

Evaluation

Notes on Use: Types of learning evaluation questions are:

- 1) Narrative
- 2) Fill in the blank/sentence completion
- 3) True-False

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups or c) formally give to individuals for written responses.

Evaluation Questions for Lesson 3.10	
Questions	Answers
Narrative <i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Having a professional attitude means different things in different kinds of work. For stress management, the lesson notes a peacekeeper's professional attitude being demonstrated in four ways. What are they?	<ul style="list-style-type: none"> ▪ respecting work-life balance ▪ keeping a sense of humour ▪ being realistic about work – respecting one's own limits, colleagues' limits ▪ always being security conscious
2. Explain why stress management is important in peacekeeping.	<ul style="list-style-type: none"> ▪ The UN works in high-risks areas and crisis operations. The personal toll on people can be high. Peacekeepers need to prepare, so they can do their work without negative effects. This includes strengthening personal stress management. ▪ People have strong emotional reactions to emergency and disaster situations. ▪ Awareness of negative impact on performance and health is insufficient. ▪ Stress management is important for physical and psychosocial well-being of staff. Wellness.
3. Explain the three phases of fight or flight response.	1. Alarm phase <ul style="list-style-type: none"> ▪ fight or flight reaction ▪ adrenalin spikes, gets us ready to run or to fight

	<ul style="list-style-type: none"> ▪ physical response lessens or dissipates the stress-producing fear, anger, hostility ▪ running, fighting, verbal aggression have this effect <p>2. Adaptation phase</p> <ul style="list-style-type: none"> ▪ when the stressor continues without resolution, the person shifts to adaptation phase ▪ alarm stimulus lessens, but is not gone ▪ the whole body mobilizes to deal with the threat – body, mind, spirit ▪ but adaptation and adjustment are not solutions <p>3. Exhaustion phase</p> <ul style="list-style-type: none"> ▪ the point arrives when the person shows typical signs of breakdown ▪ time varies for different people ▪ long-term stressors and cumulative stress lead to unresolved distress that shows up in these conditions: <ul style="list-style-type: none"> a) physical b) mental c) behavioural
<p>4. Long-term stressors and cumulative stress show common symptoms. Name some physical, mental and behavioural symptoms.</p>	<p>1. Physical</p> <ul style="list-style-type: none"> ▪ fatigue, back pain, headache, ulcer <p>2. Mental</p> <ul style="list-style-type: none"> ▪ memory loss, poor concentration, decrease in self-esteem, depression <p>3. Behavioural</p> <ul style="list-style-type: none"> ▪ verbal outbursts, increased smoking, increased alcohol use, eating disorders
<p>5. Under what three circumstances does stress become a problem and distress?</p>	<p>When stress:</p> <ul style="list-style-type: none"> ▪ occurs too often - frequency ▪ lasts too long - duration ▪ is too severe - intensity. <p>Distress: Any stress that occurs too often (frequency), lasts too long (duration) and is too severe (intensity).</p>
<p>6. Compare negative and positive stress.</p>	<p>Negative stress</p> <ul style="list-style-type: none"> ▪ causes anxiety or concern ▪ short- or long-term ▪ doesn't seem manageable – we don't feel confident to cope ▪ feels unpleasant ▪ decreases performance ▪ can lead to mental and physical problems

	<p>Positive stress</p> <ul style="list-style-type: none"> ▪ motivates, focuses energy ▪ is short-term ▪ seems manageable – we can cope ▪ feels exciting ▪ improves performance
7. Name up to five broad categories for sources of stress in peacekeeping.	<ol style="list-style-type: none"> 1. Environment – physical, organizational 2. Deployment 3. Culture shock 4. Biological – physical 5. Psychological
8. Give examples of different environmental stress – at least three, aim for five.	<ul style="list-style-type: none"> ▪ climate, ▪ remote location, ▪ shortage of shelter and resources, ▪ dangerous conditions - militarised settings, crime and hazardous politics ▪ bias and discrimination <ul style="list-style-type: none"> - culture - diversity - age - sex and gender
9. The lesson identifies 12 symptoms of culture shock. Name all you can.	<ul style="list-style-type: none"> ▪ anxiety ▪ homesickness ▪ helplessness ▪ boredom ▪ depression ▪ fatigue ▪ confusion ▪ self-doubt ▪ feelings of inadequacy ▪ unexplained fits of weeping ▪ paranoia ▪ physical ailments and psychosomatic illnesses
10. Different inter-personal factors and dynamics can be sources of stress. Give three examples.	<p>Isolated postings:</p> <ul style="list-style-type: none"> ▪ forced intimacy ▪ lack of social and recreational choice <p>Staff conflicts</p> <ul style="list-style-type: none"> ▪ abrasive, unskilled supervision ▪ incompetent or ill colleagues ▪ dissatisfied clients of your services ▪ family problems <ul style="list-style-type: none"> - financial - strained relationships - new or broken marriage - break with girlfriends, boyfriends - family illnesses - children's education

	<ul style="list-style-type: none"> - death of spouse, close relative or friend ▪ unhealthy relationships with others
<p>11. Describe organization and job stress, with examples.</p>	<p>Contributing influences to organizational stress – an environment that causes workers stress</p> <ul style="list-style-type: none"> ▪ hierarchy ▪ bureaucracy ▪ management style ▪ allocation of resources ▪ an assignment <p>Causes of job stress</p> <ul style="list-style-type: none"> ▪ Lack of control ▪ Increased responsibility ▪ Low job and performance satisfaction ▪ Confusion about work roles ▪ Poor communication ▪ Lack of support ▪ Poor working conditions ▪ Exposure to traumatic and critical incidents on-the-job
<p>12. Define and give examples of trauma or critical incident.</p>	<p>Trauma or critical incident is an event outside the normal range of experience that:</p> <ul style="list-style-type: none"> ▪ is sudden and unexpected ▪ disrupts one sense of control ▪ involves perception of a life threat ▪ may include physical or emotional loss <p>Examples of critical incidents, trauma:</p> <ul style="list-style-type: none"> ▪ natural disasters ▪ multiple-casualty accidents ▪ sexual or other assault ▪ death of a child ▪ hostage-taking ▪ suicide ▪ shocking death of family member or close friend ▪ duty-related death of co-worker ▪ war-related civilian deaths ▪ Bombing of buildings, mining of roads ▪ Attacks on vehicles/convoys ▪ Armed attacks/robberies ▪ Direct/indirect intimidation/threats
<p>13. Explain biological factors as sources of stress, with examples.</p>	<p>Internal factors that address or affect your stress level</p> <p>Examples</p> <ul style="list-style-type: none"> ▪ degree of fitness ▪ illness ▪ allergy

	<ul style="list-style-type: none"> ▪ injury ▪ trauma ▪ fatigue and exhaustion
<p>14. Name six sources of psychological stress.</p>	<ul style="list-style-type: none"> ▪ previous work-related or personal experiences ▪ threats of physical harm ▪ traumatic experiences past and present ▪ attacks on self-esteem, undermining it ▪ lack of self-confidence ▪ • feelings of insecurity
<p>15. The UN recognizes four types of stress. Name and describe them with examples.</p>	<p>General, Basic Stress</p> <ul style="list-style-type: none"> ▪ normal ▪ motor of our life ▪ equips us to face challenges, meet obligations, cope with daily life ▪ basis of human survival mechanism ▪ can be positive or negative ▪ most people deal with it and recover ▪ biological responses to different demands (work, personal, politics) <p>Cumulative Stress/distress = origin of disease</p> <ul style="list-style-type: none"> ▪ repeated stress –frequent, intense ▪ prolonged stress, builds up over time ▪ without resolution leads to distress ▪ most people suffer from it – build-up of stress over time ▪ some issues are large, duration long ▪ other stressors: daily repeated frustrations that lead to cumulative stress: <ul style="list-style-type: none"> - housing – lack of privacy or comfort, noise, shortage of water, cold, heat - travel – risks, threats, roadblocks, delays - food – shortages, unfamiliarity, lack of variety - immobility, lack of activity - colleagues – interpersonal stress ▪ destructive – first unproductive hyperactivity, then physical and emotional exhaustion then burn-out ▪ negative changes in: <ul style="list-style-type: none"> - mental, physical health - performance - relationships - personality ▪ also biological responses to different

	<p>demands (work, personal, politics)</p> <p>Both of the above are part of <u>normal situations</u> – all events, daily demands, self-care, challenges.</p> <p>In <u>abnormal situations</u> → terror, physical threat, two other types of stress develop.</p> <p>Post-Traumatic Stress</p> <ul style="list-style-type: none"> ▪ immediate, normal reaction to a critical incident ("critical incident stress"), abnormal events ▪ body and nervous system react – neurophysiological, psychological distress <p>Post-Traumatic Stress Disorder</p> <ul style="list-style-type: none"> ▪ always abnormal ▪ severe distress produced by severe psychological traumatization ▪ lasting changes in a person's life ▪ results from unresolved Critical Incident Stress ▪ trauma, sustained ▪ psychological reaction
<p>16. Peacekeepers are especially vulnerable to cumulative stress. The lesson names twelve signs. Name them, in the order of what you have experienced most to least.</p>	<ol style="list-style-type: none"> 1. Physical complaints, headaches 2. Sleep disturbance 3. Negativism, cynicism 4. Feeling pressured, overwhelmed 5. Loss of sense of humour 6. Difficulty concentrating 7. Feeling indispensable, obsessions 8. Irritability, blaming others 9. Unwillingness to take leave 10. Increased alcohol consumption and/or substance abuse 11. Disillusionment 12. Disregard for security, risky behaviour
<p>17. Describe immediate and delayed reactions to a critical incident – physical, emotional, cognitive.</p>	<p>Immediate reactions:</p> <ul style="list-style-type: none"> ▪ Physical: nausea, muscle tremors, sweating, dizziness, chills, rapid heart rate, hyperventilation, high blood pressure ▪ Emotional : anxiety, anger, fear, irritability, guilt, grief, hopelessness ▪ Cognitive: confusion, inability to decide, impaired thinking, memory loss <p>Delayed reactions:</p> <ul style="list-style-type: none"> ▪ Physical: fatigue, startle response,

	<p>substance abuse, sleep difficulties, nightmares, restlessness</p> <ul style="list-style-type: none"> ▪ Emotional: feeling abandoned, resentful, alienated, withdrawn, numb, depressed ▪ Cognitive: decreased attention span, poor concentration, memory problems, flashbacks
<p>18. What five conditions must be present for a PTSD diagnosis?</p>	<ol style="list-style-type: none"> 1. Trauma 2. Persistent reliving of the trauma - memories, nightmares, flashbacks, intense emotional reactions to trigger event 3. A tendency to avoid any thought, emotion or activity that reminds one of the traumatic event 4. Marked hyperactivity, exaggerated startle reaction, quick temper and sleep disorders, especially on falling asleep 5. At least one month of persisting symptoms
<p>19. Explain the A-B-Cs of coping with stress.</p>	<p>A – Awareness</p> <ul style="list-style-type: none"> ▪ know your sources of negative stress ▪ recognize the symptoms, your reactions <p>B – Balance</p> <ul style="list-style-type: none"> ▪ know yourself and your limits to manage stress effectively ▪ know your balance point between positive and negative stress ▪ train yourself to be aware of early warning that you've gone beyond those limits <p>C – Control</p> <ul style="list-style-type: none"> ▪ take control of your life ▪ “The realisation that you are in control of your life is the foundation of stress management.” No-one <i>makes</i> a person stress out – we do it to ourselves. And we can stop.
<p>20. What is stress management?</p>	<p>Stress management is “<i>different activities and attitudes that combat negative effects of cumulative stress</i>”.</p> <ul style="list-style-type: none"> ▪ must be practical activities and attitudes ▪ must be used regularly, practiced to work ▪ staying healthy relieves stress

	<p>Stress management is taking control and charge of:</p> <ul style="list-style-type: none"> ▪ your thoughts ▪ your emotions ▪ your schedule ▪ your environment ▪ the way you deal with problems
<p>21. Prepare a “tip-sheet” on guidelines for stress management, drawing on the lesson content.</p>	<p>Change your thinking</p> <ul style="list-style-type: none"> • Re-framing • Positive thinking • Accepting creative challenges <p>Increasing mental resistance to stress:</p> <ul style="list-style-type: none"> • Review your attitude. • Adjust your expectations. • Control what you can, accept what you cannot. • Keep your sense of humour. • Take courses, read books – challenge your mind. • Vary daily activities. Often just having something different to do will lower stress levels. • Analyse your reactions to stress. Pay attention to what triggers your negative stress. Every person is different. • Recognise that lack of control over a situation can cause significant stress. Keep adjusting expectations. <p>Change your behaviour</p> <ul style="list-style-type: none"> • Be assertive not aggressive. • Organise yourself. • Practice venting or expressing strong emotions in positive ways. • Use your sense of humour. • Divert, distract – engage in healthy pleasures. • Manage anger: relaxation, positive self-talk, assertiveness. • Manage tension – relaxation training, • Manage time. <p>Change your life</p> <ul style="list-style-type: none"> ▪ Build healthy activities into your life. ▪ Improve your diet and eating habits – eat well, avoid the bad stuff. ▪ Get regular exercise. ▪ Get enough rest, sleep.

	<ul style="list-style-type: none"> ▪ Maintain work – life balance. ▪ Protect and use your leisure time positively. ▪ Know and practice your philosophical or religious approach to life – don't neglect it. ▪ Learn the healing value of relaxation and meditation.
<p>22. How can you prevent cumulative stress?</p>	<ul style="list-style-type: none"> ▪ Minimize situations that cause it. ▪ Sleep enough. ▪ Deal positively with work setbacks, e.g. not being promoted. ▪ Improve your time management skills, for the heavy workload, many deadlines. ▪ Contribute to a positive office environment. ▪ Prepare for different types of weather: be comfortable. ▪ Increase your understanding of other people – it increases your tolerance and improves personal relationships. ▪ Make enough time for family, friends, yourself. ▪ Take care of yourself, mindfully.
<p>23. How can you manage critical incident stress: a) before b) during c) after an incident?</p>	<p>Before:</p> <ul style="list-style-type: none"> • Good mental and physical health before exposure to critical incidents enables a person to better cope with stress related to such incidents. • Unresolved family or personal problems complicate critical incident stress and reduce your ability to respond effectively. Address them. • A staff member unaware of mission conditions and risks may react more strongly to an incident. Inform yourself. • Follow carefully the pre-mission briefings and training related to critical incidents. They will help prepare you to resolve issues of critical incident stress. <p>During:</p> <ul style="list-style-type: none"> • A critical incident may be brief or prolonged; but often the situation does not allow the individual experiencing the incident to immediately stop and resolve it. The best solution is recognize the critical incident and carry on with essential tasks. <p>During a critical incident:</p> <ul style="list-style-type: none"> • Recognize the signs of critical incident stress; • Maintain a positive attitude;

	<ul style="list-style-type: none"> • Try to control breathing - slow and regular; • Focus on immediate task; • Stay in contact with others, keep talking ; • Care for yourself - food, water, clothing, rest; • If prolonged exposure, take breaks and rotate tasks. <p>After:</p> <ul style="list-style-type: none"> • Talk about the event, what you saw, heard, smelled, did. • Talk about your reactions, especially how you felt. • Practice stress management techniques: <ul style="list-style-type: none"> - Deep-breathing exercises - Progressive relaxation - Meditation - Physical activity - Music, reading - Humour, to facilitate acceptance of reactions. • Participate in critical incident stress defusing as soon as possible after the event and later in critical incident stress debriefing.
<p>24. Compare and explain critical incident debriefing and critical incident defusing.</p>	<p>Critical incident debriefing (CISD) is a process designed to lessen impact of a critical incident:</p> <ul style="list-style-type: none"> ▪ confidential ▪ not counselling ▪ more formal debriefing – safe environment, safe quiet place ▪ happens 48-72 hours after the critical incident ▪ goal is to help people process emotions, validate them – mitigate long-term effects of critical incident stress <p>Critical incident defusing</p> <ul style="list-style-type: none"> ▪ happens as soon as possible after a critical incident ▪ involves the people directly affected – lets them talk about the experience, process feelings
<p>Fill in the Blanks</p>	
<p>1. Basic life-protection reaction of human beings to a threat is: _____ or _____.</p>	<p>Fight or flight Fight or flee</p>
<p>2. Distress is any stress that occurs _____, _____ and _____. These define distress.</p>	<ul style="list-style-type: none"> ▪ occurs too often – frequency ▪ lasts too long – duration ▪ is too severe – intensity

3. _____ stress results from physical and emotional demands of deployment.	Deployment stress
4. Qualities of _____ and _____ increase peacekeepers' vulnerability to stress.	Idealism, altruism – <ul style="list-style-type: none"> ▪ Wanting to make the world a better place, feeling the pressure when the pace is slow or the work is frustrated. ▪ In peacekeeping, needs are overwhelming and depressing, resources are limited, assistance is often patchy at best. ▪ Peacekeepers may identify closely with success or failure of our work – too closely.
5. _____ and _____ are two important core factors in what we view as stressful and how we manage stress.	<ul style="list-style-type: none"> ▪ perceptions of the world – beliefs, views ▪ general disposition – personality
6. Learn to deal with cumulative stress before it turns into _____.	Burn-out
7. How severely a person reacts to a critical incident depends on 2 kinds of factors: _____ and _____.	<p>Factors related to the incident</p> <ul style="list-style-type: none"> ▪ suddenness, intensity, duration, available social support, damage <p>Factors related to the person</p> <ul style="list-style-type: none"> ▪ past experience, personal loss, perception of threat, personal coping abilities
8. A _____ must diagnose and treat PTSD.	A specialist – not just a doctor or a medical professional, someone experienced with PTSD
9. The degree of stress a person experiences is affected by _____, _____ and _____.	<ul style="list-style-type: none"> ▪ perception of an event ▪ degree of threat felt ▪ amount of control a person has in the circumstances <p>People may also answer</p> <ul style="list-style-type: none"> ▪ physical fitness ▪ personal or self-esteem
10. _____ coping strategies make us feel instantly better, trick us into thinking we are coping when in fact, they damage health and welfare.	<p>Maladaptive</p> <p>Substance abuse – drugs, alcohol, coffee</p> <p>Behaviours – comfort sex, over-eating</p>
11. Basic life-protection reaction of human beings to a threat is: _____ or _____.	<p>Fight or flight</p> <p>Fight or flee</p>
True-False	
1. Stress is always a bad thing that negatively affects people experienced it.	<p>False</p> <ul style="list-style-type: none"> ▪ Stress can be good or bad. ▪ Stress is any change or demand that requires a human system, person, to

	<p>respond.</p> <ul style="list-style-type: none"> ▪ Normal stress keeps life moving – positive stress includes breathing, walking, blood circulating, eating, talking, playing. ▪ Negative stress is harmful stress.
2. Culture shock is an example of an environmental source of stress in peacekeeping.	<p>True Environmental stress, deployment stress and culture shock are three categories of stress.</p>
3. Deployment stress happens every time a peacekeeper separates from or reunites with family and friends.	<p>True Deployment stress does not occur only once, when a person first deploys.</p>
4. Critical Incidents are ones that involve emergency personnel – fire fighters, search and rescue personnel	<p>False Critical Incidents are traumatic incidents – they can happen to anyone, accidentally. Some groups are in high-risk occupations:</p> <ul style="list-style-type: none"> ▪ fire-fighters ▪ emergency health-care workers ▪ police officers ▪ search and rescue personnel ▪ disaster relief and humanitarian aid workers ▪ UN peace-keepers, staff members, observers, monitors
5. Untreated effects of critical incident stress may lead to PTSD.	<p>True</p>
6. All types of stress a) impair our judgement of threat and risk, b) lower efficiency and c) lead to illness when not recognized and dealt with.	<p>All true</p> <ul style="list-style-type: none"> ▪ timely dealing with stress is important ▪ don't wait to have time – you have to make time
7. Critical incident stress <u>defusing</u> takes place between 48 to 72 hours after a critical incident.	<p>False Critical incident <u>defusing</u> happens as soon as possible after a critical incident, and involves the people directly affected – lets them talk about the experience, feelings.</p> <p>Critical incident <u>debriefing</u> (CISD) is a process designed to lessen impact of a critical incident:</p> <ul style="list-style-type: none"> ▪ confidential, not counselling ▪ more formal debriefing – safe environment, safe quiet place ▪ takes place 48-72 hours after the critical incident ▪ goal is to help people process emotions, validate them – mitigate

	long-term effects of critical incident stress
8. Most people's symptoms of critical incident stress diminish in frequency and intensity in a few days or weeks.	True The critical incident defusing, and debriefing, both help. So does talking with trusted family and friends, or a trained counsellor.