

Course Description

Overview

The National Center for Biomedical Research and Training/Academy of Counter-Terrorist Education (NCBRT/ACE) at Louisiana State University (LSU) initially developed the *Instructor Development Workshop* as a critical step in its certification process for instructors who develop and deliver courses on behalf of the DHS. Since its development, the course has been extended to adjunct faculty of the NCBRT as well as to other organizations across the country.

This course primarily serves to give insight into adult education and improve the instructional skills and styles of experienced instructors. The course focuses on best teaching and training practices, and it enhances understanding of instructional competencies set by the International Board for Standards for Training, Performance, and Instruction (IBSTPI). Emphasis is placed on the active, learner-centered style of delivery and student experience. The course includes problem-based training and concentrates on providing performance, technical, and higher-level skills instruction. Organizations that want courses delivered with professional polish could benefit from this professional development opportunity to ensure proficiency in training methodology and strategy.

IDW incorporates effective problem-based instruction in addition to the traditional lecture format. Facilitation of classroom discussions, motivation and encouragement of participants, and self-evaluation are modeled throughout this course.

Expert-level instructors deliver this modular course within a three-day timeframe. Training occurs in the form of lectures, group discussions, practical exercises, and peer- and self-assessments. Participants spend significant time working in small groups and participating in facilitated discussions and teachbacks to develop and enhance their training skills.

To receive a Certificate of Completion, participants must achieve at least a 70% score on a comprehensive post-course test, develop and present two teachback deliveries, and receive a satisfactory score (“3”) in each section of the Teachback Assessment form for their Teachback II delivery.

Target Capabilities

The terminal learning objectives of this course align with the following target capabilities:

- Communication
- Planning

Scope

This course primarily serves to give instructors, most of whom already have years of instructional experience within their own organizations, insight into adult education principles as well as the opportunity to comment on and improve their instructional style. The course focuses on enhancing instructional skills that may be applied within DHS-certified courses, but it also discusses organization-specific policies, procedures, and practices. The goal of this course is to ensure instructional excellence by providing a forum for experienced instructors to share their experiences with participants and learn together, both during discussions of instructional techniques and in commenting on each other's presentation skills during prepared teachbacks.

Target Audience

The *Instructor Development Workshop* is primarily designed for experienced emergency response professionals (i.e., those trained in law enforcement, firefighting, hazardous materials, emergency medical services and similar occupations, as well as Subject Matter Experts [SME]) involved in the planning, preparation, response, or recovery phases of disaster or emergency response. Emergency planners, healthcare professionals, former military personnel, and individuals employed in the agricultural industry can also benefit from attending this course.

Most participants complete this course because they have an interest in or experience with all-hazards response. Participating instructors combine a passion for training with many years of successful performance in their area of specialization. In fact, many certified instructors are nationally recognized leaders in their fields; some instructors are published or have contributed to course development efforts.

Prerequisites

The NCBRT highly recommends that participants have prior instructional and training experience and knowledge of instructional methodology. It is also recommended that participants have instructor certification by the authority having jurisdiction.

To enroll in this course, participants must be U.S. citizens. Participants should be prepared to deliver two short presentations in small-group settings. The first, 10-minute presentation should focus on a casual topic such as a hobby or a process. The second, 15-minute presentation should focus on a work- or job-related topic.

Individuals who are taking this course to become NCBRT-certified instructors must have seven years of successful service in a profession with responsibilities involving the planning, preparation, response, or recovery phases of disaster or emergency response. In addition, these individuals must have three years experience in any capacity dealing with adult learning (e.g., training officer, curriculum developer, trainer, or instructor).

Course Length

This course is designed for presentation over three consecutive days. Beginning and ending time for instruction can be adjusted to accommodate local requirements at the training location. However, the schedule permits one 10-minute break approximately every hour and a one-hour lunch break. Total instructional time is 24 hours.

Required Materials/Facilities

The following equipment and materials are required to support instruction in this course:

- Instructor guide
- NCBRT-hosted supplemental packet for instructors (NCBRT instructor audiences only)
- Instructor ID
- Presentation slides CD-ROM
- Laptop with presentation software installed and CD-ROM capability
- Audio/visual (A/V) projection unit
- Projector screen
- Video recorder
- Classroom for a maximum of 30 participants
- Breakout rooms as needed for up to six participants per group
- Whiteboard or easel and easel pads (one for each break-out group)
- Eraser
- Attendance sheet
- Black and color markers
- Pre-course test answer key
- Post-course test answer key
- Two correction tape dispensers
- Five timers or stopwatches
- Five video cameras
- Five tripods
- Wearable name tags
- 5" x 7" index cards (three per participant)
- Host agency/institution policies, as desired
- Director's letter and policy on sexual harassment (NCBRT instructor audiences only)
- Instructor Smart Chart (NCBRT instructor audiences only)
- Suitable meeting location near or in participant lodging location (NCBRT instructor audiences only)

- One per participant of the following items:
 - Participant guide
 - NCBRT-hosted supplemental packet for participants (NCBRT instructor audiences only)
 - Scannable participant registration form
 - Pre-course test
 - Post-course test
 - Two scannable test answer sheets
 - Training completion certificate
 - Set of 10 teachback assessment forms
 - FEMA Level 1 course evaluation form
 - Instructor audit program form
 - Instructor code of conduct
 - Teach I Evaluation form
 - Black pen
 - Two tent name cards
 - Two mini-DVDs
 - Two DVD cases

Approximately two weeks before the workshop start date, participants receive the following materials, which they should bring to the course:

- Welcome letter
- Course agenda
- Instructor Competencies List and Teachback Assessment Form
- Instructor Self-Assessment Form
- Teachback I Prep
- Teachback II Prep
- Travel instructions, directions, and other administrative details

Testing/Certification

Participants will be given two tests—a pre-course test administered during the first module (prior to instruction) and a post-course test administered during the last module after completion of instruction. Each test will include one or more items designed to assess mastery of the module enabling learning objectives. Successful performance on the post-course test (i.e., scoring 70% or better) will be recognized by issuance of a Certificate of Completion. Unsuccessful performance on the post-course test will be reflected by issuance of a Letter of Attendance that recognizes the individual's presence during instruction. One re-test per participant is allowed.

Although the first teachback is not scored, its' delivery is a requirement for successful completion of this course.

Additionally, participants must achieve a satisfactory score, as outlined below, in each section of the instructor/facilitator's assessment of the second teachback to receive a Certificate of Completion; otherwise, a Letter of Attendance will be issued. Passing scores are as follows:

- Part 1 (Professionalism) – 27
- Part 2 (Presentation Skills) – 33
- Part 3 (Instructional Effectiveness) – 33

These passing scores correspond to a majority of “3” or higher ratings in each section with no “1” ratings. A “1” given in any section of the second teachback is cause for unsuccessful completion of this requirement.

Participants' achievement of the course objectives will be evaluated by instructors based on individual participation in classroom activities and discussions. Through active participation, which may include verbal responses given, questions asked, engagement of the audience during teachback presentations, demonstrated incorporation of adult learning principles into teachback presentations, and/or a variety of other non-verbal feedback provided to the instructor throughout the course, participants are able to show they understand the instructional techniques and have thus achieved the affective goals.

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Evaluation Strategy

Participants are required to complete a course evaluation at the end of the course that focuses on the following issues:

- Value of materials in supporting the course goal and module objectives
- Effectiveness of instruction (instructors presented content in an understandable manner, used relevant examples, encouraged participation, and answered questions in a clear and concise manner)
- Relevance of instruction to each participant's assessment of real-world requirements and concerns

Course Structure/Content Outline

Module 1: Welcome, Administration, and Introduction

Terminal Learning Objective

Participants will state the course goal and major module objectives.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to:

- 1-1 Summarize the course and its agenda.
- 1-2 Explain how performance is evaluated.

Module 2: The Adult Learner

Terminal Learning Objective

Participants will relate their instructional style to their audience more effectively through a more complete understanding of the characteristics of an adult learner.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to:

- 2-1 Identify and discuss what enhances or detracts from the adult learning process.
- 2-2 Discuss the meaning and application of several instructional terms and concepts.
- 2-3 Summarize the characteristics of the adult learner.

Module 3: Instructor Effectiveness and Core Competencies

Terminal Learning Objective

Participants will improve their instructional style by incorporating characteristics of effective instructors as identified through self-discovery and widely accepted core competencies.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to:

- 3-1 Identify and describe characteristics of ineffective and effective instructors.
- 3-2 Employ the instructor assessment criteria used by NCBRT when assessing teachback deliveries.

Module 4: Presentation Techniques and Skills

Terminal Learning Objective

Participants will recognize and appropriately employ presentation skills and techniques required to provide exceptional instruction.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to:

- 4-1 Discuss specific presentation skills and techniques in detail.
- 4-2 Apply questioning techniques effectively.

Module 5: Teachback I

Terminal Learning Objective

Participants will demonstrate effective instructor competence and evaluate other participants on the effectiveness of their instructional styles.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to:

- 5-1 Reflect upon and improve instructional methods and styles based on feedback and assessments from this exercise.

Module 6: Methods of Instruction

Terminal Learning Objective

Participants will understand and appropriately employ methods of instruction.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to:

- 6-1 Identify and discuss different instructional methods.

Module 7: Classroom Management

Terminal Learning Objective

Participants will consider and offer solutions to adverse classroom situations.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to:

- 7-1 Anticipate and/or respond effectively to challenging classroom situations associated with the instructor, the participant, and the learning environment.

Module 8: Professionalism

Terminal Learning Objective

Participants will represent themselves and their organizations in a professional manner and comply with their organization's standards of conduct.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to:

- 8-1 Recognize and respond appropriately to challenges to the professional image of themselves and their organization.
- 8-2 Articulate the organization's vision and its standards of conduct.

Module 9: Teachback II

Terminal Learning Objective

Participants will demonstrate effective instructor competence and evaluate other participants on the effectiveness of their instructional styles.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to:

- 9-1 Reflect upon and improve instructional method and style based on feedback and assessments from this exercise.

Module 10: Personal Professional Development Plan

Terminal Learning Objective

Participants will possess a personal professional development plan for improving their own instructional skills.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to:

- 10-1 Develop a written personal plan for improving their instructional skills and for overall professional development.

Module 11: Administrative and Organizational Overview

Terminal Learning Objective

Participants will become acquainted with the host agency/institution organization and its' mission, learn how it fits into the overall Department of Homeland Security (DHS) structure, and review pertinent administrative policies and procedures.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to:

- 11-1 Discuss their familiarity with host agency/institution administrative and organizational policies and procedures.
- 11-2 Discuss their familiarity with additional material presented at the discretion of the host agency/institution.

Module 12: Post-course Test and Evaluation

Terminal Learning Objective

Participants will complete a comprehensive post-course test and course evaluation.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to:

- 12-1 Successfully complete a comprehensive post-course test.
- 12-2 Provide feedback by completing a course evaluation form.

Module NCBRT-1: National Preparedness

Terminal Learning Objective

Participants will review the national programs for incident management, planning, and preparedness and discuss the importance of training and the metrics used to measure proficiency as outlined in the *Target Capability List* (TCL) and the *Universal Task List* (UTL), as well as how they affect change in instructor methodology.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to:

- *1-1 Discuss the primary goals of the National Strategy for Homeland Security.
- *1-2 Describe the concepts and principles of the national preparedness programs.
- *1-3 Discuss the importance of instructor knowledge of the national preparedness programs.

Module NCBRT-2: Evening Session

Terminal Learning Objective

Participants will be exposed to practical issues relating to their positions as NCBRT Adjunct Instructors.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to:

- *2-1 Describe the role of the NCBRT Adjunct Instructor.
- *2-2 Discuss ways to keep healthy when instructing on the road.

Module NCBRT-3: NCBRT Instructor Program

Terminal Learning Objective

Participants will competently perform the roles and responsibilities expected of adjunct instructors.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to:

- *3-1 Describe the requirements and qualifications of an NCBRT Certified Instructor.
- *3-2 Describe how the NCBRT Instructor Certification Program is integrated within the NDPC Training Partners.
- *3-3 Explain the roles and responsibilities of NCBRT instructors.

Course Design Matrix

Module 1: Welcome, Administration, and Introduction

Scope Statement

In this module, participants and instructors will complete course administrative requirements, and participants will learn how their performance will be evaluated. Instructors will administer a pre-test, which is essentially a self-evaluation, to assist participants in determining their level of knowledge regarding the course material before the course begins. This module also provides instructors the opportunity to present an overview of the course and allows participants and instructors to introduce themselves.

Terminal Learning Objectives (TLO)

Participants will state the course goal and major module objectives.

Enabling Learning Objectives (ELO)

At the conclusion of this module, participants will be able to:

- 1-1 Summarize the course and its agenda.
- 1-2 Explain how performance is evaluated.

Lesson Topics

Welcome; Introductions; Course Overview: Course Goal, Scope of Course, Module Overview; Administrative Matters: Registration Form, Evaluation Strategy, Pre-course Test

Instructional Strategy

Lecture; Pre-course Test

Assessment Strategy

- Instructor observation of participant involvement in the classroom discussion
- Instructor-led discussion to ensure participants understand how their performances will be evaluated and the impact of those evaluations
- Instructor administration of a pre-course test to assess participants' prior knowledge of course materials

Practical Exercise (PE) Statement

Not Applicable.

Module 2: The Adult Learner

Scope Statement

During small-group breakout sessions, participants discuss characteristics that enhance and detract from the adult learning process. A follow-on discussion with all participants addresses specific terminology and concepts relating to the adult learner. This module also provides information on the specific needs of and challenges often present in an emergency responder audience.

Terminal Learning Objective (TLO)

Participants will relate their instructional style to their audience more effectively through a more complete understanding of the characteristics of an adult learner.

Enabling Learning Objective (ELO)

At the conclusion of this module, participants will be able to:

- 2-1 Identify and discuss what enhances or detracts from the adult learning process.
- 2-2 Discuss the meaning and application of several instructional terms and concepts.
- 2-3 Summarize the characteristics of the adult learner.

Lesson Topics

Adult Learner Exercise: Part 1: Small-Group Breakouts, Part 2: Combined Group Discussion; Barriers to Instructing Emergency Responders; Terminology: Training, Education, Instruction, Learning; Concepts: Learner-centered Instruction and Performance-based Instruction; Characteristics of Adult Learners: Learning Preferences, Motivators

Instructional Strategy

Participant Activity

Assessment Strategy

- Instructor observation of participant involvement in the classroom discussion
- Instructor administration of an objectives-based post-course test to assess the knowledge participants gained from each module

Practical Exercise (PE) Statement

Not Applicable.

Module 3: Instructor Effectiveness and Core Competencies

Scope Statement

Through discussion and small-group breakout sessions, participants discuss the characteristics of ineffective and effective instructors. Course instructors facilitate discussion to explore the relationship between these characteristics and recommendations for personal improvement. This module also familiarizes participants with instructor core competencies and introduces the NCBRT Teachback Assessment Form used to evaluate performance in the course.

Terminal Learning Objective (TLO)

Participants will improve their instructional style by incorporating characteristics of effective instructors as identified through self-discovery and widely accepted core competencies.

Enabling Learning Objective (ELO)

At the conclusion of this module, participants will be able to:

- 3-1 Identify and describe characteristics of ineffective and effective instructors.
- 3-2 Employ the instructor assessment criteria used by NCBRT when assessing teachback deliveries.

Lesson Topics

Part 1: Small-group Breakouts; Part 2: Combined Group Discussion: Ineffective Instructor Characteristics, Effective Instructor Characteristics; Part 3: Instructor Competencies and Assessments: Instructor Competencies, Teachback Assessment Form

Instructional Strategy

Participant Activity

Assessment Strategy

- Instructor observation of participant involvement in the classroom discussion
- Instructor administration of an objectives-based post-course test to assess the knowledge participants gained from each module

Practical Exercise (PE) Statement

Not Applicable.

Module 4: Presentation Skills and Techniques

Scope Statement

Participants have previously discussed the general characteristics and competencies of an effective instructor. This module provides a forum for discussion of specific skills and techniques that can make the difference between an adequate and an exceptional instructor.

Terminal Learning Objective (TLO)

Participants will recognize and appropriately employ presentation skills and techniques required to provide exceptional instruction.

Enabling Learning Objective (ELO)

At the conclusion of this module, participants will be able to:

- 4-1 Discuss specific presentation skills and techniques in detail.
- 4-2 Apply questioning techniques effectively.

Lesson Topics

Section 1: Presentation Skills and Techniques: Dress and Appearance, Use of Humor, Voice Characteristics, Body Language, Movement, Timing, Pace, Transitions, Self-awareness, What's In It for Me? (WIIFM), Scenarios and Anecdotes, Learner-centered Instruction; Section 2: Questioning Techniques: Ten Questions about Questions

Instructional Strategy

Lecture

Assessment Strategy

- Instructor observation of participant involvement in the classroom discussion
- Administration of an objective-based test to assess the knowledge gained from each module

Practical Exercise (PE) Statement

Not applicable.

Module 5: Teachback I

Scope Statement

In this module, participants present their teachback materials in a small-group environment. After presenting their teachbacks, participants assess themselves verbally and engage in a facilitator-led discussion regarding the presentation's effectiveness. Participant presentations are videotaped with each participant receiving the only copy of his or her presentation. Thus, participants are given further opportunities to assess their instructional style and technique once they leave the class.

Both instructors and participants function as learners during the teachback presentations. Likewise, they function as assessors when they comment on other presentations using the Teachback Assessment form. Instructors facilitate a group discussion after each teachback; they discuss the assessments with participants individually prior to the end of the course.

Participants must complete Teachback I as a requirement of successful course completion.

Terminal Learning Objective (TLO)

Participants will demonstrate effective instructor competence and evaluate other participants on the effectiveness of their instructional styles.

Enabling Learning Objective (ELO)

At the conclusion of this module, participants will be able to:

- 5-1 Reflect upon and improve instructional methods and styles based on feedback and assessments from this exercise.

Lesson Topics

Exercise Overview: Session 1: Teachback Prep, Session 2: Conduct of Teachback I Exercise

Instructional Strategy

Practical Exercise

Assessment Strategy

- Participant preparation and presentation of a teachback
- Participant completion of Teachback Assessment forms
- Instructor completion of Teachback Assessment forms

Practical Exercise (PE) Statement

Participants present their teachback materials in a small-group environment. After presenting their teachbacks, participants assess themselves verbally and engage in a facilitator-led discussion regarding the presentation's effectiveness. Participants also function as assessors when they comment on other presentations using the Teachback Assessment form.

Module 6: Methods of Instruction

Scope Statement

This module provides an overview of different teaching methodologies, and some techniques specific to these methodologies.

Terminal Learning Objective (TLO)

Participants will understand and appropriately employ methods of instruction.

Enabling Learning Objective (ELO)

At the conclusion of this module, participants will be able to:

6-1 Identify and discuss different instructional methods.

Lesson Topics

Methods of Instruction: Lecture, Facilitation; Evaluating Effectiveness

Instructional Strategy

Lecture

Assessment Strategy

- Instructor observation of participant involvement in the classroom discussion
- Administration of an objective-based test to assess the knowledge gained from each module

Practical Exercise (PE) Statement

Not applicable.

Module 7: Classroom Management

Scope Statement

In this module, participants focus on improving their instructional methods by analyzing how specific, realistic challenges relating to the instructor, participant, and learning environment can all impact instructor effectiveness.

Terminal Learning Objective (TLO)

Participants will consider and offer solutions to adverse classroom situations.

Enabling Learning Objective (ELO)

At the conclusion of this module, participants will be able to:

- 7-1 Anticipate and/or respond effectively to challenging classroom situations associated with the instructor, the participant, and the learning environment.

Lesson Topics

Instructor Challenges; Participant Challenges; Environmental Challenges

Instructional Strategy

Facilitated Discussion

Assessment Strategy

- Instructor observation of participant involvement in the classroom discussion
- Instructor administration of an objectives-based post-course test to assess the knowledge participants gained from each module

Practical Exercise (PE) Statement

Not Applicable.

Module 8: Professionalism

Scope Statement

This module provides a forum for discussion of common situations that could adversely affect the professional image of the individual instructor and the organization he or she is representing. Emphasis is placed on the use of experience, common sense, and familiarization with organizational policies and procedures.

Terminal Learning Objective (TLO)

Participants will represent themselves and their organizations in a professional manner and comply with their organization's standards of conduct.

Enabling Learning Objectives (ELO)

At the conclusion of this module, participants will be able to:

- 8-1 Recognize and respond appropriately to challenges to the professional image of themselves and their organization.
- 8-2 Articulate the organization's vision and its standards of conduct.

Lesson Topics

Challenges to Professionalism

Instructional Strategy

Facilitated Discussion

Assessment Strategy

- Instructor observation of participant involvement in the classroom discussion
- Instructor administration of an objectives-based post-course test to assess the knowledge participants gained from each module

Practical Exercise (PE) Statement

Not Applicable.

Module 9: Teachback II

Scope Statement

In this module, participants present their teachback materials in a small-group environment. After presenting their teachbacks, participants assess themselves verbally and engage in a facilitator-led discussion regarding the presentation's effectiveness. Participant presentations are videotaped with each participant receiving the only copy of his or her presentation. Thus, participants are given further opportunities to assess their instructional style and technique once they leave the class.

Not only do both instructors and participants function as learners during the teachback presentations, but they also function as assessors when they comment on other presentations using the Teachback Assessment Form. Instructors facilitate a group discussion after each teachback; they also discuss the assessments with participants individually prior to the end of the course.

Participants must complete Teachback II with a satisfactory score in each section of the assessment form as a requirement for successful course completion.

Terminal Learning Objective (TLO)

Participants will demonstrate effective instructor competence and evaluate other participants on the effectiveness of their instructional styles.

Enabling Learning Objective (ELO)

At the conclusion of this module, participants will be able to:

- 9-1 Reflect upon and improve instructional method and style based on feedback and assessments from this exercise.

Lesson Topics

Exercise Overview: Session 1: Teachback Prep, Session 2: Conduct of Teachback II Exercise, Key Learning Points

Instructional Strategy

Practical Exercise

Assessment Strategy

- Participant preparation and presentation of a 15-minute teachback
- Participant completion of Teachback Assessment forms (one per teachback presentation)
- Instructor completion of Teachback Assessment forms (one per teachback presentation). Minimum scores of 27, 33, and 33 in the three corresponding sections of the assessment form, with no scores of “1,” are required for successful completion of this portion of the course.

Practical Exercise (PE) Statement

Participants present their teachback materials in a small-group environment. After presenting their teachbacks, participants assess themselves verbally and engage in a facilitator-led discussion regarding the presentation’s effectiveness. Participants also function as assessors when they comment on other presentations using the Teachback Assessment form.

Module 10: Personal Professional Development Plan

Scope Statement

In this module, participants are offered the opportunity to reflect on the feedback from their teachback presentations, as well as their own assessments, and write out a personal development plan for improving their instructional skills and overall professional development. The result is for individual participant use only, as a reference for improvement to add to notes taken during this course.

Terminal Learning Objective (TLO)

Participants will possess a personal professional development plan for improving their own instructional skills.

Enabling Learning Objective (ELO)

At the conclusion of this module, participants will be able to:

- 10-1 Develop a written personal plan for improving their instructional skills and for overall professional development.

Lesson Topics

Professional Development Plan

Instructional Strategy

Not Applicable.

Assessment Strategy

- Not Applicable.

Practical Exercise (PE) Statement

Participants are given class time to write a personal plan for improving their instructional skills.

Module 11: Administrative and Organizational Overview

Scope Statement

Key staff members from host agency/institutions have this opportunity to present brief information on their divisions, sections, and/or departments. The host agency/institutions may choose to take participants on a facility tour or meet with the Director and/or additional division, section, and/or department representatives. Administrative policies, processes, and procedures, (e.g., compensation, reimbursements, travel, paperwork, and the procurement and use of funds) will be covered by the host agency/institution.

Terminal Learning Objective (TLO)

Participants will become acquainted with the host agency/institution organization and its' mission, learn how it fits into the overall Department of Homeland Security (DHS) structure, and review pertinent administrative policies and procedures.

Enabling Learning Objectives (ELO)

At the conclusion of this module, participants will be able to:

- 11-1 Discuss their familiarity with host agency/institution administrative and organizational policies and procedures.
- 11-2 Discuss their familiarity with additional material presented at the discretion of the host agency/institution.

Lesson Topics

Host agency/institution specific

Instructional Strategy

Facilitated Discussion

Assessment Strategy

- Instructor observation of participant involvement in the classroom discussion
- Instructor administration of an objectives-based post-course test to assess the knowledge participants gained from each module

Practical Exercise (PE) Statement

Not Applicable.

Module 12: Post-course Test and Evaluation

Scope Statement

In this module, participants will be administered an objectives-based post-course test. In addition to fulfilling the teachback requirements, participants must score a 70% or greater to receive a Certificate of Completion. One re-test per participant is allowed and may be administered on-site if needed. Participants will also complete a course evaluation form and provide feedback on the course instruction, content, and materials.

Terminal Learning Objectives (TLO)

Participants will complete a comprehensive post-course test and course evaluation.

Enabling Learning Objectives (ELO)

At the conclusion of this module, participants will be able to:

- 12-1 Successfully complete a comprehensive post-course test.
- 12-2 Provide feedback by completing a course evaluation form.

Lesson Topics

Post-course Test, Course Evaluation, Course Summary

Instructional Strategy

Lecture; Post-course Test; Course Evaluation

Assessment Strategy

- Instructor administration of an objectives-based post-course test to assess the knowledge participants gained from each module

Practical Exercise (PE) Statement

Not Applicable.

Module NCBRT-1: National Preparedness

Scope Statement

This module provides an overview of national preparedness programs. Topics addressed in this module include the *National Incident Management System (NIMS)*, the *National Response Framework (NRF)*, the *National Preparedness Guidelines*, the *Universal Task List (UTL)*, and the *Target Capability List (TCL)*, and how these programs support national preparedness.

Terminal Learning Objective (TLO)

Participants will review the national programs for incident management, planning, and preparedness and discuss the importance of training and the metrics used to measure proficiency as outlined in the *Target Capability List (TCL)* and the *Universal Task List (UTL)*, as well as how they affect change in instructor methodology.

Enabling Learning Objectives (ELO)

At the conclusion of this module, participants will be able to:

- *1-1 Discuss the primary goals of the National Strategy for Homeland Security.
- *1-2 Describe the concepts and principles of the national preparedness programs.
- *1-3 Discuss the importance of instructor knowledge of the national preparedness programs.

Lesson Topics

Evolution of National Preparedness Strategies and Initiatives; National Strategy for Homeland Security: Primary Goals of the Strategy, Steps to Ensure Long-Term Success; Homeland Security Presidential Directives (HSPD): HSPD Role in Creation of National Initiatives, Common Approach to National Response; National Incident Management System (NIMS): Concepts and Principles, NIMS Components; National Response Framework: Intended Audience, Evolution of the NRF, NRF Key Concepts, How the NRF is Organized; National Preparedness Guidelines: Purposes of the Guidelines, Capabilities-based Preparedness, *Guidelines* Critical Elements, National Preparedness Vision, National Planning Scenarios, Universal Task List, Target Capabilities List

Instructional Strategy

Lecture

Assessment Strategy

- Instructor observation of participant involvement in the classroom discussion
- Instructor administration of an objectives-based post-course test to assess the knowledge participants gained from each module

Practical Exercise (PE) Statement

Not Applicable.

Module NCBRT-2: Evening Session

Scope Statement

This module provides an informal environment in which participants can ask questions relating to their positions in the agency/institution. Additionally, instructors provide tips on how to stay healthy when on the road performing instructional duties.

Terminal Learning Objective (TLO)

Participants will be exposed to practical issues relating to their positions as NCBRT Adjunct Instructors.

Enabling Learning Objectives (ELO)

At the conclusion of this module, participants will be able to:

- *2-1 Describe the role of the NCBRT Adjunct Instructor.
- *2-2 Discuss ways to keep healthy when instructing on the road.

Lesson Topics

Instructor Wellness

Instructional Strategy

Facilitated Discussion

Assessment Strategy

- Not Applicable.

Practical Exercise (PE) Statement

- Not Applicable.

Module NCBRT-3: NCBRT Instructor Program

Scope Statement

In this module, participants learn about the National Center for Biomedical Research and Training's (NCBRT) instructor certification program and the roles and responsibilities of NCBRT instructors.

Terminal Learning Objective (TLO)

Participants will competently perform the roles and responsibilities expected of adjunct instructors.

Enabling Learning Objectives (ELO)

At the conclusion of this module, participants will be able to:

- *3-1 Describe the requirements and qualifications of an NCBRT Certified Instructor.
- *3-2 Describe how the NCBRT Instructor Certification Program is integrated within the NDPC Training Partners.
- *3-3 Explain the roles and responsibilities of NCBRT instructors.

Lesson Topics

NCBRT Instructor Standards; NCBRT Instructor Programs: Training Partners, NCBRT Instructor Certification Program; NCBRT Instructor Roles and Responsibilities: NCBRT Instructor Roles, NCBRT Instructor Responsibilities, Instructor Code of Conduct

Instructional Strategy

Lecture

Assessment Strategy

- Instructor observation of participant involvement in the classroom discussion
- Instructor administration of an objectives-based post-course test to assess the knowledge participants gained from each module

Practical Exercise (PE) Statement

Not Applicable.

Course Agenda

Day One

- | | | |
|------------|--|-----------|
| • Module 1 | Welcome, Administration, and Introduction | 2.0 hours |
| • Module 2 | The Adult Learner | 2.0 hours |
| • Module 3 | Instructor Effectiveness and Core Competencies | 1.5 hours |
| • Module 4 | Presentation Skills and Techniques | 1.5 hours |
| • | Teachback I Prep | 1.0 hour |

Day Two

- | | | |
|------------|------------------------|-----------|
| • Module 5 | Teachback I | 3.5 hours |
| • Module 6 | Methods of Instruction | 1.0 hour |
| • Module 7 | Classroom Management | 1.0 hour |
| • Module 8 | Professionalism | 1.5 hours |
| • | Teachback II Prep | 1.0 hour |

Day Three

- | | | |
|-------------|--|-----------|
| • Module 9 | Teachback II | 4.0 hours |
| • Module 10 | Personal Professional Development Plan | 0.5 hours |
| • Module 11 | Administrative and Organizational Overview | 2.5 hours |
| • Module 12 | Post-course Test and Evaluation | 1.0 hour |

Course Agenda for NCBRT Deliveries

Day One

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|------------------|--|-----------|
| • Module 1 | Welcome, Administration, and Introduction | 2.0 hours |
| • Module 2 | The Adult Learner | 2.0 hours |
| • Module 3 | Instructor Effectiveness and Core Competencies | 1.5 hours |
| • Module 4 | Presentation Skills and Techniques | 1.5 hours |
| • Module NCBRT-1 | National Preparedness | 1.0 hour |
| • | Teachback I Prep | 1.0 hour |
| • Module NCBRT-2 | Evening Session | 1.0 hour |

Day Two

- | | | |
|------------------|--------------------------|-----------|
| • Module 5 | Teachback I | 3.5 hours |
| • Module 6 | Methods of Instruction | 1.0 hour |
| • Module 7 | Classroom Management | 1.0 hour |
| • Module 8 | Professionalism | 1.5 hours |
| • Module NCBRT-3 | NCBRT Instructor Program | 1.0 hour |
| • | Teachback II Prep | 1.0 hour |

Day Three

- | | | |
|-------------|--|-----------|
| • Module 9 | Teachback II | 4.0 hours |
| • Module 10 | Personal Professional Development Plan | 0.5 hours |
| • Module 11 | Administrative and Organizational Overview | 2.5 hours |
| • Module 12 | Post-course Test and Evaluation | 1.0 hour |

