Annex C – NATO FACILITATORS GUIDE FOR RESILIENCE TRAINING IN BASIC TRAINING

This guide is for subject-matter experts (i.e., mental health professionals or equivalent) who will facilitate the implementation of the NATO Resilience Training for Basic Training. Resilience is the ability to grow and thrive in the face of challenges and bounce back from adversity.

SECTION 1: INTRODUCTION

The goal of the NATO Human Factors and Medicine Research Task Group (RTG/HFM) 203, *Mental Health Training*, was to provide a resilience training package (*Resilience Training for Basic Training)* that could be used by NATO Nations and partners to enhance the overall resilience of their forces. The resilience training package builds on existing science and national approaches to mental resilience training. To implement the training in national militaries subject-matter experts on the topic of mental resilience and adult education should be involved in a trainer qualification course and ongoing evaluation, validation and updating of the program. See figure below for an overview of stakeholders in the implementation of the training.
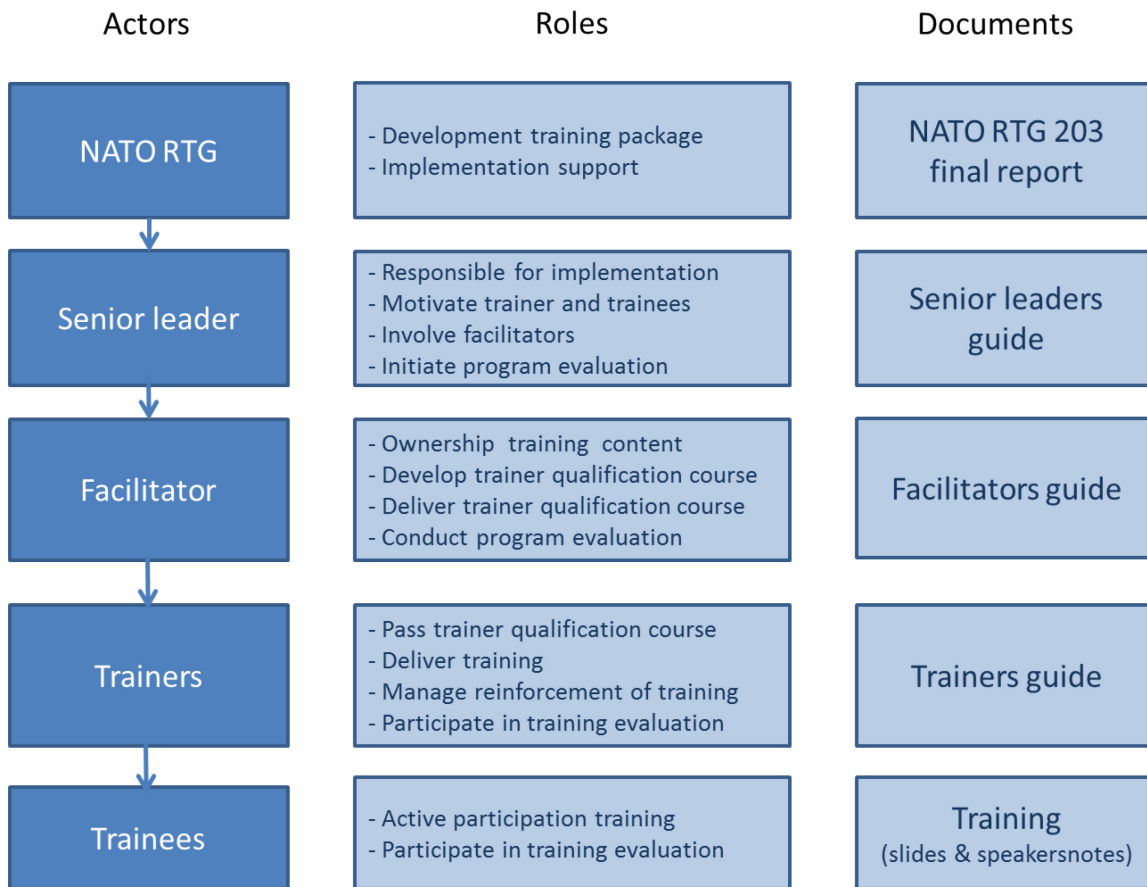
Actors	Roles	Documents
NATO RTG	- Development training package - Implementation support	NATO RTG 203 final report
Senior leader	- Responsible for implementation - Motivate trainer and trainees - Involve facilitators - Initiate program evaluation	Senior leaders guide
Facilitator	- Ownership training content - Develop trainer qualification course - Deliver trainer qualification course - Conduct program evaluation	Facilitators guide
Trainers	- Pass trainer qualification course - Deliver training - Manage reinforcement of training - Participate in training evaluation	Trainers guide
Trainees	- Active participation training - Participate in training evaluation	Training (slides & speakersnotes)

Figure C-1: Key Actors, Roles and Documentation for Guiding Resilience Training During Basic Training.

Why a NATO Resilience Training package?

The goal of the NATO Human Factors and Medicine Research Task Group HFM-203, *Mental Health Training*, is to build on existing science and national approaches to mental resilience training, and to provide a NATO Resilience Training package that can be used by NATO Nations and partners to enhance the overall mental fitness of NATO forces. The *NATO Resilience Training for Basic Training* package is the main product of the NATO RTG/HFM-203 Task Group.

How does resilience training enhance mental fitness?

Traditional military training provides service members the opportunity to develop many fundamental resilience skills. Current training practices can be supplemented with resilience training targeted to different operational and training contexts to further enhance resilience and/or well-being. Resilience training complements traditional training in several ways:

1) Increasing knowledge and awareness of physiological, emotional and cognitive processes;

2) Normalizing stress responses;

3) Training effective coping responses and flexibility;

4) Developing and supporting leaders in their efforts to sustain and enhance unit resilience; and

5) Stimulating service members to learn and grow from their military experiences.

How does enhanced mental fitness benefit my unit?

Mental resilience training has tremendous potential for military effectiveness. Initial research [9] has shown that mental resilience training can have a positive impact on service member functioning, and there is also evidence [5] that training can have an even greater impact on the organization. Additional benefits of resilience training may include increased retention, improved morale, sustained health and performance under high demand conditions at home, during training/exercises, and on operations, improved relationships with unit members, friends, and family, and enhanced personal growth. Finally, effective resilience training may lead to improved attitudes about mental health and lead to earlier help-seeking behaviour.

Why do we need resilience training in basic training?

Basic training is the ideal time to introduce the relevance and importance of resilience and to build a foundation of resilience skills. For many recruits, basic training is the most challenging experience of their lives to date. They can immediately apply the knowledge and skills gained in resilience training to manage their responses to the stressors of basic training at the individual and buddy level. With this foundation in place, later in their careers they will be able to teach and model resilience at the unit (section, platoon, etc.) level to manage the demands of a high stress environment like a combat deployment. Furthermore, basic training is where recruits adopt the military culture that remains part of their professional identity throughout their careers. If resilience skills are integrated into initial military training then recruits learn that the military values mental fitness and they will bring that perspective wherever they go in the future.

Content Overview:

- This guide was developed to provide background information about the resilience training and enable subject matter experts in facilitating the implementation of the training to efficiently implement the training in basic training in their Nations.

- Section 2 describes the development of the training content. See trainers guide and training (slides and speaker notes) for details on content.

- Section 3 provides guidelines for implementing Resilience Training for Basic Training.

- Section 4 describes the required methods of delivery of the training.

- Section 5 provides guidelines for the development of the trainer qualification course.

- Section 6 gives information on how to conduct program evaluation.

- Section 7 lists frequently asked questions (by facilitators and trainers) and answers.

- Finally, appendices are included providing references and background information.

SECTION 2: TRAINING CONTENT

Skills to be trained in *Resilience Training for Basic Training* were selected carefully, paying attention to limited time available for MH training in most countries. Based on its relevance in basic training, selected skills were divided into categories of basic and additional skills.

The skills in this training package were selected for a number of reasons. First of all, the core skills are those that are most relevant to basic training, and have evidence of proven effectiveness in this setting as well as many others. The core skills are also simple to use, portable, and can be applied to many different situations. The number of core skills was limited to 4 in order not to overwhelm, and to increase the likelihood that recruits would be able to remember them. A module of additional skills is available if Nations have more time for the training, or have the opportunity to deliver an additional training session. The core and additional resilience skills can be used to manage stress and improve performance during basic training, and will also be effective later in their careers and lives to manage the demands of military operations and other challenges. Each of the skills targets one or more possible reactions to stressful situations, those being thoughts, emotions, or physical reactions, in order to help recruits complete basic training. While each of the skills can be used on its own, they are also complementary and can be used together to increase their effectiveness in managing stress responses and enhancing performance. In addition, the skills can be used in individual tasks, or in tasks that require teamwork, as appropriate. After the skills have been learned, they can be used and reinforced by line leaders and peers throughout their military service.

Some of the material in this training, including many of the quotes, comes from a study of resilience/mental health training done in 10 NATO Nations with service members who were in or had recently completed basic training. The study investigated what specific aspects of basic training were stressful or demanding for the participants, what types of coping skills they used, and how effective those skills were in managing the demands. At least 10 recruits in each of the participating countries completed the survey and interview, the results of which have informed this training [1].

SECTION 3: GUIDELINES FOR IMPLEMENTING RESILIENCE TRAINING FOR BASIC TRAINING

When implementing this training package, the following guidelines should be taken into account. All good training, regardless of the topic or domain, rests on several fundamental principles. This is not different for an effective resilience training program in the military.

The Resilience Training for Basic Training package is strength-based and skill focused. That is, the training is intended to make the recruits mentally tougher and to teach them resilience skills that they can use to enhance their performance during basic training, throughout their military career and their lives (see also van den Berge et al. [4] for a more detailed discussion on implementation guidelines).

The training package was developed to optimally deliver the content in the most efficient manner. As such, training effectiveness is highest when the content is delivered as a whole, including reinforcement of skills during basic training events (weapons qualification, etc.). However, due to restraints this might not be possible in every Nation. The training has therefore been divided into core skills and additional skills, which can be delivered either together or separately, depending on the time available. The core skills, however, should be taught in one solid block if feasible, with time for skill application exercises, to ensure a standardized approach and consistency across Nations.

The following steps should be taken by each Nation:

1) The package needs to be translated by a native speaker with a high level of understanding of the English language.

2) Specific parts of the training package require additional input to ensure the information is correct for the targeted population. The examples and photos in the slides may need to be adapted to fit each country's basic training context. The resources for mental health support should be updated and inserted in the speaker notes and Frequently Asked Questions (FAQ).

3) Consult with other mental health professionals and trainers to make sure the content has been translated correctly, is easily understood by trainees, and effectively conveys the main teaching points.

4) It is always a good idea to pilot (do a practice run of) the package with trainees from the target population prior to full-scale implementation. One of the trainers can conduct the pilot, while other trainers and a mental health professional observe and gather feedback from participants. Evaluations should be done at the end of each module, providing an opportunity for trainees to give feedback on the content, delivery methods, exercises, video clips, language and impact of the training. At the end of the training, ask participants, in an open discussion format and/or with a survey, about their overall impressions of the training, what they liked best, specific feedback about the exercises, and what suggestions they would offer for improvement. All of this feedback can be used to increase the relevance and acceptability of the training package to the target audience. Feedback from the trainer who delivered the training should also be collected to assess whether any content areas were difficult to deliver and to assess the flow of the material.

Recommended requirements for trainers

To ensure optimal delivery of the training these recommended requirements should be adhered to:

• Trainer selection criteria: Non-Commissioned Officers (NCOs) with > 5 years military experience, instructional qualifications, operational experience, and motivated to deliver the training.

• Completed the Resilience Training for Basic Training qualification course.

Recommended minimum requirements to effectively implement the training

To ensure training content is delivered correctly, these minimum requirements should be adhered to.

• The number of participants per instructor should be a platoon or smaller (less than 40), ideally 15 – 25 recruits.

- An interactive training format should be used. The effectiveness of the training will be compromised if it is delivered in a didactic lecture format, and may not be worth implementing.

- Duration of the training should be at least 3 hours:

  - 4 Core content modules– 3-4 hours total time; and

  - Additional module – 2 hours.

- Timing in basic training: during first two weeks of basic training.

SECTION 4: METHOD OF DELIVERY OF THE TRAINING

Teaching resilience skills and changing attitudes and behaviours towards mental health is about teaching new skills not "drills." Unlike physical first aid, where there is a concrete checklist and a step by step procedure to follow when assisting another person, mental health support and resilience skills training are based on adult learning principles and skill building techniques. These principles and skills must be learned, adopted and then applied differently on a case by case basis. Three adult learning principles are identified that are important to effectively deliver the training (see Appendix 2 for additional reading on adult learning principles).

Learning principles are general conditions for maximizing learning. The primary principles include interaction, experiential practice, and progressive transfer of knowledge. Interaction is encouraging active participation such as by asking questions and encouraging responses. Experiential practice is where trainees actually try new behaviours and experience the results. Progressive transfer of knowledge is a process in which basic skills are built upon and integrated in different situations during basic training.

Coaching principles are ways that trainers can work with individuals to maximize learning. Main coaching principles include creating a learning environment and providing clear instructions and feedback. A learning environment includes an acceptance that mistakes are an important part of the learning process (see Appendix 3 for ways to create a supportive learning environment).

Group work methods are ways trainers can use the group to enhance learning. These methods include promoting group discussions and problem solving tasks. The benefits of these group approaches include drawing out the pre-existing knowledge and skills of group members and helping the group understand how they can work together and learn from each other.

To ensure training content is understood and its meaning captured, it is important to rehearse the content during training and military exercises. Trainers should reinforce learned skills in relevant situations. Trainers should adopt a coaching and advising style to stimulate recruits to apply learned skills in real-world situations, which may be enhanced by using leaflets. Not all skills should be reinforced in the same manner. The method of reinforcement depends on the nature of the skill and the situation in which the skill might be applied.

Requirements

In preparation for delivering the training, some requirements should be addressed with regard to location of the training (where), practical resources (what) and timing of the training (when).

Where: (environment should facilitate learning and skill development)

- Location should be inside; the door to the room closed, quiet and free from distractions.

- There should be enough room for group discussion and everybody should have chairs.

- Toilet facilities nearby.

What:

- Teaching aids should be present- beamer/projector, study materials, video clips, written and video scenarios.
- Trainee materials such as markers and hand-outs (mental health continuum) should be on hand.

When:

- Training should be appropriately timed. Core skills will be introduced during the first two weeks of basic training; these skills will be reinforced throughout basic training by any involved instructor, as appropriate.
- Ensure reinforcement of training is integrated into other training conducted during basic training such as weapons qualification, Chemical Biological Radiological and Nuclear (CBRN) training, obstacle course, rappelling, etc.
- Recruits should be relatively rested; training should be not be planned after strenuous physical training or at the end of a day when recruits are especially tired, etc.
- Additional skills can be added over time (mental rehearsal, building optimism, grounding, sleep management, and progressive muscle relaxation).

How:

- Group size: less than 40 (ideally 15 – 25 recruits).
- Time allotted: 3 modules (3 – 4 hours).
- Regular breaks: should be scheduled during the training (1 per hour).

SECTION 5: GUIDELINES FOR THE QUALIFICATION COURSE

Because the content of the resilience training is more complex than many other training modules in basic training it is important to have a trainer qualification course. A trainer qualification course has two objectives:

- To provide knowledge and skill development to each trainer in the areas of mental health and applicable adult learning techniques; and secondly
- To ensure that each trainer is able to deliver mental health curriculum.

The trainer qualification course ideally consists of three days (see example schedule below):

- Day 1: Adult training techniques and instructional styles, background on mental resilience and its relevance to military training, basic information on the human stress response and the impact of arousal management techniques on stress and performance.
- Day 2: Learning training content (core and additional skills) and practice
  - Evening – homework preparing for individual presentations.
- Day 3: Presentations and assessment plus implementation discussion.

The course should be developed by a team of subject matter experts who are proficient in resilience skills and adult training techniques. Some background information to develop this course is included in this guide (see Appendix 2 and 3).

The training should include instruction on the following:

- Adult Education and Group facilitation:

  - Adult learning styles.

  - Key principles of effective teaching.

  - Presentation skill development.

  - Effective use of Power point and other media applications (e.g., video).

- Mental Health and Resilience Background Information:

  - General mental health information.

  - Stigma and barriers to care.

  - Mental Health Continuum Model.

  - Resilience Skills: theory, science and application.

- Curriculum/Content Review:

  - NATO Mental Health Training package modules:

    - Detailed review of each module, slides and speaker's notes.

    - Opportunity for each trainer to practice delivering part of the curriculum package, and to be assessed (demonstrated ability to deliver the material).

- Proper preparation for delivering the training:

  - Time to practice before presenting the first time.

  - Refresher training if you haven't presented in a while.

  - Proper set up (logistics).

- Program Evaluation Procedures:

  - Course evaluations and training reports.

EXAMPLE COURSE SCHEDULE

	Day 1	Day 2	Day 3
0800	Welcome and Introductions	Resilience skills: what they are, science and research, how the skills work, how to teach them, practical application and coaching	Individual presentations and assessments
0900	Relevance of this training		
1000			
1030	General mental health background information: What it is, prevalence, stigma, barriers to care, shared responsibility	Review the training module content	Individual presentations and assessments
1200			
1300	Principles of adult education and how delivering this training is different from weapons training	Review the training module content	Implementation discussion; trainer expectations
1400			
1420	Adult education (continued) and individual practical exercises	Questions on content Prepare for module delivery and assessment	Conclusion
1600	Wrap Up		
		Homework – prepare for individual presentations	

SECTION 6: PROGRAM EVALUATION

Any standardized training program requires a robust quality control program to ensure that the training is being conducted as intended. Vigilance is required to ensure that the content of the mental resilience training is maintained; the core content should not be altered without consulting the subject matter experts. Further, the resilience training needs to be conducted using the procedures that have been validated. A resilience training quality control program should systematically ensure that trainers are prepared to conduct the training that the training materials and lesson plans are followed, and that delivery of the training remains consistent. Maintaining quality training can be difficult in a large organization like the military. Mechanisms such as refresher courses, team teaching, training evaluation, and spot checking by a local or mobile team responsible for training quality can facilitate quality sustainment over time. National militaries should establish a process that will feedback suggested improvements by trainers in the training (see Appendix 4 for example method of program evaluation).

To ensure the training is delivered as intended, an evaluation should be undertaken when training is completed. A fidelity checklist can be used for this evaluation (see Appendix 5 for an example).

SECTION 7: FREQUENTLY ASKED QUESTIONS

(by Facilitators)

Can the Qualification Course be conducted in less than 3 days?
No. The RTG/HFM-203 considered whether the qualification course could be delivered in less than 3 days. Facilitators who have completed a similar 3-day qualification course in Canada reported that they would prefer the course be extended from 3 to 4 – 5 day period to more adequately cover the material and allow them time to prepare to deliver the training.

(by Trainers)

Do I need to have mental health background to provide this training?
No. This training is developed so it can be provided by non-mental health professional who have knowledge of their trainees. You need to have passed the trainer-the-trainer course.

Did I need to have gone through basic training myself?
The trainer needs to have credibility. Therefore it is preferable but not required to have gone through basic training because it may be helpful to relate to your own experiences.

Do I need to be a uniformed person to provide this training?
The trainer needs to have credibility. Therefore it is preferable but not required that you are in uniform to be able to relate mental health training to military experience and demands.

Does talking about stress create stress?
Talking about stress does not in itself create stress, but it can remind us of stressful experiences in the past. It is highly unlikely, but if a recruit has a severe reaction, that recruit should be referred to a mental health professional.

What do I do when I get a question I do not know the answer to?
Do not make up an answer. Tell them you do not know the answer, find the answer and get back to them.

What do I do when I feel awkward with the topics of the training?
When you do not feel comfortable with the content of parts of the training, rely on primary teaching points that are in the speaker notes. Ask another trainer for ideas or if they can co-train the course with you until you become comfortable.

Why are we talking about resilience?
Resilience is directly related to performance and mental health.

Can I change the training?
No. The training package was developed to optimally deliver the content in the most efficient manner. As such, training effectiveness is highest when the content is delivered as a whole. You may add or substitute pictures that are from your country's basic training.

Appendix 1: REFERENCES

KEY REFERENCES AND ABSTRACTS

[1]   Adler, A.B., Delahaij, R., Bailey, M., Van den Berg, C., Parmak, M., van Tussenbroek, B., Puente, J.M., Landratova, S., Kral, P., Kreim, G., Rietdijk, D., McGurk, D. and Castro, C.A. (2013). "NATO survey of mental health training in army recruits". *Military Medicine*, *178*, 760-767.

ABSTRACT: To-date, there has been no international review of mental health resilience training during Basic Training nor an assessment of what service members perceive as useful from their perspective. In response to this knowledge gap, the North Atlantic Treaty Organization (NATO) Human Factors & Medicine Research & Technology Task Group "Mental Health Training" initiated a survey and interview with seven to twenty recruits from nine nations to inform the development of such training (N = 121). All nations provided data from soldiers joining the military as volunteers, whereas two nations also provided data from conscripts. Results from the volunteer data showed relatively consistent ranking in terms of perceived demands, coping strategies, and preferences for resilience skill training across the nations. Analysis of data from conscripts identified a select number of differences compared to volunteers. Subjects also provided examples of coping with stress during Basic Training that can be used in future training; themes are presented here. Results are designed to show the kinds of demands facing new recruits and coping methods used to overcome these demands to develop relevant resilience training for NATO nations.

[2]   Bates, M.J., Bowles, S., Hammermeister, J., Stokes, C., Pinder, E., Moore, M., Fritts, M., Vythilingam, M., Yosick, T., Rhodes, J., Myatt, C., Westphal, R., Fautua, D., Hammer, P. and Burbelo, G. (2010). "Psychological fitness". *Military Medicine, 175*, 21-38.

ABSTRACT: The dramatic increase in psychological demands associated with current military operations makes psychological fitness of our military personnel more vital than ever. Psychological fitness is defined as the integration and optimization of mental, emotional, and behavioral abilities and capacities to optimize performance and strengthen the resilience of warfighters. The present article proposes a military demand-resource (MDR) model as a comprehensive and integrated model of psychological fitness for the total force. The model emphasizes the importance of identifying military-driven and evidence-informed variables, and selecting operational outcome measures for resilience and performance. The model integrates the roles of internal (personal) and external (environmental) resources specifically for developing, sustaining, and restoring psychological resources, similar to the maintenance of physical fitness and health. Equal attention to the psychological component is critical for achieving the mind–body balance as desired in a total force fitness framework for military forces today.

[3]   Bailey, S.M., Adler, A.B., Delahaij, R., Van den Berge, C., Parmak, M. and Fonne, V. (2011). "Comparative Analysis of NATO Resilience Training Programs". Paper presented at the HFM RTO MP-HFM-205 Symposium on *Mental Health and Well-Being Across the Military Spectrum*, Bergen, Norway, April 2011.

ABSTRACT: The goal of the NATO Human Factors & Medicine (HFM) Research Task Group (RTG-203) "Mental Health Training" is to develop prototypes of mental health and resilience training for service members. Mental health training has the potential to strengthen the ability of service members to respond to the psychological demands of military life. Ideally, this kind of mental health and resilience training should begin during basic training and be followed across the individual's military career. In order to begin developing a Training Module template for Mental Health Training during Basic or Recruit

Training, RTG-203 has compiled a database of standardized mental health and resilience training programs currently delivered in member nations. The presentation reports on the core elements of mental health and resilience training across eleven member nations, summarizes the findings, and discusses how the database will be used to inform the development of a NATO Mental Health Resilience Training Module Template for Initial Basic Training. This presentation is intended for Psychological Resilience and Mental Health Training tracks.

[4] Van den Berge, C., Bates, M., Kreim, G., Parmak, M., Virbicks, V. and Youngman, P. (2011). "Implementation Principles for Mental Health Training". Paper presented at the HFM RTO MP-HFM-205 Symposium on *Mental Health and Well-Being Across the Military Spectrum*, Bergen, Norway, April 2011.

ABSTRACT: The goal of the NATO Human Factors & Medicine (HFM) Research Task Group (RTG-203) "Mental Health Training" is to develop prototypes of mental health and resilience training for service members. Mental health and resilience training has the potential to strengthen the ability of service members to respond to the psychological demands of military life. Beside the content also the implementation strategy is to be considered to meet the goals of such training. Because military demands are so diverse, mental health and resilience training should be integrated with and focused on the service member's military career phase and point in the deployment cycle. One of the objectives of RTG 203 is to identify the principles of implementation of such mental health and resilience training. This presentation will give a description of key implementation principles regarding mental health training in a military context. In the presentation I will also report on implementation experiences and best practices with current mental health training programs within different nations.

ADDITIONAL REFERENCES

[5] Adler, A.B., Bliese, P.D., McGurk, D., Hoge, C.W. and Castro, C.A. (2009). "Battlemind debriefing and Battlemind training as early interventions with soldiers returning from Iraq: Randomized by platoon". *Journal of Consulting and Clinical Psychology, 77,* 928-940. doi: 10.1037/a0016877.

[6] Defence Centre of Excellence for Psychological Health and Traumatic Brain Injury (November 2011). *Training and Education Directorate Leading Practices in Training*. www.dcoe.health.mil.

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[8] Kolb, A. and Kolb D.A., "Experiential Learning Theory Bibliography 1971-2001". Boston, MA, USA: McBer and Co., 2001.

[9] Mulligan, K., Fear, N.T., Jones, N., Wessely, S. and Greenberg, N. (2010). "Psycho-educational interventions designed to prevent deployment-related psychological ill-health in Armed Forces personnel: a review". *Psychological Medicine,* 1-14.

[10] Parker, P.J., "To Know As We are Known: Education as a Spiritual Journey". San Francisco, CA, USA: HarperOne, 1980.

[11] O'Reilley, M.R., "Radical Presence: Teaching as Contemplative Practice". Portsmouth, NH, USA: Boynton/Cook, 1998.

[12] O'Reilley, M.R., "The Peaceable Classroom". Portsmouth, NH, USA: Boynton/Cook, 1993.

Appendix 2: ADDITIONAL READING ON
ADULT TRAINING PRINCIPLES

Source: Defence Centre of Excellence for Psychological Health and Traumatic Brain Injury. www.dcoe. health.mil.

Tailoring Adult Learning Principles to Basic Military Training Settings

Education given in Basic Military Training environments must meet the needs of learners and the demands of the targeted performance goals. The target audience/learner demographic (adolescents and young adults, ranging in ages 18 to 28) and the conditions of the learning environment (instances of high stress levels), must be taken into consideration. The adaptation of basic adult learning principles is necessary when instruction is designed for delivery in Basic Military Training settings. Adult learning principles offer the foundation for ensuring that learning is occurring, measuring the effectiveness of learning and instruction, and designing instruction. While learners are expected to meet specific performance targets individually, collaboration and team building are also necessary to augment learning. Collaborative efforts are ideal in these settings and support in the development of teachable moments during training events. Adult education holds learners responsible for bringing personal experiences into learning environments. Making training leadership more responsible for developing experiences to enhance education and the retention of knowledge for learners is one adaptation for training in basic military settings. These experiences are usually coupled with varying degrees of stress and likely simulate what trainees would encounter in actual events.

How Developing Adults Learn

How learners process and retain information – at any age, has significant influence on how education and training is designed and preferred modalities (i.e., auditory, visual, kinesthetic and tactile) for learning shift over time. For example, most young learners prefer kinesthetic and tactile modalities and progressively become more visual and auditory learners through adult development. Therefore, a blended approach should be taken into consideration when designing basic military training curriculum.

Optimizing Learner Performance

To optimize learner performance in basic military settings, instructors must communicate what the desired performance outcomes and goals are; as well as set expectations to prepare learners for potentially stressful experiences. Throughout the course of learning, instructors will create the experiences for learners to demonstrate competencies, and reinforce education to address identified gaps in performance (observed or measured during instruction).

Communicating Performance Goals

Sharing expected learning objectives with trainees is a foundational adult education principle. Learning objectives are measurable (or at minimum, observable) outcomes of newly acquired information or identified activities that must be successfully accomplished under specific conditions. They allow learners to understand and possibly plan performance strategies for required tasks assigned during learning events. Performance targets (which identify specific tasks learners should demonstrate in verifying retained knowledge), expected conditions (e.g., timeframes, repetitions, etc.) and other identified performance criteria are all characteristics of effective and measureable objectives. Thoughtfully developed objectives help gauge projected performance requirements for instructors and learners.

Setting Expectations

Instructors informing learners early in training, sets the expectation that varying degrees of stress is a part of the curriculum, by design. This action is a key responsibility of the instructor and solidifies trust between learners and instructors. There are different types of stress; mainly eustress (positive) and distress (negative). Some level of emotional intelligence is necessary for learners to be able to identify and assess personal levels of stress. Instructors should also communicate with learners how to ethically address the different types of stress and provide strategies and techniques for mitigating distress.

Delivering Information

The learner demographic in this setting may use previous knowledge to acquire new information, but the expectation of recalling prerequisite experiences for the purposes of learning is not great. The transfer of knowledge is usually conducted in classroom or lab settings. To optimize learning, instructors may err on the side of caution by introducing new concepts incrementally – cumulatively reiterating instruction at the close of each learned concept. Repetition is also very useful in this environment. Instructors who are able to find creative ways of recapping previously delivered information, motivates learners and keeps them engaged during the learning process.

Creating Experiences

Simulation is the general platform for delivering learner experiences. These experiences allow learners to synthesize all that has been previously shared in order to meet the performance goals identified earlier. This is also where trainees are able to apply learned information and perform tasks that were previously communicated. Since learners were notified of stress (how to self-assess and manage stress), instructors are given an opportunity to observe the application of this skill, the performance of instructed tasks, and measure the effectiveness of learning for individuals and groups.

Reinforcing Education

It is expected that instructors identify competency gaps through observation of learner performance during simulated/designed learning experiences. Instructors are able to take advantage of teachable moments, observe and identify emerging leaders and transformational leadership in groups, and reinforce education that was previously delivered to address gaps identified during learning experience observation. The reinforcement of education can be repeated as often as the instructor sees fit, or terminated at the instructor's discretion.

Environmental Considerations for Effective Learning

Stress is an expected component in basic military training environments. A general misconception is that stress is negative, adversely impacts a learner's ability to retain or recall information, and may impede human performance and competency. However, the correlation for stress and human performance are not mutually exclusive. There are proven instances of learners demonstrating improved knowledge retention, recall and performance during stressful experiences and after encountering instances of stress. Rather than perceiving all stress as a risk (negative stress or distress) to learning and education, instructors and learners are encouraged to understand and appropriately identify types of stress. There are moments where stress can be viewed as positive (positive stress or eustress), therefore exploiting the positive risk/opportunity to enhance knowledge retention, recall and competency-based performance tasks.

Leveraging Technology in Education

Research suggests that education via digital and mobile technologies is not only a growing trend, but an effective way of implementing instruction. Besides the cost-benefit of utilizing digital and mobile devices for education, instruction and learning via these methods can still be meaningful and effective. Younger adults also share and develop knowledge through collaborative technologies (e.g., knowledge portals, social networks, etc.) and participate in educational experiences via technological platforms (e.g., webinars, simulations, etc.). This does not suggest that learning is solely delivered or achieved through these systems.

Conclusion

Adult education and adult learning is most effective when curriculum is experienced-based and the instructor and learner collaboratively participate in the process of learning. However, instruction for basic military training environments is most effective through the application of incrementally delivered information. Learning is best measured or observed through the application of knowledge during decision-making and problem-solving exercises. In these settings, instructors are more responsible for creating experiences for application of newly acquired information – making these experiences meaningful for the purpose of instruction and applicable to the content shared with learners. It's best for training leadership to set performance expectations; to acknowledge the occurrence of stress; and provide strategies and techniques for learning success. Education for this demographic should be designed in a way that equally addresses the various learning styles (since learning modalities shift overtime and the age ranges vary). The repetition of information and a multi-faceted approach used in designing instruction is necessary when enhancing human performance.

Sources

Burnett, K. and Galloway, S. (2005). "Between Eustress and Distress: Walking the Line in Wilderness Education". Wilderness Education Association. Accessed March 22, 2012 from http://faculty.ithaca.edu/cpelchat/docs/publications/wea_05_conference_.pdf#page=33.

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Appendix 3: PROVIDING A SUPPORTING LEARNING ENVIRONMENT

For the effective delivery of the training, it is important to establish a safe, respectful learning environment. These are some suggested behaviors based on adult learning principles that all the trainers should be able to show.

Being welcoming / inclusive and encouraging:

- Introduce yourself to the participants as they enter the room;
- Address each participant by name (in the form that is appropriate for your national military) when talking to him/her;
- Be enthusiastic and show interest in the subject matter and course and towards all participants;
- Show appreciation and thank participants for taking the course;
- Provide feedback in an "appreciative" manner; and
- Build on the strengths that participants exhibit.

Creating trust:

- Encourage involvement;
- Be genuine about anything you say or do;
- Be a role model with respect to organizational values such as ethics, respect, dignity, inclusiveness, community involvement;
- When a question that goes beyond the parameter of the course is asked, answer it, or point out how the answer may be obtained;
- Be respectful of other professionals; and
- Do not (especially if you are not a drill sergeant) say negative things nor reinforce negative statements about drill instructors, the chain of command, or anyone else.

Being conscious of verbal interactions:

- Use neutral language (e.g., in reference to gender, race, status) to avoid any perception of discrimination or bias;
- Check to make sure everyone can hear you;
- Encourage the participants to ask questions if they do not understand something;
- Acknowledge remarks made by participants in a respectful way;
- Repeat response back to the group or kindly request trainee to repeat louder;
- Use a natural, informal approach;
- Ask open-ended questions (such as "What are your experiences?" as opposed to closed questions such as "Have you had the following experience?"); and
- Avoid acronyms if possible, clarify them if used.

Being considerate of non-verbal interactions:

- Use friendly facial and non-verbal expressions (such as smiling, open body stance);

- Establish eye contact with participants when culturally appropriate;

- Make your presentation within close proximity of the group;

- Pay attention to everyone. Do not focus on any one individual or group; and

- Use silence to activate group if they are not responding to your questions. NOTE: This technique may be hard to do.

Doing group exercises:

- Correct them when they are wrong;

- Move around the room in case there are questions; and

- Pay attention to everyone – Do not focus on any one individual or group.

Appendix 4: EXAMPLE OF PROGRAM EVALUATION METHOD

The "RE-AIM" evaluation framework – which stands for Reach, Efficacy/Effectiveness, Adoption, Implementation and Maintenance – provides a useful structure upon which to build a comprehensive training evaluation that will account for both individual- and setting-level factors (Glasgow, Vogt and Boyles, 1999; Glasgow and Toobert, 2007).

Reach – Determine the absolute number, proportion, and representativeness of recruits who participate in the mental resilience training. Track the number of recruits eligible to participate (e.g., who complete week X of basic training); the number of recruits who start the training; the number of recruits who complete the training; demographic information. Standardized tracking tools will need to be developed, as well as a database in which to enter this information.

Effectiveness/Efficacy – Determine the impact of the training on important outcomes, including potential negative effects. Assess recruits' gains of knowledge and skills; the extent to which recruits applied new knowledge/skills after the mental resilience training to challenges they faced later in their basic training experience. Standardized pre- and post-training self-report questionnaires would need to be developed with questions drawing on the basic skills prioritized in the training content. If the training is a one-time intervention, it may be more practical (but less informative) to administer post-only questionnaires after the training. Additionally, follow-up questionnaires or interviews upon completion of basic training could assess how recruits who completed mental resilience training applied those skills to real-world situations, and their perception of the skills' usefulness. Trainers would need to be instructed on the administration of these evaluation tools, to include a plan for how to return the data to the party responsible for data analysis.

Adoption – Determine the absolute number, proportion, and representativeness of settings and intervention agents who initiate the training program. Track the number of basic training facilities; descriptors of the basic training facilities (e.g., by service branch, location, number of recruits, etc.); the number of trainers who are trained to present the material; trainers' and demographic information. Standardized tracking tools will need to be developed, as well as a database in which to enter this information.

Implementation – At the setting level, implementation refers to the trainers' fidelity to the various elements of the mental resilience training protocol. This includes consistency of delivery as intended and the time and cost of the intervention. Use checklist items based on the minimum implementation guidelines trainers. For example, when the training was delivered in relation to the recruits' basic training (should be within a defined window of time); how long the training lasted (should be within a defined length of time); how many recruits were present (should be within certain parameters of attendance), etc. To gather data on the greatest number of trainings, trainers could complete these checklists. That approach introduces a level of bias that could be mitigated with a smaller sample of observational checklists administered by an outside party.

Maintenance – At the setting level, the extent to which mental resilience training becomes institutionalized as part of the organizational practices and policies that govern a Nation's basic military training. At the individual level, maintenance is the long-term effects of a program on outcomes after 6 or more months after the most recent intervention contact. At the setting level, a policy review process could provide details of how the various military services in participating Nations have or have not adopted mental resilience training as a permanent fixture of basic military training. Furthermore, key informant interviews with individuals who have unique professional perspectives on this topic could add context to why those changes are or are not taking place. At the individual level, it would require a long-term plan for how to re-engage service members later in their careers, perhaps 6-months or a year after completing basic military training, or beyond.

Appendix 5: EXAMPLE OF FIDELITY CHECKLIST

ELEMENTS	SKILL LEVEL					NARRATIVE
INTRODUCTION	0	1	2	3	NA	COMMENTS
Introduce topic/module presenting (what, where, why)						
Explains lesson approach by encouraging participation						
PRESENTATION AND LESSON CONTENT	0	1	2	3	NA	COMMENTS
Maintains interest by facilitating discussion						
Listens actively, ensures students comprehend material						
Responds to student questions and body language						
Encourages students by responding positively						
Provides clear and accurate explanations						
Manages group dynamics						
Demonstrates ability to facilitate small group exercises						
* Demonstrates passion and conviction to audience						
* Respects speaker notes and instructions						
* Covers main objectives for module (MTPs)						
CONCLUSION	0	1	2	3	NA	COMMENTS
Briefly summarizes lesson						
Encourages student comment and questions						
PERSONAL	0	1	2	3	NA	COMMENTS
Dress and deportment						
Eye contact with students is strong throughout						
Use of voice – natural, audible, well-paced with vocal variety						
Use of language is clear, vivid, and appropriate						
Use of body is effective with proper movement, gestures and poise						

PRESENTATION COMMENTS

_____

TRAINER'S SIGNATURE

_____

EVALUATOR'S SIGNATURE