

APPENDIX A
Working Group

Topical Area	
Subject Matter Experts (Law Enforcement)	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7.
Subject Matter Experts (Specialized)	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Resources, Organizations, Training Entities	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Sources of Information (Research Reports, Recognized Training Websites, Governmental Entities- [BJA, Dept. Justice, CDC] Etc.	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Other	

**APPENDIX A
Working Group**

Topical Area	
Subject Matter Experts (Law Enforcement)	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7.
Subject Matter Experts (Specialized)	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Resources, Organizations, Training Entities	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Sources of Information (Research Reports, Recognized Training Websites, Governmental Entities- [BJA, Dept. Justice, CDC] Etc.	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Other	

APPENDIX B Course Design Matrix

Course Name- Invisible Wounds		Module / Section Name- Traumatic Brain Injury- Nature		
Instructional Objectives: At the end of this course, participant will be able to: Recognize; Identify; List; Discuss; Differentiate between; Comprehend; Analyze; Synthesize; Evaluate.				
1. Recognize the nature of Traumatic Brain Injury.				
2. Discuss the role of physical injury in TBI.				
3. Discuss the prevalence of TBI in various populations.				
Topics to be considered	Time allotted	Instructional Methods	Sources of Information	Assessment Strategy
1. Nature/ cause physical trauma -> changes in structure and function of brain, cognitive, behavioral effects.	30 Min.	Video- encounter with person/ TBI F- facilitate possible problems, anticipated risks, possible resolution issues. CB nature / causes of TBI Brain structure / function		Course Exam
2. Prevalence in Combat Vets / police/ etc.	5 Min.	CB- Statistical information	Center for Disease Control	“
3. Prevalence in. jail / prison populations	5 Min.	Same as above.	“ “	“
4.				
5.				
6.				
7.				
Provisional Assessment Questions: How many people are affected by TBI? How does TBI affect people? How can I recognize a person with TBI?			Instructional Support: (videos, simulations, structured exercises, PPT, etc.)	
Notes: CB- Concept Briefs L- Lecture SE- Structured Exercise F- Facilitation Video				

APPENDIX C

**Objectives
Topical Area**

Objectives Topical Area	
Terminal Objective 1	
Enabling Objective	
Enabling Objective	
Terminal Objective 2	
Enabling Objective	
Enabling Objective	
Non-Related Topical Area	
Terminal Objective 1	
Enabling Objective	
Enabling Objective	
Terminal Objective 2	
Enabling Objective	
Enabling Objective	

APPENDIX D
Practical Exercise Rubric

Page 1

Objectives		
Terminal Objective 1	Yes	No
Contains action verb Application (Precision) or higher		
Contains Condition		
Contains Performance		
Contains Standard		
Enabling Objective	Supports Terminal Objective Yes / No	Lower than Terminal Objective Yes / No
Enabling Objective 1		
Enabling Objective 2		
Terminal Objective 2	Yes	No
Contains action verb Application (Precision) or higher		
Contains Condition		
Contains Performance		
Contains Standard		
Enabling Objective	Supports Terminal Objective Yes / No	Lower than Terminal Objective Yes / No
Enabling Objective 1		
Enabling Objective 2		
Non-Related Topical Area Objectives		
Terminal Objective 1	Yes	No
Contains action verb Application (Precision) or higher		
Contains Condition		
Contains Performance		
Contains Standard		
Enabling Objective	Supports Terminal Objective Yes / No	Lower than Terminal Objective Yes / No
Enabling Objective 1		
Enabling Objective 2		
Terminal Objective 2	Yes	No
Contains action verb Application (Precision) or higher		
Contains Condition		
Contains Performance		
Contains Standard		
Enabling Objective	Supports Terminal Objective Yes/ No	Lower than Terminal Objective Yes/No
Enabling Objective 1		
Enabling Objective 2		
Topical Outline		
	Yes	No
Outline includes all topics needed to support objectives		
Outline has a topical sequence		
Outline is complete		

APPENDIX D Practical Exercise Rubric

Page 2

Test Questions				
	Question contains a stem	Question contains one correct answer	Question contains three distractors	Question relates to an objective
Question 1	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Question 2	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Question 3	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Question 4	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Question 5	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Level 1 Evaluation				
	Addresses a component of training	Item allows participant to provide feedback	Likert scale has a response range	Likert scale has odd # of responses
Item 1	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Item 2	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Item 3	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Item 4	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Item 5	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>

APPENDIX E

Practical Exercise Topical Outline

Develop a course outline that contains all topics needed to support the stated objectives, and has an appropriate topical sequence.

Course Title

Topics to be included

Topical sequence

Use an outline format to list topics in an appropriate sequence.

APPENDIX F Blank Course Design Matrix

Course Name-			Module / Section Name-	
Terminal Objective: Apply Analyze; Evaluate, Create				
Enabling Objectives: At the end of this course, participant will be able to: Recognize; Identify; List; Discuss; Differentiate between; Comprehend.				
Topics to be considered	Time allotted	Instructional Methods	Sources of Information	Evaluation Strategy
Provisional Assessment Questions:			Instructional Support: (videos, simulations, structured exercises, PPT, etc)	
Notes: CB- Concept Briefs L- Lecture SE- Structured Exercise F- Facilitation Video				

Note- Use additional matrices for subsequent modules.

APPENDIX G
Level 1 Evaluation

Compose a five-item list of Level 1 Evaluation items. Construct a Likert Scale for each item. Continue on reverse side.

Item 1-

Likert Scale

Item 2-

Likert Scale

Item 3-

Likert Scale

APPENDIX G

Page 2

Item 4-

Likert Scale

Item 5-

Likert Scale

APPENDIX H

Cognitive Domain	Psychomotor Domain	Affective Domain
Remembering Defines, describes, lists, identifies, matches, names, recalls, recognizes, selects, and states.	Imitation Copy, follow, replicate, repeat, mimic, imitate, and reenact.	Receiving Ask, chooses, describes, follows, gives, holds, selects, relies and uses.
Understanding Converts, defends, distinguishes, estimates, explains, generalizes, gives examples, of, infers, interprets, paraphrases, rewrites, and summarizes	Manipulation Recreate, build, perform, execute, and implement.	Responding Answers, assists, aids, complies, conforms, performs, practices, presents, reads, recites, reports, selects, tells, and writes.
Applying Applies, changes, computes, constructs, demonstrates, manipulates, modifies, operates, predicts, prepares, produces, shows, solves, and uses.	Precision Demonstrates, completes, controls, perfects, performs, and shows.	Valuing Completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, and works.
Analyzing Analyses, breaks down, compares, contrasts, diagrams, differentiates, distinguishes, identifies, illustrates, relates, and separates.	Articulation Construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, and improve	Organization by Values Alters, adheres, arranges, combines, compares, completes, defends, explains, formulates, identifies, integrates, modifies, organizes, prepares, relates, and synthesizes.
Evaluating Appraises, compares, concludes, contrasts, criticizes, critiques, defends, evaluates, interprets, justifies, summarizes, and supports.	Naturalization Design, specify, manage, and react.	Characterization by Values Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves and verifies.
Creating Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, and writes.		

APPENDIX I



APPENDIX J

Kirkpatrick Model of Training Evaluation

The Kirkpatrick model of training evaluation contains four levels of assessments.

The first two levels are of immediate interest to the course designer/developer in that they provide an immediate feedback on the course and its effectiveness.

Level 3 is important to determine whether a training program is having a positive influence on the behavior of the participants who have taken the training.

Level 1: Reaction

This level addresses the degree to which participants find the training favorable, engaging and relevant to their jobs. This assessment occurs immediately after the conclusion of the course and its testing procedures and aims to assess the participant's reactions to the program.

Level 2: Learning

This level addresses the degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training. The assessment item in this level is the test or assessment contained in the training program.

Level 3: Behavior

This level addresses the degree to which participants apply what they learned during training when they are back on the job. This level can be assessed by using course follow-up surveys gauged to assess the degree to which a participant in the training program has used the information or skills in their duties.

Level 4: Results

This level assesses the degree to which targeted outcomes occur because of the training program. Stated differently: to what extent, if any, has an organization altered its procedures or operations.

APPENDIX K

Content Validity Analysis

The following table is a test content validity analysis for “Instructional Systems Design.”

This table uses the following format: **Test Question Number** followed by the number of the **Terminal Objective** and **Enabling Objective**, to which the question relates, followed by the **Lesson Plan Page Number** where the test question information is found.

Example:

- Test question 1 reads: **T1E1:1**. This means that test question 1 relates to Terminal Objective 1, Enabling Objective 1, and the answer is found on page 1.

Lastly, an Instructional Objective Count is provided that indicates the number of questions that test each objective.

Instructional Systems Design	
1. T1E1:1	11. T3E2:7
2. T2E1:3-4	12. T4E1:19-21
3. T2E2:5-6	13. T4E2:19-21
4. T2E2:4	14. T1E1:2
5. T2E2:5	15. T5E2:24-25
6. T3E1:7	16. T6E1:26
7. T3E3:13,16,17	17. T6E2:26
8. T3E3:13	18. T4E2:23
9. T3E3:15	19. T7E2:28
10. T3E3:15-16	20. T7E1:30

Instructional Objective Count

IO#	T1E1	T2E1	T2E2	T2E3	T3E1	T3E2	T3E3	T4E1	T4E2	T5E1	T5E2	T6E1	T6E2	T7E1	T7E2
Tested	2	2	3		1	1	4	1	2		1	1	1	1	1