

## Curriculum / Training Development & Review Standards

The Training Development and Review Standards are designed to insure trainings produced through the DOH (DOH) are of high quality and fit the strategic objectives of the system. The standards provide an explanation of each component and work in conjunction with the Training Development and Review Rubric. The rubric and the standards are used to review courses that are submitted to the Tier 1 and 2 review process. The standards apply to any internally or externally developed course that is required to be submitted to the DOH, for Tier 1 and 2 Curriculum Review. The standards are to be used to guide the development of courses. The rubric is to be used as a checklist for review by the internal programmatic reviewers and the Tier reviewers.

This document contains the following icons to guide the process and provide information.



A resource, idea, or suggestion that may be helpful.



A review is required; approval is needed to proceed to the next step.



Consultation with the Training and Exercise Unit is available throughout the process.

**ADDIER Instructional Design Model** – Follow the ADDIER Instructional Design Model in creation of the course: Analysis, Design, Development, Implementation, Evaluation, and Revision. (See Attachment 1). The standards below are generally outlined according to the components of the ADDIER model.



The Trainer Toolkit contains helpful information for planning, developing, delivering, and evaluating training. (See the BPR Training and Exercise webpage - <http://www.floridahealth.gov/programs-and-services/emergency-preparedness-and-response/training-exercise/index.html>).

### ANALYSIS:

#### 1.1 Needs Assessment –

- a. A needs assessment process has been conducted and has determined a need for this training.
  - i. Previous training evaluations and AARs have been reviewed to determine a need for the training.
- b. The purpose of the training has been identified based on the results of the needs assessment.

#### 1.2 Equivalent Course(s) –

- a. A search was conducted to determine if another program that teaches the same or similar objectives and competencies was available.

- i. Examples of sources for search: CDC, FEMA/EMI, CDC Centers for Public Health Preparedness, USF-CLPHP, UM-DEEP Center, University at Albany/SUNY-School of Public Health, TEEX, related professional associations, Public Health Foundation, TRAIN FL, etc.

b. If a similar course is available, justify the need for the new program/course.

**1.3 Strategic Objective** – See the Florida Public Health and Health Care Preparedness Strategic Plan (<http://dohiws/Divisions/DEMO/BPR/PDFs/2014-17-phhp-strategic-plan.pdf>) for the list of Strategic Objectives.

- a. The course is related to and furthers the work of the selected strategic objective.
- b. The course is listed in the milestones and/or deliverables of the selected strategic objective capability team/program.
- c. The Program Manager/Team Lead for the strategic objective was contacted and approved the course prior to submission.

**1.4 Target Audience, Asset Team, & Course Program** –

- a. Identify which asset team and/or course program (see PHP Training Catalog - [http://www.floridahealth.gov/programs-and-services/emergency-preparedness-and-response/training-exercise/ documents/php-training-catalog.pdf](http://www.floridahealth.gov/programs-and-services/emergency-preparedness-and-response/training-exercise/documents/php-training-catalog.pdf)) is applicable.
- b. The asset team coordinator/program lead has been contacted to determine if the course should be listed as required or recommended for the specified group.
- c. The identified asset team/course program is in alignment with the specified target audience.

**1.5 Training Level** –

- a. Specify the training level as awareness, knowledgeable, or proficient, based on the knowledge, skill or experience required to successfully complete the class.
  - i. Awareness – Basic/introductory level, knowledge-based, general understanding of preparedness concepts; may include self-testing of acquired knowledge; generally appropriate for all target audiences.
  - ii. Knowledgeable/Operations – Moderate level of skill required; provides comprehensive information or skills for specific job duties; evaluation is required and may entail practice-related exercises and simulations, and written instruments; skill development is evaluated through self-testing or observational feedback; prior awareness level achievement required; appropriate for specific target audience.
  - iii. Proficient/Technician – High level of skill required; provides intensive instruction and reinforcement of skills; evaluation is completed using an observable and

measurable performance standard and practice-related exercises and simulations; appropriate for a particular audience with specialized skills.



Awareness level courses are the most common and readily available. Consider the needs of the target audience and develop a course at the level that will further their skills (i.e., knowledgeable/operations or proficient/technician level).

#### 1.6 Prerequisites –

- a. Courses that are required prior to taking this course have been determined.
  - i. If there are prerequisites, the information taught in those courses is not included in the course being developed; while it is helpful to make connections to the prerequisite information learned, this course should devote the majority of its content and time to more in-depth study of the subject matter.
  - ii. The method for validating/ensuring the prerequisite has been completed by participants is identified (i.e., presenting certificate, valid confirmation through learning management system or manual tracking system, etc.).

#### 1.7 Delivery Method –

- a. The most appropriate and effective delivery method has been determined.
  - i. Instructor led: traditional classroom, video teleconference/webinar/WebEx/LiveMeeting
  - ii. Learner directed/self-paced: online/web-based
  - iii. Other method

#### 1.8 Budget –

- a. The most appropriate and effective method/process for course creation has been determined.
  - i. If there are resources within DOH that could develop the course they should be used.
  - ii. If using outside resources, justify how it will be more effective and efficient.

Specify the budget amount for this specific course rather than for the contract amount for the entire project, if it contains multiple courses or sub-projects.



**SPOT Approval** – Project plan concept has been approved by the Strategic Planning Oversight Team. Tier reviews approves the deliverables.

#### DESIGN:

##### 2.1 Competencies – A set of established or standardized skills that are desirable for a specific profession.

- a The course is competency-based; designed to provide the information needed to assist participants in achieving the specified competencies.
- b Specified competencies from a standardized set of competencies are achieved through this course.

- i. The *Core Competencies for Public Health Professionals* developed by the Council on Linkages between Academia and Public Health Preparedness are a standard set of competencies for public health training used by the DOH Office of Workforce Development in sorting training in the Learning Management System (LMS). Courses created in the DOH LMS require the identification of applicable competencies from this source (See Attachment 2).
  - ii. The *Public Health Preparedness and Response Core Competency Model* provides a set of core competencies that are related to preparedness and response and can be referenced. (See Attachment 2).
  - iii. The *ICS Core Competencies* are adopted in the State ESF 8 Standard Operating Procedure for responder training and can be referenced (See Attachment 2).
  - iv. Additional standardized sets of competencies may also be used to specify applicable course competencies, if desired.
- c. Competencies align with the stated learning objectives for the course. Only include competencies that are significantly achieved through the course.

## 2.2 Learning Objectives –

- a. Learning objectives for the course state what the participant is expected to be able to do upon completion of the course.
- b. Objectives are written according to the SMART model.
  - S** – Specific, simple, and easily understood
  - M** – Measurable against a standard and goals – uses concrete, observable verbs to describe learner action
  - A** – Achievable; challenging but not impossible
  - R** – Realistic and relevant to what you want to accomplish
  - T** – Time-bound
- c. The objectives address the significant points covered in the training.
  - i. Content not related to the objectives is not included in the course.
  - ii. Objectives not covered by course content are not included.
- d. Objectives align with the identified competencies.

## 2.3 Instructor Competencies/Requirements –

- a. The knowledge, skills, and abilities required to instruct this course are identified.

## 2.4 Course Plan Summary –

- a. Detailed course plan, content outline, or storyboard is developed and presented for internal approval by a Program Manager and subject matter expert(s).



### **Training and Exercise Unit Programmatic Consultation –**

The Training and Exercise Unit is available to the course developer and program manager for consultation on the course development plan.

### **Internal Course Approval –**

Preliminary course design is reviewed and approved by the Program Manager.



## DEVELOPMENT:

### 3.1 Content Details –

a. The course adheres to the following guidelines:

- i. Ensure training content and delivery allows for equal access when electronically delivered (see DOH Trainer Toolkit – <http://www.floridahealth.gov/programs-and-services/emergency-preparedness-and-response/training-exercise/documents/trainer-toolkit.pdf>).
- ii. (Online courses only) The course meets FDOH IT requirements as verified by FDOH information security, network policies, and infrastructure requirements.
- iii. Visual and auditory components maintain attention of the learner (i.e., interactive, applicable to real world situations, keeps learners engaged, is relevant to job tasks.)
- iv. Incorporates multiple instructional methods.
- v. Provides opportunity for review of important concepts.
- vi. Provides opportunity for evaluation of knowledge and acquisition of skills (i.e., test items relate to the objectives and are appropriate for the level of training.)
- vii. Can be modified and is available for continued use.
- viii. Accuracy and Alignment with Objectives –
  1. Course information matches/satisfies the objectives
  2. Contains correct and current information
  3. Contains correct spelling, grammar, and punctuation
- ix. Formatting and Text –
  1. Consistent formatting is used
  2. Slide content is not too busy
  3. Margins are .8 – 1”
  4. Easily visible fonts, such as, Ariel, Tahoma, or Veranda, are used
  5. No more than 3 font styles are used
  6. Font size is 24 or larger
  7. Slides are numbered
  8. Slides contain 4-6 bullets per slide rather than paragraphs
  9. Slides contain limited verbiage so participants can read the slide within the time allotted
- x. Background and Color –
  1. Appealing color schemes are used
  2. Dark text is used on light backgrounds and light text is used on dark backgrounds
  3. Red is not used, except for accent
- xi. Graphics and Animation –
  1. Charts and graphs can be seen and read by the audience

- 2. Pictures and designs are included for emphasis and interest
  - 3. Animation is used when appropriate, but not to the point of distraction; animation can be problematic for some participants
- xii. Length & Organization of presentation –
- 1. The number of slides should fit the type of presentation, audience needs, and amount of content to be included.
  - 2. Interaction with the participants and group activities are key components for learning and will require additional time.
  - 3. When using a Power Point presentation, it is recommended that there be no more than an average of 1-2 slides per minute, to allow for interaction.
  - 4. Just-in-Time training will be no more than one hour in length.

### 3.2 Instructor Guide – (for instructor-led courses)

- a. The course has a guide or lesson plan that sets the standard for training the course and provides the information needed by the instructor to teach the course.
  - i. The instructor guide/lesson plan is content-focused and includes:
    - 1. The main content points to be covered
    - 2. Slides/slide numbers, if applicable
    - 3. The order of events – activities, audio visual materials, etc.



The instructor guide can be the PowerPoint presentation printed in the Notes version, showing the main points to be delivered and other instructor notes.

### 3.3 Participant Materials –

- a. The course contains materials to be used by participants in the course.

### 3.4 Tests and Evaluations –

- a. Content tests address the material covered in the course and assess participant understanding of the course content.
  - i. Pre-test and post-test include the same questions to better evaluate participant learning.
  - ii. The passing score for the test is realistic and appropriate for the course and audience.
  - iii. The consequences for inadequate performance on the posttest are identified.
- b. Evaluation of participant learning may also be conducted through demonstration of tasks or skills related to the course that are observed and rated by the instructor.
  - i. Participant is rated using a standardized rating method.
  - ii. The consequences for inadequate performance of the evaluation are identified.
- c. The course includes a participant survey that includes the following:

- i. Each learning objective is listed as an item on the evaluation to determine if each was effectively achieved.
- ii. Additional items such as the following:
  1. Increased participant knowledge or skill
  2. Usefulness for the participant's job/response role
  3. Effectiveness of the trainer or facilitator
  4. Effectiveness of the materials
  5. Effectiveness of format or delivery method
  6. Participant overall rating and additional comments

### 3.5 Sessions –

- a. The length of the session or course is appropriately based on the amount of information covered, with consideration for time needed for discussion and activities (Guide: average slide/time ratio is 1-2 slides per minute).
- b. The number of sessions is based on the estimated number of participants needing the training, the number of locations to be included, the method of delivery, and the budget.

### 3.6 Continuing Education Credit –

- a. Many professions require that continuing education credits be earned for ongoing certification or licensure. Determine whether credits are needed for this course.
- b. If CEUs are appropriate, the necessary components to receive CE credits are in place.

### 3.7 TRAIN FL –

- a. Courses taken by DOH employees will be placed in TRAIN FL, using the most appropriate course creation method.
- b. Course descriptions follow the format established for TRAIN FL.
  - i. The Course Manager who will maintain the course in the system is identified.

#### Internal - Peer Review and Approval –



The finished draft of all course materials is reviewed by the Program Manager and an independent third-party subject matter expert (someone outside supervisory chain of command and project team).

It is recommended that the project be submitted for Tier Review a minimum of 60 days prior to the anticipated delivery date.

Submission deadline for each monthly Tier 1 Review is the first of the month.



The documents to be submitted, as appropriate to the project, are: PowerPoint or other presentation materials, instructor guide, participant materials, pre/posttests or other learning evaluation tools, instructor resume/CV, participant course survey, and any other pertinent course documents.

#### Tier 1 and 2 Curriculum Reviews –

The Project Manager completes the online review form and emails supporting materials to PHMP [TrainEx@doh.state.fl.us](mailto:TrainEx@doh.state.fl.us) before the submission deadline for the review.

The Project Manager participates in the scheduled Tier Reviews (See Curriculum Review Instructions - <http://www.floridahealth.gov/programs-and-services/emergency-preparedness-and-response/training-exercise/exercisereview.html>)

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## IMPLEMENTATION:

### 4.1 Deliver the Training –

- a. Conduct a pilot test for new classes. Evaluate and revise the class as needed (see Evaluation and Revision sections below).
- b. Schedule and provide the training as planned and approved.



The Trainer Toolkit contains helpful information for training planning, development and delivery, including instructor skills. (See the BPR Training and Exercise webpage - <http://www.floridahealth.gov/programs-and-services/emergency-preparedness-and-response/training-exercise/index.html>).

## EVALUATION:

### 5.1 Evaluation Results Report –

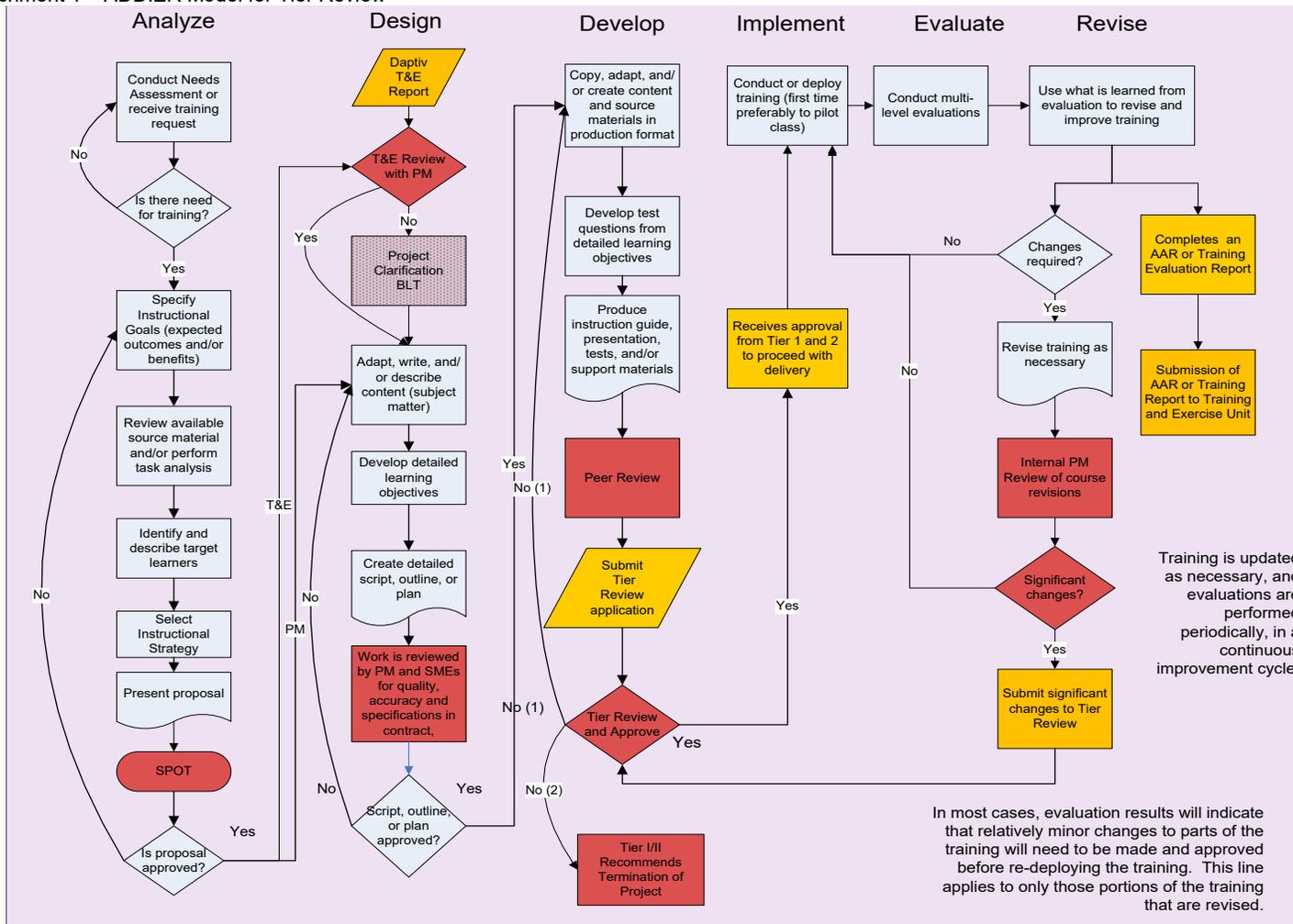
- a. Results from participant evaluations and tests will be collected, tabulated, and analyzed by the provider/project team.

## REVISION:

### 6.1 Course Revision and Update –

- a. Courses will be revised and updated based on the information in the evaluations, tests, current content information and data, and general feedback.
  - i. Revisions to new courses will be made following the training pilot.
  - ii. Ongoing courses will be reviewed at least annually, and revisions will be made as needed.
- b. Courses needing significant revisions will be submitted for an updated Tier review. Significant changes include changes in the objectives/competencies, content/materials, or delivery method.
  - i. Contact the Training and Exercise Unit regarding a Tier 1 update review and questions.
  - ii. When submitting an updated course for review, include a summary report of the evaluation results for any previous sessions.

Attachment 1 – ADDIER Model for Tier Review



Commented [BSJ2]: Update needed to flowchart "TEST"

Attachment 2 – Core Competencies Links

### **The ICS Core Competencies**

**ICS Core Competencies as adopted in the State ESF 8 Standard Operating Procedure**

<http://adminapps2.doh.ad.state.fl.us/EmergencyPlanWebSearch/Pages/SearchPolicy.aspx>  
(keyword search: ESF8)