

Learning Outline & Checklist (LOC) Instructions and Review Guide for Instructors

Keep these definitions and tips in mind when completing the LOC:

Note: Instructor/Developer must include the LOC and all materials (including PowerPoints) to the assigned UC Davis staff so their course may be added to the appropriate databases. Incomplete LOC's will not be accepted.

COURSE INFORMATION/ OVERVIEW

Course Developer (Name):	Instructor or Curriculum Writer Name
Date Developed:	Date LOC and course are fully developed
Course Title:	Does the title convey the workshop topic in plain language that gives the learner an idea regarding the course content? (No more than 10 words)
Course Length:	Select appropriate drop box: ½ day, 1-day, multiple days, or other.
Course Length Explanation:	If multiple days, how many days? If Course Length was 'Other' – provide more information <ul style="list-style-type: none"> Ex: 2 Days, 90 Min webinar, or self-paced e-learning
Training Modality:	Select appropriate drop box: Virtual training, in-person, hybrid (virtual training with printed materials), webinar, or e-learning
Trainer Expertise:	<p>If there is an identified trainer, list the topic areas and knowledge that qualifies the trainer as a content expert. If there is not an identified trainer, list the topic areas and knowledge needed for a trainer to be able to teach the class.</p> <p>For 1 identified trainer: The bio should be tailored so it shows the stakeholders what their applicable knowledge/experience is as it related to the subject taught.</p> <p>Ex (1 Identified Trainer): (Instructor Name) has over 15 years' experience working with customers in Health and Human Services in a variety of roles in Adult Services, Child Welfare, Eligibility, Welfare to Work, Reception, Staff Development and Supervision using a strength-based approach to achieve mutually beneficial outcomes. During this workshop, we will share her extensive experience on how to use evidence-based information into help participants develop real skills that can be used immediately.</p> <p>Ex (Unidentified Trainer or Multiple Trainers): All trainers for this course have the minimum education and/or experience to train this course: 5+ years of experience in _____, MSW, and _____ certifications.</p> <p>Ex: See your PES for a list of trainer bio's</p>

Minimum # of Learners:	Cannot be fewer than 5 learners
Maximum # of Learners:	Cannot be more than 35 learners for in person, virtual, and or hybrid trainings. For self-paced e-learning, the maximum is 70 participants.
Required Course Prerequisites:	<p>Are there items that the participant <u>MUST</u> complete prior to the course? Courses and/or pre-work the trainee must have completed before attending this session.</p> <p><i>*CTS Reminder: We cannot require a participant to complete pre-work in most circumstances unless it's part of a certification requirement. Please contact the department representative if you have any questions.</i></p>
Recommended Preparation:	<p>Required Course Prerequisites: Courses the trainee must have completed before attending this session. See LOC Sample for an example</p> <p>Note: This section will transfer to the Supervisor TOL Worksheet at the end of the LOC</p>
Intended Audience:	<p>Intended Audience: Who is the targeted audience for this training?</p> <p>Sample responses include eligibility workers, social workers, supervisors, clerical/admin workers, fiscal, etc.</p>
Other Intended Audience	Other Intended Audience: Include anyone else who would benefit from this training? Could this training be adapted for other audiences? If so, whom?

WORKSHOP OUTLINE

Item	Trainer/Developer Information
Course Description:	<p>Is a succinct description of the content of the workshop provided? Does it describe the topics to be covered, including an indication regarding the level of depth (foundational level, advanced, etc.)?</p> <p><u>Examples of Descriptions of Workshops</u></p> <p>Sample 1: "This workshop provides an overview of heroin addiction. It will include a description of the indicators and dynamics of heroin addiction; how it affects parenting; successful treatment interventions; caseworker's role in managing these cases; and considerations for case planning and decision making. We will use case studies to practice identifying indicators of heroin addiction; appropriate case planning and treatment intervention; and large and small group discussion on the following issues: how to keep parents engaged in the casework process throughout the life of the case, how to handle non-compliance with treatment interventions and case plan activities, what to do when parents show up for visits high, how to determine when to reunify, and factors to take into account when deciding whether to seek termination of parental rights."</p>

	<p>Sample 2: “This refresher session will explore various strategies for conducting screening interviews. Participants will determine the specific content to be discussed, which could include the following: how they engage distracted callers, how they sequence interview questions and guide the interview, how they enter information into C-IV while talking with the client, specific questions they ask to obtain detailed information.”</p>
<p>Course Goals:</p>	<p>The overarching goals of the training. What should the participants be able to do in their work moving forward. There should be at least 2 overarching goals for each training.</p> <p>Example:</p> <p>By the end of this course, participants should be able to:</p> <ul style="list-style-type: none"> ○ Have a clearer understanding of what it means to be strength focused as it applies to their role. ○ Utilize the tools and references to support their goal of using strength focused questions and language to empower their recipient. ○ Will be able to articulate what the foundational principles of strength-focused approach are and why it is important to building relationships with recipients and colleagues
<p>Learning Objectives (Knowledge, Skills, Values):</p>	<p>Objectives to be written in Knowledge, Skills, Values format as K1, K2, K3, S1, S2, V1, V2, etc.</p> <p>The Competencies and Learning Objectives serve as the basis for the Training Content that is provided to both the trainer and trainees.</p> <p>The Learning Objectives are subdivided into three categories: Knowledge, Skills, and Values. They are numbered in series beginning with K1 for knowledge, S1 for skills, and V1 for values.</p> <p>The Learning Objectives are also indicated in the suggested Lesson Plan for each segment of the curriculum. Competencies are defined as broad indicators of essential and best practices.</p> <p>Questions to ask yourself: Understand exactly what they should be able to do on the job, as a result of attending the workshop?</p> <p>Can supervisors use the objectives in transfer of learning discussions with their staff?</p> <ul style="list-style-type: none"> • Knowledge Learning Objectives entail the acquisition of new information and often require the ability to recognize or recall that information. • Skill Learning Objectives involve the application of knowledge and frequently require the demonstration of such application. • Values Learning Objectives describe attitudes, ethics, and desired goals and outcomes for practice. Generally, Values Learning

Objectives do not easily lend themselves to measurement, although values acquisition may sometimes be inferred through other responses elicited during the training process.

Examples:

- K1 – Define what it means to be Strength-Focused
- S1 – Application of strength-focused questions and language to build rapport with recipients and enhances their confidence.
- V1 – Articulate how aligning strength-focused approach with the recipients' values to find a common bond increases the chances of positive outcomes for the recipient and/or colleague.

Note: You do not need to include all 3 types of Learning objective and can have more than one objective of each type. For multiple day trainings, there should be different learning objectives for each day.

Utilize this resource if needed to write learning objects that start with action verbs. <https://www.aamc.org/system/files?file=2019-07/learning-objectives.pdf>

**Diversity, Equity and Inclusion
is Addressed:**

Plan for how diversity issues related to the specific topic will be addressed. Examples include gender, race, ethnicity religion, disability, sexual orientation/gender identity and expression (SOGIE), communication style/preference, regional culture, etc. (See LOC Sample)

DEI Consideration for Materials: (Not used to be written on LOC)

- **Are inclusive pronouns being included?**
 - Ex: he/she references should be he/she/they
 - If using case examples, include they pronouns on occasion versus only using he or she
- **Fictional Names for Scenarios:** Are the fictional names reinforcing stereotypes?
 - Ex: Are only minority names being used for scenarios? Juan, Laquita, etc.? Reinforcing stereotypes that only minorities are clients?
 - Ex: Only Caucasian names being used in the staff member role?
- **Visuals**
 - Are the visuals over/under-representing one group of people? Are there a diversity in images used? Do the images reinforce negative stereotypes?
 - Race/Ethnicity
 - SOGIE
 - Disability

	<ul style="list-style-type: none"> ○ Videos <ul style="list-style-type: none"> ○ Do the videos reinforce negative stereotypes? Do they over-represent/underrepresent one group? <ul style="list-style-type: none"> ▪ Ex: Leadership videos: Are they only showing Caucasian speakers/trainers? ▪ Ex: DEI /Racist topics: Is only 1 group primarily represented when not training about that specific group? ○ Communication Styles <ul style="list-style-type: none"> ○ Does the training take into account the different communication styles of the participants? <ul style="list-style-type: none"> ▪ Ex: DISC communication styles and/or Introverts and Extroverts ○ Learning Styles: How are all the learning styles being represented throughout the training? <ul style="list-style-type: none"> ○ Kinesthetic, Auditory, Visual, Reading/Writing <ul style="list-style-type: none"> ▪ Learn more here: https://vark-learn.com/
<p>Training Handouts: (List all handouts by the order in which they will be used in class):</p>	<p>List all handouts in the order they will be used.</p> <p>Note: When submitting handouts, please send in non-PDF format as much as possible. This makes it easier for the editing team and it will be reformatted as a PDF after review.</p>
<p>Customized Handouts:</p>	<p><input type="checkbox"/> Check this box if customized materials are required</p> <p>Check the above box if certain handouts need to be adapted for the audience/county as a general requirement.</p> <p><input type="checkbox"/> Check this box if a customization call is required to include additional handouts/materials.</p> <p><i>Check this box if there are handouts that need to be added, but only with a needs call. Example: Civil Rights courses may need additional handouts that list the county representative and other county specific information, but it is not currently in the handouts.</i></p>
<p>Accessibility:</p>	<p><input type="checkbox"/> Course materials meet ADA Requirements</p> <p><input type="checkbox"/> Course materials do not yet meet ADA requirements</p> <p>Check applicable box</p> <ul style="list-style-type: none"> ○ Northern Academy & RCCFP Courses: The Academic lead for the curriculum development will advise whether the trainer needs to ensure compliance or if CPE staff can assist with remediation. ○ CTS Courses: Moving towards full ADA compliance – instructor must make a strong effort to be as ADA compliant as possible. (at least 80%) <p>ADA Resource: https://www.ucop.edu/electronic-accessibility/content-providers/index.html</p>

Reference List (APA Format):	<p>References List (APA Format): All references must be listed in alphabetic order in APA Format and there must be a <u>minimum of 3 references</u> per training for program integrity. This list should also be included with your handouts, along with any additional resources to assist the participants with transfer of learning. References also include if the instructor is using any information from other UCD instructors' courses.</p> <p>For technical trainings: all ACL's, ACIN's, and/or other regulations used in the training must also be referenced here.</p> <p>Below are free APA Citing Resources:</p> <ul style="list-style-type: none"> ○ https://www.citationmachine.net/apa ○ https://www.scribbr.com/apa-citation-generator/ ○ https://www.mybib.com/tools/apa-citation-generator
References:	<p>Check box that all references have been appropriately cited.</p> <p>Workshops are required to be evidence informed. The reference list is the citation of sources used to develop the learning activity. Primary sources should be by experts in the field and articles in professional journals, but all sources used should be cited. It is permissible to provide a link to content found online. All materials and PowerPoints must be cited appropriately as well.</p>
Copyright/Fair Use:	<p>Check the box after you have ensured that you have not violated any copyright laws.</p> <p>You must attach <u>written proof</u> of right to use along with the LOC if the material is copyrighted.</p> <ul style="list-style-type: none"> ○ Learn more here: University of California Copyright Guidance
Personally Identifiable Information (PII):	<p>Check the box after you have ensured that you have not violated any copyright laws.</p> <p>Personally Identifiable Information (PII) is to be protected. All materials, scenarios and reinforcement activities must be fictitious when referencing a family, client, and/or person.</p>
<p>For BBS Classes Only: (Describe training activities that allow participants to assess their achievement in accordance with the learning objectives):</p>	<p>Explained the trainer will use training strategies to help participants assess their achievement in accordance with the learning objectives?</p> <p><u>Examples of activities/strategies to help participants assess their achievement</u></p> <p>Small and large group discussions about key topics, experiential learning/simulation/role plays, polls/ quizzes/knowledge checks, self-reflection activities, transfer of learning activities.</p>

AGENDA:

Time:	For each section of the Content Description, list the projected timeframe. After completing each section of a full day/7-hour agenda, there should be a total of 5 hours and 30 minutes of content time with a 1-hour lunch and two 15-minute breaks. A half day/3-hour outline should have 2 hours and 45 minutes of content time, and one 15-minute break. <ul style="list-style-type: none">• Ex: 10:05am – 11:10am or 10 Min, 90 Min, ect...
Training Topic and/or Learning Objective:	Does the outline include the following elements? <ul style="list-style-type: none">• Has a logical flow of ideas (from general to specific, fundamental to more advanced, theory to real-life application)?• Follows the levels of learning, from awareness to knowledge/understanding to application and skill development?<ul style="list-style-type: none">○ Levels of Learning Resources: Levels of Learning: Sequencing Learning Interventions-Chart or Levels of Learning: Sequencing Learning Interventions• Is the conceptual framework coherent and does it reflect best practice?• Is it clear how the content of the workshop relates directly to human services best practices or leadership in human services?• Includes enough detail so you can determine whether it meets the training needs you've identified? <p>Note: The flow of content should mirror the learning objectives</p>
Training Methods & Activities:	For each section of Agenda, list the training method(s) used. Examples include lecture, small group discussion, large group discussion, reflective writing, and experiential learning/simulation. Be sure to list the specific activities.
Handouts/ Materials/ Video links:	Trainer will provide a list of any materials used for each section of the workshop, including handouts, markers, tear sheets, speakers, books, video links, etc.
Virtual/Hybrid Adaptation:	For each area that needs to be adapted to virtual format, list the methods used. This may include use of polls, white board, and activity breakout room instructions. If polls are used, include poll questions here. Example of a virtual adaptation: small group discussion adapted to breakout session. If google docs, Jamboard, or other links are used, include the link.

Transfer of Learning Quick Tips for Supervisors (Found after agenda):

Preliminary Meeting with Learner:	<p>List 1-3 resources to help support the learner prior to class.</p> <p>Note (CTS Courses): These will only be recommended resources unless it is required for certification.</p>
Key Questions to Support the Application of Knowledge:	<p>List 3-5 specific questions to help the supervisor to support the transfer of learning. Avoid vague questions that can be applied to any course.</p> <p>Vague Example: How will you apply what you learned in your job?</p> <p>Strong Example: You were trained on the foundational principles of motivational interviewing; what principles do you feel confident in applying within the next couple of weeks? Which principles do you need more clarification on how it applies to your role?</p>