

 Fresno County Sheriff’s Office

 Adult Corrections Officer Core Course

 TOPIC 17

 Programs

INSTUCTIONAL MATERIALS, AIDS & NEEDS

Topic Instructional Time……… 2 hours

Multiple Choice Test…………MCT #2

Total Topic Test Questions……3

Written Skills Tests…………..N/A

Behavioral Skills Tests……….N/A

Classroom Setup:

 Chevron Setting, Group Setting

Materials Needed:

Flip Chart Paper

Markers

 Laptop

 Projector

Handouts

17.1: Evidence Based Practices and Programs

Instructional Time……. 2 hours

Breaks will be provided hourly

2 Minutes

**Lecture:**

Instructor reads aloud:

The purpose of this training is to provide officers with the ability to define evidence-based practices and why they are important, identify the importance of evidence based practices and program fidelity, and identify why evidence based assessment tools are used.

3 Minutes

Instructor: Give students Handout #1

**Lecture:**

Instructor reads aloud:

The objectives we will cover during this class are on the handout that you have just received (review and read each objective on the handout). (Emphasize) You are responsible for knowing all of the material taught during this class, and you will be tested on each one of the objectives found in your handout.

Performance Objective 17.1.1

P.O. Define evidence based practices and why they are important.

3 Minutes

**Class Activity:**

Instructor:

Ask class; what do you think is an evidence based practice?

**Anticipated Answers:**

None (the assumption is that students will not know what an evidence based practice is)

15 Minutes:

**Group Activity:**

Instructor: Divide class into 4 groups, instruct one person from each group to retrieve their phone, and assign each group a laminated card. (Instructor: Use laminated cards #1)

Instructor read aloud:

Each of your groups has been given a laminated card instructing your group to define and/or discuss what is listed on the card. Each group will then write what you have discovered on the provided flip chart paper. You may begin now (Instructor: give remainder of time to finish the activity).

**Group 1 Anticipated Answers:**

Evidence-based practice (EBP) is the objective, balanced, and responsible use of current research and the best available data to guide policy and practice decisions, such that outcomes for consumers are improved.

**Group 4 Anticipated Answers:**

There is a definable outcome, the outcome is measurable, it is defined according to practical realities (recidivism, victim satisfaction, etc.), more appropriate for outcome-focused human services disciplines

**Group 3 Anticipated Answers:**

An evidence-based approach involves an ongoing, critical review of research literature to determine what information is credible, and what policies and practices would be most effective given the best available evidence. It also involves rigorous quality assurance and evaluation to ensure that evidence-based practices are replicated with fidelity, and that new practices are evaluated to determine their effectiveness.

**Group 2 Anticipated Answers:**

Used originally in the health care and social science fields, evidence-based practice focuses on approaches demonstrated to be effective through empirical research rather than through anecdote or professional experience alone.

10 Minutes

**Teach Back:**

Instructor reads aloud:

Now that each of your groups have completed the laminated cards that you were assigned: I want each of your groups to choose a representative (wait until groups have chosen a representative). Okay representatives; starting with Group 1, I want each of you to read your laminated card and explain your findings. (Findings should be the anticipated answers above)

Performance Objective 17.1.2

P.O. Identify why it is important to ensure evidence based practices and program fidelity.

2 Minutes

**Class Activity:**

Instructor reads aloud:

What does fidelity mean?

**Anticipated Answers:**

The degree of exactness with which something is copied or reproduced.

10 Minutes

**Group Activity:**

Instructor: Divide class into 4 groups, instruct one person from each group to retrieve their phone, and assign each group a laminated card (Instructor: Use laminated cards #2)

Instructor read aloud:

Each of your groups has been given a laminated card instructing your group to define and/or discuss what is listed on the card. Each group will then write what you have discovered on the provided flip chart paper. You may begin now (Instructor: give remainder of time to finish the activity).

**Group 4 Anticipated Answers:**

Quality of delivery is the relationship between what is intended to be delivered and what is actually being delivered. Adherence is the attachment or commitment to a person, cause or belief.

**Group 3 Anticipated Answers:**

Student engagement is the degree of attention, curiosity, interest, optimism, and passion a student shows when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Program Specificity is the training that is relevant and appropriate to the topic that an individual is training for in order to produce the desired effect

**Group 2 Anticipated Answers:**

Program fidelity is important because it; ensures that instruction has been implemented as intended, helps link student outcomes to instruction, and helps in the determination of intervention effectiveness

**Group 1 Anticipated Answers:**

To ensure the continued quality of the implemented program you have to ensure that there is: consistency, that the program is accurate, and that the program maintains its integrity

10 Minutes

**Teach Back:**

Instructor reads aloud:

Now that each of your groups have completed the laminated cards that you were assigned; I want each of your groups to choose a representative (wait until groups have chosen a representative). Okay representatives; going in order starting with Group 1, I want each of you to read your laminated card and explain your findings.

5 Minutes

**Class Activity/Discussion:**

Instructor reads aloud:

So now that we have covered both evidence based practices, and fidelity let me ask this; why is it important to ensure evidence based practices and program fidelity?

**Anticipated Answer:**

Evidence based practices allow us to use the best available data and research in an objective, balanced and responsible way in order to guide policy and practice decisions to provide the best outcome for the consumer; while program fidelity ensures that the original evidence based practice remains as close to the original during future implementation as possible while maintaining consistency, accuracy, and quality along with analyzing and evaluating the effectiveness of the program

Instructor reads aloud:

What does all of this mean? (Rhetorical question) It means that evidence based practices (or inmate programs as we know them, or even our department policies) are backed by quality assurance and constantly evaluated for effectiveness using fidelity.

10 Minute Break

Performance Objective 17.1.3

P.O. Identify why evidence-based assessment tools are used

15 Minutes

**Group Discussion/Lecture:**

Instructor reads aloud:

We have covered a lot of material concerning evidence-based practices, and program fidelity thus far. But let me ask you; why do we use evidence based assessment tools?

**Anticipated Answers:**

Analyze and assess risk, helps us analyze and encourage intrinsic motivation, assists in analyzing culture for targeted intervention, matching offender traits to appropriate interventions allows maximum effectiveness, cognitive behavioral therapy allows offenders to recognize and understand how they perceive situations and react to them which allows offenders to create new positive, the strengthening of pro-social influences allows offenders to have visitation and correspond with family which increases offenders overall want to succeed.

Instructor read aloud:

Are there any questions on anything that we have covered thus far? (Instructor: if there are any questions answer using personal experience)

Training Notes

25 Minutes

**Lecture:**

Instructor: read aloud all below material in sections 17.1.A through 17.1.F.

17.1.A Identify the key principles of evidence-based practices.

Instructor reads aloud:

There are 8 key principals for evidence based practices, and they are as follows:

1. Assess actuarial risk/ needs: meaning what is the risk of implementing specific programs with relation to inmate participation and need for the program
2. Enhance intrinsic motivation: meaning how can a program motivate an individual through increasing natural satisfaction to participate
3. Target interventions
	1. Risk Principle: Prioritize supervision and treatment resources for higher risk offenders.
	2. Need principle: Target interventions to criminogenic needs.
	3. Responsivity Principle: Be responsive to temperament, learning style, motivation, culture, and gender when assigning programs.
	4. Dosage: Structure 40-70% of high risk offenders’ time for 3-9 months
4. Skill train with directed practice (use cognitive behavioral treatment methods)
5. Increase positive reinforcement
6. Engage ongoing support in natural communities
7. Measure relevant processes/ practices
8. Provide measurement feedback

17.1.B. Identify the importance of accurate data collection for evidence-based practices performance measures, program evaluation and offender outcomes.

Instructor reads aloud:

To protect the credibility, integrity, and reliability of data, information should be gathered using accepted data collection techniques.

In order to ensure the credibility of the evidence based programs, data collection must be accurate.

How data is collected:

* Step 1: Identify issues and/or opportunities for the collection of data
* Step 2: Select issue and/or opportunity and set goals.
* Step 3: Plan an approach and methods
* Step 4: Collect data

17.1.C. Identify recent trends in evidence-based practices.

Instructor reads aloud:

The integration of technology is one of larges trends in evidence-based practices which consist of:

1. Monitoring technology
2. Drug test results
3. Alcohol breathalyzers and other devices
4. Enabling remote monitoring which will cut down on overhead costs for supervising agencies
5. Implementation of computer tablets into newly developed programs
6. Using data based technological programs to analyze the efficiency of implemented programs

17.1.D. Identify how evidence-based practices have evolved.

Instructor reads aloud:

How have evidence-based practices evolved:

Scientific evidence suggests that 40% to 60% of the studies conducted on evidence-based practices found that when the correct treatment was given to an individual, there was reduced recidivism. Thus intervention and programs have reduced recidivism.

17.1.E. Define data-driven decision making (DDDM).

Instructor reads aloud:

Data Driven Decision Making involves making decisions that are backed up by hard data rather than making decisions that are intuitive or based on observation alone.

How many tiers are involved with Data Driven Decision Making and what are they?

1. Tier 1 is Universal Planning- Which includes all settings, all students, information, knowledge and understanding
2. Tier 2 is Instructional Intervention- It is focused on targeted group interventions, review of progress
3. Tier 3 is Action Plan Development- Means SMART goal development and discharge planning

17.1.F. Identify how criminal trends or new legal issues prompt the development of new crime prevention programs

Instructor reads aloud:

Some criminal trends or new legal issues that I am about to read can prompt new programs or create change in developed programs

1. **Criminal Thinking.** Attitudes, values, and beliefs that can lead to crime.
2. **Antisocial Personality.** Displays impulsive, exploitative, aggressive, or manipulative behavior.
3. **Antisocial Behavior.** Inability to avoid criminal activity when placed in high‑risk situations.
4. **Family and Marital Status.** Poor relationships with family and/or spouse.

All of the things that I just read; are different types of criminal trends or reasons/ways of thinking that can cause criminal trends to change. Any and all of these criminal trends changing or altering to cause a differentiation in fidelity can require development of a new program or the altering of a current program to accommodate the trend change

10 Minute Break