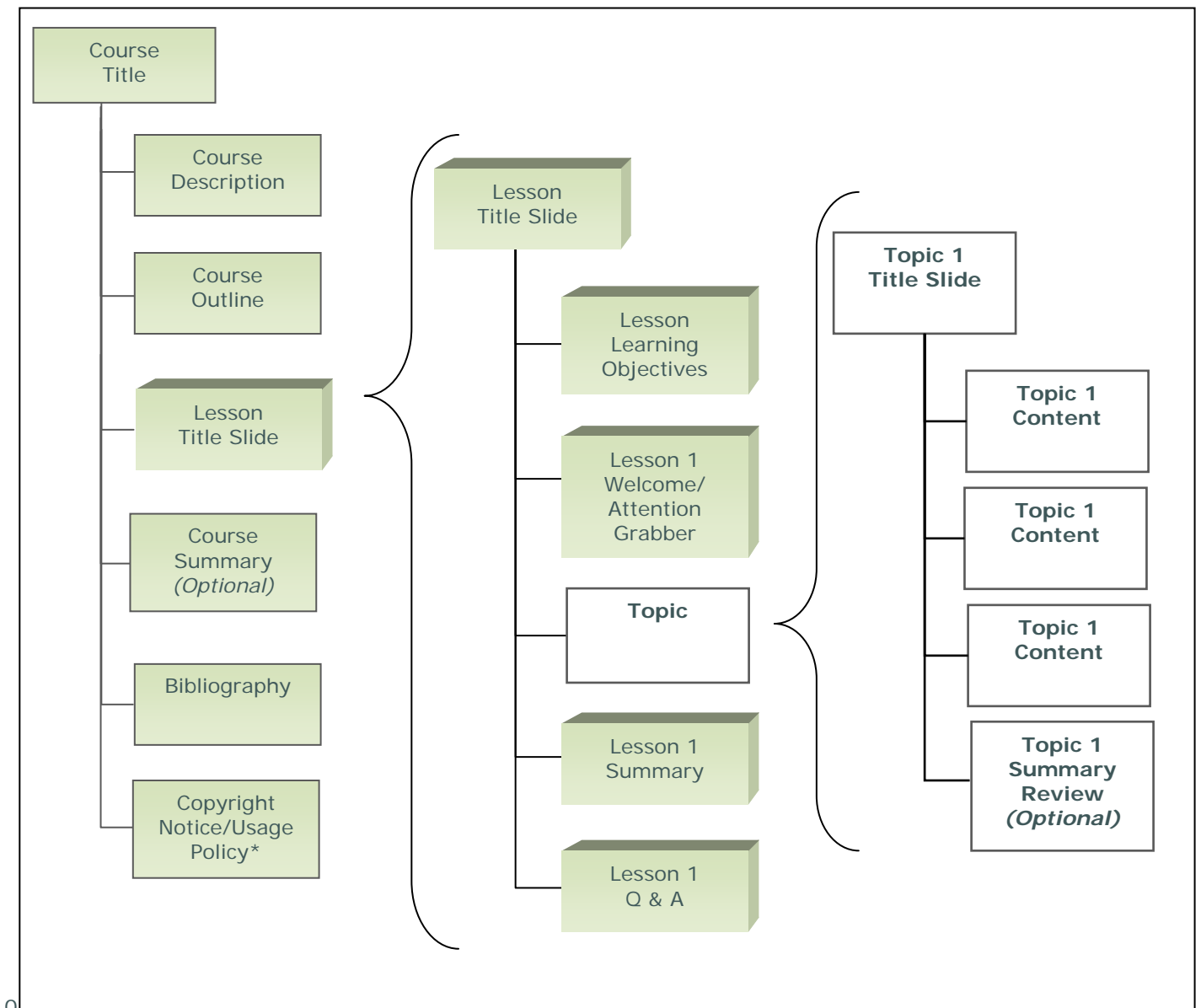


## Course Content Organization

The following organizational framework is recommended for your live presentation for online learning. This framework will ensure that you “chunk” your content into small pieces that will be easily digestible for the learner.



\* Include copyright permissions at end of presentation for any specific materials you need to gain permissions for. On all slides referencing copyrighted material, include a note stating you have permission to reuse the material.

## Creating a Content Map

As you begin to organize your content for online presentation, use the information below to assist you in verifying that you have covered each objective. This content map may be used to organize material from a pre-existing course, or a new course you are in the process of creating.

### Step 1: Outline Content According to Learning Objectives

#### Example 1: Mapping Conception Content to a Learning Objective

**Objective 1: Describe four types of child maltreatment.**

- Child Maltreatment
  - a) Definition
  - b) Four types, define each
    - i) Neglect,
    - ii) physical abuse,
    - iii) sexual abuse,
    - iv) emotional abuse
  - c) Four types, when do they occur?

#### Example 2: Mapping Existing Content to a Learning Objective

Learning Objective	Content
<b>Describe four types of child maltreatment.</b>	Use this column to note slide, page and/or paragraph numbers of existing content that is related to this learning objective. If you have materials in electronic format, you may choose to cut and paste the exact text here.  Slides 3-7 <i>OR</i> Page 2, paragraphs 2-5 <i>OR</i> Cut and Paste existing content here.

## Step 2: “Chunking” Content

Use the table below, or create one of your own, to help you “chunk” your content into small, easily digestible pieces of information. One row equals one PowerPoint Slide.

Learning Objective	Content Chunk
<b>Describe four types of child maltreatment</b>	<p>Definition:</p> <p>CAPTA defines child abuse and neglect at a minimum as any recent act or failure to act—by a parent or caretaker who is responsible for the child’s welfare—that results in imminent risk of serious physical or emotional harm, death, sexual abuse, or exploitation of a child under 18 years of age.<sup>9</sup> Specific definitions of child maltreatment are determined at the state level, and there is considerable variation in these definitions.</p>
<b>Describe four types of child maltreatment</b>	<p>Four types, define each</p> <p>There are four main types of child maltreatment: neglect, physical abuse, sexual abuse, and emotional abuse. All state definitions of maltreatment include sexual abuse, which is most likely to be perpetrated by people whom the child knows and trusts. Neglect involves failure to provide for a child’s basic physical, emotional, or educational needs and may or may not be a willful act on the part of the parent or caretaker. Emotional abuse involves acts—such as unreasonable parental demands—that could result in behavioral, cognitive, emotional, or mental disorders. Eventually, emotional abuse may severely damage the child’s self-worth.</p>
<b>Describe four types of child maltreatment</b>	<p>Four types, when do they occur?</p> <p>The four types of abuse may occur separately or in combination; however, Ney et al found that one form of abuse occurred in isolation in only 5% of cases. Neglect is the most commonly reported form of maltreatment (54% of all cases in 1997). More than half of the 984,000 children who were confirmed as victims of maltreatment in 1997 were 7 years old or younger, and one quarter were under 4 years of age. The majority of children who were neglected were under the age of 8 years; the majority of children who were physically, emotionally, or sexually abused were 8 years of age or older. The majority of the 1,196 children who were reported to have died as a result of abuse or neglect in 1997 were 3 years old or younger.</p>

## APTA Author Toolkit

Table of Contents

Designing Learner Experience

APTA Selected Guidelines

Appendix A: Submission Forms

Appendix B: References

## Author Worksheet: Content Mapping

### Step 1: Outline Content According to Learning Objectives

#### 1a. New Content

*Practical Exercise:* Use the following chart to help you define the course learning objectives and determine key concepts to be covered by each objective.

Reference Example 1: Mapping Conception Content to a Learning Objective

Presentation Title: \_\_\_\_\_

Learning Objective		Key Concepts
a)		
b)		
c)		
d)		
e)		

## APTA Author Toolkit

Table of Contents

Designing Learner Experience

APTA Selected Guidelines

Appendix A: Submission Forms

Appendix B: References

### 1b. Existing Content

*Practical Exercise:* Use the following chart to help you map previously existing content from the course to the correct learning objectives.

Reference [Example 2: Mapping Existing Content to a Learning Objective](#).

Presentation Title: \_\_\_\_\_

Learning Objective		Content
a)		
b)		
c)		
d)		
e)		

**APTA Author Toolkit**

Table of Contents

Designing Learner Experience

APTA Selected Guidelines

Appendix A: Submission Forms

Appendix B: References

**Step 2: “Chunking” Content**

*Practical Exercise:* Use the table below, or create one of your own, to help you “chunk” your content into small, easily digestible pieces of information. One row equals one PowerPoint Slide. [Reference Step 2: Chunking Content.](#)

Presentation Title: \_\_\_\_\_

Learning Objective		Content Chunk
a)		
b)		
c)		