

Instructional Design Activity #3

Activity #3 will include two major categories of content:

- Revised: Design Challenge, Instructional Goals, and Learner Needs Analysis
- Initial Instructional Analysis

Activity #3 Sections

- **Client and Primary Contact(s)**

The client is United Foster Care (UFC), a non-profit organization whose mission is to “find and train families to provide secure, loving homes for children in foster care.” UFC is contracted through the Utah Department of Child and Family Services (DCFS) to provide this service throughout the state of Utah.

Liz Rivera is the SME. She is the regional trainer for the Salt Lake Metro region and works closely with Mick Woolsey, the Director of Education for UFC. Liz created and delivered the content in Course 2.

- **Design Challenge (Revised)**

There are a few issues with Course 2, Policies & Procedures. We are focusing specifically on Modules 3: Travel and Normalcy Laws, 6: Advocacy; and 7: Foster Family Supports.

- Parents recognize that Course 2 topics are necessary, but feel the delivery is “boring.”
- Parents can recall Course 2 information in the weeks after completing training, but some of it has faded by the time they get kids placed months later. They can’t easily look up Course 2 information (must rewatch videos or read the 250-page DCFS policy manual) and so rely heavily on a parent network and UFC/DCFS staff to get help.
- Although training is effective in educating parents on the existence of policies and responsibilities and the need to comply, parents could use more preparation for common obstacles that can complicate a parent’s desire to comply.

- **Goal Statement (Revised)**

When potential foster parents (learners) successfully complete Policies and Procedures training on Utah Foster Care’s website, foster parents should be able to:

- Define the purpose, access to, and benefits of the supports available and identify when to use each one.
- Explain the procedures when traveling out-of-state with a child.
- Define Normalcy laws and identify situations in which they apply.
- Describe when and how to be an effective advocate for their child, and identify common advocacy obstacles and potential solutions.

At the end of each module, the potential foster parents will rate both the content and delivery method as interesting and valuable to their situation.

- **Learner Needs Assessment (Revised)**

- **What are (relevant) backgrounds, entry skills, and prior knowledge of the learners?**
Backgrounds, skills, and prior knowledge of prospective foster parents are varied.

Some have prior experience with formally fostering children in different states. Some enter the training with deep awareness and experience in carrying out responsibilities and policies.

Others have close family members who foster children and through them are aware of how responsibilities and policies affect parenting (they've heard stories, discussed issues, etc.). Some prospective foster parents have no prior experience with the foster system at all.

○ **What are the (relevant) attitudes, values, and priorities of the learners?**

▪ **Toward the client providing the learning/training?**

All parents uniformly love Liz, the UFC trainer who provides live in-person training. This engenders positive feelings toward UFC. They also mention getting good responses from UFC staff to their questions. They differentiate our client UFC from DCFS (licensing, caseworkers) with whom they have a more complicated relationship.

▪ **Toward past learning/training?**

Parents prefer the UFC in-person training over the online training. Part of it was subject matter; parents seemed more rewarded by learning about personal/emotional topics like trauma rather than policy topics. Part of it was the format: live classes offered real-life experiences, discussions, participatory exercises, props.

▪ **Toward the goal/problem?**

Parents recognize the importance of knowing the policies and procedures. None of them think the topics are a waste of time. However, they all say the delivery of the information is boring and less engaging; some want a "cheat sheet" with key information they can refer to later.

▪ **Toward the job/domain/purpose?**


Parents feel a deep desire to help and love foster children. By extension, this includes complying with the policies and responsibilities presented in Course 2. They didn't voice frustration or disagreement with responsibilities or policies per se; only with their ability to clarify some policies or to carry out their responsibilities due to other factors (long wait times, caseworker loads, etc.).

○ **What motivates the learners?**


Learners are motivated by their desire to meet the needs of the foster children to the best of their ability. Much of the motivation is emotional; they have deep feeling and concern for traumatized children. Some had direct exposure to the stories of foster kids that led them to foster kids in the first place. Parents may end up adopting these children, so the motivation is extremely personal and rooted in love.

○ **What barriers or challenges will face the target learners (e.g., time constraints)?**

There are a couple of possible barriers, both stemming from the current delivery method of YouTube video:

- Currently, it's possible to listen to the training without viewing content on the screen. Indeed, some parents reported listening while doing something else (driving, doing chores). An interactive model which requires a learner to engage with content could increase the amount of time to complete the modules; or it could initially be perceived as "harder" or less enticing.
- Currently, some parents do Course 2 training together; they can easily watch the video together. An interactive model would require them to do the training separately. Or, they could do it side-by-side  would need two separate devices, one for each parent.

○ **What barriers or challenges exist on the client's end? (e.g., technology, delivery platforms, etc.)**

A preliminary assessment of the UFC website revealed that it should be possible to host online interactive modules. The SME indicated that UFC is open to this approach but that further conversations should be held with the webmaster . We have not had those conversations yet.

○ **In what contexts will the learners need to demonstrate the target knowledge/skills?**

Parents demonstrate target knowledge continually after kids are placed in their home, in various situations. For example, Module 3 knowledge is demonstrated when the family makes correct and adequate plans to travel out of state; Module 6 knowledge is demonstrated by parents attending court hearings, requesting team meetings, pursuing education interventions, etc.; and Module 7 knowledge is demonstrated by parents actively participating in Cluster groups, reading the newsletter and using it to plan attendance at trainings, etc.

○ **What level(s) of knowledge representation will be necessary to achieve learning goals?**

Text-based and application are needed for all learning goals. In addition, constructive activities are needed for a subset of goals, such as advocating effectively. For example, learners will need to construct a plan for pursuing dialogue with an unresponsive caseworker, or to construct phrasing for pushing back when a school initially denies a request.

○ **Do learners have any stated preferences (e.g., about preferred forms of training or materials) that will impact their learning behaviors or choices?**

Parents strongly prefer information being presented by people with real life experiences. Relatedly, they respond well when information is presented with real life examples. They often mentioned the emotional appeal. We inferred it also lends credibility to the message.






- **What challenges/issues does the team foresee that will need to be resolved over the course of the project (this can be anything from client communication issues, learner availability, to concerns about technology requirements).**

Our biggest concern is avoiding scope creep and maintaining our focus on the specific modules and delivering work product specific to our submitted scope document.

Parsing out and aligning all the content we have between the script and the YouTube videos. There some discrepancies between the powerpoint presentation on youtube, the information on the website and the information in the audio of the videos.

- **Initial Instructional Analysis (Instructional Analysis Table and Flowchart)**
 - **Part 1: Analysis of Current Situation (Table)**

Learning Items for Module 7: Foster Family Supports

Learning Items	What Should Be	What is
Identify the four major formal supports for parents, and what their purposes are. <ul style="list-style-type: none"> ● FFU (Foster Families of Utah) ● Cluster Facebook ● Cluster Activities ● Newsletter 	Parents can name all four supports, describe their purpose, and identify real-life opportunities when they could or should be used.	<p>When asked what supports they use, parents frequently mention one support (Cluster Facebook) and some also mention Cluster Activities. They generally identify the purpose as practical and emotional support.</p> <p>Parents rarely/never refer to Newsletter or FFU. Although this may be due to the supports' purposes (published less frequently) or the nature of the interview questions, it's unclear if parents are familiar with these supports.</p>
 Understand the specific benefits of using supports, for parents, foster kids, and families in general.	For each support, parents can explain the benefits to themselves, their foster kids, and other families. They will understand the difference between mandated support and recommended support. 	<p>All parents identified two benefits: emotional support and answers to questions. </p> <p>One parent expressed disappointment with the lack of cohesion/in-person support in her Cluster.</p>
Access the four supports.	Parents can describe or demonstrate how to access each support. They can indicate which ones have privacy restraints.	<p>Parents who are aware of the support resources sometimes find it beneficial. All active parents use their Cluster FB group.</p> <p>We infer they receive newsletter (automatically sent postal mail to all families).</p> <p>No data on FFU use.</p>
Determining when to use support	Parents will be able to identify when to use and apply resources from each of the four major categories of support resources	Parents know they have resources available to them but are not particularly aware of the different situation in which to use these resources. 
Understanding Privacy Concerns	Parents will be able to effectively articulate and resolve any concern privacy concerns they have about using support resources	 Parents understand that there are foster care and dcfs staff that monitor social media participation

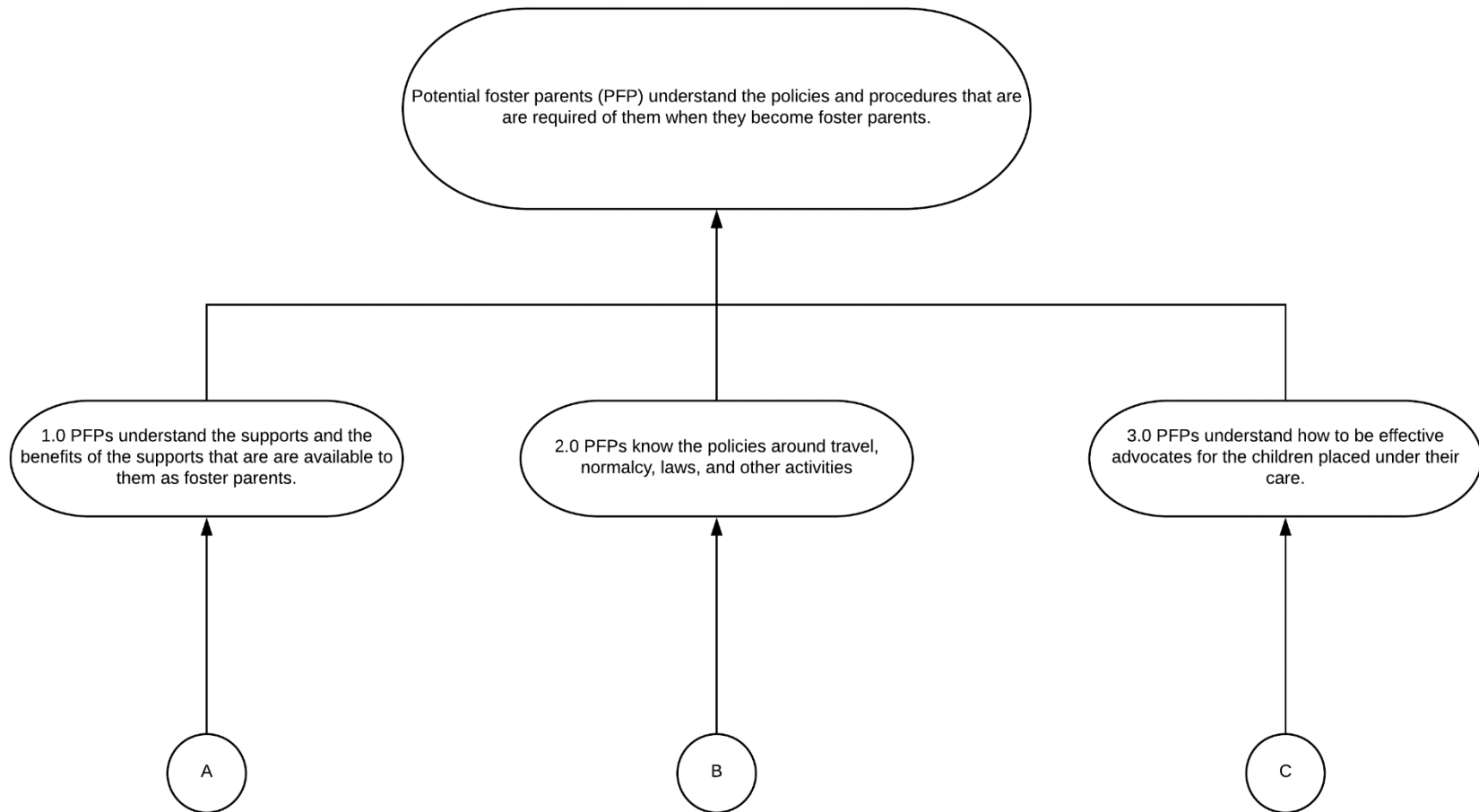
Module 6: Advocacy, Schools, & Court

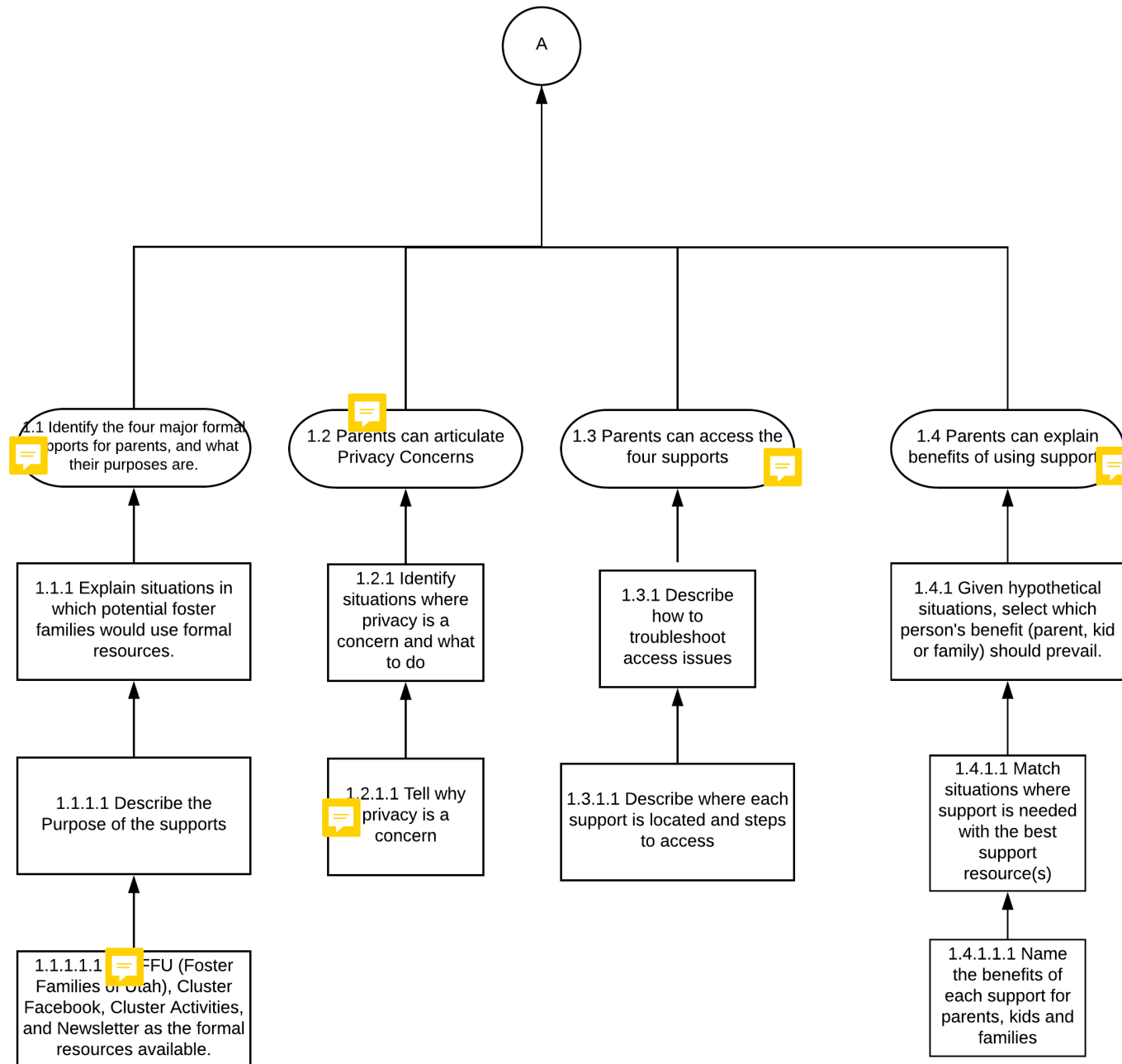
Learning Items	What should be	What is
Describe what it means to be an effective advocate	Foster parents should be able to describe the rights of various parties and describe when to advocate for their foster child in various situations.	Foster parents: <ul style="list-style-type: none"> - Feel prepare and understand their rights and responsibilities. - Recall the trainings. - Know what to ask for. - Confident to voice their insites. - Rely on mentors a lot for guidance.)
Describe effective advocacy strategies	Foster parents should be able to explain/list what it means to: <ol style="list-style-type: none"> 1. Be empirical 2. Be mindful for your role 3. Ask Questions 4. Be persistent 5. Use the resources available to them) 	Foster parents find it difficult to communicate with case workers. They felt like they were not prepared for the persistence required to be advocates
Describe how to be an advocate for the foster child in a school setting	Foster parents should be able to identify best practices when advocating with schools	Foster parents find themselves unprepared for the length and challenge of signing up their foster child in school. They rely on mentors for guidance).
Describe how to be an advocate for the foster child in a court setting	Foster parents should be able to identify best practices when advocating with courts	Foster parents feel like they KNOW what is expected of them, but when it comes to putting it into practice, they don't feel very confident. Foster parents rely on case workers when they need help and find that they are hard to get a hold of. Foster parents feel like their insite don't have as much weight as the biological parents in the court system.

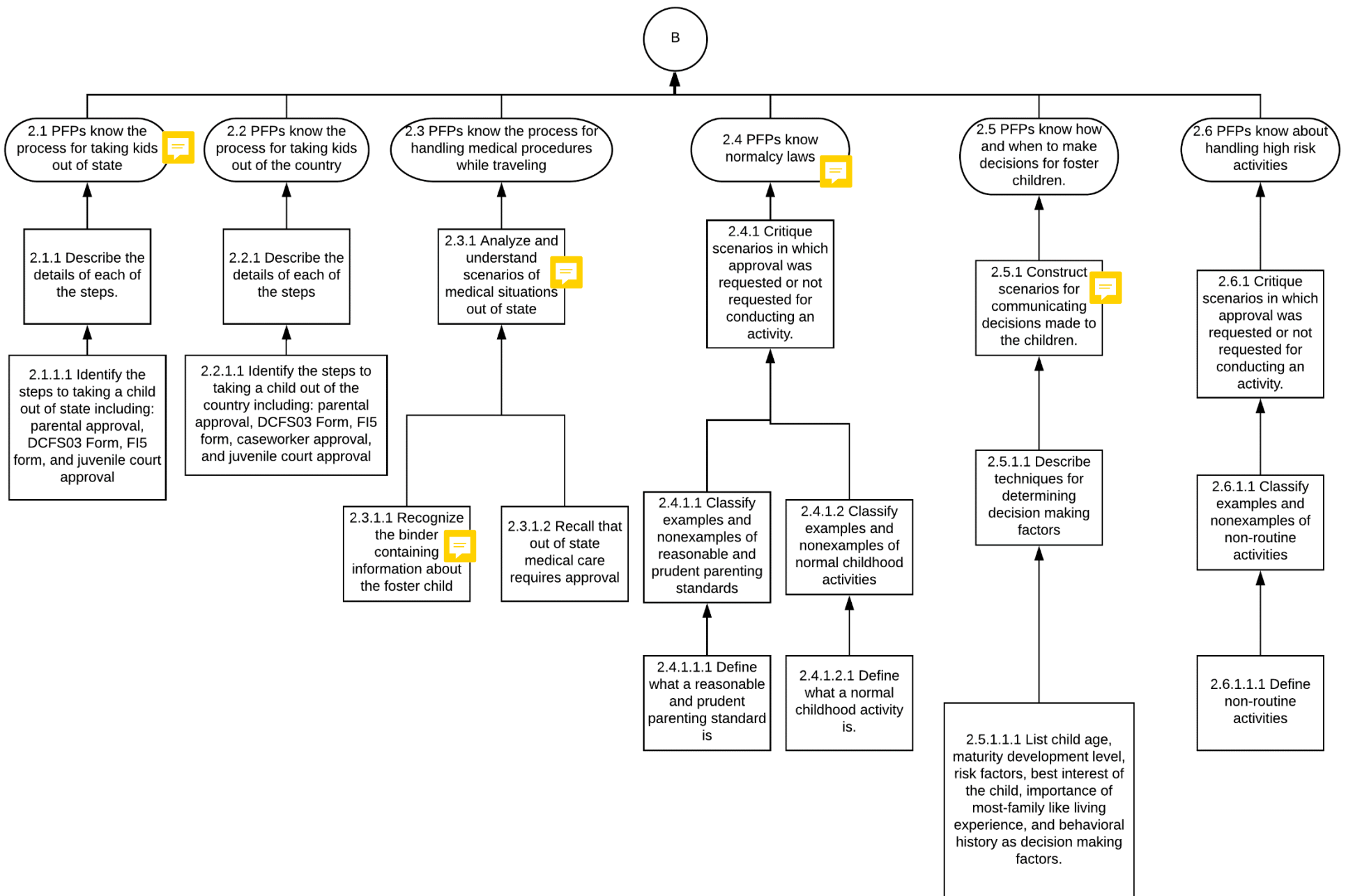
Learning Items for Module 3: Traveling, Normalcy Laws, and Activities

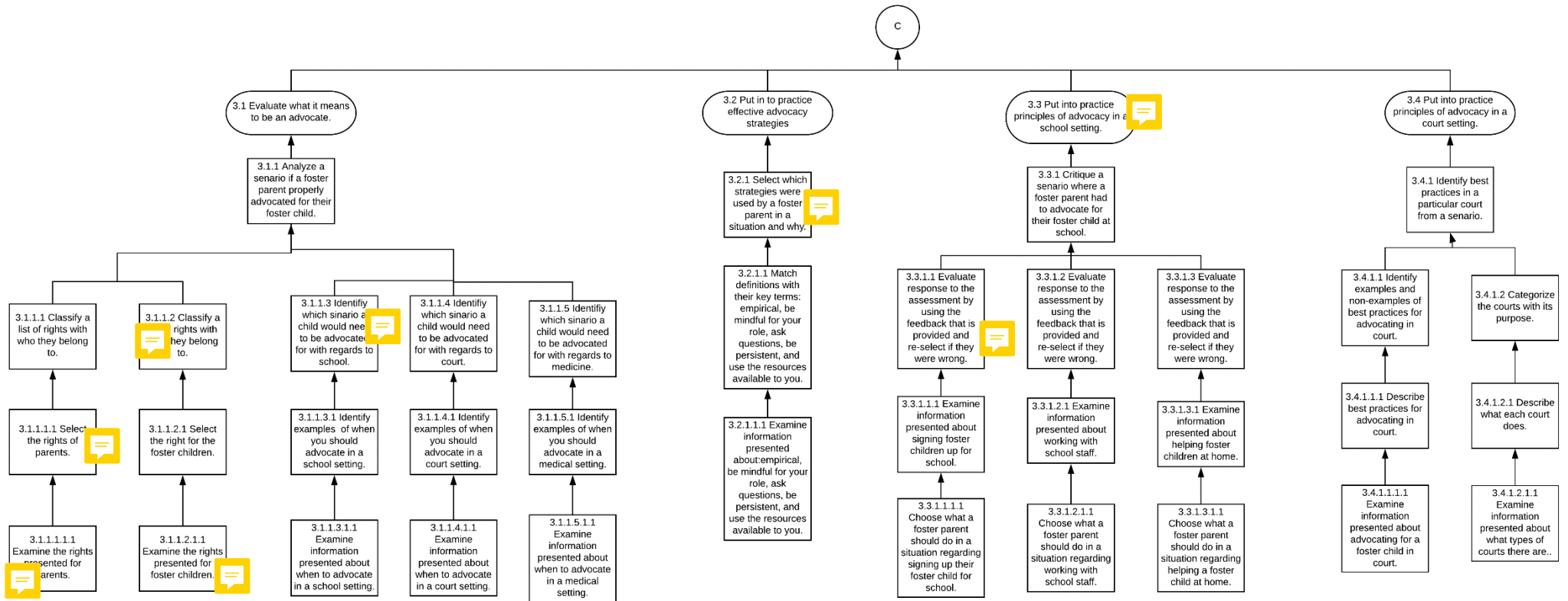
Learning Items	What should be	What is
Understand policies and procedures for out of state travel	Parents will be able to identify all policies and procedures related to out of state travel and demonstrate this knowledge by correctly following the procedures and gaining approval for out of state travel.	Parents know there is a policy that has some procedural things attached and a process for out of state travel.
Identify the differences between in state and travel outside the country	Parents should be able to articulate differences between the procedures for out of state and out of country travel as well as correctly follow each procedures to successfully apply and gain approval for each type travel type	Parents know that they must follows the same procedure for in-country, but why is it tougher? Need more visibility here.
Identify Medical procedures and precautions	Parents should be able to effectively assess the medical needs of foster children and correctly prepare to handle medical situations should try arise during travel. Parents will demonstrate this by using the correct resources while traveling.	Parents are aware that they should take binder with them with all childrens info.
Normalcy Laws	Parents can correctly define normalcy and understand their role in the life of a foster child. The parent should also understand the needs to integrate normalcy in the life of the foster child	Parents can make the decision to include foster children in "normal" activity such as extra-curricular activities, sports etc.
Decision Making <ul style="list-style-type: none"> How When 	Parents should know how to correctly make decision and when to make these decisions in relation to foster children. Additional parents should know when to request help in making decisions	Parents know they have the right to say yes or no to certain activities and this is Dependent on: <ul style="list-style-type: none"> Child age and maturity developmental level Potential risk factors Best of interest of the child is based on caregiver's knowledge of child Importance of giving the most-family like living experience possible Behavioral history of the child
Planning High-Risk Activities	Parents should be able to correctly articulate the differences between non-routine and routine activities	Parents know they can Go to several URL's for more info and also know they can consult with their caseworker.

○ **Part 3: Instructional Analysis Diagram (Abstract Template)**









Appendices

- **Appendix A: Notes from Client Meeting**

Links to notes on Google Drive.

- [Comprehensive notes](#)
- [All team members notes \(folder\)](#)

- **Appendix B: Notes from Learner Interviews**

[Link to interview notes](#) on Google Drive.

- **Appendix C: Summary. Analysis of Learner Interviews**

[Link to deeper analysis](#) on Google Drive.

The learners:

- Are deeply **motivated by a desire to meet a child's needs**.
- Respond favorably to training when it includes **real-life experiences or personal stories**. Bonus points if the presenter is a foster parent.
- Say Course 2 is **boring**.
- Say Course 2 topics are **necessary** and not a waste of time.
- Like that Course 2 is **chunked** (can pause/take breaks). They typically finish it within a few days.
- Recall information generally:
 - Parents who recently completed Course 2 (no child placement) recall topics and some specific information.
 - Parents who completed Course 2 longer ago (have children placed) say they don't remember anything; but when questioned on specifics they do indicate knowledge. They report some of it was gained through experience.
- Have some information or preparation gaps around advocacy, support and travel.
 - Want **more preparation for common obstacles** they encounter when advocating for children (e.g., communicating with caseworker; persistence required).
 - Could use **deeper recall for travel policies**. (Some people cited it as something they remembered and had no questions about; others cited it as something that "wasn't covered.")
 - May need to learn **benefits of Cluster Activity participation**. (One long-time parent cited lack of participation as detrimental. The module touches briefly on this concept but doesn't mention benefits.)
- **Want a cheat sheet** that contains key information from Course 2.