



For the health of correctional agencies, staff and families

INSTRUCTOR TRAINING COURSE CURRICULUM ONLINE AND INDEPENDENT STUDY

A. Course Title

From Corrections Fatigue to Fulfillment™ Instructor Training

B. Training Goals and Objectives

The *From Corrections Fatigue to Fulfillment™* (CF2F) Instructor Training is a seven-day, 42-hour remote training, or five-day, 42-hour in-person Instructor Training course. This is designed to prepare and certify classroom instructors in the proprietary and copyrighted 8-hour course entitled *From Corrections Fatigue to Fulfillment™*, to deliver this course to staff at their corrections agency as often as needed during the 3-year duration of their certification.

Team teaching is strongly recommended for the delivery of this course. Certified (CF2F) instructors are not certified to train other instructors to deliver this course, and they are not certified to train personnel of other agencies.

The CF2F course contains material which addresses psychological and relational challenges experienced by correctional employees due to workplace stressors, and ways to overcome them. This instructor training provides a research-based introduction to the technical background of those psychological challenges, and describes the magnitude of the psychological impact experienced by some employees. The course then proceeds to present effective self-care tools, as well as organizational strategies that optimize employee well-being and help create and sustain a positive organizational climate and a healthy workforce culture.

This 3-phase Instructor Training includes:

Phase 1 Instructors participate in the 8-hour *From Corrections Fatigue to Fulfillment™* course in real time. Seeing the program from the learner's perspective helps the instructor candidates experience the flow of the material and the learning activities. Class participation also prepares the instructor candidates for timeframe and classroom management.

Phase 2 Instructor candidates are trained on delivery of the material and management of small group activities, classroom input, and discussion. This is an in-depth, step-by-step look at the program content. Classroom activities are explained and practiced in detail. The learner is now becoming the instructor.

Phase 3 Instructor candidates make and review multiple presentations to demonstrate skill and proficiency with the course content. Presentations are made in a variety of report-outs and teach-backs.



Overall Instructor candidates are sequentially challenged with the following models: daily check-in, small group review and reporting, informal small group presentations, informal large group presentations, and formal large group presentations with feedback from Master Instructor. It is crucial that instructor candidates be able to explain material accurately, but it is also equally crucial for the instructor candidates to be emotionally comfortable with the explicit public discussion of the material, both with their own histories and with the histories of their future students.

Instructor Training Objectives:

- Participants will recognize inevitable emotional and cognitive workplace challenges typically experienced by correctional employees.
- Participants will be able to define Corrections Fatigue, its properties and consequences.
- Participants will recognize the adaptive strategies inherent in behaviors that contribute to Corrections Fatigue in corrections employees.
- Participants will be able to provide examples of Corrections Fatigue in employees.
- Participants will be able to lead a discussion on workplace factors that contribute to Corrections Fatigue in employees.
- Participants will be able to explain signs of Corrections Fatigue in employees, including those which change with stages in an employee's career.
- Participants will be able to connect Corrections Fatigue to existing corrections-specific psychological trauma literature.
- Participants will be able to explain the psychological needs/dimensions known as "The Big Seven" and their relationship to the signs of Corrections Fatigue, as well as their critical role in creating Corrections Fulfillment.
- Participants will utilize the ABC model to give examples of individual strategies that promote Corrections Fulfillment by emphasizing individual wellness.
- Participants will be able to lead a discussion on strategies and coping tools that increase resilience and promote individual self-care, personal growth and job satisfaction.
- Participants will be able to describe principles and give examples of organizational strategies based on Positive Psychology principles that promote Corrections Fulfillment by creating a positive workplace climate.
- Participants will be able to address emotional reactions which may be expressed by employees attending the training, and manage related classroom discussions.

- Participants will gain a familiarization with key aspects of the DWCO’s research findings regarding the impact of corrections work on staff’s health, and on staff’s personal and professional functioning.

C. Target Audience, and Live Online Format, Classroom Equipment, Suitable Classroom Space, and Daily Content

1. **Target Audience:** Federal, state, county and city corrections professionals (staff at jail, prison, probation, parole, community corrections)
2. **Live Online Format:**
 - a. Method: PowerPoint lecture, individual worksheets, small group discussion, large group discussion, polling, small group presentation, large group presentation.
 - b. Maximum Number of Attendees: Up to 12 (two Master Instructors)
 - c. Length of Online Portion of Course: Seven 4-hour days
 - d. Time of Day: 9:00 am to 1:00 pm, Mountain Time (subject to change)
3. **Live Online Equipment and Space:**
 - a. Computer, Laptop, or another device with audio / video capability.
(Phones are not recommended for viewing the live presentation; however, phones are beneficial/recommended for the interactive polling sections of the course and for test-taking)
 - b. Stable internet connection
 - c. A quiet space free of distractions with very limited or no background noise

4. **Live Online Daily Content:**

DayOne

- 9:00 am Delivery by DWCO Master Instructors of first 4 hours of 8-hour CF2F course (Corrections Fatigue), with Instructor candidates participating as Learners
- 1:00 pm **Polling on the day’s experience of the online instructor training.** End of Day-1.

DayTwo

- 9:00 am Delivery by DWCO Master Instructors of remaining 4 hours of 8-hour CF2F course (Correctional Fulfillment), with Instructor candidates participating as Learners
- 1:00 pm **Polling on the day’s experience of the online instructor training.** End of Day-2.
Assignment – Read *Staying Well* and notes for slides 1-15 in Instructor Guide.

DayThree

- 9:00 am Instructor Candidate Introductions; **Polling Ice Breaker**
- Agency Expectations; Participant Introductions; Thoughts on *Staying Well*

- Review of Instructor Candidate Manual; Course Schedule; Course Introduction; Objectives
- 10:20 am 10-minute break
- 10:30 am Staff Stories; *Work Impact Assessment Exercise*; CF Definition; Analogies; CF Characteristics & Consequences
- 11:50 am 10-minute break
- 12:00 am Phases of Professional Change, CF Continuum; Suicide in the Corrections Ranks; **Polling on staff suicide**; Types of Corrections Work Stressors; CF Process Model
- 1:00 pm **Polling on the day's experience of the Online instructor training. Assignment: Read notes for slides 14-37 in Instructor Guide.** End of Day-3

Day Four

- 9:00 am Check-in; Q&A; Take-aways
- CF Challenges and Solutions; Two Paths to Additional CF; Personality Changes, Other Changes (Health, Functioning, Workforce Culture)
- 10:20 am 10-minute break
- 10:30 am Silent Witness Activity; **Polling on Silent Witness**; review; personal reactions
- 11:50 am 10-minute break
- 12:00 am Corrections Fulfillment; Avenues of Achieving Corrections Fulfillment; Self-Care ABCs, *Personalizing the ABCs Exercise*; Creating Healthy Identity, Worldview and Spirituality; *Positive Growth Questionnaire*
- 1:00 pm **Polling on the day's experience of the online instructor training. Assignment: Read *More on Staying Well*, and notes for slides 38-57 in Instructor Guide.** End of Day-4.

Day Five

- 9:00 am Check-in; Q&A; Take-aways; **Polling Ice Breaker on *More on Staying Well***
- Big 7 Definitions; Big 7 Small Group Activity; Positive Leaders
- 10:20 am 10-minute break
- 10:30 am Positive Organizational Climate; Resources; Professional Vision Activity
- 11:50 am 10-minute break
- 12:00 am Review of DWCO Website; Research Review PPT; Training Skills and Classroom Management; Certification Process Review

1:00 pm **Polling on areas of staff wellness that participants regard to be within their sphere of influence to impact positively. Polling on the day's experience of the online instructor training.** End of Day-5

Day Six

9:00 am Check-in; Q&A; **Polling on toughest classroom challenge**
Research Review (if not done on Day-5); Training Skills and Classroom Management; Course Timing

10:20 am 10-minute break

10:30 am Informal Dyad or Triad Practice Breakout Activity

11:50 am 10-minute break

12:00 am Day-7 Teach Back Assignments for large group presentations; Polling **on the day's experience of the online instructor training. Assignment – Prepare for assigned sections for Teach Back.**

1:00 pm End of Day-6

Day Seven

9:00 am Check-in; Q&A; Module preparation
Formal large group presentations (presentation length based on number of instructor candidates in attendance), feedback and discussion

10:20 am 10-minute break

10:30 am Formal large group presentations (presentation length based on number of instructor candidates in attendance), feedback and discussion

11:50 am 10-minute break

12:00 am Formal large group presentations (presentation length based on number of instructor candidates in attendance), feedback and discussion

1:00 pm **Comprehension test (to complete on cell phone); Certificates of Attendance (to be emailed to participants' agency at a later date); Polling on the day's experience of the online instructor training.** End of Day-7 and first portion of instructor training.

D. Instructor Candidate Prerequisites

- a. Prior instructor certifications received (preferred)
- b. Prior experience training corrections employees in a classroom setting (recommended)
- c. Experience of working in corrections for at least 5 years (strongly recommended)
- d. Experience of offering peer support to agency staff (preferred)
- e. Experience of working successfully through some work-related challenges

- f. Ability to present emotionally-laden material
- g. Ability to moderate emotionally-heated discussions
- h. Ability to respond with empathy to class participants who express distress
- i. Ability to motivate others
- j. Agreement to participate in and successfully complete two one-hour telephonic or virtual coaching sessions following the Instructor Training

E. Post-training Telephonic or Virtual Coaching

Following the classroom Trainer Instruction, each Instructor or Co-instructor Candidate will also participate in two, one-hour, on-the-job, telephonic or virtual coaching sessions. The first is dedicated to the review of the Fatigue material and the second to the Fulfillment material. During these sessions, Instructor Candidates will present the CF2F material to the Desert Waters 'coach (a certified Master Instructor), and discuss delivery issues. This is done for the purposes of practice, answering questions the Instructor Candidate may have, clarification of aspects of content, and refinement of classroom delivery. Coaching sessions typically take place during work time at the Instructor Candidate's home agency. Instructor Candidates will need supervisor approval for the activity as well as a private location to deliver the simulated presentations.

Coaching sessions are required to start within 30 days and end within 90 days of course completion.

These coaching sessions give new Instructors additional practice, as well as one-on-one time with a Master Instructor to review both the concepts of the material and the classroom activities. Essentially, they serve as pre-training mentoring sessions where Instructor Candidates can enhance both their competence and confidence before their first live classroom assignment. Desert Waters 'coaches are engaging and experienced, and will put your new Instructors in the best position possible to take this important message to your workforce.

F. Instructor Certification

Instructor Candidates who successfully complete all course requirements will be certified as Instructors or as Co-instructors to offer the CF2F course only to staff at their agency for a period of 3 years. After 3 years, they are required to be re-certified for an additional 3-year period.

Even though team-teaching is strongly recommended, Instructors are certified to offer the course by themselves, if necessary. Those certified as Co-instructors *must always* deliver the course with an Instructor.

Recertification involves a fee and requires passing a multiple-choice examination that asks questions about the CF2F content and CF2F classroom management.

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DWCO MISSION

Advancing the well-being of correctional staff and their families,
and the health of correctional agencies, through data-driven, skill-based training