



If your organization is intending to provide Continuing Law Enforcement Education (CLEE) training to Missouri law enforcement officers and:

1. You want these officers to receive CLEE training credit that can be used to meet their annual continuing education (24 hour) requirement, then;
2. Your training course must be pre-approved and assigned a control number by POST **before** the training is presented.

To get your training program/course approved please submit the following information to Missouri POST, PO Box 749, Jefferson City, MO 65102 (***allow 30 days for approval***). The Training Course Requirement Checklist should be used as a final check by you before sending your course to POST.

If you have any questions, please contact the POST Program:

- Via U.S. Mail at P.O. Box 749, Jefferson City, MO 65102; or
- Via telephone at 573-751-3409; or
- Via e-mail: [post@dps.mo.gov](mailto:post@dps.mo.gov)

| <b>ORGANIZATION INFORMATION</b>  |                               |                                      |  |
|--|-------------------------------|--------------------------------------|--|
| Organization Name<br>Children's Advocacy Services of Greater St. Louis                   |                               | Telephone Number<br>( 314 ) 516-7339 |  |
| Fax Number<br>( 314 ) 516-6624   | Address<br>1 University Blvd. |                                      |  |
| City<br>St. Louis  | State<br>MO                   | Zip<br>63121                         |  |
| Contact Person/ Administrator<br>Stephanie Lane  |                               | Telephone Number<br>( 314 ) 516-7339 |  |
| E-mail Address ( <b>Required</b> )<br><a href="mailto:lanes@umsl.edu">lanes@umsl.edu</a> |                               | Website<br>www.stlouiscac.org        |  |
| Course Title<br>Project FORECAST Investigation Simulation                                |                               |                                      |  |

### Attendance Policy

To successfully complete a course used to meet the Missouri Continuing Law Enforcement Education (CLEE) training requirements, an individual's absence **must not** be allowed for any reason, valid or otherwise. Each individual attending this course must sign the Attendance Sign-In Sheet, (see attached example) upon arrival to the class. No attendee may sign-in for someone other than themselves.

Individuals who do not successfully complete **all** hours of instruction will not receive credit for this course and a Certificate of Completion should not be issued.

### Evaluation Plan

Each hour of CLEE training must have a minimum of fifty (50) minutes of class time, which is then typically followed by a ten (10) minute break. Each hour of instruction equates to one (1) hour of CLEE credit.

What does the officer have to do to successfully complete this course? (Check the applicable boxes)

- Attendance & Participation
- Written Test
- Oral Test
- Practical Exercise

**Total Hours of Training (indicate the number of hours in each of the four (4) core curricula areas):**

**Legal Studies** \_\_\_\_ hour(s): Described as training that focuses on updates or familiarization of federal or state criminal law, case law updates or any type of legal issues.

**Interpersonal Perspectives** 6 hour(s): Described as training that focuses on interpersonal or communication skills, such as implicit bias, racial profiling, cultural diversity, ethics, fair and impartial policing practices, conflict management, victim sensitivity, critical thinking and social intelligence, mental health awareness, and stress management training.

**Technical Studies \_\_\_\_\_ hour(s):** Described as training that focuses on specialized studies or activities which directly relate to the job description and performance, such as crash investigation, traffic stops and agency policy updates.

**Skill Development \_\_\_\_\_ hour(s):** Described as training that focuses on activities that develop physical skill proficiency and demonstrative tasks such as defensive tactics, driver training, first aid, and CPR training.

**Skill Firearms \_\_\_\_\_ hour(s):** Described as training that focuses on activities that develop physical skill proficiency and demonstrative tasks in firearms.

**This course also covers one or more of the following topic areas:**

(Note: If this course meets one of the below topic areas, it must meet the area in its entirety)

- Training on officer well-being, including mental health and/or physical health awareness for the following number of hours: \_\_\_\_\_ Legal Studies, \_\_\_\_\_ Interpersonal Perspectives, \_\_\_\_\_ Technical Studies, \_\_\_\_\_ Skill Development.
- Training on fair and impartial policing practices, including implicit bias recognition for the following number of hours: \_\_\_\_\_ Legal Studies, \_\_\_\_\_ Interpersonal Perspectives, \_\_\_\_\_ Technical Studies, \_\_\_\_\_ Skill Development.
- Training on handling persons with mental health or cognitive impairment issues for the following number of hours: \_\_\_\_\_ Legal Studies, \_\_\_\_\_ Interpersonal Perspectives, \_\_\_\_\_ Technical Studies, \_\_\_\_\_ Skill Development.
- Tactical training, which must include one (1) or more of the following areas: de-escalation techniques, crisis management, critical thinking or social intelligence for the following number of hours: \_\_\_\_\_ Legal Studies, \_\_\_\_\_ Interpersonal Perspectives, \_\_\_\_\_ Technical Studies, \_\_\_\_\_ Skill Development.
- Racial Profiling training for the following number of hours: \_\_\_\_\_ Legal Studies, \_\_\_\_\_ Interpersonal Perspectives, \_\_\_\_\_ Technical Studies, \_\_\_\_\_ Skill Development.



# **INSTRUCTOR RECORD**

## ***INSTRUCTIONS FOR COMPLETION***

*You may use the attached “Instructor Record” form, OR you may choose to submit the instructor’s resume or curriculum vitae. If you use the attached “Instructor Record” form it must be filled out in its entirety. If your instructor wishes to obtain continuing law enforcement education credit for instructing this course, the instructor’s peace officer license number must be noted on their submitted “InstructorRecord”, on their resume, or on their curriculum vitae.*

*Regardless if you choose to submit the “Instructor Record” or resume/CV, either form must explicitly outline your qualifications to instruct the course for which you are applying. For example, if you are providing instruction in defensive tactics, you must list the instructor certifications you currently possess and provide copies of your relevant instructor certifications.*

# DOROTHY HASKELL

627 CLARA AVENUE, UNIT 302  
ST. LOUIS, MO 63112

314.516.7337  
[dorothyhaskell@umsl.edu](mailto:dorothyhaskell@umsl.edu)

## AREAS OF EXPERTISE

Child Advocacy Studies, Trauma Treatment for Children and Families, Training and Facilitation, Group Treatment for Sexual Behavior Problems in Children and Youth, Program Development, Evidence-Based Trauma Treatments

## LICENSURE

Licensed Clinical Social Worker #2008021556 — State of Missouri, effective May 28, 2010

## EDUCATION

**MASTER OF SOCIAL WORK**  
**GEORGE WARREN BROWN SCHOOL OF SOCIAL WORK**  
**WASHINGTON UNIVERSITY IN ST. LOUIS**  
St. Louis, MO. May 2008.  
Concentration: Children, Youth and Families.

**BACHELOR OF SCIENCE**  
**JOHN BROWN UNIVERSITY**  
Siloam Springs, AR. May 2005.  
Major: Family and Human Services. Minor: Psychology.  
Summa Cum Laude and Honors Graduate.

## EXPERIENCE

**SAMHSA GRANT PROGRAM MANAGER**  
**UNIVERSITY OF MISSOURI-ST. LOUIS**  
**CHILDREN'S ADVOCACY SERVICES OF GREATER ST. LOUIS, 2016-PRESENT**

- Co-wrote funded Substance Abuse and Mental Health Services Administration (SAMHSA) grant entitled Foundations for Out Reach through Experiential Child Advocacy Studies Training (FORECAST).
- Coordinate grant staff, from the University of Missouri-St. Louis, University of Illinois-Springfield, and the National Child Protection Training Center.
- Meet SAMHSA reporting guidelines.
- Develop Problem-Based Learning-Simulations for national dissemination.
- Provide training and consultation to CAST communities around the country as part of grant objectives.
- Provide national leadership within the National Child Traumatic Stress Network.

**CHILD ADVOCACY STUDIES (CAST) PROJECT DIRECTOR**  
**UNIVERSITY OF MISSOURI-ST. LOUIS**  
**CHILDREN'S ADVOCACY SERVICES OF GREATER ST. LOUIS, 2013-PRESENT**

- Developed proposal for certificate and minor in Child Advocacy Studies and gained university and statewide approval.
- Market interdisciplinary program to departments and present to students in related majors.
- Manage all student interest related to Child Advocacy Studies.
- Conduct degree audits and approve certificate distributions.

- Develop and teach internship seminar for certificate.
- Cultivate and maintain relationships with St. Louis child-serving agencies as internship placement sites.
- Advise Child Advocacy Studies Club as faculty/staff adviser.
- Manage teaching and curriculum goals for the Child Advocacy Studies program.
- Ensure program meets national standards and guidelines provided by the National Child Protection Training Center.

## **TRAINING FACULTY**

### **UNIVERSITY OF MISSOURI-ST. LOUIS**

#### **MISSOURI ACADEMY OF CHILD TRAUMA STUDIES, 2011-PRESENT**

- Provide training in Trauma-Focused Cognitive Behavior Therapy (TF-CBT) to six cohorts of mental health professionals in Missouri, totaling 200-250 professionals.
- Consult for St. Louis agencies including: Family Resource Center, Safe Connections, Kids in the Middle, Lutheran Children and Family Services, Washington University School of Medicine Trauma Response program, Great Circle, ALIVE, and Bridgeway Behavioral Health in TF-CBT implementation and fidelity.
- Develop and re-evaluate training curriculum and learning goals.
- Coach staff and administration about agency change to make agencies better trauma-informed and improve outreach to new clients.
- Conduct monthly group consultation and private coaching calls to improve adherence to TF-CBT.
- Train therapists to become trainers in a variety of trauma intervention models.
- Conduct trainings on a range of childhood and adolescent trauma topics.

## **SOCIAL WORKER**

### **UNIVERSITY OF MISSOURI-ST. LOUIS**

#### **CHILDREN'S ADVOCACY SERVICES OF GREATER ST. LOUIS, 2007-PRESENT**

- Provide individual and family therapy for child and adolescent victims of acute and complex trauma using evidence-based trauma interventions.
- Conduct trauma-focused consultations and assessments with clients.
- Supervise 2-3 graduate level social work practicum students per semester.
- Develop new family trauma treatment model to be disseminated throughout Missouri as part of grant funded by the Substance Abuse and Mental Health Services Administration.
- Manage group treatment program for adolescents with illegal or inappropriate sexual behaviors.
- Co-facilitate group therapy for the caregivers of children with sexual behavior problems, adolescents who experienced sibling sexual abuse, and caregivers of adolescents with illegal or inappropriate sexual behaviors.
- Managed clinical adherence for a 3-year grant through the St. Louis City Mental Health Board.
- Coordinated graduate intern practicum program.



## TEACHING EXPERIENCE

### **UNIVERSITY OF MISSOURI-ST. LOUIS**

#### **DEPARTMENT OF PSYCHOLOGICAL SCIENCES**

#### **CHILD ADVOCACY STUDIES UNDERGRADUATE PROGRAM**

*Traumatic Stress in Childhood and Adolescence*, Fall 2014, Spring 2015, Fall 2015, Spring 2016, Summer 2016 (Online), Fall 2016, Spring 2017

*Child Advocacy Studies Internship Seminar*, Spring 2014, Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017

### **UNIVERSITY OF MISSOURI-ST. LOUIS**

#### **SCHOOL OF SOCIAL WORK**

#### **MASTER OF SOCIAL WORK PROGRAM**

*Trauma-Focused Cognitive Behavioral Therapy*, Fall 2016

### **WASHINGTON UNIVERSITY IN ST. LOUIS**

#### **GEORGE WARREN BROWN SCHOOL OF SOCIAL WORK**

#### **MASTER OF SOCIAL WORK PROGRAM**

*Core Concepts in Trauma Treatment for Children and Adolescents*, Teaching Assistant, Fall 2016

### **WASHINGTON UNIVERSITY IN ST. LOUIS**

#### **GEORGE WARREN BROWN SCHOOL OF SOCIAL WORK**

#### **MASTER OF SOCIAL WORK PROGRAM**

*Social Work Practice with Youth in Families*, Summer 2012

## PRESENTATIONS

Dunn, J. & **Haskell, D.** (June 1, 2017). *Creating Creative Connections with the 12 Core Concepts*. Advanced Core Curriculum on Childhood Trauma (CCCT) Education College. St. Louis, MO.

Garwood, S., Guskin, K., **Haskell, D.**, Marz, S., & Robinson, A. (March 2, 2017). *Resilience: The Biology of Stress and the Science of Hope Film Discussion*. Invited panelist by Girls on the Run. St. Louis, MO.

**Haskell, D.** & Kliethermes, M. (February 16, 2017). *Building a Trauma-Informed Workforce through Experiential Child Advocacy Studies Training*. Presentation for CASGSL colloquium. St. Louis, MO.

**Haskell, D.** (June 22, 2016). *Online CAST Courses: Expanding the Reach While Maintaining the Depth*. Gundersen National Child Protection Training Center 2016 Violence Intervention and Prevention Summit. Atlantic City, New Jersey.

**Haskell, D.** (March 23, 2016). *Core Concepts for Understanding Traumatic Stress Responses in Childhood*. Mission to the World Community Outreach Teams. Addis Ababa, Ethiopia.

**Haskell, D.** (March 30, 2016). *Resiliency and Coping Intervention*. Mission to the World Community Outreach Teams. Addis Ababa, Ethiopia.

Drewry, K., Dunn, J., Escott, A., Galovski, T., **Haskell, D.**, Kliethermes, M., & Williams, A. (2015). Kansas City Region *Families Learning Adaptive Recovery Strategies (FLARES) Learning Collaborative*. Jefferson City, MO.

**Haskell, D.** (March 6, 2015). *Children and Adolescents with Sexual Behavior Problems: Debunking Myths, Defining Hope*. Continuing Legal Education series, St. Louis City Juvenile Court. St. Louis, MO.

**Denny, D.**, Drewry, K., Dunn, J., Escott, A., Galovski, T., Kliethermes, M., & Williams, A. (2015). St. Louis Region *Families Learning Adaptive Recovery Strategies (FLARES) Learning Collaborative*. St. Louis, MO.

**Denny, D.** & Snider, K. (February 19, 2015). *Children and Adolescents with Sexual Behavior Problems: Debunking Myths, Defining Hope*. Multi-Disciplinary Training in Child Welfare Conference. St. Louis, MO.

**Denny, D.**, Escott, A., & Sipple, S. (January 8-9, 2015). *Skills for Psychological Recovery*. St. Louis mental health professionals. St. Louis, MO.

**Denny, D.** & Smith, P. (November 13, 2014). *Resiliency and Coping Intervention (RCI) Training*. Clayton School District School Counselors. Clayton, MO.

Buck, A., **Denny D.**, Drewry, K., Irwin, E., Marietta, M., Wamser, R. (November 3, 2014). *Resilience and Coping Intervention (RCI) Training*. St. Louis Public Schools Social Workers and Counselors. St. Louis, MO.

**Denny, D.** (October 24, 2014). *Creating Connections: A Comparison of Two Treatment Models Addressing Parent-Child Relationships*. Children's Cove Champions for Children Conference. Hyannis, MA.

**Denny, D.** (October 23, 2014). *Trauma Informed Parenting*. Children's Cove Champions for Children Conference. Hyannis, MA.

**Denny, D.** (August 21, 2014). *Trauma Can Change Children but so Can We*. YWCA Head Start Presentation. Saint Louis, MO.

**Denny, D.** & Larson, B. (June 19, 2014). *Adolescents with Illegal Sexual Behaviors: Myths Debunked, Hope Defined*. Presentation for CASGSL colloquium. St. Louis, MO.

**Denny, D.** (April 25, 2014). *Parent Child Interaction Therapy*. St. Louis Psychology Internship Consortium at the University of Missouri-St. Louis. St. Louis, MO.

**Denny, D.**, Drewry, K., Dunn, J., Escott, A., Galovski, T., Kliethermes, M., & Williams, A. (May 1-2, 2014). Kansas City Region *Families Learning Adaptive Recovery Strategies (FLARES) Learning Collaborative*. Kansas City, MO.

**Denny, D.** (February 12, 2014). *Child Advocacy Studies Careers*. Careers in Psychology class at University of Missouri-St. Louis. St. Louis, MO.

**Denny, D.** (2013, 2014). *Child Advocacy Studies for Educators*. Effective Career Decision Making for Educators class at University of Missouri-St. Louis. St. Louis, MO.

**Denny, D.** & Prewett, R. (May 15, 2013). *Engaging Youth with Excessive Stress Reactions*. Epworth Children and Family Services and Annie Malone Children's Home. St. Louis, MO.

**Denny, D.** (May 16, 2013). *Core Concepts for Understanding Traumatic Stress Responses in Childhood*. CASGSL forensic and administrative staff. St. Louis, MO.

**Denny, D.** (2012). *Colorado Theater Shooting: Talking to Your Children About Violence*. KSDK 5:00 News, St. Louis, MO

**Denny, D.** & Hill, P. (2011). *Stabilizing Traumatized Youth in the Schools*. Presentation to St. Louis Public School Social Workers. St. Louis, MO.

**Denny, D.** (2011). Invited Expert Panel Participant in *Using the NCTSN Core Curriculum to Enhance Trauma-Informed Assessment and Case Formulation: A Breakthrough Series Collaborative*. Durham, NC.

**Denny, D.** (2011). *Safer Online*. Presentation for parents at Our Lady of Providence School and Parish, St. Louis, MO.

**Denny, D.**, Drewry, K., Dunn, J., Kliethermes, M., Schacht, M. & Wilcox, N. (2010-2011). *Toward a Trauma Informed Juvenile Justice System*. MoACTS faculty for Train the Trainer Series sponsored by St. Louis City Juvenile Division Family Court. St. Louis, MO.

**Denny, D.** (2010). *The Impact of Sexual Abuse on Children*. Presentation for Fontbonne University's Human Sexuality Class, St. Louis, MO.

**Denny, D.** (2010). *Understanding and Caring for Youth Impacted by Trauma*. Presentation for Catholic Charities' therapists, St. Louis, MO.

**Denny, D.** (2009, 2010, 2012, 2013, 2015). *Parent Child Interaction Therapy*. Presentation for University of Missouri St. Louis' Human Behavior in the Social Environment class, St. Louis, MO.

**Denny, D.** & Johnson, L. (2007). *I Can Save: A School-Based Children's Saving Program*. 107th Annual Missouri Association for Social Welfare Conference, Columbia, MO.

**Denny, D.** (2005). *Augustine's Philosophy of Friendship and Its Development*. The Southwest Regional Convention on Religious Studies, Dallas, TX.

### **TRAUMA-FOCUSED COGNITIVE BEHAVIOR THERAPY PRESENTATIONS**

Barker, K., **Denny, D.**, Escott, A., & Kliethermes, M. (2014). Kansas City CommCare *Trauma- Focused Cognitive-Behavioral Therapy Learning Collaborative*. Kansas City, MO.

Barker, K. & **Denny, D.** (2014). *Two-Day Overview of Trauma Focused Cognitive Behavioral Therapy*. Training presented at the Brown School of Social Work through Washington University. St. Louis, MO.

Barker, K., **Denny, D.**, Drewry, K., Dunn, J., Escott, A., & Kliethermes, M. (2014). St. Louis City Mental Health Board *Trauma-Focused Cognitive-Behavioral Therapy Learning Collaborative*. St. Louis, MO.

**Denny, D.** & Dribin, A.E. (2013). *Two-Day Overview of Trauma Focused Cognitive Behavioral Therapy*. Training presented at the Brown School of Social Work through Washington University. St. Louis, MO.

**Denny, D.** (2013). *Two-Day Overview of Trauma Focused Cognitive Behavioral Therapy*. Training presented at the Brown School of Social Work through Washington University. St. Louis, MO.

**Denny, D.**, Drewry, K., Dunn, J., Kliethermes, M., Schacht, M., & Wilcox, N. (2012-2013). Missouri Department of Mental Health Bootheel *Trauma-Focused Cognitive-Behavioral Therapy Learning Collaborative*. Sikeston, MO.

**Denny, D.**, & Drewry, K., Dunn, J., Kliethermes, M., Schacht, M., & Wilcox, N. (2012). Missouri Kids First *Trauma-Focused Cognitive-Behavioral Therapy Learning Collaborative*. Springfield, MO.

**Denny, D.**, Drewry, K., Dunn, J., Kliethermes, M., & Wilcox, N. (2012). National Children's Alliance *Trauma-Focused Cognitive-Behavioral Therapy Learning Collaborative*. St. Joseph, MO.

**Denny, D.**, Drewry, K., Dunn, J., Kliethermes, M., Rivas-Hermina, L., Schacht, M., & Wilcox, N. (2011-2012). Keeping Kids First *Trauma- Focused Cognitive-Behavioral Therapy Learning Collaborative*. St. Louis, MO.

## **PROFESSIONAL DEVELOPMENT**

### **SUPERVISION AND TEACHING RELATED**

- Missouri Licensure Supervisor Training [2015]
- Online in Nine [2015]
- National Child Traumatic Stress Network (NCTSN): Using the NCTSN Core Curriculum to Enhance Trauma-Informed Assessment and Case Formulation: A Breakthrough Series Collaborative. Problem-Based Learning Facilitator. [2011-2012]
- Collaborative Social Work Field Education Project Field Instructor Certification, including training in Ethical Decision Making, Cultural Competence, and Evidence Based Practice [2010-2012]
- NCPTC and Winona State University: Implementing Child Advocacy Studies in Your University [2011]
- TF-CBT Supervisor Certification [2011]

### **CLINICAL EXPERTISE**

- Parent Child Interaction Therapy Level One Trainer [2016]
- Skills for Psychological Recovery (SPR) Trainer [2014]
- Resiliency and Coping Intervention (RCI) Trainer [2014]
- Family Assessment of Needs and Strengths – Trauma Exposure and Adaptation Assessment [2013]
- Child Parent Psychotherapy (CPP) National Learning Collaborative [2011]
- Adolescents with Illegal Sexual Behavior Group Treatment [2010]
- Children with Sexual Behavior Group Treatment [2007]
- Integrated Treatment of Complex Trauma (ITCT) Learning Community [2009]
- Parent Child Interaction Therapy (PCIT) In-Agency Training [2007-2008]
- Trauma-Focused Cognitive-Behavior Therapy (TF-CBT) [2007]
  - With Traumatic Grief [2008]
  - Inaugural National Certification [2014]
- Prepare-Enrich Premarital Counseling [Spring 2004]
- Core Communication [Fall 2003]

### **ADDITIONAL TRAINING**

- Dialectical Behavior Therapy skills with Trauma [2015]
- Trauma Stewardship [2012]
- NCTSN Breakthrough Series Collaborative Expert Panel Participant [2011]
- National Child Traumatic Stress Network All-Network Conference [2011]
- Interventions for Temper Tantrums, Meltdowns, and Out of Control Behavior [2010]
- Sexual Behavior Problems in Young Children [2009]
- Professional Assault Response Training [2005]
- Grant Writing [2005, 2007]

- Program Evaluation [2005, 2007]

### **ADDITIONAL RELATED EXPERIENCE**

#### **HEAD START ADVISORY BOARD MEMBER**

##### **ST. LOUIS COUNTY, MO, 2015**

- Served as advisory board member for St. Louis County area head start programs.

#### **CENTER FOR SOCIAL DEVELOPMENT RESEARCH ASSISTANT**

##### **WASHINGTON UNIVERSITY IN ST. LOUIS, 2006-2008**

- Conducted interviews with parents and elementary school children for an assets development research project.

#### **FOUNDATION PRACTICUM STUDENT**

##### **LYDIA'S HOUSE, ST. LOUIS, MO, 2007**

- Co-facilitated group therapy and programming for children residing in a long-term domestic violence shelter.

#### **TEAM CAPTAIN**

##### **MISSION YEAR, OAKLAND, CA, 2005-2006**

- Worked with non-profit organizations including The Perinatal Council, Building Blocks Therapeutic Preschool, and Refugee Transitions.
- Engaged with issues related to poverty while living in an urban, inner-city neighborhood.

#### **PROGRAM ASSISTANT**

##### **QUALITY LIFE ASSOCIATES, FAYETTEVILLE, AR, 2005**

- Developed and implemented programming for adults with disabilities.

#### **PSYCHIATRIC TECHNICIAN**

##### **PINEY RIDGE TREATMENT CENTER, FAYETTEVILLE, AR, 2005**

- Provided residential treatment and care for adolescents.

# OBJECTIVES OF THE COURSE

## ***INSTRUCTIONS FOR COMPLETION***

*The purpose of this form is for the instructor to list the specific, measurable learning objectives for this course. The objectives must outline what the student should be able to do as a result of completing this course.*

*The objectives must be **measurable**.*

*When listing the objectives, use terms such as **List, Define, Identify, Demonstrate and Discuss**.*

*The terms **Learn, Know and Understand** are **not** measurable terms and cannot be used when listing the objectives.*

*As a reminder, the course objectives must clearly be identified in the detailed lesson plan of the course.*

*There is no required minimum number of learning objectives; you can have one broad learning objective or multiple specific learning objectives.*

**At the end of this   6   hour CLEE training course, the student will be able to:**

1. List, define, & identify the 12 Core Concepts for Understanding Traumatic Stress Responses in Children and Families
2. Demonstrate Trauma Informed Experiential Reasoning Skills, including but not limited to: Professional Conduct, Scientific Methodologies, Consumer Engagement, System Collaboration, and Professional Communication.
3. Demonstrate enhanced critical thinking skills in the investigation process.

# **DETAILED SYNOPSIS OR DETAILED OVERVIEW OF THE COURSE TO BE DELIVERED**

*This should be detailed enough to outline what is being taught and to illustrate that the learning objective(s) and the additional topic area(s), if any, are clearly being met and how they are being met.*

*Describe in narrative form how the course objectives will be met. It is not enough to simply restate the learning objective; you must describe how the objective will be met. For example:*

## ***APPROPRIATE:***

- *Objective: Demonstrate advanced communication techniques*
- *The student will maintain communication with all role-players throughout the scenario and will be able to demonstrate advanced communication techniques to successfully mitigate the crisis.*

## ***INAPPROPRIATE:***

- *Objective: Define racial profiling.*
- *The student will be able to define racial profiling.*

*(Note: If your course is awarding hours in one of the sub-topic areas, it must meet that topic area in its entirety)*



1. Objective: List, define, & identify the 12 Core Concepts for Understanding Traumatic Stress Responses in Children and Families
  - a. The student will be taught the 12 Core Concepts, and the definitions and distinctions between each will be identified through a participant driven presentation. Later in the training, the students will take part in a Problem Based Learning Simulation in which as a group they will gain experience identifying relevant Core Concepts as they arise in the simulated case.
2. Objective: Demonstrate Trauma Informed Experiential Reasoning Skills, including but not limited to: Professional Conduct, Scientific Methodologies, Consumer Engagement, System Collaboration, and Professional Communication.
  - a. Professional Conduct
    - i. The students will take part in a Problem Based Learning Simulation, in which they will either role play or observe, and have the opportunity to demonstrate professional conduct in a trauma aware manner. Students will have the opportunity to offer and receive feedback on the professional conduct in the simulated case.
  - b. Scientific Methodologies
    - i. The students will have the opportunity to work as a group in the simulation, during which they will use trauma informed decision-making processes to effectively respond to traumatic stress, as well as to report and investigate allegations of child abuse and neglect.
  - c. System Collaboration
    - i. During the role play simulation, the students will take on the role of multiple MDT members, and only through working together effectively, will be able to move through the process.
  - d. Professional Communication
    - i. During the role play simulation, students will communicate with multiple individuals, and will have the opportunity to practice and enhance their trauma sensitive communication skills.
3. Demonstrate enhanced critical thinking skills in the investigation process.
  - a. During the Problem Based Learning Simulation, the action will be participant driven. The students will be asked to identify facts, and to distinguish them from hypotheses and hunches, in order to proceed with the simulated investigation process. Students will enhance critical thinking skills during this process.

***EXAMPLE OF CERTIFICATE OF COURSE COMPLETION***

***This example contains all of the information that is required of a Missouri certificate of CLEE course completion.***

***You may use a different certificate format, but it must contain all of the components listed on the following page and a sample certificate must be submitted with this application.***

*Children's Advocacy Services of Greater St. Louis*

*presents to*

*Sgt. John Doe*

*a*

**Certificate of Completion**

Of   6   hours of Continuing Law Enforcement Education training for

*Project FORECAST Investigation Simulation*

in the area(s) of ***Interpersonal Perspectives (6 hours)***

held on ***November 14<sup>th</sup>, 2018***

***Kirkwood, Missouri***

*“The Missouri POST Program has approved this course for “Approved Provider” training credit, POST Control Number \_\_\_\_\_.”*

\_\_\_\_\_  
Name of Instructor

# Training Course Requirement Final Checklist

The Training Course Requirement Checklist should be used as a final check by you before sending your course to POST.

## 1. Information for Provider of Continuing Education

- ✓ Name of the Organization Providing the Training (Name & Address)
- ✓ Organization contact person's phone number
- ✓ Attendance Policy (policy to state what the attendance is for the course, Sign-In sheets, affirmation of attendance, or the source used to prove attendance)
- ✓ Evaluation Plan (this is to state what the student has to do to successfully complete the course)
- ✓ Total hours of training in curricula areas (state the total hours in each of the four (4) core curricula areas and other mandated topic areas if applicable)

## 2. Instructor Record

- ✓ Instructor Record (this will outline what qualifies the instructor as a "subject matter expert," training, experience, certifications, etc., that qualifies them to teach this particular course)

## 3. Objectives of the course

- ✓ Objectives of the course (this will state what the student should be able to do as a result of completing the course)

## 4. Detailed Synopsis or the Detailed Overview of the Course

- ✓ This should be detailed enough to clearly outline what is being taught and to show that the objectives are met.

## 5. Certificate

- ✓ Each student is to receive a certificate/diploma that includes: **(Submit sample copy to POST)**

1. Organization Name
2. Student's name
3. Number of contact hours (total)
4. Name of course
5. Number of hours in each core curricula area
6. Date and location of course
7. Note any specific topic areas covered and the appropriate number of core hours if applicable.
8. If the course covers Skill Development (Firearms), note it as such.
9. The following statement must appear on the certificate/diploma: *"The Missouri POST Program has approved this course for "Approved Provider" training credit, POST Control Number \_\_\_\_\_."*
10. Name of Instructor

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Name of Person Reviewing Course Requirement (PRINT)

Phone #

Date of Review