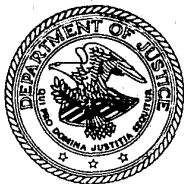


SH 10/22/85



U.S. Department of Justice
National Institute of Corrections
National Academy of Corrections

Developing and Managing Part-Time Trainers

Part 2: The Trainer's Role

98374

NATIONAL INSTITUTE OF CORRECTIONS ADVISORY BOARD

Benjamin F. Baer
Chairman
U.S. Parole Commission
Bethesda, Maryland

Frank D. Brost
Attorney
Presho, South Dakota

Norman A. Carlson
Director
Federal Bureau of Prisons
Washington, D.C.

John E. Clark
Attorney
San Antonio, Texas

Dorcas Hardy
Assistant Secretary for
Development
Department of Health and
Human Services
Washington, D.C.

Lois Herrington
Assistant Attorney General
Office of Justice Programs
Washington, D.C.

Stephen Horn
President
California State University
at Long Beach
Long Beach, California

A. Leo Levin
Director
Federal Judicial Center
Washington, D.C.

Jacqueline McMickens
Commissioner
Department of Corrections
New York, New York

W. Walter Menninger
Chief of Staff
The Menninger Foundation
Topeka, Kansas

Richard H. Mills
Judge
Appellate Court of Illinois
Virginia, Illinois

Norval Morris
Professor
University of Chicago Law
School
Chicago, Illinois

Richard K. Rainey
Sheriff
Contra Costa County
Martinez, California

Marcella C. Rapp
Justice Consultant
Lakewood, Colorado

Alfred S. Regnery
Administrator
Office of Juvenile Justice
and Delinquency Prevention
Washington, D.C.

James H. Turner, III
Sheriff
Henrico County
Richmond, Virginia

DEVELOPING AND MANAGING**PART-TIME TRAINERS****Part 2: The Trainer's Role**

Developed by

Paul Katsampes, Ph.D.

April 1984

This document was developed under a contract from the National Institute of Corrections, U. S. Department of Justice. Points of view and opinions stated in this document are those of the author and do not necessarily reflect the policies or positions of the U.S. Department of Justice.

PREFACE

This document was developed to respond to requests for assistance from correctional agency trainers on how to manage training programs using part-time trainers. The objective of the document is to provide a discussion guide, model lesson formats, and a sequential checklist for the part-time trainer to use when preparing to conduct training. A separate document, Part 1, provides a discussion guide and sequential checklist for training managers to use in developing and managing part-time trainers.

Valuable assistance and direction were given by:

Dr. William Osterhoff, Auburn University at Montgomery, Alabama

James Ladd, Correctional Trainer, Wyoming Law Enforcement Training Academy

David Leathery, National Academy of Corrections

Larry Lack, National Academy of Corrections

Daniel Tabizon, National Academy of Corrections

Pamela Bogley, National Academy of Corrections

P. K.
Boulder, Colorado

98374

U.S. Department of Justice
National Institute of Justice

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the National Institute of Justice.

Permission to reproduce this copyrighted material has been granted by

NIJ / US Dept. of Justice

to the National Criminal Justice Reference Service (NCJRS).

Further reproduction outside of the NCJRS system requires permission of the copyright owner.

RESPONSIBILITIES OF THE PART-TIME TRAINER

The part-time trainer may be the backbone of an organized training effort. The part-time trainer represents a link with the practical world and has many other valuable qualities. For example, he or she is viewed as a credible person with line-level workers, serves as a testing resource for new ideas, and contributes as a work-experienced specialist in selected topic areas.

To assume the role of a part-time trainer is to take on important responsibilities that are critical to the success of the training program. While having the opportunity to train may be professionally rewarding to the practitioner, the bottom line of training is how much trainees learn.

The inexperienced part-time trainer must be able to overcome his or her deficiencies in training expertise, while, at the same time, capitalize on the strengths of his or her practical experience. Poor teaching results in the loss of an important organizational resource. There is no more damning commentary on training than the common trainee statement that, "The trainer knows his area, but can't teach. Throughout the sessions I didn't hear anything but war stories."

The successful part-time trainer can overcome inexperience if he or she pays attention to some important guidelines.

Know the Expectations of the Training Manager

For most training programs, one person is assigned to make all necessary arrangements with the part-time trainer. That person may be a training director, an officer detailed as training coordinator, or a trainer who is delegated coordinating responsibilities. To become part of the training program team, the part-time trainer should work with and understand the coordinator. The coordinator will be able to solve problems and assist trainers, but he or she must first pull together the needs and strengths of all trainers. The part-time trainer must first contract with the training manager or coordinator to determine the goals, needs, and expectations of the training program.

Know the Logistics

A training program is a multifaceted operation. Early in the process the part-time trainer should become aware of what arrangements need to be made; what materials are to be developed; how the training environment is set up; and who will develop materials, provide audiovisual, typing, clerical, and other support.

Know the Participants

Training programs are developed for the purpose of changing the work knowledge, skills, and abilities of workers. A program cannot be properly prepared without knowledge about the people who are going to receive the training. The part-time trainer should find out from the appropriate support people some pertinent information: trainees' experience, work level, training needs, and relationship with the training program goals. The trainer's performance objectives are based on integrating training goals with trainees' needs.

Prepare Early and Thoroughly

A training segment is developed long before training is conducted. Unprepared instructors send a message to trainees that the training experience is not really that important. No trainer can enter a classroom and successfully "wing it." The part-time trainer has the responsibility to become acquainted with the training goals, get to know the participants, prepare logistically, prepare a thorough lesson plan, and creatively prepare presentation strategies.

Review Preparation with the Training Manager

The training manager's review of the trainer's plans is an important step in the proper coordination of any program. It presents opportunities. First, the manager and trainer are able to match how they view the training goals and other expectations previously discussed, and, second, the part-time trainer has the opportunity to receive valuable feedback from an experienced trainer. The part-time trainer should seek feedback on the appropriateness of his or her efforts at developing performance objectives, lesson plan content, presentation strategies, and evaluation ideas.

Choose a Variety of Effective Presentation Strategies

How training is delivered is often the critical part of achieving trainee change. Thus, the presentation style is key. The part-time trainer should be comfortable with his or her own style. There are many different methods of presenting training that should be explored. Lecturing, relating experiences, and giving examples are common methods employed by the part-time trainer. These are important styles, especially when the trainer is a competent lecturer or if the trainees have little work experience. But there are many other methods which, if tried, will have a positive impact on trainees as well as add to the professional growth of the trainer. The part-time trainer should view his or her role as that of a person who fosters learning by helping trainees to discover new skills and information through a variety of methods.

Present with Enthusiasm

The most important attribute of anyone involved in a role of changing behavior, managing, or training is to be enthusiastic about the topic at hand. Being enthusiastic is contagious, while not being enthusiastic sends negative messages. If the part-time trainer takes the time to plan and prepare for an important training subject, he or she should follow through by conveying the importance and interest of the subject to the trainees.

Look for Feedback

The trainer can rely on two valuable information sources for feedback on content and teaching effectiveness. First, the students have current and relevant feedback to give to the instructor. The trainer should seek out those opinions often during and after the program and through a variety of methods. Second, the training manager should have gained important information for the trainer through monitoring. Again, use the training manager's experience to review the value of completed training. The part-time trainer should view feedback and evaluations as opportunities for building on the training segment in a positive way and for improving his or her preparation and delivery methods. Feedback, in particular, provides a vehicle for upgrading the

training program and improving the trainer's professional capacity.

CONTRACTING WITH THE TRAINING MANAGER

Contracting between the trainer and the training manager is the critical starting point for the part-time trainer. The part-time trainer usually does not know about the internal operations of the training unit. The trainer and manager need to establish a positive working relationship. As a result, contracting sessions offer opportunities for both parties to establish their needs and expectations.

The contracting stage is both a process and a tool for the people involved.¹ The trainer and manager use it as a process for developing a working relationship with one another. During this process, the manager discusses his or her expectations, training goals, and personal views while the trainer discusses his or her skills, services, and personal and professional goals or needs. The process results in an exploration of:

- What the manager and part-time trainer want from each other.
- Whether they have the ability and resources to provide what is wanted in the relationship.
- Whether they are willing to enter into the relationship.

The manager and trainer also use the contracting process as a tool. The contract becomes a method of negotiating:

- Mutual establishment of program goals and objectives.
- Mutual decisionmaking on instructional strategies.
- Agreement on evaluation procedures.
- Agreement on when to return to the contracting process, where to establish review and decision points necessary for monitoring project development, and how to thoroughly evaluate the training results.

The contracting process has the advantage of allowing both the manager and the trainer

to examine and clarify their personal agendas and needs as early as possible. It allows them to develop a working relationship and to establish those responsibilities that are necessary to a successful work effort.

The disadvantage of trying to contract early in the arrangement is that the trainer may not be familiar with the ramifications of some responsibilities. For this reason, it is important that the trainer ask for a review of the contract periodically and be as knowledgeable as possible about the training requirements.

Important points to be discussed during the contracting process are:

- Training agency values.
- Training program goals.
- Expectations of the trainer's personal and professional behavior.
- Structure of the training agency as well as procedures for obtaining support and assistance.
- Limitations and abilities of the support staff, the support equipment, and the support budget.
- Manager's expectations of the training program's process and results.
- Trainer's personal needs and professional goals.
- Trainer's time constraints.
- Trainer's payment expectations.
- Evaluation and feedback process and mechanisms.
- Future programs and future trainer responsibilities.

The trainer should ensure that a process takes place that results in agreement on the major problems to be solved. The trainer has a responsibility to arrange time to meet with the training coordinator or manager and a duty to commit him or herself to the agreements made.

The part-time trainer has an additional responsibility to ensure that his or her effort fits into the overall training program and meshes well with the training department's working process.

LOGISTICS PREPARATION

Part-time trainers face different problems than their full-time counterparts. For example, they need to prepare logistically without advance knowledge of how the training support staff operates. Before training is started, therefore, certain logistical problems should be solved.

Training Environment

- Room arrangement. How may the seating and meeting situation be altered?
- Participant lists. Who are the trainees? What are their experiences and training needs?
- Lesson plan format. What does the agency require for lesson plan design and content?
- Audiovisual equipment. What equipment is available, and who is responsible for locating and setting it up?
- Movies, filmstrips, and slides. What audiovisual materials are available, and what is the process for obtaining them?
- Flip chart stands, paper, and markers. Does the agency provide flip charts and materials?
- Classroom aides and assistance. Will someone be available during the training to help out, especially in emergencies?
- Materials and handouts. Is a library of content materials available to trainers? How are they obtained?
- Breaks, lunch time policies. Are there standard policies and procedures concerning the length and number of breaks for trainees?
- Smoking policy. Is there a policy on smoking?

- Absentee policy. Is there a training department policy if trainees do not attend, or attend the training sporadically?
- Trainers' dress code.
- Trainers' parking area.
- Available telephones or message center. Where or how may trainers call their offices, and how are messages received by trainers?
- Janitor or maintenance assistance. If a maintenance person is needed during the training, how may the person be contacted?

Support Staff

- Secretaries' names, phone numbers, addresses, and responsibilities. How and who should be contacted for regular departmental clerical support?
- Typing, copying available for the part-time trainer. How does the trainer have materials typed and copies made?
- Procedures for obtaining materials, audiovisuals, etc. The trainer needs to know how to obtain support materials without violating departmental procedures.
- Sample training materials and handouts. While the part-time trainer may be developing training support materials and handouts, the training department will often have a specific format that should be followed. These materials may need to be included in a program notebook or follow a specific format to conform with other handouts. The trainer's materials should conform to sample formats.
- Classroom support. Who will assist the trainer in the classroom with materials or audiovisual equipment? If no one is assigned, will someone be available for emergency help?

Course Development

- Training goals, agenda. What is the

overall program goal and the program agenda?

- Format for writing performance objectives. What is the department procedure for developing performance objectives?
- Lesson plans. What are the philosophy, content requirements, and format for developing lesson plans for the training segment?
- Test construction. How should pre-test and post-test questions be established and formatted? Are a pre-test and a post-test required?
- Evaluation and feedback. Does the training department follow a standard evaluation process? Can the trainer include his or her own feedback process? Will the trainer or others be responsible for conducting the evaluation process?
- Follow-up meetings. Is a follow-up meeting scheduled for the trainer and the training manager?

There are numerous logistical problems and situations to resolve before the training starts. The part-time trainer often finds that, because of time constraints, handling logistics is one of the most difficult training requirements. Logistics do require special attention if a program's success is to be ensured.

PRESENTATION PREPARATION

The process of developing and carrying out a training assignment includes:

- Determining the trainees' needs.
- Setting instructional performance objectives.
- Selecting a presentation strategy. This includes choosing a method and style.
- Developing support materials and handouts.
- Comparing training results to performance objectives.

The part-time trainer's key roles are to carry out the training program goal and serve the trainees' work-related needs. The presentation can be developed from a lesson plan format that forces the trainer to set objectives, choose a strategy, develop materials, and evaluate results.

Setting Performance Objectives

A trainer begins a lesson plan by writing performance objectives. The performance objectives determine the:

- Purpose of the training segment.
- Strategy for delivery.
- Course content.
- Evaluation process and content.

To write performance objectives, the trainer must:²

1. Identify the behavior or performance by name; specify the kind of behavior that will be accepted as evidence that the learner has achieved the objective.
2. Describe the important conditions under which the behavior will be expected to occur.
3. Specify the criteria of acceptable performance by describing how well the learner must perform.

When writing objectives:

- Be brief and to the point; include only one major item in each objective.
- Use an action verb to describe anticipated results.
- Specify a timeframe or target date for completion.
- Specify limits in the use of resources (manuals, people, equipment, etc.)
- Make objectives realistic in terms of previous performance, total responsibilities, and current resources.

- Inject enough challenge in an improvement or change objective to make it worth formulating.
- Choose objectives that are supportive and consistent with overall organizational missions.
- Choose areas for which the trainee has direct influence or control.

Examples of Performance Objectives. At the end of this training, each trainee will be able to:

1. Define the purpose of group discussions as a training technique.
2. Identify and describe the five steps in conducting effective group discussions.
3. Identify the six most commonly used group discussion techniques.

At the end of this session, each trainee will be able to:

1. Define and demonstrate large group, small group, and "buzz" group training techniques.
2. Define the purpose of the brainstorming technique and demonstrate it.
3. Identify the four general rules for effective use of the brainstorming technique.
4. Define and demonstrate the training techniques of critical incident and case study.
5. Define and demonstrate the "role play" as a training technique.
6. Identify five of the seven steps to make effective use of the role play.

The above models should clearly state:

1. What the student will do to demonstrate what he or she has learned.
2. The conditions under which the desired performance is to be demonstrated.

3. Performance standards.

Lesson Plan Format and Development

There are many purposes for developing lesson plans. Most often lesson plans are used by the training coordinator to ensure consistency among trainers. However, they are also useful as quality control instruments, as an evaluation baseline, as tools for creating a collective body of knowledge for other trainers and staff, and as devices to promote accountability for the total training department effort.

The lesson plan format should include:

- Subject title.
- Topic title.
- Target population.
- Time allocation.
- Classroom requirements.
- Performance objectives.
- Evaluation procedures.
- Special methods.
- Training aids, supplies, and equipment.
- Pre-test and post-test.
- Instructional content and presentation guide.
- Notes to the trainer.

Once the performance objectives are established, the next important step is to develop a presentation guide. The process of developing the presentation guide and instructional content will provide answers to questions you may have in other areas. The presentation guide should include several major sections.³

Introduction. During this stage the trainer should prepare the participants by motivating them, creating an incentive for them to learn, and explaining the importance of the lesson. This is when the performance objectives should be identified and explained. Performance objectives are:

- Trainee motivation.
- Statement of clear, measurable goals.
- Outline of content.

Presentation. This stage gives the trainer the opportunity to present all theory, information, and facts that are to be covered. It is essential that all information related to the performance objectives be communicated during this stage. Presentation includes:

- Subject matter.
- Clear organization.
- Use of training aids.

Application. In order for the participants to grasp the material presented as well as provide feedback to the trainer, the application stage involves the trainees with applying the information. Application consists of:

- Appropriate strategies.
- Use of training aids.
- Experiential learning.

Summary. When the trainer believes that sufficient time has been devoted to the application stage, all major presentation points should be summarized. This stage should include a review and brief discussion of all the performance objectives. The summary contains:

- A summary of content.
- A review of objectives.

Evaluation. At the conclusion of the summary, an evaluation procedure should occur. A written examination that measures what participants gained from training is administered. The exam should be based on performance objectives. An evaluation consists of:

- Administration of the post-test.
- Critique of training presentation.

A blank sample cover sheet and model lesson plan are shown in Figures 1 and 2, respectively. Figures 3 and 4 provide samples of a completed cover sheet and lesson plan to give the new part-time trainer a good example of how to develop a curriculum and presentation style.

PRESENTATION STYLES

The part-time trainer is usually faced with a dilemma when selecting a teaching strategy. First, the trainer/practitioner seldom has extensive training experience that enables developing different styles to match the various trainees' learning needs. Second, the trainer/practitioner is usually faced with experienced adult learners who require active experiential teaching strategies.

It makes good sense for the part-time trainer to use the strengths he or she possesses. However, the trainer should also be prepared to experiment with different styles to best meet the trainees' needs. Described below are some teaching methods that the part-time trainer may find helpful.

Lecture

The lecture is an efficient and quick method of delivering a large amount of information to larger groups of trainees. Although lecturing is often the most comfortable strategy for new trainers, it is usually ineffective, potentially boring, and lacks audience participation.

Demonstration or Behavior Modeling

This method employs showing by doing. The advantage of demonstrating correct behavior is that the trainee is offered only the appropriate method of performing. In his book Behavior Modeling, Zemke describes three important elements of this technique:⁴

Attention: Make sure trainees are attentive to the important behavior being modeled.

Retention: Help the trainees remember the important behavior.

Reinforcement: Use proactive sessions to develop trainee skills.

Group Discussions

The purpose of a discussion strategy is to achieve complete class participation, allowing all trainees an equal opportunity to express their ideas and opinions. This can best be accomplished by following certain guides.

- Act as a facilitator, not an information giver.
- Promote full class participation.
- Encourage opinions.
- Use questions to keep discussion flowing.
- Keep discussion positive.
- Present occasional summaries.
- Listen carefully, showing interest.
- Maintain control.
- Don't take sides.
- Don't embarrass participants.
- Summarize the discussion.

Problem Solving

There are four principal problem-solving methods: case study, critical incidents, brainstorming, and informal role playing. These methods are extremely effective for teaching adults since trainees participate directly in discovering the solutions to relevant work-related situations.

Case study. This method entails presenting a hypothetical problem scenario of a realistic situation. The class solves the problem through participation in small discussion groups. Cases must be prepared in advance and they must be directly relevant to the trainees' "back home" situation.

Critical incident.⁵ In this learning situation, the trainees design realistic situations and then move on to solve the problems in individual and small group problem-solving units. It is important that the critical incidents be germane to the work situation and that all trainees

participate in the problem-solving experience. To assure that trainees focus on the issues that confound the potential solutions, the trainer should act as a facilitator for the small groups.

Brainstorming. Brainstorming is quickly generating ideas to solve a particular problem. The rules of brainstorming are:

- All participants state their ideas quickly.
- Ideas or opinions are not evaluated.
- The trainer strives to create a "free-wheeling" atmosphere.
- Emphasis is on quantity of ideas.
- The trainer records the ideas on flip chart paper so all can see and piggyback their ideas into other statements.

Brainstorming generates good discussions. However, the trainer should follow through by condensing and summarizing input into a solution statement to solve the problem.

Informal role playing. In this method, the trainer performs a spontaneous action to set in motion a search for an answer to a specific problem. The role play helps students and trainer to solve the problem.⁶ This method differs from prepared role play, which is usually a demonstration or behavior modeling strategy. Informal role playing allows:

- The trainer to receive immediate feedback on students' understanding of the material.
- The students to create realistic situations to solve.
- The students to try out newly acquired learning.

These are only a few examples of presentation styles. However, the training strategies presented are proven methods of instigating adult learning. The part-time trainer should remember that experienced workers and adult students require relevant, work-related, active experiential training.

EVALUATION METHODS

A training session lacking in managerial review leaves the trainer no wiser than when he or she started. Some reasons, then, for evaluating training programs that are especially relevant to the part-time trainer are described below. Evaluation is helpful in order to:

- Determine how well the training is meeting its stated objectives.
- Identify unintended outcomes.
- Identify program strengths and weaknesses so that the training quality can be improved.

The part-time trainer will derive the most benefit from two particular types of evaluation.

- The first form of evaluation is conducted while the training program is in progress so that the trainer can make changes or modifications along the way. Some of the features of this evaluation form are that:

- Questionnaires can be administered at any time to encourage direct feedback. (See the sample in Figure 5.)
- Informal feedback is usually provided by students.
- Student representatives can be selected for meetings with the instructor periodically throughout the training session.
- Instructor interviews can be conducted during breaks or class time.
- Observing how well trainees perform during role playing or skill development gives the instructor cues as to his or her effectiveness.

- A second form of evaluation is conducted before and after the training program to measure how well the training objectives have been achieved. Part-time trainers are often asked to develop standardized pre-test

and post-test questions that directly relate to performance objectives and training content.

Test formats include:

- Multiple choice.
- True/false.
- Matching.
- Essay.
- Completion/fill in blanks.

Multiple-choice questions are the most popular method of testing since they are easy to design, score, and relate to objectives, and they provide alternative choices for the trainee.

Test formats should be designed to:

- Measure objectives accurately and consistently.
- Be easy to administer, take, and score.

-- Discriminate differences among trainees.

-- Include at least one test item on each key point.

-- Include a range of easy, average, and difficult items.

-- Be objective and not affected by the opinions of the scorer.

-- Predict the trainee's success on the job.

Several sample evaluation instruments are shown in the pages that follow. Figure 5, as previously mentioned, is an example of a feedback instrument. Figure 6 is a sample multiple-choice test.

SUMMARY

Figure 7 provides a checklist to assist the part-time trainer in successfully preparing for and conducting a training program. The checklist is a step-by-step guide that encompasses the issues discussed in this document.

Figure 1. SAMPLE BLANK COVER SHEET

COURSE TITLE

LESSON TITLE	DATE	TIME	INSTRUCTOR	STUDENT
1. Introduction to the course				
2. The history of the course				
3. The objectives of the course				
4. The structure of the course				
5. The importance of the course				
6. The role of the student				
7. The role of the instructor				
8. The role of the course				
9. The role of the course				
10. The role of the course				

INSTRUCTOR(S)

Performance Objectives:	Evaluation Procedures: (How will each objective be evaluated?)
1.	1.
2.	2.
3.	3.

Time Frame:	Number of Participants:
Total: _____ hrs. _____ min.	Space Requirements:
Suggested Schedule:	
From: _____ To: _____	

Methods:

Figure 1. SAMPLE BLANK COVER SHEET (continued)

Equipment and Supplies Needed:

_____ Flip chart	Number needed _____	_____ Videotape player
_____ Chalk board		Type: 1/2" open reel _____
_____ 16 mm. projector		3/4" cassette _____
_____ Film length _____ min.		Betamax _____
_____ Slide projector		Videotape length _____ min.
Type: Carousel _____		_____ Videotape recorder with
Tray _____		camera
Sound-on-slide _____		_____ Public address system
		_____ Overhead projector

Student Materials (Handouts):

Title*	# Needed	When Distributed	Comments
--------	----------	------------------	----------

*Copyright permission

Instructor Materials:

Pre-Lesson Preparation:

Figure 2. SAMPLE BLANK LESSON PLAN

Lesson _____ Page 1

PRESENTATION GUIDE	NOTES TO TRAINER
<p>Should include:</p> <ul style="list-style-type: none">A. IntroductionB. PresentationC. ApplicationD. SummaryE. Evaluation	

Figure 2. SAMPLE BLANK LESSON PLAN (continued)

Lesson _____ Page _____

PRESENTATION GUIDE	NOTES TO TRAINER

Figure 3. SAMPLE NATIONAL ACADEMY OF CORRECTIONS COVER SHEET

Course Title _____

Lesson Title Stress in the Correctional Environment

Instructor(s) _____

Prepared by _____ Date _____

Time Frame:

Total: 4 hrs. 0 min.

Suggested Schedule: Monday

From: 1:00 p.m. To: 5:00 p.m.

Target Population:

Correctional Managers

Number of Participants: 30

Space Requirements:

1 room with tables, chairs, or desks to accommodate trainees. Room should be located in relatively quiet area. Eliminate possibility of interruptions to best of ability (e.g., telephones).

Performance Objectives:

Upon completing this lesson and its related activities, the learner, from memory, should be able to:

1. Define stress in at least 2 different ways.
2. List at least 5 physical or psychological reactions to stress.
3. Define the difference between distress (negative stress) and eustress (positive stress).
4. Explain the meaning of the terms: stressors, context, and coping as well as their relationship to stress management.
5. List at least 6 out of 10 approaches that can be used to help a person cope with stress.
6. Describe at least 2 ways to relax.

Evaluation Procedures:

(How will objectives be evaluated?)

Written test on completion of topic presentation. A score of 65% is passing for the 5-question test. Each question is worth 20%.

Figure 3. SAMPLE NATIONAL ACADEMY OF CORRECTIONS COVER SHEET (continued)

Methods: Lecture.

Equipment and Supplies Needed:

<input checked="" type="checkbox"/> Flip chart	Number needed <u>2</u>	<input checked="" type="checkbox"/> Videotape player	
<input type="checkbox"/> Chalk board		Type: 1/2" open reel	<input type="checkbox"/>
<input type="checkbox"/> 16 mm. projector		3/4" cassette	<input checked="" type="checkbox"/>
<input type="checkbox"/> Film length: _____ min.		Betamax	<input type="checkbox"/>
<input type="checkbox"/> Slide projector		Videotape length _____ min.	
Type: Carousel	<input type="checkbox"/>	Videotape recorder with	
Tray	<input type="checkbox"/>	camera	
Sound-on-Slide	<input type="checkbox"/>	Public address system	
		<input checked="" type="checkbox"/> Overhead projector	
<input checked="" type="checkbox"/> Felt-tipped marker			
<input checked="" type="checkbox"/> Masking tape			
Other _____			

Student Materials (Handouts):

Title	# Needed	When Distributed	Comments
"Stress"* (Booklet published by Blue Cross Assoc., Chicago, IL 1974)			
*Copyright permission			

Instructor Materials:

Videotape: "Burnout"
Sufficient number of self-assessment forms, student worksheets, (cont)

References:

Behavior Modification Training Program
in Self-Control: Workbook, New Jersey
Neuro-Psychiatric Institute, (cont)

Figure 3. SAMPLE NATIONAL ACADEMY OF CORRECTIONS COVER SHEET (continued)

CONTINUATION PAGE

Instructor materials, continued

Trainee tests

Overhead transparencies #1 and #2

One pencil and one 5 x 8 card for each participant

References, continued

Princeton, NJ, 1974, pp. 19-29.

Benson, Herbert, M.D., The Relaxation Response, Avon Books, New York, 1975, pp. 23 - 27; 66-74.

Harris, George A., Ph.D., Stress in Corrections, research paper for National Institute of Corrections, pp. 3 - 6; 13.

McLean, Alan A., M.D., Work Stress, Addison-Wesley Publishing Co., Reading, Massachusetts, 1979, pp. 123-136.

"On the Real Benefits of Eustress," Psychology Today, March, 1978, pp. 60-70.

Selye, Hans, M.D., Stress Without Distress, Lippincott and Crowell, New York, 1974, pp. 11-22; 30-31.

Stress, Blue Cross Association, Chicago, Illinois, 1974, pp. 6-17; 88-94.

Figure 4. SAMPLE NATIONAL ACADEMY OF CORRECTIONS LESSON PLAN

Lesson Stress in the Correctional Environment Page 1

PRESENTATION GUIDE	NOTES TO TRAINER
<p>Today's lesson is on stress and stress management. The objectives are:</p> <p>I. <u>Introduction</u></p> <p>A. <u>Definitions of Stress</u></p> <p>There are several ways of defining stress. Every person probably has his or her own personal definition.</p> <p>1. Define stress in your own words and write it down on the 5 x 8 card.</p>	<p>Write objectives on flip chart.</p> <p>Write all definitions on flip chart. Save pages with definitions and tape these to wall. Put Selye's and Brodsky's definitions on flip chart. NOTE: To better understand the differences and similarities between Selye's and Brodsky's definitions of stress, you should read pages 41-43 in the <u>Training Reference Manual</u>.</p>
<p>II. <u>Presentation</u></p> <p>A. 1. Hans Selye's definition: Stress is the nonspecific response of the body to any demand made upon it.</p> <p>2. Carroll Brodsky's definition: The awareness of awareness, the recognition that one is not functioning automatically, together with the suspense and anxiety that accompany this state.</p>	<p>Discuss differences and similarities between Selye's and Brodsky's definitions versus those of the participants.</p>

Figure 4. SAMPLE NATIONAL ACADEMY OF CORRECTIONS LESSON PLAN (continued)

Lesson Stress in the Correctional Environment

Page 2

PRESENTATION GUIDE	NOTES TO TRAINER
<p>3. Stress is not the same as a stressor. A stressor is a cause of stress reaction. A stressor is any physical or non-physical (expected) event that can cause stressful feelings or reactions. List possible stressors on the job or at home on your 5 X 8 card.</p> <p>B. <u>Reactions to Stress</u></p> <p>There are physical and social-psychological reactions to stress. They are:</p> <ol style="list-style-type: none"> 1. High blood pressure (hypertension). 2. Kidney disease. 3. Peptic ulcer. 4. Endocrine-gland disorders. 5. Heart conditions. 6. Destructive off-work habits (use of drugs, alcohol dependency, etc.). 7. Sour attitude. 8. Excessive sick time. 9. More than usual impatience. 10. Feeling of being alone. <p>C. <u>The Stress Mechanism</u></p> <p>Stressors, whether actual physical events or expectations of stressful events, cause specific effects on our bodies.</p> <ol style="list-style-type: none"> 1. Messages from brain and central nervous system through the hypothalamus stimulate the autonomic nervous system and pituitary gland. 2. Pituitary gland secretes adrenocorticotrophic hormone (ACTH) into blood. 3. ACTH stimulates adrenal glands to secrete adrenalin. 4. Adrenalin and the sympathetic nerves in the now stimulated autonomic nervous system stimulate the heart, muscles, and lungs, and raise blood pressure. At the same time, blood flow is improved and oxygen consumption and strength are increased. 	<p>Write a sampling of the participants' stressors on flip chart. Put under two columns headed "On the Job" and "At Home."</p> <p>Show videotape: "Burnout" <u>before</u> you discuss the reactions to stress.</p> <p>Make sure everyone can see the monitor.</p> <p>Mention to the class why it is important to understand the physical effects of stress. It is important because this physical reaction occurs normally and naturally in all of us whenever we are in a stressful situation. Understanding this is helpful in explaining the symptoms of stress.</p> <p>NOTE: Do not spend a great deal of time discussing this material. Present it and move on to Section D.</p> <p>Overhead Transparency #1</p>

Figure 4. SAMPLE NATIONAL ACADEMY OF CORRECTIONS LESSON PLAN (continued)

Lesson Stress in the Correctional Environment

Page 3

PRESENTATION GUIDE	NOTES TO TRAINER
<p>5. Liver, spleen, stomach, and other organs are similarly stimulated.</p> <p>6. When situation causing stress is removed or resolved, body functions are slowed to "normal" by parasympathetic nerves in autonomic nervous system.</p> <p>7. Innate responses include:</p> <ul style="list-style-type: none"> a. fight or flight response--emergency reaction activated by sympathetic nerves. b. relaxation response--reduction of stimulated condition activated by parasympathetic nerves. It is possible to activate the response through psychological means (i.e., meditation). <p>D. <u>Distress versus Eustress</u></p> <p>We need some level of stress in our lives in order to feel challenged and motivated. However, too much stress can be harmful.</p> <ul style="list-style-type: none"> 1. Distress (negative)--harmful stress that causes us to constantly readjust or adapt. 2. Eustress (positive)--essential to good health; keeps us challenged and alive. 3. Two main types of people. Neither is better than the other. <ul style="list-style-type: none"> a. racehorses: who thrive on stress and are happy with fast-paced life-style. b. turtles: who require peace, quiet, and tranquility. 4. What may cause stress for one person may not for someone else. It depends on the person's frame of reference and attitude. 	<p></p> <p>Write definitions on flip chart. Give examples.</p> <p></p> <p>Give some work examples: excessive paperwork can be stressful to some but may not be to others; working daily with hostile inmates may be stressful to some while</p>

Figure 4. SAMPLE NATIONAL ACADEMY OF CORRECTIONS LESSON PLAN (continued)

Lesson Stress in the Correctional Environment

Page 4

PRESENTATION GUIDE	NOTES TO TRAINER
<p>5. Our attitude determines if we perceive an experience as pleasant or unpleasant.</p> <p>6. Adopting new attitudes towards job, home, and life situations can make it possible to change negative stress into positive stress.</p> <p>E. <u>Self-Assessment Exercise</u> (work setting)</p> <p>Provides you with an opportunity to discover areas of strengths and weaknesses in coping with work stress.</p> <ol style="list-style-type: none"> 1. Stressors--any physical or nonphysical (expected) event that can cause stressful feelings or reactions. 2. Context--environment in which stress occurs. 3. Coping--ability to deal adequately with stressful feelings or reactions. <p>Have trainees complete self-assessment exercise individually. Discuss it as a class.</p> <p>F. <u>Coping with Stress</u></p> <p>There are recognized approaches to facilitate coping with stress more positively.</p> <ol style="list-style-type: none"> 1. Work off stress--physical activity allows you a "fight" outlet for mental stress. 2. Talk out your worries--it helps to share worries with someone you trust and respect. 	<p>others enjoy that kind of work. Ask the participants for other work examples.</p> <p>On flip chart write the definitions of stressors, context, and coping.</p> <p>Follow instructions on self-assessment exercise, completing one part at a time in this order:</p> <p>Part 1: stressors checklist</p> <p>Part 2: context survey</p> <p>Part 3: coping checklist</p> <p>Part 4: diagram completion</p> <p>Overhead Transparency #2</p> <p>NOTE: Give as many examples as possible and take your time during this section; it's important.</p>

Figure 4. SAMPLE NATIONAL ACADEMY OF CORRECTIONS LESSON PLAN (continued)

Lesson Stress in the Correctional Environment Page 5

PRESENTATION GUIDE	NOTES TO TRAINER
<ol style="list-style-type: none"> 3. Learn to accept what you cannot change--it beats spinning your wheels and getting nowhere. 4. Avoid self-medications--they mask the symptoms, but they do not help you adjust to the stress itself. 5. Get enough sleep and rest--lack of sleep can lessen your ability to deal with stress. 6. Balance work and recreation--recreation can relax your mind. 7. Do something for others--get your mind off yourself. 8. Take one thing at a time--set some tasks aside and work on the most urgent. 9. Give in once in awhile--try giving in instead of fighting and insisting you are always right. 10. Make yourself available--when you are bored and feel left out, go where the action is. 	
<p>III. <u>Application</u></p> <p>A. <u>Relaxation Exercises</u></p> <ol style="list-style-type: none"> 1. Breathing exercise <p>Have trainees experience the breathing exercise. Emphasize the importance of practice.</p> 2. Muscle-relaxant method <p>Have trainees experience the muscle-relaxant method. Emphasize the importance of practice.</p> 	<p>Demonstrate.</p> <p>Follow breathing exercise script, pp. 88-94, <u>Stress</u>, Blue Cross Association pamphlet.</p> <p>Follow muscle-relaxant exercise script, pp. 30-34, the <u>Trainers Reference Manual</u>.</p>

Figure 4. SAMPLE NATIONAL ACADEMY OF CORRECTIONS LESSON PLAN (continued)

Lesson Stress in the Correctional Environment

Page 6

PRESENTATION GUIDE	NOTES TO TRAINER
<p>IV. <u>Summary</u></p> <p>A. <u>In Review of Our Lesson, These Points Were Covered:</u></p> <ol style="list-style-type: none"> 1. Definitions of stress. <ol style="list-style-type: none"> a. participants' b. Selye's c. Brodsky's. 2. Recognizable physical and psychological reactions to stress. 3. Biological stress mechanisms. <ol style="list-style-type: none"> a. fight or flight response. b. relaxation response. 4. Distress versus eustress. 5. Self-assessment exercise. 6. Specific approaches to facilitate coping with stress. 7. Relaxation exercises. 8. The reason these points were made was: <ol style="list-style-type: none"> a. to define the program. b. to discover personal areas of focus. c. to offer coping mechanisms useful on the job or off. <p>V. <u>Evaluation</u></p> <p>A. <u>Administer written test</u> (based on instructional objectives).</p> <p>B. <u>Hand out a copy of "Stress"</u> by the Blue Cross Association to each trainee.</p>	<p>Put major points on flip chart.</p>

Figure 4. SAMPLE NATIONAL ACADEMY OF CORRECTIONS LESSON PLAN (continued)

Overhead Transparency #1

THE STRESS MECHANISM

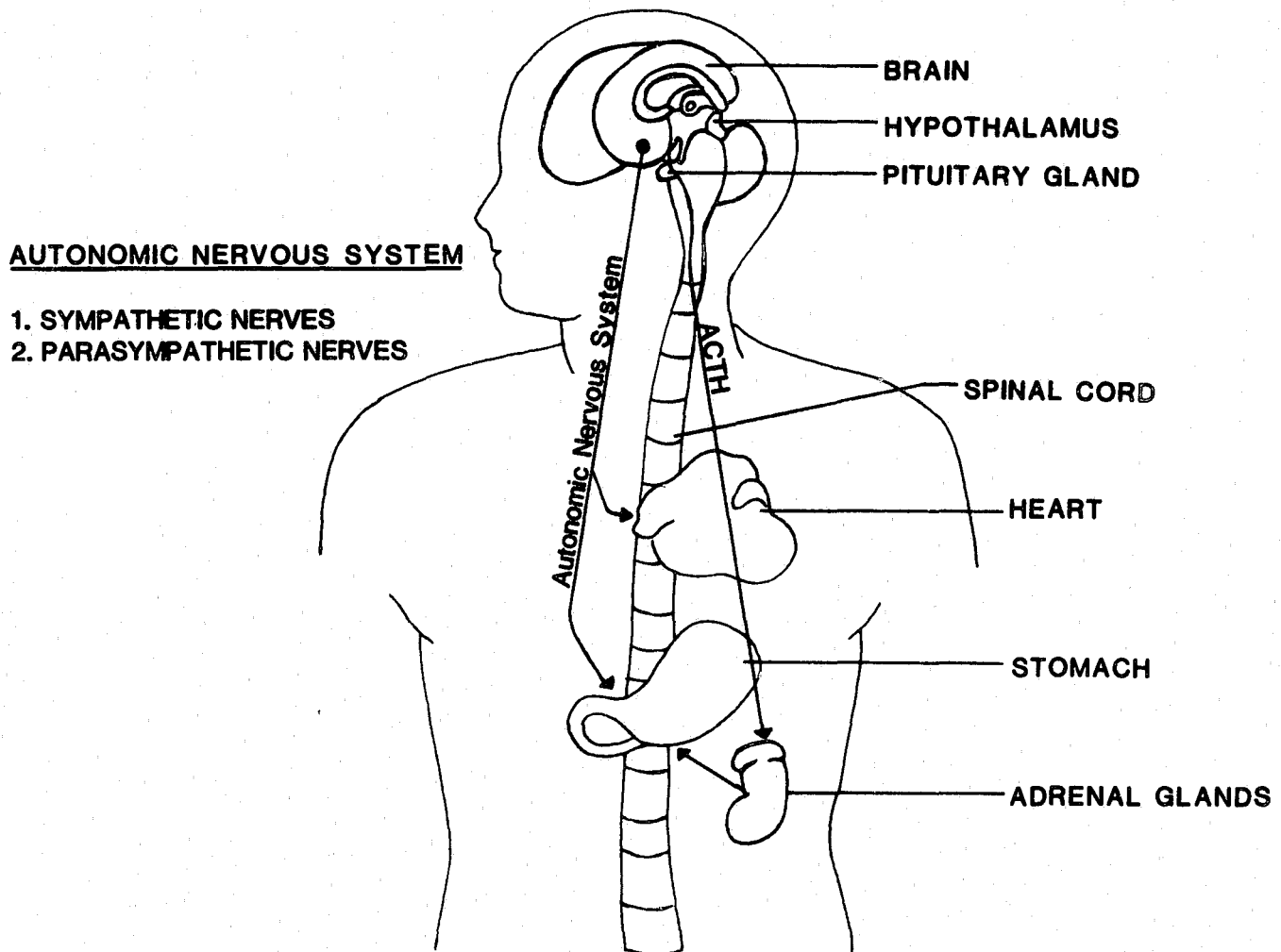


Figure 4. SAMPLE NATIONAL ACADEMY OF CORRECTIONS LESSON PLAN (continued)
Overhead Transparency #2

COPING WITH STRESS

- 1. WORK OFF STRESS**
- 2. TALK OUT YOUR WORRIES**
- 3. LEARN TO ACCEPT WHAT YOU CANNOT CHANGE**
- 4. AVOID SELF-MEDICATION**
- 5. GET ENOUGH SLEEP AND REST**
- 6. BALANCE WORK AND RECREATION**
- 7. DO SOMETHING FOR OTHERS**
- 8. TAKE ONE THING AT A TIME**
- 9. GIVE IN ONCE IN AWHILE**
- 10. MAKE YOURSELF AVAILABLE**

Figure 4. SAMPLE NATIONAL ACADEMY OF CORRECTIONS LESSON PLAN (continued)

ANSWER KEY

**STRESS IN THE CORRECTIONAL ENVIRONMENT
WRITTEN TEST**

Score _____

NAME/TITLE _____

DATE _____

1. Give two definitions of stress:

1. Selye: the nonspecific response of the body to any demand put upon it.
2. Brodsky: the awareness of awareness, the recognition that one is not functioning automatically, together with the suspense and anxiety that accompany this state.

2. List at least 5 physical and/or psychological reactions to stress:

1. High blood pressure (hypertension)
2. Kidney disease
3. Peptic ulcer
4. Endocrine - gland disorders
5. Heart conditions
6. Destructive off-work habits (drugs, alcohol, etc.)
7. Excessive sick time
8. Sour attitude
9. More than usual impatience
10. Feeling of being alone

3. Define the terms distress and eustress:

1. Distress (negative) - harmful stress that causes us to constantly readjust or adapt.
2. Eustress (positive) - essential to good health; keeps us challenged and alive.

4. Explain what is meant by the terms: stressor, context, and coping:

1. Stressor - any physical or non-physical (expected) event that can cause stressful feelings or reactions.

Figure 4. SAMPLE NATIONAL ACADEMY OF CORRECTIONS LESSON PLAN (continued)

2. Context - environment in which stress occurs.
3. Coping - ability to deal adequately with stressful feelings or reactions.
5. List at least 6 approaches that can be used to facilitate positive coping with stress:
 1. Work off stress
 2. Talk out your worries
 3. Learn to accept what you cannot change
 4. Avoid self-medication
 5. Get enough sleep and rest
 6. Balance work and recreation
 7. Do something for others
 8. Take one thing at a time
 9. Give in once in awhile
 10. Make yourself available

Figure 5. SAMPLE FEEDBACK INSTRUMENT

TOPIC _____ INSTRUCTOR _____

DATE _____

KEY: 4 - Excellent
3 - Good
2 - Fair
1 - Poor
0 - Not Evident

I. INTRODUCTION

A. Motivational	4	3	2	1	0
B. Statement of Clear, Measurable Goals	4	3	2	1	0
C. Content Outline	4	3	2	1	0

II. CONTENT PRESENTATION

A. Knowledge of Subject Matter	4	3	2	1	0
B. Clear Organization	4	3	2	1	0
C. Appropriate Presentation Style	4	3	2	1	0
D. Use of Training Aids	4	3	2	1	0
E. Audience Involvement	4	3	2	1	0
F. Eye Contact	4	3	2	1	0
G. Voice Volume, Speed	4	3	2	1	0
H. Nonverbal Movements	4	3	2	1	0
I. Sincerity	4	3	2	1	0

III. APPLICATION

A. Skills and Behavior Were Developed	4	3	2	1	0
B. Content Was Relevant to Work Needs	4	3	2	1	0

IV. SUMMARY

A. Objectives Reviewed	4	3	2	1	0
B. Content Summarized	4	3	2	1	0

STRENGTHS OF THE TRAINING:

SUGGESTED IMPROVEMENTS:

Figure 6. SAMPLE MULTIPLE-CHOICE TEST

Mental Retardation - Pre-Test

Preliminary Questionnaire Distributed Before Exposition of Lesson Plan:

1. What percentage of the population is retarded?
a. 3% b. 5.4% c. 8% d. 10% e. 12%
2. The percentage of the retarded people living in institutions is approximately:
a. 3% b. 7.5% c. 10% d. 15% e. 25%
3. Retarded people
a. aren't very sensitive about their human dignity
b. have the same needs you have
c. don't need as much self-fulfillment
d. have a lessened need for love and loving
e. aren't very aware of a feeling of self-worth
4. Authorities in the field of retardation approve most of a living situation where the retarded citizens live in
a. rural areas
b. villages designed for them
c. institutions
d. average sized residences in normal neighborhoods, rural or urban
e. dormitories attached to workshops, for the period of training
5. Select the best of the following. Most retarded adults:
a. can work on simple repetitive jobs
b. cannot work
c. can work in sheltered environments
d. can be kept busy in activity centers
e. can work on competitive jobs in the community
6. The trend is to have retarded citizens be
a. more segregated from society
b. given more separated services
c. included in the full stream of society
d. separated from society except for transportation
e. separated from society only in employment

Figure 6. SAMPLE MULTIPLE-CHOICE TEST (continued)

7. If you're going to be retarded, you're
- a. born retarded
 - b. retarded by early childhood
 - c. a candidate for retardation at any age
 - d. likely to degenerate gradually
 - e. retarded before puberty

*Questionnaire courtesy of D. Norley, President, Committee on Mental Retardation, Deland, Florida

TRAINER'S NOTE:

Answers

- 1 - a
- 2 - a
- 3 - b
- 4 - d
- 5 - e
- 6 - c
- 7 - c

Figure 7. PART-TIME TRAINER PROGRAM DEVELOPMENT CHECKLIST

TASKS	YES	NO	PARTIALLY	NOT SURE	ACTION
1. I have been contacted by a training department to conduct a training segment.					
2. A contracting meeting has been arranged with the training manager/coordinator.					
3. To prepare for the meeting, I have researched					
a. My professional development needs.					
b. The training department's values.					
c. The training program's goals.					
4. The contracting meeting has been conducted and the following have been addressed:					
a. Training agency values.					
b. Training program goals.					
c. Expectations of trainer's personal and professional behavior.					
d. Structure of the training agency including procedures for obtaining support and assistance.					
e. Limitations and abilities of the support staff, the support equipment, and the support budget.					
f. The manager/coordinator's expectations of the training program process and results.					
g. My personal and professional goals.					
h. My time constraints.					
i. My payment amount and payment schedule.					
j. Evaluation and feedback process and methods.					

Figure 7. PART-TIME TRAINER PROGRAM DEVELOPMENT CHECKLIST

TASKS	YES	NO	PARTIALLY	NOT SURE	ACTION
k. Future programs and future trainer responsibilities.					
5. Logistics preparation					
a. Training environment questions to be answered:					
1) Room arrangement.					
2) Participant lists.					
3) Lesson plan format.					
4) Audiovisual equipment.					
5) Audiovisual library review.					
6) Flip chart stands and paper.					
7) Classroom aides and assistance.					
8) Materials and handouts.					
9) Breaks, lunch time policies.					
10) Smoking policy.					
11) Absentee policy.					
12) Trainers' dress code.					
13) Trainers' parking area.					
14) Telephone or message center.					
15) Janitor or maintenance assistance during training.					
b. Support staff:					
1) Secretaries' names, phone numbers.					
2) Typing, clerical assistance.					
3) Procedures for obtaining materials.					
4) Models for training material development.					
5) Classroom support.					
c. Course development:					
1) Training goals and agenda.					

Figure 7. PART-TIME TRAINER PROGRAM DEVELOPMENT CHECKLIST

TASKS	YES	NO	PARTIALLY	NOT SURE	ACTION
2) Performance objectives format. 3) Lesson plan format. 4) Test construction format. 5) Evaluation and feedback procedures. 6) Follow-up meeting arranged.					
6. Presentation preparation:					
a. <u>Performance objective.</u> Does the performance objective state:					
1) What the student will do to demonstrate what he or she has learned?					
2) The conditions under which the desired performance will be demonstrated?					
3) The standards that performance must meet?					
b. <u>Lesson plan format.</u> Does the lesson plan include:					
1) Subject title?					
2) Topic title?					
3) Target population?					
4) Time allocation?					
5) Classroom requirements?					
6) Performance objectives?					
7) Evaluation procedures, pre-test and post-test?					
8) Training aids, supplies, and equipment?					
9) Instructional content and presentation guide?					
10) Notes to the trainer?					

REFERENCES AND NOTES

1. Ulschak, Francis L., "Contracting: A Process and a Tool," The 1978 Handbook for Group Facilitators, University Associates, 1978, pp. 138-142.
2. The working definition of a performance objective is quoted directly from the NIC Train the Trainers Training Manual.
3. The explanation of the presentation guide was cited directly from the NIC Model Lesson Plan.
4. Zemke, Ron, "Behavior Modeling: The 'Monkey See, Monkey Do' Principle," Adult Learning in Your Classroom, Lakewood Publications, Minneapolis, Minnesota, 1982, pp. 65-68.
5. Katsampes, Paul L., "Changing Correctional Officers: A Demonstration Study," International Journal of Criminology and Penology, Vol 3, (1975), pp. 123-144.
6. Broadwell, Martin M., "Effective Informal Role Playing," Adult Learning in Your Classroom, Lakewood Publications, Minneapolis, Minnesota, p. 92.
7. Evaluation methods were summarized from the NIC Train the Trainers Training Manual lesson plans.

RESOURCES LIST

Publications

1. ADULT LEARNING IN YOUR CLASSROOM, Lakewood Publications, Minneapolis, Minnesota 55403, 1982.
2. TOOLS FOR TRAINERS - TRAINING TOPICS AND LESSON PLANS, Center for the Study of Crime, Delinquency and Corrections, Southern Illinois University, Carbondale, Illinois.
3. TOOLS FOR TRAINERS - RESOURCES, Center for the Study of Crime, Delinquency and Corrections, Southern Illinois University, Carbondale, Illinois.
4. PREPARING INSTRUCTIONAL OBJECTIVES, 2nd ed., Robert F. Mager, Fearon Publishers, Inc., 1975.
5. TRAINING AND DEVELOPMENT HANDBOOK, Robert L. Graig and Lester R. Butler, McGraw Hill Book Co., 1967.
6. THE ART OF HELPING, III - TRAINER'S GUIDE, Robert Carkhuff, Human Resources Development Press, 1977.
7. AUDIO-VISUAL METHODS IN TEACHING, Edgar Dale, The Dryden Press, Inc., 1969.
8. TRAINING (monthly magazine), Lakewood Publications, Minneapolis, Minnesota.

Agencies, Companies, Research Institutes, and Associations

1. NATIONAL INSTITUTE OF CORRECTIONS INFORMATION CENTER, 1790 30th Street, Suite 130, Boulder, Colorado 80301, 303/444-1101.
2. NATIONAL INSTITUTE OF CORRECTIONS, NATIONAL ACADEMY OF CORRECTIONS, 1790 30th Street, Suite 430, Boulder, Colorado 80301, 303/497-6060.
3. AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT, P. O. Box 5370, Madison, Wisconsin 53705.
4. AMERICAN ASSOCIATION OF CORRECTIONAL TRAINING PERSONNEL, P. O. Box 5406, Mississippi State, Mississippi 39762
5. CORRECTIONAL TRAINING AND EVALUATION CENTER, Virginia Commonwealth University, 816 W. Franklin Street, Richmond, Virginia 23284.
6. TRAINING WEST, 17 Washington Street, P. O. Box 4990, Norwalk, Connecticut 06856.
7. UNIVERSITY ASSOCIATES PUBLISHERS, INC., 7596 Eads Avenue, La Jolla, California 92037.

NATIONAL INSTITUTE OF CORRECTIONS

**National Academy of Corrections
1790 30th Street, Suite 430
Boulder, CO 80301**

(303) 497-6060