

## Section 1 - Overview

The Florida Department of Health (DOH) is committed to **Developing and Sustaining a Competent and Qualified Public Health Workforce** and must ensure that employees have the knowledge, skills, and abilities to support the mission of the Department. The **DOH Training Policy** requires that all employees complete mandatory and required training within the specified timeframes, and helps to make certain that upon hire and/or promotion Department employees receive quality training.

The Department empowers our employees to actively identify, attend, and complete training courses to enhance their professional development and personal growth by providing a web-based learner driven learning management system (LMS). The DOH LMS provides learner enrollment into training courses and documentation of training delivery and completions.

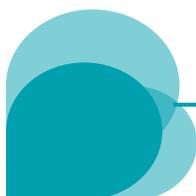
An LMS platform that is both adaptive and learner-centric is essential for today's continuous learning and professional development environment. The best way to ensure the learning experience is learner-centric is to tailor the application and interface to the needs of the workforce. In addition, to ensure the application and interface is customized and configured to the organization's technological needs, seamless pathways must be built into and out of the system, as well as to and from other systems with which employees spend time, to provide fast, simple, and intuitive interfaces at all access points.

TRAIN Florida catalogues training courses, registers students, provides access to online courses, gathers and tracks employee training information, and assists managers and supervisors in assessing training needs. The DOH LMS statewide team supports and assists training by building and/or delivering online training materials, generating reports, improving training, and determining training needs.

Successfully managing a large enterprise often requires some functions to be standardized. The DOH LMS process supports approximately 16,000 DOH employees, 600 Administrators and Course Providers, and potentially 35-50 thousand general public learners. The goal is to provide a user friendly enterprise to aid the Department in **Developing and Sustaining a Competent and Qualified Public Health Workforce**.

Based on DOH research and input from our partners, the Department has identified the DOH LMS support documents that will allow DOH to standardize and streamline the DOH LMS processes. Standardization benefits the executive staff, division directors, CHD directors and administrators, supervisors, partners, and more importantly the workforce.

A competent workforce is an ideal outcome guided by effective instructional design, development and delivery. The process of creating and applying training can influence the learner's ability to acquire the competencies required of their position and practices.



The DOH LMS provides a centralized location for training courses and course materials. Effective July 2013, the TRAIN Florida LMS became the official source of the Department's learning resources. DOH employees and partners shall access DOH mandatory, required, recommended and local level trainings as well as training content and resources through **TRAIN Florida**.

Upon request, any TRAIN Florida course can be elevated to the national level and shared with other state health departments and public health entities. As directed by the **DOH LMS Internal Operating Procedures (IOP)** and the **TRAIN National policy**, LMS Course Providers, and subject matter experts shall adhere to the DOH Training Content Standards. This helps ensure that DOH provides professional and quality training content to our employees that meets both TRAIN Florida and TRAIN National standards.



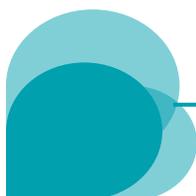
Figure 1 - Official TRAIN Florida banner

## Section 2 – TRAIN National Policy

The Public Health Foundation (PHF) **TRAIN National policy** contains specific course liability terms as well as Course Provider rights and responsibilities. It is important for subject matter experts, and employees assigned to the TRAIN Florida Course Provider role, to read and adhere with the **TRAIN National policy**. A link to the Policy is provided in **Appendix I**. The Policy is also available on the official TRAIN website.

TRAIN National establishes that “the Public Health Foundation (PHF) reserves the right to refuse or revoke an organization’s privilege to submit courses that are inconsistent with the purpose, scope, and target audiences of [www.TRAIN.org](http://www.TRAIN.org), or for any reason.” The following are the minimum course listing requirements:

1. Courses must be designed for the continuing education and training of professionals who protect the public’s health and be consistent with the target audiences in the TRAIN course search fields. Consumer oriented health education classes and materials are not permitted.
2. Courses must be designed to build knowledge, skills, or competencies in one or more of the subject areas listed in the TRAIN course search fields.
3. Course materials must be designed for instructional, not reference, use by learners or trainers. Courses must be delivered in formats consistent with the formats in the TRAIN course search fields. Books, brochures, articles, palm cards, and other reference materials are not permitted unless continuing education credits are associated or the materials are designed as a self-study program.



## Section 3 – TRAIN National Policy Impact on Course Design and Development

The TRAIN National Policy and course expectations directly affect the design and development of DOH instructional standards. Organized efforts to plan and create courses that meet the criteria established by TRAIN National will enable delivery of quality courses in TRAIN Florida. Ensuring that DOH courses and course materials provide the necessary information to enable learner development, while following effective instructional design and development principles, will further support TRAIN National requirements and the Department's values of innovation, collaboration, accountability, responsiveness and excellence:

### Florida Department of Health Values - ICARE

- I**nnovation: We search for creative solutions and manage resources wisely.
- C**ollaboration: We use teamwork to achieve common goals & solve problems.
- A**ccountability: We perform with integrity & respect.
- R**esponsiveness: We achieve our mission by serving our customers & engaging our partners.
- E**xcellence: We promote quality outcomes through learning & continuous performance improvement.

## Section 4 - Purpose of Content Standards

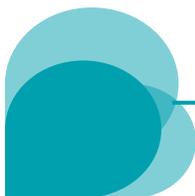
To ensure that course materials are of high quality and meet the PHF TRAIN course standards, this document establishes the Florida Department of Health Training Content Standards. The Standards bring together statewide training and development efforts in order to exhibit a unified, organized and professionalized approach to designing and developing courses.

Based on the **TRAIN National policy**, the **DOH Training Policy DOHP 300-1**, the **DOH LMS (IOP)**, and accepted instructional design principles, this document answers the following questions:

- How can course designers or providers determine if training is the most appropriate course of action?
- What course delivery types can be supported in TRAIN Florida?
- What are the training and development requirements to meet TRAIN Florida and TRAIN National standards?

The Standards have two components:

1. The Training Content Standards are the technology requirements for course design to support TRAIN National requirements and building courses in TRAIN Florida. The Standards are supplemented by **FDOH Professional Development Technology trainings**
2. The **Training Quality process** is the professionalized approach to designing and developing courses using Instructional Design and Development tools and resources.



## 4.1 - Standards Framework: The DOH ADDIER Model and Training Course

The DOH ADDIER Model guides the framework of the Standards: Analysis, Design, Develop, Implement, Evaluate, and Revise. An online training course in instructional design and development, titled “FDOH ADDIER Instructional Design and Development”, provides an in-depth presentation of the Model components and associated practices.

Supplementary ADDIER instruction via live workshops helps learners put into practice the principles covered in the online modules. The course goal is to help improve DOH training by teaching designers and developers how to apply the principles and best practices of instructional design and development, or IDD.

**All DOH LMS Administrators who approve courses and DOH Course Providers are required to complete this ADDIER training prior to requesting the Course Provider role for creating and assessing instruction** in concurrence with the DOH LMS Training Policy, DOH LMS IOP and DOH Training Content Standards. The DOH ADDIER Model assures that DOH courses provide a framework to support efficient, effective, and engaging learning opportunities.

### Section 5 – Target Audience: Course Designers

The Standards apply to all internally and externally developed courses that will be uploaded into TRAIN Florida. All mandatory, required, recommended courses listed on the [DOH Training Matrix](#) and DOH partner courses are subject to approval by the DOH LMS Site Administrator review team. The [TRAIN Florida Administrator’s online training](#) provides a comprehensive account of the course approval process, viewable on the [TRAIN Florida Knowledge and Resources Center](#).

### Section 6 – Return on Investment

By streamlining the instructional design and development processes, course providers and developers can put a higher emphasis on course subject matter and content while following reusable, manageable, accessible, and interoperable procedures, as described below:

#### Reusable

- Branded course design templates promote unified Department recognition
- Content, resources and codes can be readily accessed and used

#### Manageable

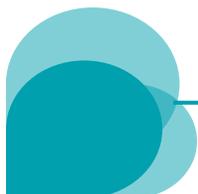
- Effective design and development practices enable faster and easier means of converting trainings to statewide use

#### Accessible

- All learners can recognize and acquire appropriate DOH training content

#### Interoperable

- Training content can operate across various hardware, software, operating systems and web browsers, regardless of the tools used to create and deliver it



## Section 7 – Course Design and Development Prerequisites

Several measures can be coordinated to ensure that a training course is the most appropriate means of addressing a performance issue or training request. A needs assessment and course search are two key practices that will assist the designer’s decision making process.

### 7.1 - Conducting a Needs Assessment

The basis for creating a course should result from specified needs. Prior to determining if an instructional intervention is a necessary course of action, it is important to assess the organizational or performance need for the intervention.

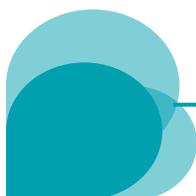
A needs assessment compares desired performance to actual performance. Measures that fall below desired performance are identified as gaps. Identifying the gaps provides the groundwork to determining causes of performance deficiencies and establishes recommendations to successfully reach and maintain desired performance levels. Findings from the needs assessment set the basis for intervention design and development.

Conducting a need assessment can range from a simple analysis to complex documentation of desired needs and current practices. Table 1 provides basic questions to consider when assessing performance or organizational needs. The Office of Performance and Quality Improvement (OPQI) strongly encourages course designers or course providers to conduct a needs assessment in order to:

- Identify a target or learner audience
- Determine the depth of the performance gap
- Brainstorm several interventions that would be appropriate to the performance issue
- Effectively allocate time and resources in pre-design to lower the need for and cost of immediate, non-systematic intervention practices
- Specify intervention or instructional goals based upon actual needs

Sample Needs Assessment
What is the purpose of the needs assessment?
What criteria establish the desired performance?
What data can be acquired to determine if the desired performance level is met?
What are the data findings of the actual outcome or output?
Are there any gaps between the desired and actual performance? If so, what are they?
What are the causes of the gaps?
Is there a need for an intervention? A training intervention?
What are the opportunities and limitations of continuing, enhancing, or creating the proposed interventions?

Table 1. Questions to Consider when Conducting a Needs Assessment



The TRAIN Florida Survey tool is available to assist with conducting a needs assessment.

**Note: The LMS Administrator or Course Provider must have the Survey Manager permission in TRAIN Florida to use this tool.**

The steps for conducting a Training Needs Assessment are included in [Appendix II](#). Also, the Rockwell Collins' Training Needs Analysis form, which managers and supervisors can use to outline the specifics of the training they feel is necessary, is included in [Appendix III](#).

## 7.2 - Searching Current Subject Courses

When coordinating a needs assessment, it is important to determine if the Department already has the resources or courses relevant to your intervention subject. Prior to creating and approving a course, the LMS Site Administrator, Lead or Support Administrator, and Course Provider **will** search the TRAIN Florida course list to determine if an equivalent or similar course exists.

**If an equivalent course exists, the LMS Course Provider will not create a new course**, but will coordinate with the LMS Course Provider of the existing course, to ask if it is available or can be made available to all staff. If a course is one that would benefit all staff, and does not exist in TRAIN Florida, the LMS Course Provider will coordinate with the LMS Site Administrator to determine the best method for creating the course for statewide use.

## 7.3 – Course Design Professional Development

### Software Training to Enhance Job Skills Offered in TRAIN Florida

The FDOH Professional Development Technology Training is available in TRAIN Florida. This list of trainings offers computer software skills to enhance expertise with a variety of computer software and technology tools, and open to all employees. Over 300 short videos and written tutorials are available online. These trainings will also help course developers and instructional designers to expand their software expertise.

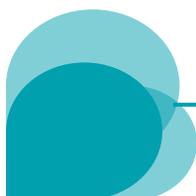
Locate course list [here](#), on the [TRAIN Florida Resource Center](#), and listed in the announcements on the [TRAIN Florida Learner's Home](#) page.

Each course tutorial takes from 1 to 15 minutes to complete. However, a 15-minute contact credit will be given since practicing and applying each new tool is part of the learning process. Learners can use the **Non TRAIN Course** feature to add completed trainings to their transcript.

If you have any questions, please contact your [Local LMS Administrator](#) for assistance.

## Section 8 – Accepted Course Delivery Methods

The Department utilizes online, live event, and blended instructional practices, some of which are supported by physical or electronic delivery methods. When determining the means of presenting or facilitating instruction, consider the below course delivery methods. The following deliverables can be uploaded to TRAIN Florida:



### Accepted Online Deliverables

- Web-based training – Self Study
- Webcast – On Demand
- Webstream/Archived webcast

### Accepted Live Event Deliverables

- Audioconference
- On-site – Classroom Course or Workshop
- On-site – Conference
- Satellite Broadcast
- Tabletop Exercise or Drill
- Video Conference
- Web-based Training – Facilitated
- Webcast – Live Event

### Accepted Physical Carrier Deliverables

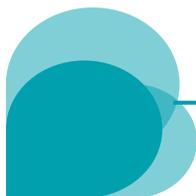
- Audio Tape
- CD-ROM
- Computer-Based Training
- Diskette
- DVD
- Text-Based Training
- Videotape

Per Department protocol, **all DOH training courses must be delivered in TRAIN Florida.** Courses in TRAIN Florida limit course and course material duplication, and provide TRAIN Florida Administrators with the ability to assist with course registration and listing practices.

## 8.1 - DOH LMS Delivery Method Requirements

The DOH LMS delivery method requirements support the DOH goals to standardize the DOH LMS process. The requirements are as follows:

- All DOH training content must reside on a **DOH external server**. This allows the TRAIN Florida learner 24 hours a day, seven days a week access to the content material.
- All course titles, learner guides and resources must follow **TRAIN Florida naming convention standards**.
- All courses have a corresponding Learner Guide. The Learner Guide must be ADA compliant. (details in Standards, **Section 9.10**)
- All courses must be delivered in accordance with the DOH LMS Internal Operating Procedures, Section III, (D) Course Creation Standards and Approval.
- All audio-visual course materials must comply with the DOH LMS Flash and Video procedures. A link to the DOH LMS Flash and Video procedures is provided in **Appendix IV**.



## 8.2 – Checklist to Determine Optimal Delivery Options

When determining the means of presenting or facilitating instruction, consider using the resource information below:

### 8.2.1 – Checklist to Determine Optimal Delivery Options Exercise

This exercise will help course developers determine optimal delivery options. Check all that apply, then assess your answers:

#### Live Event

##### **Onsite**

The training is a one-time instructional event requiring learners to travel to a class, workshop or conference site.

##### **Online**

The training can be delivered by audio- or video-conference; learners may log in from remote locations. It may also include tabletop exercises, drills or web-based training or webcast.

##### **Online Self-study**

The training can be delivered online as a self-study in a media format.

Learners can access the training on demand and view it as often as needed from any device.

##### **Blended**

The training can be delivered as a live event onsite or online, or both. Also, the course can add self-study elements, including on demand/archived media formats.

### 8.2.2 – Matrix to Determine Optimal Delivery Methods

Following is a simplified matrix to help determine optimal training delivery methods.

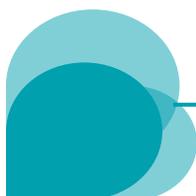
**Delivery Methods** include:

**Live Event** – offered onsite and/or online via audio- or videoconference;

**Online Self-study** – pre-recorded trainings or on-demand webcasts in media formats.

**Blended Learning** – live events and self-study media presentations combined

**Support documents** may be added in TRAIN Florida, or **Carrier Deliverables** may be provided, such as manuals, text documents, job aids or recordings (CD, DVD or electronic files).



**Topics** include: Conference or Webinar, Regular Training, Collaborative Meeting, Changes to Processes, Introduce New Application, Awareness of Policies & Procedures, Certification or Credentialing.

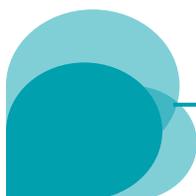
Determine Optimal Delivery Method			
DELIVERY METHODS:	Live Event Class/Audio- Videoconference	Online Self-study, Webcast, Text	Blended Learning Live, Online
TOPICS:			
Conference/Webinar	R	NR	R
Regular Training	R	R	R
Collaborative Meeting	R	NR	NR
Changes to Processes	R	R	R
Introduce New Application	R	R	R
Awareness of Policies & Procedures	NR	R	R
Certification or Credentialing	NR	R	R

**R = Recommended, NR = Not Recommended**

Online self-study trainings are best suited for self-paced, self-study, such as raising staff awareness of policies and procedures. Consider that TRAIN Florida courses are also reusable, manageable & accessible (statewide by DOH & partners) and interoperable across devices.

Live events are best suited to organized conferences, regular trainings or collaborative meetings. Live web events are supported by web-conferencing tools such as Webex or, at DOH, by the Citrix suite, GoToMeeting, GoToWebinar, or GoToTraining. Also consider numbers when choosing the type of delivery to use. The Citrix products can support large numbers for meetings (up to 100), webinars (up to 1000), and trainings (up to 200).

	GoToMeeting	GoToWebinar <small>(Includes GoToMeeting)</small>	GoToTraining <small>(Includes GoToMeeting)</small>
Key Uses	<ul style="list-style-type: none"> <li>Sales demos</li> <li>Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Marketing presentations</li> <li>Company events</li> </ul>	<ul style="list-style-type: none"> <li>For-fee training option</li> <li>Employee education</li> </ul>
Meeting Capacity <small>Priced by tier</small>	Up to <b>25 or 100</b> attendees	Up to <b>100, 500 or 1,000</b> attendees	Up to <b>25 or 200</b> attendees
Mac and PC Compatible*	✓	✓	✓
+ Core Features	✓	✓	✓
+ Instant Online Meetings	✓	✓	✓
+ Audience Management		✓	✓
+ Large Group Events		✓	
+ Interactive Training			✓



### 8.2.3 – Online Delivery Method Tips

Tips to Remember:

TRAIN Florida, addresses training delivery method requirements in the FDOH Training Content Standards. They include:

- All training content must reside on an external server so learners have 24 hour access
- All course titles, learner guides and resources must follow TRAIN Florida naming convention standards.
- All courses have a corresponding Learner Guide. The Learner Guide must be ADA compliant. (details in Standards, **Section 9.10**). Courses using “Closed Caption” do not require a Learner Guide.
- All courses must be delivered according to DOH LMS Internal Operating Procedures, Section III, (D) Course Creation Standards and Approval.
- All online course presentations must be delivered in a media format; flash, video or media windows file.
- All audio-visual course materials must comply with the DOH LMS Flash and Video procedures. A copy of the DOH LMS Flash and Video procedures is provided in **Appendix IV** of the Training Content Standards.

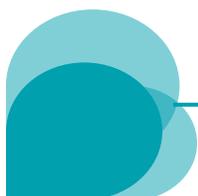
## Section 9 – Online Content Standards

Online learning, or e-Learning, is an emerging practice in course delivery. Adobe Flash players such as Captivate and Presenter are software accepted by the DOH and TRAIN. When used properly this software can effectively presents visual, audio and verbal communication focused on learner development. This section focuses on the Department’s requirements designing quality content, and the use of DOH LMS PowerPoint training templates to support the Flash course requirements for TRAIN Florida.

### 9.1 – Components of Quality Training

The **Training Quality process** is the professionalized approach to designing and developing courses using Instructional Design and Development tools and resources.

Creating quality training takes some planning. The overall goal of online learning is to enhance the learners’ knowledge, skills, and abilities, so specifically identifying the outcomes you want to see in the learner is a key part of the process. Determining **desired outcomes** will help you write **strong learner objectives** that pave the way for **meaningful content**. Finally, a post-assessment (post-test) based on the **learner objectives** will ensure that you **effectively assess** the learner’s knowledge... **Ideally, these concepts will provide a common thread that is woven throughout the entire training process.**



Course designers and Subject Matter Experts are encouraged to follow the DOH requirements for designing quality content. The **Training Quality process** tools, resources and guidelines and templates are located on the TRAIN Florida – Course Provider Knowledge Center under the **Training Content Tools, Forms and Templates dropdown menu: Tools**.

## 9.2 - PowerPoint Training Course Templates

The Department has created branded **PowerPoint training templates** for all mandatory, required, and recommended courses listed on the DOH Training Matrix, and for local level courses. Once a course is created using these PowerPoint templates, it must be converted to a Flash presentation before it can be loaded in TRAIN Florida.

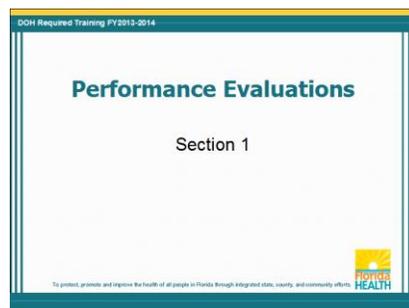
OPQI has created a **DOH LMS PowerPoint Training Templates Guide** to assist with creating and if applicable branding DOH trainings. The link to the DOH PowerPoint training templates and guide are located in the **TRAIN Florida Knowledge Center - Course Providers** section and in the TRAIN Florida Library under the FDOH PowerPoint Templates category.

Creation of these templates supports staff recognition and the consistency of the course level trainings. There are separate PowerPoint templates for all DOH mandatory, required and recommended level courses and a set of PowerPoint templates for local level courses. Course developers may choose any of the templates designated for the appropriate course level training they are creating, or submit a request to the **Office of Performance and Quality Improvement** to have a PowerPoint template added.

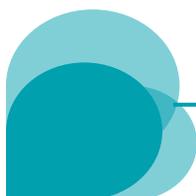
### General User Requirements

- Course developers **may not alter the Master Slides**.
- Course developers must save a working copy of the desired template to their hard drive for use with their chosen course
- Course developers may add slide images, captions; text boxed, and reformat existing text boxes to meet their specific design needs.
- Local Level template presentations course developers may add their own branding with by adding a local logo or other local branding where appropriate.

**9.2 .1 - Branding.** Branding allows the learners to recognize the authoring entity. The DOH Master Slide branding must be on all slides. Local level branding can be limited to the first and last slide, or added to all slides if appropriate. Figures 2a and 2b provide sample presentation branding.



Figures 2a and 2b - Sample DOH Branding - Florida Department of Health logo, mission, & course level.



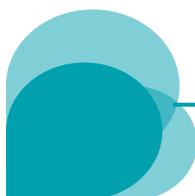
**9.2.2 - Color Scheme.** The provided templates align with the current DOH color scheme and are designed such that the backgrounds and font colors sufficiently contrast, in accordance with ADA rules (details in Standards, Section 9.10). For example using a light background requires a dark contrasting font color, or a using a dark background requires a light contrasting font. Avoid using a red against green color palate, as the pairing might be more difficult to differentiate for those who are color blind.

**9.2.3 - Font Typography.** Use **Arial**, **Tahoma**, or **Verdana** fonts to present written information. These fonts are DOH accepted and recognizable across different Microsoft Office versions and are readily adaptable. Other fonts may be considered to highlight key information, however limit usage of ornate fonts, such as *French Script*, as they might hard to read and may not be compatible with all versions of Microsoft Office. Usage of fonts relative to presentation layouts is discussed in the next section.

**9.2.4 - Font Size and Formatting.** The following font size ranges are appropriate per title or heading, sub-title or sub-heading, and main text components. These ranges allow course developer discretion to ensure proper fit of course content and readability. Additional requirements per course level are included in Table 2. Figures 3 and 4 are examples using the requirements below.

Slide Feature	Font Range	Additional Course Requirements
Title or Heading	36-44	DOH Mandatory, Required and Recommended Courses must utilize the following for this feature: <b>Font: Tahoma</b> (optional) <b>Bolded text</b>
Sub-Title or Sub-Heading	26-35	DOH Mandatory, Required and Recommended Courses must utilize the following for this feature: <b>Font: Arial</b> (optional) <b>Bolded text</b>
Main Text	22-28	DOH Mandatory, Required and Recommended Courses must utilize the following for this feature: <b>Font: Arial</b>  <b>All courses must utilize the following for this feature:</b> <ul style="list-style-type: none"> <li>Information must be bulleted, as shown in Fig. 3 &amp; 4.</li> </ul>

Table 2. Font Range and Addition Requirements per Slide Features



# Learning Objectives

- Define sexual harassment
- Describe two types of sexual harassment
- Identify behavior that may constitute sexual harassment
- Respond to and report cases of sexual harassment
- Identify discipline measures and retaliation prohibitions

DOH Mandatory Training FY2013-2014



Figure 3. Mandatory Course Learning Objectives page

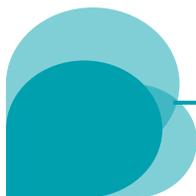
## Features:

### Title

- Format: Bolded
- Font: Tahoma
- Font Size: 44

### Main text

- Format: Bulleted
- Font: Arial
- Font Size: 24



# DOH Client Services

## Accessibility Requirements

DOHP 220-3-00 & Title VI

Programs and activities provided by the Department must be conducted in a barrier free environment in which the mobility of individuals with disabilities will not be inhibited.

DOH Mandatory Training FY2013-2014



Figure 4. Mandatory Course Learning Objectives page

### Features:

#### Title

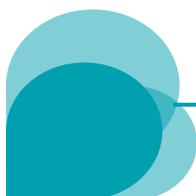
- Format: Bolded
- Font: Tahoma
- Font Size: 44

#### Main text

- Font: Arial
- Font Size: 26

#### Sub-Title

- Font: Arial
- Font Size: 32



### 9.3 - Flash Course Requirements

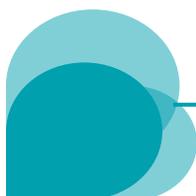
Adobe Captivate and Adobe Presenter are DOH accepted Flash players for course delivery. TRAIN Florida requires that all courses be in the Flash format. These software programs convert Microsoft PowerPoint content to Adobe supported presentations. They provide additional features that PowerPoint does not support. Captivate and Presenter provides voice over and text to audio features that allow for the narration necessary in most training courses. To assist with the successful narration of a course and provide a record of course material, all narrated courses must have a written script.

- 9.3.1 - Voice Over Requirements.** Courses that utilize voice over narrations must seek a narrator capable of clear and professional communication skills. Clear diction and a smooth, consistent speaking pace will assure effective communication of course content to learners.
- 9.3.2 - Text to Audio.** Course Providers may use the approved Flash software text-to-audio feature, in the event that a live narrator is not available or course length makes verbal narration un-realistic.
- 9.3.3 - Scripts.** Course designers and Subject Matter Experts are encouraged to follow the DOH requirements for designing quality content. The [Training Quality process](#) tools, resources and guidelines and templates are located on the TRAIN Florida – Course Provider Knowledge Center under the [Training Content Tools, Forms and Templates dropdown menu: Tools](#)
- 9.3.4 - Videos.** Videos are authorized. They can be embedded into the flash presentation or linked. All videos must be accompanied with a transcript. Course designers and Subject Matter Experts are encouraged to follow the DOH requirements for designing quality content. The [Training Quality process](#) tools, resources and guidelines and templates are located on the TRAIN Florida – Course Provider Knowledge Center under the [Training Content Tools, Forms and Templates dropdown menu: Tools](#)

### 9.4 - Course Objectives

Course objectives are important to list within a course because they state clearly the training's alignment to public health domains and competencies, knowledge, skills, and abilities (KSAs), as well as learning and performance objectives. The objectives provide a means to determine if learning and performance outcomes are fulfilled. They also provide an observable means of determining learner knowledge, skill, and ability attainment. In addition, identifying these factors supports the creation of instructional and evaluation methods.

Course designers and Subject Matter Experts are encouraged to follow the DOH requirements for designing quality content. The [Training Quality process](#) tools, resources and guidelines and templates are located on the TRAIN Florida – Course Provider Knowledge Center under the [Training Content Tools, Forms and Templates dropdown menu: Tools](#)



## 9.5 - Course Layout

Course layouts should be consistent with the instructional goals for the training and follow the order of the stated course objectives. The DOH ADDIER Model provides details regarding the requirements for course layout attributes.

The main layout of the course should consist of an introduction, body, summary, and conclusion.

- 1) **Introduction** - Provide an overview of the course subject matter. Answer the question, “What will the learners know or be able to do following instruction?” by providing the course objectives.
- 2) **Body** - Present the course subject matter in the same order that you stated the course objectives.
  - Utilize bullet points to visually simplify the narrated course information.
  - Break content into manageable chunks of information. Avoid paragraph prose and long phrases. Limit extraneous wording by incorporating a practice similar to the 6-6-6 rule: six words per item, six bullets per slide, and six word text slides in a row.
- 3) **Summary** - Provide concluding remarks about the purpose of the instruction, and key information provided within the presentation.
- 4) **Conclusion** - Establish that the learner has reached the end of the instruction module. Direct the learner to the next steps to fully complete the course, and provide appropriate course provider and resource contact information.

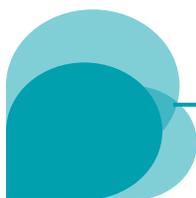
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## 9.6 - Graphics, Animation, and Images

Visual aids such as graphics, animations, and images must follow the DOH Branding Guidelines and not deter or distract learners from the instructional and learning purposes of a course. Avoid adding too many or non-relevant pictures or animations to courses. Consistency of styles and types of graphics, animations, and images helps to formalize the presentation of a course; they must also be ADA compliant. Use graphics, animations, and images sparingly to accent or punctuate presentations.

## 9.7 - Duration of Presentation

Each presentation or module within a course should be able to be completed by the learner within approximately **30** minutes. If a module exceeds approximately **30** minutes in length, consider splitting the module into multiple, shorter modules. If the course is divided into modules, each module should provide the appropriate course objectives and follow a consistent course layout and



formatting template. This will ensure content consistency as the learner proceeds throughout the course modules. Course Providers should use their discretion to ensure continuity of information between course modules.

## 9.8 - Course Implementation: Required Course Testing

TRAIN Florida Administrators cannot delete courses once they are in TRAIN Florida production. Production courses can only be deactivated. As a DOH best practice, all TRAIN Florida Administrators and Course Providers will build and test courses on the TRAIN Florida test/staging server before uploading to the production server. This process ensures that the course functions and operates as intended and that it is ready for uploading into TRAIN Florida production and released to learners.

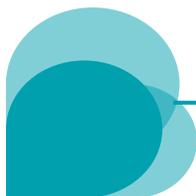
## 9.9 - Assessments and Evaluations

Assessments and evaluations provide a means of determining how much knowledge the learner has gained, and instructional effectiveness of a course. Findings acquired from the assessment and evaluations also guide the maintenance and revision of a course and/or of its supporting instructional systems.

Assessments are a scored test of knowledge, whereas evaluations are not scored. Assessment questions should tie into the course objectives; please review The [Training Quality process](#). Assessments and evaluations must be applied to both online and live event courses. Requirements for putting assessments and evaluations in to TRAIN Florida are provided in the following sections.

**9.9.1 Assessments.** Course assessments determine how much knowledge the learner has gained about the subject matter of a course following training. The following assessment standards will apply for all DOH courses:

- Course assessment items must reflect the course or learning objectives.
- Courses have an option to include a pre-assessment. Pre-assessments measure learner readiness for training.
  - Pre-assessment items must include prerequisite knowledge, skills, and/or abilities that are necessary for initial introduction to the course subject matter.
  - If appropriate, pre-assessment items could include knowledge, skills, and/or abilities the learners should obtain from the course subject matter to determine if the learner has already mastered competency in the subject.
- **All courses must incorporate a post-assessment.** Post-assessments should test and verify that the learners have acquired the appropriate knowledge, skills, and abilities presented by the course. An assessment may be given by the classroom instructor or through the DOH LMS.
- If a course has several modules each module may be assigned a post-assessment, or one post-assessment may be assigned to test on all modules.
- Correct assessment answer options should not follow a guessable response pattern. For example, having all true/false questions correctly answered as true, or having a majority of “all of the above” correct answers in a multiple choice assessment.



A copy of a sample assessment, [Appendix V](#) and the TRAIN Florida assessment template, [Appendix VI](#) for inputting to TRAIN Florida is provided.

**9.8.2 Evaluations.** OPQI has created three standardized course evaluation forms to help determine learner feedback about a course and/or instructor quality. Course Providers may assign a DOH standardized course evaluation to a course. If a Course Provider builds a new course evaluation, it must follow the DOH ADDIER Model guide.

## 9.10 - Instructional Revision

Course providers must revise course instruction on a case-by-case basis as directed by course assessment and evaluation findings. **All courses should be reviewed at least annually to ensure that the course is accurate, up to date, and appropriate for current demands.** Courses that are revised must go through the piloting and course review process in the TRAIN Florida staging site before being loaded into TRAIN Florida production and released to learners.

## 9.11 - ADA Compliance

Instruction can be communicated via written, verbal, visual, and mobile means. Training accessibility that is appropriate for all learners is an ideal goal for effective instructional design. Online based instruction should be designed in an accessible manner to ensure the accessibility of the course to various learning needs.

The Department has several policies **DOH ADA POLICY** (See [Appendix VII](#)) that reflect compliance with the Americans with Disabilities Act (ADA). DOH Information Technology has established technology and internet policies compliant to Section 508 of the American with Disabilities Act.

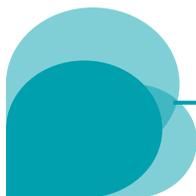
The DOH policies require information to be equally accessible to all persons with disabilities, including employees and members of the public, unless the accommodation inflicts an undue hardship on the provider. All tools or resources used within a training course should meet accessibility standards for interoperability and access for learners of various needs.

To support basic multi-accessible requirements, the following minimum protocols are required:

- Provide closed captioning with all video narrations.
- Provide learner guides for audio communications in all courses and trainings.

## Section 10 – Live Event Content Standards

Courses that use the live event delivery method can include online and face-to-face settings. The means to facilitate live event instruction includes audio conferencing, on-sight classrooms or workshops, and video conferencing. Live event courses that include PowerPoint presentations must use the DOH LMS PowerPoint training templates to format the presentation slides.



## 10.1 - Course Objectives

Course objectives are important to list within a course because they state clearly the training's alignment to public health domains and competencies, knowledge, skills, and abilities (KSAs), as well as learning and performance objectives. The objectives provide a means to determine if learning and performance outcomes are fulfilled. They also provide an observable means of determining learner knowledge, skill, and ability attainment. In addition, identifying these factors supports the creation of instructional and evaluation methods.

Course designers and Subject Matter Experts are encouraged to follow the DOH requirements for designing quality content. The [Training Quality process](#) tools, resources and guidelines and templates are located on the TRAIN Florida – Course Provider Knowledge Center under the [Training Content Tools, Forms and Templates dropdown menu: Tools](#)

## 10.2 - Course Materials

It is important to create or gather the following information and materials to ensure that the course instructor has the necessary materials to prepare for instructing the live event course:

- [Advance Set-Up Materials](#) - details of the resources, facilities, and other logistical procedures necessary for hosting and facilitating the course.
- [Trainer Manual and Lesson Plan](#) - details of the instructional content, interaction, and activities to guide the instructor while teaching and facilitating the course.

## 10.3 - Course Implementation: Required Course Testing

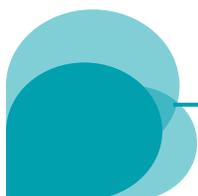
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## 10.4 - Assessments and Evaluations

Information for required assessments and evaluations can be found in this document, Section 9.8, Sub-sections 9.8.1-9.8.2. Assessments and evaluations must be applied to both live event and online courses.

## 10.5 - Instructional Revision

Course providers must revise course instruction on a case-by-case basis as directed by course assessment and evaluation findings. **All courses should be reviewed at least annually to ensure that the course is accurate, up to date, and appropriate for current demands.** Courses that are revised must go through the piloting and course review process in the TRAIN Florida staging site before being loaded into TRAIN Florida production and released to learners.



## 10.6 - ADA Compliant

Instruction can be communicated via written, verbal, visual, and mobile means. Training accessibility appropriate for all learners is an ideal goal of effective instructional design. Classroom and online-based live event instruction should consider accessible opportunities to ensure the accommodation of various learning needs.

The Department has several policies **Methods of Administration, Equal Opportunity in Service Delivery** that reflects compliance with the Americans with Disabilities Act (ADA). Specific policies for classroom and online-based live event instruction are discussed in depth.

For live event course instruction, consider the following tools, resources, and situations that instructors and venues **must** plan for to meet ADA accessibility compliance. This list is not comprehensive it is meant to provide an initial framework for compliance during course preparation:

- Seating arrangements
- Lighting
- Audio
- Media
- Course break periods
- Learner Guides
- Venue parking and accessibility

## Section 11 – Contact Information

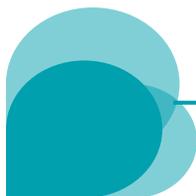


**We are committed to:  
Developing and Sustaining a Competent and Qualified Public Health Workforce**

If you have a question, want to check our process, or would like to share an idea, please feel free to contact **OPQI - Workforce Development**:

Email Address: [DOHLMSSupport@flhealth.gov](mailto:DOHLMSSupport@flhealth.gov)

Phone: (850) 245-4008





## Appendices

Appendix	
I	TRAIN National Policy
II	Training Needs Assessment Steps
III	Training Needs Analysis form
IV	DOH LMS Flash and Video Procedures
V	Sample Assessment for TRAIN Florida
VI	Assessment Template for TRAIN Florida
VII	DOH ADA Policies

