Project Brief: **Modifying Suicide Prevention Training**

IDE 632 Final Exam

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Client: Suicide Prevention Hotline Non-Profit Organization

Project Director: Yuri Pavlov

Project Description

Introduction	A suicide prevention hotline non-profit organization hired an instructional design team to address the **issues of training future volunteers**. The suicide prevention training comprises observations (three times, 4 hours each), intensive training sessions from Friday to Sunday (three trainings, 8 hours each), and apprenticeships (three or more times, 4 hours each). To effectively use the available resources (trainers and experienced volunteers and their time), the weekend-long training is provided only once every six months.
	The **problem** is as follows: 60% of trainees who complete observations drop out after the training sessions, and only half of those who remain feel confident to start the job.
	The **reasons** for this problem, as evidenced from the preliminary front-end analysis (extant data analysis and the interview with the client), narrow down to the following major points:
	▪ not all trainees commit to a 3-day weekend training ▪ the face-to-face format of the training is not well-designed (50% of the time is content presentation, the other 50%—role plays and discussions) ▪ trainees find it hard to retain the information they receive during the training ▪ trainees do not feel confident to start the job upon completing the training ▪ timing of the training does not fit for everybody (only twice a year) ▪ a missed training session requires a trainee to re-take the training in six months ▪ Sunday is the most problematic day for trainees to attend the training ▪ volunteer selection procedure is not professional (poor advertising and poor recruitment strategies)
	The **plan** to address the problem is to re-design the current weekend-long 24-hour face-to-face training session so that trainees are not overwhelmed by the amount of information they receive at once and so that more trainees eventually become volunteers at the organization without dropping out.
Audience	The intended audiences of the product are **trainees** who seek to become volunteers in the suicide prevention hotline non-profit organization.
Project goal	The goal of the design project is to **modify** the weekend suicide prevention hotline training ensure that content presentation can be converted to a self-instructional mode and face-to-face training sessions become more interactive.

Objectives	The objectives for the design project are as follows: ▪ Convert basic content materials to online ▪ Develop interactive activities and simulations for in-class sessions ▪ Re-arrange the existing schedule of the training
Means	The **solution** to this problem is to re-design the existing training program by putting all basic content online with multiple assessment materials and use face-to-face training sessions as an interactive environment for trainees to master the necessary job-related skills. Some job aids to help with high risk phone calls on the job will be developed, too. **Justification**: Online materials may be required to complete before each observation session, so that trainees could relate it to what they see during the actual work. Assessment materials will help enhance retention of the material and make trainees' on-site observations more meaningful. Also, this solution allows to save 4 hours from each of the three training sessions, meaning that instead of 24 hours of training, trainees can meet for 12 hours. This can be done on Fridays and Saturday, 6 hours each. As a result, Sunday will be a free day for the trainees, which is pivotal, as most previous trainees found Sunday to be the most problematic day of the week. Job aids will be developed for phone calls classified as high risk, because this is the skill that is less often used in the job. The director will be advised to conduct the training at least every three months to make sure those who miss the one training session do not lose motivation to come back in a few months' time. **Delivery mode**: online self-paced instruction with deadlines (tutorials, simulations, slides, etc., embedded into a learning management system) and face-to-face trainings (two interactive 6-hour sessions on Friday and Saturday).

Project Plan Details

Project Tasks	Dick & Carey model is useful in tackling this situation of converting materials to online and developing interactive activities and simulations during face-to-face training sessions.
	
	1) Identify instructional goals:
	   ▪ Formulate a tangible goal of the training
	
	2) Conduct instructional analysis:
	   ▪ Make an audience profile (education, age, gender, race, class)
	   ▪ Describe the learning environment (room, technology, furniture in the room where the training will be conducted)
	
	3) Identify entry behaviors:
	   ▪ List job-related skills that participants already have and that they need to have
	   ▪ Determine motivation factors of would-be trainees (survey)
	   ▪ Identify the need: what the desired performance is and what the current performance is
	
	4) Write instructional objectives:
	   ▪ Formulate several ABCD-type objectives of what trainees will be able to do once they become volunteers
	   ▪ Develop a rubric which will serve as a success criteria for trainees
	
	5) Develop criterion-referenced tests:
	   ▪ Develop assessment materials (multiple choice, interactive scenarios)
	   ▪ Align assessment materials with the objectives, incorporate feedback
	   ▪ Establish a satisfactory level of success upon completion
	
	6) Develop instructional strategy:
	   ▪ Decide what content will go online and how it will be instructed (content presentation, content retention, content practice, student-paced vs. instructor-paced)
	   ▪ Decide how face-to-face sessions will work (group work, individual work, discussions, role plays, individual short assignments)
	   ▪ Decide when online materials will be presented to trainees (before each observation or before each training session)
	
	7) Develop and select instructional materials:
	   ▪ Use the existing instructional materials that worked well in the past
	   ▪ Convert the instructional materials to online (tutorials, text, PowerPoint slides, interactive scenarios, case studies)
	   ▪ Design and develop new interactive activities for face-to-face sessions (discussions, role plays, simulations, peer tutoring, think-pair-share, jigsaw, case studies, debates, demonstrations)
	   ▪ Develop job aids that specify the plan of actions for phone calls that are classified as high risk calls

	8) Develop and conduct formative evaluation:
	▪ Employ a focus group to present the materials
	▪ Evaluate the results of the focus group
	▪ Improve the existing instructional materials as needed
	9) Develop and conduct summative evaluation:
	▪ Conduct the performance-based assessment after the training
	▪ Distribute questionnaires after the training and gauge self-reporting scores on the trainees confidence
	▪ Measure how many trainees choose to stay volunteers in the organization
	▪ Review the training materials and training implementation for future uses
Resources	Personnel: instructional designer, subject matter expert, videographer, computer technician, trainer, experienced volunteers
	Technology: computers (Windows 10 or Mac), Internet, projector, whiteboard, printing and copying equipment
	Environment: a conference room organized for the training, good lighting
Comments	As a result of the project, the current training will be **modified and enhanced**. Because certain materials will be put online and become self-instructional as well as available to the learners at any time, it will reduce the time for face-to-face content presentation. Online materials will have plenty of assessment materials for trainees to check their theoretical knowledge and receive immediate feedback. The training can be conducted in two days—Friday and Saturday, both lasting 6 hours instead of 8. This will allow for the trainees to save their Sundays and for the organization to avoid losing trainees on that day.
	There are some **limitations** to the re-design plan: while it solves the time issue, reduces the tiredness issue, and addresses the confidence issue, it may not fully solve the retention issue. Moreover, some trainees may not have a computer, hence, they may have to come to the organization or public library to use a computer at their free time. The proposed solution does not tackle the frequency of the training. While instructional designers would recommend to conduct the training at least every three months, it will be up to the director to follow the advice. Finally, this solution may not guarantee the ideal of 3 apprenticeships that the organization strives for.

Final Recommendation Summary

The final product is a modified training that has two parts: three-part online self-paced instruction with deadlines and two face-to-face 6-hour sessions on Friday and Saturday. Each of the three parts of the online materials will be recommended to complete before each observation session. Because they will have complementing assessment materials, trainees can complete them and get immediate feedback on how well they remembered the content and how good their situational judgment was. Also, it will allow for the trainees to be informed about the work of the volunteers before observing their work on site. Face-to-face training sessions will be conducted by a trainer and include a variety of interactive activities (role plays, discussions, peer tutoring, case studies, etc.) which will engage trainees and make them active rather than passive learners. For infrequently used procedures such as high risk calls, there will be job aids developed as a refresher and distributed to the trainees once they join the organization as full-fledged volunteers.