

[This is second concept paper written during the evolutionary process. This paper was result of the influence of states that were taking a leadership role in the development process.]

Prospective
**Developing Supervisory
Competency In
Safety Intervention Decision Making**
A Meticulous Individualized Learning Program
Fall 2006

A Multi-State Project

Several states are involved in a process of exploring the potential for a multi-state project to design a highly rigorous competency development program for supervisors concerned with safety intervention. A common recognition exists among the interested states that too little has been committed to perhaps the most important influence in safety intervention effectiveness – supervisory expertise. A multi-state approach to developing such a program involves several features:

- Shared financial investment among all states resulting in each state's cost being less compared to an individual state project
- Individual state ownership of the program and products
- Individualized project implementation so that each state's own concerns and uniqueness are considered
- A steering committee composed of representatives from each state
- A conceptual, practice and decision-making approach that is not confined by or contradictory to each state safety intervention approach

Summary of Prospective Program

The *Developing Supervisory Competency in Safety Intervention Decision making Program* consists of 7 hours of pre-training requirements; 4 six hour face-to-face classroom experiences and 6 six hour off-site assignments interspersed between and related to on-site classroom events. The program will

provide a total of 49 hours of individualized learning. Off-site assignments will occur online as well as use direct application responsibilities.

Each training group consists of 8 participants. Each training group remains together for the entire program. Each training group is assigned to and facilitated by an expert trainer-consultant. The trainer-consultant provides ½ hour off-site guidance and consultation to each participant during each off-site period. The trainer-consultant facilitates on-site learning.

Verification of participant readiness to join the program must be obtained. Verification includes having: successfully completed basic training on safety intervention, reviewed and studied predetermined prerequisite reading material related to safety, and passed a basic preliminary pre-test regarding safety with a score of 85% correct answers.

To successfully pass the learning program, participants will complete a written and verbal test which demonstrates their expertise. The learning program results in certification based on (a) quality of participation, (b) performance during program, (c) full completion of all course work, (d) examination results, and (e) trainer-consultant recommendation.

Program

Week 1/2	Week 3	Week 4/5	Week 6	Week 7/8	Week 9	Week 10/11	Week 12
Pre-training Pre-test	Overview Assignments Review of 1 st Assignment	Critical Thinking Assignments	Safety Threat Exercises & Review	Case Analysis & Prep for Expert Review	Articulating & Justifying Positions	Preparation For Demo & Certifying Test	Demo & Certifying Test
7 hours	6 hours	6 hours	6 hours	6 hours	6 hours	6 hours	6 hours
Off-Site	On-Site	Off-Site	On-Site	Off-Site	On-Site	Off-Site	On-Site

Pre-Training – Week 1

1. Verification of completion of a foundational safety training program
2. Review & study conceptual papers (online) (4 hours)
3. Completion of written paper related to required readings (online) (2 hours)
4. Successful completion of a pre-test (online) (1 hour)
5. Identification of individual objectives, review of program, direction about participation (on-site) (6 hours)

Training – Week 3 - 6

1. Review and completion of a paper on critical thinking concepts (online) (6 hours)
2. Conceptual review & application of critical thinking (on-site) (6 hours)

Training – Week 7 - 9

1. Standardized review of safety assessments and safety plans (online) (6 hours)
2. Individual & group consultation related to standardized reviews (on-site) (1/2 hour per individual; 2 hours group)

Training – Week 10 - 12

1. Case analysis and preparation for expert justification (online) (6 hours)
2. Expert testimony justifying or criticizing practice and decision making (on-site) (6 hours)
3. Preparation for written and verbal examination (online) (6 hours)
4. Written and verbal demonstration of expertise; individual consultation (on-site) (6 hours: 1 hour written test; ½ verbal test/consultation)

Work Proposal

Design of Curriculum

This will involve standard curriculum design including development of specific exercises, resource material, instructions for off-site work, facilitation guides for on-site work, and test/demonstration development. Ninety-six hours of content will be developed. This work will include the specific design for on-site classroom facilitation. The formula for standard curriculum design is two days to develop each hour of content.

The design process will include a review process involving advisors from each participating state. The process will include off-site review by advisors and a four day meeting. (The advisor meeting will also address other development issues besides design of content.)

Design Web Based Off-Site Learning

The work will involve adaptation of off-site curriculum content to web base technology. This will include the selection of software; creating access and controls; inputting/setting up assignments, content and exercises; creating interaction options (i.e., chat rooms with learning team members, collaboration

with another team member, consultation with facilitator). This will require software technology and web based training consultation.

Cost and utilization options will be evaluated resulting in identification of options available for state advisor consideration and decision making.

Design Certification

There are three issues that will be addressed in this work: standards, measures, and qualification of facilitators. Testing and demonstrations that will be formed within the Design of Content area will be based on standards created in this work. The concept of “certification” will be developed in consideration of state guidance; various state specific standards and consequences could be created in order to fit the needs of each participating state. This work will include test validation depending on the level of standard and consequence determined by state advisors. The resource pool for facilitators will be considered and required expertise of facilitators will be established (including a process for verifying competence).

Design of Implementation Process

Each state will want to consider how best to implement the program. This will involve the development of a job sensitive, highly structured implementation process. This will include but not be limited to identification of a time line, specific milestones and events, consultation support, learning team formation, off-site resources and support, on-site resources and support, job coverage, and off-site scheduling. The objective when designing the process is to take into account and attempt to resolve job related challenges and barriers that can affect the quality and value of the learning program.

This design task will involve input and collaboration from state advisors. Work will include a preliminary step for seeking state specific concerns to the implementation process. The objective will be to create a design or multiple designs which take into account unique challenges and attributes present in each participating state. The implementation process design will be submitted to advisors for review in advance to convening advisors to refine and conclude design issues.

The implementation design will result in specific step-by-step guidance and technical assistance related to initiation, management, maintenance and delivery of the program for each member state.

Prospective Work Plan

Design Curriculum

Date	# of Days	Task #	Tasks	Who	Location (on- or off-site)
	2	1	Frame curriculum: identify content, create structure/design, create time line, identify objectives	ACTION	Off
	2	2	Research/identify specific content	ACTION	Off
	49	3	Draft curriculum	ACTION	Off
	15	5	First editing/production	ACTION	Off
	2	9	Draft final version	ACTION	Off
	5	10	Final editing and production	ACTION	Off
	6	11	Project management	ACTION	Off

* 61 professional days; 20 administrative support days

Design Web Based Off Site Learning

Date*	# of Days	Task #	Tasks (include voucher code)	Who	Location (on- or off-site)
	10	1	Select software, develop technical/application expertise, employ consultative support	ACTION Software Company	Off
	50	2	Design web based learning, create training portals and course, design access and control, create interaction capacity	ACTION Software Company	Off
	2	3	Review approach with state advisors	ACTION	Off
	6	4	Project management	ACTION	Off

* 68 professional days

Design Certification

Date*	# of Days	Task #	Tasks (include voucher code)	Who	Location (on- or off-site)
	10	1	Design tests & measures	ACTION	Off-site
	5	2	Validate approaches	ACTION	Off-site
	2	3	Write draft guide	ACTION	Off-site
	2	4	Development of strategies for facilitation, selecting and preparing facilitators, certifying facilitators	ACTION	Off-site
	1	5	Edit draft guide	ACTION	Off-site
	2	11	Finalize all resources, tests, guide	ACTION	Off-site
	1	12	Final edit; production	ACTION	Off-site
	2	13	Project management	ACTION	Off-site

*23 professional days; 2 administrative support days

Design of Implementation Process

Date*	# of Days	Task #	Tasks (include voucher code)	Who	Location (on- or off-site)
	4	1	Evaluate challenges, barriers, logistics, state & local uniqueness, variation in office settings, equipment and support	ACTION State advisors	Off-site On-site
	4	2	Produce optional designs for implementation including timelines, off-site strategies, technical needs and support, job sensitive management, balance and connection between off- and on-site requirements	ACTION	Off-site
	2	3	Consult with state advisors to select implementation approach(es)	ACTION State advisors	On-site
	3	4	Write step-by-step guide for implementation	ACTION	Off-site
	3	5	Edit and produce	ACTION	Off-site
	3	6	Project management	ACTION	Off-site

*16 professional days; 3 administrative support days

State Advisor Meetings
(Occurring after the curriculum is developed)

Date*	# of Days	Task #	Tasks (include voucher code)	Who	Location (on- or off-site)
	18	1	Review of all processes, materials, resources that comprise the curriculum	State advisors and ACTION staff	On-site

* 18 professional days; 18 travel days