



For the health of correctional agencies, staff and families

INSTRUCTOR TRAINING CURRICULUM OUTLINE

A. COURSE TITLE

“Improving the Wellbeing of Corrections Professionals: Understanding, Acknowledging, and Overcoming Traumatic Stress™” Instructor Training

B. TRAINING GOALS

The IWCP Instructor Training is a five-day, 40-hour course designed to prepare and certify classroom instructors in the proprietary course entitled “Improving the Wellbeing of Corrections Professionals: Understanding, Acknowledging, and Overcoming Traumatic Stress™”, so that they may facilitate realistic, safe and supportive instruction with staff at their corrections agency.

The IWCP course contains material which addresses work-related exposure to psychological trauma and its effects, resilience-promoting behaviors, and self-care practices for corrections professionals. This course is geared to the needs and occupational realities of corrections professionals who serve at corrections facilities and community supervision settings.

The IWCP Instructor Training immerses participants in the IWCP course content while additionally training the instructors in depth in regards to the reasoning behind the course content; best practices for direct delivery; and classroom management techniques. Instructor candidates who successfully complete all course requirements are certified as instructors or co-instructors to offer the training to corrections staff exclusively at their agency.

Goals for the IWCP Instructor Training include:

- (a) Potential reduction of the impact of occupational trauma on employees when and to the degree to which principles presented in the course are applied at all levels—bottom-up (individually, at any level), horizontally (among coworkers), and top-down (administrators and supervisors);
- (b) the laying of a foundation that supports healthy workplace environments, to help increase staff wellness and improve interactions between corrections staff and justice-involved individuals, and facilitate the provision of the highest quality services in corrections facilities and community supervision settings; and
- (c) competency to utilize basic presentation and facilitation skills to re-present sensitive materials effectively and compassionately, and in an engaging manner.

This 3-phase Instructor Training includes:

Phase 1 Attendees participate in the 8-hour IWCP course in real time. Seeing the course from the learner’s perspective helps the attendees experience the flow of the material and the learning activities. Class participation also prepares the attendees for timeframe and classroom management.

Phase 2 Attendees are trained on the two-pronged goal of delivery of the material and management of classroom input, possible student reactions, and group discussion. This is an in-depth, step-by-step look at both the program content and classroom management issues, particularly as they relate to the presentation of sensitive material and possible student reactions. The learner is now becoming the instructor.

Phase 3 Attendees make and review multiple presentations to demonstrate skill and proficiency with the course content, and skillful management of sensitive classroom interactions. 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, informal small group presentations and formal large group presentations, with feedback from Master Instructors. It is crucial that instructor candidates be able to explain the course material accurately, but it is also equally crucial for the instructor candidates to be emotionally comfortable with the explicit public discussion of sensitive material, both in relation to their own corrections-related histories and in relation to the histories of their future students. Additionally, it is critical that instructor candidates be able to skillfully address and effectively and compassionately manage emotional reactions their students may display when presented with sensitive trauma-related material.

C. TRAINING OBJECTIVES

- Define the term psychological trauma and related terms.
- Identify the psychological impact of trauma, with particular emphasis on experiences relevant to corrections professionals and corrections workplaces.
- Describe concrete strategies and practices for potentially lessening the impact of exposure to traumatic material on corrections staff and their workforce cultures, and for fostering resilience.

D. TARGET AUDIENCE, FORMAT, EQUIPMENT, CLASSROOM SPACE, AND DAILY CONTENT

1. **Target Audience:** Selected Federal, state, county and city corrections professionals

2. **Format:**
 - a. Method: PowerPoint lecture, individual worksheets, large group discussion, small group presentation, large group presentation
 - b. Maximum number of attendees per Instructor Training session: Up to 34, with two DWCO Master Instructors conducting each Instructor Training session
 - c. Length of in-person Instructor Training session: 40 hours over five consecutive days
 - d. Time of Day: 8:00 am to 5:00 pm (or TBD)
 - e. Coaching: By phone or virtual meeting, two 1-hour individual sessions with a DWCO Master Instructor, following successful completion of the 40-hour training

3. **Required classroom equipment and additional classroom space:**
 - a. Laptop, TV, or projector and projector screen, to be provided by the agency, unless the training is provided at Desert Waters
 - b. Break out rooms for informal small group presentations and for teach backs

4. Daily Content:

Day One

- 8:00 am Pre-training Test on Course Content. Slides 1-2. Introductions, Setting the Foundation, Use of Participant Manual and Appendices, and Housekeeping
- 8:20 am Slides 3-38. Overview, Objectives, Strengths/Needs, Part 1: The Assault on Staff Wellness, Occupational Stressors, Corrections Fatigue, Direct/Indirect Traumatic Exposure, False Resilience, The Big 7 Dimensions, Trauma-Related Emotions/Reactions, Triggers, Multiple Traumatic Exposure and Effects, Repeatedly Anticipated Trauma
- 10:05 am 10-minute Morning Break
- 10:15 am Slides 39-66. Post-Traumatic Symptoms and Examples, Effects on Functioning, Anniversary Reactions, Moral Injury, Justice-Involved Individuals and Trauma
- 11:50 am 1-hour Lunch
- 12:50 pm Slides 67-110. Part 2: Enhancing Staff Wellness, Three Target Areas, When to Seek Help, Resilience, Reducing Arousal and Reactivity Relationally and Mentally, *Mindful Breathing, Grounding*, Relaxation Response, *My Soothers*, Reduce Negative Thoughts and Emotions, Increase Positive Thoughts and Emotions, Post-Traumatic Growth, *My PTG Exercise*
- 2:50 pm 10-minute Afternoon Break
- 3:00 pm Slides 111-149. Reduce Intrusive Re-Experiencing, Reduce Avoidance, Healing After Moral Injury, *Lightening My Load*, Returning, *My Resources Exercise*, *My Self-Care Practices*, Interacting with Incarcerated Individuals and Parolees Who Have Been Impacted by Trauma, Preventative Measures, Three Target Areas to Enhance Staff Wellness, Horizontal – Coworkers/Culture, Top Down – Administrators & Supervisors, Conclusion
- 4:50 pm Closing Remarks, Course Evaluation
- 5:00 pm Course Completion

Day Two

- 8:00 am Reflections and Questions from Day 1; Instructor Candidate Introductions; Agency Expectations
- 9:15 am Review of Instructor Guide; Course Schedule; Reasoning and Best Practices for Teaching Slides 1-2. Course Introduction; Setting the Foundation
- 9:35 am Reasoning and Best Practices for Teaching Slides 3-13. Overview, Objectives, Strengths/Needs, Part 1 Introduction: The Assault on Staff Wellness, Stressors, Corrections Fatigue and Process Model
- 10:30 am 10-minute Morning Break

10:40 am	Reasoning and Best Practices for Teaching Slides 14-26. Context in Which Negative Staff Changes Occur, Trauma and Traumatic Events, Direct/Indirect Traumatic Exposure, False Resilience
11:45 am	1-hour Lunch
12:45 pm	Reasoning and Best Practices for Teaching Slides 27-47. The Big 7 Dimensions, Trauma-Related Emotions/Reactions, Triggers, Exposure and Effects, The Stress of Repeatedly Anticipated Trauma, Post-Traumatic Symptoms, Increased Arousal and Reactivity and Examples, Negative Changes in Thoughts and Mood and Examples
2:45 pm	10-minute Afternoon Break
2:55 pm	Reasoning and Best Practices for Teaching Slides 48-66. Intrusive Re-Experiencing and Examples, Avoidance and Examples, Effects on Functioning, Anniversary Reactions, Moral Injury, Justice-Involved Individuals and Trauma
4:45 pm	Final Comments and Questions; Mini Course Evaluation
5:00 pm	End of Day

Day Three

8:00 am	Reflections and Questions from Day 2
8:15 am	Slides 67-88. Part 2 Introduction: Enhancing Staff Wellness, Three Target Areas, When to Seek Help, Resilience Definitions, Two Key Requirements, Reducing Arousal and Reactivity Relationally, Flocking
10:15 am	10-minute Morning Break
10:25 am	Slides 89-110. Reduce Arousal and Reactivity Mentally, <i>Mindful Breathing, Grounding, Relaxation Response, My Soothers</i> , Reduce Negative Thoughts and Emotions, and Increase Positive Thoughts and Emotions, Post-Traumatic Growth, <i>My PTG Exercise</i>
11:45 am	1-hour Lunch
12:45 pm	Slides 111-133. Reduce Intrusive Re-Experiencing, Integrate/Process/Digest, "Rewire" Associations, Dealing with Anniversary Reactions, Reduce Avoidance, Healing After Moral Injury, <i>Lightening My Load</i> , Returning, <i>My Resources Exercise</i> , Options, <i>My Self-Care Practices</i> , Interacting with Incarcerated Individuals and Parolees Who Have Been Impacted by Trauma
2:45 pm	10-minute Afternoon Break
2:55 pm	Slides 134-149. Preventative Measures, Increasing Mastery for Handling Emergencies, Secure Relational Support, Horizontal - Coworkers/Culture, Satisfying the Big 7, Three Target Areas to Enhance Staff Wellness - Top Down, Conclusion
4:45 pm	Final Comments and Questions; Mini Evaluation
5:00 pm	End of Day 3

Day Four

8:00 am	Reflections and Questions from Day 3
8:15 am	Training the Trainer Classroom Management Slides 1-48; Review of Train the Trainer Guide & Supplementary Information
10:15 am	10-minute Morning Break
10:25 am	Assignments of Course Material for Teach Backs; Instructor Candidates to Practice in Dyads
11:45 am	1-hour Lunch
12:45 pm	Instructor Candidate Teach Backs
2:45 pm	10-minute Afternoon Break
2:55 pm	Instructor Candidate Teach Backs
4:45 pm	Final Comments and Questions; Mini Evaluation
5:00 pm	End of Day 4

Day Five

8:00 am	Reflections and Questions from Day 4
8:15 am	Instructor Candidate Teach Backs
10:15 am	10-minute Morning Break
10:25 am	Instructor Candidate Teach Backs
11:45 am	1-hour Lunch
12:45 pm	Instructor Candidate Teach Backs
2:45 pm	10-minute Afternoon Break
2:55 pm	Group Reporting and Wrap-Up Discussion
3:30 pm	Post-Training Test on Course Content
4:00 pm	Course Evaluation
4:15 pm	Graduation
5:00 pm	End of Day 5

E. PREREQUISITES

- Prior instructor certifications received (preferred).
- Experience training corrections employees in a classroom setting.
- At least 5 years of working in corrections.

- Ability to present emotionally-laden material.
- Ability to moderate emotionally-heated discussions.
- Capacity for expressing empathy.
- Demonstrated ability to be supportive of coworkers.
- A good reputation among coworkers as being sincerely caring.
- Experience having successfully worked through some work-related challenges.
- Agreement to participate and successfully complete TWO one-hour telephonic or virtual coaching sessions following the Instructor Training, to review the course material and its classroom delivery.

F. 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 with a DWCO Master instructor. The first coaching session is dedicated to the review of *Part 1: Assault on Staff Wellness* material, and the second to the *Part 2: Enhancing Staff Wellness* material. During these sessions, instructor candidates will present the IWCP material to the Desert Waters' coach, 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 strive to put your new instructors in the best position possible to take this important message to your workforce.

G. 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 IWCP 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.

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

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.

DWCO Mission

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