commissioned personnel, technical, clerical, supervisory, and administrative positions, is 15,855. GDC is funded by appropriations of the Georgia State Legislature with a total annual budget of \$916 million (Fiscal Year 2004).

#### *The Georgia Department of Corrections Training Section*

The Director of the GDC Training Section reports to the Director of Human Resources. The GDC Training Section includes five operational units and one administrative unit: Academy Operations, Probation Training, Employee Development, Management Development, Instructional Systems, and Support Operations.

The training section offers several types of training programs, including training for newly hired personnel, training for supervisors and managers, training for trainers, and other in-service and specialized programs of instruction.

The Training Bureau's total work force, including commissioned personnel, technical, clerical, supervisory, and administrative positions, is 116 people. The Training Section is funded by appropriations of the Georgia State Legislature with a total budget of \$3.1 million.

### Source of Official Student Records

In order to award credit, colleges and universities require proof of completion of coursework issued by the training organization. A student who has completed training at the Georgia Department of Corrections may obtain such records of this training by contacting:

Director of Training  
Georgia Corrections Academy  
1000 Indian Springs Drive  
Forsyth, GA 31029-9599

### Description of Training Programs

**Location:** Georgia Department of Corrections Training Academy in Forsyth, Georgia and various other Regional Academies throughout Georgia

**Length:** Various

**Program Objective:** To provide participants with the knowledge, skills and abilities necessary to serve effectively as correctional personnel in the State of Georgia.

**Learning Objective:** Upon successful completion of this program, the graduate will be able to better perform duties of correctional personnel in the State of Georgia.

**Instructional Methods:** Traditional methods including lectures with audio-visual enhancements, readings and handouts; role-play exercises; demonstrations; and laboratory exercises.

**Learning Assessments:** Assessments include traditional written exams as well as demonstrations of competence, and oral presentations.

### Description of Team

Three assessment consultants and one Criminal Justice Training Assessment coordinator were on the team. Below is a list of all participants; CJTA and Excelsior College have full curriculum vitae on file for each.

Risdon Slate, PhD  
Professor and Chair  
Sociology and Criminology  
Florida Southern College  
Lakeland, FL

Becky Tatum, PhD  
Associate Professor and Department Head  
Criminal Justice  
College of Liberal Arts  
Grambling State University

Grambling, LA  
Victor Herbert, MA/MS  
Superintendent, Attica Correctional Facility and  
Supervising Superintendent, Western New York Region (retired)  
New York State Department of Corrections  
Bradenton, FL

Timothy Birch, MS  
Assessment Coordinator  
Criminal Justice Training Assessment  
Albany, NY

### Description of Visit

From October 28-30, 2003, four representatives of Excelsior College conducted a site visit to the Georgia Department of Corrections Academy to assess the educational programs offered.

On the first morning (Tuesday, October 28), the team assembled at the Georgia Department of Corrections Training Academy. A brief organizational meeting and introductions to the academy staff took place (including Bill Crusenberry, Bill Shelton, and Jeff Baldwin). The assessment team then began the assessment process.

The team determined that the remainder of the day would be spent organizing the various subject modules of the recruit training program into familiar college course content areas. Before finishing for the day, the course areas were discussed and then assigned to a specific faculty member for review.

Professor Slate reviewed the following courses: Health and Safety in a Correctional Environment, Legal Issues and Investigative Procedures in Probation, and Probation Officer Safety and Caseload Supervision.

Professor Tatum reviewed the following courses: Basic Training for Counselors, Counseling Techniques, Human Relations in Correctional Settings, Instructional Techniques and Strategies in Correctional Environments, and Special Issues in Correctional Institutions.

Mr. Herbert reviewed the following courses: Advanced Leadership I, Advanced Leadership II, Basic Management I, Basic Management II, Correctional Tactics, Criminal Justice Issues in Corrections, and Security Practices and Procedures.

The above list of courses was developed from program and subject information provided by Georgia Department of Corrections.

The team began October 29 by reviewing the Georgia Department of Corrections training materials. The team completed its review of program materials and discussed the credit recommendations in detail. The team held an exit interview with representatives of the Georgia Department of Corrections Training Academy on October 30. The assessment coordinator conducted the interview. He thanked the staff for opening their doors and for the high level of cooperation provided. He also complimented them on the high quality of their programs as reflected in the number of credits that will be recommended for graduates of their programs.

Credit Recommendations

**Summary of Credit Recommendations**

<i>Program:</i> Basic Correctional Officer Training	
Correctional Tactics	1 credit
Criminal Justice Issues in Corrections	.5 credit
Health and Safety in a Correctional Environment	2 credits
Human Relations in Correctional Settings	.5 credit
<u>Security Practices and Procedures</u>	<u>2 credits</u>
TOTAL	6 credits
<i>Program:</i> Basic Counselor Orientation/Basic Group Counseling	
Counseling Techniques	3 credits
<i>Program:</i> Basic Group Facilitation Skills/Data Assessment Plan for Performance	
Basic Training for Counselors	1 credit *
<i>Program:</i> Basic Management Training	
Basic Management I	3 credits
<u>Basic Management II</u>	<u>3 credits *</u>
TOTAL	6 credits
<i>Program:</i> Basic Probation Officer Training	
Legal Issues and Investigative Procedures in Probation	2 credits *
<u>Probation Officer Safety and Caseload Supervision</u>	<u>3 credits *</u>
TOTAL	5 credits *
<i>Program:</i> Corrections Leadership Institute	
Advanced Leadership I	3 credits *
<u>Advanced Leadership II</u>	<u>3 credits *</u>
TOTAL	6 credits *
<i>Program:</i> Family Violence/Motivation for Change/Victim Impact of Crime/Behavioral Management in the Older Offenders	
Special Issues in Correctional Institutions	3 credits
<i>Program:</i> POST Instructional Techniques	
Instructional Techniques and Strategies in Correctional Settings	3 credits *

\* indicates upper level credit

Course Descriptions

**Advanced Leadership I** (3 credits, upper division)

*Program:* Corrections Leadership Institute

*Location:* Various

*Length:* 48 hours

*Dates:* April 2000 to October 2004

*Objectives:* Explore and reflect on distinct differences between management and leadership. Discuss and understand personal leadership styles, strengths and areas for growth and improvement. Recognize the leader's responsibility to develop others and to improve organizational functioning. Discuss the nature of power and its importance to effective management and leadership as well as its intricate relationship to the concept of accountability. Understand various ways managers and leaders may abuse power. Discuss concepts of change theory and tactics of innovation theory to plan the introduction of a change in the organization. Identify the most important changes leaders will be facing in the next three to five years. Explain the essential elements of a leader's role in managing change in an organization. Explore the conditions that create and allow individuals to be their most productive whether working independently or with a work group. Develop techniques and strategies for creating effective teamwork to maximize team resources. Describe how differences in gender, ethnicity, age, status, personal leadership and personal history and communication styles influence perceptions of power, achievement and organizational ambiguity and capacity to cope with change. Describe potential benefits of staff diversities on organizational effectiveness. Identify strategies to help the organization take advantage of and/or reduce difficulties resulting from staff diversities.

*Instruction:* Students must complete no fewer than eight hours of "Leaders and Managers: What's the Difference?," ten hours of Power and Accountability, ten hours of "Managing Change and Introducing New Ideas In Your Organization," ten hours of "Organization and Team Productivity," and ten hours of "Leading a Diverse

Workforce.” Instructional methods include lecture and discussion (supplemented by PowerPoint, handout, transparency, and oral presentation). Evaluation methods include written examination and oral presentation.

**Credit Recommendation:** In the upper division baccalaureate degree category, three semester credits.

### **Advanced Leadership II** (3 credits, upper division)

**Program:** Corrections Leadership Institute

**Location:** Various

**Length:** 48 hours

**Dates:** April 2000 to October 2004

**Objectives:** Develop communication skills that will enhance the leader’s ability to effectively recruit, coach, correct and retain employees for the Department of Corrections. Identify behavioral and social styles and define how styles affect the way that leaders lead. Demonstrate communication skills when taking corrective action with an employee. Provide managers with an understanding of what a system is and their roles and responsibilities in managing a system. Explore the new way of thinking about results focused systems in governmental setting; achieve a comprehensive understanding of the dynamics of public policy. Understand the importance of skilled decision making on the effectiveness of public policy development and implementation. Identify the characteristics of a system; identify several categories of public policy, understand the meaning of each, and recognize the linkage between the categories and eventual policy choices. Recognize the relationship between analytical decision making and policy effectiveness. Provide participants with distinctions between values and ethics. Explore examples of ethical concerns in the public service arena. Discuss the principles of ethics and practice with professional approaches to ethical decision making in daily work activities. Understand the difference between compliance and ethical behavior. Identify common rationalizations and recognize their role in decision making. Apply principles of ethical decision making to work place ethical dilemmas. Discuss and apply to case study situations at least three ethical decision making models. Develop a project/action report utilizing the action planning model: identify problems and needs, set priorities, recommend goals and objectives, recommend strategies, recommend action steps, recommend evaluation methods.

**Instruction:** Students must complete no fewer than twelve hours of “Enhancing Managerial and Leadership Effectiveness,” twelve hours of “Systems Thinking and Public Policy Analysis,” twelve hours of “Ethics and Public Service,” and twelve hours of “Action Planning and Action Plan Report Presentation.” Instructional methods include lecture, discussion, group work, team building exercises, and oral presentations (supplemented by PowerPoint, transparency, handout, VCR and film review). Evaluation methods include written examination, oral presentation, and action plan report presented to the agency for implementation.

**Credit Recommendation:** In the upper division baccalaureate degree category, three semester credits.

### **Basic Management I** (3 credits, lower division)

**Program:** Basic Management Training

**Location:** Various

**Length:** 45 hours

**Dates:** July 2001 to October 2004

**Objectives:** Define the terms “unclassified employee” and “classified employee.” Identify how a classified position and classified employee can become unclassified. Recognize that employee status shall define how to process the action to be taken in the event of disciplinary action, not what action to be taken. Identify and generate interpersonal reasons managers fail to assign work. Identify and generate reasons employees resist delegated work assignments. Critique and summarize the steps included in the model of making effective delegated work assignments. Recognize the importance of flexibility in management style. Recognize the value of diversity in employee personality styles. Define “work time,” “FLSA compensatory time,” “GA compensatory time,” “holiday time,” and “military time,” “progressive discipline” and “adverse action.” Recognize the primary goal of discipline and the use of effective documentation. Draft sample disciplinary action recommendations. Define the four major purposes of meetings and various ways that you might be able to achieve those purposes without having a formal meeting. Create an effective meeting plan by adapting the four steps for conducting an effective meeting to a past or future, work-related meeting. Identify and compare behavioral characteristics of effective and ineffective managers. Identify three groups of people to whom a manager is responsible and elaborate on specific responsibilities that a manager has to each of the three groups. Identify three skills of an effective manager and three roles which they must perform. Identify basic elements of a manager’s job as opposed to that of a non-supervisory employee. Select the correct definition of a manager. Define the underlying concepts of situational leadership. Define developmental levels and supervision styles. Identify behavioral characteristics of the four developmental levels and the four corresponding supervision styles as well as positive and corrective feedback. Define the term “motivation.” Compare “common motivation mistakes.” Identify a variety of needs that correspond with Maslow’s hierarchy of needs and compose various strategies a manager could use to address such needs.

**Instruction:** Students must complete no fewer than five hours of “Role and Function of Manager,” three hours of “A Guide to Discipline,” four hours of the “Fair Labor Standards Act,” one hour of “Classified/Unclassified,” four hours of “One Minute Manager,” sixteen hours of “Situational Leadership,” four hours of “Delegation,” four hours of “Behavioral and Social Styles,” and four hours of “Conducting Effective Meetings.” Instructional methods include lecture, discussion, case study, group work, and oral presentation (supplemented by PowerPoint and handouts). Evaluation methods include written examination and group project reports.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

### **Basic Management II** (3 credits, upper division)

**Program:** Basic Management Training

**Location:** Various

**Length:** 48 hours

**Dates:** July 2001 to October 2004

**Objectives:** Demonstrate the ability to respond to the content and feelings of another participant in a role play situation. Execute the “problem stage” the “reason and decision stage” of the PRD model during role play. Understand the rationale for uncovering employees’ reasons for their behavior as well as their feelings surrounding the situation and how these can help a manager make a more informed decision. Recognize the importance and list the benefits of involving others in the problem-solving process while ensuring that groupthink does not occur. Recognize General Anthony Zinni’s four principles of leadership and how they relate to effective management of staff, especially during the problem solving process. Recognize that consistently using a model to solve a problem will more likely result in the actual resolution of the problem. Recognize how much impact (both positive and negative) the leader’s role can be in the problem solving process (i.e. – Challenger disaster, Apollo 13) and understanding their own need for the problem to be resolved. Respond to the Time Management Personality Profile Instrument. Assess individual time management style. Take the Urgency Index to assess current mindset regarding time through one of two paradigms (urgent vs. important). Explore Covey’s Quadrant Theory of Time Management and its impact on the job of managers and supervisors. Discuss common timesavers, time wasters and develop lists of ways to save time in their present jobs. Examine and explain the various barriers to communicating with others. Examine guidelines to giving and receiving effective feedback and assessing personal preferences in this area. Explore and elaborate on techniques to increase effectiveness in communicating with others and establish a personal action plan.

**Instruction:** Students must complete no fewer than sixteen hours of “Groupthink,” four hours of “Prioritization,” four hours of “Basic Communication,” and twenty-four hours of “Problem/Reason/Decision.” Instructional methods include lecture, discussion and role play (supplemented by PowerPoint, video, and handout). Evaluation methods include written examination and practical exercise.

**Credit Recommendation:** In the upper division baccalaureate degree category, three semester credits.

**Basic Training for Counselors** (1 credit, upper division)

**Program:** Basic Group Counseling and Facilitation Skills/Data Assessment Plan for Performance

**Location:** Various

**Length:** 22 hours

**Dates:** October 1998 to October 2004

**Objectives:** Improve documentation of counselor-offender contacts by understanding and using the Data Assessment Plan for Performance format for recording performance. Improve linkages between offender needs and services by understanding the relationship between interviewing, needs assessment, program planning, treatment, provision and Data Assessment Plan recording. Engage in discussion concerning facilitation and its role in a training environment and share insights.

**Instruction:** Students must complete no fewer than four hours of "Data Assessment Plan for Performance" and eighteen hours of "Basic Group Counseling and Facilitation Skills." Instructional methods for this course include lecture, classroom and small group discussion, role plays, demonstration, and practical exercise. Evaluation methods include written post-test examination and successful project completion.

**Credit Recommendation:** In the upper division baccalaureate degree category, one semester credit.

**Correctional Tactics** (1 credit, lower division)

**Program:** Basic Correction Officer Training

**Location:** Various

**Length:** 52 hours

**Dates:** July 2003 to October 2004

**Objectives:** Identify the components of the Department of Corrections' Use of Force Policy. Demonstrate tactics to control a resistive and non-resistive inmate through use of baton, pressure points, restraint devices and movement techniques. Demonstrate safety, proficiency and knowledge of the service revolver. Identify applicable laws and Department of Corrections Policy. Identify principles of firearms safety, including mechanical functions and proper cleaning. Discuss rules and regulations regarding the authorized use of firearms and what constitutes deadly force.

**Instruction:** Students must complete no fewer than twenty-eight hours of "Defensive Tactics" and twenty-four hours of "Firearms." Instructional Methods include lecture, demonstration and practical exercise. Evaluation Methods include written examination and practical qualification.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, one semester credit.

**Counseling Techniques** (3 credits, lower division)

**Program:** Basic Counselor Orientation/Basic Group Counseling

**Location:** Various

**Length:** 46 hours

**Dates:** October 1998 to October 2004

**Objectives:** Complete basic counseling skills post-test. Complete intermediate counseling skills post-test. Improve and upgrade skill level of Georgia Department of Corrections counselors beyond minimum practice toward standard practice and best practice. Demonstrate basic and group counseling skills and information to enable participants to effectively facilitate the core, risk reduction and related groups offered to offenders by GDC.

**Instruction:** Students must complete no fewer than twenty-eight hours of "Basic Counselor Orientation" and eighteen hours of "Basic Group Counseling." Instructional methods for this course include lecture, classroom and small group discussion, role play, demonstration, and practical exercise. Evaluation methods include written post-test examination.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

**Criminal Justice Issues in Corrections** (.5 credits, lower division)

**Program:** Basic Correction Officer Training

**Location:** Various

**Length:** 8 hours

**Dates:** July 2003 to October 2004

**Objectives:** Identify the function of law enforcement, the courts, and corrections. Define ethics and professionalism. Identify inmate rights guaranteed by the U.S. Constitution, case law and Georgia Department of Corrections Rules and Regulations. Identify staff liabilities and legal actions which may result as well as appropriate witness behavior. Identify the disciplinary process, thoroughly discuss the steps of the disciplinary process, and discuss the differences between administrative segregation and disciplinary isolation. Review disciplinary sanctions. Identify the components of the grievance process and the procedures to be followed when responding to inmate complaints and grievances.

**Instruction:** Students must complete no fewer than two hours of "Introduction to Criminal Justice Issues," two hours of "Ethics and Professionalism," two hours of "Legal Issues," one hour of "Disciplinary Procedures," and one hour of "Grievance Procedures." Instructional methods include lecture, demonstration and practical exercise. Evaluation methods include written examination.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, one-half semester credit.

**Health and Safety in A Correctional Environment** (2 credits, lower division)

**Program:** Basic Correctional Officer Training

**Location:** Various

**Length:** 30 hours

**Dates:** July 2003 to October 2004

**Objectives:** Identify the four major drug classifications, drugs contained within each category, and symptoms of their use along with commonly abused household substances. Define and identify the signs and symptoms of mental illness and mental retardation, as well as define self-injury and distinguish between suicide gesture, threat and attempt. Recognize factors that contribute to disturbances or riots, types of riots, precursors to such events, priorities during such engagements, measures to be taken to regain control, and appropriate behavior by officers to include hostage situations should also be garnered. Govern medical protocol to include events that require immediate medical attention, access to medical records, and logging medical events, and recognition of the risky behaviors, rates of transmission and standard precautions concerning infectious diseases such as tuberculosis and HIV infection should be mastered. Successfully perform CPR/AED First-Aid skills. Wear and remove a self-contained breathing apparatus, operate a dry chemical fire extinguisher, and be familiar with fighting conflagrations in a correctional setting.

**Instruction:** Students must complete no fewer than two hours of "Drug User Identification," four hours of "Mental Health and Mental Retardation," four hours of "Emergency Response," four hours of "Health," eight hours of "CPR/AED First-Aid Skills" and eight hours of "Fire Safety." Methods of instructions will include lecture (supplemented by PowerPoint) and simulated situations. Evaluations include written examinations and practical examination.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, two semester credits.

**Human Relations in Correctional Settings** (.5 credit, lower division)

**Program:** Basic Correctional Officer Training

**Location:** Various

*Length:* 6 hours

*Dates:* July 2003 to October 2004

*Objectives:* Identify and understand race, gender, and other cultural and diversity issues represented within inmate and staff populations and the impact these issues have on the institution. Identify and demonstrate the proper method of completing a Georgia Department of Corrections Incident, Use of Force/Use of Weapons Report, Witness Statement Form, Use of Force Supplemental Report, and Disciplinary Report. Identify Interpersonal Communication Skills used to manage inmates and probationers.

*Instruction:* Students must complete no fewer than two hours of "Human Diversity," two hours of "Report Writing," and two hours of "Interpersonal Communication." Instructional methods include lecture, discussion, and practical exercises supplemented by PowerPoint presentation handouts, transparencies, and videos. Evaluation methods include written examination.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, one-half semester credit.

### **Instructional Techniques and Strategies in Correctional Environments (3 credits, upper division)**

*Program:* POST Instructor Training

*Location:* Various

*Length:* 50 hours

*Dates:* June 1998 to October 2004

*Objectives:* Discuss principles of adult learning and how it differs from pre-adult learning. Demonstrate the proper use of various types of teaching aids and devices generally employed in training programs. Discuss proper methods of managing different types of students as well as overall classroom environment. Develop effective communication skills. Identify, plan, and conduct effective demonstration methods. Examine ethical and EEOC regulations as related to instructors. Prepare a comprehensive narrative lesson plan designed to achieve the performance objectives for the topic. Determine the most appropriate method(s) of instruction to facilitate learning based upon learners and available resources. Develop a practical exercise for cognitive and/or psychomotor student performance objectives. Understand the construction of written examinations using objective, subjective, and performance tests format. Understand the administration and grading of oral written and performance tests.

*Instruction:* Students must complete no fewer than two hours of "Liability for Public Safety," two hours of "Communication Skills," two hours of "Adult Learning," two hours of "Lesson Plan Preparation," two hours of "Teaching Methods," two hours of "Classroom Management," two hours of "Demonstration Methods," two hours of "Practical Exercise Construction," two hours of "Audio-Visual and Other Training Aids," two hours of "Testing and Evaluation," and thirty hours of presentations. Instructional methods include lecture (supplemented by handout and video), class and small group discussion, demonstrations and practical exercises. Evaluation methods include written examination and project completion.

*Credit Recommendation:* In the upper division baccalaureate degree category, three semester credits.

### **Legal Issues and Investigative Procedures in Probation (2 credits, upper division)**

*Program:* Basic Probation Officer Training

*Location:* Various

*Length:* 28 hours

*Dates:* January 2002 to October 2004

*Objectives:* Acquire the skills needed to conduct a successful interview of an offender. Indicate steps involved in the revocation process, instill court etiquette, and provide students with the necessary information and techniques to elicit successful courtroom testimony. Identify alternatives to incarceration, to include legal issues and programs available to offenders. Examine the rights of victims, as well as explore the needs faced by crime victims. Identify the laws and procedures governing pre-sentence investigations (PSI) and the information necessary to successfully complete a PSI. Prepare satisfactory reports common to probation officers. Delineate various types of probation sentencing, to include first offender sentencing, straight probation sentencing and split sentencing, as well as consider laws pertaining to termination of cases and felons and firearms. Provide the information necessary to procedurally and legally prepare a delinquent report and warrant. Specify the process for conducting a safe and legally defensible search and search.

*Instruction:* Students must complete no fewer than six hours of "Interviewing Skills," four hours of "Courtroom Testimony and Revocations," four hours of "Alternatives/Programs," four hours of "Victim's Issues," two hours of "Pre-sentence Investigations," two hours of "Report Writing," two hours of "Probation Sentencing," two hours of "Violations, Delinquent Reports, and Warrants," and two hours of "Search and Seizure." Methods of instruction include lecture, discussion, and practical exercise (supplemented by PowerPoint, role-play, hand out, and simulated situations). Evaluation methods include written examination, preparation of reports based on hypothetical scenarios, and simulated situations.

*Credit Recommendation:* In the upper division baccalaureate degree category, two semester credits.

### **Probation Officer Safety and Caseload Supervision (3 credits, upper division)**

*Program:* Basic Probation Officer Training

*Location:* Various

*Length:* 43 hours

*Dates:* January 2002 to October 2004

*Objectives:* Recognize purpose and process of risk assessment to include supervision strategies related to caseload management and capacities, initial interviews and development of supervision plans, types of contacts, and tracking systems. Specify deadly force issues for probation officers and acquaint participants with GDC policy on use of force and procedures pertaining to arrest and transportation of offenders. Identify types and names of gangs along with their penchant for engaging in criminality and violence. Examine different cultures within our society so that understanding and respect for differences might be garnered. Identify methods to determine specialized populations and supervision strategies for such populations. Delineate de-escalation skills to defuse hostile situations that could potentially emerge for probation officers. Identify strategies to insure that offenders meet financial obligations. Instruct students to safely employ surveillance techniques. Indicate characteristics of workplace violence for probation personnel and outline avenues of assistance for victims.

*Instruction:* Students must complete no fewer than sixteen hours of "Risk Based Supervision," six hours of "Use of Force and Arrest," four hours of "Gang Identification and Trends," four hours of "Cultural Diversity," four hours of "Supervising Special Populations," three hours of "Defusing Hostile Situations," two hours of "Financial Compliance," two hours of "Surveillance Techniques," and two hours of "Workplace Violence and Community Assistance." Instructional methods include lecture and discussion (supplemented by PowerPoint, transparency, handout, video, and simulated situation). Evaluation methods include written examinations.

*Credit Recommendation:* In the upper division baccalaureate degree category, three semester credits.

### **Security Practices and Procedures (2 credits, lower division)**

*Program:* Basic Correctional Officer Training

*Location:* Various

*Length:* 34 hours

*Dates:* July 2003 to October 2004

*Objectives:* Identify the function and purpose of the Georgia Department of Corrections, its mission and laws related to corrections. Identify strategies that can be used to decrease conflicts that can occur when working with offenders. Describe criminal thinking and "games inmates play." Identify means of discovering problems

related to inmate work performance and procedures/techniques of inmate supervision at work, training, education, visitation and food service. Identify the importance of thorough familiarization with security areas to discover potential hazards and escape possibilities. Identify criteria for conducting security and safety inspections, including controlling traffic flow, security patrols and prisoner counts. Develop an awareness of officer safety in a correctional setting. Define contraband and identify purpose of its control in a prison. Identify and discuss the procedures for conducting searches in a correctional environment. Discuss and emphasize the critical importance of proper key, tool and hazardous materials control.

**Instruction:** Students must complete no fewer than two hours of "Introduction to Corrections," four hours of "Criminal Thinking," eight hours of "Supervision of Inmates," six hours of "Patrols and Inspections," twelve hours of "Contraband," and two hours of "Critical Materials." Instructional methods include lecture and discussion (supplemented by PowerPoint, transparencies, handouts and physical performance). Evaluation methods include written examination and oral presentation.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, two semester credits.

**Special Issues in Correctional Institutions** (3 credits, lower division)

**Program:** Family Violence/Motivation for Change/Victim Impact of Crime/Behavioral Management in the Older Offenders

**Location:** Various

**Length:** 52 hours

**Dates:** October 1998 to October 2004

**Objectives:** Identify the causes and prevention methods of various aspects of family and interpersonal violence. Challenge the offender concerning criminal behavior, substance abuse, and other behavioral problems and resolve offender's ambivalence toward change. Help offenders to look closely at the possibility of lifestyle changes and to identify and experiment with specific small changes. Increase knowledge and sensitivity of class participants to the impact of crime on victims. Identify the issues, needs and behaviors specific to the older offenders.

**Instruction:** Students must complete no fewer than two hours of "Family Violence," two hours of "Motivation for Change," two hours of "Victim Impact of Crime," and two hours of "Behavioral Management in the Older Offenders." Instructional methods for this course include lecture (supplemented by handout and video presentation), class and small group discussion, and experiential exercises. Evaluation methods include written examination and class performance.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.