Welcome to the Pathways Learning and Development Workshop Handbook!

We are glad to assist you in providing accredited continuing education (CE) contact/clock hours for a face to face workshop. We view the instructor of the workshop as an Adjunct Faculty Instructor for Pathways Learning and Development (PLAD).

For every PLAD course we must maintain certain standards to insure that the content is of high quality, pertinent to the behavioral health fields and current. There are certain things we must have in place before a course can be accredited as a CE course. Because these steps take time to complete, we ask that you make contact with us at least one month before your scheduled workshop so that everything can completed in a timely manner.

PLAD is an accredited provider of CE contact/clock hours through two different professional boards: the ASWB (the national certifying body for continuing education for social workers) & the NBCC (the national certifying body for continuing education for professional counselors).

We are excited to have you working with us in offering stellar professional learning opportunities! If you have a concern about anything, please contact Dr. Amy Lovelace (Amy.Lovelace@pathways.com (504) 287-9095). You may also work with Brandy Arana (brandy.arana@pathways.com 760-680-1427) and/or Rhett Davis (rhett.davis@pathways.com 912-258-0600) on details. PLAD teleclasses are a powerful way to reach many more staff members in the geographically disbursed workforce of Pathways Human Services, so you may wish to turn a face to face workshop into a teleclass later.

**Dr. Amy Lovelace** is the Director of Learning and Development for Pathways Human Services. In her role she has the overall responsibility for PLAD's accreditation process. Amy reviews credentials and course materials to determine whether the course meets accreditation standards. She can also be available to coach instructors in putting together a course. And, afterward, Amy will meet with the instructor to review evaluation results, help reflect on the experience, and improve teaching of the content for the next teaching opportunity. Amy can also link you to possibilities for teaching your course as a PLAD Tele-class, so you can reach many more colleagues in the extended Pathways family with a dynamic learning opportunity.

Pathways Human Services has a contract with Relias Learning (formerly they were called Essential Learning) for access to a library of online computer based courses in behavioral health. All of our individual employees have access to the library through the Pathways Relias Learning Management System (RLMS). Providing them with an automated learner self-service method for tracking and documenting CE event attendance, course completion, and CE certificate. We use the RLMS flexibly for our continuing education needs for tracking attendance, learner transcripts, and self-service completion of course evaluations and post-tests for courses whether they are live CE events (like teleclasses, webinars, and live face to face workshops) or self-paced computer modules.

We also have a separate web-based "virtual classroom" site at www.pathwaysU.com where our learners can access materials for a class they are registered for or register for a new offering. If you are involved in teaching a teleclass, a virtual classroom will be set up for your content.

This handbook outlines, with examples, the things that we will need for a workshop or teleclass/webinar live event or self-paced computer module course. We need these items to review the instructor credentials and the workshop/class materials in order to determine if the workshop/class meets the standards of our accrediting bodies. If so, then PLAD can award CE contact/clock hours to learners with documented attendance at the event. We use some of these items as a basis for promotional materials and as components for the virtual classroom (if pertinent) for your course.

REQUIRED INSTRUCTOR INFORMATION
(Submitted at least one month before workshop)

- ✓ Copy of instructor(s) vita/resume
- ✓ Any trainings taken that are relative to workshop topic (either included in your resume or sent separately)
- ✓ Copy of instructor professional license(s)(if applicable), or report of state and number.
- ✓ Instructor Profile: a brief bio that we put in the promotional flier and, when pertinent, can put on the PLAD website to allow participants to see teachers' qualifications and experience.
- ✓ (optional) a digital picture of instructor that we can post on our website.

Most of the above list should be self-explanatory. Here are examples of instructor profiles

Instructor Profile

Bio- example 1:

Cassy Greene is a Speech-Language Pathologixt (SLP) from Norfolk, Virginia. She works with children who have a variety of communication concerns. She provides assessment, therapy and consultation to children and their families. In addition to clinical practice, Cassy is also an instructor at the Communicative Disorders Associate program at Old Dominion University.

Bio- example 2:

Tanya Nettles, LCSW, SPHR, is an author, speaker and consultant. Ms. Nettles is a human resource consultant working with companies and HR professionals, developing tools and solutions to a wide variety of employee relations problems. Workplace culture and difficult employee types are specialty areas. She has a varied background in a family business, large for-profit corporation and small business. She is often called in to help shift workplace atmosphere to a healthier standard. Doing business as WorkWonders Consulting, Ms. Nettles develops strategies that approach a healthy workplace from the point of view of owners, customers AND employees. Striving for excellence means a no-compromise posture on workplace abuse and intimidation and creating structures that reward candor, respect and accountability. She publishes articles about how negative dynamics develop and how they can be shifted toward the positive with a strategic approach. She writes about these and other HR topics and speaks to business groups offering quality technical info with humor in an interactive style.

Bio- example 3:

Michael Brown, LMHC, LCDCS has over 29 years of experience providing mental health and addictions-related counseling services to adolescents, adults, and elders in a variety of inpatient, residential, and outpatient settings. In addition to his clinical experience, he has provided consultation and training to a variety of groups and organizations, including 10+ years as an Adjunct Instructor in the Graduate Counseling Program at Duke University.

Michael is dually licensed as a Mental Health Counselor and Chemical Dependency Clinical Supervisor and is also internationally certified as a Co-Occurring Disorders Professional-Diplomate. He holds a Master's degree in Educational Psychology and a Certificate of Advanced Graduate Studies in Mental Health Counseling.
Trained in a variety of treatment modalities, Mr. Brown focuses on teaching professionals a counseling approach which is determined by a client's preferences and personal goals, as well as the nature of the issue being addressed.

Bio- example 4:

John Mercer, JD is an internationally-recognized expert on mental disability law, John Mercer has devoted his career to championing legal rights for people with mental disabilities. A prolific author of eleven books and well over 50 scholarly articles on all aspects of mental disability law, Professor Mercer attempts to educate society about how the fear of persons with mental illness creates a societal prejudice. A teacher-lawyer-advocate who advises mental health professionals, hospitals, advocates, activists, lawyers, and governments, Professor Mercer has worked directly on mental disability cases as a public defender and as director of the Department of Mental Health Advocacy in state of California.

Professor Mercer travels around the globe to speak out about the legal rights of people with mental disabilities. In conjunction with International Mental Health Alliance, a U.S.-based human rights advocacy organization, he has presented mental disability training workshops in Canada, Greece, Austria and the Czech Republic.

Required Course Information:
(Submitted at least one month before training)

This is a list of the information needed to certify the class for continuing education credit. Please gather these items together and check them off the list when you email them to us.

We will create a promotional flier to advertise the workshop using this information, in a format required by our accrediting bodies.

- ✓ A course description
- ✓ A brief bio (as described above)
- ✓ Learning objectives
  - ➢ Learning objectives identify a learning outcome
  - ➢ These statements reflect knowledge, skills, and/or attitudes the learner should be able to demonstrate following the learning experience.
  - ➢ The outcome must state what the learner is to perform, not how the learner will learn.
  - ➢ Learning outcomes are clear and concise written statements reflecting what the learner will gain from the course.
  - ➢ Each outcome must be precise, giving different people the same understanding of the desired outcome.
  - ➢ Learning outcomes are the foundation for planning, instruction and assessment of a learning experience.
  - ➢ Outcomes must be behavioral, and stated as measurable and/or demonstrable learning outcomes.
- ✓ A list of references used in preparing your content
- ✓ An outline showing brief schedule and topics
- ✓ *Face to Face courses only:* need a physical location of the event
- ✓ *Distance courses only:* need a post-test

The following pages contain explanations and examples of these items:

A COURSE DESCRIPTION

This is a short description of the class' purpose and content. It provides enough information that a prospective learner can decide if they would like to attend.

EXAMPLES:

Purpose statement for *Safekeeping: Keeping Yourself Safe during Homevisits*:

Pathways provides human services without walls to clients in their home settings. Home visiting presents special safety concerns. This half day interactive workshop will heighten counselor awareness of ongoing safety assessment before, during, and after home visits. Participants will share experiences with managing safety concerns on their caseloads. Techniques to minimize risk to clients and staff will be explored.

Purpose statement for *Narrative Therapy: Journey to the Future* :

In this day long workshop, you will journey into the challenging and exciting world of the story telling approach. Practitioners who learn to use this approach listen to the storyline of their clients' lives, and then empower their clients to change that story. Come prepared to apply course concepts to a case you are working. In core groups of classmates, class activities will assist you in incorporating narrative therapy techniques in your ongoing practice. Come and discover how Narrative Therapy can assist you in facilitating powerful changes in people's lives.

LIST OF AT LEAST THREE (3) MAIN LEARNING OBJECTIVES

EXAMPLE: Learning Objectives:

After completing the course, participants will be able to:
1. Identify at least three organizational benefits of the Broaden & Build Theory.
2. Practice two different communication strategies proven to build effective teams.
3. Apply Appreciative Inquiry principles to a specific organizational challenge.

After completing the course, participants will be able to:
1. Identify at least three common safety risks in home visits.
2. Identify the two strategies to minimize risks in the home setting.
3. Recognize at least five signs of escalating risk
4. Practice safety awareness to mitigate personal risk

A List of References

Please send us a list of the articles, books, conference proceedings, or personal contacts that have informed the ideas and created materials used in the training. This list documents the currency of the training content as well as documents that an instructor is grounded in the most relevant scholarship concerning the topic. Some workshops will have a longer reference list than others, but all workshops should have at least three to four references and most of the references should be current (within the past 5 years).

Example Reference List:

References

Baldwin, T., and K. Ford. 1988. Transfer of training: A review and directions for future research. Personnel Psychology 41(1):63-105.

Hughes, R. C., and 1. S. Rycus. 1989. Target: Competent Staff Competency Based In-service Training. Washington. D.C.: Child Welfare League of America.

Bernard, R. M., P. C. Abrami, Y. Lou, E. Borokhovski, A. Wade, L. Wozney, P.A. Wallet, M. Fiset, and B. Huang. 2004. How does distance education compare with classroom instruction? A meta-analysis of the empirical literature. *Review of Educational Research* 74 (3):379–439.

Cavanaugh, C. 2001. The effectiveness of interactive distance education technologies in K–12 learning: A meta-analysis. *International Journal of Educational Telecommunications* 7 (1):73–78.

Moore, M. 1994. Administrative barriers to adoption of distance education. *The American Journal of Distance Education* 8 (3):1–4.

Singley, D.B., and Mueller, S. (2009). Comparing costs of e-learning and live trainings. Essential Learning Research Report # 2009-07.

Sitzmann, T., K. Kraiger, D. Stewart, and R. Wisher. 2006. The comparative effectiveness of Web-based and classroom instruction: A meta-analysis. *Personnel Psychology* 59:623–64.

U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, (2009) *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies,* Washington, D.C.

AN Outline (Showing general SCHEDULE and/or content)

An agenda presents the outline of course topics and when they will be covered.

<u>TWO FORMAT EXAMPLES</u>

Example Agenda #1:
Course Agenda:

Morning Session **"The Concept"**	➢ **"The Concept" of Solution Focused Brief Therapy** a) Solution-focused introductions b) Inspirational quotes and metaphors c) Groupreadings from handouts d) The paradigm shift (what it is and what it isn't) ~Definitions of S.F.B.T. ~Useful language skills e) Solution-focused conversation building
Afternoon Session **"The Practice"**	➢ **"The Practice" of Solution Focused Brief Therapy** a) Scaling questions b) The Miracle Question c) Group exercises using S.F.B.T. cards d) Useful coping questions e) Exception finding f) The power of compliments g) Resource Gossip h) Co-constructing goals and competence; formula for session tasks i) Solution-focused initial and follow-up sessions j) Concept and practice integration

Example Agenda #2
Course Agenda:

Session 1 ✓ What is Positive Psychology? ✓ Identifying strengths in self & others	Session 2 ✓ Core Strengths for Happiness ✓ Working with Strengths	Session 3 ✓ Brain functioning, Memory & Satisfaction	Session 4 ✓ Optimism ✓ Explanatory Style
Session 5 ✓ Broaden & Build Theory ✓ Micro & Macro Forgiveness	Session 6 ✓ Appreciative Inquiry	Session 7 ✓ Flow ✓ Matching tasks to strengths	Session 8 ✓ Strengths based performance planning/ improvement

Example Agenda #3
Course Agenda:

Before a visit	✓ Statistics on workplace safety ✓ Examining types of hazards ✓ The purpose of home visits ✓ Before you go – preparing for the visit
During a visit	✓ Being a good visitor-respecting their space ✓ Listening to the family's expertise ✓ Engage clients as collaborators for change ✓ Crisis considerations-managing heightened risk
After a visit	✓ Ending the visit-acknowledge, praise, and thank family ✓ Review of previous visit informs next visit ✓ Promoting general safety-policies, procedures, training, equipment ✓ Reporting critical incidents and post-trauma support

Example Agenda #4
Day One Outline:

1:00-2:30pm: **Didactic Information: Overview of Changes**	✓ Ice Breaker ✓ Brief DSM History ✓ Getting Acquainted with DSM-5 ✓ DSM-5 Paradigm Shift
2:30-2:45pm	*BREAK*
2:45-3:45pm: **Didactic Information: Overview of Changes CONTINUED**	✓ Highlights of Changes from DSM-IV-TR to DSM-5
3:45-4:00PM	*BREAK*
4:00-5:00pm **Practicing the Shift from DSM-IV-TR to DSM-5**	✓ Overview of DSM-5 measures

(Please do not worry about necessarily formatting into the structures shown above – we will design the actual flier around your information.)

CONTINUING EDUCATION REQUIREMENTS for Face to Face Workshops

Attendance tracking is the most important thing!

For employees: Participants must sign in and out on a PLAD attendance sheet designed for that course. No post-test is required, but participants must complete a course evaluation survey after the session via their automated Relias Learning profile, after which a CE certificate can be accessed and/or printed.

Our system allows for self-service completion of the workshop evaluation and printing of a CE certificate from the personal employee account in the RLMS. This means that workshop attendance and completion will become part of their personal learning transcript. However, this also means that learners aren't really done with the workshop until they complete the evaluation and pick up their certificate.

Please emphasize during and at the end of the workshop: learners MUST complete the entire process so they can obtain their credit!

COMPLETION STEPS:
✓ Our licensing boards require that all participants in a face to face workshop attend the entire session and complete an evaluation of the workshop.
✓ Local Pathways host contacts PLAD at least one month prior to scheduled workshop and discusses plans with PLAD CE Director.
✓ A sign-in and out PLAD attendance sheet must be signed by any participant in order to receive credit. (A typed list of names of attendees provided before the workshop, will allow us to include printed names on the attendance sheet).
✓ The workshop instructor or host must scan the official sign in-out sheet and send back via email to PLAD (along with a typed list of names of attendees to insure that no name is illegible). Please send this ASAP, preferably within 24 hours of your workshop as the completion of CE credit for learners cannot proceed without the documented attendance.
  o Send to: rhett.davis@pathways.com phone number **(912) 258-0600.**

✓ Those students who have met the attendance requirements as verified via the returned attendance documents will then have the course evaluation survey added to their RLMS profile. We do this as soon as we possibly can aiming for within 2 business days of the attendance documents return to us. PLAD sends an alert via email to the participants instructing them to finish the course by taking the workshop evaluation survey. Once this step is completed, a learner can print a CE certificate for the workshop.

For invited guests/non-employees: A local Pathways host-contact (or Clerk) must take responsibility for assuring that these steps are completed and the certificates are delivered to participants.
✓ Local Pathways host contacts PLAD at least one month prior to scheduled workshop and discusses plans with PLAD CE Director.
✓ Local host-contact is sent a copy of workshop evaluation and PLAD attendance sheet, and Certificates for external attendees via email prior to workshop from PLAD.
✓ Local host-contact prints paper copies to have available at the workshop.
✓ Guest participants must sign in and out on this guest participant PLAD attendance sheet designed for the workshop. This includes contact information for guest.
✓ Participants must complete and turn in a course evaluation at the end of the training.
✓ Local host-contact completes and distributes certificates to guest attendees after they have completed the sign in sheet and the required evaluation.
✓ Workshop instructor or host must scan the sign in-out sheet and ALL the evaluations and turn in to PLAD.

Onsite Express Steps for PLAD faculty providing external to Pathways Workshop with CE credit.

Before Event:

✓ A training event that meets quality standards for CE provision is being planned. Consult with PLAD CE Director at least one month prior to scheduled workshop.

✓ A review session will be scheduled with the PLAD CE Director to review content of proposed training, instructor qualifications, references for the event, etc. PLAD CE Director advises whether or not CE credit can be given.

✓ If the workshop is approved, all the information outlined earlier in this manual is supplied to the PLAD CE director for the creation of the advertising flier.

✓ A clerk must be designated by the hosting site or region, who can plan to be present before the event, at breaks during the event, and at the end of the event.

✓ PLAD sends a copy of workshop evaluation and PLAD attendance sheet for the event, and copy of blank certificate of completion to the contact person/clerk for the event. (this person may be the presenter or a designee, but approved by PLAD CE director or PLAD staff)

✓ Contact Person/clerk prints adequate # of paper copies of sign in sheet, eval survey, and certificate for the event, to have available at the workshop.

AT THE EVENT:

✓ Clerk hosts a table outside the entrance to the room before, during breaks, and after session.

✓ Clerk signs people in when they arrive.

✓ While session is going on, clerk puts names of attendees on the blank certificates of completion to be ready for distribution at the end.

✓ At the end of the event, trainer mentions (or allows clerk to announce) importance of completing evaluation to obtain CE onsite. People are asked to sign out and turn in evaluation before they leave.

✓ Clerk checks sign out sheet signature, collects written evaluation, and hands certificate to leaving person.

AFTER EVENT:

✓ Clerk scans all the paper copies of the evaluations, and the sign in and out attendance sheet.

✓ Clerk email to PLAD (Learning@pathways.com) attachment of all scanned documents.

✓ Digital records are saved in the PLAD virtual files.

CE REQUIREMENTS for Post-tests

PLAD courses delivered through our distance formats of live tele-class or self-paced computer module must have a post-test if any CE credit will be given for class participation. The following guidelines from the ASWB were developed to assist providers in preparing and creating posttests that accurately assess participant learning.

I. Plan test content and format
   - ✓ Develop learning objectives based on Bloom's Taxonomy of Educational
   - ✓ Objectives (chart below)
   - ✓ All test questions should measure course learning objectives and/or course content
   - ✓ Determine length and format of the test
   - ✓ Number of test questions per CE credit hour = 10 if learning activity only one hour. 10 for the first hour, 3 for each additional hour

II. Write test questions
   - ✓ Create test questions using the following guidelines
   - ✓ Write clear directions for each group of questions

Summary of Bloom's Taxonomy of Educational Objectives for the Cognitive Domain		
Level	**Definition**	**Question Cues**
Knowledge	• Observation and recall of information • Knowledge of dates, events, places • Knowledge of major ideas • Mastery of subject matter	List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	• Understanding information • Grasp meaning • Translate knowledge into new context • Interpret facts, compare, contrast • Order, group, infer causes • Predict consequences	Summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	• Use information • Use methods, concepts, theories in new situations • Solve problems using required skills or knowledge	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	• Seeing patterns • Organization of parts • Recognition of hidden meanings • Identification of components	Analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	• Use old ideas to create new ones • Generalize from given facts • Relate knowledge from several areas • Predict, draw conclusions	Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	• Compare and discriminate between ideas • Assess value of theories, presentations • Make choices based on reasoned argument • Verify value of evidence • Recognize subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

As you construct the questions, ask yourself:

- ✓ Match a test item to a specific learning objective, or an important idea in the course content.
- ✓ Include a variety of test question formats (e.g. T/F or multiple choice, short answer fill in blank with 2-3 suggested choices).
- ✓ Is the level of difficulty of the individual question appropriate for the course level?
- ✓ Is the question related to the educational objectives of the course or an important idea in the content?
- ✓ Is there a better way to write the question?
- ✓ Does it express a clearly defined problem or task?
- ✓ Could it be worded more simply?
- ✓ Could any of the incorrect answers (distracters) be correct?
- ✓ Do the incorrect answers make sense and fit grammatically with the question?
- ✓ Is the correct answer the best choice?

Tips to improve the overall quality of test items and assessments:

- ✓ Review all test questions once they are compiled for the test to ensure that the wording of one question does not give away the answers to another question.
- ✓ Avoid questions asking about more than one thing (e.g. Low intelligence and discrimination are the root causes of poverty. T/F)
- ✓ Questions may be written as either direct questions or incomplete statements.
- ✓ When possible, a direct question is preferable as it is generally easier to read.
- ✓ Avoid negatively worded items (e.g. Convicted sex offenders should not be registered in the community in which they live. T/F)
- ✓ Avoid biased questions (e.g. those that subtly or not so subtly, encourage one response over another.)