

2 Hours

SESSION THREE
THE SFST CURRICULUM PACKAGE

SESSION THREE: THE SFST CURRICULUM PACKAGE

Given an opportunity to apply basic adult learning theory, using the information provided in the classroom and materials in the manual, the participants will be able to:

- Describe the documents that make up a standard curriculum package.
 - Describe the content and format of the lesson plans for the SFST School.
 - Describe each session of the SFST School in terms of the Domains of Learning and the Four-Step Process.
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CONTENT SEGMENTS

- A. The Standard Curriculum Package for SFST Training
- B. How to Use Lesson Plans
- C. Purpose, Content and Format of Lesson Plans
- D. Detailed Review of the SFST School Lesson Plans

LEARNING ACTIVITIES

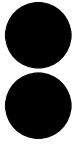
- Instructor Led
- Reading Assignments

Equipment and Materials Needed
Projector and Screen Poster Printer and Paper Masking Tape Colored Markers Flip Charts Slides

Aids

Lesson Plan

Instructor Notes



2 Hours



30 Minutes

THE SFST CURRICULUM PACKAGE

A. The Standardized Field Sobriety Testing Curriculum Package

- 1. A complete curriculum, or course of instruction, has been prepared for SFST training.
 - a. The full course spans three full days.
 - o First day is devoted primarily to the first two phases of DWI Detection.
 - o Second and Third days are mainly spent on the three Standardized Field Sobriety Tests.

Overview session objectives, content and learning activities; explain benefits.

NOTE: See page 7 of Administrator’s Guide “How Flexible is the Course.”

Ask participants: “What are the first two phases?” (“Vehicle in Motion” and “Personal Contact”)

The core curriculum requires two live alcohol workshops.

Remind participants of the two options now available in this course:

- (1) 1 live drinking practice session
1 videoed drinking practice session
- (2) 2 videoed drinking practice sessions

NOTE: The IACP strongly believes that conducting live alcohol workshops is the optimal way of achieving the learning objectives of the SFST training course.

Aids

Lesson Plan

Instructor Notes

	<ul style="list-style-type: none">b. It is possible to adapt the SFST curriculum to conduct a two-day course devoted exclusively to the SFSTs.2. The Administrator’s Guide is intended to provide an introduction to and an overview of the course.<ul style="list-style-type: none">a. The Administrator’s Guide begins with a section called “Purpose of this Document”, a brief description of the Guide.b. The next section, “Overview of this Course”, gives some very important information about what the SFST School covers and who should attend.c. The last section, “A synopsis of the Curriculum” gives a brief summary of the lesson plans and the visuals.3. As instructors, it is essential that you be thoroughly familiar with the Administrator’s Guide.4. Overview of the SFST School.	<p>Emphasize that in the two-day course the choice of one of two optional practice session methods is required.</p> <p>Instruct participants to turn to the Table of Contents page of the Administrator’s Guide.</p> <p>Point out that we will review the SFST School lesson plans and visuals in detail later in this session.</p> <p>Instruct participants to turn to page 1 of their Administrator’s Guides.</p> <p>Direct their attention to Section B, “Overview of the Course”.</p>
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Aids	Lesson Plan	Instructor Notes
	<p>a. Item 1, “For whom is the training intended?”</p> <p>The SFST School is intended for any police officer who is responsible for DWI enforcement.</p> <p>b. Item 2, “What are the purposes of the training?”</p> <p>The purpose is simple: to increase arrests for DWI as a means of deterring DWI violators.</p> <p>c. Item 3, “What will the students get out of the training?”</p> <p>If the participants complete the SFST School successfully, they will be able to <u>do</u> two very important things.</p> <p>(1) They will be better able to detect evidence of impaired driving.</p> <p>(2) They will be better able to describe the evidence clearly and convincingly in written reports and in verbal testimony.</p> <p>d. Item 4, “What subject matter does the course cover?”</p> <p>o Scope of the DWI problem</p>	<p>Instruct the participants to turn to page 2 in the Administrator’s Guide.</p> <p>Remind the participants that learning always means becoming able to <u>do</u> something.</p> <p>POINT OUT that these two major “abilities” break down into the long list of abilities presented on page 3 of the Administrator’s Guide.</p> <p>POINT OUT that the subject matter “tracks” with the learning objectives we have just reviewed.</p>

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> o Concept of General Deterrence o DWI Legal Environment o Three Phases of Detection o Clues of Impairment Associated with each Phase o Concepts and Principles of the SFSTs o Guidelines for Processing Suspects, Preparing Reports and Delivering Testimony <p>e. Item 5, “What activities take place during the training?”</p> <p>The major learning activity in the SFST School is <u>hands-on practice</u>.</p> <p>f. Item 6, “How long does the training take?”</p>	<p>Ask participants: “Which Domain of Learning do you think gets the greatest attention during the SFST School?”</p> <p><u>Answer</u> the Psychomotor, or skill, Domain.</p> <p>Instruct the participants to turn to page 4 in their Administrator’s Guide. Review the learning activities listed there.</p>

The SFST School is flexible. You should not attempt to conduct a version shorter than two days, and a two-day School should be devoted exclusively to the three tests. The ideal is a 3-day School.

5. Segment E. Guidelines for Conducting a Controlled Practice Drinking Session of the Administrator's Guide provides some detailed instructions for conducting the alcohol workshops that take place on the second and third days of the School.
6. An Instructor's Manual has been prepared for the course.
7. The Instructor's manual contains three things:
 - a. Administrator's Guide
 - b. Lesson Plans
 - c. Visuals

B. How to use Lesson Plans

1. Preparing to teach.

POINT OUT that guidelines for tailoring the curriculum are given on page 8 of the Administrator's Guide.

POINT OUT that time will be given near the end of this day for participants to read the Administrator's Guide.

Solicit participants' questions about this overview of the SFST School.

Briefly review the alcohol workshop guidelines.

Instruct participants to turn to page 15 of their Administrator's Guide.

Pick up and display a copy of the Instructor's Manual.

Write on dry-erase board or flipchart:

"Instructor's Manual:
 o Administrator's Guide
 o Lesson Plans
 o Visuals"

Instruct the participants to open their SFST Instructor's Manuals to section one, "Administrator's Guide".



20 Minutes

- a. Read the lesson plan.

Begin by reading not only the portion you have been assigned to present, but the entire curriculum. You will need to become familiar with the content materials as well as understand where and how it fits in the course.

If you do not understand the material, you may need to research other written material or to talk with other people familiar with the subject matter.

- b. Personalize.

The instructional notes column or area of the lesson plan should be used to insert your own examples relevant to the material being taught. This is also where you can note the prepared questions to ask the class. Personal experiences add impact and increase retention of content material. Adding our own examples incorporates our own personality and style to the training delivery.

The lesson plan should have your own notes and questions incorporated in the instructional notes. Make sure you know how the slides read and when they are to be used. You

Throughout this session, the instructor should relate how *they* prepare themselves to teach. (What are some effective preparation techniques that you have found work best for you?)

Instructor should relate how *they* do this.

- o Read
- o Personalize
- o Gather materials
- o Prepare



Display
III-3

should also have any other training aids such as props, etc., available for you to practice using. If you plan to use prepared flip charts, this is when you will need to prepare them.

c. Preparation.

Start by going through the material just as you would during the presentation, don't try to memorize it. Some trainers use the "3 to 1" ratio for determining how much time to prepare.

This formula means that for every hour of instruction, we would need to prepare for three hours. However, remember that subject matter knowledge, experience in training others and individual confidence levels will also influence the amount of preparation time required.

If possible, practice presenting aloud in the room you will actually be using. This will help you feel more comfortable and familiar with the surroundings. You will also look as if you are used to moving around in that environment.

Ideally, you would want to have your practice presentations videoed, enabling you to see and hear yourself just

What do you find works best for you?

Aids

Lesson Plan

Instructor Notes

as the participants will see and hear you. However, because this is not always possible, the next best practice technique is to record your presentation.

Here are just some of the advantages of recording yourself:

- (1) Check voice tone and rate of speech.
- (2) Improve word enunciation.
- (3) Substitute words that are awkward or difficult to pronounce.
- (4) Listen to how we phrase questions and give feedback to responses.
- (5) Practice responding to questions that might be asked.
- (6) Listen for fillers such as "uh's", "and uh", "O.K.", etc.

2. What To Take To The Classroom

- a. Lesson Plan
- b. PowerPoint Slides
- c. Training props or demonstration materials.

Of course, the greatest advantage of videoing or recording is that we have an opportunity to strengthen and improve the presentation.

- d. Any other reference materials or notes that you will be using during your presentation of the material.

3. Style vs. Content

We know that in the two-column format, the left side contains content material to be covered. The right side or instructional notes area may have suggestions for delivery of that material.

Those are only suggestions and if you find other delivery techniques or methods that are:

- a. Effective and appropriate for the content.
- b. Comfortable for you as the instructor.

You should use them.

Trainers should incorporate their individual style to the delivery.

There is a difference between content and style, or technique. While not all of the techniques we see used by other instructors may seem comfortable for us, we should try to find ways to enrich the learning experience for our participants. Their needs, after all, are why we should be conducting training.



35 Minutes



Display
III-4



Display
III-5



Display
III-6

Techniques or methods that reinforce learning of new information or that increase retention should be an integral part of training delivery, not the exception.

C. Purpose, Content and Format of Lesson Plans

1. Most of the Instructor's Manual consists of Lesson Plans.
2. A Lesson Plan is a written outline of the content and method of instruction.
 - a. Key element: the content outline specifies what will be taught.
 - o Outline of the information to be presented.
 - o Outline of the skills to be demonstrated.
 - o Outline of the attitudes to be displayed.
 - b. Key element: the method outline specifies how it will be taught.
 - o The amount of time to be devoted to each segment.

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> o Audio-visual aids to be used to support presentations. o Questions to be posed to the participant. o Class exercises to be conducted. c. Key element: the lesson plan is an <u>outline</u>. <p>3. Format of the lesson plans.</p> <ul style="list-style-type: none"> a. The lesson plans for the SFST School are organized on a session-by-session basis. <ul style="list-style-type: none"> o There are 16 sessions in the SFST School. o Each session has its own set of Lesson Plans. o Session I is called “Introduction and Overview” b. The first page of each set of lesson plans is called the cover page. 	<p>EMPHASIZE that the lesson plan is not the text of a speech. It is the outline of the four-step process, applied to some particular subject matter. The lesson plan is never intended to be read verbatim to the class.</p> <p>Instruct the participants to turn to the cover page for Session I in their SFST School Instructor’s Manual (the page following the Roman Numeral I tab).</p>

Aids

Lesson Plan

Instructor Notes

<p>HS 181C R2/06</p>	<ul style="list-style-type: none">o The cover page gives the number and titles of the session, and indicates the approximate amount of time that the session requires.o For example, Session I of the SFST School requires approximately 30 minutes.c. The second page of a set of lesson plans is called the outline page.<ul style="list-style-type: none">o The outline page lists the learning objectives for the session, i.e., states what the participant will be able to <u>do</u> after successfully completing the session.o The outline page also lists the <u>content segments</u> of the session, which correspond to the major topics covered.o Finally, the outline page indicates the major types of <u>learning activities</u> that take place during the session.	<p>Now instruct the participants to turn to page number I-1 in their SFST School Instructor’s Manual.</p> <p>REMINDE the participants that learning always involves becoming able to <u>do</u> something.</p> <p>Review the three objectives for Session I of the SFST School with the participants.</p> <p>Point out the three content segments of Session I of the SFST School:</p> <ul style="list-style-type: none">A. Welcoming Remarks & ObjectivesB. Administrative DetailsC. Pre-Test <p>Point out that Session I of the SFST School involves only two types of learning activity, i.e., Instructor-led Presentations and Written Examination. Other sessions involve such activities as hands-on practice; video tape presentations; participant-led demonstrations; etc.</p>
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Aids

Lesson Plan

Instructor Notes

- d. The main purpose of the outline page is to help you conduct the PREPARATION step of the teaching-learning process.
 - o If you are assigned to begin teaching a session, you should start by reviewing the session’s objectives with the participants.
 - o Next, preview the content and the learning activities.

REMIND participants that the goal of the PREPARATION step is to get the participant into a state of readiness to learn.

i.e., the instructor should start by telling the participants what they will become able to do.

EXAMPLE: If you are assigned to begin teaching the first session of the SFST School on Wednesday, you might start by saying something like this:

“Good Morning, my name is (your own name), and this is the 3-day School in Standardized Field Sobriety Testing.

“The first session of this school is called the ‘Introduction and Overview’. Once we’ve completed this session, you will be able to state the goals and objectives of this course. You will also be able to describe the course schedule and the learning activities that will take place. At the end of this first session, you will take a written pre-test, so that we can determine what you already know about DWI detection and field sobriety testing.

Aids

Lesson Plan

Instructor Notes

<p>HS 181C R2/06</p>	<p>e. The main body of the lesson plans consists of the outline of content and method of instruction.</p> <p>f. These pages have a two-column format.</p> <ul style="list-style-type: none">o The left side of each page outlines the <u>content</u>, i.e., the subject matter that you will help the participants learn.o The right side of each page contains your <u>instructional notes</u>; they indicate how you will help the participants learn the content. <p>g. Review of the lesson plans for Session I of the SFST School.</p>	<p>“We will have a few welcoming remarks to get started, and then we will get right into a discussion of the course goals and objectives.”</p> <p>EMPHASIZE that the instructor should always spend a moment or two, at the outset of each session, reviewing the session’s objectives, content and activities with the participants.</p> <p>Instruct the participants to turn to the next page in their SFST School Instructor’s Manuals.</p> <p>Now have all participants turn to page I-1 of their SFST School Instructor’s Manuals.</p>
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Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> o The first item of Content is the title of the session. o Opposite the title, under the Instructional Notes column, we see the time needed for this session. o The next item of Content is the title of Segment A, the first portion of the session. o Opposite the title we find the time needed for Segment A. o The first part of the content for Segment A is the “Welcome”. o You should make appropriate but brief welcoming remarks in your own words. o Under Instructional Notes, we see a projector icon which indicates that you should have the title of the course on display while you are making the welcoming remarks. o Item #2 of Content is the introduction of instructors. o These introductions must be kept brief -- nothing more than having each instructor stand as their name is 	<p>Point out that the title is written in all capital letters.</p> <p>Point out item #1, “Welcome to the ...”, in the Instructor’s Manual.</p> <p>Point out that only 10 minutes are available for all of Segment A.</p> <p>Point out that no time is available for introduction of the participants. However, participants will have name tents in front of them.</p>

Aids

Lesson Plan

Instructor Notes

<p>HS 181C R2/06</p>	<p>mentioned.</p> <ul style="list-style-type: none">o Item #3 of Content is the statement of the goals and objectives of the SFST School.o Under the Instructional Notes column, we see a reference to a Visual, i.e., an PowerPoint slide, that expresses the ultimate goal.o The ultimate goal of the School is to increase DWI deterrence, and thereby decrease crashes, deaths and injuries.o After the instructor states the ultimate goal, explain briefly the magnitude of the DWI problem in the participants' state, and then state the enforcement goals and the job performance objectives of the School.o That concludes Segment A of Session I of the SFST School.o Segment B is organized in exactly the same manner, as are all segments of all other sessions.	<p>Solicit participants' questions about the format of the lesson plans.</p> <p>Now instruct the participants to turn to the next page in their manual.</p>
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Aids	Lesson Plan	Instructor Notes
 <p>Display III-7</p>	<p>h. The last portion of this set of lesson plans consists of the pre-test.</p> <p>i. The next thing we find are the Master (i.e., paper) Copies of the Wallcharts.</p> <p>j. The visuals for Session I are found after the wallchart masters; simply photocopy them onto acetate to produce the overhead transparencies.</p> <p>4. Purposes of the Lesson Plans.</p> <p>a. These lesson plans have three main purposes.</p> <p>b. First Purpose: Help you get ready to teach.</p> <p>o You must study the lesson plans thoroughly before you attempt to teach a session.</p>	<p>Point out that the pre-test is found in the Instructor's Manual, immediately following the lesson plans for Session I.</p> <p>The pre-test is followed by the Answer "Key".</p> <p>Now instruct participants to turn to the first page following the Answer "Key".</p> <p>Verbally describe to participants how to make a wallchart.</p> <p>Advise that on second day of training a more detailed explanation will be given.</p> <p>Solicit participants' questions about the contents of the Instructor's Manual.</p> <p>Emphasize.</p> <p>EMPHASIZE that the participant-instructors should study the lesson plans for all 16 sessions of the SFST School,</p>

Aids

Lesson Plan

Instructor Notes

	<ul style="list-style-type: none">o Make sure that you understand what it is that you are supposed to help the participants become able to do.o Make sure that you understand the information that you are supposed to present to the participants.o Make sure that you can perform the skills and procedures that you are supposed to demonstrate to the participants.o Make sure that you have all the materials and resources that the lesson plan calls for.c. Second Purpose: To help you stay on track while you are teaching the lesson.<ul style="list-style-type: none">o Don't try to memorize the lesson plans.o Don't be afraid to refer to the lesson plans while you are teaching; they are <u>supposed</u> to help you during the class.	<p>not only for those portions that they are assigned to teach. They need to be familiar with the entire course so that they will understand how their assigned segments fit into the total training.</p> <p>Emphasize.</p>
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Aids

Lesson Plan

Instructor Notes



35 Minutes



**Display
III-8**

- d. Third Purpose: **Ensure consistency of training.**

D. Detailed Review of the SFST School Lesson Plans.

NOTE: Prepare this array on the dry-erase board prior to starting this segment.

<u>SESSION</u>	<u>STEP(S)</u>	<u>DOMAIN(S)</u>
I		
II		
III		
IV		
V		
VI		
VII		
VIII		
IX		
X		
XI		
XII		
XIII		
XIV		
XV		
XVI		

- 1. The SFST School has 16 sessions.
 - a. Session I: Introduction and Overview
 - b. Session II: Detection and General Deterrence
 - c. Session III: The Legal Environment

Emphasize.

Solicit participants' questions about the purposes of the lesson plans.

Point out that Roman numerals are used to designate the sessions.

Write abbreviated versions of the names of the sessions alongside their numbers on the dry-erase board.

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> d. Session IV: Overview of Detection, etc. e. Session V: Phase One: Vehicle in Motion f. Session VI: Phase Two: Personal Contact g. Session VII: Phase Three: Pre-Arrest Screen h. Session VIII: Concepts and Principles of SFST i. Session IX: Test Battery Demonstrations j. Session X: "Dry Run" Practice k. Session XI: "Testing Subjects" First Practice Session l. Session XII: Processing and Trial Preparation m. Session XIII: Report Writing and Moot Court n. Session XIV: "Testing Subjects" Second Practice Session o. Session XV: Review and Proficiency Exam p. Session XVI: Written Exam and Conclusion <p>2. Session I, as we have already seen, has three segments.</p>	<p>Instruct participants to turn to the outline page for Session I.</p>

Aids	Lesson Plan	Instructor Notes
	<p>a. Segment A is the PREPARATION step for the entire course: we inform the participants of what they will learn.</p> <p>b. Segment B is a PRESENTATION step: we inform the participants about certain routine but important administrative details of the School.</p> <p>c. Segment C is an EVALUATION step: we test the participants' knowledge of DWI Detection and SFSTs prior to training.</p> <p>d. The entire session focuses on the delivery of <u>information</u> to the participants: the session is in the COGNITIVE Domain.</p> <p>3. In Session II, we tell the participants about the extent of the DWI problem, and about the ability to help solve the problem through deterrence, i.e., the fear of arrest.</p> <p>a. The basic purpose of this session is to help the participants <u>believe</u> that there is a DWI problem, and that they can and should do something about it.</p> <p>b. Because we are telling and showing the participants something, Session II is a PRESENTATION step.</p>	<p>Write "PREPARATION" under the Step(s) column for Session I.</p> <p>Write "PRESENTATION" under the Step(s) column for Session I.</p> <p>Write "EVALUATION" under the Step(s) column for Session I.</p> <p>Write "COGNITIVE" under the Domain(s) column for Session I.</p> <p>Instruct participants to turn to the outline page for Session II.</p> <p>Write "PRESENTATION" under the Step(s) column for Session II.</p>

Aids**Lesson Plan****Instructor Notes**

Aids	Lesson Plan	Instructor Notes
	<p>c. And we are setting the stage for the rest of the School: we want to motivate the participants to learn. Therefore, Session II is also a PREPARATION step.</p> <p>d. Since the whole Session focuses on what we want the participants to believe, Session II is concerned with the AFFECTIVE Domain.</p> <p>4. In Session III, we focus on the laws that relate to the enforcement of DWI.</p> <p>a. The session is aimed at knowledge development: therefore, it is in the COGNITIVE Domain.</p> <p>b. Since the instructor describes and explains each law, the session is a PRESENTATION step.</p> <p>5. Session IV introduces the important concepts of the three phases of detection, and of the need for clear and convincing testimony.</p> <p>a. The entire focus is on information, or the COGNITIVE Domain.</p> <p>b. In setting the stage for the next several sessions, Session IV is a PREPARATION step.</p>	<p>Write "PREPARATION" under the Step(s) column for Session II.</p> <p>Write "AFFECTIVE" under the Domain(s) column for Session II.</p> <p>Instruct participants to turn to the outline page for Session III.</p> <p>Write "COGNITIVE" under the Domain(s) column for Session III.</p> <p>Write "PRESENTATION" under the Step(s) column for Session III.</p> <p>Instruct participants to turn to the outline page for Session IV.</p> <p>Write "COGNITIVE" under the Domain(s) column for Session IV.</p> <p>Write "PREPARATION" under the Step(s) column for Session IV.</p>

Aids

Lesson Plan

Instructor Notes

	<p>c. But in conveying information, Session IV is also a PRESENTATION step.</p> <p>6. Session V is the first of several sessions in which the instructor explains and demonstrates techniques of detection and testimony.</p> <p>a. The focus is on both information (detection clues) and skills (effective written and verbal communication).</p> <p>b. After the instructor explains and demonstrates the techniques, the participants have an opportunity to practice using the techniques.</p> <p>7. Session VI continues the subject matter and the learning activities that began in Session V.</p> <p>8. In Session VII, the instructors present and explain the basic concepts of divided attention and nystagmus and demonstrate how to apply those concepts to field sobriety testing.</p>	<p>Write "PRESENTATION" under the Step(s) column for Session IV.</p> <p>Instruct participants to turn to the outline page for Session V.</p> <p>Write "PSYCHOMOTOR" and "COGNITIVE" under the Domain(s) column for Session V.</p> <p>Write both "PRESENTATION" and "COACHING AND PRACTICE" under the Step(s) column for Session V.</p> <p>Instruct participants to turn to the outline page for Session VI.</p> <p>Write "PSYCHOMOTOR" and "COGNITIVE" under the Domain(s) column for Session VI.</p> <p>Write both "PRESENTATION" and "COACHING AND PRACTICE" under the Step(s) column for Session VI.</p> <p>Instruct participants to turn to the outline page for Session VII.</p>
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Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> a. The focus is on both knowledge and skills. b. Session VII paves the way for all of the training that will take place on the next day of the School, and therefore is a PREPARATION step. c. But Session VII also involves explanations and demonstrations. <p>9. Session VIII is the longest session of the School. It involves all three Domains of Learning, and all four steps of the Teaching-Learning Process.</p> <ul style="list-style-type: none"> a. The first segment (“Overview: Development and Validity”) is a PREPARATION step in the AFFECTIVE domain; its purpose is to help participants believe that the SFSTs really do work, and should be used. b. The second, third and fifth segments each address one of the three SFSTs. The instructors PRESENT how to administer the tests, COACH the participants while they PRACTICE administering the tests, and EVALUATE the participants’ progress. 	<p>Write “COGNITIVE” and “PSYCHOMOTOR” under the Domain(s) column for Session VII.</p> <p>Write “PREPARATION” under the Step(s) column for Session VII.</p> <p>Write “PRESENTATION” under the Step(s) column for Session VII.</p> <p>Instruct participants to turn to the outline page for Session VIII.</p> <p>Write “PREPARATION” under the Step(s) column, and “AFFECTIVE” under the Domain(s) column for Session VIII.</p> <p>Write “PRESENTATION, COACHING AND PRACTICE, and EVALUATION” under the Step(s) column for Session VIII.</p>

Aids	Lesson Plan	Instructor Notes
	<p>c. In those three segments, the participants become knowledge-able about the SFSTs and skilled in using them, so both the COGNITIVE and PSYCHOMOTOR domains of learning are involved.</p> <p>d. The other segments of Session VIII involve presentations of information about the interpretation and documentation of the test results.</p> <p>10. Session IX, as its title indicates, is devoted exclusively to demonstrations of the three tests.</p> <p>a. It is concerned with the procedures, or skills, for administering the tests.</p> <p>b. “DEMONSTRATION” is simply another term for “PRESENTATION”.</p> <p>11. Session X, as its title indicates, is devoted exclusively to practice.</p> <p>12. The practice is oriented toward development of skills in administering the tests.</p>	<p>Write “COGNITIVE and PSYCHOMOTOR” under the Domain(s) column for Session VIII.</p> <p>Instruct participants to turn to the outline page for Session IX.</p> <p>Write “PSYCHOMOTOR” under the Domain(s) column for Session IX.</p> <p>Write “PRESENTATION” under the Step(s) column for Session IX.</p> <p>Instruct participants to turn to the outline page for Session X.</p> <p>Write “COACHING AND PRACTICE” under the Step(s) column for Session X.</p> <p>Write “PSYCHOMOTOR” under the Domain(s) column for Session X.</p>

Aids	Lesson Plan	Instructor Notes
	<p>13. Session XI is the first of two sessions in which participants learn to administer the SFSTs. This session has two options.</p> <ul style="list-style-type: none"> a. The “core” curriculum recommended by NHTSA/IACP utilizes two live alcohol workshops. b. Either Session XI or Session XI-A are primarily COACHING AND PRACTICE steps. <p>14. Session XII is concerned with gathering and organizing evidence of a DWI violation subsequent to the arrest.</p> <ul style="list-style-type: none"> a. The instructor will inform the participants of the proper procedures for processing an arrested DWI suspect, and for preparing to testify against the suspect. b. This is a PRESENTATION step. c. Since it involves information and procedures, it is concerned with both the COGNITIVE and PSYCHOMOTOR domains. <p>15. Session XIII focuses on communication skills, including written and verbal communication.</p>	<p>Instruct participants to turn to the outline page for Session XI.</p> <p>Point out here the two options:</p> <ul style="list-style-type: none"> 1. One live drinking session, one videoed practice session. 2. Two videoed practice sessions. <p>Instruct participants to turn to the outline page for Session XII.</p> <p>POINT OUT that, in all previous sessions, the focus has been on all aspects of DWI enforcement that lead to the arrest decision.</p> <p>Write “PRESENTATION” under the Step(s) column for Session XII.</p> <p>Write “COGNITIVE and PSYCHOMOTOR” under the Domain(s) column for Session XII.</p> <p>Have participants turn to the outline page for Session XIII.</p>

Aids	Lesson Plan	Instructor Notes
	<p>a. Because it is skill-oriented, it is concerned with PSYCHOMOTOR domain.</p> <p>b. During the session, participants actually prepare a written report, and selected participants “testify” in a “moot court”.</p> <p>c. Therefore, it is a COACHING AND PRACTICE step.</p> <p>16. Session XIV is the second of two sessions in which participants learn to administer the SFSTs by utilizing live alcohol workshop (core curriculum or option 1) or video tapes.</p> <p>a. COACHING and PRACTICE steps virtually identical to Session XI.</p> <p>17. Session XV is a review of SFST administrative procedures, and an examination of participants’ abilities to apply those procedures.</p> <p>a. It is skill-oriented.</p> <p>b. And it involves COACHING AND PRACTICE and EVALUATION steps.</p>	<p>Write “PSYCHOMOTOR” under the Domain(s) column for Session XIII.</p> <p>Write “COACHING and PRACTICE” under the Step(s) column for Session XIII.</p> <p>Have participants turn to the outline page for session XIV.</p> <p>Re-State here the two options:</p> <ol style="list-style-type: none"> 1. One live drinking session, one videoed practice session. 2. Two videoed practice sessions. <p>Have participants turn to the outline page for Session XV.</p> <p>Write “PSYCHOMOTOR” under the Domain(s) column for Session XV.</p> <p>Write “COACHING AND PRACTICE and EVALUATION” under the Step(s) column for Session XV.</p>

Aids

Lesson Plan

Instructor Notes

18. Session XVI, the concluding session, requires the participants to complete a written test and to submit an anonymous critique of the course.
- a. The written test provides an assessment of their **knowledge**.
 - b. The anonymous critique provides an assessment of their **attitudes**.
 - c. In both cases, we are concerned with **testing** the participants.

Have participants turn to the outline page for Session XVI.

Write "COGNITIVE" under the Domain(s) column for Session XVI.

Write "AFFECTIVE" under the Domain(s) column for Session XVI.

Write "EVALUATION" under the Step(s) column for Session XVI.

Solicit participants' comments and questions about this review of the SFST School.