

PROFESSIONAL SCHOOLS AND TRAINING

Student Guide

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OVERVIEW

Students may receive credit for professional schools, courses, workshops, seminars and licenses (PSTs-Professional Schools and Training) for which college credit has never been awarded. Credit may be earned for college-level learning that directly relates to professional development, providing that the proper documentation is submitted.

Standards for Evaluation of Professional Training

The following training experiences are suitable for submission for PST credit:

- seminars and workshops
- certificate training programs
- apprenticeships and formalized on-the-job training
- licenses

Four types of documentation are required for each experience:

- 1) A completed PST Cover sheet (see p. 9)
- 2) official verification of completion (certificate, letter etc.)
- 3) official verification of training hours
- 4) official verification of course content (workbook, course outline, syllabus)

When evaluating PSTs to determine credit eligibility, students are advised to use the following guidelines:

- 1) Eliminate all experiences you judge to be non-professional or below college-level content.
- 2) Eliminate any experience sponsored by an agency of questionable repute.
- 3) Eliminate any experience not thoroughly documented.
- 4) Eliminate experiences which obviously overlap any previous college course work.
- 5) Review the PST Cover Sheet (p. 9) to determine if all of the information can be adequately provided for.

DOCUMENTATION

For a course to be considered for credit, the following items MUST be included:

1. Completion of a Professional Schools and Training (PST) Cover Sheet. A cover sheet is included for your use on page 9 (Courses of similar content can be combined on one PST. Content from each course must be addressed. See page 13ff for more information).
2. Verification of successful completion for each course. This may be presented in a letter from the agency sponsoring the course, the instructor, the training or personnel officer, or in a certificate of completion.
3. Verification of the number of seat/instruction hours and inclusive dates of attendance. This may be presented in any of the above or in a brochure, program schedule, or course outline, as long as the hours are indicated.
4. A syllabus for the course. This enables the college to evaluate the content and level of the course. If a syllabus containing the information as listed below is not available, you may write a description. This must be a minimum of one page and it must contain a signature from a representative or training officer from the agency or company.

A course description (syllabus) should ideally include the following:

- a. Information about the sponsoring agency.
- b. Information about the instructor, including his/her qualifications.
- c. Location of the course.
- d. The format for the course. (How much of the course was lecture, group discussion, individual presentations, film, etc.?)
- e. List of books or other resources used.
- f. Any outside reading or preparation utilized.
- g. Goals of the course.
- h. Topics covered in the course. Describe each topic in a paragraph.
- i. The number of hours spent on each topic covered.
- j. Criteria for passing the course (e.g., examinations, ratings, etc.).

Note: It is recommended (but not required) that a comparable course description from another accredited college or learning institution is provided as supplemental documentation.

CREDIT HOURS

If all of the above information is sufficient, take into consideration the number of hours in a training setting. A **guideline criterion** established by faculty states the following as equivalent to one credit hour.

30 hours in a formalized, testing environment

40 hours in a non-formalized, non-testing environment

Note: **Learning outcomes are the most important factor** in determining college credit, not the number of hours in a classroom.

PST EVALUATION PROCEDURES

1. The student must turn in the first draft of the PST to the Program Director on or before December 1 prior to May graduation. The student is required to make payment arrangements at this time (see Cost, Grading and Transcribing PST Credit on page 6 for more information).
2. The Program Director will review the supporting documentation with the student.
3. The PST may be returned to the student for grammatical corrections and rewritten if necessary.
4. If the Program Director determines that the student has successfully demonstrated college-level learning, the faculty member will pass the complete PST and all documentation to the Tabor College Wichita Adult and Graduate Studies Academic Council for final credit hour determination.
5. If the Program Director determines the student has NOT demonstrated college-level learning, it will be returned to the student with the Program Director's recommendations. The student is welcome and encouraged to rewrite the PST and correct any changes noted by the Program Director and re-submit it for a second evaluation.

CRITERIA FOR AWARDING CREDIT

1. Credit is based on the learning with consideration given to contact hours, content, and mastery of pertinent materials.
2. Content must be deemed college level by Program Director AND Tabor College Wichita Adult and Graduate Studies Academic Council.
3. Credit will be upper or lower level, technical or non-technical according to the content of the course, and nature of group/organization offering the course.

ASSESSING COST FOR PST CREDIT

The student will be charged \$50.00/credit hour for each credit hour requested. The total amount (\$50.00 x number of credit hours requested) will be paid at the time the student submits the PST to the Program Director. The student may pay the total amount by check (payable to Tabor College), credit card, or may request that the amount be posted to his/her student account. This fee is non-refundable, even if the student is awarded only some or none of the credit requested. There is no additional fee for a re-write or re-submission of the same PST.

GRADING AND TRANSCRIPTING PST CREDIT

1. After a student has been awarded PST credit by the Tabor College Wichita Adult and Graduate Studies Academic Council, the information is sent to the Registrar for transcribing. PSTs are graded ONLY on a Credit/No Credit scale; no letter grades are awarded. Credit for PSTs are transcribed as "Credit by Portfolio Assessment," followed by the number of hours awarded.
2. PSTs cannot duplicate credit earned in any other way.
3. A maximum of 30 hours may be earned for Life Learning Papers (LLPs) and/or PSTs, or a combination of 45 hours of credit by examination and life experience credits (LLPs and/or PSTs).

ANSWERING THE PST ESSAY QUESTIONS

Credit is based on the learning that is demonstrated. **Therefore, length and depth of your answers are significant.** Please adhere to the following guidelines. Also remember that the faculty and committee evaluating your PST may not have background in this specific training, so write in great detail.

1. Answer in complete sentences and in paragraph format.
2. Make answers at least one to two pages in length.
3. Use your own words rather than wording from course syllabi, brochures, etc.

LEARNING OUTCOMES - from seminars, licenses, etc.

1. What was the content of the course/training?

(At least one page)

Select the most central or important information and explain why it was important.

2. Based on content described on the previous page, what theories (rules, laws, principles, or patterns) are you able to identify?

This is the heart of the PST. The committee looks to this question for evaluation if learning took place as opposed to training (at least 2 pages).

Provide a detailed description of what was learned with emphasis on concepts, theories, laws, etc.

3. How have you applied the information from questions 1 and 2 on your job? Give specific examples. (At least one page)

Show evidence that concepts or skills learned have been applied in the professional life of the student.

4. How can you apply (or how have you applied) this information in your personal life and other jobs? Give specific examples. (At least one page)

Identify what was personally beneficial from the training experience.

This response should demonstrate how the learning from this training experience led to an expanded understanding of a role or activity in the student's life.

*NOTE: Correlation of responses should be evident to questions 1 and 2 with questions 3 and 4.

Note: For those students combining several training events into one PST document, a summary sheet of professional schools must be included preceding the Professional Schools and Training (PST) Cover Sheet and document. Training and courses must be listed in the order taken (most recent course listed last on summary sheet). Please spell out all names of courses and agencies. ARC could mean American Red Cross or Army Reserve Course. PST worksheets and accompanying documentation should appear in the order indicated on the summary sheet. See the PST sample on page 13.

APPENDICES

PORTFOLIO
Professional Schools & Training Cover Sheet

Name: _____ Date: _____

Title of seminar, workshop, etc.: _____

Agency providing training: _____

Date(s) attended _____ Total instruction hours: _____

Number of college credit hours requested by student: _____

List documentation included:

List of books or other resource material used:

1. _____
2. _____
3. _____

Was an examination or test required? ___ Yes ___ No

Licenses only

1. Required to obtain license:

2. Name of Issuing Agency: _____
3. Is license current? ___ Yes ___ No
4. Time period for use of license: _____ to _____

PST COMPLETION CHECKLIST

(for student use only)

Before submitting the PST for credit, the following checklist should be used to confirm that all aspects of the PST have been completed.

1. Summary (if necessary)
The summary follows the format in the PST guidelines.
The summary includes contact hours for each course.
2. PST Cover Sheet
Individual PST _____ Discipline _____
If it is a Group of PSTs, Number of PSTs ____ Discipline _____
The student has indicated the number of college credit hours being requested.
3. Contact Hours and Dates of Attendance
The number of instruction hours have been verified.
The dates of attendance have been verified.
4. Successful Completion (One of the two must be included)
 - a. A letter from the sponsoring agency. It must be on letterhead stationery from the instructor or the training or personnel officer (must include all contact information).
 - b. A certificate of completion.
5. Course Description and Background
The course description (syllabus) should ideally include the following (a minimum of 5 aspects should be included):

Information on the sponsoring agency
Information on the instructor, including his/her qualifications
The location of the course
A list of books or other resources used
Any outside reading or preparation used
The goals of the course
Each topic covered in the course described in a paragraph
The number of hours spent on each topic covered
The criteria for passing the course (e.g. examinations, ratings, etc.)
The format for the course - what portion was lecture, group discussion, individual presentations, film, etc.?
If a syllabus containing the information as listed above is not available, you may write a minimum of one page describing it and have it signed by a representative or training officer from the agency or company
Optional: comparable course description from another institution
6. The PST(s) must be compiled in the following order:
 - * Summary
 - * PST Cover Sheet
 - * PST Essay Questions
 - * PST Documentation

PST Evaluation

Student's Name _____ Phone _____
PST Title _____ E-mail _____

Documentation provided:

Proof of completion (certificate, letterhead, etc.)
Proof of instruction hours

Comparison attached of credit hours offered by other schools in a similar subject area N/A
Name of school(s): _____

I.) To Be Completed by PST Evaluator: PST Evaluator

Student answered required questions: _____
Excellent organization and content _____
Fair organization and content _____
Rewrite recommended _____
Comments and Evaluation (see reverse side for specific comments):

Signature: _____ Date: _____

II.) To Be Completed by Program Director:

Name: _____ Department: _____
Rewrite recommended (attach comments) _____
Student has demonstrated College Level Learning _____
Total Instruction Hours: _____
Credit Hours Recommended: _____ Upper Level/ Lower Level (Circle one)
Recommendation on how credit should be listed on transcript: _____
Comments: _____

Signature: _____ Date: _____

III.) Credit Approved Credit Denied

Credit approved as follows:

Date : _____

Upon completion of this process, the form PST Summary of Prior Learning Credit needs to be completed.

Criteria for Section I Evaluation

To Be Completed by PST Evaluator

A.	Written work	Good	Fair	Poor
	Correct grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Correct punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

B.	Topic	Good	Fair	Poor
	Organized in thought and logic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sequential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Consisten with credit requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

C.	Articulation of learning	Good	Fair	Poor
	Learning is clearly articulated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Theories, laws and principles are clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Consisten with credit requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

PROFESSIONAL SCHOOLS AND TRAINING SUMMARY

Year	Agency	Length of Course in Hours	Course Description
2009	Highfields	100	Nonviolent Crisis Intervention
2010	Highfields	200	Team Nonviolent Crisis Intervention
2010	Highfields	100	Breakthrough Training
2010	American Red Cross	8	Basic First Aid
2010	Adventure Centre at Pretty Lake	85	Logistics Training in Adventure Education
2010	Ingham Intermediate School District	42	Reproductive Health Workshop

PORTFOLIO

Professional Schools & Training Cover Sheet

Name Samantha Search Date September 15, 2015
 Title of seminar, license, etc. Nonviolent & Team Nonviolent Crisis Intervention
 Agency providing training Highfields, Inc.
 Date(s) attended 2/25/09 and 7/23/10 Number of Instruction hours 100 + 300
 Number of college credit hours requested by student 4
 List documentation included Course syllabus and description
Certification card

List of books or other resource material used
Crisis Prevention Institute workshop workbook
CPI National Report publication
Personal Safety and Control and Transport charts

Was exam or test required? X Yes _____ No

Licenses Only

Required to obtain license: N/A
 Name of Issuing Agency: N/A
 Is license current? _____ Yes _____ No
 Time period for use of license : _____ to _____

1. **What was the content of the course/training?**

The course content emphasized effective ways for staff members to work with potentially assaultive or disruptive persons. Role-playing of the levels of crisis behavior and techniques of non-violent restraint took place. The importance of the verbal and physical techniques to de-escalate crisis situations were also stressed.

The philosophy behind the course presentation that best sums up this workshop:

“Non-violent crisis intervention is a safe, nonharmful behavior management system designed to help human service workers provide for the best possible care and welfare of assaultive, disruptive or out-of-control persons even during the most violent moment.”

2. **Based on content described on the previous page, what theories (rules, laws, principles, or patterns) are you able to identify?**

This is the heart of your PST, the committee looks to this question to evaluate if learning took place as opposed to training.

In Non-Violent Crisis Prevention/Intervention (NVCPI), the basic tenet by which the trained staff operates is that they will provide the best possible care and welfare to assaultive or disruptive persons even during moments of physical violence. Non-verbal, verbal, and physical techniques are employed to de-escalate crisis situations. The emphasis is placed on verbal techniques which, used in a caring and supportive manner, will de-escalate crisis situations 72 percent of the time.

To effectively de-escalate a crisis the staff must know how to "read" a person in crisis. There are four levels of crisis and four appropriate responses by staff members. If the client exhibits a noticeable change in behavior, such as pacing, nervous finger tapping, etc., they are experiencing anxiety. Anxiety is countered by staff being empathetic. Expressing knowledge of the client's anxiety and offering help may de-escalate the crisis. Client behavior may advance to the defensive level. Acting irrationally and belligerently accompanied by a physically challenging stance is often observed. Staff respond by giving directives and setting enforceable behavior limits. This may not de-escalate the crisis, and the client may move to the third level of crisis behavior which is physically acting out. At this level the client is totally out of control and may become physically violent. Staff respond with non-violent physical crisis intervention (NVPCI). This is a system of physical restraint. The fourth level of crisis behavior is tension reduction. At this level the client is attempting to regain control and may exhibit crying, talking, etc. Staff should respond with communicating in a positive, tension-reducing manner called therapeutic rapport. This gives control back to the client. Clients may begin or move to any level of crisis behavior at any time while in crisis.

Other theories of personal space, body language, and paraverbal communication are involved in NVCPI. The theory of rational detachment, or becoming objectively detached from a crisis situation so that personal control is maintained, is vital to NVCPI. Levels of verbal escalation, fear and anxiety responses to staff, and principles of safety are necessary to a proper understanding NVCPI.

3. **How have you applied the information from questions 1 and 2 on your job? Give specific examples.**

At Camp Highfields I work daily with potentially disruptive and assaultive juvenile delinquents. Our program is based upon Dr. William Glasser's theories of reality therapy. A basic principle of reality therapy is helping the client see the world in a rational way. Nonviolent crisis prevention/intervention also attempts to return the client to rationality when some fear or anxiety disrupts rational thought. At Highfields I use CPI daily. A majority of the time it is used verbally to de-escalate students in crisis. An untrained observer would marvel at the apparent ease with which other staff and I work with those students in crisis. Beneath that seemingly calm exterior are techniques of verbal empathy, directives, and paraverbal communication. Also, physical techniques, such as non-invasive body stances and body language, are being used. The training of staff in my residential unit has resulted in no physically-acting-out students since August 12, 2014. This was previously unprecedented in our unit. I personally have successfully de-escalated students in crisis with verbal techniques since late July of this year. Since the emphasis of CPI is on verbal de-escalation, it is apparent that the techniques are effective. They have worked in the event of physical threats, weapon threats, and students threatening to fight one another.

Our success with verbal techniques was not always this good. From December of 1988 until July of this year my skill in the use of NVCPI slowly matured. I have been involved in hundreds of physical incidents. I have been assaulted by fists, feet, and weapons such as curtain rods, wire coat hangers, chairs and thrown objects. Because of the effectiveness of physical interventions set forth in the CPI training, I have never injured any students while restraining them and have received only minor cuts myself. I have learned to control my fear when being assaulted and thereby remain in control of the crisis situation. This has resulted in very effective work with my students. Without the NVCPI workshop I would have left Highfields' employ long ago due to physical and emotional exhaustion.

4. **How can you apply (or have you applied) this information in your personal life and other jobs? Give specific examples.**

The amount of self-confidence and self-esteem gained by effectively controlling and helping a person who has just physically assaulted you is difficult to measure. Few leaders in our world history realized the power of non-violent intervention in other's lives, but the impact of those such as Jesus, Ghandi, and Martin Luther King has been far reaching. I do not aspire to their greatness, but working with disruptive and assaultive delinquents without being punitive in my methods of discipline has opened new perceptions for me. I find the more love and kindness that I allow to flow through me only increases with my willingness to let it be so. Certainly my life has not been made perfect through the use of NVCPI, but it has fundamentally changed.

Prior to my work at Highfields, I felt threatened by every new experience. Now my ideals, values, faith, and beliefs are rarely subject to trepidation or collapse when challenged. Neither are they set in stone, but when someone calls my mother a whore I no longer react with feelings of anger, hurt, or resentment. My values concerning my mother are not endangered by another's irrational statement. I feel the use of CPI and NVCPI philosophy has allowed me to come to terms with conflicts in myself and the world about me. I can constructively solve problems in an objective manner. I can relate to others outside the workplace with greater ease and empathy. Perhaps most importantly, I have been able to reach a concept of 'self' which is not threatened by a new experience, but which grows from it.

Ingham Intermediate School Distrit
Division of Special Education

Presents:

**NON-VIOLENT MANAGEMENT OF DISRUPTIVE,
ASSAULTIVE, OR OUT OF CONTROL BEHAVIOR**

ABOUT THE PRESENTER

Tiny Laster holds degrees in Family Ecology and Family Studies from Michigan State University. He is presently a Treatment Coordinator at Camp Highfields, Inc., and is a certified Crisis Prevention Instructor. Tiny received his training for non-violent crisis Intervention from the Crisis Prevention Institute in Milwaukee, Wisconsin. He has worked extensively with educators, State Police and State Hospital personnel throughout Michigan and the United States giving training in non-violent crisis intervention.

ABOUT THE PROGRAM

Non-violent crisis intervention is a safe, non-harmful management system designed to help service workers provide for the best possible care and welfare of assaultive, disruptive, or out of control persons, even during the most violent moment.

The program participants will become knowledgeable and skilled in:

CRISIS DEVELOPMENT

- Behavior escalation and staff response.

PRECIPITATING FACTORS

- Preventing the violent episode.

NON-VERBAL INTERVENTION TECHNIQUES

- Personal space concepts.
- Approaching the volatile individual.
- The supportive stance.
- Paraverbal techniques.

STAFF FEAR AND ANXIETY

- Understanding fear responses.
- Personal safety techniques.

VERBAL INTERVENTION TECHNIQUES

- Verbal escalation continuum.
- Empathic listening.

Participants will receive certification from the Crisis Prevention Institute upon completion of the 3 sessions. Please do not sign up unless you will be able to attend all 3 sessions.

TARGET AUDIENCE

This workshop is intended for Teachers and Support Staff of the Emotionally Impaired.

REGISTRATION

Registration is limited to 25 participants. Efforts will be made to insure representation from each district. Call Alice Noel at 676-1051 ext. 272 to register before September 20, 2009.

TIME

4:00 — 8:30 p.m.

LOCATION

Ingham Developmental Center Cafeteria
Ingham Intermediate School District
625 Hagadorn Road
Mason, Michigan 48854

FUNDING

This inservice is supported by P.L. 94-142 federal funds allocated specifically for Special Education Personnel Department.

DATES

Thursdays, October 3, 10, 17

NON-VIOLENT CRISIS INTERVENTION

The training program for anyone who may have to manage disruptive, out-of-control, or violent behavior with safe and proven effective methods.

1. **WHY NON-VIOLENT CRISIS INTERVENTION?** Human service providers recognize the need for timely, effective, non-violent intervention with potentially violent individuals. They know that such intervention improves the physical safety of all participants and creates a more trusting, caring environment.

With the practical "how-to" techniques and skills to effectively handle the most demanding behavioral crises. The resulting improvement in confidence and morale of providers means better care for the disruptive individual.

2. **WHO SHOULD ATTEND?** Anyone who may have to manage the verbally or physically aggressive individual will benefit from the skills and techniques learned in non-violent crisis intervention.

3. **WHAT CAN I EXPECT FROM THE PROGRAM?**

Program participants leave with skills that allow them to:

- * Identify the potential for violent or disruptive behavior
- * Reduce tensions
- * Prevent violent episodes
- * Intervene safely in violent situations
- * Maintain effective staff operation during a crisis
- * Improve staff confidence and morale
- * Provide optimum care for individuals

4. **CPI TRAINING WILL:**

- * Provide staff with skills pertinent to your setting
- * Design professional intervention procedures to meet your unique needs
- * Develop safe, humanistic approaches to crisis intervention
- * Eliminate confusion among staff members

5. **WHAT VALUE SKILLS WILL YOU LEARN?**

- * The warning signals -- how verbal escalation becomes physical aggression
- * Identification of the four (4) stages of crisis development -- how appropriate staff response can defuse potentially explosive situations
- * Using non-verbal techniques to intervene

Sample

- * Para-verbal communications -- how the tone, volume and rate of your voice impacts in your verbal interventions
 - Using empathic listening skills to defuse potentially "out-of-control" situations
- * The verbal escalation process -- questioning, refusal, release and intimidation
 - Setting clear and enforceable limits -- the directive approach
- * Responding to the five stages of verbal aggression
 - Using your body space, posture, and language in defusing potentially violent individuals
- * Actual analysis of interventions
- * Maintaining a professional approach while intervening with verbally and/or physically aggressive individuals
- * Using tone of voice to diffuse situations
- * And much more!

CPI

National Crisis Prevention Institute

Samantha Search

has completed 400 hours of training

In Nonviolent Crisis Intervention

2/25/2017

Date

Authorized Signature