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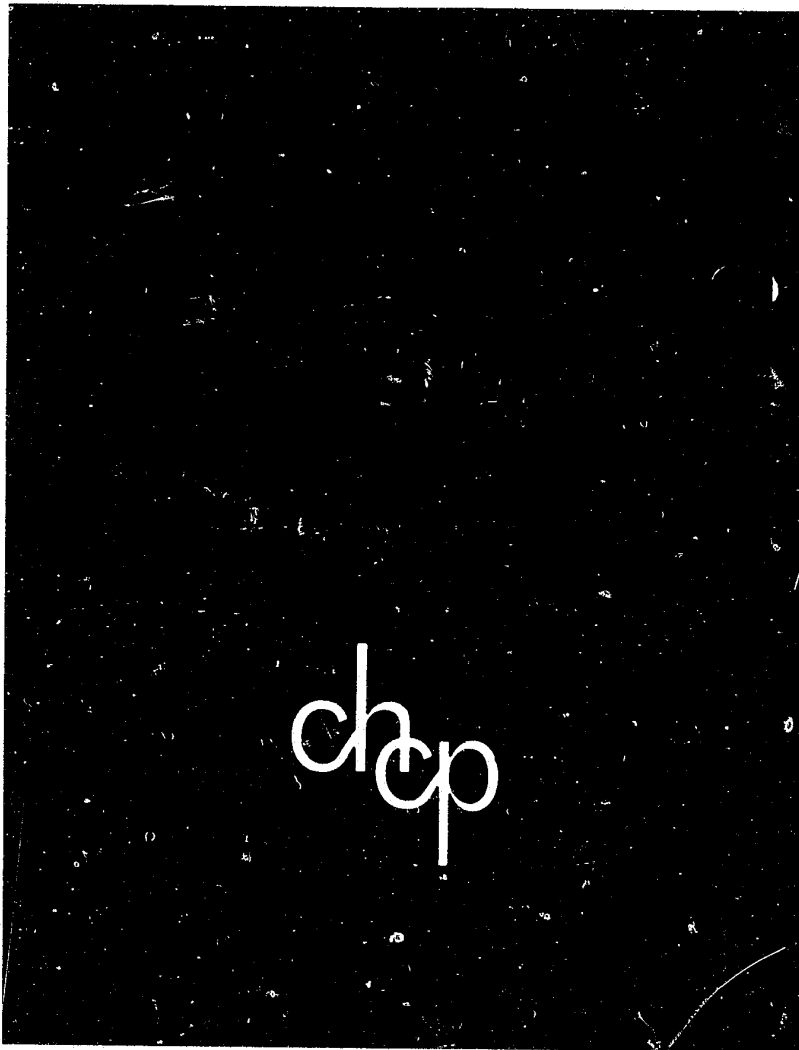
CORRECTIONAL HEALTH CARE PROGRAM

Correctional Health Care Program

RESOURCE MANUAL

ESTABLISHING STAFF DEVELOPMENT
PROGRAMS

ESTABLISHING STAFF DEVELOPMENT

PROGRAMS

Prepared By:

Wanda E. Dean, Ph.D.
Charles L. Maynard, M.A.

Department of Community Health Science
Colleges of Human Medicine and Osteopathic Medicine
Michigan State University

ACKNOWLEDGEMENTS

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FOREWORD

The issues of adequacy, accessibility, and quality of health care service delivery in correctional institutions are increasingly receiving well-merited attention. Long plagued by neglect and paucity of resources, most correctional agencies throughout the country have recognized the need for clear direction in addressing these issues. The unique characteristics of prison populations and facilities pose a problem in applying directly the standards and policies which prevail in community health care settings. Once the basic ingredients common to good health care practice have been identified, the challenge remains of their adaptation without essential compromise to the correctional environment. Implementation of a system which meets statutory and professional standards is the responsibility of correctional health care administrators in the 1980's.

Through a grant from the Law Enforcement Assistance Administration, the Michigan Department of Corrections has provided technical assistance to ten states with a view to improving their health care system for residents of correctional institutions. This manual is one of a series published under auspices of the grant. Together, the manuals will support and extend the training sessions and technical assistance efforts of the past two years. Their purpose is to define concisely the major elements which must constitute a comprehensive health care program for a correctional agency.

There is no substitute for proper planning, adequate resources, and good management. These manuals can assist in the planning effort to identify the kind of resources which will comprise an adequate program. In addition, they address the alternatives which must be considered, the integration of various components, and establish a foundation for the decisions which must be made by each agency.

The manuals have been compiled by persons who are experts in their professional field and by persons active in the delivery of health services to correctional residents. There are too many divergencies among correc-

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tional agencies to permit a single approach to be universally applicable. For this reason, the manuals are intentionally broad in scope and will require careful analysis and specification by each user.

A health care system does not stand alone and isolated from its environment. It can succeed only through a cooperative and carefully planned effort which involves health care personnel, staff of the correctional system, community health resources, and residents as interested consumers of the services. Where multiple institutions exist within a state correctional agency, appropriate central direction and coordination are essential for coherent and consistent form and quality of the services provided. It is at this level, in particular, that the overall planning, resource development, and management of policy should occur.

These manuals are written in a simple "how-to" format and are intended to be self-explanatory. Local regulatory agencies and other community and professional health resources can be helpful in their interpretation and application.

The goal which has prompted development and issuance of this manual and of others in the series has been attainment of professional quality health care for residents of correctional institutions comparable to that available in the community. The sponsors will consider their efforts well rewarded if, as a result, changes are implemented which improve access and cost-efficient delivery of needed health services.

Jay K. Harness, M.D.
Director
Correctional Health Care Program

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P R E F A C E

This resource manual represents one of a series of manuals resulting from the planning and implementation of an intensive workshop and technical assistance program conducted at Michigan State University. These and other educational and professional development materials have been produced to assist correctional health care providers in developing and implementing more effective programs for the populations they serve. The manual has been designed as a practical guide for program development based on current state of the art, advice from prominent experts in the field, and information drawn from direct experience with health care providers in the Correctional Health Care Program Project. As such, the concepts, methods, and practices presented will contribute to the need for advanced knowledge in this highly specialized area of health care delivery.

Through the Department of Community Health Science, the Colleges of Human Medicine and Osteopathic Medicine at Michigan State University have been privileged to work with the Michigan Department of Corrections' Office of Health Care and the Law Enforcement Assistance Administration as part of the Correctional Health Care Program. Participation in this challenging and worthwhile endeavor has allowed us to further our commitment to improved health care services and to extend knowledge and experience in this recognized area of need.

Joseph Papsidero, M.P.H., Ph.D.
Director
Correctional Health Care Project
Michigan State University

Thomas Gunnings, Ph.D.
Director
Correctional Health Care Project
Michigan State University

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CHAPTER 1

INTRODUCTION

The problems associated with the delivery of adequate health care in correctional institutions has justifiably given rise to increasing concern for the improvement of services in what has been called "the last frontier of modern medicine." The United States General Accounting Office recently reported that, "health care delivery systems of most prisons and jails are inadequate and many correctional agencies are under increasing pressure particularly from courts to provide more adequate levels of care."

In every sector rising costs, budgetary constraints, recruitment of qualified personnel, and other difficulties cause grave concern to those responsible for providing care and to the recipients of that care.
In nearly every major prison riot in recent years, inmates have included health care issues in their grievances, thus demonstrating their concern for availability and quality of care. Without question, prison health care personnel face problems different from and in addition to those experienced on the outside. Methods must be sought, and efforts made, to facilitate the dissemination of current medical knowledge to correctional health care personnel and to assist in applying such information to the establishment of effective and efficient health care programs within the prisons.

The design and development of effective health care programs, or the initiation of significant programmatic changes with regard to existing procedures, requires several important ingredients. Sound and workable ideas, the support and commitment of key staff members, and the employment of systematic methods for establishing and managing the proposed endeavor; are each significant factors which must be considered. This program development manual is designed to serve as a general guide for program development in the correctional setting. As such, it proposes specific program recommendations and decision making guidelines to aid those responsible for carrying out the various program development functions.

While references are made throughout the manual to hypothetical "program planners" and formalized "planning committees", this work is, in fact, intended to accomodate a wide range of program needs and circumstances. It is recognized that the purposes and scope of particular programs will differ and these differences will influence the process of its development. Thus, the information presented here should be considered in light of the unique qualities, constraints, and interests of the individual setting in question.

The development of successful programs is seldom a simple and easy task. This manual has been written on a practical level, based on actual experiences in the field of corrections. It is meant to aid in determining both a viable course of action and appropriate methods for achieving the anticipated program goals.

It should be emphasized that the primary aim of this manual is to assist program planners and managers in the promotion of systematic program strategies. In this regard, Chapter 2 describes in detail the overall features of the program, while subsequent chapters are devoted to key aspects of the development process: planning, development, implementation, and evaluation. Guidelines within each of the chapters devoted to the program development process (Chapters 3, 4, 5, and 6) are objective-based and task-specific with concrete examples and worksheets.

Following the initial description and rationale for establishing a Staff Development Program outlined in Chapter 2, Chapter 3 defines practical considerations and actions to be taken during the planning phase of the program development process. This includes the immediate steps of clarifying the problem, appraising alternative solutions, setting programmatic goals and objectives, and establishing program management procedures.

Chapter 4 is concerned with the program development phase. Activities related to the preparation of a "plan of action", and decisions as to program methods and materials are reviewed.

Guidelines for implementing the program are delineated in Chapter 5. In general, this involves establishing systematic procedures for managing and monitoring the progress of the project and the use of evaluuative information in arriving at particular management decisions.

The final chapter, Chapter 6, presents an overview of the program evaluation process. Basic guidelines are provided with respect to drafting an appropriate evaluation plan, designing evaluation instruments, and utilizing evaluation findings. The appendices display supplementary materials keyed to sections of the manual and list available resources.

It is hoped that the program development process described in this manual will begin to provide some of the answers to questions that arise during the establishment of a Staff Development Program in your particular setting. An attempt has been made to present, in a straight-forward and logical manner, basic principles and procedures to meet the needs of planning groups with a variety of expertise, experience, and resources. This manual is organized to help define the action you want to take, convey that message to those participating in the process, and subsequently to carry out the successful accomplishment of the proposed program.

CHAPTER 2

THE CONCEPT OF STAFF DEVELOPMENT

Objective: To define staff development and to provide a rationale for
establishing staff development programs in the prison
setting.

A. Definition

Staff development is the intervention or training of
staff that emanates from the recognized needs of the
program or organization and will enhance the staff's skills to meet the
program or organizational needs. The staff development process should be
based upon the identified problem areas or weaknesses of personnel or the
program structure. Thus, the purpose of any staff development program
is to enhance the performance of staff.

The term "staff development" as defined above encompasses several
areas. For the purpose of this manual, the major focus will be upon two
primary staff development areas: stress assessment and management; and
communications. The two areas are integrally related to one another.
A primary source of stress in organizations and programs is the lack of
effective communications. In a correctional setting, where the inherent
environmental structure is perceived by most as stressful, the management
of stress and enhancement of communication skills is critical.

B. Rationale for Staff
Development in Stress
Assessment and
Management

The word "stress" is one with which the layman
and professional are familiar. It is an
acceptable part of our modern-day vocabulary.
As such, its meaning is clouded by multiple
usages and referents. It is also a word that connotes a complex area of
problems in many different fields of inquiry and professional practice,
including health care. The problems of stress must be regarded as inter-
disciplinary since they involve medicine, psychiatry, physiology, psychology,
sociology, and anthropology.

Tanner (1976) states that to a scientist, stress is any action or situation that places special physical or psychological demands upon a person--anything that can unbalance his individual equilibrium. Selye (1974) defines stress as a non-specific response of the body to any demand made upon it. While the physiological response to such demands is surprisingly uniform, there are innumerable forms of stress. Stressful events may be positive or negative. A divorce is stressful, but so is marriage. Getting fired is stressful, as well as getting a promotion.

The area of stress is a popular topic in research today. The latest evidence suggests that some stress is necessary to well-being, and a lack can be harmful. Selye (1974) suggests that complete freedom from stress is death. Thus, stress is an everyday factor in our lives.

Each person responds to stressful situations in different ways. The most obvious is the emotional response, ranging from mild annoyance to overpowering rage or fear, from amusement to ecstasy. A second type of response is behavioral--a change in performance or behavior. The effect of stress can be gauged by changes in the rate of error in carrying out a task, in productivity on the job, or simply in the ability to get along with people. But it is the third type of response to stress, a physiological change or sequence of changes, that may have the deepest significance since the research strongly suggests that stress definitely causes some serious ailments.

Job stress is a general topic concerned with the effects of people's work roles and their work environment on their health and welfare. The research suggests several general conclusions. Certain environmental characteristics such as workload, role conflict and ambiguous job demands, in conjunction with certain personal characteristics of the worker such as personality, skill level, needs, and expectations, are usually thought to be the causual elements in job stress--the stressors. These stressors may or may not affect individual and organizational health depending on the adaptive capacities of the individual and the organization. More often than not, however, the combination of these environmental and personal stressors results in undesirable physical consequences--poor health; psychological consequences--poor mental health; and/or behavioral con-sequences--increased smoking, drinking, on-and-off job problem behaviors

for the worker. These stressors also result in undesirable consequences for the work organization through their effects on employee performance, absenteeism, and turnover.

The job setting of a correctional institution presents several environmental stressors which may affect all employees, including health providers and the custodial staff. The environment is an unnatural one for residents and workers in that it is confined. Correctional staff need to clearly identify the environmental stressors which affect them on a daily basis not only to protect their own physical and psychological health, but also to insure that they perform their jobs in the most efficient and effective manner. Thus, a staff development program in stress could involve the development of a stress assessment and management program at the correctional institutional level or at the state level.

C. Rationale for Staff Development in Communications

Communication is as much a part of today's world as the air we breathe. We are born into an environment in which the exchange of messages between people is a constant. Communication is by far our most important medium for personal development and social contact. The dominant concept of interpersonal communication holds that it occurs when two or three persons interact face to face. This concept rests on the fundamental assumption, "when people communicate, they make predictions about the effects or outcomes of their communication behavior" (Miller and Steinberg, 1975, p. 7). Miller and Steinberg (1975) further stipulate that communication involves an intentional, transactional, symbolic process.

In a correctional setting or agency there is a great need for an effective program delivery and assessment system. The Department of Corrections has a dual responsibility in that it serves to protect society from legal offenders and to rehabilitate the legal offender while he is institutionalized. To rehabilitate or alter the cognitive and behavioral pattern of the criminal offender is a difficult process and necessitates a well-thought-out program for change along with an adequate assessment process. That is to say, that program delivery must be effective and consistent if the end product, in this case of behavioral and attitudinal

change, is to be realized. Criminal rehabilitation is the responsibility of all correctional employees, and staff training and development is extremely important if staff are to be effective change agents. Due to the current population explosion in the prison system, all facilities and rehabilitative programs are being taxed beyond reasonable limits. The number of staff has not increased proportionately with the number of new residents, thus existing programs cannot be expected to meaningfully serve the expanded population. Overcrowding and program inefficiency cause tension at both the staff and resident levels. Unless dealt with effectively, tension will increase in its intensity and in all probability will be discharged inappropriately and in a manner that tends to only increase existing problems. In order to deal with the current situation most effectively, it is imperative that communication channels be kept open and utilized more effectively.

Opening channels of communication is often the first step in reducing the stress inherent in a closed setting. Rehabilitation is an all encompassing concept and for it to occur most effectively all institutional programs should function to complement one another and aim toward a common goal. Since custody personnel have the most direct, continuous contact with the residents, their behavior, attitude, and communicative skill is probably the most important variable in setting the institutional mood and in initiating and perpetuating individual change. In a similar manner, counselors, teachers, nurses, doctors, work supervisors, and administrators all serve as role models for the resident and it is very important to realize that each time a resident makes contact with a staff member, he will leave the situation either therapeutically helped or harmed; he is either treated decently or not treated decently.

The purpose for a staff development program in interpersonal communications may be twofold: to involve all correctional staff directly in a type of rehabilitative process by providing them with skills that will open channels of communication between prison residents and correctional staff, and to provide correctional staff with skills to enhance their interactions with one another. The focus of such a program could include the analysis of communicative control, types of cognitive styles, and core interpersonal skills.

D. Overview of Stress
   Theory and Research

The area of stress and stress-related research is immense. The basic foundations for systematic research on the effects of stress were established by Cannon (1929) in his highly precise observations of bodily changes related to pain, hunger, and the major emotions. Cannon proved that a complex animal body exhibits a single fundamental pattern of response to any challenge to its equilibrium. Although the response will vary in its force, depending on how important the challenge is perceived to be, the response will always follow the same pattern. Cannon's work showed that stimuli associated with emotional arousal create change in basic physiological processes.

Adolph Meyer of Johns Hopkins University developed and expanded Cannon's observation. Meyer proposed a new tool for medical diagnosis--the "life chart," which recorded both the diseases and the critical events in a patient's life and showed clear linkages between the two. Meyer (1951) proposed that life styles and events may play a vital part in the etiology of a physical disorder, and that they need not be bizarre to be pathogenic. He suggested that even basically normal life events could be potential contributors to the development of a pathological condition.

Hans Selye has been a frontrunner in the field of stress since the mid-fifties. According to Selye's (1956) definition, stress is the non-specific response of the body to any demand made upon it. This response is characterized as an adaptive one independent of the activity which causes it. Selye (1956) asserts that it is normal and natural for non-specific physiological events to occur. The General Adaptation Syndrome (GAS) is a three-stage series of bodily reactions. The three stages are: a) Alarm Reaction Stage; b) Resistance Stage; and c) Stage of Exhaustion. (Figure 1 represents a graphical representation of GAS.) The GAS is an adaptive process because it stimulates defenses and thereby helps in the acquisition and maintenance of the body; it is a syndrome because its individual manifestations are coordinated and partly dependent upon each other; and it is general because it is produced by agents which have a general effect upon large portions of the body (Rivers, 1977).

Selye (1974) states that the Alarm Reaction Stage represents the initial response of an individual to a stressor and which characterizes

a general call to arms of the body's defensive forces. The body shows changes due to exposure to a stressor. Also, the body's resistance is diminished. If the stressor is sufficiently strong, death may occur.

The Resistance Stage occurs if there is continued exposure of the body to the stressor. Rivers (1977) states that the nature of this stage is almost the exact opposite of those which characterize the alarm reaction. The body no longer shows signs of alarm, instead the body's resistance rises above normal (Selye, 1974).

The Stage of Exhaustion occurs after a long-continued exposure to the same stressor. The body's adaptation energy is exhausted. Thus, the signs of the alarm reaction are again visible; however, at this point they are irreversible, and the individual dies (Selye, 1974).

Selye (1974) suggests that there is an element of adaptation present in the manifestation of every disease. In the cases in which the body's own defensive reactions are most prominent the diseases of adaptation may include diseases of the heart and of the blood vessels, diseases of the kidney, rheumatic and rheumatoid arthritis, inflammatory diseases of the skin and eyes, digestive diseases, allergic disorders, nervous and mental diseases, metabolic diseases, and cancer.

Figure 1

The Three Phases of the GAS
(Seley, 1976, p. 27)

Normal Level
of Resistance

A   B   C
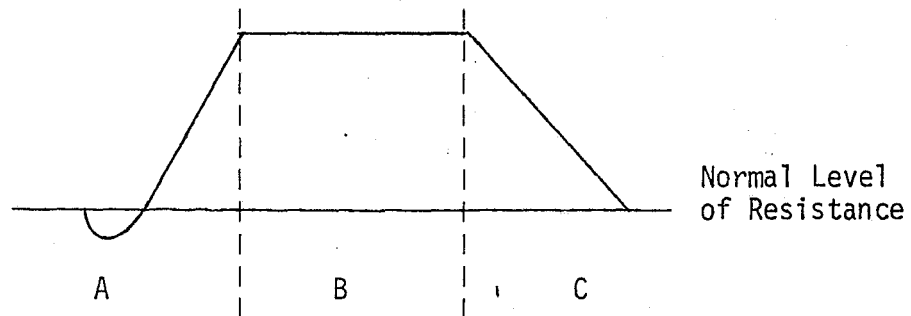
Wolff (1950) attempted to explain the effects of life stress on the individual from a psychological standpoint. He proposed the following:

1. Capacity of a given stress to evoke a protective reaction is a function of its significance to the implicated individual.

2. The significance of a given stress for the individual determines, according to his temperament and past experiences, the characteristics of the protective reactions.

3. When an individual exhibiting a given protective reaction pattern with co-existing symptoms is confronted by a situation which, through its new and different meaning evokes correspondingly different protective reactions, the latter may so overshadow the former as to cause the symptoms to disappear temporarily. (Wolff, 1950, p. 11.)

Paul Hansen (1977) presents a simplified summary of the stress response of the body:

1) The stressor is perceived, internally or externally
2) Message is relayed to the Hypothalamus
3) Autonomic nervous system relays message to adrenals and their systems for emergency response, if appropriate. Adrenalin "rush" follows, with preparation for fight or flight
4) Pituitary gland is stimulated to produce TTH and ACTH. TTH causes thyroid gland to release thyroxine which stimulates the metabolism
5) ACTH stimulates the adrenal cortex to produce corticoids, producing long-term stress effects on the body
6) The body's immume system is thrown out of balance, allowing disease to occur, especially if stress is long term
7) If organism does not "fight or flee," the subcortex interprets that as a message that there has been insufficient preparation (if stressor is still impinging), and accelerates the stress response, to the point where it can become damaging
8) Pain and distress occur (headaches, stomach aches, upsets, diarrhea, heart pains, sweating, elevated blood pressure, eventual disease and damage to vital organs (p. 7).

Hansen (1977) also identifies some stages of common distress reactions (p. 10). This can be used as a checklist to give you some indication of distress. Hansen (1977) suggests that persons who find themselves experiencing the distress of symptoms listed in Stages II and III are prime candidates for serious illness. These occurrences are the result of the above process.

STAGE I

Nervous sweat	Headaches	Worrying
Smoking	Feeling "on edge"	Facial tension
Sweaty palms	Increased heart rate	Feeling "uptight"
Tense muscles	Irritable	Short tempered
Feeling anxious	Hard to go to sleep	Crying
Heartburn	Overeating	

STAGE II

Tight abdominals	Drinking alcohol to relax
Quivery stomach	"Not myself" at home
Stomach ache, cramps	Do not enjoy my work
Feeling "shaky"	Backaches
Intense anger	Chronic tense neck and shoulders
Insomnia	Shortness of breath/hyperventilating
Nervousness	Frequent colds
Severe or chronic headaches	Cramps in legs or arms
Hassles with supervisor/ co-workers	

STAGE III

Depression	Lowering self-esteem	Hate to go to work
Rage is frequent	Diarrhea	Exhaustion
Excess overweight	Migraine headaches	High blood pressure
Stomach tied in knots	Colitis	(hypertension)
Loss of sexual desire or response	Skin eruptions Heart pains	Heart palpitations

STAGE IV

Heart attack	Rheumatoid arthritis
Ulcers	Frequent serious accidents
Cancer	Strokes
Suicidal tendencies	Ulcerative colitis

Selye's pioneering work in the area of stress set the stage for increased research in the stress-related area. Research concerning stressful life events follows two major conceptualizations. The first group of research describes stressful life events as being negative or undesirable. Brown and Birley (1968) report that several studies have attempted to demonstrate the relationships between these types of antecedent stressful events and the manifestation of episodes of mental dysfunction in the subject populations.

The recent work of Holmes and Rahe (1967) and Holmes (1970) represent the second major conceptualization. They suggest that the key factor in making life events stressful is its ability to change an individual's usual activity. Holmes (1970) suggests that the occurrence of life change events can enhance the probability of change. Rivers (1977) states that life events fall into two categories: those indicative of a life style of the individual, and those which are perceived as unusual and threatening. However, the crucial factor in making life events stressful is their ability to change physical or psychological behavior to the extent that it results in the production of some disease of adaptation.

The stressful characteristics of life not only come from the external environment, but also from the perceptual/cognitive appraisal of the event by an individual (Rivers, 1977). These appraisals depend upon needs, cultural experiences, and physical stimuli. Wolff (1950) explains that the presence of unusual stress which results from a particular situation is based upon the way the involved individual perceives it. The reaction of the individual depends on how it is interpreted by the person who appraises the significance of the event (Lazarus, 1966; Cofer and Appley, 1964; Arnold, 1967).

The most recent and definitive research which links life events to health problems was done by Holmes and his associates. They followed hundreds of individuals as they negotiated some of the life events common to modern living. This led to the development of the Social Readjustment Rating Scale (SRRS). The Holmes-Rahe Social Readjustment Rating Scale is based on the research by Holmes and Rahe (1967) on a sampling of 5,000 persons from diverse cultures and groupings. They found that where the scores were high, there was a high correlation for predicting stress-related illness. The higher the score, the greater the likelihood of such an illness. Holmes (1974) suggests that high scores on the SRRS are significantly associated with manifestations of the common diseases of adaptation. The greater the magnitude of life change, the greater the probability that life change would be associated with disease onset.

Social Readjustment Rating Scale

Rank	Life Event	LCU Value
1.	Death of spouse......................	100
2.	Divorce..............................	73
3.	Marital separation...................	65
4.	Jail term............................	63
5.	Death of close family member.........	63
6.	Personal injury or illness...........	53
7.	Marriage.............................	50
8.	Fired from job.......................	47
9.	Marital reconciliation...............	45
10.	Retirement...........................	45
11.	Change in health of family member....	44
12.	Pregnancy............................	40
13.	Sex difficulties.....................	39
14.	Gain of new family member............	39
15.	Business readjustment................	39
16.	Change in financial state............	38
17.	Death of close friend................	37
18.	Change to different line of work.....	36
19.	Change in number of arguments with spouse...........................	35
20.	Mortgage over $10,000................	31
21.	Foreclosure of mortgage or loan......	30
22.	Change in responsibilities at work...	29
23.	Son or daughter leaving home.........	29
24.	Trouble with in-laws.................	29
25.	Outstanding personal achievement.....	28
26.	Wife begins or stops work............	26
27.	Begin or end school..................	26
28.	Change in living conditions..........	25
29.	Revision of personal habits..........	24
30.	Trouble with boss....................	23
31.	Change in work hours or conditions...	20
32.	Change in residence..................	20
33.	Change in schools....................	20
34.	Change in recreation.................	19
35.	Change in church activities..........	19
36.	Change in social activities..........	18
37.	Mortgate or loan less than $10,000...	17
38.	Change in sleeping habits............	16
39.	Change in number of family get-togethers........................	15
40.	Change in eating habits..............	15
41.	Vacation.............................	13
42.	Christmas............................	12
43.	Minor violations of the law..........	11

Thus, stress has been identified as an important field of inquiry. Each of us is affected on a daily basis. As we begin to identify those things which are stressful to us, we will be better able to adapt to life changes.

E. Overview of
    Communications

Communication is distinctly human. The psychologist George Miller (1967) has written:

> I have the impression that some communication theorists regard the human link in communication systems in much the same way they regard random noise. Both are unfortunate disturbances in an otherwise well-behaved system, and both should be reduced until they do as little harm as possible (p. 45).

One major reason the human race has survived and has been able to extend its control over the environment is that humans are able to communicate. Thus, as Cronkhite (1976) states, "Human communication has occurred when a human being responds to a symbol" (p. 20).

There are several definitions of communications. Hanneman (1975) asserts that one may define the communication process by stating the following:

> A certain person (A) ("source") communicates a certain message, through a particular channel to another person (B) ("receiver") with some type of consequent effect. This effect is recognized and interpreted by A, the source of the message, who responds accordingly, to which the receiver, person B, responds accordingly as well. The interaction between A and B is called feedback. This mutual interaction can be labeled a communication transaction (p. 24).

Communications has been defined as a sequence of events or symbols strung together in time according to a pattern. Farace, et al. (1977) state that "communications refers to the exchange of symbols that are commonly shared by the individuals involved, and which evoke quite similar symbol-referent relationships in each individual" (p. 26). Stated simply by Hanneman (1975), communications is a "...message transaction among participants" (p. 25).

The area of communications is broad. Communicational techniques and skills can have a great effect upon an institution or an organization.

In order to be effective, an organization needs good communications between its members. There are a variety of things which affect communications.

If one begins at the individual level, Maslow (1970) asserts that a human's hierarchy of needs may be considered. Maslow's (1970) hierarchy of needs is as follows:

1. Physiological
2. Safety (security)
3. Social (affiliation)
4. Esteem (recognition)
5. Self-Actualization

The physiological needs are shown at the top of the hierarchy because they tend to have the highest strength until they are somewhat satisfied. These are basic human needs to sustain life itself. Once physiological needs become gratified, the safety or security needs, which are the needs to be free of fear or physical danger, become predominant. Next, the need to affiliate with others becomes predominant. After individuals begin to satisfy their need to belong, the need for esteem prevails. Finally, a person seeks self-actualization. These basic needs must be considered in communications.

There are several opinions about the function of communications. Berlo (1975) suggests that communication between two or more independent users has typically three classes of use. The first is production-communications which enables accomplishment. A second class is innovation-communications whose purpose is to encourage the generation of new ideas, to explore the potential of relationships, and to create change. The third class is maintenance of one's self-concept or an interpersonal relationship. Hanneman (1975) states that the primary purpose of communications is to obtain reward for the participants. Farace, et al. (1977) focus upon three functions of communications: production, innovation, and maintenance. Cronkhite (1976) suggests that the functions of communications are information-gathering, facilitating cooperation, and self-actualization.

When one addresses the area of communication, there are several assumptions that should be considered. Communications is a process because when it stops it no longer exists. Second, communication is

transactive. A communication event is a combination of people, messages, and situations such that if any one of those elements change it creates a different communication event. Third, the characteristics of sources, channels, messages, audiences, and the effects of messages are multi-dimensional. Also, communication is multipurposeful (Cronkhite, 1976).

One's values have a great amount of impact upon how one communicates with others. Values imply action and may be distinguished from feelings, attitudes, ideas, and ideals. Raths and Simon (1966) assert that a behavior is a value if:

> you prize it or esteem it
> you choose the behavior freely from alternative
> you declare publicly, especially by your actions, that you
>   prize this form of behavior
> you pursue the prized behavior consistently.

Interpersonal values are reflected in interpersonal style. Conflicts may arise from differing interpersonal values on the interpersonal and intrapersonal level. Interpersonal style may be defined as your characteristic ways of thinking and feeling about and interacting with people together with your interpersonal skills (and lack of skills) and your characteristic successes and failures in your human relationships.

There are several skills one must develop in order to improve communications. They include the following:

- skills of self-disclosure

- speaking concretely

- expressing feelings and emotions

- skills of listening and responding

- accurate emphatic understanding

- genuineness and respect

Wilson and Vidor (1978) suggest that the following skills are important:

1. Attending skills - learning how to correctly observe the person requesting help in order to facilitate further communication exchanges. Also, attending skills help the user to effectively evaluate the immediate cognitive and emotional state of the individual who is communicating.

2. Listening skills - learning how to meaningfully listen to another individual in order to completely grasp what he is saying or what he is trying to communicate.

3. Responding skills - developing skills which enable one person to correctly respond back to the individual requesting help. The emphasis is placed upon correctly interpreting what the other individual is trying to communicate.

4. Empathy development skills - developing skills which enable you to better understand both the emotional and cognitive content of what the individual seeking help is experiencing.

5. Initiating skills - emphasis here is directed toward providing the students with a technique whereby they can encourage the person requesting help to further explore his problemmatic situation and to accept ownership for personal deficits that prevent goal attainment.

Communications is a very broad field. The research discusses non-verbal communications, verbal communications, interpersonal communications, and communications within organizations. There are a variety of staff development programs in communications that could be utilized in correctional settings. Once specific areas of concern in this field are identified, there exists a wealth of literature and research that one may analyze.

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CHAPTER 3

THE PROGRAM DEVELOPMENT PROCESS:

LEVEL I   INITIATE PROGRAM PLANNING

Objective: To initiate the following staff development planning strategies: clarification of the problem, analysis of institutional setting, staff development needs and alternative solutions, identification of proposed program goals and objectives, and preparation of initial program management procedures.

Overview of Level I

Task 1 - Clarification of the Problem

    Step A: Assess the current staff development needs
    Step B: Identify alternative solutions and select solution(s) most applicable to the setting

Task 2 - Analysis of Institutional Setting

    Step A: Analyze the organizational and spatial structure of the institution/organization
    Step B: Identify existing resources
    Step C: Examination of institution factors
    Step D: Identify strategies for removal of constraints in the setting

Task 3 - Setting Goals and Objectives

Task 4 - Program Management

    Step A: Establishment of planning committee
    Step B: Establishment of support within the system
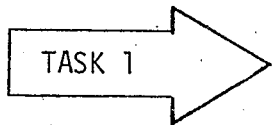
TASK 1 > Clarification of the Problem

While new ideas for health care services are continually developed, there is an equally continual demand from practitioners for staff development experiences. To plan and develop efforts that will improve correctional health care services utilizing staff development programs requires a commitment to a systematic staff development process. While sound planning and implementation strategies may differ in degree, depending upon the nature of the program to be designed, there are a series of fundamental steps which should be considered in any good program development process.

Program planning can be accomplished by a single individual, a small group, or by a number of groups. In addition, organizations can devote hours, weeks, or even years planning their future actions. To be most effective, planning should not be drawn out over a long period of time. The kind and number of people necessary for effective planning depends upon the importance and complexity of the task. Program success often depends upon the close cooperation of those involved in the developmental process.

An individual or group of individuals expressing interest in the planning of a staff development program may serve in the role of change agent for this process. Regardless of one's formal job title or position, there are four primary ways in which a person can act as a change agent. They are as follows:

1. A catalyst who prods and pressures an institution or organization to change;
2. A solution giver who provides alternative solutions to an institution or organization;
3. A resource linker who brings people together and helps the institution or organization find and make best use of resources inside and outside their own system; and
4. A process helper who provides the institution or organization in the planning and implementation of new ideas.

This program development process will only be effective if there are persons within the institution or organization who have committed themselves as change agents and who are prepared to follow a systematic process to create a change in the institution or organization.

To begin the planning phase, it is first necessary to determine the nature of the problem to be addressed. Clarification of the problem is essential in beginning to define the scope of the program and the alternative strategies available to your institution in meeting the health needs of the residents. The initial program developers are those persons interested in the area and willing to serve as change agents. They must assess the current staff development needs and then generate tentative program goals for responding to those needs.

(STEP A)   Assess the current staff development needs.

The initial step in clarifying the problem is to assess the current staff development needs in the setting. The program developers should determine what conditions presently exist with regard to staff development programs and what areas are of concern to the staff.

The term needs assessment is used throughout this manual to include assessing various needs (problems) within an institution or organization that result in content for a staff development program. The needs assessment process is viewed as a continuous on-going process, formal and informal, to assure that relevant needs are identified and used as inputs to the design and the operation of the staff development program.

There are different types of needs assessments and needs assessment activities which may be utilized for the development of a staff development program. While the scope and type of data collected for any needs assessment can vary widely, the process strategies involved are basically the same:

1. Identify the area(s) and population(s) to be assessed;
2. Identify and/or develop appropriate data collection instruments and procedures;
3. Collect the data;

4. Summarize, analyze, and interpret the data; and

5. Plan for continuing assessments and feedback.

The needs assessment for a staff development program is determined by the program developers. The scope and direction of the assessment depends upon the committee's initial focus. As elaborated in Chapter 2, there are two primary areas which the program developers may want to focus upon in the realm of staff development: stress and communications. The first task of the program developers is to decide which of the two areas will be the focus area. It is crucial that the program developers choose one emphasis area. Once the developers have made this decision, they must decide who will the staff development program be directed toward. (For example: In one state, the target population included health care personnel, trainers, custody officers, counselors, and mental health personnel.) Once these two decisions are made by the program developers, the process of needs assessment may continue.

NOTE: FOR THE PURPOSES OF EXPLAINING THE PROGRAM DEVELOPMENT PROCESS
        IN THIS CHAPTER, THE EMPHASIS AREA OF STAFF DEVELOPMENT WILL BE
        STRESS. HOWEVER, IF YOU CHOOSE THE EMPHASIS AREA OF COMMUNI-
        CATIONS, THE PROCESS WILL BE IDENTICAL. WORKSHEETS FOR COMMUNI-
        CATIONS ARE INCLUDED IN THE APPENDICES.

There are several instruments, worksheets, and activities which the program developers may use to assess the current status of staff development needs. It is recommended that the program developers involve as many interested persons as possible in this process in an attempt to obtain an accurate assessment of the situation.

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< STEP A  >
< ACTIVITY >
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1. <u>Identification of Stressors</u>

Directions: The first step in clarifying the problem in staff development (with a focus on stress) is to compile individual lists of stressors which are perceived by the staff. The worksheet entitled Individual Identification of Stressors on the next page is designed for this use. (See Appendices for worksheet entitled Individual Identification of Communication Problems.) Every day you are faced with stressful events and situations on the job which affect your functioning. Think through what normally happens during a day at work. Then list 10-15 events or situations which are stressful to you, individually.

Sample: <u>Individual Identification of Stressors</u>

A. Denial of funds
B. Incompetent staff
C. Insufficient staff
D. Manipulation by inmates
E. Role conflict

Individual Identification of Stressors Worksheet

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

K.

L.

M.

N.

O.

STEP A
ACTIVITY

2. <u>Group Identified Stressors</u>

Directions: Once the stressors have been identified on an individual
basis, the information can be utilized by the program
developers during a brainstorming session to assist in
focusing in on general problem areas. Individuals are
asked to share their list with the others. Similar
problem areas should be noted. The effort of the session
should result in a summarized list of stressors which
represents the various stressors listed by the individuals.
The worksheet entitled Group Identified Stressors should
be utilized for this. On the worksheet, list the stressors
identified by the group. Do not duplicate items, but list
all stressors given by the group members. (See Appendices
for worksheet entitled Group Identified Communication
Problems.)

<u>Working Notes</u>

Group Identified Stressors Worksheet

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

The stressors listed on the previous worksheet represent those things, events, or situations perceived as stressful to the program developers and other interested persons. It is not necessarily representative of the perceptions of other health providers and persons for whom the program is being designed. However, it does provide the basis for the development of a needs assessment instrument which may be completed by a larger group.

STEP A
ACTIVITY

3. Evaluation of Stressors

Directions: The worksheet entitled Evaluation of Stressors is a skeletal form which may be used as a type of needs assessment instrument. The purpose of the instrument is to allow individuals to evaluate each stressor identified by the program developers by assessing how stressful they perceive each item to be. (See Appendices for worksheet entitled Evaluation of Communication Problems.) Listed are several stressors you have identified that affect you on the job. Carefully evaluate each stressor and circle the appropriate rating of each individual stressor. (See Appendix for Compilation of Results of the Needs Assessment.)

Sample: Evaluation of Stressors

List of Stressors	Not Stressful	Slightly Stressful	Stressful	Significantly Stressful	Extremely Stressful
1. Insufficient staff	1	2	3	4	5
2. Role Conflict	1	2	3	4	5
3. Budgets	1	2	3	4	5
4. Incompetent staff	1	2	3	4	5

Evaluation of Stressors Worksheet

List of Stressors	Not Stressful	Slightly Stressful	Stressful	Significantly Stressful	Extremely Stressful
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5
15.	1	2	3	4	5

At the completion of the compilation of the needs assessment results, the person compiling the information may list the rank-ordered stressors from highest to lowest.

Sample: Rank-Ordered Stressors

1. Incompetent Staff
2. Lack of cooperation by staff
3. Inability to meet needs of inmates
4. Medical emergency
5. Indifference by physicians

STEP A

ACTIVITY

4. Preliminary Problem Statement

Directions: As a group, the program developers should discuss the rank-ordered list of stressors. After a careful review of the list, a tentative problem statement should be drafted which takes into account the stressors.

Sample: Preliminary Problem Statement

The health care providers at Anywhere State Prison function under a great deal of daily stress which is basically a result of insufficient and incompetent staff, lack of equipment, and poor communications. A staff development program directed at the alleviation of these stressors is needed.

Preliminary Problem Statement

(STEP B)   Identify alternative solutions and select solution(s)
              most applicable to the setting.

The tentative problem statement has been formulated. The program developers must now focus more carefully on the various needs of the staff in an attempt to develop alternative ways to meet the staff needs in the area of stress. By reviewing alternative solutions to the stated problem(s) or segments of the problem(s), the developers have an opportunity to express preferences and concerns as to the specific direction the program will take. Furthermore, by brainstorming on optional approaches to program design, the program developers will be better prepared to deal with questions raised in subsequent tasks.

STEP B
ACTIVITY

1. Analysis of Stressors

Directions: The completed rank-ordered list of stressors may be very long. In order for a program to be productive it must have some direction. Therefore, it is recommended that the planning team focus upon the top five to ten items for more detailed analysis. The purpose of this activity is to analyze each stressor with regard to its causes, the observational responses to the stressor, and the possible alternative ways to alleviate the stressor. This process is facilitated by the completion of the of the worksheet entitled Stressor Analysis. (See Appendices for the worksheet entitled Communication Problem Analysis.)

Sample:

Stressor Analysis

Stressor	Cause(s)	Responses			Alternative Ways to Change
		Emotional	Behavioral	Physical	
Incompetent staff	Hiring practices. Lack of in-service training.	Anger	Inability to complete job	Tension anxiety	Improve hiring practices. Provide in-service.

Stressor Analysis Worksheet

Stressor	Cause(s)	Responses			Alternative Ways to Change
		Emotional	Behavioral	Physical	

The analysis of the stressors should provide the program developers with more information about the actual problem: its causes and possible solutions. Each analysis of a stressor should be openly discussed. This process will help clarify the tentative problem identified in Step A. The tentative problem statement should be re-written if necessary.

STEP B
ACTIVITY

2. Identification, Analysis, and Selection of Alternative Problem Solution

Directions: The revised problem statement serves as the nucleus of this activity. The program developers should identify alternative solutions to the problems. Each solution should be evaluated with regard to advantages and disadvantages. The following worksheet entitled Analysis of Alternative Solutions may be used during this activity.

Sample: Possible Solutions

1. Hire a trainer to provide more skilled training to staff.
2. Institute an in-service program run by staff persons using community resources.
3. Hire a consultant to design and implement a program.

Solution 2:

Advantages	Disadvantages
1. Will meet the specific needs of institution.	1. High cost of staff time.
2. Staff involvement and experience in program development.	2. Lack of community's familiarity with institution.

The program developers should then discuss the various solutions to the problem. A desirable solution for the institution should then be selected.
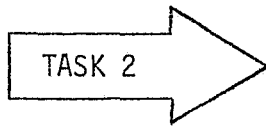
TASK 2 ▷ Analysis of Institutional Setting

STEP A Analyze organizational and spatial structure of institution.

Before planning any new program for a correctional institution, it is necessary to step back and gain some perspective on the setting in question. There are a number of contributing factors in the prison which will influence the feasibility and potential success of a program. The first step in this process is collection of information about the facility itself. Administrative philosophy, custody levels, population capacity, etc. will be important variables for consideration in the design of a new program.

The following information will assist in the planning phase of a staff development program:

Facility data: Information about the capacity and current population of the institution will help in making decisions concerning environmental factors.

Population data: Knowledge about the staff may provide insight into potential problem areas to be addressed by the program.

Authority structure: Since the success of this (as well as any) new program depends on support of the administration, it is essential to determine who will need to either participate in the planning or be kept informed of the progress of this program. A careful analysis of the authority structure will help identify needed sources of support from decision makers.

Staffing resources: Few, if any, institutions have too much staff. Therefore, to implement a new program there will need to be a careful assessment of existing staff resources in order to determine if, and how many, hours of staff time can be directed

Staffing resources
(cont.):

to the program. Also, information about staff throughout the institution may yield insight regarding available staff in other areas (example: education) that could assist in the program as well as types of staff who could not possibly provide additional support (example: security).

Existing educational/
training programs:

There may be on-going programs that are similar to what would be addressed through staff development. Coordination with these programs is essential to avoid "conflict of interest" and to expand possibilities for enrichment to both programs.

STEP A
ACTIVITY

Analysis of Organizational and Spatial Structure of Prison

Directions: The program developers should complete the following worksheet entitled Analysis of Organizational and Spatial Structure of Prison completely. A thorough discussion of this worksheet should follow.

Analysis of Organizational and Spatial
Structure of Prison Worksheet

Facility (approximate numbers to the best of your ability)

    capacity _____

    population in residence _____

    maximum security population _____

    close custody population _____

    medium security population _____

    minimum security population _____

    diagnostic population (if applicable) _____

Population (approximate or give percent estimate)

    sex _____

    average age _____

    racial or ethnic composition:

        Black _____

        Caucasian _____

        Mexican-American _____

        Native American _____

        Other _____

    socio-economic background _____

    educational level:

        completed high school _____

        some college _____

        completed college _____

        graduate school _____

    position (approximate number):

        nurse _____

        physician _____

        psychologist _____

        physician assistant(s) _____

        lab tech(s) _____

        pharmacist(s) _____

        social worker(s) _____

        counselor _____

Population (Cont.)

        trainer _____

        custody officer _____

        administrator _____

        other _____

Authority Structure

    Draw an organizational chart, if possible.

    Key health care administrator:

        Name: _____

        Position: _____

    Key education administrator:

        Name: _____

        Position: _____

Authority Structure (Cont.)

Other administrators needed for support for staff development program:

Name: _____ Position: _____

_____ _____

_____ _____

Relationship between various administrators:

Staffing Resources (Approximate number if exact figure not known)

custody staff _____

housing staff _____

physician(s) _____

physician's assistant(s) _____

nurses _____

lab tech(s) _____

pharmacist(s) _____

psychologist(s) _____

social worker(s) _____

teachers _____

counselors _____

other _____

Existing Staff Educational/Training Programs

Staff Educational (on-going):

Staff Training:

Other:

Programs currently being run by volunteers:

Administrative Philosophy: (Provide brief statement of group's perception of administrative philosophy regarding new programs such as staff development)

STEP B   Identify existing resources.

    In order to do a complete analysis of the correctional setting, it
is important to look at all the resources already available within the
prison. In addition, one should look to community resources which are
available to the prison as well as resources which could be provided
by the Department of Corrections.

STEP B

ACTIVITY   Assessment of Resources

Directions: The program developers should complete the following worksheet
             entitled Assessment of Resources which will provide them with
             the necessary information.

Working Notes

Assessment of Resources Worksheet

Facility Resources

Class or meeting rooms (location and availability):

A.V. equipment:

Portable/permanent chalk boards:

Written materials:

Staff availability (staff positions that are flexible enough to be used to assist in staff development programs can attend the program activities):

Community resources: (List agencies and institutions that could potentially assist, you need not have already contacted them.)

Department of Corrections resources:

(STEP C)   Examine the institutional factors.

The program developers should examine the general institutional facilitating and limiting factors. The discussion will allow the committee to gain a clear perception of the possible difficulties they may encounter.

STEP C
ACTIVITY   Examination of Institutional Factors

Directions: The following worksheet entitled Examination of Institutional Factors may be used for this activity.

Working Notes

Examination of Institution Factors

Rate each of the following statements on a scale of 1 to 5 as they apply to your institution:

External authority requires your organization to support your effort	1	2	3	4	5
There is affiliated organizational support	1	2	3	4	5
There is administrative support or involvement	1	2	3	4	5
There is supervisor involvement	1	2	3	4	5
There are good staff relationships	1	2	3	4	5
The physical facilities are good	1	2	3	4	5
There are clear goals, programs, and assignments	1	2	3	4	5
There is institutional support	1	2	3	4	5
There is institutional knowledge of clients and staff	1	2	3	4	5
There are adequate materials and supplies	1	2	3	4	5

Scoring: Add the ratings for the ten items. The scores will range from 10 to 50.

10 - 15	Great degree of limitation
16 - 25	An adequate degree of limitation
26 - 35	Some facilitation limitation
36 - 45	An adequate degree of facilitation
46 - 50	Great degree of facilitation

(STEP D)   Identify strategies for removal of constraints in
             the setting.

There are a number of potential constraints in the prison setting
that can be eliminated simply by proper planning. These constraints
could be in the physical setting, the attitudes of residents, staff or
administrators, scheduling conflicts, etc. It is important for the
program developers to anticipate as many of these obstacles as possible
during this phase of the program.

STEP D
ACTIVITY   Identification and Strategy for Removal of Constraints

Directions: The program developers should first individually list their
             perceived constraints of the setting and generate solutions
             to alleviate each of these constraints. The following
             worksheet may facilitate this process. The program developers
             should then "brainstorm" to develop as many solutions as
             possible for each constraint. The developers should prioritize
             the solutions for each constraint. This will enable them
             to implement these solutions at a later time, if necessary.

Identification and Strategy for Removal of Constraints

Constraints in Setting	Potential Solutions
1.	1.
	2.
	3.
2.	1.
	2.
	3.
3.	1.
	2.
	3.
4.	1.
	2.
	3.
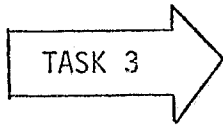
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┌─────────────┐
│             ╲
│   TASK 3      ╲        Setting Goals and Objectives
│              ╱
└─────────────┘
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Tentative goals and objectives can be determined at this time. The final goals and objectives should not be established until the results of the resident needs assessment are known.

The establishment of goals and objectives should evolve from the identified needs for a staff development program. The group may establish a goal for the program by expanding on the anticipated benefits envisioned as an end product of the program. The <u>program goal statement</u> may be described as:

A broad statement of <u>intent</u> describing what is to be achieved by the establishment of a specific program.

This statement of intent is derived from and should be directly responsive to the issues outlined in the earlier problem statement. The program goal statement can later be revised and refined with the addition of new and more detailed information.

Sample Goal Statement:

To develop a staff development program at Anywhere Prison for the purpose of improving the communication skills of health care providers with respect to their interactions with one another.

The program <u>objectives</u> are used to attain the goal. There may be any number of objectives that will be used to obtain the desired goal (i.e., a staff development program...). In preparing these objectives, the following information may be helpful.

<u>Preparation of Objectives</u>

A <u>learner objective</u> is a statement of what the residents will be able to do or how they will be expected to behave after completing the unit of instruction. The objective may be stated either in terms of an observable action or in terms of a product which results from an action. Each of the objectives for the unit should convey the precise instructional intent and should contain the following key elements:

A. Situation: What are the circumstances in which the learner must demonstrate performance (i.e., given a list of social stressors)?

B. Capability to be Learned: What is the learned capability that the action gives evidence of having been acquired?

C. Object: What will the learner produce as a result of the action performed (i.e. a list of stressors, a list of solutions to poor staff communications)?

For describing a learned capability, please refer to the table below:

CAPABILITY	VERB	EXAMPLE
Intellectual Skill Discrimination	DISCRIMINATES	discriminates, by matching the French sounds of "u" and "ou"
* Concrete Concept	IDENTIFIES	identifies, by naming, the root, leaf, and stem of representative plants
Defined Concept	CLASSIFIES	classifies, by using a definition, the concept "family"
* Rule	DEMONSTRATES	demonstrates, by solving verbally stated examples, the addition of positive and negative numbers
Higher-order Rule (Problem-Solving)	GENERATES	generates, by synthesizing applicable rules, a paragraph describing a person's actions in a situation of fear
Cognitive Strategy	ORIGINATES	originates a solution to the reduction of air pollution, by applying model of gaseous diffusion
* Information	STATES	states orally the major issues of the Presidential campaign of 1932
Motor Skill	EXECUTES	executes backing a car into driveway
* Attitude	CHOOSES	chooses playing golf as a leisure activity

* may be most useful concepts

Sample:

Given a lecture presentation on stress
(Situation)

a resident will be able to identify
(Capability to be Learned)

various methods of stress prevention
(Object)

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  ╱‾‾‾‾‾‾‾╲
 ╱ TASK 3  ╲
 ╲         ╱
  ╲ACTIVITY╱
   ╲‾‾‾‾‾╱
```

1. <u>Identification of Goal Statement</u>

Directions: The program developers are to develop a broad statement of intent for the staff development program, using the information from the problem statement developed in Task 1. This statement should be put in written form.

<u>Goal Statement</u>

TASK 3
ACTIVITY

2. Identification of Program Objectives

Directions: The program developers are to utilize the prioritized (rank-ordered) stressors that were analyzed in Task 1 and the goal statement to develop program objectives. There should be one objective for each content area that will be included in the staff development program. The format presented in this chapter may be used as a guide. The objectives should also be in written form.
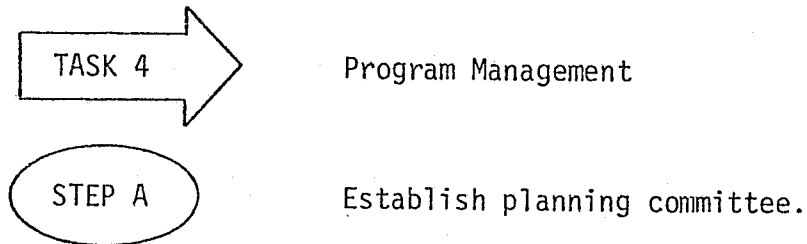
Program Objectives

1.

2.

3.

4.

5.

TASK 4   Program Management

STEP A   Establish planning committee.

While the interest and enthusiasm of one person may serve as the stimulus for change, it is extremely difficult and probably impossible for any single individual to initiate large-scale change in a complex system. A cooperative, collaborative effort on the part of many persons is necessary if any new program or procedure is to be useful and successful. The most appropriate mechanism for eliciting this broad base of organizational support is the formation of a planning committee (or task force).

Since the planning committee has a large, difficult task to accomplish, the work of many persons committed to implementing the new program can make the job easier. Gathering input from various categories of personnel can also positively affect the survival of the program. Additionally, the committee can provide the day-to-day implementers with a support base for carrying out their tasks and provide initial direction for their efforts.

The work of the planning committee is essential for getting a new program off the ground. Its usefulness continues, however. After initial implementation of a new program, the committee is an appropriate body to evaluate the impact of the new program and may provide direction for long-term management.

The guidelines for establishment of the committee are as follows:

1. The personnel selected for the committee should be committed to implementing the staff development program.
2. The committee should be comprised of line and administrative staff including representatives of all types of personnel who would be affected by the change.
3. The group should generally not be larger than twelve members.

4. A planning committee may be established on a state-wide basis (i.e. representatives from various institutions). In addition, committees should be established within the institution where the program is to be implemented.

In order to do its work effectively, the committee must be able to operate as smoothly and efficiently as possible. Therefore, part of the energy expended by the committee must be used to enhance its own functioning. Clarifying certain procedural issues early in the life of the committee will help insure the long-term survival of the group as well as help to make the group more productive. The following minimal areas should be considered:

1. Membership

    The committee should discuss the following issues regarding membership:

    a. Will membership be open to any other person? (i.e. those interested in the program or those who might have valuable contributions to make such as knowledge or experience).

    b. Are there other individuals who should be requested to participate because of the unique contribution they may be able to make?

    c. What are the members expected to do, minimally?

2. Leadership

    a. Who will coordinate the activities of the committee?

    b. If a chairperson is named as coordinator, is this position to be appointed, elected?

    c. How long will chairperson serve?

    d. Are other officers needed? (i.e. if minutes to be taken, recorder needed.)

3. Process and Procedures

    a. How often will meetings be held? Where? What time?

    b. How will members be informed about meetings?

    c. Will agendas be circulated prior to meetings?

    d. Will minutes of meeting be recorded? If yes, will
       they be circulated to committee members? Others?

    e. Will special effort be made to communicate with important
       administrative persons? If yes, how will this be done?

Establishing the working ground rules early in the life of the committee will help to prevent difficulties later. The committee is encouraged to periodically discuss and assess its own functioning to determine if changes in membership, leadership, or process are needed.

> STEP A
> ACTIVITY

<u>Identification of Potential Committee Members</u>

Directions: The developers should identify potential planning committee members who meet the qualifications delineated in this chapter. The worksheet entitled Identification of Potential Committee Members may be used for this process.

All potential committee members should then complete the worksheet entitled Personal Factors of Potential Committee Members. This worksheet may be used as an evaluative tool to determine whether one would be a good committee member. These forms should be evaluated by the developers who will make the final selection of the committee.

The worksheet entitled Organization of Planning Committee should be completed at the first committee meeting. A copy of the completed form should be distributed to each committee member prior to the second meeting.

Identification of Potential Committee Members

List those individuals you would like to serve on the planning committee.

Individual(s)	Title and/or Affiliation	Reason for Contact
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Personal Factors of Potential Committee Members

Complete this form by rating yourself or another potential committee person in the following ten areas using a 1 to 5 scale:

	Not at all	Slightly	Moderate	Good	Excellent
Personal relationship with administrator	1	2	3	4	5
Personal relationship with supervisor	1	2	3	4	5
Personal relationships with staff	1	2	3	4	5
Personal commitment to the institution	1	2	3	4	5
Personal knowledge of institution	1	2	3	4	5
Stable position or role	1	2	3	4	5
Self-confidence	1	2	3	4	5
Personal reputation	1	2	3	4	5
Organizational and planning ability	1	2	3	4	5
Communication skills	1	2	3	4	5

Scoring: Add the ratings for the ten items. The scores will range from 10 to 50.

10 - 15   Very limited factors for a committee member
16 - 25   Poor factors for a committee member
26 - 35   Moderate factors for a committee member
36 - 45   Good factors for a committee member
46 - 50   Excellent factors for a committee member

Organization of Planning Committee

Committee Task: _____

_____

_____

Committee Members   Tasks/Responsibilities

_____   _____

_____   _____

_____   _____

_____   _____

Committee Officers/Coordinators   Meeting Date(s) and Time(s)

_____   _____

_____   _____

_____   _____

_____

Complete this worksheet at first committee meetings and distribute
copy to each member prior to next meeting.

(STEP B)   Establish support within system.

For institutional change to occur, it is essential to secure the support of key administrators and other correctional personnel that will be involved on any level with the proposed staff development program. The first step in this process is to identify all the people that will need to be contacted. The planning committee can then assign the tasks of contacting these persons to its members.

STEP B
ACTIVITY   Listing of Key Institutional Personnel

Directions: List all staff members who will need to be notified of the staff development program and whose support is necessary for a new program. This should include all administrators as well as other key personnel. During the next phase of the program, assignments will be made to committee members to contact each of these persons.

Name and Title/Position   Role in Program

CHAPTER 4

THE PROGRAM DEVELOPMENT PROCESS:
LEVEL II PROGRAM DEVELOPMENT STRATEGIES

Objective: To develop a staff development program by means of the following strategies: designing a plan of action; selecting the teaching method; establishing general program evaluation criteria; and preparing the program materials.

Overview of Level II

Task 1 - Design Plan of Action

Step A: Prepare refined goal statement and specify program objectives
Step B: Prioritize objectives
Step C: Organize management plan for program development
Step D: Establish general program evaluation criteria

Task 2 - Selection and Design of Methods

Step A: Review optional program methods
Step B: Resource assessment
Step C: Specify program methods
Step D: Prepare evaluation design

Task 3 - Preparation of Program Materials
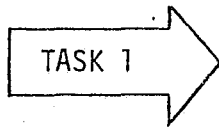
TASK 1 ▷ Design Plan of Action

To develop a staff development program which will be effective and efficient, attention must be given to various program development strategies. Essentially, these strategies include the design of the plan of action, the selection and design of methods, and the preparation of materials. The strategies are an extension of procedures initiated as part of the Initial Planning Phase (see Chapter 3).

(STEP A)   Prepare a refined goal statement and specify program objectives.

In Chapter 3, the initial process of developing a goal statement and specifying program objectives was delineated. The statement and objectives were derived from the results of the needs assessment. However, a more careful examination of the goals and objectives should now be conducted by the planning committee. In making the final decision about program goals and objectives, careful thought should be given to the time available for conducting the program, the outcomes desired, and the manner in which the objectives are stated.

The challenge of a staff development program is to set realistic objectives that can be achieved in relatively short periods of time. Too often, program objectives imply a need to achieve a much higher level of proficiency than is possible. The participants may find such objectives confusing and lose interest. It is better to concentrate on a few carefully selected objectives that can be attained than to attempt to cover the total spectrum and frustrate everyone involved. Considerations of any time constraints--one day, one week, every other week, etc.-- have to be taken into account.

The planning committee should also determine the desired outcomes prior to establishing the program objectives since these outcomes will determine the objectives. The committee should analyze the desired program outcomes and, based upon their knowledge of staff, should be able to determine what objectives are needed to achieve each anticipated outcome.

Detailed information concerning the design of objectives was presented in Chapter 3. Performance objectives for a staff development program should be clearly worded statements of the competencies that program developers believe participants can and should achieve. Generally, the objectives should include at least three elements:

a) a statement of what is to be performed;

b) an explanation of the conditions under which the performance is to occur; and

c) a description of the criteria by which the performance will be measured.

STEP A
ACTIVITY

Goals and Objectives

Directions: The planning committee should review the goal statement and objectives derived during the initial planning stage. The goals and objectives should be discussed with regard to their direction and their relevance. Once that process is complete, the planning committee should follow the process outlined in the Goals and Objectives Worksheet.

Goal and Objectives Worksheet

A. Original Goal Statement:

B. Original Objectives:

   1.

   2.

   3.

   4.

   5.

C. Target Population:

D. Time Constraints:

E. Desired Program Outcomes (What are the desired changes in behavior, attitude, performance, or structure that should result from the program):

   1.

   2.

   3.

   4.

   5.

   6.

F. Rewrite goal statement to reflect desired program outcomes:

G. Match Desired Program Outcomes With Original Objectives (If a desired program outcome will result from an original objective, list them together below):

Desired Program Outcome	Original Objective	New Objective
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

H. Match Desired Program Outcomes With New Objectives (In the space provided above, list any additional objectives that will result in the desired program outcome):

I. Recommended Objectives (List all objectives from Part G - original and new in left column. Rewrite the objectives to meet criteria delineated in Chapter 3.):

Objectives	Rewritten Objectives
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

(STEP B)   Prioritize objectives.

   The final objectives derived as a result of the Goal and Objectives
Worksheet should be prioritized. Dependent upon the system, all objec-
tives may not be implemented in one program. Therefore, a prioritized
list of objectives allows the planning committee to implement objectives
programatically one by one.

STEP B
ACTIVITY   Objective Ratings

Directions: The following worksheet entitled Objective Rating Worksheet
             will assist the planning committee in the process described
             above.

Working Notes

OBJECTIVE RATING WORKSHEET

OBJECTIVE	COST				SUCCESS CHANCE				RESOURCE AVAILABILITY				TOTAL RATING	PRIORITY
	1 Extremely Costly	2 Costly	3 Moderately Costly	4 Very Little Cost	1 Very Little Chance	2 Moderate Chance	3 Good Chance	4 Excellent Chance	1 Very Little Availability	2 Moderate Availability	3 Good Availability	4 Excellent Availability		

STEP C   Organize management plan for program development.

The planning committee's next task is to organize a management plan to develop a staff development program. The goals and objectives to be implemented have been selected. The planning committee can now complete the Action Plan Worksheet.

STEP C
ACTIVITY   Action Plan

Directions: As a group, discuss and list all the major steps that will have to be taken in order to implement a specified goal considering resource needs. Prioritize steps to determine the order of tasks to be accomplished (1 = first; 2 = second, etc.). Then, determine time line for accomplishment of tasks. Set interim goals (sub-tasks), if necessary, to facilitate completion. Finally, as a group, review the list of tasks and check for completeness. Assign each task to a member of the committee. Review the time frames within which each task must be completed.

Action Plan Worksheet

Priority	Major Steps (Tasks)	Resource Needs	Assignment
	A.		
	B.		
	C.		
	D.		
	E.		
	F.		
	G.		
	H.		
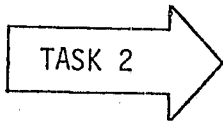
TASK 2 → Selection and Design of Methods

STEP A   Review optional program methods.

There are several methods which may be used for a staff development program as well as activities. The planning committee should review the various methods/activities taking into account the objectives to be met. The key words in selecting activities are involvement and variety. On the basis of the objectives, the committee should decide what learning is required and proceed to list activities and alternative activities that will best meet the objectives. Available resources may determine which activities are used, e.g. slide presentation; consultants; buying prepared materials. The planning committee should review activities frequently used for staff development programs which are listed below. Any other possible activities should be added to the list.

Activities

Brainstorming
Buzz Sessions
Debate
Demonstration
Gaming
Group Discussion
Illustrated Lecture
Lecture
Mini-sessions
Panel Discussions
Problem Solving
Role-play

Symposium
Materials Development
Mini-teaching
Slide Presentation
Field Trips
Consultants
Seminars
Workshops
Simulation
Survey-Interview
Visuals-Transparencies
Group Dynamics

STEP B   Resource assessment and selection.

The planning committee can consider several types of learning resources
for a staff development program: personnel resources available within
their institution; personnel resources available within the correctional
system; community resource personnel; materials available within the
correctional system; resource materials available from outside sources;
and resource materials to be developed for the program.

STEP B
ACTIVITY   Resource Assessment

Directions: The planning committee should complete the Resource Assess-
             ment Worksheet to identify and evaluate possible resources.

Working Notes

Resource Assessment Worksheet

A. Personnel Knowledgeable in Staff Development Concepts

Name	Availability			
	Very Seldom	Sometimes	Often	Very Often

B. Correctional Personnel Knowledgeable in Staff Development Concepts

Name	Availability			
	Very Seldom	Sometimes	Often	Very Often

C. Community Personnel Resources (from agencies, universities, businesses, government, etc.)

	Availability			
	Very Seldom	Sometimes	Often	Very Often

D. List training <u>materials</u> available in the correctional system.

       <u>Item</u>   <u>Cost</u>

1.

2.

3.

4.

5.

6.

7.

E. List training <u>materials</u> available outside the correctional system.

       <u>Item</u>   <u>Cost</u>

1.

2.

3.

4.

5.

6.

7.

F. List training <u>materials</u> to be <u>developed</u>.

       <u>Item</u>   <u>Cost</u>

1.

2.

3.

4.

5.

6.

7.

STEP C   Specify program methods.

Once the planning committee has had the opportunity to review
alternative program methods and the available resources, the committee
should specify program methods. The procedures outlined in Chapter 3
and 4 should be again reviewed prior to final selection of methods. .
The committee may then select the program methods to be used for the
staff development program.

STEP C

ACTIVITY   Program Methodology

Directions: The planning committee is to complete the Program Methodology
             Worksheet drawing information from the activities outlined
             in Chapter 3 and to this point in Chapter 4.

Working Notes

Program Methodology Worksheet

OBJECTIVES	CONTENT	ACTIVITIES	RESOURCES	TIME	EQUIPMENT	LOCATION

(STEP D)   Prepare evaluation design.

        Any good program includes an evaluation component. The evaluation
design is the evaluation plan which includes the following:

        a) Who will conduct the evaluation
        b) Who will participate in the evaluation
        c) When will the evaluation take place
        d) Where the evaluation will take place
        e) What will be evaluated
        f) What will be included in the evaluation
        g) How the evaluation results will be used

A detailed description of this process is in Chapter 6.

TASK 3 >   Preparation of Program Materials

        The planning committee's next task is to oversee the preparation of
the program materials. This may involve actually developing materials,
refining or adapting available materials, and/or collecting materials.
Possible materials have been identified by the committee as a result of
Activity B of Task 2 in this chapter. However, there is still more to
do in this area.

        Available materials will need to be collected in one place and
reserved for the program. Some material will need to be copied for
distribution to the total group, and in some cases, permission to do so
may have to be obtained. It may also be necessary to send for materials
which cannot be obtained locally. Space should be set aside in close
proximity to the program setting for collecting and organizing materials.

TASK 3
ACTIVITY   1. Resource Material
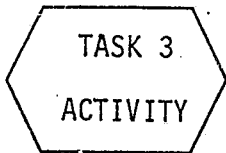

Directions: The planning committee should complete the Resource Material
             Worksheet as a way of collecting all relevant information.

Resource Material Worksheet

Item and Author	Where Available	When to Be Ordered/Purchased	When to Be Available	Number of Copies
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

A comprehensive staff development program may require considerable effort in materials preparation. There are two areas which should be addressed:

a) Graphic (slides, transparencies, posters, etc.)--someone may be assigned to do this

b) Narrative (stories, summaries, abstracts)

```
 _____
/  TASK 3 \
\          /
 \ ACTIVITY /
  _____/
```

2. <u>Resource Material Preparation</u>

Directions: The planning committee should complete the Resource Material Preparation Worksheet as a facilitative process.

<u>Working Notes</u>

Resource Material Preparation Worksheet

Item	Person Responsible	Materials Needed	Date Available	Number of Copies
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

CHAPTER 5

THE PROGRAM DEVELOPMENT PROCESS:
LEVEL III   PROGRAM IMPLEMENTATION

Objective: To establish systematic procedures for managing and monitoring the implementation of a staff development program.
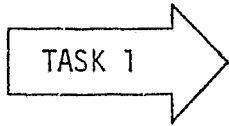
Overview of Level III

Task 1 - Management of Program Implementation Activities

    Step A: Specify implementation tasks
    Step B: Prepare management time line

Task 2 - Control of Program Implementation

    Step A: Determine information needs
    Step B: Monitor and document program implementation process

---

TASK 1 〉 Management of Program Implementation Activities

STEP A Specify implementation tasks.

To implement the planned staff development program in an effective
and efficient manner, attention must be given to managing specific
aspects of the implementation process. Essentially, this involves
identifying each of the major tasks and sub-tasks required during
this phase, designating individual work assignments, and finally,
preparing a detailed management time line.

The major steps to be undertaken at this level are actually an
extension of those procedures initiated as part of the program develop-
ment phase.

It is now necessary to prepare a management time line for the
program implementation activities. The function of the management
time line is twofold. First it serves to display, in a non-linear
fashion, all the necessary tasks to be completed in carrying out a
particular phase of the program development process. Secondly, by
outlining program tasks in this way, those responsible for managing
the program can determine the relative status of the program by re-
ferring to the estimated dates assigned to each individual task.

In summary, it is important to the systematic management of the
staff development program to represent the non-linear relationship
among the various tasks of the implementation process and to display
this relationship within an estimated time frame.

Step A consists of identifying in detail those tasks which must
be completed to properly implement the staff development program. The
program planning committee must carefully consider all of the anti-
cipated events and activities which must necessarily occur during the
implementation of the program.

STEP A

ACTIVITY

Specification of Implementation Tasks

Directions: The planning committee, working as a group, should identify all significant tasks which need to be performed during the implementation phase of the program development process. While it is not necessary at this time to order the tasks with respect to their anticipated sequence, it may be helpful to group sub-tasks according to major categories.

Sample:

Program Implementation Tasks

I. Logistical Scheduling

A. Reserve classroom space
B. Order A-V equipment
C. Consult custody staff
D. Contact community consultants
E. Etc.

II. Staff Orientation

A. Arrange release time
B. Schedule meeting space
C. Contact staff administration
D. Etc.

III. Program Publicity

A. Inform departmental staff
B. Post program announcement
C. Etc.

IV. Program Evaluation

Program Implementation Tasks Worksheet

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

STEP B   Prepare management time line.

Once the planning committee has identified the major tasks to be undertaken during the implementation process, the next activity should be to display this list of tasks in a Management Time Line. In general, Step B involves organizing and refining the list of implementation tasks, estimating completion dates, and assigning tasks to particular members of the program planning committee.

STEP B
ACTIVITY   Preparation of Management Time Line

Directions: Having completed the list of tasks related to the program implementation process, the planning committee should review the list for overlapping or redundant task descriptions. Next, an attempt should be made to sequence the major task categories in a linear time frame.

The list of program implementation tasks should then be displayed on the Time Management Form provided below and information with regard to the anticipated completion dates and personnel assignments recorded.
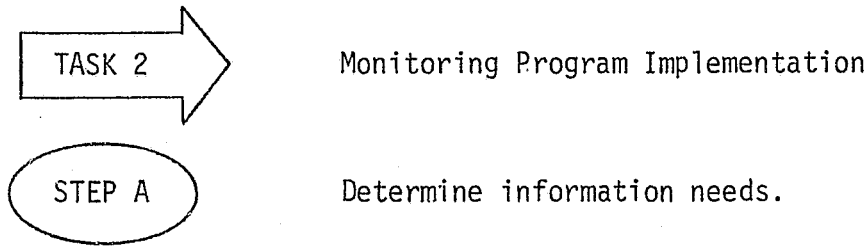
Sample

Management Time Line

TASK / TIME	March	Completed April	Completed May	Completed June	Completed July	Completed August	Completed September	Completed	Staffing Assignments
I. Logistical Scheduling									
A. Reserve classroom space		7							Johnson
B. Order A-V equipment	29								Smith
C. Contact community consultants			2						McWilliams
II. Staff Orientation									
A. Arrange release time			9						Smith
B. Schedule meeting space			12						Merson
III. Program Publicity									
A. Inform departmental staff			11						Stowe

-82-

CONTINUED

1 OF 2

Management Time Line Worksheet

TIME

TASK

March

Completed
April

Completed
May

Completed
June

Completed
July

Completed
August

Completed
September

Completed

Staffing
Assignments

TASK 2 ⟩   Monitoring Program Implementation

(STEP A)   Determine information needs.

Monitoring program implementation activities is primarily a management/ evaluation function to ensure that initial program plans are being properly discharged and major program goals met. More specifically, the methods and procedures outlined below are designed to document and describe on-going program activities for the purpose of providing program planners with current information for determining program status and the need for program revisions. In this sense, such monitoring procedures are directly related to both formative and summative evaluation as will be further discussed in Chapter 6.

The first step in designing an appropriate implementation monitoring strategy, is to assess basic information needs. What types and how much information should be collected in monitoring the program implementation activities? In making this judgement, it should be kept in mind that monitoring program implementation involves the collection of two broad categories of information:

1. descriptive data related to program materials, events, and administrative functions, and

2. back-up data to substantiate the program events described.

In deciding the information needs of a particular program, the planning committee should consider what aspects of the program are most critical for their specific purpose. This decision will obviously be based, in part, on the time and resources available. It will also depend on the scope and complexity of the program and the intended recipients of the information.

Secondly, determining program information needs requires that program planners consider the quality and quantity of the back-up data to be collected. This decision centers on the question of how much evidence is desired to verify the program description information. Again, time, resources, and the nature of the program will be the central factors.

STEP A
ACTIVITY

Determining Information Needs

Directions: The program planning committee should work together to decide specific information needs regarding the procedures for monitoring the implementation process. First a decision should be reached on what elements of the program to monitor and at what level of detail to report these findings. This can be accomplished by ascertaining which elements of the program context need to be described and which program activities require assessment. Using the sample given below as a guide, the planning committee should complete the program implementation information needs worksheet.

NOTE: IT IS IMPORTANT TO REMEMBER THAT THESE DECISIONS SHOULD BE BASED ON THE AGREED-UPON PURPOSE OF THE MONITORING PROCEDURES, AND ON THE NATURE AND INTENT OF THE PROGRAM.

Sample: Program Implementation Information Needs

Program Context Information	Program Activity Information
1. Physical resources (e.g. classroom space)	1. Utilization of materials
2. Program personnel	2. Instructional methods employed
3. Types of program resources (e.g. instructional materials, equipment, etc.)	3. Participant activities
	4. Support staff activities (e.g. community consultants)
4. Target audience characteristics (e.g. eligibility, number, learning level, etc.)	5. Administrative arrangements (e.g. decision-making process)

Program Implementation Information Needs Worksheet

Program Context Information	Program Activity Information

(STEP B)   Monitor and document program implementation process.

After having decided on the nature and scope of the implementation monitoring procedures to be employed, the planning committee must next decide on the methods for collecting the required program information. In other words, given the specific type of questions to be asked, how will the information be obtained.

The purpose of Step B is to assist in making the above decisions. Various methods for data collection are suggested below. Using this information and the resulting decisions made during Step A, the planning committee should attempt to match the appropriate method with the appropriate information category on the forms provided.

Alternative Data Collection Methods*

I. Examine Program Records
    Examples of records useful for this purpose include: memorandums, instructional plans, attendance records, program reports, management time lines, budget records, participant profiles, etc.

II. Conduct Observations
    Program personnel can be assigned to systematically observe various activities of the program and prepare summary reports on an on-going basis.

III. Self-Reports
    Program personnel and participants (e.g. instructors, administrators, consultants, aides, students, etc.) can provide detailed descriptions of various program activities. Information of this kind can be collected through the use of interviews, survey questionnaires, or structured reports. In general, this method is most often employed when attempting to verify findings from other sources.

*For further explanation of data collection methods, refer to Chapter 6.

SAMPLE

DATA COLLECTION PROCEDURES

Information Category	Methods	Source
Program Context Information		
1. Physical Resources	I. Observation II. Progress records III. Self-report	I. Observation check lists II. Program reports III. Personnel survey
2. Program Personnel	I. Program Records	I. Program reports, memo's, etc.
3. Etc.		
Program Activity Information		
1. Utilization of Materials	I. Observation II. Self-report	I. Observation check lists II. Staff and participant surveys

WORKSHEET

DATA COLLECTION PROCEDURES

Information Category	Methods	Source

CHAPTER 6

PROGRAM DEVELOPMENT PROCESS: LEVEL IV PROGRAM EVALUATION

Objective: To develop methods and procedures for assessing the effective-
ness and efficiency of a program in staff development.
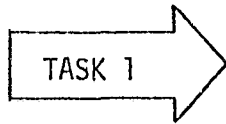
Overview of Level IV

Task 1 - Establish Evaluation Plan

    Step A: Assessment of evaluation needs
    Step B: Identification of evaluation measures and information
            sources

Task 2 - Develop Evaluation Instruments

Task 3 - Report Evaluation Findings

TASK 1   Establish Evaluation Plan

STEP A   Assessment of evaluation needs.

The evaluation process is an integral part of any systematic program development strategy. Properly designed and implemented, program evaluation can assist in assuring the successful accomplishment of program goals and objectives and promote effective and efficient program operations.

The basic purpose of program evaluation is to provide valid and reliable information for making various types of programmatic decisions. Such decision-making information is necessary to all levels of the program development process: from planning through final program implementation.

In evaluating a staff development program thought should be given to both formative and summative evaluation procedures. Program evaluation conducted during the developmental stages is called _formative evaluation_. The process of formative evaluation concerns the systematic collection of information to assess the effectiveness of program methods and materials prior to the final installation of the program. Assessing selected program components as they are designed and developed allows program planners and decision makers to make necessary revisions and improvements with the least amount of cost in time and effort. This type of an evaluation also insures the quality of the final product by identifying program weaknesses and omissions before the program is actually established.

Formative evaluation normally consists of field-testing various aspects of the program using a representative sample of the intended target audience or qualified program consultants. The judgments must be made as to which aspects of the program need to be evaluated in this way. These decisions should be based on the nature of the program activity to be evaluated, its significance in terms of program outcomes, and the cost of revisions after the program has been implemented.

The other major program evaluation activity which needs to be considered is _summative evaluation_. The purpose of summative evaluation

activities is to measure the final outcomes of the overall program. In other words, to assess the extent to which stated program goals and objectives were accomplished.

This type of evaluation should be conducted _after_ the program has been completed. While the process of _formative_ evaluation is meant to assess specific components of the program on an on-going basis during the various developmental stages, _summative_ evaluation is designed to provide information regarding the effectiveness and efficiency of the total program.

The first step in constructing a sound evaluation design for the staff development program is to determine the intended purpose of the evaluation. Depending on how the evaluation information is to be used, the design and scope of the evaluation procedures can vary significantly from program to program. A small-scale program, for instance, may require very little in terms of evaluation activities and be intended only to keep immediate staff members informed as to the status and results of the program. On the other hand, a large-scale program designed for replication throughout the system, could require much more extensive documentation of program operations and results as well as detailed reports to various decision makers throughout the system.

Thus, the planning team must agree on a general statement of purpose with respect to program evaluation activities. This statement of purpose should include the specific goal(s) of the evaluation effort and the intended recipients for the evaluative information.

Following this, the planning committee should determine precisely what is to be measured. As has been emphasized, it is extremely important to identify clearly defined program goals and objectives. These goals and objectives can then serve as a basis for establishing program evaluation questions. It should be noted that the program evaluation questions should be based not only on program objectives but also can include various other programmatic features considered significant in assessing the program.

STEP B   Identification of evaluation measures and information sources.

After having identified the major evaluation questions, the next step in designing an evaluation plan is to attempt to determine the appropriate methods for gathering data related to these questions. This involves deciding what measures will be employed in documenting each program activity specified. As discussed in the preceding chapter, there are three main categories of evaluation measures which can be employed. Such measures include: (1) program records, (2) observations, and (3) self-report measures (see page 87, Chapter 5).

During this step, the planning committee should give careful consideration to exactly what type of measures will be utilized and what will be the source of the evaluation data. To assist in this task, a number of alternative evaluation measures have been listed below:

| Participant Performance	Instructional Methods	Implementation Process	Learning Environment
Knowledge test	Staff ratings and reports	Observers' reports	Rating of Staff and Observers
Skill Performance Test	Observers' ratings and reports	Staff reports	Participant rating scales
Interviews	Attitude Measures	Rating scales	Questionnaires
Questionnaires	Performance tests	Questionnaires	Questionnaires
Rating Scales	Questionnaires		Program Reports
Attitude Measures			

STEP A & B

ACTIVITY

Directions: The planning committee should outline their evaluation design by completing the evaluation plan worksheet supplied below.

Program Evaluation Plan
Worksheet

Statement of Purpose:

| Program Objective	Evaluation Question	Measure	Information Source
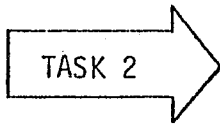
TASK 2 >>>   Development of Evaluation Instruments

As mentioned earlier, there are a variety of evaluation techniques and instruments that can be employed to assess the outcomes of a health education program. The difficulty lies in selecting the proper instrument and technique for the collection for specified information. If trained personnel are not available within the organization, it is recommended that outside consultants be used to assist in the selection and development of the most appropriate measurement devices.

It is recommended that the following factors be kept in mind in making decisions about the use of particular evaluation instruments.

1. The selection of the most appropriate evaluation instruments and methods for collecting information should be considered in view of the particular group being evaluated and the conditions under which the evaluation will take place.
2. The evaluation instruments should be as brief as possible and be designed to measure specific program objectives or other critical variables.
3. Directions for administering and collecting information should be clear and concise.
4. Whenever possible, responses to the evaluation instruments should be kept confidential.

Validity, reliability, and utility of the evaluation instruments is also a primary concern. It is important that the evaluation instruments measure what they are intended to measure and that there become evidence of this fact. Secondly, there must be overall consistency and stability in terms of the evaluation devices. Lastly, the evaluation measures selected should have utility, that is, they should be practical in terms of the circumstances of the program in question. How realistic is it for the program staff to design and produce evaluation instruments? Will the information gathered be used and reported in an appropriate way? These questions are important since a program can be over-evaluated. A proper balance must be maintained.
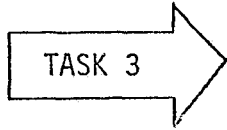
TASK 3 ⟩ Report Evaluation Findings

After the evaluation design has been completed, instruments for the
collection of data selected and program evaluation information collected,
the next step is to systematically tabulate, analyze, and disseminate
program evaluation information to the appropriate decision makers. Most
often this will take the form of a series of program status reports and
a final report which provides an overall assessment of the project. In
developing such reports, it is imperative that they be written in a concise,
clear, and attractive format. The following is a brief outline of a
typical evaluation report. It should be noted that information contained
within the evaluation report should be consistent with the intent and
purpose of the evaluation and the time and resources available.

I. Summary

    A. Program Title

    B. Purpose of Evaluation

    C. Significant Findings and Recommendations

II. Overview and Context of Program

    A. Program Setting

    B. Program Origins

    C. Program Goals and Objectives

    D. Historical Background

    E. Program Target Group

    F. Program Personnel

    G. Program Management Procedures

    H. Budget Summary

III. Program Description

    A. Program Methods

    B. Methods Rationale

IV. Evaluation Methods

    A. Purpose of Evaluation

    B. Evaluation Measures and Data Collection Methods

V. Evaluation Findings

  A. Overview and General Considerations
  B. Specific Findings and Conclusions

In summary, the method used for reporting evaluation findings should be carefully prepared in light of its importance to the on-going program efforts. To expend the kind of energy and time necessary to properly evaluate a program and then to report the results in a less than appropriate fashion, is not only costly but may well jeopardize the program's success. The evaluation report can serve to disseminate essential decision-making information, promote the accomplishments of a successful program, gain wider support for program activities, and provide valuable insights and justification for improving, or extending the program.

APPENDIX A

AN ANNOTATED BIBLIOGRAPHY

BIBLIOGRAPHY

Allen, R. K. Organizational management through communications. New York: Harper and Row Publishers, 1977.

    Intent of book is to promote professional management through the process of communication. Develops strategies which should be used in goal setting, planning, organizing, controlling, problem-solving, etc. Professional management, especially as it is achieved through improved communication, is the aim of the book.

Appley, M. H., & Trumbull, R. (Eds.). Psychological stress: Issues in Research. New York: Appleton-Century-Crofts, 1967.

    Conference on psychological stress, York University, Toronto, Canada, with the participation of numerous specialists who gave papers on the technical aspects of the G.A.S. in relation to psychosomatic medicine.

Baron, R. A. The tyranny of noise. New York: Harper and Row Publishers, 1971.

    An easily understandable summary of the price you pay the stressor effect of various types of noise characteristic of our civilization. Statistics on noise in terms of health and dollars.

Benson, H. Your innate asset for combating stress. Harvard Business Review, July-August 1974, 49-60.

    Detailed description of the "relaxation response" as a prophylactic measure, especially against the stress of modern executive life. It is based on a taking up of a passive attitude in a comfortable position, and repeating silently, or in a low gentle tone, a single syllable sound or word. It is suggested that relaxation response be induced once or twice daily for about twenty to thirty minutes.

Benson, H., Beary, J. F., & Carol, M. P. The relaxation response. Psychiatry, 1974, 37, 37-46.

    Various self-induced states of altered consciousness are reviewed as potential anti-stress measures. They include Transcendental Meditation, Zen, Subud, Hare Krieshna, Shintoism, and other religious practices.

Blythe, P. Stress disease: The growing plague. New York: St. Martin's Press, 1973.

A very readable description of the role of stress in various diseases as well as in interpersonal relations, particularly family difficulties and social habits.

Broadbent, D. E. Decision and stress. New York: Academic Press, 1971.

Monograph on decision-making in stress with a chapter on "the arousal theory of stress".

Cannon, W. B. Bodily changes in pain, hunger, fear, and rage (2nd ed.). Boston: Charles T. Branford Co., 1953.

Excellent summary of the author's classic observations on the somatic manifestations of acute emotions, particularly with regard to the effect of fear, rage, hunger, and thirst upon the sympathetic nervous system and adrenaline secretion.

Conboy, W. A. Organizational Communication. In B. R. Patton & K. Giffin (Eds.), Working together--communication in a healthy organization. Columbus, Ohio: Merrill Publishing Company, 1976.

One in a series of eight instructional booklets, this specifically focusing upon organizational communication. Uses a medical or biological model in its approach to organizational communication. Permits "systems" orientation that makes it possible to draw comparisons with the physiological systems of the body. Uses concept of health as a criterion for evaluating communication processes in the organization. Psychological principles and strategies are stressed rather than tools and formulas. Oriented to practitioners rather than scholars and theoreticians.

Cronkhite, G. Communication and awareness. Menlo Park, California: Cummings Publishing Company, Inc., 1976.

Book is introductory text designed to develop awareness of crucial aspects of communication. The ethical basis for communication, the call and plan for the development of empathy, the means by which human cognitive systems are linked, and some specialized situations and formats in which communication occurs. Provides practical examples and exercises to serve as guides for student illustrating how theory can be applied in situations likely encountered.

Dohrenwend, B. S. Life events as stressors: A methodological inquiry. Journal of Health Social Behavior, 1973, 14, 167-175.

Stressfulness is better conceived as life changes than as judged by extensive statistical studies based on questionnaires.

Eakins, B. W. & Eakins, R. G. Sex differences in human communication.
    Boston: Houghton Mifflin Company, 1978.

    Book assumes that human communication skills and abilities can be
    described and codified. Book addresses (1) the different ways our
    language deals with the sexes, (2) the different ways some females
    and males use words, (3) differences in verbal interaction among
    the sexes, and (4) some non-verbal communication differences,
    which may be underlying elements to problems in relationships.

Egan, G. Interpersonal living. Belmont, California: Wadsworth
    Publishing Company, Inc., 1976.

    Book focuses upon improving interpersonal skills or interactional
    style through some kind of group process. Deals with acquiring
    basic skills one needs to perform effectively in all interpersonal
    situations (and especially in groups). Emphasizes systematic
    training in both individual and group-specific communication
    skills.

Farace, R., Monge, P., & Russell, H. M. Communicating and organizing.
    Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1977.

    Book gives primary attention to communication processes in organi-
    zations, rather than review the common organizational processes.
    Provides a theoretic framework that will guide the student in the
    analysis of specific organizational communication process.

Friedrich, G. W., Galvin, K. M. & Book, C. R. Communication in the
    classroom. In B. R. Patton & K. Giffin (Eds.), Growing together--
    classroom communication. Columbus, Ohio: Merrill Publishing Co.,
    1976.

    One in a series of eight instructional booklets dealing with
    interpersonal communication. This booklet focuses upon the
    classroom as a communication "system". Identifies a set of
    parameters that allows reader to describe what actually happens
    when teacher and student communicate for the purpose of learning.

Giffin, K. & Barnes, R. E. Trusting me, trusting you. Columbus, Ohio:
    Merrill Publishing Co., 1976.

    One of a series of eight interpersonal communication instructional
    booklets, this specifically focusing upon trust, using communi-
    cation to establish it and its importance.

Hanneman, G. J. & McEwen, W. J. Communication and behavior. Reading,
    Mass.: Addison-Wesley Publishing Co., Inc., 1975.

    Anthology of several articles by various contemporary communi-
    cation theorists focusing upon communication transaction,
    implying the sharing and reciprocal nature of all human communi-
    cation. Selections are specifically structured for coherence
    and consistency. Articles can be used independently as supple-
    mental material for a wide range of disciplines.

Hansen, P. A. Creative stress management. Longmont, Colorado: Programs in Communications Press, 1977.

An innovative stress management training manual. The five major areas of focus are: understanding stress, stress management, creative use of stress energy, stress reduction, and stress and one's inner world.

Holmes, T. H. and Rahe, R. H. The social readjustment rating scale. Journal of Psychosomatic Research, 1967, 11, 213-218.

The article discusses the development and use of the social readjustment rating scale. The Social Readjustment Rating Scale is presented.

Jacobsen, E. Progressive relaxation. Chicago: The University of Chicago Press, 1929.

The box describes in detail the process of progressive relaxation.

Janis, I. L. & Mann, L. M. Decision-making: A psychological analysis of conflict, choice, and commitment. New York: The Free Press, 1977.

An excellent examination of the conflict which occurs when one makes a decision. The book provides a comprehensive descriptive theory of how people actually cope with decisional conflicts. The book describes five coping patterns.

Knapp, M. L. Non-verbal communication in human interaction. New York: Holt, Rinehart, & Winston, Inc., 1978.

Book focuses upon non-verbal communication as it relates to human interaction. Author emphasizes non-verbal communication is so inextricably bound up with verbal aspects of the communication process that we can only separate them artificially. Provides a thorough synthesis of major non-verbal studies by behavioral scientists, generally organized around various parts of the body.

Kennedy, J. A. Relax and live. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1953.

Notes on how to relax and avoid disease, given in lay language. One section is devoted to the relationship between aging and the G.A.S.

Kleinsorge, H. & Klumbies, G. Technique of relaxation. Bristol: John Wright and Sons, Ltd., 1964.

This book is a practical tool to train persons to relax. It provides a self-relaxation program. The book also includes a record to help you relax.

Koneya, M. & Barbour, A. Nonverbal Communication. In B. Patton &
K. Giffin (eds.), Louder than words--nonverbal communication.
Columbus, Ohio: Merrill Publishing Co., 1976.

One in a series of eight instructional booklets dealing with
interpersonal communication, this specifically focusing upon
nonverbal communication. Gives reader a sweeping and readable
introduction to the subject of nonverbal communication. Brief,
yet excellent overview of the subject matter.

Kraus, H. Backache, stress and tension: Their causes, prevention, and
treatment. New York: Simon and Schuster, Inc., 1965.

Well-illustrated book on the role of stress in causing backache,
with advice concerning physical therapy--mainly exercise--to
combat this complication.

Lange, R. and Lufkin, B. Anxiety and tension control. Philadelphia:
J. B. Lippincott, Co., 1964.

The book presents several tension control methods which an
individual may use. Illustrations are used.

Lazarus, R. S. Psychological stress and the coping process. New York:
McGraw-Hill Book Company, 1966.

Detailed and very competent discussion of stress in relation to
psychology, with special reference to the problem of coping with
threatening situations. Correlations between the adaptive
mechanisms of the CNS and the G.A.S. are give good attention.

Levi, L. Stress: Sources, management, and prevention. New York:
Liveright Publishing Corporation, 1967.

A readable volume on the sources, management, and prevention
of distress, emphasizing both the medical and psychological
aspects of everyday experiences.

McQuade, W. and Aikman, A. Stress: What it is, what it can do to your
health, how to fight back. New York: E. P. Dulton and Co., Inc.,
1974.

Monograph on stress with a brief chapter on the underlying
mechanisms and many examples of stress and the diseases of
adaptation as they appear in everyday life.

Miller, G. R. Explorations in interpersonal communication. Beverly
Hills, California: Sage Publications, Inc., 1976.

Anthology of articles by several credible contemporary communi-
cation theorists focusing upon interpersonal communication.
Provides an intellectual smorgasbord of several current issues
of deep concern to students in interpersonal communication.

Miller, G. R. & Steinberg, M. Between people. Chicago: Science Research Associates, Inc., 1975.

> Introductory text developing clear useful conceptual distinction between interpersonal and non-interpersonal communication. Defines key concepts such as communication, communication relationships and functions of interpersonal communication.

Nottidge, P. and Lamplugh, D. Stress and overstress. London: Angus and Robertson, 1974.

> The book presents a layman's view of stress. It provides examples and hints which people may use to recognize stress factors in their lives. The book also includes a program of exercises specifically to aid relaxation and relieve stress.

Patton, B. R. & Giffin, K. (Eds.). The open person--self disclosure and personal growth. Columbus, Ohio: Merrill Publishing Co., 1976.

> One in a series of eight interpersonal communication booklets, this specifically focusing upon the topic of self disclosure. Supplies concise readable material that reflects sound, scholarly, relevancy for anyone desiring interpersonal communication information.

Rosenfeld, L.B. Interpersonal communication/relations in small groups. In B. R. Patton & K. Giffin (Eds.), Now that we're all here--relations in small groups. Columbus, Ohio: Merrill Publishing Co., 1976.

> One in a series of eight booklets on interpersonal communication, this specifically focusing upon interpersonal communication and small groups and their problems. Provides concise readable instructional material reflecting sound scholarly and direct relevancy to anyone interested in interpersonal communication, specifically in the small group situation.

Selye, H. The stress of life. New York: McGraw-Hill Company, 1956.

> This book addresses five major areas: the discovery of stress, the dissection of stress; the diseases of adaptation; a sketch for a unified stress theory; and implications and applications of stress. The book is written in medical, technical terms.

Selye, H. Stress without distress. New York: Signet Book Company, 1974.

> A non-technical discussion of stress which addresses stress from a physiological and psychological standpoint. The book relates stress to the human functioning on a daily basis.

Shaw, M.E. Group dynamics: The psychology of small group behavior. New York: McGraw-Hill, Inc., 1971.

Examines many aspects of small group behavior as interrelated processes of social interaction. Group is viewed as functioning in a number of environments, each of which is related to other environments and each of which influences various aspects of group process. Employs approach to the analysis of small group behavior revealing complexity and interrelatedness of the variables influencing group process.

Steele, F. The open organization: The impact of secrecy and disclosure on people and organizations. Boston, Mass.: Addison-Wesley Publishing Co., Inc., 1975.

Author has drawn upon own experience as an organization consultant to illustrate general points about the process and forces, that operate in varying degrees in most social systems. Intention of author is to increase readers' awareness of the dynamics of disclosure and non-disclosure process. Examines consequences of short- and long-term patterns of disclosure and assists reader in changing the pattern of disclosure in own organization.

Tanner, O. Stress. New York: Time-Life Books, 1977.

An examination of stress for the everyday person. The discussion is basic and clear. Provides excellent examples and illustrations of stress and how it affects people.

Torrance, E. P. Constructive behavior: Stress personality and mental health. Belmont, Calif.: Wadsworth Publishing Co., 1965.

Monograph on the psychological implications of the G.A.S., with reference to performance and the development of a healthy personality. Particular chapters are devoted to constructive responses to stress, personality resources which help such response, how groups cope with stress, and individual resource and strategies in coping with stress.

Weitz, S. Non-verbal communication: Readings with commentary. New York: Oxford University Press, Inc., 1974.

Book gives a cross section of research on non-verbal communication provided and developed by several well-known theorists. Chapter introductions do not comprehensively cover the literature, but suggest the past and future direction of development by citing relevant research.

Wilmot, W. W. & Wenburg, J. R. Communication involvement: personal perspectives. New York: John Wiley & Sons, Inc., 1974.

Book provides other people's personal perspectives on communication assisting reader to gain insights about communication. Each chapter breaks topic into categories of perception, nonverbal behavior, barriers, self disclosures, and effects.

Wolff, H. G. Stress and disease (2nd Ed.). Springfield, Illinois: Charles C. Thomas Publishing Co., 1968.

  The book emphasizes protective adaptive reactions, which can play
  a decisive role in the resistance of man to the common tensions
  of modern life. Special sections are devoted to "stress interviews"
  and the part played by stress in headache, migraine, and respiratory,
  cardiovascular and digestive diseases, in relation to social adjust-
  ment and a healthy philosophy of life.

APPENDIX B

RESOURCES

RESOURCES

Paul A. Hansen
Programs in Communications, Inc.
P.O. Box 2216
Boulder, Colorado   80302

L. Wendell Rivers, Ph.D.
Stress Expert and Neuropsychologist
Doctors Building
100 N. Euclid Avenue
St. Louis, Missouri   63108
(314) 367-0577

Professional Psychological Consultants, Inc.
5000 Northwind Drive   Suite 220
East Lansing, Michigan   48823
(517) 332-0811

University Associates
Publishers and Consultants
7596 Eads Avenue
LaJolla, California   92037

APPENDIX C

INDIVIDUAL IDENTIFICATION OF COMMUNICATION PROBLEMS
WORKSHEET

Individual Identification of Communication Problems

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

K.

L.

M.

N.

O.

APPENDIX D

GROUP IDENTIFIED COMMUNICATION PROBLEMS WORKSHEET

Group Identified Communication Problems Worksheet

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

APPENDIX E

EVALUATION OF COMMUNICATION PROBLEMS WORKSHEET

Evaluation of Communication Problems Worksheet

List of Communication Problems	Not Stressful	Slightly Stressful	Stressful	Significantly Stressful	Extremely Stressful
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5
15.	1	2	3	4	5

APPENDIX F

COMPILATION OF RESULTS OF THE NEEDS ASSESSMENT

Appendix

Compilation of Results of the Needs Assessment

The needs assessment described in Chapter 4 of this manual involves the use of a Likkert scale. Below you will find an explanation of the process to follow in compiling the results of the needs assessment. In order to make the process clearer, a sample problem will be worked through.

Sample 1:

Stressors

1.	communications	1	2	3	4	⑤
2.	poor staffing	1	2	3	④	5
3.	lack of money	1	②	3	4	5

Sample 2:

1.	communications	1	2	3	4	⑤
2.	poor staffing	1	2	③	4	5
3.	lack of money	1	2	③	4	5

Sample 3:

1.	communications	1	2	3	4	⑤
2.	poor staffing	1	②	3	4	5
3.	lack of money	1	2	3	④	5

(NOTE: The above samples will represent responses to a needs assessment and will be used for the example.)

The Steps in Compilation of Results of Needs Assessment

1. Make a blank form that can serve as a tally sheet. Provide a column for each of the number ratings.

Sample Tally Sheet:

	1	2	3	4	5	Number of Responses
1. communications					///	///
2. poor staffing		/	/	/		///
3. lack of money		/	/	/		///

2. Take each needs assessment completed individually and tally the responses for each answer by placing a tally mark in the appropriate column for each item on the assessment. (See sample tally sheet.)
For each assessment item responded to, place a tally mark in the column labeled number of responses. (See sample tally sheet.)

(Example: In the case of the three assessments available to this evaluator, taking sample 1, a tally mark was placed in column 5 for item 1, column 4 for item 2, and column 2 for item 3 to correspond with the numbers circled on the needs assessment. The same process was followed for samples 2 and 3. Thus, there are three (3) tally marks in the column marked responses for all three items because there was information on each item from three assessment instruments.)

3. Count the number of tallies in each box. Fill in amount on Tally Worksheet.

Sample Tally Worksheet:

	1	2	3	4	5	Row Total
1. communications	0(0)	0(0)	0(0)	0(0)	3(15)	15
2. poor staffing	0(0)	1(2)	1(3)	1(4)	0(0)	9
3. lack of money	0(0)	1(2)	1(3)	1(4)	0(0)	9

4. Multiply the column amount (1, 2, 3, 4, or 5) by the number in each block to give you total rating for each box. (Place amounts in parentheses.)

5. Add the total rating of the 5 boxes for each row. (Amounts in parentheses.)

6. Divide the row amount by the number of responses for each row to give you the average rating: Average

communications   15 ÷ 3 =   5
poor staffing   9 ÷ 3 =   3
lack of money   9 ÷ 3 =   3

7. Using the average ratings, rank order the stressors from highest to lowest.

APPENDIX G

COMMUNICATION PROBLEM ANALYSIS WORKSHEET

END