

Train-the-Trainer

Training Outlines from Participants

Use the Bloom's Taxonomy handout when developing learning objectives. Start with lower level (understanding, describing) and move to higher order (applying, creating). The back-side of the handout provides a range of verbs that can be used when creating learning objectives at the different levels within the hierarchy.

It can be helpful to begin a learning objectives discussion with the phrase "As a result of this training, participants will [be able to]" and then list the objectives.

[These training outlines are unedited from participant work.]

Topic	Diffusing Crises
Learning Objectives	<ul style="list-style-type: none"> • Define a crisis • Recognize a crisis • Diffuse a crisis • Self-awareness to a crisis
Activities	Personal plan to crisis response ("Check yourself" plan) Define a crisis from personal perspective and as agency Case scenarios Motivational interviewing role play Training soft skills—active listening, mediation confidence Self-care debriefing [Self-care toolbox]

Topic	Overlap of Depression and Dementia
Learning Objectives	<ul style="list-style-type: none"> • Definitions of each with symptoms/signs • Similarities/Differences • Use 3 D's • Assessment/tools • Safety planning/levels of restriction • Associated statutes • Client rights
Activities	Case studies (define, videos, use appropriate tools, which statute to use) De-escalation techniques (interviewing tips, collaboration/community partnering, Teepa Snow videos) Role Playing (which diagnosis, safety plan options, legal routes)

Topic	Giving Testimony
Learning Objectives	<ul style="list-style-type: none"> • Components of the courtroom • Role identification • Components of Testimony • Familiarization with state statutes/court documents/reports
Activities	Video introduction to courtroom activities [Law and Order video] Presentation on components of the courtroom Presentation on role identification—role match up activity Overview of state statutes/court documents/reports Role play activity using case scenarios

Topic	Safety Strategies for Workers
Learning Objectives	<ul style="list-style-type: none"> • Identify/understand risk factors in home visits • Learn new strategies to increase worker safety • Learn strategies to mitigate risk <ul style="list-style-type: none"> ○ Geographical area (high crime) ○ Hostile client/relatives ○ Unsafe home conditions
Activities	<p>Small group activity to show pictures and various home visits scenes with brainstorming to document identified risks</p> <p>Video vignette and group technique</p> <p>De-escalation techniques-role play</p> <p>Large group sharing of local resources each county uses/ideas for developing resources</p> <p>Create safety checklist to use for referral/data collection</p>

Topic	Interview Skills
Learning Objectives	<ul style="list-style-type: none"> • Describe and demonstrate communication styles (#1) • Examine and illustrate effective listening (#2) • Critique and develop interview techniques (#3)
Activities	<p>Lecture and Case scenarios (#1)</p> <p>Role plays and discussion (#2)</p> <p>Video and Reflection (#3)</p>

Topic	Criteria for Emergency Protective Placements (EPP)
Learning Objectives	<ul style="list-style-type: none"> • Understand WI Statute 55.135 • Recognize adult-at-risk situations that meet criteria • Identify appropriate persons/agencies who can initiate an EPP
Activities	<p>Matching game criteria from statute (Provide handout of statute)</p> <p>Case scenarios to assess if they met legal criteria</p> <p>Role play EPP's being done or show video(s).</p>

Topic	Screening In and Out
Learning Objectives	<ul style="list-style-type: none"> • Understand the statutes that may apply • Understand the County's current process • Recognize implications of decision • Learn appropriate documentation
Activities	<p>Case scenarios and documentation</p> <p>Flow Chart</p> <p>Table used to compare statutes</p> <p>Video of interviewing skills to gain appropriate information</p> <p>Parking lot—What do other counties do?</p>

Topic	Hoarding: When is Too Much Too Much?
Learning Objectives	<ul style="list-style-type: none"> • What is hoarding? Understanding the reasons why. • Lifestyle vs. safety concern-recognize what to look for in APS • Is it dirty or is it hoarding? Apply knowledge to decisions • Who else needs to be involved? • Learn resources and next steps
Activities	<p>Round table discussion-Case scenario</p> <p>Video: Hoarders- Medical Emergency-Good Outcomes</p> <p>Get up and Move! Interactive activity with non-judgmental</p> <p>What do I do if I need more help? Next steps of interventions; checklist.</p> <p>Handouts with resources</p> <p>Chocolate and coffee breaks.</p>

Note: The Behavioral Health Training Partnership housed at the University of Wisconsin-Green Bay has a training developed on hoarding. [These trainings are created for County workers.]

Access their listing of trainings at:

<https://www.uwgb.edu/behavioral-health-training-partnership/>

Topic	WATTS Reviews
Learning Objectives	<ul style="list-style-type: none"> • Purpose of WATTS review (#1) • Content of WATTS review (#2) • Process of WATTS review (#3) • Interpreting information (#4)
Activities	<p>Role playing of interviewing skills (#2)</p> <p>Labeling a diagram (#3)</p> <p>Case study/case example (#4)</p> <p>Strip sequence of WATTS process (#3)</p> <p>Summarize (#1)</p> <p>Muddiest Point (All)</p>

Topic	Conducting Investigations
Learning Objectives	<ul style="list-style-type: none"> • Understand the elements of a thorough investigation according to statutes
Activities	<p>Case scenarios</p> <p>Referral example—then what?</p> <p>Data collection</p> <p>Video—Good vs Bad</p> <p>General Questions (risk)</p> <p>Substantiates/unsubstantiated/Not able to complete</p> <p>WITTS</p>