

Designing In-Service Programs



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Practice

Designing In-Service Programs

Description

This workshop is a brief introduction to designing in-service programs for staff development.

Learning Outcomes

Participants in this workshop will be able to design an in-service program that:

1. is based on an understanding of how people learn
2. is based on the answers to specific design questions
3. incorporates strategies for the 3 primary learning styles
4. uses a 7 step teaching progression

How People Learn Best

- best conditions for learning
- best conditions for retention
- incorporating representational systems
- incorporating active and passive learning
- suggested teaching progression

7-Step Teaching Progression

- Introduction
- Presentation of information (mini lecture)
- Applications to practice
- Demonstration
- Practice
- Processing of practice
- Plan for transfer to casework

In-Service Program Design Worksheet: Program Outline

- Target audience
- Objectives
- Introduction
- Presentation of information (mini lecture)
- Applications to practice
- Demonstration
- Practice
- Processing of practice
- Plan for transfer to casework
- Evaluation of training by participants
- Evaluation of transfer

Selected Learning Strategies

Visual Learning Strategies

- Films, videotapes, and slides/overheads
- Writing on flip charts, writing boards, posters
- Using color (magic markers, colored chalk, paints, pens)
- Graphs and diagrams
- Photographs
- Art work (e.g., drawings and paintings)
- Case records
- Handouts and manuals

Auditory Learning Strategies

- Spoken word in lecture, film and videotape
- Role plays
- Case presentations
- Discussion
- Brainstorming
- Mnemonics and acronyms (e.g., DSM IV)

Kinesthetic Learning Strategies

- Touching/manipulating objects (e.g., games, making physical models)
- Simulations and role plays
- Writing and journaling
- Drawing, painting, making collages
- Any activity requiring movement (e.g., sculpting)

7-Step Teaching Progression

1. Introduction of the topic
[Why you are teaching it, and what you hope staff will gain.]
2. Presentation of new information (mini lecture)
[The main points you want people to learn – limit to 7 points.]
3. Description of specific applications to practice with concrete examples
[Explanation of how the information/skill is used in practice with real world examples]
4. Demonstration of skill or application to practice (live, videotape, DVD, etc.)
5. Practice by staff facilitated by presenter
[Application exercises with coaching]
6. Processing of the practice (e.g., What worked? What didn't? Suggestions?)
[Discussion of the practice experience using prepared questions]
7. Planning with staff for transfer of learning to the job (How? and When?)
[Negotiating specific commitments with staff to implement the new knowledge and/or skill on the job]

In-Service Program Design Worksheet: Program Outline

- 1. Topic of In-Service Program:**
- 2. Target Audience:** *[e.g., novices, professionals]*
- 3. Objectives for the session:** *[what specifically will your staff know or be able to do differently?]*
- 4. Introduction of the topic** *[Why you are teaching it, and what you hope staff will gain.]*
- 5. Presentation of new information (mini lecture)***[The main points you want staff to take away from the in-service – limit to 7 or less points]*
- 6. Description of specific applications to practice with concrete examples** *[Explanation of how the information/skill is used in practice with real world examples]*
- 7. Demonstration of skill or application to practice** *[Description of how you will demonstrate use of the knowledge and/or skill you are teaching, e.g., live, videotape, DVD.]*
- 8. Practice by staff facilitated by presenter** *[instructions for application exercise and coaching including any role play scenarios or other necessary information]*
- 9. Processing of the practice** (e.g., What worked? What didn't? Suggestions?) *[The prepared questions you will use for discussing the practice.]*

- 10. Planning with staff for transfer of learning to the job**
[Description of how you will negotiate specific commitments from staff to implement the new knowledge and/or skill on the job – how and when they will use the training]
- 11. Closing the session** *[Summarizing the session; thanking staff for their work]*
- 12. Staff evaluation of training** *[Description of how staff will evaluate the in-service – including questions for evaluation]*
- 13. Evaluation of Transfer of Learning** *[Description of how you will assess use of the new knowledge/skill on the job]*
- 14. Check for Learning Strategies** *[identify where in the in-service design you have incorporated the 3 sensory representational systems. Make changes as needed.]*
 - Visual
 - Auditory
 - Kinesthetic

In-Service Program Design Worksheet: Program Outline

- 1. Title of In-Service Program:**
- 2. Target Audience:** *[e.g., novices, professionals]*
- 3. Objectives for the session:** *[what specifically will your staff know or be able to do differently?]*
- 4. Introduction of the topic** *[Why you are teaching it, and what you hope staff will gain.]*
- 5. Presentation of new information (mini lecture)***[The main points you want staff to take away from the in-service – limit to 7 or less points]*

9. Processing the practice (e.g., What worked? What didn't? Suggestions?)
[The prepared questions you will use for discussing the practice.]

10. Planning with staff for transfer of learning to the job *[Description of how you will negotiate specific commitments from staff to implement the new knowledge and/or skill on the job – how and when they will use the training]*

11. Closing the session *[Summarizing the session; thanking staff for their work]*

12. Staff evaluation of training *[Description of how staff will evaluate the in-service – including questions for evaluation]*

13. Evaluation of Transfer of Learning [*Description of how you will assess use of the new knowledge/skill on the job*]

14. Check for Learning Strategies [*Identify where in the in-service design you have incorporated the 3 sensory representational systems. Make changes as needed.*]

- Visual
- Auditory
- Kinesthetic