



# **Emergency Preparedness**

## **-TA/AI Session-**

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Clients: Jamie, Davis. Jimmy, James

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# University Compliance Service Project

## I. Project Plan

### 1. Introduction

Campus Safety and Security is important since it seeks to ensure the safety, welfare, and security of the staff, faculty, students, visitors and property on campus in the face of any emergency. The goal of life safety goal at the University of Texas is a top priority. Therefore, Financial and Administrative Service has strived to provide a broad-based security operation on campus, such as classroom sessions for TAs (Teaching Assistants) and AIs (Assistant Instructors) as well as initiating the project called 'Be Safe'. However, because of the multiple demands on people's time, typically only few people show for classroom sessions about campus safety and security for TAs and AIs. In this context, this project will propose a way to facilitate learning participation by designing and producing learning resources (presentation materials and learning manual) to facilitate the safety training. The UCS project design team is pleased to have the opportunity to do this project. This project plan describes the design process and explains the series of deliverables for each design and development phase, and provides a project timeline.

### 2. Scope of Work

The deliverables for this project include an instructional presentation resource, using PowerPoint, and a quick reference guide similar to a user manual. According to our clients, the existing presentation resource needs to include interactive and participative factors for raising learner's attention and interest. To achieve the client's needs, a variety of multimedia resources such as photos, illustration, audio, and video will be employed in the development phase. The Quick reference guide will include key points of the instructional session and be a reminder to learners. All deliverables will be provided in only English.

### 3. Production process and deliverables

Here is the process we plan to use to carry out our project. The goal of the process is to make efficient and effective use of the client's and design team's time and resources.

- 1) At the kick-off meeting, everyone on the team will briefly introduce themselves to the clients and reach an agreement with the clients on the production process, project timeline, meeting schedule, and project deliverables.
  - Deliverables of this phase include: team members' resumes and biosketches, kick-off meeting agenda and minutes.

- 2) The first task is to prepare a set of design documents that will provide the blueprint for the project. These include the development of the content document (relevant content in the “Campus Safety and Security TA/AI presentation;” the redesign of the existing PowerPoint file) and the revision of the quick reference guide (a brochure that contains bullet points on the presentation for students). We will incorporate the changes that clients request and return the completed deliverables to clients along with our status reports.

- Deliverables of this phase: content document, quick reference guide, status reports

- 3) The storyboards will contain several components, including visual elements (using PPT animation and graphics), text elements (will be copyedited to make sure it is grammatically correct and easy to be understood), and audio elements.

- Deliverables of this phase: copyedited text, narration script, images list

#### **4. Subject Matter Experts**

The members of team are not familiar with Emergency Preparedness and so we will work closely with Subject Matter Experts (SME) in this area. The SME in this project is a member of the Office of Emergency Preparedness who has over two decades of public safety experience. His expertise encompasses a holistic focus of community safety. The SME contributes to the detailed content we need to produce for the classroom session and plays a role in reviewing in all steps.

#### **5. Reviews**

To make the project proceed effectively and efficiently in terms of time, effort, and quality of outcomes, face-to-face meetings will be held two times, and, if necessary, three times: 1) kick off meeting, 2) interim report (optional), and 3) final report. Materials for the face-to-face meeting will be offered in advance. In addition to these meetings, the sharing of materials will be uploaded shared with the client using UT Box. Our clients will receive a status report every 2 weeks. The instructor, Dr. Paul Resta, in Advanced Instructional System Design Course will be employed for reviewing the completed project.

#### **6. Standards**

To deliver completed products, we will generate standards list to follow the clients' rule (or preference). The specific standards are as follows: file naming conventions, abbreviations, alphanumeric, formatting for deliverables (e.g. font style, font size, color, text, background tone

etc.) and any other conventions specified by clients.

## 7. Timeline

*Table 1. Timeline*

Milestone	Date
Kick-off	Feb, 6
Project Plan	Feb, 19
Project Design Document	Mar, 26
Project Development - Instructional Strategies and Alignment	April, 12
Revision	April, 20
Delivery to clients	April, 21 ~ 28
Presentation	May, 1

## 8. Role & Responsibility

- 1) UCS design team will:
  - Update project progress to clients every two weeks
  - Respond to E-mail actively/in 24 hours
  - Make decisions by consensus (or majority rule, if a consensus cannot be reached)
  - Set timelines for team and individual work
  - Confirm progress and report to team members weekly via a face-to-face meeting
- 2) Client and UCS design team will:
  - Maintain client and design team contact through the design team liaison, and liaison transmits message to team members
  - Develop an agreed upon review process and timeline prior to beginning development
  - Upload files for client review in UT Box
- 3) Client will provide:
  - Clear objectives and expectations
  - Access to subject matter experts (SMEs)

- Learning resource used for classroom session
- Classroom session video file
- Timely reviews

## **9. Risks to Completion**

Due to time constraints, the UCS design team will not have time to conduct a pilot test or field test for further improvement of the product based on formative evaluation. Although we will not have time to conduct a pilot test with the AIs/TAs who actually are taking the training, we plan to do a very small and quick pilot of the materials by asking 3 -5 of our colleagues who are AIs or TAs to use the materials. Just in case, if we are unable to find that many AIs or TAs who may be AI or TA, we can use other graduate students as they would be representative of the students who are selected as TAs or AIs. In addition, clients' and SME's technical reviews and feedback will be used for revision and refinement by the UCS design team. Delays in receiving the content, comments, and reviews may result in a delay of deliverables and may affect timely completion of the project's process.

Within UCS design team, majority rule will be used to address the problem of conflicting ideas. Ongoing communication between the design team and the client will be used to avoid misunderstandings.

## **10. UCS Team's Qualification**

Our team aims at creating and delivering an excellent product on time and within scope. All team members have completed an Instructional Systems Design course before, and had the experience of creating a course based on instructional design models. Our team has computer literacy in Microsoft Word, PowerPoint, audio and video production, and each team member has the ability to work collaboratively.

## II. Design Document

### 1. Learning Objectives

- 1) Distress & Disruption
  - a. 90% of learners will distinguish students' distress and disruptive behaviors.
  - b. 90% of learners will state to whom they can refer and which method they can get consultation.
  - c. 90% of learners will demonstrate the approach dealing with students' distress and/or disruptive behaviors during and/or after class.
- 2) Title IX
  - a. 90% of learners will identify sexual discrimination behaviors as stated in Title IX.
  - b. 90% of learners will state to whom they can report Title IX cases.
  - c. 90% of learners will demonstrate the five-step reporting process in sequence.
- 3) Campus Violence & Campus Carry
  - a. 90% of learners will identify the importance of campus accident and the reason why campus violence happens.
  - b. 90% of learners will identify how to respond to an active shooter.
- 4) BE SAFE
  - a. 90% of learners will state what BE SAFE project and its characteristics.
    - \* Learners will get an opportunity to make various types of deliverables for BE SAFE.

## 2. Content Outline

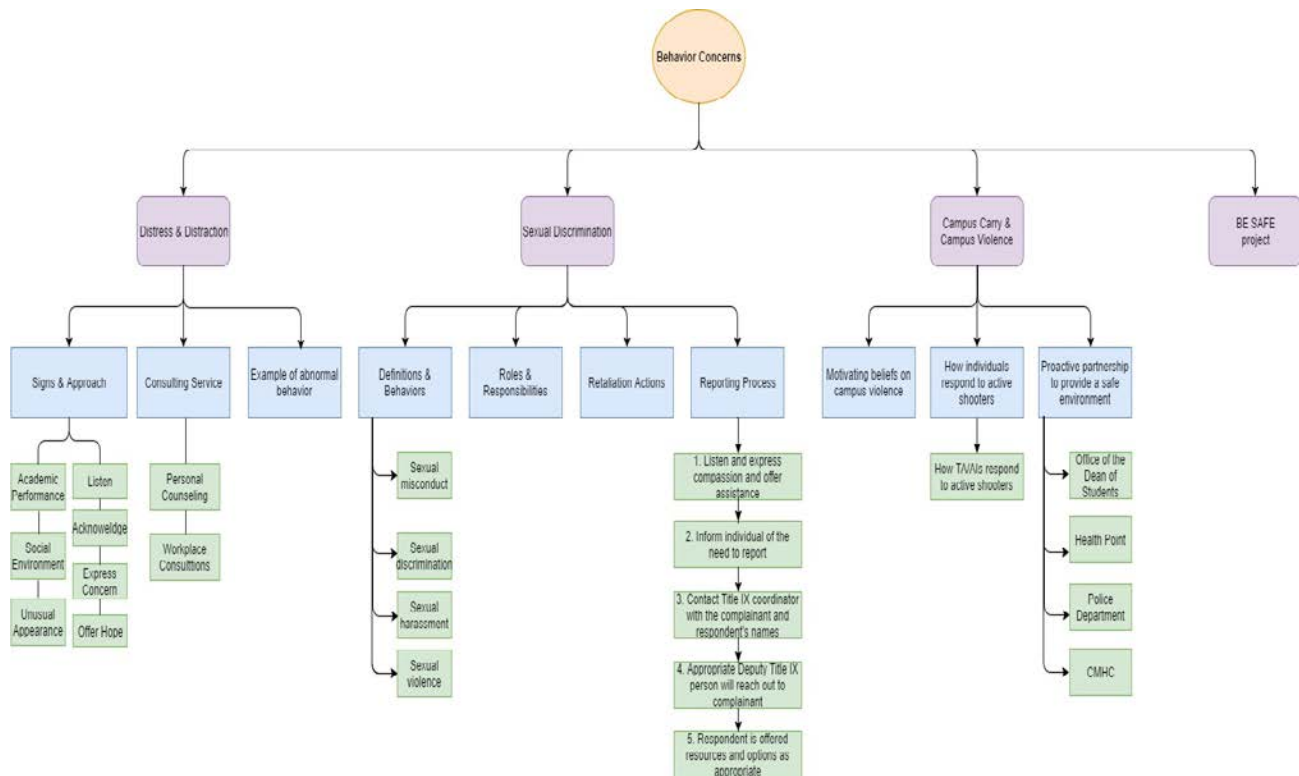


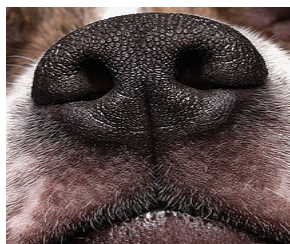
Figure 1. Content Outline

### 1) Creative Scenario

#### a. Distress and Disruptive behavior

- Scenario 1: Decline in academic performance**  
 On your Physics class, Amy did a great job in the beginning of this semester. She raised many good questions in and after class. And you talked with her during your office hour and found her was a diligent student. Since last week, she hasn't submitted two assignments. A classmate complained Amy didn't show up in group meeting.
- Scenario 2: Unusual appearance**  
 Jack rushed out in the class and came back with red eyes. You met him once in the restroom noticing that he was crying. It seemed that he didn't change his clothes over the past few weeks. He was always in the daze during the class.

- Scenario 3: What's That Smell?



Before class began, you noticed an unusual smell when Larry walked by. It smelt like alcohol or marijuana. Larry went to sit in the back of the classroom quietly. Several students seemed to notice the smell and kept glancing at Larry. Larry sat there and didn't take any notes.

- Scenario 4: The Entitled (Students of the rich and famous)  
He told you that he can't take the final exam because he had to show up on an opening ceremony. He was the student in your film class. He was a little famous and having millions of fans on Instagram. He asked you if you can let him do the test before or after the scheduled date.

#### b. Title IX

- Scenario 1: A student comes into your office during your office hour bursting into tears and says she/he has something to tell you but you can't tell anyone else.
- Scenario 2: You are waiting for a colleague in the lobby and seated next to you are two female students. You overhear their conversation and it involves one of the women telling the other that she was trapped by a male acquaintance in a bedroom at a party on Sunday night. The victim states that she is afraid of seeing him on campus.
- Scenario 3: Some of your male colleagues frequently engage in sexual banter and horseplay at the beginning of TAs/AIs meeting. They often share stories about their sexual exploits, and joke about their sexual prowess.

### 3. Assessment Strategies

Table 2. Assessment Strategies

	Objectives	Instructional strategy	Assessment	Performance Level
<b>Distress and Disruption</b>	90% of learners will distinguish students' distress and disruptive behaviors.	Give a verbal statement and time to think aloud	Multiple Choice	Students must get at least 80 out of 100 scores. Points for each question can be found in the online session.
	90% of learners will state whom they can refer to and where they can get	Give a verbal statement of the consultation service along with real examples.		



	consultation.			
	90% of learners will demonstrate the approach dealing with students' distress and/or disruptive behaviors during and/or after class.	Have students figure out solutions to each of the problems.	"Multiple Choice"	Students will be provided 4 scenarios about disruptive and distress behaviors. They will choose appropriate answer of how to solve the problem.
<b>Title IX</b>	90% of learners will identify sexual discrimination behaviors as stated in Title IX.	Present Title IX's definitions of sexual discrimination behaviors and give example scenarios.	Multiple Choice	Students must get at least 80 out of 100 scores. Points for each question can be found in the online session
	90% of learners will state to whom they can report Title IX cases.	List out the responsible employees.		
	90% of learners will describe retaliation actions after reporting Title IX cases.	Present Title IX's definitions of retaliation actions and give example scenarios.		
	90% of learners will demonstrate the five reporting process in sequence.	Have students figure out solutions to each of the problems.	"Multiple Choice" & "Short Answer Questions"	Students will be provided 4 scenarios about disruptive and distress behaviors. They will choose appropriate answer of how to solve the problem.

## 1] Distress and Disruptive behavior

1. Question: Which counseling method can you take if you meet distress or/and disruptive behavior in class?
  - A. Walk-in Service
  - B. Individual Counseling
  - C. Group Counseling
  - D. Medication Evaluation
2. Based on the following scenario, choose the solution that seems appropriate to you.
  - 1) Scenario 1: Decline in academic performance  
On your Physics class, Amy did a great job in the beginning of this semester. She raised many good questions in and after class. And you talked with her during your office hour and found her was a diligent student. Since last week, she hasn't submitted two assignments. A classmate complained Amy didn't show up in group meeting.
    - A. Let her go. It's none of my business. What I need to do is give her a fair grade in the end of the semester according to her performance.
    - B. Find a chance after class asking whether she met problems in studying.
    - C. Ask Amy's friend to know care about her.

**Feedback**

- A. Correct! You can definitely do that. You do nothing wrong. It's just not the best choice.
  - B. Excellent! Showing her that you care about her, and let her know you are there.
  - C. Not bad. Knowing from others is a way. If Amy's friend doesn't even know, maybe you still have to turn to Amy finally.
- 2) Scenario 2: Unusual appearance  
Jack rushed out in the class and came back with red eyes. You met him once in the restroom noticing that he was crying. It seemed that he didn't change his clothes over the past few weeks. He was always in the daze during the class.
  - A. Every student may have bad days, it's no big deal. Just ignore Jack and keep on teaching the class.
  - B. Ask Jack directly and promptly in front of the whole class.
  - C. Have a private talk with Jack after class, and show you care about him.
  - D. Blame Jack for disturbing the class and ask him to concentrate on class.

**Feedback**

- A. Incorrect! Maybe Jack is having a hard time in his life and he needs others' care and support.
- B. Incorrect! It's impolite to ask Jack about his personal things, especially in front of a lot of students.
- C. Correct! It's a good option. Talking with Jack after class gives him a comfortable atmosphere to talk. Showing care gives a feeling of trust.
- D. Correct! Blaming someone in public is a very rude behavior and it might have some negative impact on Jack in terms of his mental and/or physical health.

## 3) Scenario 3: What's That Smell?



Before class began, you noticed an unusual smell when Larry walked by. It smelt like alcohol or marijuana. Larry went to sit in the back of the classroom quietly. Several students seemed to notice the smell and kept glancing at Larry. Larry sat there and didn't take any notes.

- A. Approach the chemically-altered student and saying, "You seem to me to be \*very tired\*. I think you should go back to your dorm and get the rest you so obviously need."
- B. I would tell him/her that if such behavior continues, I would ultimately have to report him/her to the person charged with handling student disciplinary concerns.
- C. Let the student know that I am there for him/her.
- D. simply stop lecturing till the disruption stops. Peer pressure will bring them around.

**Feedback**

- A. Correct! It's a good choice. Showing students care without bothering him/her.
- B. Correct! You are a strict teacher. You follow the school rules nicely.
- C. Correct! That's a sweet choice.
- D. Correct! It's a solution. Peer pressure will work. Don't use this method very often, or it will lose effect.

## 4) Scenario 4: The Entitled (Students of the rich and famous)

He told you that he can't take the final exam because he had to show up on an opening ceremony. He was the student in your film class. He was a little famous and having millions of fans on Instagram. He asked you if you can let him do the test before or after the scheduled date.

- A. It shows the student's immaturity or misguided sense of power and celebrity. I look down on those kinds of students.
- B. Turn to faculty for help who may not be as experienced with this kind of disruption.

- C. Refer the student to the university policy -- which is my policy.

**Feedback**

- A. Incorrect! Yes, the student misunderstood his/her power. But you should treat students evenly and respectfully.
- B. Correct! That's a lovely choice! As a new TA/AI, if you don't know how to handle these situations, learn from others who are experienced.
- C. Correct! Following rules is a smart choice. It's better to pay attention to your tongue in case the student brings you trouble.

2] Title IX

1. Question: Which of the following descriptions are examples of sexual misconduct and sexual harassment?

- A. Asking a pregnant student to wait out the semester
- B. Leering or staring intently
- C. Inappropriate touching or impeding or blocking someone's movements

2. Scenario 1: A student comes into your office during your office hour bursting into tears and says she/he has something to tell you but you can't tell anyone else.

- A. Every student may have bad days, it's no big deal. I just need to show my concern and compassion for her/him.
- B. I can't report the incident even if it's reportable on the student covered by Title IX, because I should keep my promise not to tell anyone else.
- C. If the incident took place that is reportable on the student or is covered by Title IX, I must report it to the Title IX coordinators on campus within 24 hours.

**Feedback**

- A. It depends. It might be an appropriate way to handle this if the incident didn't violate any law.
  - B. Incorrect. No, it's your responsibility to report the incident if it's reportable on the student covered by Title IX as a college employee. And you can't ensure the confidentiality but you can protect privacy by confidential reporting like calling Counseling Mental Health Center (CMHC) and UHS.
  - C. Correct. That's the right way to deal with Title IX cases. You know well your responsibility as a college employee.
3. Scenario 2: You are waiting for a colleague in the lobby and seated next to you are two female students. You overhear their conversation and it involves one of the women telling the other that she was trapped by a male acquaintance in a bedroom at a party on Sunday night. The man attempted to force her to have sex with him and groped her before she could get away. The victim states that she is afraid of seeing him on campus.

- A. Approach the girls and let them know you are concerned about what you heard and advise them to go to the Dean of Students' Office.
- B. Ask the victim if she'll tell you more about what happened and again, encourage them to speak with the Dean of Students' Office.
- C. Get at least one name so you can report it to the Title IX coordinators and they can follow up with the student.
- D. I just overheard about this and it's the students' privacy. It's not polite to advise them and I can do nothing about this.

**Feedback**

- Any one or two of ABC: Yes, you can deal with it in this way. It's important to get at least one of the names. But there might be other options depending on your level of comfort.
  - All of ABC: Yes, you are right! This scenario constitutes notice to the College of a sexual assault. As a college employee, you must report this. And you chose the three possible ways to handle this depending on your level of comfort.
  - Only D: Although you just overheard about it, you are still required to report this case to the Title IX coordinators.
4. Scenario 3: Some of your male colleagues frequently engage in sexual banter and horseplay at the beginning of TAs/AIs meeting. They often share stories about their sexual exploits, joke about their sexual prowess, and even sometimes make sexually.

**Short answer questions**

1. Is the behavior of Sally's male colleagues unwelcome?
2. Is the conduct described above sexual harassment?

**Expected answers**

1. Yes. Based on the information in the example, it appears the conduct is unwelcome.
2. Probably, yes. To constitute sexual harassment the conduct must not only be unwelcome, but it must also be severe and pervasive. The information contained in the example concerning the frequency and nature of the conduct suggests it is severe and pervasive.

**Feedback**

As long as the students can justify themselves is acceptable.

## 4. Evaluation Plan

### 1) Formative Evaluation

The formative evaluation consists of two parts: expert (or peer) review and individual student feedback. Firstly, in terms of expert review, IDer (Instructional Designer) as well as SME (Subject Matter Expert) will be involved. Secondly, in terms of individual student feedback on instruction, it will be tried by TAs and AIs who will take this session.

UCS project team will revise and improve the quality of the session, and the revised and improved program will be used to employ on target audience. We recommend this evaluation will be employed in ongoing session as well as before officially launching it.

#### a. Expert Review of Instruction

<b>Expert (Peer) Review of Instruction</b>			
<b>Name</b>	<b>Affiliation</b>		
<p><i>Directions: Thank you for trying out 'Campus safety and security online session'. Your comments and feedback will be very helpful to improve our session. As you review, please focus especially on the following instructional and technical aspects.</i></p>			
<b>Instruction</b>			
Areas of Review	Checklist		Comments
There were no grammatical issues, such as misspellings, punctuation errors, or wrong words errors.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Learning goals were clear and appropriate to target audience.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Content was precise and suitable to achieve learning goals.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Learning process (or sequence) was logical.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
The level of difficulty was suitable to target audience.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Directions for all learning processes were clear.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
All activities were appropriate and well-designed to support learning.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
The session included motivational strategies.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<b>Other Suggestions:</b>			

•			
<b>Online Interface</b>			
Areas of Review	Checklist		Comments
Navigation Menu - Background - Convenient readability (Font, alignment) - Easy user interface	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Multimedia materials were easy to access and use.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
The tools and links were working very well.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<b>Suggestions for improving the quality of course</b>  •			

## b. Individual student feedback on instruction

<b>Individual student feedback on instruction</b>					
<i>Directions:</i> Thank you for taking ‘ <i>Campus safety and security online session</i> ’. Please answer the following questions about the session you have taken. Check the answer that best reflects your observation and/or experience and give us suggestions if you like.					
Questionnaire	Rating				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
<b>Technical Aspects</b>					
I felt that how to navigate in the online session was easy.	①	②	③	④	⑤
I felt that there was not any problem to access all tools and links.	①	②	③	④	⑤
I felt that images and video clips worked very well.	①	②	③	④	⑤
I felt that taking this session was easy technically.	①	②	③	④	⑤
<b>Content</b>					
I felt that the logic and sequence of contents worked well.	①	②	③	④	⑤
I felt that the activities in the course were very helpful to understand contents.	①	②	③	④	⑤
I felt that the time taken to complete the activities was suitable.	①	②	③	④	⑤
I felt that the assessment was appropriate to measure	①	②	③	④	⑤

achievement.					
I felt that the time taken to finish the quiz and assessment was suitable.	①	②	③	④	⑤
I felt that the level of difficulty of content was appropriate.	①	②	③	④	⑤
I felt that overall session was helpful.	①	②	③	④	⑤
<b>Advantages/Disadvantages</b>					
•					
<b>Suggestions for improving the quality of session</b>					
•					

## 2) Summative Evaluation

The summative evaluation model is based on Kirkpatrick's four-level model. Especially, this model is appropriate to measure the effectiveness of the session. Among the four levels of the model, the three that will be used include methods-reaction, learning, and behavior measurement, since it's very hard to investigate and trace 'results measurement' in practice.

- **Reaction:** In this phase, the survey consists of learners' attitudes and satisfaction about session. The survey is composed of 8 items on 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree) and open-ended questions at the bottom.

Questionnaire	Rating				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I thought the contents of this course were helpful.	①	②	③	④	⑤
I thought the contents and information during the course would be of practical help.	①	②	③	④	⑤
I thought the contents and the amount of the course were appropriate.	①	②	③	④	⑤
I was satisfied with the instructor in the course.	①	②	③	④	⑤
I thought marketing of this course was enough.	①	②	③	④	⑤
I was satisfied with the course location and other facilities.	①	②	③	④	⑤
After completing this course, my satisfaction with course has improved.	①	②	③	④	⑤
I was satisfied with this course overall.	①	②	③	④	⑤
• Any thoughts? Opinions?					



- **Learning (outcome):** In this phase, in order to clearly investigate the learning effectiveness, test will be implemented during the course. Considering the characteristics of Compliance training, it will be measured at a simple and uncomplicated level. All test-items will be various such as multiple choice test, fill in the blank, and true and false questions. Before conducting actual test, pilot test will be employed to obtain reliability and validity of test items.
- **Behavior:** This phase aims to determine how much newly acquired knowledge transfers to the real-practice. Instructional designers will provide TAs and AIs with an evaluation sheet, and the assessment will be up to by themselves.

Questionnaire	Rating				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
<b>Degree of Transfer in Practice</b>					
I used the educated contents while doing TAs or AIs.	①	②	③	④	⑤
I have improved my ability to understand and cope with disruptive/distress and/or sexual behavior during this course.	①	②	③	④	⑤
I received praise from the instructor for my ability to handle disruptive/distress and/or sexual behaviors in classroom.	①	②	③	④	⑤
<b>Characteristics of Curriculum</b>					
Here are some questions that can help you use what you have learned in the course. Check the one that best matches your thoughts.					
I actively participated in the course.	①	②	③	④	⑤
I completely understood the contents of course.	①	②	③	④	⑤
I am confident in applying the educated content.	①	②	③	④	⑤
I am constantly trying to improve my problem solving skills in terms of students' disruptive/distress and/or sexual behaviors.	①	②	③	④	⑤
The course contents is highly relevant to what happens in the actual classroom.	①	②	③	④	⑤
The course provided authentic and specific data on what might actually happen.	①	②	③	④	⑤
I was satisfied with the quality of the course.	①	②	③	④	⑤
The course informed me about the skills or methods that can be applied in actual classroom.	①	②	③	④	⑤
During the course, I was given the opportunity to utilize what I learned.	①	②	③	④	⑤

My instructor thinks that it is good to apply the contents learned in the course.	①	②	③	④	⑤
<b>Any thoughts? Opinions?</b> <ul style="list-style-type: none"><li>•</li><li>•</li></ul>					