

Design Document Template

VI-SPDAT Design Document	
Document Description	The design document is presented to the management and subject matter experts of COHHIO to document the design plans for the VI-SPDAT Course project.
Ownership	List project participants (full name / title/involvement) Erica Mulryan, SME
Purpose of the Course	The VI-SPDAT training is designed to provide basic instruction on the purpose of the VI-SPDAT and how to conduct the assessment.
Development Strategy	This course will be built using E-Learning formats and practices.
Development Tools	The course will be assembled and primarily developed in Rise but the following tools will also be used as necessary: <ul style="list-style-type: none">● Storyline● Vyond● Canva● Powerpoint
Media	The course will utilize the following media: <ul style="list-style-type: none">● Images from HMIS
Support Requirements	SME will provide knowledge support, proofreading, screenshots of HMIS as needed.

VI-SPDAT Design Document continued

Audience Description	<p>The primary audience consists of staff within BoS who are going to be completing VI-SPDAT with clients.</p> <p>This course will be offered to new staff who have not administered the VI-SPDAT before. Experienced staff could take this course but aren't required to.</p> <p><i>What challenges do learners typically experience with this topic?</i></p> <p>When administering, staff have trouble framing the conversation and guiding participants not to reveal sensitive information. There are also questions about which assessment should be completed.</p>
Course Completion	This course takes 1 hour or less to complete.
Necessities for Success	What prerequisite items, events, conditions, or communications will help leverage success or head off problems before they reduce the impact of the training?
Instructional Strategies	<p>The following methods are employed throughout the course:</p> <ul style="list-style-type: none">● Scenarios● Simulations● Spaced Learning <p>The following models and theories are employed throughout the course:</p> <ul style="list-style-type: none">● Situated Cognition Theory● ADDIE● ARCS
Course Scope	<p>The training outline will consist of:</p> <ul style="list-style-type: none">● Purpose<ul style="list-style-type: none">○ Purpose of the VI-SPDAT (part of CE, show CE process graphic, explain the number is just a single data point)○ When to give the VI-SPDAT<ul style="list-style-type: none">▪ (Determine when the VI-SPDAT should be administered)○ Types of VI-SPDAT<ul style="list-style-type: none">▪ (Select which VI-SPDAT is appropriate for a given context)▪ Youth vs individual vs family● Administration Strategies<ul style="list-style-type: none">○ Preparing for the conversation<ul style="list-style-type: none">▪ Time to complete

	<ul style="list-style-type: none"> ▪ Creating trust <ul style="list-style-type: none"> ● Ensuring clients answers are to help prioritize for housing and won't be reported elsewhere unless a child is at risk or risk of harming others? ▪ Not testing when kids are around <ul style="list-style-type: none"> ● Acknowledge sensitivity of questions, that they're tough. Encourage providers to think about how to get through/complete. ▪ Ensuring there's enough time- <ul style="list-style-type: none"> ● Plan for the assessment to take between 15-30 minutes, some questions may open a deeper discussion/could take longer ▪ Providing the script ▪ Rules around answering questions <ul style="list-style-type: none"> ● Client reported answers only o The Questions <ul style="list-style-type: none"> ▪ Show all questions. ▪ Deep dive into specific questions (Scenario based videos and simulations using HMIS question screen) <ul style="list-style-type: none"> ● Explain that a Safe Haven is not available and provide info on save haven. ● Question 14-Skill of encouraging client to decide yes or no ● Question 25- use of the word trick, was that a trick? Encourage the client to answer yes or no ● Question (family or friends have stable housing) o Optional Module: Question Rationale <ul style="list-style-type: none"> ▪ A rationale behind every question (as explained in guidance document)
Major Course Objective	<p>Given (state terminal learning objective with audience, behavior, condition, degree of mastery)</p> <p>Learners will be able to...</p> <p>In the workplace, when given access to HMIS or the fillable PDF, the learner will complete the VI-SPDAT with a client with 100% accuracy.</p>
Detailed Course Objectives	<p>Subordinate Objectives:</p> <ul style="list-style-type: none"> ● Determine when the VI-SPDAT should be administered ● Select which VI-SPDAT is appropriate for a given context ● Administer the VI-SPDAT with empathy and accuracy which includes providing an opening script that includes all required information.

	<ul style="list-style-type: none"> ● Respond to client’s questions about specific VI-SPDAT question meaning by rephrasing the question or providing examples to clarify intent. ● Remind clients when sensitive details are provided that a yes or no is all that’s required. ● Correctly record each client response ● Determine the correct score (if using fillable .pdf) ● Recognize that the VI-SPDAT is a tool and just one data point for prioritization <p>Optional Module:</p> <ul style="list-style-type: none"> ○ Recognize the reasoning for each question 								
<p>Course Assessments</p>	<p>List detailed final assessment strategies to ensure terminal learning objectives are measured and achievable</p> <p>Quiz</p>								
<p>Learning Experience Evaluation</p>	<p>List how you will evaluate the total learning experience using Kirkpatrick’s levels of evaluation levels one through four.</p> <p>Evaluation Document</p>								
<p>Post Training Support/Required Drivers</p>	<p>How will we support learners in applying the knowledge to their job?</p> <table border="1" data-bbox="573 1052 1498 1675"> <tr> <td colspan="2" data-bbox="573 1052 1498 1119">Support Methods</td> </tr> <tr> <td data-bbox="573 1119 1036 1434"> <p>Reinforce Follow up modules Work review checklist On-the-job training (OJT) Refreshers Job aids Reminders Executive modeling Communities of practice</p> </td> <td data-bbox="1036 1119 1498 1434"> <p>Encourage Coaching Mentoring</p> <p>Reward Recognition Pay for performance</p> </td> </tr> <tr> <td colspan="2" data-bbox="573 1434 1498 1497">Accountability</td> </tr> <tr> <td data-bbox="573 1497 1036 1675"> <p>Monitor Action learning Interviews Observation Self-monitoring</p> </td> <td data-bbox="1036 1497 1498 1675"> <p>KPIs (Key Performance Indicators) Dashboard Work review Survey Touch bases/meetings</p> </td> </tr> </table>	Support Methods		<p>Reinforce Follow up modules Work review checklist On-the-job training (OJT) Refreshers Job aids Reminders Executive modeling Communities of practice</p>	<p>Encourage Coaching Mentoring</p> <p>Reward Recognition Pay for performance</p>	Accountability		<p>Monitor Action learning Interviews Observation Self-monitoring</p>	<p>KPIs (Key Performance Indicators) Dashboard Work review Survey Touch bases/meetings</p>
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Transfer of Learning

How soon after the training will learners apply their newly acquired skills? They should observe a session and then be observed before administering on their own.

What are the anticipated challenges with applying these new skills in a real-world environment?

Learners feel uncomfortable asking specific questions to a person they've never met before.

What resources are available to support learners during this transfer phase (i.e., job aids)? Written guidance

Who is responsible for monitoring learners with transference?
Supervisors