

Eckerd Youth Alternatives

Site Visit Report

Description of Training Organization

Founded by philanthropists Jack and Ruth Eckerd almost 40 years ago, Eckerd Youth Alternatives (EYA) is one of the nation's leading providers of services for troubled youth. As a private not-for-profit organization, EYA serves nearly 10,000 children each year. Since 1968, more than 69,000 young people have been helped through a range of five program models in 40 locations in eight states: Florida, North Carolina, Georgia, Tennessee, Ohio, Vermont, Rhode Island and New Hampshire.

Eckerd Youth Alternatives (EYA) is a private, not-for-profit organization nationally recognized for its programs to help youth. Programs serve boys and girls ages 8-18 who are at risk for or exhibit emotional and behavioral problems at home, at school and in the community. A pioneer in therapeutic treatment in outdoor settings, EYA also provides specialized residential treatment and community-based programs for juvenile offenders, early intervention and prevention curriculum in grade schools, and the new Transition to Independence program helping foster care youth approaching adulthood.

Our Mission

The mission of our organization is to develop and share programs that promote the well-being of children and families and serve at-risk youth. These programs are based on a belief in God and the uniqueness and inherent worth of each individual.

Our Vision

To lead the nation in ensuring each child has the opportunity to succeed.

Our Values

To achieve our purpose of improving the future one child at a time, we focus on putting these core values into action:

- We believe in and honor the uniqueness, dignity and inherent worth of every individual.
- We are a proactive team in which contributions are openly communicated and honored.
- We embrace innovation, flexibility, reflection and continuous improvement.
- We thrive in a culture of learning, personal development and professional growth.
- We accept personal responsibility and hold ourselves accountable for our actions to achieve superior outcomes.

Our Beliefs About Working With Youth

- Youth come first. The first question is always, "Is it good for kids?"
- We treat youth with unconditional positive regard.
- We believe in and are committed to each youth's ability to change.
- We believe in treating the whole youth: mind, body and spirit.
- We believe youth are partners in program and treatment.
- We believe in partnering with the youth's family or guardians and the community to ensure the youth's success.
- EYA programs are non-punitive.
- EYA staff members are genuine, straightforward and consistent.

Source of Official Student Records

In order to award credit, colleges and universities require proof of completion of coursework issued by the training organization. A student who has completed training provided by the Department of Organization Development & Training at EYA may request these records by contacting:

Eckerd Youth Alternatives
Organization Development & Training Department
C/O Eric Liguori
100 N. Starcrest Drive
Clearwater, FL 33765
727-461-2990

Description of Training Programs

Location: Training held throughout the country – overseen by EYA headquarters, Clearwater, FL.

Length: Varies by program

Program Objective: To provide participants with the knowledge, skills and abilities necessary to serve as a counselor through for Eckerd Youth Alternatives' many programs.

Learning Objective: Upon successful completion of this program, the graduate will be able to perform all routine duties of a trained youth counselor.

Instructional Methods: A combination of lecture, discussion, practical exercise, and scenario.

Learning Assessments: Written and practical examinations are used.

Description of Team

One assessment consultant and one Criminal Justice Training Assessment coordinator were on the team. Below is a list of all participants; CJTA and Excelsior College has full curriculum vitae on file for each.

Maureen McLeod, PhD
Associate Professor of Sociology and Criminal Justice
Coordinator, Sociology and Criminal Justice
The Sage Colleges
Troy, New York

Eric C. Schultz, MA
Senior Assessment Coordinator
Criminal Justice Training Assessment
Albany, New York

Description of Visit

From May 31st – June 1st, 2006, two representatives of Criminal Justice Training Assessment conducted a site visit to the headquarters of Eckerd Youth Alternatives (EYA) in Clearwater, FL to assess their training curricula. On the first morning, the members assembled at EYA. Following a brief organizational meeting and introductions to the academy staff, the assessment team was shown to the lab to access all the necessary materials and to begin the assessment process.

The team determined that the remainder of the day would be spent organizing the various subject modules of the training programs into familiar college course content areas. Before finishing for the day, the course areas were discussed, reviewed and the assessment of materials began

The team began the second day by continuing to review the assigned materials. Due to the quality and nature of delivery of the materials, the assessment team was able to complete the assessment by mid-day. In the early afternoon of the second day, the team conducted an exit-interview/debrief with the staff and administration of EYA.

Credit Recommendations**Summary of Credit Recommendations**

<i>Program:</i> Leadership EYA	
Advanced Leadership Development: Theory and Application	3 credits*
Advanced Management Development: Theory and Application	3 credits*
<i>Program:</i> Impact of Crime: Facilitator Training	
Empathy and Offender Awareness	1 credit
<i>Program:</i> EYA Leadership Orientation	
Fundamentals of Organizational Management	1.5 credits
<i>Program:</i> Catatoga	
Health and Wellness	1 credit
Introduction to Adolescent Counseling	1 credit
Introduction to Crisis Intervention	2 credit
Introduction to Psychology in Group Dynamics	.5 credit
<u>Physical Education and Recreational Management</u>	<u>3 credits</u>
TOTAL	7.5 credits
<i>Program:</i> Path of Training: Earth Trail	
Health and Wellness in Children	2 credit
Introduction to Experiential Education	1 credit
<u>Introduction to Victimology</u>	<u>1 credit</u>
TOTAL	4 credits
<i>Program:</i> EYA Fundamentals of Supervising	
Introductory Supervision	2 credits
<i>Program:</i> Path of Training: Fire Trail (Kalechetuh)	
Workplace Professionalism	1 credit

Course Descriptions**Advanced Leadership Development: Theory and Application** (3 credits, upper division)

Program: Leadership EYA

Location: Varies – overseen by EYA headquarters, Clearwater, FL.

Length: 72 hours

Dates: August 2005 through June 2009

Objectives: Understand the purpose, objectives, and plan for the Leadership EYA program. Articulate your personal leadership philosophy and mission. Understand your leadership style and its impact on others. Understand one's role as a change agent at EYA and learn strategies for leading change initiatives. Be able to articulate the concepts of emotional intelligence and know your strengths and areas for development according to the EI model. Illustrate the application of the Myers-Briggs Type Indicator. Know the key milestones in the history of EYA. Understand the purpose and application of strategic planning. Know EYA's five key strategies. Know the elements of a sound business plan. Know the key trends in the juvenile justice and child welfare industry. Understand the basic framework for managing objectives as projects. Recognize the importance of local advocacy, community outreach, and building collaborative partnerships.

Instruction: Within the Leadership EYA program, students must complete no fewer than twenty-four hours of "Session 1: Who Am I As A Leader?" twenty-four hours of "Session 2: About EYA & Strategic Planning," and twenty-four hours of "Session 3: Finance, Accounting & Administration; Development; Office of Communications." Instructional methods include discussion, case studies, handouts, manuals, scenarios and group exercises. Evaluation methods include quizzes, written and practical examinations, self-assessments, group discussions, skills practice and application, end of year class project (outside research and work, application of class's research upon EYA as an organization.).

Credit Recommendation: In the upper division associate/baccalaureate degree category, three semester credits.

Advanced Management Development: Theory and Application (3 credits, upper division)

Program: Leadership EYA

Location: Varies – overseen by EYA headquarters, Clearwater, FL.

Length: 72 hours

Dates: August 2005 through June 2009

Objectives: Understand the critical financial drivers for program success. Understand important administrative functions and cost implications. Understand the myths and commonly misunderstood perceptions regarding Fund Development. Discuss the methods and benefits of strategic communications. Understand the purpose for and elements involved in marketing and media advocacy. Understand EYA's performance measurement and management systems. Develop tools for data analysis and data-driven group problem solving processes. Understand how to utilize data in a manner that leads to quality improvement. Be able to write measurable objectives and create an effective implementation plan. Understand how to establish standards and measure outcomes. Understand how managing your Human Resources is an integral part of your role. Identify the HR needs of your program and staff. Understand how to build a partnership with the Human Resources department. Understand how to identify and prevent employee relations issues.

Instruction: Within the Leadership EYA program, students must complete no fewer than twenty-four hours of "Session 3: Finance, Accounting & Administration; Development; Office of Communications" twenty-four hours of "Session 4: Achieving Excellence," and twenty-four hours of "Session 5: Human Resources." Instructional methods include discussion, case studies, handouts, manuals, scenarios and group exercises. Evaluation methods include quizzes, written and practical examinations, self-assessments, group discussions, skills practice and application, end of year class project (outside research and work, application of class's research upon EYA as an organization.).

Credit Recommendation: In the upper division associate/baccalaureate degree category, three semester credits.

Empathy and Offender Awareness (1 credit, lower division)

Program: Impact of Crime: Facilitator Training

Location: Varies – overseen by EYA headquarters, Clearwater, FL.

Length: 24 hours

Dates: August 2005 through June 2009

Objectives: Define restorative justice. Identify the stakeholders who are part of a restorative justice system. Identify community projects that are restorative. Define victim and survivor. Identify basic victims' rights in the juvenile justice system. Identify the impact that crime has on victims. Define hate crimes. Identify the factors and characteristics that distinguish hate crimes from other acts of violence. Recognize the physical and emotional impact of hate/bias crimes on the victims. Explain the unique attributes that affect the victims of hate/bias crimes. Identify alternatives to violence. Define sexual battery. Understand the difference between sexual battery and consensual sexual activity. Understand the myths and realities of sexual battery. Explain the short-time and long-term impact of sexual battery on the victim. Explain why the offender is accountable for his or her action against the victim. Explain the importance of holding batterers accountable for their acts. Define the cycle of violence. Identify examples of power and control. Identify examples of non-violent behavior. Explain why victims stay in abusive situations. List characteristics of an abuser. Explain how family violence affects all family members. Define restoration and reconciliation. Explain the differences between each. Explain the differences between punishment and consequences. Assist juvenile offenders in accepting responsibility for the harm they have caused by their criminal actions, reducing the risk of future criminal activity. Educate offenders on the impact of crime on victims, their families and their communities, increasing offenders' awareness, empathy, and accountability for their actions. Provide a safe and healthy forum for crime victims to share their experiences with offenders in a manner that is restorative. Provide direction for offenders in developing methods to restore their victims, families and communities both inside and outside the residential commitment facilities.

Instruction: Students must complete no fewer than twenty-four hours of "Impact of Crime: Facilitator Training." Instructional methods include discussion, handouts, manuals, case studies, scenarios and role-play, PowerPoint presentations, guest speakers, group facilitation. Evaluation methods include quizzes and group discussions.

Credit Recommendation: In the lower division associate/baccalaureate degree category, one semester credit.

Fundamentals of Organizational Management (1.5 credits, lower level)

Program: EYA Leadership Orientation

Location: Varies – overseen by EYA headquarters, Clearwater, FL.

Length: 24 hours

Dates: August 2005 through June 2009

Objectives: Understand the core competencies that all facility level leaders are expected to master. Understand performance expectations in terms of responsibilities and accountabilitys to lead and manage all aspects of EYA programs. Understand and know agency culture, policies, processes and best practices. Apply the ability to draft a personal development plan which can serve as the basis of a discussion with their supervisor and a finalized personal development plan. Understand communications and marketing principles of small to large unit operations. Understand the necessary facets of human resources and human resources development.

Instruction: Students must complete no fewer than: three-quarters of an hour of "Welcome & Introductions," one hour of "Role of the EYA Leader," one-half hour of "A Historical Perspective," one hour of "EYA's Business Environment & Niche," one-half hour of "EYA Model," one hour of "Nurturing a Therapeutic Culture," two hours of "Key Performance Indicators," three-quarters of an hour of "President's Welcome," one and one-half hours of "Your Finance Responsibilities," three-quarters of an hour of "Contracts & Licensing Requirements," one hour of "An Operation's Simulation," two hours of "Your Role with Technical Services," one hour of "Your Role in Communications & Marketing," two hours of "Building a Local Advisory Board," one-half hour of "Human Resources Overview," three-quarters of an hour of "How to Hire," one quarter of an hour of "How to Orient," one hour of "Compensation," three-quarters of an hour of "Benefits," three-quarters of an hour of "How to Resolve Employee Relations Issues," and one and one-half hours of "Performance Management and Training & Development." Instructional methods include discussion, handouts, manuals, PowerPoint presentations. Evaluation methods include written examinations (end-of unit "post tests"), quizzes.

Credit Recommendation: In the lower division associate/baccalaureate degree category, one and one-half semester credits.

Health and Wellness (1 credit, lower level)

Program: Catatoga

Location: Varies – overseen by EYA headquarters, Clearwater, FL.

Length: 12 hours

Dates: August 2005 through June 2009

Objectives: Trainees will become familiar with the contents and organization of the campsite medicine kit, the campsite bandaging unit, fanny pack, and the trip first aid kit. Trainees will become familiar with the contents and usage of the Health Care Handbook. Trainees will learn the procedures for responding to enuretic campers. Trainees will learn routine health related procedures or where to locate such information. For trainees to learn basic first aid techniques for administering first aid to campers as needed. To learn the importance of controlling all medication and to maintain a log of administered medication and an inventory of unused medication. To understand the definitions related to medication administration. For trainees to learn proper CPR techniques for administering CPR to campers as needed. Demonstrate adequate swimming ability in four basic strokes: breaststroke, elementary backstroke, sidestroke and the crawl. Demonstrate proper use of the rescue tube and proper water entries with the rescue tube. Swim 500 yards consecutively using the breaststroke, elementary backstroke, sidestroke, and crawl. Perform an in-water rescue for an active drowning victim, and passive drowning victims both floating and submerged. Tread water for five minutes, the fifth minute with their hands out of the water. Pass the EYA life guarding exam. Each trainee is to become familiar with the symptoms of anaphylactic shock and have demonstrated an understanding of and proper use of the EpiPen. This will be accomplished through completing the skills checklist, EpiPen test, and the Catatoga final exam.

Instruction: Students must complete no fewer than: twelve hours of "Child Health Unit." Instructional methods include discussion, videos, handouts, manuals, scenarios and role-play. Evaluation methods include self-assessments, group discussions, skills practice and application.

Credit Recommendation: In the lower division associate/baccalaureate degree category, one semester credit.

Health and Wellness in Children (2 credits, lower level)

Program: Path of Training – Earth Trail

Location: Varies – overseen by EYA headquarters, Clearwater, FL.

Length: 32 hours

Dates: August 2005 through June 2009

Objectives: Understand the need for and demonstrate proper use of the “Epipen.” Understand the need for and procedures regarding documentation of medical visits. Understand the need for and procedures regarding supervision of meal preparation. Understand the need for and procedures regarding inventory of camp medical supplies.

Instruction: Students must complete no fewer than: thirty-two hours of “Child Health.” Instructional methods include discussion, videos, handouts, manuals, scenarios and role-play. Evaluation methods include self-assessments, group discussions, skills practice and application.

Credit Recommendation: In the lower division associate/baccalaureate degree category, two semester credits.

Introduction to Adolescent Counseling (1 credit, lower level)

Program: Catatoga

Location: Varies – overseen by EYA headquarters, Clearwater, FL.

Length: 15 hours

Dates: August 2005 through June 2009

Objectives: Understand how to detect the potential signs of suicide in youths. Understand how to deal with potential suicide in youths. Understand the scope of professional boundaries. Understand the counselor/counseled relationship. Understand the role of diversity and cultural awareness in the counseling setting.

Instruction: Students must complete no fewer than: fifteen hours of “Counseling Unit.” Instructional methods include discussion, videos, handouts, manuals, scenarios and role-play. Evaluation methods include self-assessments, group discussions, skills practice and application.

Credit Recommendation: In the lower division associate/baccalaureate degree category, one semester credit.

Introduction to Crisis Intervention (2 credits, lower level)

Program: Catatoga

Location: Varies – overseen by EYA headquarters, Clearwater, FL.

Length: 30 hours

Dates: August 2005 through June 2009

Objectives: Therapeutic Crisis Intervention is a systematic approach to avoiding, preventing, de-escalating, and managing crisis in a therapeutic manner. The specific methods have been accepted from the curriculum of The Family Life Development Center, Cornell University. Trainees will develop a clear understanding of early intervention practices and the physical intervention practices as adopted from The Family Life Development Center, Cornell University. Trainees will also develop a clear awareness of themselves, the campers, and the environment as related to therapeutic crisis intervention.

Instruction: Students must complete no fewer than: thirty hours of “Crisis Intervention Training.” Instructional methods include discussion, videos, handouts, manuals, scenarios and role-play. Evaluation methods include self-assessments, group discussions, skills practice and application.

Credit Recommendation: In the lower division associate/baccalaureate degree category, two semester credits.

Introduction to Experiential Education (1 credit, lower level)

Program: Path of Training – Earth Trail

Location: Varies – overseen by EYA headquarters, Clearwater, FL.

Length: 32 hours

Dates: August 2005 through June 2009

Objectives: Understand the need for and demonstrate proper use of thematic design and instruction. Understand the need for and demonstrate proper use of cooperative learning. Understand the need for and demonstrate proper use of individual education needs. Understand the need for and demonstrate proper use of differential learning styles.

Instruction: Students must complete no fewer than: thirty-two hours of “Experiential Education.” Instructional methods include discussion, videos, handouts, manuals, scenarios and role-play. Evaluation methods include self-assessments, group discussions, skills practice and application.

Credit Recommendation: In the lower division associate/baccalaureate degree category, one semester credit.

Introduction to Psychology in Group Dynamics (.5 credit, lower level)

Program: Catatoga

Location: Varies – overseen by EYA headquarters, Clearwater, FL.

Length: 8 hours

Dates: August 2005 through June 2009

Objectives: Understand the dynamics of group leadership. Understand the dynamics and steps of consensus building. Understand the dynamics brainstorming, group movement and problem solving. Understand how to set goals and develop group dynamics.

Instruction: Students must complete no fewer than: eight hours of “Work Group Unit.” Instructional methods include discussion, videos, handouts, manuals, scenarios and role-play. Evaluation methods include self-assessments, group discussions, skills practice and application.

Credit Recommendation: In the lower division associate/baccalaureate degree category, one-half semester credit.

Introduction to Victimology (1 credit, lower level)

Program: Path of Training – Earth Trail

Location: Varies – overseen by EYA headquarters, Clearwater, FL.

Length: 17 hours

Dates: August 2005 through June 2009

Objectives: Demonstrate knowledge in child abuse recognition and reporting policies. Demonstrate knowledge in emergency behavioral health interventions (EYA policy/procedure). Demonstrate knowledge in suicide awareness and response. Demonstrate knowledge in treatment planning (EYA policy). Demonstrate knowledge in crisis interventions and use of restraints. Demonstrate knowledge in responding to homicidal ideations, bereavement, coping with grief, stress, and separation. Demonstrate knowledge in substance abuse treatment

Instruction: Students must complete no fewer than: seventeen hours of “Mental Health.” Instructional methods include discussion, videos, handouts, manuals, scenarios and role-play. Evaluation methods include self-assessments, group discussions, skills practice and application.

Credit Recommendation: In the lower division associate/baccalaureate degree category, one semester credit.

Introductory Supervision (2 credits, lower level)*Program:* EYA Fundamentals of Supervising*Location:* Varies – overseen by EYA headquarters, Clearwater, FL.*Length:* 32 hours*Dates:* August 2005 through June 2009

Objectives: Know the importance of the fundamental skills of supervising. Develop strategies for implementing these skills on the job. Understand the impact of generational differences. Understand the interaction and interrelations between generational groups. Understand the implications of generational influences when supervising staff, working with children, and families. Understand the importance of effective delegation. Be able to implement the critical steps of effective delegation. Apply effective delegating techniques on the job. Understand the importance of coaching as a supervisor. Illustrate the fundamental principles of coaching. Understand the positive and negative sides of conflict. Understand one's own conflict style or mode. Identify which conflict style is most appropriate in specific situations. (Utilizes the Kilman Inventory for handling conflict – competing, collaborating, compromising, avoiding, and accommodating.) Demonstrate techniques of positive discipline to redirect problem behavior. Develop action plans that work toward improved performance. Understand the components of EYA performance management process. Know the critical steps for conducting and effective performance appraisal discussion.

Instruction: Students must complete no fewer than: four hours of "Fundamentals," four hours of "Generational Differences," four hours of "Delegating," four hours of "Coaching," four hours of "Using Positive Discipline," four hours of "Dealing with Conflict," four hours of "Performance Management," and four hours of "Career Development." Instructional methods include discussion, videos, handouts, manuals, scenarios and role-play. Evaluation methods include self-assessments, group discussions, skills practice and application.

Credit Recommendation: In the lower division associate/baccalaureate degree category, two semester credits.

Physical Education and Recreational Management (3 credits, lower level)*Program:* Catatoga*Location:* Varies – overseen by EYA headquarters, Clearwater, FL.*Length:* 99 hours*Dates:* August 2005 through June 2009

Objectives: The trainees will develop the necessary knowledge and skills to implement a basic experiential educational program in their group. Trainees will develop a complete understanding of the contents and purpose of the Eckerd Educational Activities Notebook. Trainees will develop a complete understanding of the contents and purpose of the camper notebook. Trainees will learn the basic requirements for trip preparation. Trainees will gain an awareness of the EWES trip procedures. Trainees will become knowledgeable regarding the appropriate steps and procedures involved in planning a trip. Ensure the counselor-teachers are aware of the procedures for which they will be primarily responsible. Specifically, they must note in Policy # 4.01 Procedure, Canoe Trip the following points: III B 2 b, III B 2 c, III B 3, III C, III D, III E, and III F. And Policy # 10.05, Procedure: Water Safety the following points: III C 1, III C 2, III C 3, III C 4, III C 6, III C 7, III C 8, III C 9, and III C 10. Any other procedure is not necessarily the responsibility of the group chief. Trainees will learn the proper procedures for packing gear, food, and supplies. Trainees will demonstrate a working knowledge of proper packing out procedures. The trainees will understand the importance of setting trip goals and will review the standards for a canoe trip. The objectives of this unit are for the trainees to learn the basic skills necessary to comfortably enter a wilderness expedition and safely proceed through the experience. The trainees will also learn low impact and proper camping skills. For the trainees to learn the proper sequence for and distribution of loading gear into canoes. That each of the trainees learn and practice the routines while following the routine standard to the letter. The trainees will develop a clear understanding for the ideal factors to look for in selecting a campsite. Trainees will also develop proper skills in setting up the campsite so that it is serviceable and safe. To help ensure the proper care of tents it is important that those individuals using the tents have a clear understanding of proper setting up and taking down procedures. For the trainees to learn the proper procedures for setting up a fly tarp that keeps the group dry during rainy weather. Trainees will learn three different fire types and their uses. Trainees will be able to identify tinder, fuel, and kindling. Trainees will learn to start fires under wet and adverse conditions. Trainees will learn proper fire-site preparation, security of fires, and proper restoration of the fire-site. A trainee will be able to describe five diseases or infections associated with impure drinking water. A trainee will be able to purify water using at least three different methods. Wilderness expeditions have inherent risks and staff and campers must be prepared for the possible encounter of an emergency. This unit will prepare the group to manage any emergency while away from camp. Trainees will learn the river rescue procedures in the event there is an emergency while on the river. Basic Water Safety and First Aid training are necessary adjuncts to river rescue and are a separate lesson during the Lakewood phase of the training. Trainees will be able to list situations which might require river rescue and will be able to identify prevention steps relative to those situations. The trainees will understand the importance of keeping well aware of their location at all times. They will also understand the importance of maintaining a keen awareness of the conditions of the weather and the river. The trainees will have a clear plan for evacuation at any time during the river trip. The trainees will be informed of the evacuation decision tree. They will be given specific scenarios and use the evacuation decision tree to come to a conclusion regarding evacuation. Trainees will be exposed to the protocol for securing group, conducting a search, and informing appropriate authorities of a missing person. Trainees will be able to define and describe the function of a topographic map. Trainees will be able to identify and properly locate nine features of a topographic map. Trainees will be able to identify and properly describe the function of five elevation designations. Trainees will be able to explain and properly demonstrate how to take a map bearing. Trainees will be able to explain and properly demonstrate how to orient a map with a compass.

Instruction: Students must complete no fewer than: six hours of "Experiential Education Unit," seven hours of "Trip Preparation Unit," sixty-five hours of "Basic Trip Program," and twenty-one hours of "River Trip Risk Management." Instructional methods include discussion, videos, handouts, manuals, scenarios and role-play. Evaluation methods include self-assessments, group discussions, skills practice and application.

Credit Recommendation: In the lower division associate/baccalaureate degree category, three semester credits.

Workplace Professionalism (1 credit, lower level)*Program:* Path of Training – Fire Trail (Kalechetuh)*Location:* Varies – overseen by EYA headquarters, Clearwater, FL.*Length:* 24 hours*Dates:* August 2005 through June 2009

Objectives: Define boundary and its importance in professional relationships. Identify how boundaries assist you as a helping professional. Understand the different categories of boundary violations. Create an action plan for implementation on the job. Identify risk and protective factors. Understand translating the concept of resiliency from theory to practice and action.

Instruction: Students must complete no fewer than: twenty-four hours of "Path of Training – Fire Trail (Kalechetuh)." Instructional methods include discussion, handouts, manuals, scenarios, PowerPoint presentations. Evaluation methods include self-assessments, quizzes.

Credit Recommendation: In the lower division associate/baccalaureate degree category, one semester credit.