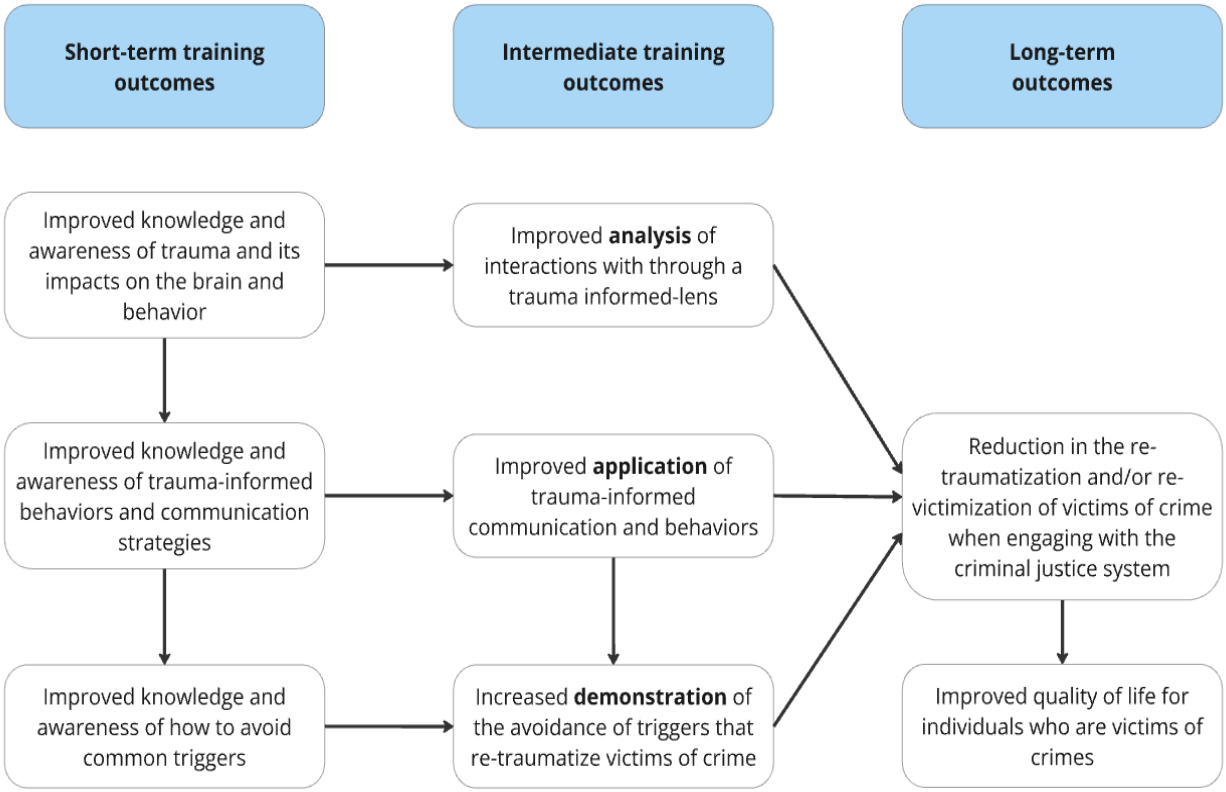
Pieces of the Design Process: eLearning for LEOs

The following items are steps that I took as a part of an eLearning creation for law enforcement officers (LEOs). Although I am not at liberty to share any of the documents in their entirety for this project, I can include a few pieces to demonstrate my ability to execute the design process in order to develop an effective learning solution.

1. The action map illustrates my ability to identify and assess a problem.
2. The CLOs exemplify my ability to create learning objectives in order to address a problem.

1. Action Map

- Long-term outcomes (LTO) represent the desired goal and reason for training, typically related to improved health outcomes for a priority population.
- Intermediate training outcomes (ITO) represent the desired skill/behavior changes required to achieve LTOs.
- Short-term training outcomes (STO) represent the changes in knowledge, attitudes, beliefs, & self-efficacy that are required to achieve ITOs.



2. Course Learning Objectives (CLOs)

CLOs are created based on the desired outcomes (short-term & training) on the action map.

- Objectives derived from training outcomes are likely higher order on Bloom's Taxonomy (e.g., differentiate, demonstrate, create) while short-term objectives tend to be lower order (e.g., define, identify, list).

After completing this course, learners will be able to:

1. Analyze interactions with victims of crime through a trauma-informed lens
    a. Explain the impact of trauma on the brain
    b. Describe the impact of trauma on behavior
    c. Define trauma-informed lens
2. Apply trauma-informed behaviors and communication with victims of crime
    a. Identify trauma-informed behaviors
    b. Describe trauma-informed communication strategies and responses
3. Demonstrate the avoidance of triggers that re-traumatize or re-victimize victims of crime
    a. Explain the causes and effects of re-traumatization and re-victimization
    b. Identify common triggers that re-traumatize or re-victimize