

## ***COURSE LESSON PLAN***

<b>Instructor</b>	██████████ (Primary); ██████████ (Back-Up)
<b>Subject</b>	Priority Setting for Probation Officer Functions
<b>Instructional Time</b>	3.0
<b>Number of Trainees</b>	25
<b>Room Set-up</b>	Type I, 5 tables of 5
<b>Equipment</b>	Laptop, LCD projector, screen, audio
<b>Materials</b>	1 Flip Chart per table, plus one for Instructor, Markers (1 multi-pack per table), Index cards (9 per table), Masking tape
<b>Handouts</b>	Tips and Tools for Priority Setting, Sample calendar (1 per trainee), Sample pre-investigation report assignment, Sample list of pre-sentence report information and investigation actions; Sample list of supervision functions.
<b>Testing</b>	MCT, WST # 26, WST # 27
<b>Methods</b>	Lecture Group Exercises Audio/Video Clip Test

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<b>Time</b>	<b>Objective WST/BST</b>	<b>Trainer's Script</b>	<b>Materials/Notes</b>
0800 - 0810		<p>Introduction &amp; Ice Breaker: Arrange each table to have at least 1 juvenile and 1 adult PO to create balance of knowledge.</p>	Video Clip-5 minutes "Stress in the Workplace"
0810 - 0830	11.1.1 Test: MCT	<p><u>Objective:</u> Student will be able to identify key elements to consider in making priority decisions regarding case and time management.</p> <p><u>Instructor:</u> Ask students what are the key elements (aka: driving forces/motivators) when making decisions about how to prioritize. Example given: Felony warrant probationer enters the lobby to check in vs. Notification of a PRCS violation (not reporting within 48 hours). Which action should be done first?-"Prioritization". Why? "Key Element". If one can identify the elements and understand the potential "consequence", this helps one prioritize more efficiently and effectively. (Additional example: CPS referral vs. Court Report deadline). Further, all elements can be tied into the Mission Statement, making it the primary motivator. "Tips for Prioritizing" will be distributed (handout) to the class.</p> <p><u>Activity:</u> Each table of participants is given 10 minutes to list as many "key elements", recording the ideas on a flip chart. A spokesperson from each table will be selected and report out over the next 10 minutes. One list will be compiled that can be recorded and used by the student in practical application. (Handout given)</p>	Flip Chart, Markers,

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<p>0900 - 0945</p> <p>0945 - 1000</p>	<p>11.1.2 Test: WST#26</p> <p>BREAK</p>	<p><u>Objective:</u> Given an example pre-sentence investigation report assignment, the student will be able to generate a schedule for completing the investigation (e.g., interview defendant, obtain written records from outside sources, etc.) prior to court filing deadlines, using all relevant sources.</p> <p><u>Instructor:</u> Ask students to generate a schedule for completing the investigation. Students will have to understand key elements in order to prioritize successfully. Knowing the level of importance of each task is one of the most critical considerations in this assignment.</p> <p><u>Activity:</u> Each student issued a sample investigation and handout of needed report information (e.g, draft due and court dates, victim information, location of the defendant, etc.) and 7 actions (interviews, mailing victim impact letters, etc.) to be taken. A calendar handout with pre-scheduled tasks/events listed on specific dates (e.g., holiday, staff meeting, vacation, training, etc.) will be provided. Student will take 10 minutes to work individually, prioritizing and recording the actions on their individual calendars. Then, the group will take 15 minutes to discuss. Three additional actions (“wrenches”, aka: unexpected or additional report related information) on index cards will be given to the group to incorporate into their already prioritized schedule, having to shift responsibilities around (which is a common occurrence for probation officers). They will then come to a consensus and generate one calendar and record it/tape the index cards on a flip chart. The next 15 minutes will include a report out from each table, ending with a discussion of any comparative scheduling differences and 5 minutes to complete a WST. The test will include ranking the investigation actions from 1 (highest/completed first) to 10 (lowest/completed last).</p>	<p>Markers, Masking Tape, Flip Chart</p>
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1000 - 1045	11.1.3 Test: WST#27	<p><u>Objective:</u> Given a sample of supervision functions (e.g., as received via in-box, voicemail, directives from supervisor, court requests from law enforcement, schools, etc.), the student will be able to designate the priority in which those responsibilities should be handled and support this approach.</p> <p><u>Instructor:</u> Ask students to prioritize a list of supervision duties. What are the most efficient/effective techniques used and the driving forces?</p> <p><u>Activity:</u> Each table will be given 6 index cards with one supervision duty listed on each. Given 10 minutes, the students will individually prioritize the duties. Upon completion, in the next 5 minutes, 3 additional index cards with duties (“wrenches”) on them will be issued to each table. Then, as a group, given 10 minutes they will discuss the prioritization, recording the consensus of all 9 duties (writing or tape index cards) on a flip chart. Following, 15 minutes will be allowed for each group will take report out, providing support for their collective list, ending with discussion and 5 minutes to complete a short WST. As some PO’s may render particular duties with higher priority than others based on their division’s expectations, the test will involve 3 groupings of the duties: 9 duties divided as: 1’s=Highest Priority; 2’s=Medium Priority, and 3’s=Lowest Priority. (3 groups of 3)</p>	Markers, Masking Tape, Flip Chart
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1045 - 1100		<u>Review &amp; Evaluations</u>	
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