Analysis of Stakeholder Feedback to the CC 3.0 Assessment Block Content Review

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Introduction

The Common Core 3.0 Assessment Block Content Review v.2 Survey was administered from January to March 2015 to stakeholders from different domains in child welfare services across California's five regions. The survey was administered for multiple purposes:

- To foster collaboration between CalSWEC and California child welfare stakeholders during the curriculum review and standards-setting process to enable them to co-create and standardize the curriculum.
- To ascertain the extent to which stakeholders find the curriculum presented to be acceptable in meeting learning objectives.
- To provide insight into what areas of the Assessment Block need improvement and to help content developers make the needed modifications to the curriculum.

This document presents the survey results and explains the thematic process used to analyze the qualitative nature of the survey. Two questions guide this analysis:

- To what extent do stakeholders find the Assessment Block curriculum presented to be acceptable in meeting learning objectives?
- What feedback could help content developers make improvements to the curriculum?

Methods

Before the survey was conducted, CalSWEC provided stakeholders with a review of the Assessment Block through live and pre-recorded webinars and online written materials. Stakeholders were then invited to participate in the survey administered through Qualtrics. They were asked to provide feedback about each of the five content areas covered in the Assessment Block via its designated modality listed below:

- Child Development e-learning Module
- Critical Thinking and Assessment Classroom Module
- Child Maltreatment Identification e-learning and Classroom Modules
- Key Child Welfare Issues Classroom Content
- Structured Decision Making Tools (SDM) e-learning, Classroom, and Field Content

Questions 1 to 3 in the survey ask participants to provide basic demographic information, name, role in child welfare, and geographical region. The last question in the survey asks stakeholders to provide overall feedback on the Assessment Block. Four primary open-ended questions are iterated across the survey and rephrased to inquire about each content area in its modality:

1. Question 1 asks stakeholders to discuss what they like about the content area.
2. Question 2 asks stakeholders to discuss concerns they might have about the content area.
3. Question 3 asks participants to identify content they cannot live with in the indicated module.
4. Question 4 asks participants to provide further comments to each content area as they see fit.

This document mainly focuses on analyzing the responses to the first two open-ended questions listed above. For the most part, participants used Questions 3 and 4 to re-state or reinforce comments already made in Questions 1 and 2; therefore Questions 3 and 4 were not analyzed with the same rigor.

Question 1 was used to analyze whether participants found the curriculum acceptable in meeting learning expectations. Their responses were broad; thus only a general answer is provided in this analysis as to whether participants found the curriculum acceptable.

Question 2 was used to analyze what areas in the curriculum stakeholders believe need improvement.

Thematic Analysis

The data from the survey were analyzed using a recursive process standard to qualitative data analysis. Braun and Clarke's (2006) 6-phase guide to thematic analysis was also adapted to guide and structure this analysis.

Phase 1—The data set was read twice before codes were retrieved.

Phase 2—Key terms, such as *culture*, were identified and quantified by using word search. Each response or data item was coded manually and placed in groups according to their retrieved code.

Phase 3—Each data item was placed into corresponding themes. Codes and themes were first identified within the data set, primarily from the responses to the four open-ended questions that are reiterated across each content area. Most responses required interpretation in order to determine codes. The block's learning objectives and revision goals were revised to help verify and interpret perceived themes from the data. The learning objectives were further used to conceptualize themes. Tables were created to organize responses into codes and theme categories.

Phase 4—Themes and codes were re-evaluated and fine-tuned to correspond. Previous codes were merged if there was a relationship between them. Some responses were coded more than once if they displayed evidence of more than one theme. Rhetorical responses that did not answer the question were omitted. Other omitted responses included test runs and responses of *N/A*.

Phase 5—Themes were more clearly defined and written down.

Phase 6—All themes were counted. Responses that contained the most frequent themes were selected and used in the analysis to represent the broader themes.

How the Themes and Codes Were Utilized

All themes were used to examine each content area, and all responses were coded accordingly. However, not all themes were prevalent across each content area or all questions. The SDM e-learning, Classroom, and Field Content Modules were not fully coded using the themes because most themes were not prevalent in this section. This module was therefore analyzed separately.

While the analysis identified 10 themes, only six (Training Modality, Content Scope, Curriculum Aids, Safety/Risk/Protective Capacities, Diversity and Cultural Competence, and No) were used in this analysis because they were the most prevalent.

Identified Themes

Training Modality—Training Modality was not a prominent theme in the data; however, it was conceptualized to analyze participants' perspective on the appropriateness of each

modality (e-learning, Classroom, or Field) to each content or county. Participants might be concerned or satisfied with a given modality depending on its purpose. For instance, e-learning, Classroom, and Field learning modalities each has advantages and disadvantage in training, depending on the subject matter. Classroom courses might require more effort when compared to online training, perhaps due to differences in logistics and travel. On the other hand, online training can be convenient, but it might not provide the contextual learning and trainer and group access that classroom and field training can provide. In addition, a few counties might have trouble accessing the online material.

  Content Scope/Time Allocation—Content Scope was conceptualized to represent all general comments participants made about the scope of each content area; how it was presented; and its rigor, breadth, and depth. For example, response 25 from Question 4 states, "[I like] the format and sequence." While this feedback does not provide in-depth feedback, it does offer some insight into what participants think about the curriculum overall.

  Content Scope also includes the time allocated to each content area and how time might affect the delivery of information necessary to maximize learning outcomes. For instance, depending on the subject, too little time spent covering the materials might not give trainees the opportunity to absorb the information, and too much time can strain their already-busy schedule.

  Responses that provided general feedback but also had one or more of the identified themes were excluded from this category and placed under their corresponding theme.

  Curriculum Aids—The Curriculum Aids theme was conceptualized because participants often made references to the applications, concepts, and all training materials used to convey the information. Training materials may include tools, vignettes, case examples, exercises, red flags, concept language, tools such as SOP language, SDM, SPECS.

  Safety/Risk/Protective Capacities—The main purpose of the Assessment Block curriculum is to provide child welfare workers with applications, concepts, and other training materials that will help strengthen their ability to develop a more accurate assessment of safety and risk, while drawing upon strength-based values and practices to identify protective capacities for children within their families and community. This theme was conceptualized using both extracts from the data set and the block's learning objectives. It was also used to identify responses commenting on these three key concepts.

  Diversity and Cultural Competence—This theme was chosen because *culture* appeared in 20 responses throughout the survey. Words that appeared in conjunction with culture were *Native American, American Indian, ICWA, Tribe, race,* and *bias*. Culture was the main recurring code in this theme throughout the data set. It was placed under the theme Diversity and Cultural Competence because Diversity includes other less frequent codes in the data set that appeared at least once, such as *gender identity, sexual orientation, class, age* and *cognitive and physical ability*. This theme was conceptualized because the block's learning objectives include cultural skills, knowledge, and values child welfare workers need when conducting an assessment.

  No—Responses that indicated participants had no concerns, no further comments, and no visceral dislike to a particular part of the curriculum were coded to gauge the level of acceptance of and concern about the curriculum. The most common responses in this theme were *No, None,* and sometimes *Nothing*.

  Questions and Suggestions—Questions and suggestions made by respondents were converted to theme to provide content developers with feedback that can help inform and guide the revision of the block. Suggestions were labeled as such when participants made statements like, *I suggest, I recommend,* or *I would*. Questions that were more rhetorical in nature were not

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counted. Questions and suggestions are not discussed in this analysis but have been noted in the Research Notes.

        Miscellaneous—Responses under the Miscellaneous category do not answer the question, are unrelated to the topic, or cannot be conceptualized in the themes developed. This theme is not discussed in this analysis, but it has been noted in Research Notes.

        Overlapping Themes—Often the themes Scope and Risk overlapped with Scope and Diversity. This meant that sometimes there was insufficient scope or rigor to explain Risk or Diversity. However, Scope, Diversity, and Risk were separated to demonstrate how salient these two topics (Diversity, Safety and Risk) were to participants.

Limitations

        Identifying codes and themes is a tricky and time-consuming task. It is difficult to outline where one theme ends and where the other begins. Thus the quantified themes in this analysis should provide only a general idea of what participants are communicating. One disadvantage in consolidating multiple codes into one broader theme is that some information can be lost.

        The four open-ended questions gave participants flexibility in their response. However, more specific questions were needed to generate more specific and constructive feedback from them.

Results

Participant Profiles

Demographic information was collected to ensure feedback was captured from representatives across the different domains of child welfare and California regions.

Participants' Roles in Child Welfare

A total of 67 participants identified with the roles listed below.

Child Welfare Role	Response	%
1. RTA staff / trainer	**13**	19%
2. UCCF	**1**	1%
3. CDSS staff	**15**	22%
4. County Child Welfare Director	**1**	1%
5. County Child Welfare Manager	**9**	13%
6. County Child Welfare Supervisor	**4**	6%
7. County Child Welfare Staff Development	**4**	6%
8. County Child Welfare Social Worker	**7**	10%
9. Contract trainer	**1**	1%
10. Birth parent	**1**	1%
11. Caregiver	**0**	0%
12. Current or former foster youth	**0**	0%
13. Tribal representative	**1**	1%
14. University faculty or staff	**1**	1%
15.Other*	**9**	13%
Total # of respondents	**67**	100%

Of the responses,
- 22% were from CDSS staff
- 19% were from RTA staff/trainer
- 13% were from County Child Welfare Managers

*The 9 respondents who identified as "Other" represented the following roles:
- IT–-CFS Training and Development Specialist
- Social Worker for Adult Services
- Court Services Analyst
- Tribal/State Programs Unit
- Judicial Council of California
- CWS Policy & Program Spec
- Employment & Training Services Worker

Participants by Region

The regions with the most participants were
- Central Region, with 26 out of 64, or 41% of the respondents;
- Northern Region, with 13 out of 64, or 20% of respondents; and
- Statewide, with 17% of the respondents.

Region	# of Respondents	%
Northern Region	13	20%
Bay Area	9	14%
Central Region	26	41%
LA	1	2%
Southern Region	4	6%
Statewide	11	17%
Total # of respondents	64	100%

Respondents by Region
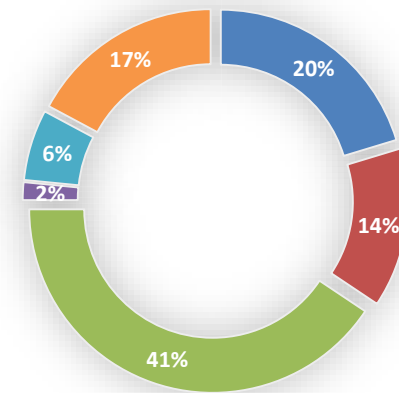
■ Northern Region ■ Bay Area ■ Central Region ■ LA ■ Southern Region ■ Statewide

2% from Los Angeles area did not provide feedback or respond to any of the survey questions.

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Overall Level of Satisfaction and Concern

The extent to which participants found the Assessment Block curriculum acceptable or in need of improvement varies depending on the content area in question. However, as a whole, a majority (74%) of stakeholders approve or are satisfied with the content presented in the block.

As shown in the graph, approximately 41% (93 out of 234) of the stakeholder responses identify something in curriculum they like. A total of 12% stated they have no concerns with the content, and 21% responded *No"* to the question "Is there anything in the content you can't live with?"

Assessment Block CC3.0
Level of Satisfaction and Concern

■ Like   ■ No Concerns   ■ No to Can't live   ■ Concerns   ■ Can't Live with
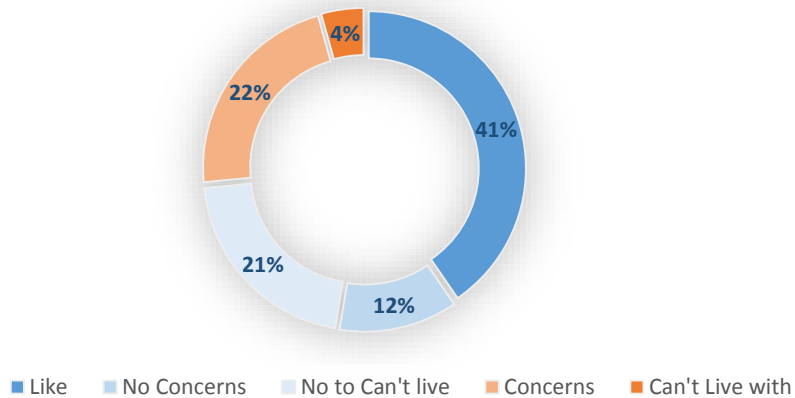
Stakeholders wanted some areas to be expanded or improved. Twenty-two (51 out of 234) of the respondents expressed some concern about the content, and 4% (10 responses) identified something in the content they "can't live with," for the most part reinforcing their concerns expressed in the previous question.

The following graph provides a contextualized representation of the number of responses that identify areas of approval and areas of concern in the Assessment Block as a whole and in

Assessment Block CC3.0
Level of Satisfaction and Concern By Module

■ Like   ■ No Concerns   ■ No to Can't live with   ■ Concerns   ■ Can't live with
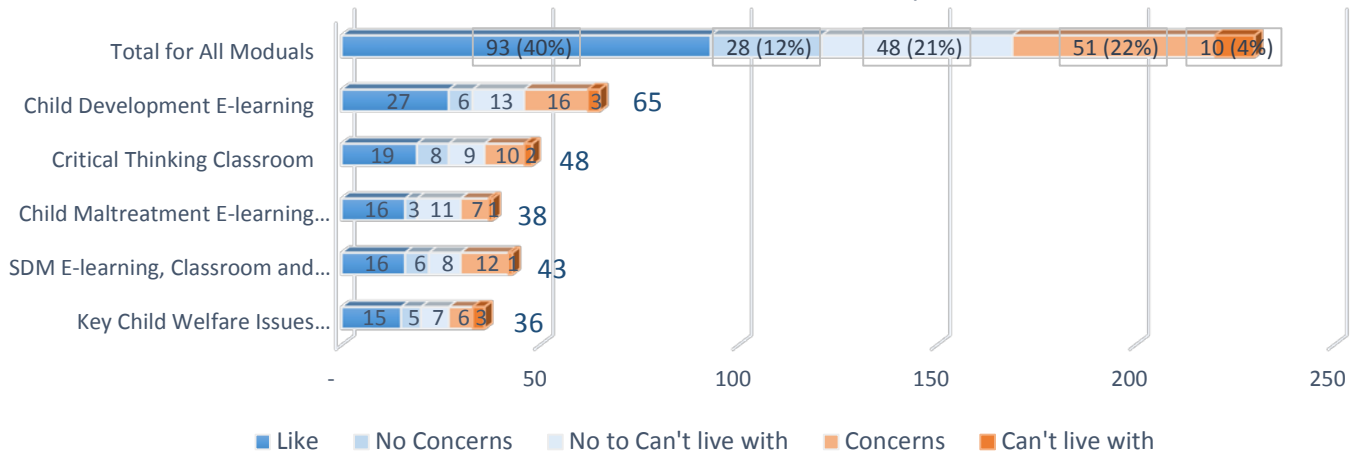
each of the five content areas. Each area will be discussed in more detail in the section that follows, Results and Discussion by Modules
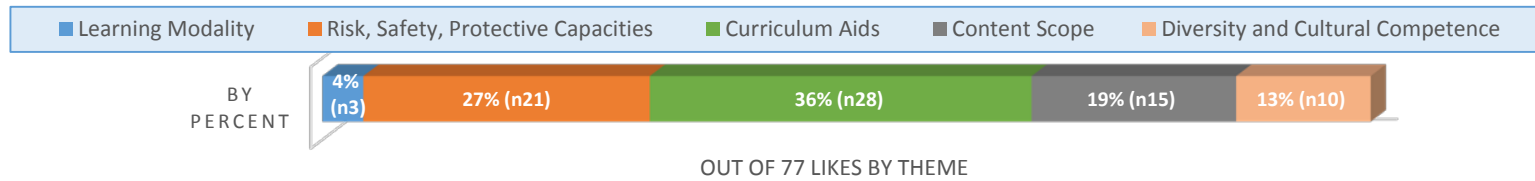
Satisfaction and Concerns by Themes

The following graphs provide a contextualized visual representation of all responses categorized under the five main themes. Because the themes tell us something slightly different about the feedback provided by participants in each content area, this section will only give a general explanation of the top two themes identified to analyze the two primary open-ended questions. These asked participants to discuss what they like and what is concerning about the content. The next section will present a more detailed explanation of what the themes tell us about each area.

The unit of analysis in the Assessment Block as a whole and in each individual area is the response provided by participants. This is because each participant was allowed to respond multiple times in each area; therefore the number of responses do not reflect the total number of participants, just their answers to the questions.

Note that the total number of approving comments and stated concerns identified by theme presented in these graphs are only from four modules: Child Development, Critical Thinking and Assessment, Child Maltreatment Identification, and Key Child Welfare Issues. The number in the graphs excludes responses from the SDM e-learning, Classroom, and Field Content Modules. This is because the responses provided in this section only contain two of the five major themes and can best be analyzed separately. A summary of the SDM module is provided in the end.

Satisfaction by Theme: This graph represents the percentage of responses in the survey that communicate approval of at least one of the themes identified in the content areas.

Assessment Block CC3.0: What Do Stakeholders Like?

■ Learning Modality	■ Risk, Safety, Protective Capacities	■ Curriculum Aids	■ Content Scope	■ Diversity and Cultural Competence

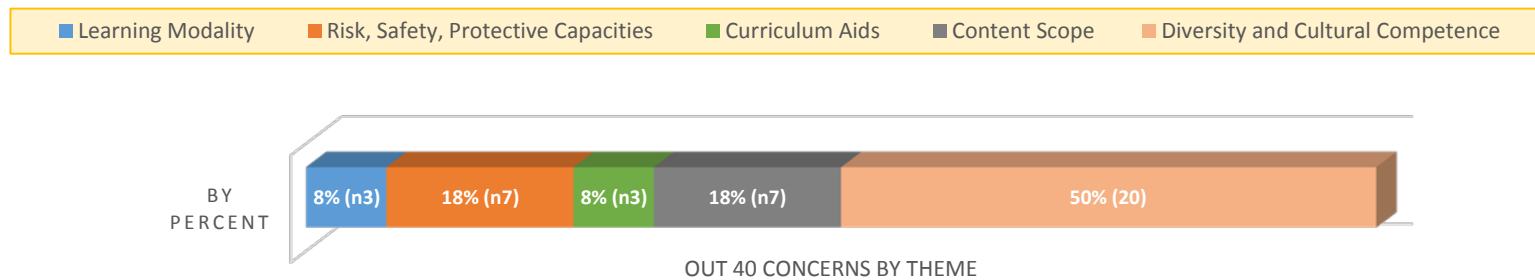| BY PERCENT	4% (n3)	27% (n21)	36% (n28)	19% (n15)	13% (n10)

OUT OF 77 LIKES BY THEME

Content Areas: Child Development, Critical Thinking and Assessment, Child Maltreatment Identification, and Key Child

A total of 77 responses communicated some type of approval in the four content areas covered here: 36% (28) are pleased with how curriculum aids (e.g. vignettes, case examples, and concept language) make it easier to understand key concepts presented in each area; 27% (21) are pleased with the scope of information covered regarding risk, safety, and protective capacities.

Concerns by Themes. This graph represents the percentage of responses that expressed concern regarding at least one of the themes identified in the four areas stated in this section.

Assessment Block CC 3.0: What Are Stakeholders Concerned About?

■ Learning Modality	■ Risk, Safety, Protective Capacities	■ Curriculum Aids	■ Content Scope	■ Diversity and Cultural Competence

BY PERCENT	8% (n3)	18% (n7)	8% (n3)	18% (n7)	50% (20)

OUT 40 CONCERNS BY THEME

Content Areas: Child Development, Critical Thinking and Assessment, Child Maltreatment Identification, and Key Child Welfare Issues

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Forty (40) responses communicated some type of concern: 50% (20) of these expressed the need to expand upon concepts that help social workers build more skills related to Diversity and Cultural Competency; 18% (7) expressed concern over the scope of information provided in the curriculum regarding Risk, Safety, and Protective Capacities. The following section will cover more in detail the themes identified in each area and question.

Results and Discussion by Modules

This section gives a more detailed explanation of the feedback provided by participants in each content area. Responses are separated by the question asked and broken down by the themes identified. See the list of identified themes in the Methods section above. Graphs are used in this section to provide a visual representation of questions with a greater number of responses. Questions with only a few responses are not depicted by a graph.

Child Development e-learning Module
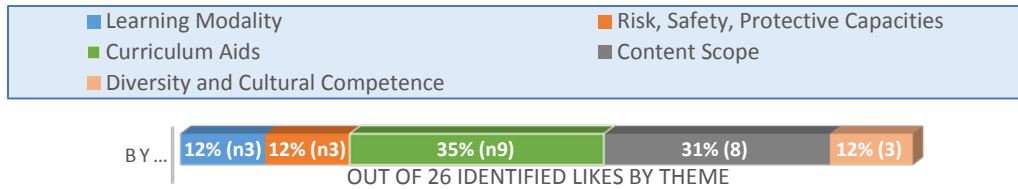
Child Development e-learning
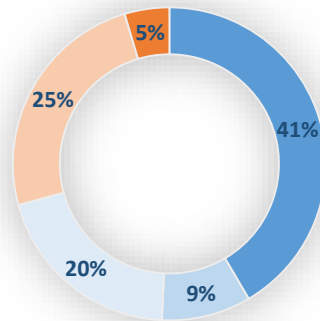
■ Like   ■ No Concern   ■ No to Can't live with   ■ Concerns   ■ Can't live with

In assessing the overall feedback on the Child Development e-learning Module, 70% of the respondents expressed approval about the curriculum; 30% expressed some concern. Approximately 41% (26 out of 65) of respondents identified something in the Child Development e-learning content they liked; 8% stated that they had no concerns with the content; and 20% responded "No" to the question "Is there anything in the content you can't live with?" Twenty-five (16 out of 65) of the respondents expressed some concern about the content, and only 5% identified something in the content they "can't live with." See Questions 4 to 7 for a more detailed breakdown of what participants found acceptable and concerning categorized by theme.

Q4. What do you like about the content for the Child Development e-learning Module?

A total of 28 participants answered Question 4. Two responses were omitted from the 28 because they did not answer the question. All 26 responses were coded using the five major themes.

Child Development e-learning Module

Legend	
■ Learning Modality	■ Risk, Safety, Protective Capacities
■ Curriculum Aids	■ Content Scope
■ Diversity and Cultural Competence	

BY... | 12% (n3) | 12% (n3) | 35% (n9) | 31% (8) | 12% (3) |

OUT OF 26 IDENTIFIED LIKES BY THEME

The top two themes in Question 4 are Curriculum Aids and Content Scope. A total of 9 out of 27 respondents liked the curriculum aids used to deliver the content.

> 9q4: I liked the interactive tools used in the training

Case examples, SPECS, red flags, quiz, and the use of SOP were also identified as positive and categorized under curriculum aids.

A total of 8 out of 27 respondents stated they liked the overall content, its structure, format, and scope of information.

> 16q4: I think the module was very informative. The information was clear and concise and a lot of material was covered.

Statements such as "covers basics," "holistic approach," and "solid overview" were identified as positive and categorized under Content Scope.

Q5. What concerns or worries do you have about the content for the Child Development e-learning Module?

Child Development e-learning Module

Legend	
■ Learning Modality	■ Risk, Safety, Protective Capacities
■ Curriculum Aids	■ Content Scope
■ Diversity and Cultural Competence	

PERCENT | 18% (n3) | 12% (n2) | 0% | 12%(n2) | 59% (n10) |

17 CONCERNS BY THEME
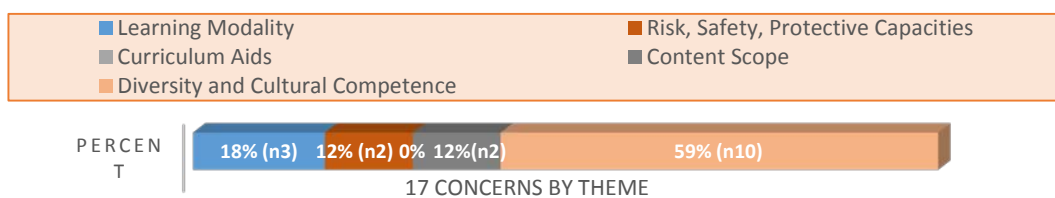
Out of the 17 concerns identified in this question, 59%, or 10 participants, expressed the need to integrate more cultural concepts into the curriculum. This is to help new social workers identify intrinsic cultural distinctions (such as values and practices) that may create cultural variations in child development.

Q6. Is there anything included in the Child Development e-learning Module content that you can't live with?

Some 13 out of 16 participants responded *No* to this question. Two (2) had concerns with development and assessment terminology; 1 stated culture needs to also be emphasized from a strength-based perspective.

Q7. Is there anything else you would like to say about the Child Development e-learning Module content?

A total of 6 out of 15 participants stated they had no further comments; 5 reaffirmed their satisfaction with the overall content and scope of the curriculum; and 1 made a suggestion for future curriculum development.

Critical Thinking and Assessment Classroom Module

In assessing overall feedback on this module, 75% of the respondents gave approving comments about the curriculum, and 25% identified areas of concern.
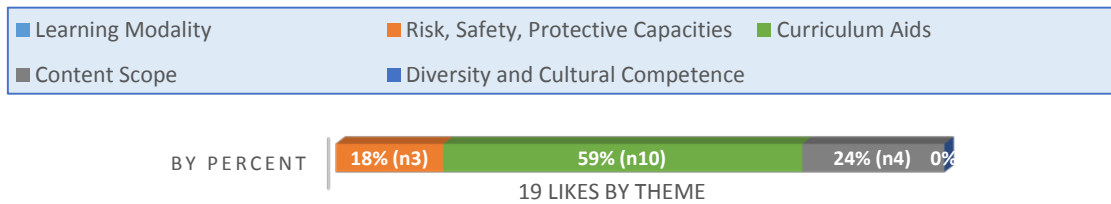
**Critical Thinking
Classroom Learning**

Like | No Concern | No to Can't live with | Concerns | Can't live with
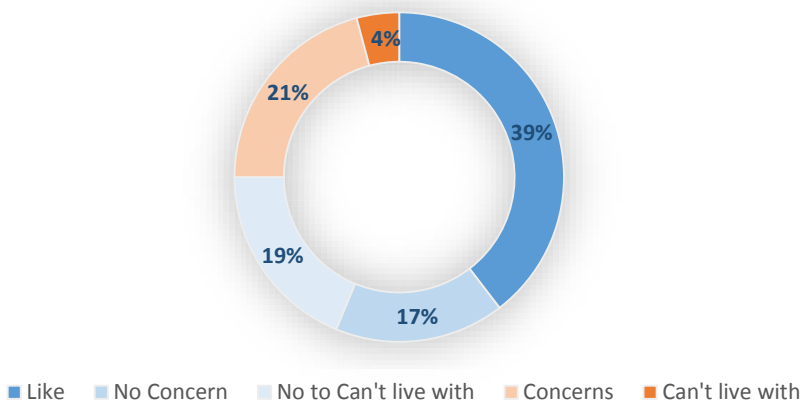
Of the 48 respondents, approximately 39% (19) identified something they liked in the Critical Thinking and Assessment Classroom Learning Module; 17% (8) stated that they have no concerns with the content, and 20% responded *No* to the question "Is there anything in the content you can't live with?" Of the 48, 21% (10) expressed some concern about the content and only 4% identified something in the content they "can't live with." See Questions 8 to 11 for a more detailed breakdown of what participants found acceptable and concerning categorized by theme.

Q8. What do you like about the content for the Critical Thinking and Assessment classroom module?

Critical Thinking Classroom Learning Module

| ■ Learning Modality | ■ Risk, Safety, Protective Capacities | ■ Curriculum Aids |
| ■ Content Scope | ■ Diversity and Cultural Competence | |

BY PERCENT | 18% (n3) | 59% (n10) | 24% (n4) | 0%

19 LIKES BY THEME

The top two themes in this question were Content Scope and Diversity and Cultural Competence. A total of 12 responses were categorized in Content Scope; 9 of these responses out of the total 19 in this section stated that they liked the tools and concepts used to convey the information.

> 9q8: SOP was well integrated into this session providing real tools for participants to use in the organization of their assessment.

Three (3) responses were associated with the Diversity and Cultural Competence theme in relation to how this module provided perspective on workers' bias and assessment.

> 3q8: I specifically enjoyed the Bias Test information and understanding that most people come from a perspective, internally, of their own personal biases and to recognize that while out in the field.

Q9. What concerns or worries do you have about the content for the Critical Thinking and Assessment module?

Of the respondents, 44% (8) stated they have no concerns with this module. Ten (10) respondents expressed concern; 3 expressed concern over the themes of Diversity and Cultural Competence and of Scope of Content.

Three (3) respondents stated that this module needs to cover more content, provide more time, and include more activities or modalities to help social workers understand the concept of Critical Thinking when making assessments.

Three (3) respondents recommended the module provide more cultural concepts and scenarios.

Q10. Is there anything included in the Critical Thinking and Assessment Classroom Module content that you can't live with?

Nine (9) out 11 participants responded no to this question. Two (2) restated their concerns from the previous question, and 5 responses were removed because they did not answer the question.

Q11. Is there anything else you would like to say about the Critical Thinking and Assessment Classroom module?

Four (4) out 9 had no further comments. Three (3) provided rhetorical statements and further emphasized their satisfaction with the materials.

Child Maltreatment Identification e-learning and Classroom Modules

A total of 83% (29) of the 35 respondents expressed approval about the curriculum; 17% (5) identified areas of concerns. See Questions 12 and 13 for a more detailed breakdown of participant feedback.

Child Maltreatment E-learning and Classroom

Like — No Concern — No to Can't live with — Concerns — Can't live with

[15]
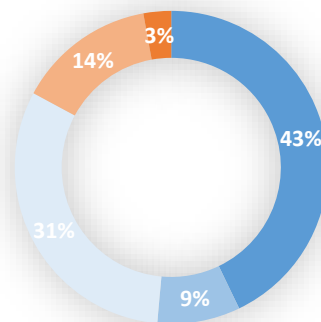
Q12. What do you like about the Child Maltreatment Identification e-learning and Classroom content?

Of the 16 who responded to this question, 8 were pleased with the content, 4 with its scope, and 4 with the curriculum aids used. Four (4) made brief comments and expressed positive feedback regarding safety and risk.

> 11q12: The modules do a fantastic job of reviewing in depth all types of abuse, including CSEC. The integration of SOP type language and practice throughout the CORE is amazing and truly the best place for it. Starting the new social workers with this framework is extremely well thought out.

Q13. What concerns or worries do you have about the Child Maltreatment Identification e-learning and Classroom content?

Of the 8 respondents, 5 expressed concern. Participants wanted more cultural and sexual abuse guidance to help social workers recognize abuse during the investigation process.

> 6q13: In the section that discusses cultural influence on physical discipline it would be extremely helpful to add that beyond consultation with supervisors, workers should be consulting with community partners who know more about a particular community given the fact that many supervisors may not have that in depth knowledge of a community.

Questions 14 ("Is there anything included in the Child Maltreatment Identification e-learning and Classroom content that you can't live with?") and 15 ("Is there anything else you would like to say about the Child Maltreatment Identification e-learning and Classroom content?") did not provide substantial information to add to this analysis. Participants generally repeated concern or positive feedback stated previously.

Key Child Welfare Issues Classroom Module

In assessing overall feedback on this module, 75% (27) of the 36 respondents expressed approving comments about the curriculum; 25% (9) identified areas of concern in the curriculum. See Questions 20 to 22 for a more detailed breakdown of participant feedback.

Key Child Welfare Issues Classroom Module

Legend: ■ Like ■ No Concern ■ No to Can't live with ■ Concerns ■ Can't live with
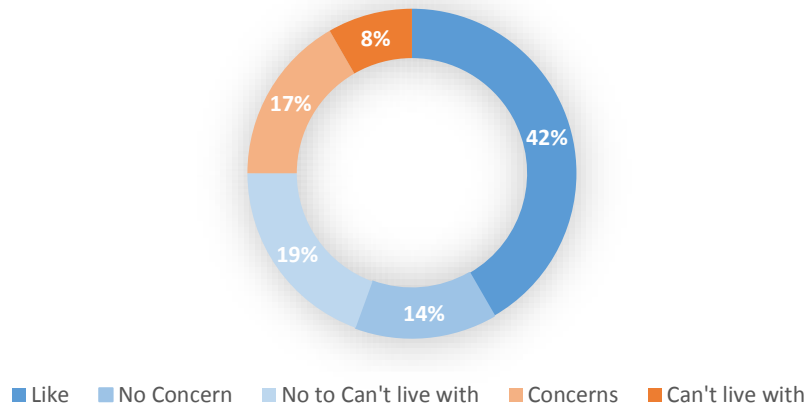
Q20. What do you like about the assessing for Key Child Welfare Issues classroom content?)

Of the 14 respondents, 6 liked the overall scope of the content and the curriculum aids used to convey the information.

> 11q20: The segment addressing the impact of trauma is excellent. The information is presented clearly and explanations are easy to understand. The vignette was used very effectively. I especially appreciate the detail and specificity of the vignette and the questions that followed. Clear descriptions of how exposure to trauma may affect specific attitudes and behaviors throughout a person's life.

Q21. What concerns or worries do you have about the Assessing for Key Child Welfare Issues Classroom content?

In this section, the themes Content Scope, Curriculum Aids, Cultural Competency and Concepts that relate to Safety and Risk overlap more than in other areas. Risk and Safety concepts and Cultural Competency in this section relate more to how children from historically oppressed cultures have been more exposed to trauma and are at a higher risk of experiencing abuse and neglect that will continue the cycle of trauma.

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Q22. (Is there anything included in the Assessing for Key Child Welfare Issues Classroom content that you can't live with?) and Question 23 *(Is there anything else you would like to say about the Assessing for Key Child welfare Issues Classroom content?)* did not provide substantial information to add to this analysis. Participants generally repeated concerns or positive feedback stated previously.

Structured Decision Making Tools (SDM) e-learning, Classroom, and Field Learning Modules

The responses in the SDM curriculum were not analyzed using the six major themes because most of these themes were not identified in this section. Participants did make suggestions to how to improve the content.

A total of 37% of respondents (16 of 43) identified something(s) in the content they liked; 14% stated that they have no concerns with the content; and 19% responded *No* to the question "Is there anything in the content you can't live with?"

A total of 28% (12 out of 43) of respondents expressed some concern about the content, and only 1 or 2%t identified something in the content they "can't live with." The 12 that expressed concern were worried about the structure of the content and stressed the need to further integrate SDM and SOP into the curriculum in order to create more cohesion between the two.

Structured Decision Making (SDM) e-learning, Classroom, and Field

Legend: ■ Like ■ No Concern ■ No to Can't live with ■ Concerns ■ Can't live with
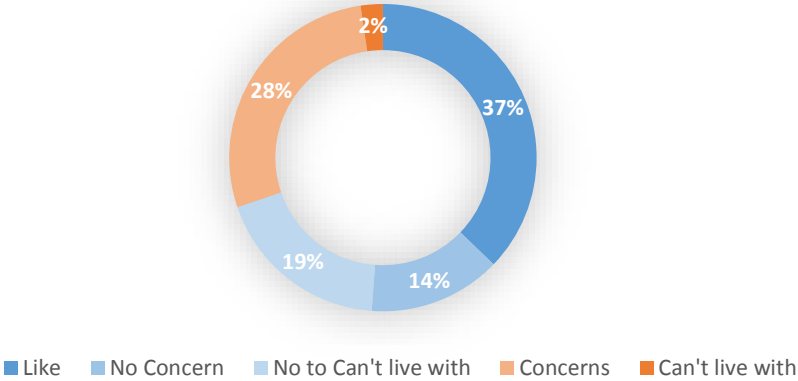
Stakeholders made the following suggestions:
- Provide consistent wording and careful definitions of important concepts.
- Provide more time.

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- Provide more applications for teaming with family and cultural representative.

> 14q17: One of my concerns is that the Safety Organized Practice was a three day detailed training along with follow-up classes that has very rich and detailed information that I found to be very useful but could have used another 3 day training to grasp all of that info. It's like standing under a waterfall with a spoon. So I am concerned that new social workers are going to get much out of this because it is so much to take in.

Conclusion

The majority of participants expressed overall satisfaction with the Assessment Block curriculum. Forty (40) respondents out of 230 expressed concern; 20 of the 40 recommended expanding upon cultural concepts and examples to guide social workers in making more accurate assessments. The Child Development eLearning Module contained the most concerns about diversity and cultural competence, with 10 responses.

Most respondents did not provide substantive feedback that could be readily used to inform or revise the curriculum. For example, many expressed concerns about culture without specifically stating how to make improvements to the content. However, respondents did provide insight into what is cognitively salient to most of them. This information can be used in the future as a guide to focus on and narrow down areas of concern.

In regards to Content Scope, participants recommended that the Critical Thinking and SDM Modules provide a broader scope of the content and more time to cover it.

While most participants made general suggestions about how to improve Cultural Competency some did provide more concrete recommendations and suggestions. These suggestions were utilized in content revision and are noted in the research notes.

Bibliography

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