



## 2019 MJPS Fall Training Conference Featuring the “Mandt Training System”

**Tuesday October 15th, 2019**

8:45 am - 3:00 pm (registration begins at 8:30 am)

**Anoka County Sheriff's Office  
13330 Hanson Blvd Andover, MN**

0830 - 0845 – Registration: Coffee and rolls

0845 - 0900 – Welcome and Introduction by MJPS Board

0900 - 1000 – Chapter One: Building Healthy Relationships

1015 - 1130 – Chapter Two: Building Healthy Communication

1130 –1230- Box Lunch & Regular Meeting of MJPS Membership

1230 - 1330 – Chapter Three: Building Healthy Conflict Resolution

1345- 1500 - Chapter Four: Trauma Informed Services

**Instructor: Washington County Sergeant Tim Harris-** Tim has worked for Washington County Sheriff's Office for over 18 years and has held the positions of Correctional Officer, Patrol Deputy, Field Training Officer, Detective, D.A.R.E. Instructor, MN I.C.A.C. Investigator, Court Security Sergeant and Water, Parks & Trails Sergeant. He is currently assigned as the Sergeant of Security Operations for all Washington County Departments and Offices. Sergeant Harris received his Bachelor of Science Degree in Sociology-Criminal Justice from Winona State University and completed his Law Enforcement Skills training through Hibbing College.

**This training is open to all Sheriff's office employees at no charge**

\*\*Register online at [www.mnsheriffs.org](http://www.mnsheriffs.org) and click on the MJPS conference tab or go directly to MSA events.

*On behalf of the MJPS Board, we hope to see you there...*

## The Mandt System Learning Objectives and Timeline:

### **0900-1000 - Chapter One Building Healthy Relationships (1 Hour) Learning Objectives:**

1. articulated the belief that all people have the right to be treated with dignity and respect.
2. explained the importance of approaching caregiving as a relationship-based process.
3. defined R.A.D.A.R. as a way of understanding how to choose the interactions or interventions that best meet the needs of other people.
4. explained what is meant by the phrase “a system of graded and gradual hierarchy of interventions”.
5. identified the basic differences between emotion and behavior.
6. articulated that the management of one’s own emotions is important when dealing with a person who is experiencing strong emotions, and described the ways cultural diversity can affect relationships.
7. identified both the causes and consequences of stress.
8. demonstrated an understanding of basic human needs and their importance in building and experiencing healthy relationships through successfully completing test questions.
9. **employee wellness and resiliency (Breach Point/Emotional Survival for L.E.)**

### **1015-1130 - Chapter Two Building Healthy Communication/Ch. 1 Wrap-up (1 Hour) Learning Objectives:**

1. developed an understanding of the importance of positive communication in building strength in relationships with other people.
2. defined the major elements of communication and assessed the importance of what we think, what we say, and what we do in our communication with others.
3. identified the behaviors of nonverbal communication.
4. recognized the importance of having self-awareness of our nonverbal influence on communication and relationships with others.
5. articulated how the behaviors of nonverbal communication can be interpreted either positively or negatively.
6. described the skills involved in active listening.
7. established parameters for using touch as communication.
8. described the variables of vocal production.
9. articulated an understanding of behavior as communication.
10. identified that processing (de-briefing) is an important step in building relationships and preventing future crises from occurring.

### **1130-1230 - Lunch Break**

### **1230-1330 - Chapter Three Building Healthy Conflict Resolution (1 Hour)**

#### *Learning Objectives:*

1. articulated the importance of positive communication in building trust in relationships with other people.
2. identified skills for perception checking.
3. described how stress affects communication.
4. developed an understanding of empathy in communication.
5. demonstrated an understanding of conflict resolution as a problem-solving process.
6. developed an understanding of the conflict cycle.
7. demonstrated skills for assertiveness and authenticity in personal communication style.
8. articulated the steps in the SODAS method of conflict resolution for working with low-level conflicts.
9. discuss the five basic conflict styles..
10. described how personal attitudes and beliefs influence the five basic conflict styles

### **1345-1500 - Chapter Four Trauma Informed Services (1 Hour)**

#### *Learning Objectives:*

1. identified the effects of trauma on people.
2. differentiated between the two types of trauma.
3. recognized that different traumatic events will affect individuals in different ways and will affect the type of supportive response needed.
4. identified the internal and external factors that influence resilience to trauma.
5. developed an understanding of the ways in which trauma early in life affects development.
6. chosen supportive interventions which support the whole person, not just focusing on the person’s specific behaviors in response to the trauma.
7. understood the importance of trauma informed services in preventing possible retraumatization.
8. developed an awareness of retraumatization as a negative consequence of using restraint and strategies to minimize it.