



For the health of correctional agencies, staff and families

## IN PERSON INSTRUCTOR TRAINING COURSE CURRICULUM

### A. Title of Course

*From Corrections Fatigue to Fulfillment™* Instructor Training

### B. Training Goals and Objectives

The *From Corrections Fatigue to Fulfillment™* (CF2F) Instructor Training is a five-day Instructor Training course designed to prepare and certify classroom instructors in the proprietary course entitled *From Corrections Fatigue to Fulfillment™*, so that they may facilitate perceptive, realistic, safe and supportive instruction with staff at their corrections agency.

The CF2F course contains material which addresses psychological challenges experienced by correctional employees due to workplace stressors, and ways to overcome them. This instructor training provides an introduction to the technical background of those psychological challenges, as well as clarifying the magnitude of the psychological impact experienced by some employees. The course then proceeds to describe 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 1-day *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 also on staff's personal and professional functioning.

### C. Target Audience, Format, Equipment and Content

1. Target Audience: Federal, state, county and city corrections professionals
2. Format:
  - a. Method: PowerPoint lecture, individual worksheets, small group discussion, large group discussion, small group presentation, large group presentation.
  - b. Maximum Number of Attendees: Up to 12 (one Master Trainer conducting the training); 13-30 (two Master Trainers)
  - c. Length of Course: 5 days/40 hours
  - d. Time of Day: 8:00 am to 5:00 pm
3. Required classroom equipment and additional classroom space:  
Laptop, TV, or projector and projector screen.  
Break out rooms or spaces for informal small group presentations.
4. Daily Content:

#### Day One

- |          |                            |
|----------|----------------------------|
| 8:00 am  | CF2F 1-day course delivery |
| 12:00 pm | Lunch                      |
| 5:00 pm  | End of Day-1               |

#### Day Two

- |          |                                                                                         |
|----------|-----------------------------------------------------------------------------------------|
| 8:00 am  | Instructor Candidate Introductions                                                      |
| 8:15 am  | Agency Expectations                                                                     |
| 8:30 am  | Participant Introductions                                                               |
| 8:45 am  | Review of Instructor Candidate Manual; Course Schedule; Course Introduction; Objectives |
| 9:15 am  | 15-minute break                                                                         |
| 9:30 am  | Staff Stories; <i>Work Impact Assessment Exercise</i> ; CF Definition; Analogies        |
| 10:45 am | 15-minute break                                                                         |
| 11:00 am | CF Characteristics and Consequences; Phases of Professional Change, CF Continuum        |
| 12:00 pm | 1-hour lunch break                                                                      |

- 1:00 pm Suicide in the Corrections Ranks; Types of Corrections Work Stressors; CF Process Model
- 2:15 pm 15-minute break
- 2:30 pm CF Challenges and Solutions; Two Paths to Additional CF; Personality Changes, Other CF Changes (Health, Functioning, Workforce Culture)
- 3:45 pm 15-minute break
- 4:00 pm Silent Witness Activity
- 5:00 pm End of Day-2

### Day Three

- 8:00 am Check-In; Q/A
- 8:15 am Silent Witness Review, personal reactions
- 8:45 am Corrections Fulfillment, Avenues of Achieving Fulfillment
- 9:15 am 15-minute break
- 9:30 am Self-Care ABCs, *Personalizing the ABCs Exercise*; Creating Healthy Identity, Worldview and Spirituality; *Positive Growth Questionnaire*
- 10:45 am 15-minute break
- 11:00 am Big 7 Definitions; Big 7 Small Group Activity
- 12:00 pm 1-hour lunch break
- 1:00 pm Positive Leaders; Positive Organizational Climate
- 2:30 pm 15-minute break
- 2:45 pm Resources; Professional Vision Activity
- 3:30 pm Final Content Questions / Extra Discussion Time
- 4:00 pm Review of DWCO Website; Research Review PPT; Certification Process Review
- 5:00 pm End of Day-3

### Day Four

- 8:00 am Check-In; Q/A
- 8:15 am Research Review (if not done on Day 3)

9:00 am	Training Skills and Classroom Management
9:45 am	15-minute break
10:00 am	Training Skills (cont.); Course Timing, Preparation
11:30 am	Informal Dyad or Triad Practice Explanation and Partners Assignment; Practice
12:00 pm	1-hour lunch
1:00 pm	Informal Dyad or Triad Practice (cont.)
2:30 pm	15-minute break
2:45 pm	Classroom Discussion of Informal Presentations
3:00 pm	Day-5 Teach Back Assignments; Closing Remarks; Explanation of Day 5 Testing and Teach Backs
3:30 pm	Early Dismissal to allow Teach Back Study Time. End of Day-4.

#### Day Five

8:00 am	Check-In; Q/A; Familiarization of Teach Back Equipment and Room Assignment (if needed)
8:15 am	Open Book Multiple-Choice Test (Pass/Fail; can be taken on cell phone) / Break
10:00 am	Formal large group presentations (presentation length based on number of instructor candidates in attendance), feedback and discussion (Breaks as needed)
12:00 pm	1-hour lunch break
1:00 pm	Formal large group presentations (presentation length based on number of instructor candidates in attendance), feedback and discussion (Breaks as needed)
4:00 pm	Class Graduation. End of Classroom portion of CF2F T4T certification process
5:00 pm	End of Day-5

#### **D. Prerequisites**

- Prior instructor certifications received (preferred).
- Experience training corrections employees in a classroom setting.
- At least 5 years of working in corrections.
- Experience having successfully worked through some work-related challenges.
- Ability to present emotionally-laden material.
- Ability to moderate emotionally-heated discussions.
- Agreement to participate in and successfully complete TWO one-hour telephonic or virtual coaching sessions following the Instructor Training, to review the course material and its classroom delivery.

## **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 trainer), 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 the one-on-one opportunity with a veteran trainer 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 trainers in the best position possible to take this important message to your workforce.

## **F. Instructor Certification**

Instructor Candidates who successfully complete the 5-day training and coaching 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