AN EVALUATION OF A NEW HIRE TRAINING PROGRAM FOR MENTAL HEALTH

STAFF IN A NONPROFIT ORGANIZATION

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I dedicate this labor of love to my late parents Alice Faye Howard and Johnny Silas Howard.

Thank you mom, Faye, for always pushing me to be my best possible self. Thank you for never allowing me to settle for mediocrity and pushing me to always set my sights on the stars. Thank you for always being my biggest advocate and greatest source of inspiration. I will forever love you and hope to make you proud.

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ABSTRACT

Joi Lafaye Howard

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STAFF IN A NONPROFIT ORGANIZATION

In nonprofit organizations, direct support staff members offering direct services to clients are essential to the day-to-day operations and continuity of client services and care. Despite this critical role, there has been limited research conducted to determine today's direct support staff's essential training needs. Hence, the primary purpose of this evaluative case study was to assess the strengths, weaknesses, opportunities, and threats of the new hire on-the-job training offered to a group of direct support staff, residential and group home teacher counselors, across two southern states in a U.S. nonprofit organization serving children with mental, behavioral, and emotional disorders. This study's secondary purpose was to provide recommended areas for improvement of the training. This evaluative case study used the Questionnaire for Professional Training Evaluation (Q4TE), semi-structured interviews, and a document review to answer two research questions. The study findings indicate that direct support staff members have an affinity for workshop-style training and de-escalation approaches such as Collaborative Problem Solving, which enable them to better manage challenging client behaviors in the field of mental health care. The study findings also indicate that direct support staff in nonprofits can be inundated with text-based content in online training modules due to federal and state laws requiring that specific topics be covered. In addition, direct support staff can experience a significant level of discomfort with physical restraints, and thus, special attention should be given to restraints training and development. This study identified opportunities via web-

conferencing and videos as having benefits for enhancing the on–the-job training experience of

teacher counselors.

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Chapter 1. Introduction and Background

According to the *2019 Nonprofit Employment Report* developed by Salamon and

Newhouse (2019) of John Hopkins University's Center for Civil Society Studies, as of 2016, the

nonprofit sector employed 12.3 million workers. This makes it the third-largest workforce in the

U.S. Although nonprofits employ 10.2% of the total U.S. private workforce, there is a staff

retention challenge that many nonprofits face, particularly with employees who have direct

contact with clients (GuideStar & NonProfit HR, 2016). Nonprofits serving in social and human

services are particularly plagued by some of the highest direct service staff turnover rates. As an

example, Larson and Hewitt (2012) assert that "[direct services] staff turnover rates have

consistently averaged between 45% and 70% since the mid-1970s in community residential

settings for individuals with intellectual disabilities" (p.11).

Whereas research has suggested that some of the contributing factors for turnover in the

nonprofit sector are associated with low wages, inadequate benefits, and burnout (Dreison et al.,

2018; Larson & Hewitt, 2012), it has also been noted that many nonprofits struggle with

providing adequate staff training and development. The struggle to provide adequate training can

be partially attributed to the constrained budgets and limited resources of many nonprofits

(Chang et al., 2015; Dolan, 2002; Lynn, 2003). Furthermore, due to the pressures faced by

nonprofits to fulfill their social mission, organizations often elect an overall client-focused

approach, which can result in less attention and efforts being directed towards areas such as staff

training and development (Wilensky, 2009). However, as Selden and Sowa (2015) posit, the staff

are the most critical input in producing the services of nonprofit organizations. Staff, especially

those offering direct services, are essential to the day-to-day operation of nonprofit organizations

and have a direct impact on the continuity of client services and care. Notably, staff offering

direct services have been regarded as the backbone of the American health and social services system (Bogenschutz et al., 2015).

It is problematic that more attention has not been given to determining how to improve training and development for staff working on the frontline in nonprofit organizations. The primary motivation for this study, therefore, was to identify key recommendations for improving training and development from the frontline staff's perspective to potentially influence staff engagement and retention.

Problem Statement

Within nonprofit human services organizations, direct services staff are identified by various job titles including direct support workers, direct service/support professionals (DSP), residential counselors, direct care workers, inclusion specialists, support workers, and habilitation specialists (Larson & Hewitt, 2012). They are lower-ranking staff who regularly engage with and who employ evidence-based approaches with clients; however, they are not certified, clinical counselors. They work in the community, residential care, or institutional settings, assisting clients with everyday tasks that provide opportunities for inclusion in the community (Larson & Hewitt, 2012), as well as promote independence and self-determination (Leser, 2016). Additionally, direct support staff support the daily, basic care needs of clients, including personal hygiene, cooking, cleaning, and transportation (Leser, 2016). Along with the above duties, they manage challenging and maladaptive client behaviors (Krakovich, 2017). Challenging behaviors can include deliberate self-harm, eating disorders, and substance misuse (Buckholdt et al., 2015).

Despite the critical role that they fulfill in client care, the training and retention of direct support staff has long been cited in the literature as a problem for provider organizations. There

have been multiple studies (Ducharme et al., 2001; Hasan, 2013; Hewitt & Lakin, 2001; Krakovich, 2017; Larson & Hewitt, 2012; Leser, 2016; National Direct Service Workforce Resource Center, 2013; Test et al., 2004) that assert that the training of direct support staff is inadequate and inconsistent. Training that is received is often driven by federal and state regulations that only identify a minimum level of required training (Larson & Hewitt, 2012). Furthermore, training has been deemed inadequate due to a misalignment between the training and the job duties and responsibilities of direct service professionals, which have become increasingly complex over the years (Leser, 2016; Paraprofessional Healthcare Institute (PHI), 2017).

One of the most pressing issues surrounding the training and job duty misalignment can be found in a mixed-methods study conducted by Krakovich (2017), which determined that many direct support workers were underprepared to manage negative client behaviors. It is indispensable that direct support staff receive adequate training in managing negative client behaviors because a lack of proficiency in this area can present safety and injury issues for staff, clients, and others. In addition, there is little consistency in training because few states provide guidelines, and service providers are left figuring out what staff need to know (Friedman, 2018). This lack of training consistency is also a pressing issue because it implies that there could be variations in the quality of client care, where some clients receive treatment of a greater quality while others do not because staff are not sufficiently prepared.

Whereas there is some awareness of the direct service staff training challenge, there has been limited research conducted to determine today's direct support staff's essential training needs. It is not uncommon for leaders and managers in nonprofit mental health settings to determine what they believe staff should know to do their job well and to decide the training

content they ultimately receive. However, there is a need for a more comprehensive understanding of why training has not adequately addressed staff development and performance needs. There is very limited knowledge from the perspectives of those serving as direct care, direct support workers: what do they think is working and what warrants further attention in on-the-job training? This limited knowledge is problematic because without it, adequate training is unlikely and some training and development needs may continue to go unidentified. Furthermore, it is problematic because if we do not know direct support workers' development and training needs, clients that receive services will suffer. Having direct support staff who are not well-prepared in areas such as managing challenging behaviors can present safety, health, community inclusion, and service quality concerns (Friedman, 2018). It is, therefore, imperative that direct support staff receive adequate training to meet the needs of those they serve. Similarly, within Youth Wellness Providers (pseudonym, hereafter), the location for this study, a frequently cited complaint of those direct care staff who have exited the company was that they would have liked to receive better training and supervision on the job. However, a systematic training evaluation has not been conducted within Youth Wellness Providers to gather direct support and direct care staff perceptions on what could be better about the existing training and supervision. Thus, there is a need to conduct a training evaluation to identify the current strengths, weaknesses, opportunities, and threats of the on-the-job training received by direct support staff in a nonprofit setting.

Context of the Study

Youth Wellness Providers, located in the southern region of the U.S., is a nonprofit organization of about 3,100 employees providing mental and behavioral health services to youth generally between the ages of 8-21. This study's focal point is a specific group of direct support,

frontline workers called residential and group home teacher counselors, working within the organization. Residential and group home teacher counselors serve in five residential treatment centers and six group homes across two states, which differ in restrictiveness levels. Restrictiveness in the context of Youth Wellness Providers means that in a lower-level facility, a client has some privileges and there are fewer locked doors and passageways. However, at a higher-level facility, a client has more limited privileges, and several locked doors significantly restrict movement. Specifically, Level 4 treatment centers are the most restrictive treatment settings because clients more frequently display challenging behaviors such as exhibiting suicidal behaviors, self-harm, running away, biting, kicking, property destruction, profane language, and assaulting of staff. Level 3 centers and group homes are less restrictive and have clients who exhibit challenging behaviors. Yet, the occurrence of challenging behaviors is less frequent and severe in these lower-level settings.

Notably, Youth Wellness Providers is an established organization offering services to families and youth experiencing emotional, mental, and behavioral disorders for several decades. Yet frontline staff turnover has been a challenge for years for the organization. In the 2019 fiscal year, direct support staff turnover rates ranged from 50% to 99.5% for Youth Wellness Providers. Turnover rates are highest in those residential treatment centers classified as Level 4, ranging from 60% to 99.5% in 2019 for direct support staff. The Level 3 residential treatment centers and group homes turnover ranged from 45% to 56% in 2019 for direct support staff.

To tackle the staff retention problem, Youth Wellness Providers wanted to examine the current on-the-job training received by direct support staff upon hire. Namely, on-the-job training consists of instructor-led courses and e-learning. E-learning is the dominant form of training utilized for direct support staff upon hire and for annual compliance. Specifically, new

hires receive a curriculum consisting of 23 self-paced modules, a virtual instructor-led training, and a staff motivation form. In addition to the computer-based, mostly self-directed training, staff also receive training via two to five weeks of field supervision alongside a manager or trainer, and a week-long workshop following the company-wide orientation called Residential Teacher Counselor Orientation (RTCO). Each of the aforementioned self-paced and instructor-led components of the existing training program within Youth Wellness Providers will be examined in this study from the perspective of teacher counselors in a training evaluation. What propelled the inquiry for this evaluation study was a consideration of the seemingly extensive on-the-job training received by direct support staff, which still resulted in the common complaint that training for this group is inadequate.

For the past several years there has been a one-size-fits-all approach to training frontline staff within Youth Wellness Providers. However, in January 2020, the Youth Wellness Providers organization began implementing a new and explicit training approach which builds on the field supervision process that has been used for the past several years. With the new training approach, staff are trained on an extensive checklist of competency-based items, using 4 validation methods: train, observe, shadow, and do. These validation methods are used to measure the level of a staff's competency for each item. The competency-based items are trainer-guided and include trainer assistance during some of the self-paced modules. The previous training approach for new hires was not as transparent as the updated approach in that it was not explicitly stated that managers must train staff on a task before asking him/her to complete the task on their own. The knowledge of this newly implemented training approach provided a lens through which I examined staff training perceptions, to determine how on-the-job training perceptions of more recently hired staff differ from those employed last year or earlier, asking

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the question: What are the perceived strengths and weaknesses with the use of the newer training approach?

Within Youth Wellness Providers, managing negative client behaviors is a topic that is addressed in both online and instructor-led new hire on-the-job training. Knowing how to handle negative client behaviors is necessary for working with clients in this particular context. Hence, it was integral to determine if staff, hired under the new training process, perceived that they were adequately trained to address the challenging behaviors within their respective work locations because their safety and others' safety depended on it. Furthermore, it was imperative to determine if the training level was appropriate for staff working in differing locations. It was essential to determine if the training for those serving in more restrictive work environments, such as Level 4 residential treatment centers, should differ from those serving in less restrictive settings.

Research Purpose and Questions

The purpose of this study was to assess the strengths, weaknesses, opportunities, and threats of the new hire on-the-job training offered to residential and group home teacher counselors across two southern states in a U.S. nonprofit organization serving children with mental, behavioral, and emotional disorders. I expected that this study would reveal unmet training needs for a group of direct support workers. Guiding this study were the following research questions:

- What are the strengths, weaknesses, opportunities, and threats of teacher counselors' on-the-job training?

- What are the areas for improvement of teacher counselors' on-the-job training?

To answer these questions, first, a review of the literature was conducted on nonprofit organizations and their on-the-job training and staff training needs. A validated survey instrument was identified from the literature review, the Questionnaire for Professional Training Evaluation (Grohmann & Kauffeld, 2013). After conducting a pilot of the questionnaire with five staff, it was then distributed to 405 teacher counselors to gather their perceptions of new hire on-the-job training, including self-paced online and instructor-led components. I conducted interviews with 15 teacher counselors to further understand their perceptions of new hire training. By distributing the survey to approximately 405 teacher counselors, the data collected from teacher counselors was more reliable in that it offered more representative results. New hire online training modules were also reviewed for triangulation.

<div align="center">**Contributions**</div>

This study is significant because it provides implications for the nonprofit organization with research-based perceptions of previous and current training approaches. With knowledge of how current residential and group home frontline staff perceive existing training approaches, the organization can better plan for future training initiatives and explore further how such training approaches correlate with staff engagement and retention. Furthermore, the findings of this study will assist critical stakeholders such as instructional designers, human resources, residential and group home leaders, and other personnel in a training capacity within Youth Wellness Providers and similar health care settings in making more informed instructional design and training decisions. By understanding the perceived strengths, weaknesses, threats, and opportunities of the online, self-paced modules, the instructional designer can incorporate more of the design elements that were perceived positively by staff and remove or alter those elements that were less appealing. Similarly, trainers can decide what should receive more emphasis or what

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training content should be reduced due to a lack of relevance. Lastly, this study unveiled some

unmet training needs for the group of direct support called teacher counselors.

Definitions

The following terms and acronyms are used throughout the dissertation (Table 1).

Table 1

Definitions for Key Terms and Acronyms (A to Z)

Term	Definition
Collaborative Problem Solving (CPS)	A therapeutic, de-escalation focused model that teacher counselors in this study are trained on and incorporates three plans: A, B, and C. *Plan A* involves verbally setting limits and getting a client to comply with expectations. *Plan B* involves engaging collaboratively with a client and using empathic listening to develop ways to address a particular problem. *Plan C* involves verbally dropping expectations with the client to decrease externalizing behaviors (Pollastri et al., 2013).
Crisis Prevention Institute (CPI)	CPI is an abbreviation for the company that specializes in nonviolent crisis intervention training. In the context of this study, the abbreviation CPI is also used to refer to the actual physical restraints that teacher counselors are trained on to restrain clients displaying signs of aggression.
Direct Support Staff/Professionals	Can encompass a broad range of positions and titles. In this study, *direct support staff* refers to staff with the titles Teacher Counselors, Night Teacher Counselors, or Night Monitors. The terms night teacher counselors and night monitors are used interchangeably for the same role. Direct support staff (DSS) in the context of this study are those who engage with youth frequently and who provide services to youth in residential treatment centers and group homes.
Group Home	A licensed facility, resembling a traditional home, where children are supervised and provided nonmedical care on a 24 hour basis (California Department of Social Services, 2019).
Residential Treatment Center (RTC) for Children	Refers to "facilities [which are] not licensed as psychiatric hospitals that primarily provide individually planned programs of mental health treatment in a residential care setting for children under age 18. (Some RTCs for children may also treat young adults.) RTCs for children must have a clinical program that is directed by a psychiatrist, psychologist, social worker, or psychiatric nurse who has a master's or doctoral degree" (Substance Abuse and Mental Health Services Administration, 2017, p.4).
Residential Teacher Counselor	Refers to the week-long classroom workshop that teacher counselors and night teacher counselors in this study attend to learn visual cues, verbal

Orientation (RTCO)	de-escalation strategies and tactics, grounded in the CPS model, to calm clients when they are displaying challenging behaviors.
Training Program Evaluation	It is a systematic and continuous process by which it is determined if the design and delivery of a program were effective and achieved its proposed outcomes (Caffarella & Daffron, 2013).
Questionnaire for Professional Training Evaluation (Q4TE)	A psychometrically sound and time-efficient tool developed by Grohmann and Kauffeld (2013) used to measure short-and long-term training outcomes.

Limitations of the Study

There were some limitations to this study. First, this study took place in one organizational setting in two southern states. The data collected reflects perceptions of direct support workers in a nonprofit mental health care setting regarding the perceived strengths, weaknesses, opportunities, and threats of the new hire on-the-job training they receive. However, the perceptions were not representative of those direct support workers who may work with adults, in other treatment settings, or other parts of the world. Whereas the survey was distributed to a relatively large group of teacher counselors (405), the final sample was impacted by the COVID-19 pandemic due to several staff members testing positive and being required to quarantine. As a result, some group homes and residential facilities had fewer than expected staff to participate in the survey. With fewer participants responding to the survey, two group home facilities did not have any participants to volunteer for an interview. Additionally, this study's focus on training is a limitation in that non-training factors might be more important to evaluate the new hire training program.

Chapter 2. Literature Review

This section of the literature review provides a foundation for and solidifies the need for this study. This literature review begins with a general overview of nonprofits, including defining what they are, the purposes they serve, and the current demographics of nonprofits. Starting with an overview of nonprofits to increase the level of relevance and familiarity for readers in similar professional contexts who may wish to conduct an evaluation. The chapter then proceeds with a review of training in nonprofit organizations. By offering a review of training, readers of this study will be able to identify aspects of their own organizational training programs that might be considered in future evaluations. Furthermore, a review of training in nonprofit organizations will offer insight into staff development practices in the overall nonprofit sector. Lastly, the chapter concludes with a review of the general training needs of nonprofit workers.

Nonprofit Organizations: An Overview

Considering that this study employed a systematic evaluation within a nonprofit organization offering mental health care services to children, it was important to first clarify what a nonprofit organization is. According to Hall (2016), the term *nonprofit organization* generally refers to those entities which have a charitable, educational, religious or civic purpose, which are exempt from taxes, and to which tax-deductible donations can be made. Akingbola (2015) added that nonprofit organizations are those that are set up with the primary goal of achieving a social mission. Furthermore, Akingbola (2015) cited Salamon, Anheier, and Associates' characteristics of nonprofits, which include the following: they are organized by some formal structure; they are private (distinct from the government); they do not distribute profit to owners or directors; they are self-governing; and they have significant volunteer

participation in day-to-day operations or at the board of director's level. The board of directors is the governing body of a nonprofit. There will be more on the roles and responsibilities of the board of directors in the section that highlights the demographics of nonprofits. Essentially, nonprofit organizations can include charitable organizations as well as political parties, trade associations, mutual benefit associations, labor unions, farm cooperatives, cemetery companies, and other entities (Hall, 2016; Seaman & Young, 2018).

There are various types of nonprofit organizations which range from incorporated and unincorporated associations, freestanding and federated/franchise form nonprofits, to nonprofit and for-profit organization hybrids (Hall, 2016). As an example of a hybrid organization, Hall (2016) asserts that there can be nonprofit hospitals operated by for-profit companies. Additionally, today's nonprofits offer an array of services and goods because they are no longer required to serve a limited range of charitable, educational, or religious purposes. Instead, today's law only requires that the surpluses of nonprofits not be distributed as dividends and beneficiaries cannot be specific individuals (Hall, 2016).

Within a nonprofit organization there is usually a board of directors which functions as a governing body that oversees the organization. The board plays an essential role in setting policies and maintaining the direction of the organization by ensuring that it remains aligned to its service mission (Pakroo, 2019). In addition to serving a legal role, Pakroo (2019) asserts that the board of directors helps to define the organization's mission, helps to develop strategies, and determines the nonprofit's priorities from its onset. From a general roles perspective, board members do not typically engage in the day-to-day operations of a nonprofit. More specifically, the general ongoing roles of board members include: defining the main programs to fulfill the mission; managing financial systems such as budget development and monitoring; promoting the

organization's mission and activities; and assisting with fundraising (Pakroo, 2019). A nonprofit board can consist of few members or several, but it has been noted that small to medium-sized nonprofits may have around five to nine members, while larger nonprofits may have nine to fifteen members (Pakroo, 2019).

Just as the board plays an important role in the governance of nonprofits, staff fulfill the essential day-to-day operations of nonprofits. In 2016, with 12.3 million paid workers, nonprofits employed the third largest workforce of any U.S. industry following the retail trade and accommodations and food services industries (Salamon & Newhouse, 2019). A review of the distribution of nonprofit employment by field revealed the following of the workforce: 34% work in hospitals; 16% work in education; 12% work in social assistance, such as housing services and child daycare; 11% work in ambulatory health; 10% work in nursing homes and residential care; 7% work in associations such as environmental groups and religious groups; and the remaining 10% work in either art and recreation, professional services, or other services (Salamon & Newhouse, 2019). In view of the demographic makeup of this workforce, according to the Current Populations Survey conducted by the United States Census Bureau in 2015, nonprofit workers were predominately professional, working in a service industry, college-educated, and female when compared to for-profit and government workers (Seaman & Young, 2018).

Training in Nonprofit Organizations

Training and development in the nonprofit sector, as in other sectors, has been regarded as an important factor for enhancing the performance of employees and organizations, as well as playing an important role in the quality of the delivery of services. Egan (2017) defines training and development as workplace learning experiences with the purpose of strengthening employee

skills and knowledge to enhance awareness, performance, and organizational impact. Based on

the *2019 Training Magazine Industry Report,* which consisted of 240 respondents, it was

estimated that U.S. companies spent an overall $83 billion on training expenditures in 2019

(Training Magazine, 2019). More specifically, according to the report, small nonprofit

organizations, classified by the report as having between 100 and 999 employees, spent an

average of $324,500 on training. Midsize nonprofit organizations, classified as those having

1,000- 9,999 employees, spent an average of $1,585,667 on training (Training Magazine, 2019).

Large nonprofit organizations, those having 10,000 employees or more, spent an average of

$26,395,000 on training (Training Magazine, 2019). Overall, the report estimates that the

nonprofit sector spent a total average of $9,905,643 on training expenditures (Training

Magazine, 2019).

The aforementioned training expenditures may be commonly applied towards employee

orientation and thereafter to on-the-job training. However, like many other nonprofit efforts, the

type and extent of training is generally offered based on capacity and available resources.

According to Egan (2017), a review of the literature on nonprofits demonstrates that the framing

of training and development has been highly influenced by for-profit literature. That is to say that

much of the literature asserts that for-profit training approaches, such as those used in business

training, can or should be applied in the nonprofit sector. Overall, the literature on training and

development in nonprofits is very limited. What follows in this section is a study of how some

nonprofit organizations currently address their staff training needs.

Using a database of 2013 IRS Form 990 in the central U.S., Egan (2017) conducted a

study comparing the training and development of different- sized nonprofit organizations. Egan

(2017) developed seven organizational size-related categories: Micro (<10 employees); Mini

(10-50 employees); Smaller (50-250); Small (250-500); Medium (500-1000); Large (1000-5000); and Extra Large (5000+). The organizations in this study were selected randomly until the researcher reached (N= 231) or 33 organizations for each category. Egan (2017) contacted each organization to get their insight on the following items: training policies; training and development activities; training modalities utilized; and types of training used. In view of training policies, the study revealed that smaller organizations had less structured and systematic training, while larger organizations were more likely to have a written training policy (Egan, 2017).

Next, for training and development activities, larger organizations were more likely to have internal staff develop and deliver training, as well as having external courses developed and delivered by training and development-related staff who were external to the organization (Egan, 2017). Smaller organizations had a greater likelihood of offering internal mentors and apprenticeship-type training activities. In light of training modalities, small and large organizations alike offered face-to-face training. One difference noted was that smaller organizations conduct more stand-alone trainings, whereas larger organizations combined both online and face-to-face modalities. Having access to fewer training and development resources was assumed to be a contributing factor for this difference. Lastly, in view of types and topics of training, smaller and larger organizations offered similar amounts of training across multiple types (Egan, 2017). However, smaller organizations emphasized specific and basic skills training, whereas larger organizations emphasized compliance, employee orientation, and customer service.

Training Needs of Staff in Nonprofit Organizations

Literature is scarce on HRD (human resource development) in nonprofits

(Egan, 2017; Wilensky, 2009). Offering some clarity into why there is scarce research on training and development of staff in the nonprofit setting as a whole, Wilensky (2009) posits that the complicated and demanding environments of nonprofits explain why nonprofit organizations focus on the people outside the organization—their clients—rather than the people inside the organization. More specifically, the "congested schedules, underfunded programs, endless client needs, irregular financial cycles, and demands for reports of accountability, are among the never-ending pressures that crowd out the nonprofit's ability to focus on the critical human dimension" that is their staff (Watson & Abzug, 2005, p. 623). In tandem with this limited focus on staff, it has been suggested that there are three issues which offer a window into some of the overall training needs of the nonprofit sector. Namely, the three issues are organizational size limitations, the challenge of managing volunteer work and a complex leadership and governance structure (Wilensky, 2009). That is to say that many nonprofits have training needs surrounding how to work most effectively based on their organizational size, how to establish effective volunteer management practices, and how to best manage and simplify their governance structure. Egan (2017) adds to this discussion by suggesting that nonprofits have unique training needs in areas such as fundraising, board relations, proposal writing, and volunteers. Each of the aforementioned areas warrant more research and provide a portal for the incorporation of HRD more directly into the nonprofit sector.

With the limited literature on HRD in the nonprofit sector, we cannot accurately pinpoint the overall training and development needs of staff working in this type of professional setting. However, this gap in the literature solidifies the need for more research that contributes to the discussion of training and development in nonprofit organizations. Among the available literature on training needs in nonprofits, there is a noticeable emphasis on leadership

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development training for middle-level and senior-level managers. If middle and senior-level managers receive adequate training and are effective in their roles, the assumption would be that lower-ranking staff would benefit. Linscott (2011) asserts that the training and retention of competent leaders is vital to the well-being of nonprofit organizations. Therefore, it is understandable why many existing studies center on developing leaders.

As an example, Austin et al. (2011) conducted a case study of a training program for middle and senior-level managers. The program was developed by a group of directors of nonprofit human service organizations in collaboration with a university. The study had 12 program manager participants from five nonprofit human service organizations to complete the program. The aim of this training program was to enhance the leadership capacities of the middle and senior-level managers. The four key areas for skill development identified by the directors were leadership development, external relations, management capacities, and executive board relationship development. The most commonly expressed personal development goals by managers pointed to expanding personal capacities such as improving one's work and growing in their position; increasing managerial competence such as time management and task prioritization skills; and dealing with current job challenges such as multitasking and limited resources (Austin et al., 2011). As a result of the program, participants could delegate more effectively, take things less personally, saw more value in peer learning, and had an increased capacity to manage a difficult change process. The results reveal some potential development needs or existing areas to exploit when developing a training program for senior and middle-level managers.

Another study conducted by Crews (2018) offers some additional insight into the training needs of managerial staff in nonprofits. Citing an earlier report developed by the Bridgespan

Group (Tierney, 2006) that reported on the leadership deficit in the nonprofit sector, Crews (2018) asserts that when asked why they were leaving an organization, manager responses included inadequate management education, capital invested in management skill building, internal promotions, and insufficient professional development and micromanaging. From these reasons we can assert that nonprofit leadership staff need training in management and management skills as well as professional mentors, which may help them advance to higher management levels. Furthermore, in a cross-sectional study, 62 mid-management leaders were asked to provide their perception on the contents and methods for a leadership professional development seminar for a nonprofit organization (Crews, 2018). Based on the study results, more than half of participants strongly agreed that they had additional training or learning needs in the following areas: how to build an effective team; how to handle difficult employees; enhancing the overall agency; effective time management; how to deliver an effective presentation; strategic planning or organizational skills; workplace ethics; and how to motivate others (Crews, 2018).

Further review of the nonprofit training and development literature offers similar leadership development-focused studies, like those offered by Crews (2018) and Austin et al. (2011). As previously noted, leadership development related studies dominate the nonprofit training literature. On the other hand, the nonprofit training and development literature provides very little insight into the training and development needs of direct service, frontline staff. Therefore, this study will strive to help fill the gap and identify training and development needs of one group of frontline employees. For readers working in human service organizations such as mental health, frontline employees may be referred to as direct care staff or may have a different title. The aim of this chapter was to help those in diverse settings identify their nonprofit

organization among the types of nonprofits described, the general training offered across the sector, and to identify where training may be most needed within their specific context.

Summary

This chapter outlines the nonprofit organizations including defining who they are, their purposes, and the demographic makeup of the sector. Next, the chapter offers insight into the overall training offered within nonprofit organizations. This chapter provided some insights into general training expenditures within the nonprofit sector and a study of 231 nonprofit organizations, which details the type of training and development generally offered based on company size. Thereafter, this chapter offers more insights into the overall training needs of staff within nonprofit organizations. It was suggested that due to the client-focused approach of many nonprofit organizations, staff development is often neglected or receives less attention. Though the literature on the training needs of staff in nonprofit organizations is limited, this chapter postulates that there are three broad areas in which further training may be needed: how to handle restrictions based on organization size; how to manage the complexity of managing volunteers; and how to handle the complicated leadership and governance structure of nonprofits. Furthermore, while a review of the literature offers several studies on leadership development for middle and senior-level managers, studies on the training perceptions and needs of direct service and direct support staff are scarce. This study will contribute to the limited knowledge of direct service, direct support training and development perceptions and needs. Moreover, the implications of this study are that I provided research-based recommendations for conducting training evaluations with frontline staff that can be replicated in other nonprofit organizations in the future.

Chapter 3. Method

The purpose of this study was to assess the strengths, weaknesses, opportunities, and threats of on-the-job training offered to residential and group home teacher counselors in a nonprofit organization serving children with mental, behavioral, and emotional disorders and to provide areas for improvement of the training for recommendations. Explicitly, this research study sought to answer the following research questions:

- What are the strengths, weaknesses, opportunities, and threats of teacher counselors' on-the-job training?

- What are the areas for improvement of teacher counselors' on-the-job training?

To answer these research questions, an evaluative case study research design was selected. An evaluative case study can be described as one in which the purpose is to describe, explain, and judge an intervention (Cohen et al., 2017; Merriam, 1998). In addition, Creswell and Poth (2018) define case study research as a qualitative approach where a bounded case or cases are examined through multiple data sources such as interviews, documents, and observations. It offers themes and a description of the case. The bounded case and unit of analysis was a specific group of direct service workers, teacher counselors, working within a single nonprofit organization. Essentially, this study's primary concern was to explain and offer a judgment of a new hire training program for a group of teacher counselors and identify any unmet training needs they had.

In this evaluative case study, both qualitative and quantitative research methods were used. Interviews of teacher counselors and night teacher counselors and a document review of online training modules were used to collect qualitative data. A thematic analysis approach was

utilized to analyze the interview data. A survey served as the quantitative approach and descriptive statistics were used for an analysis of the survey data.

For final analysis, a SWOT analysis (Sleezer & Russ-Eft, 2010) was performed. SWOT is an abbreviation for strengths, weaknesses, opportunities, and threats. Leigh (2010) defined SWOT analysis as a process in which a stakeholder group identifies internal and external inhibitors and enhancers of performance; analyzes those factors based on estimates of their contributions and controllability; and decides what course of action to take given those factors. Strengths and weaknesses are viewed as internal factors, whereas opportunities and threats are considered external factors. Specifically, strengths and opportunities are considered enhancers, whereas weaknesses and threats are considered inhibitors.

Context

This study took place within Youth Wellness Providers, a nonprofit organization across two southern states of approximately 3,100 employees providing mental and behavioral health services to youth between the ages of 8-21 in community-based and residential treatment settings. Community-based programs are those in which counselors visit the personal homes of children and families receiving services, while residential treatment settings refer to group homes and treatment centers. There were five residential treatment centers in this organization and six group homes where teacher counselor and night teacher counselor participants were employed. On a spectrum of client restrictiveness, the six group homes are level three facilities or less restrictive, while the five residential treatment centers are classified as a level three or four facility, the most restrictive. While the clients served in these different facilities differ in the severity of their diagnoses, training is the same for all teacher counselor staff regardless of location. Furthermore, as noted in the literature review, it has been suggested that direct support

staff are underprepared in managing negative and challenging client behaviors (Krakovich, 2017). Notably, a preliminary exploration of the research context indicated that a higher number of incidents and injuries are reported at level four facilities. Such issues justified selecting this research setting and further exploring the organization's one-size-fits-all training approach to teacher counselors to determine its suitability for all, regardless of facility location.

Participants

The participants of this study included a specific group of direct service staff (DSS) called teacher counselors and night teacher counselors (also called night monitors) in residential treatment and group home settings. Because I wanted to highlight what was typical or normal of direct support staff in mental health agencies, a typical purposeful sampling strategy was utilized to select the sample (Merriam & Tisdell, 2016). Participants' primary inclusion criteria were that their job title was either teacher counselor, teacher counselor assistant, overnight teacher counselor or night monitor. For simplicity, teacher counselors and teacher counselor assistants are referred to as teacher counselors, whereas those staying on the campuses at night are hereafter referred to as night teacher counselors. In 2019, the average headcount of teacher counselors and night teacher counselors was about 275 total staff across Youth Wellness Provider's five residential treatment centers and six group homes. However, with an increase in hiring residential and group home staff beginning in late March 2020 to ensure sufficient staffing due to COVID-19, 405 active staff were employed as teacher counselors and night monitors when this survey was distributed. By having access to a sample of 405 teacher counselors and night teacher counselors, perceptions that were obtained were more reliable and representative of the direct support staff population.

Teacher counselors monitor and engage with children between 2:00 p.m. and 10:30 p.m. during the week, and 6:30 a.m.-10:30 p.m. for one day on the weekend. Night teacher counselors supervise children from 11:00 p.m. to 7:30 a.m. five nights a week. They also assist in getting the children prepared for the school day. Between 7:30 a.m. and 2:00 p.m., children attend school with education staff. Those in the teacher counselor position must have a Bachelor's Degree, while those hired as night teacher counselors are required to have at least a High School Diploma or GED. Due to consistent turnover in the teacher and night teacher counselor role, it was assumed that most staff that would be surveyed would be in their first year of employment. Likewise, in the literature, direct service professionals are noted as having some of the highest turnover rates in mental health services (Larson & Hewitt, 2012).

   The final sample of survey respondents was 113, making up a 28% response rate, and consisted of active teacher counselors and night monitors with hire dates ranging from September 2003 to June 2020. The response rate was relatively low due to several staff members testing positive for COVID-19 and being required to quarantine. Using six tenure range categories from the HR connected survey tool, Perception, 60 participants who completed the survey have been in their role between one and three years. Thirty-nine participants had a tenure of less than one year; nine participants, a tenure of three to five years; and three participants, a tenure of five to eight years. One participant had a tenure of eight to eleven years in the teacher counselor role while one additional participant had a tenure between eleven to twenty years. Overall, this sample reflects the broader population of DSS because most were in the first three years of their frontline role.

   As it pertains to the final sample of participants, 68.1% of teacher counselors and night monitors were females, and 31.9% were males. The mean or average age of the sample of

participants was 30 and ranged from 22 to 61. Concerning ethnicity, 85% of participants were Black or African American, 12.4% were White, 1.8% were Hispanic or Latino, and .9% were classified as two or more races. As for job titles, 25.7% of participants were night monitors or overnight teacher counselors and 74.3% were teacher counselors or teacher counselor assistants. As for office or work location, 75.2% of participants served in one of five residential facilities and 24.8% served in one of the organization's six group homes. Notably, one of the group homes did not have any participants to complete the survey. When the survey was distributed, several staff members and youth within various residential facilities and group homes tested positive for COVID-19, which is believed to have influenced the low survey response.

Recruiting the sample was a multi-step process. Participants were recruited with the help of the Executive Directors and Campus Directors over the residential treatment centers and group homes. Due to Covid-19, all regular in-person meetings were conducted virtually using Adobe Connect. I attended the virtual Directors Residential Operations meeting to inform them of the study's purposes and expectations. A sample of the survey and interview questions were offered for feedback, and concerns and questions were addressed. In this meeting, one of the Executive Directors expressed interest in determining how the new field supervision process, implemented in January 2020, was perceived by new hires. With the Directors' permission and agreement to have staff opt into the study, it was suggested that the researcher attend the virtual team meetings of each campus to present my research goals. In the virtual team meetings, they were alerted about the survey distributed via email and about the invitation to a follow-up interview that would come after. The time to recruit participants through team meetings occurred over three weeks. An invitation to participate in the study was shared with participants. Participants were provided with the response timeframe to submit the survey, which was two

weeks from the issue date. To limit non-response on the survey, an initial survey notification was distributed, followed by six email reminders over two weeks. Participants were offered great flexibility to limit nonresponse on the interviews, with the option to meet by web-conference or by phone based on their availability. A small incentive in the form of a $10 electronic gift card was offered to respondents for their participation.

Data Collection

In this study, multiple sources were used to triangulate the data. First, a survey (Appendix B) was conducted to obtain the perceptions of teacher counselors and night teacher counselors. Then follow-up interviews were conducted, using an interview protocol (Appendix C) to better understand teacher counselors' perspective of new hire training. Lastly, I reviewed the new hire online training modules for teacher counselors. Additional details on each of the aforementioned data sources are provided below.

Survey

A survey questionnaire (Appendix B) was distributed to 405 staff to gather their perceptions of new hire on-the-job training, including self-paced online classes, instructor-led components (Residential Teacher Counselor Orientation and virtual instructor-led classes), and field supervision. The survey questionnaire that was reproduced with permission from the John Wiley and Sons publisher (see Appendix H) is an adaptation of the Questionnaire for Professional Training Evaluation (Grohmann & Kauffeld, 2013) that has been regarded as a time-efficient survey instrument of sound psychometric properties that can be utilized in various professional contexts (Fregonese et al., 2018).

The Questionnaire for Professional Training Evaluation, also referred to as the Q4TE, which was developed and validated by Grohmann and Kauffeld (2013), covers all four levels of

Kirkpatrick's evaluation framework (Kirkpatrick & Kirkpatrick, 2006). The instrument measures short term training evaluation and long term evaluation. It contains 12 items and six subscales, which correspond to the four levels. The six subscales of the Q4TE are satisfaction, utility, knowledge, application to practice, individual-organizational results, and global-organizational results. The satisfaction, utility, and knowledge scales of the Q4TE, which correspond to the first two levels of Kirkpatrick, were developed to offer a short-term evaluation of training. The application to practice scale and organizational results scales, which correspond with Levels 3 and 4 of Kirkpatrick, were developed to offer a long-term evaluation of training.

Level 1 of Kirkpatrick, Reaction, is measured by a participant's global satisfaction with training and its perceived utility. Level 2 of Kirkpatrick, Learning, is measured by a participant's perceived knowledge acquisition. Level 3 of Kirkpatrick, Behavior, is measured by the extent to which a participant applies the training contents at work. Lastly, Level 4, Results, measures the effect a training may have on the whole organization. The original Q4TE contains an 11-point Likert-type scale, ranging from 0, completely disagree to 10, completely agree. After consultation with Dr. Tom Brush of the research committee on strategies to reduce survey time and confusion for staff, it was deemed appropriate to reduce it to a 5-point Likert Scale, ranging from 1, strongly disagree, to 5, strongly agree.

To ensure the survey questionnaire's reliability before piloting, I consulted with Brush regarding the most appropriate question format. Before distributing the survey instrument to teacher counselors company-wide, to ensure its validity for this particular context, two survey formats were piloted with a group of five staff who recently served in the teacher counselor position. Following validity procedures suggested by Fraenkel et al. (2011), a definition of what was to be measured was offered through the survey along with the proposed instrument. Staff

members were told that the objective was to measure satisfaction with training, training utility, the knowledge gained, and application to practice. The staff who piloted the survey reviewed questions and provided feedback on whether they measured what was provided in the definitions. For instance, they were asked "Do you think each question measures the objective it was designed for? If not, why not?" (Fraenkel et al., 2011, p. 152). They were then asked to review the appropriateness, format, and clarity of the questions. After piloting the survey, the questions were revised based on the feedback received. The principal revisions suggested from participants were to arrange the questions by training type and specify the training type that staff would rate in each item, and this was also suggested by Brush, so it was deemed most appropriate. As a result, the final survey questionnaire includes the original 12 items of the Q4TE (Grohmann & Kauffeld, 2013) with the addition of the training type in each item. The questions were divided into three sections (online, field supervision, and RTCO), based on training types that new hires receive.

When distributing the final survey, I used the company HR survey tool (Perception by Ultimate Software), which allowed demographic information to be captured by a unique survey number to ensure the survey results' integrity. The demographic information captured by Perception included staff tenure or time with the company, age range, gender, ethnicity, and office location. These were useful variables for comparing staff responses. The online survey, in Appendix B, had a 28% response rate. After consultation with Brush from the research committee on the sample size, the number of email reminders distributed, and consideration of positive cases of COVID-19 among staff and youth in residential and group home facilities, this response rate was deemed acceptable. The survey was the initial data collection source, which

gathered a broad range of perspectives across the nonprofit organization. The survey was part 1 of the data collection process.

Interviews

Semi-structured interviews (see Appendix C) were conducted with 15 teacher counselors to better understand their new hire training experience. A typical purposeful sampling approach was used to target participants, whereby at the end of the survey teacher counselors were able to volunteer their name and contact information if they were willing to participate in a phone interview. By gathering narratives of 15 teacher counselor volunteers, I achieved data saturation in which no new themes were observed. This study involved staff from five residential treatment centers and four of six group homes. The goal was to have one or more staff members from each of the campuses partake in interviews to see if the on-the-job training experience differed based on facility location. Nonetheless, interview participants represented nine of the eleven total residential treatment facilities and group homes. Brush advised that the initial interview questions drafted in the research proposal were good and suggested the deletion or addition of questions as needed because the interviews were semi-structured.

Additionally, he advised that follow-up questions were permitted to clarify staff perceptions or when an interesting point was raised. Five questions (Appendix C) were used in the 15 participant interviews. One interview question from the research proposal was deleted, and an additional one was added in its place after the initial survey data analysis. The added question specifically asked staff about each training type to better understand the means and standard deviations on each scale of the QT4E survey. After each interview, the conversations were transcribed and emailed to the participants to ensure that their perspectives were accurately captured. Upon confirmation of the accuracy of the transcript, participants received a Visa E-gift

card incentive. Table 2 provides an overview of the interview participants, including pseudonyms, gender, job title, and facility location.

Table 2

Interview Participants

Pseudonym	Gender	Job Title	Facility
Susan	Female	Teacher Counselor	Group Home 6
Karen	Female	Teacher Counselor	TN Residential Facility 4
Deborah	Female	Teacher Counselor	TN Residential Facility 1
Bertha	Female	Teacher Counselor	TN Residential Facility 3
Taylor	Female	Night Monitor	TN Residential Facility 2
Thomas	Male	Teacher Counselor	TN Residential Facility 2
Carly	Female	Night Monitor	TN Residential Facility 4
Tabitha	Female	Teacher Counselor	GA Residential Facility
Jordan	Male	Night Monitor	TN Residential Facility 2
Jane	Female	Teacher Counselor	Group Home 6
Jada	Female	Night Monitor	TN Residential Facility 1
Brad	Male	Teacher Counselor	Group Home 1
Maddie	Female	Teacher Counselor	Group Home 3
Jacob	Male	Teacher Counselor	TN Residential Facility 1
Oprah	Female	Teacher Counselor	Group Home 5

Document Review

As a final step in the study, a review of new hire online training modules was conducted. As an administrator of the company's LMS, I accessed the on-the-job training modules by training assignments like the research participants. The online training modules are self-directed, except for one virtual instructor-led training and a form. There was also a copy of the field supervision checklist in the curriculum, which trainers use when training staff at their respective group home or residential treatment center. The modules included program-specific, clinical application, and compliance-related training modules. Program-specific training is designed to educate staff on their job expectations, how to manage client crises and challenging behaviors,

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and how to supervise clients. The clinical training modules included an overview of proper

documentation procedures that staff will follow when using company-provided software to

document crises and other incidents. The compliance-related training modules included content

touching on First Aid, harassment in the workplace, how to avoid fraud while completing

documentation, HIPAA, substance or drug abuse, and suicide prevention.

Data Analysis

In this case study, the unit of analysis was teacher counselors and night teacher

counselors across five residential treatment centers and six group homes. Descriptive statistics

were used for an analysis of the survey data, while an inductive thematic analysis was used to

analyze the interview data and documents (online training modules).

Survey Data

As noted earlier, the original Q4TE (Grohmann & Kauffeld, 2013) consists of 12 items

that were measured with two items per scale. I modified this instrument by indicating the specific

training type being evaluated in each of the 12 items based on feedback received during the

piloting of the instrument. Similar to the approach used by authors Grohmann and Kauffeld

(2013) in study 3 of their paper on the Q4TE, I present the data by indicating the means and

standard deviations of the six subscales. Whereas the authors of the Q4TE present their scale-

based results primarily in tabular form, in Chapter 4 I offer a more detailed description of the

results framed around each of the subscales. By offering description by subscales, I was able to

better understand the survey results as well as triangulate the results with those of the interviews

and document review.

For this study, training perceptions were measured on a five-point Likert scale as

indicated in Appendix B. Though not listed as questions in Appendix B, the aforementioned

components of location, gender, tenure, age, and ethnicity were captured via the Perception

Survey tool tied to the HR database. To analyze the data collected from the survey, descriptive

statistics were utilized and run via SPSS version 26. Descriptive statistics were used to first

describe staff satisfaction with the three training types offered during new hire training: the

online curriculum in the LMS, field supervision, and the RTCO or Re-ED class-based workshop.

Similarly, descriptive statistics were utilized to help describe each training type's overall

perceived utility, perceived knowledge gained from each type; the application of each training

type to everyday work; and the perceived individual results and organizational results after

completion of the training.

 Also, descriptive statistics were run based on training type and specific demographic

categories, including gender, ethnicity, age, and hire date to compare perceptions across these

categories. Explicitly, the intended goal was to determine if there were differences in the

perceived satisfaction, utility, knowledge, application to practice, individual and global results of

each training type based on when staff were hired for their position, gender, age, or ethnicity.

During the recruitment phase of this study, there was an expressed interest by the

nonprofit organization to determine if there were differences in training perceptions based on

when staff were hired, particularly as it pertained to the field supervision training. The

organization implemented a new field supervision training process in January 2020. With this

knowledge, I used the select cases function in IBM SPSS Statistics version 26 to run descriptive

statistics based on two specific hire date ranges: those hired before December 29, 2019, and

those employed after December 30, 2019. Any staff hired from December 30, 2019 and later

were trained using the new field supervision training process, and those hired before were

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prepared using the former training process. The results of the survey and these demographic

variables are offered in Chapter 4.

Interview Data

The interview data was analyzed using a thematic analysis (Braun & Clarke, 2006).

Braun and Clarke's (2006) thematic analysis approach was applied in which the researcher coded

the data without trying to fit it into a pre-existing coding frame or based upon analytic

preconceptions. There are two levels at which researchers can identify themes: semantic or latent

(Braun & Clarke, 2006). In consideration of Braun and Clarke's suggestion (2006) to focus

primarily on one level when identifying themes, the analysis was primarily conducted from the

semantic level. At the semantic level, themes were identified within the explicit or surface

meanings of the data. Moreover, at the semantic level, I transitioned from description, organizing

the data to show patterns, to an interpretation of the significance of the patterns and their broader

meanings (Braun & Clarke, 2006).

Additionally, to conduct the thematic analysis, Braun and Clarke's (2006) six-phase

process was followed. In Phase I the researcher becomes familiarized with the data, which

involves repeated reading. In Phase II, initial codes are generated. In Phase III, the researcher

searches for themes. In phase IV, themes are reviewed. In Phase V, themes are defined and

named. In Phase VI and offered in Chapter 4 is a report which offers a concise, coherent, logical,

non-repetitive, and interesting account of the data within and across themes.

To assist in the qualitative analysis, *NVivo 1.0 MAC*, qualitative data analysis software,

was used to generate the initial codes. A Google spreadsheet was used thereafter to assist in

defining the codes, to organize data extracts, to define the key themes, and to develop final

interpretation of data. The codes and themes that were developed in the analysis of the interview

data formed the coding scheme that the researcher used to analyze the online training modules that direct support are required to take upon hire. I developed some visualizations, such as tables from the coding and analysis of the modules.

I followed Braun and Clarke's (2006) six-phase process in an iterative fashion. This allowed me to refine the codes, themes, and overall analysis. After two readings of the interview data, the initial codes of strength, weakness, opportunity, and threats were applied throughout each transcript in *NVivo 1.0 MAC* to help organize the data into large bucket categories. Under the strength, weakness, opportunity, and threat codes, the sub-codes online curriculum, field supervision, and the Residential Teacher Counselor training were added. This permitted an initial understanding of the strengths and weaknesses of each training type. As the initial codes and sub-codes were applied to each transcript, *Nvivo 1.0* provided a reference sheet which grouped participants' responses. A second set of initial codes and notes were then drafted, reviewed, and developed into a more cohesive coding scheme using *Nvivo 1.0*. The coding scheme, arranged by training types, was then entered into a Google Spreadsheet to better aggregate the data extracts, codes, code abbreviations, and definitions in one document. The final coding scheme is offered in Appendix F. Participant's responses were coded using the newly developed coding scheme in *Nvivo 1.0*. Coded data extracts, participant pseudonym, code abbreviation, hire group, and office were pasted into the spreadsheet. After aggregating the coded data extracts, I identified areas of similarity and codes to cluster. After the most salient codes were clustered, an initial set of nine themes were drafted. Considering that a researcher is unlikely to achieve a rich and complex report of the data if they report more than seven themes (Braun & Clarke, 2012), the initial themes were reviewed against the overall data set again, reduced to seven, and then to four. Data extracts relevant to the final four themes were organized accordingly in the spreadsheet. The

extracts were then reviewed to ensure relevance and quality concerning the research questions. Afterwards, the themes, discussed in Chapter 4, were defined and named.

Document Review

For the document review, I read through the content of the online modules to examine it for key themes. On the initial review of the training modules, I reviewed each module's content and recorded some preliminary observations using the memos feature in Nvivo MAC. The goal was to first identify evidence of the strengths and weaknesses of the online training and field supervision by using the coding scheme developed from the interviews. Essentially, by using the coding scheme, I was able to identify the extent to which the themes were present in the online curriculum and field supervision. A common way to conduct a content analysis is by using frequencies that identify the number of specific incidents found in the data (Fraenkel et al., 2015). I took this approach when coding the online modules, using a spreadsheet to record the specific number of each code observed in each course. By recording each code's specific numbers in a Google spreadsheet, transfer to charts was simplified. The code frequencies, offered in Appendices L, M, and N, were done on a slide-by-slide basis. Along with recording the frequencies in the spreadsheet, when a good example of a code was apparent, a screenshot of the slide was taken and imported into NVivo. The appropriate codes were then applied to the example slide screenshot in NVivo and used as a reference point that I referred back to when writing up the results.

SWOT Analysis

As the final step in the analysis process, I conducted a SWOT analysis. I recorded some initial observations in a 2x2 matrix of strengths, weaknesses, opportunities, and threats of the three training types under review. Next, I reviewed the high-level data segments from the survey,

interviews, and document reviews against the matrix to ensure alignment and evaluated whether the proper SWOTs were captured. I then compared the similarities and differences from each source. This enabled me to compile the final SWOTs, which are offered in Chapter 4.

For this study, the survey results enabled me to identify potential strengths and weaknesses of the on-the-job training that teacher counselors receive upon hire. The interviews helped me explore those seemingly satisfactory and unsatisfactory areas and confirm the strengths and weaknesses of each training type. That then allowed me to decipher how they presented an opportunity or threat to the organization. Further, the interviews helped identify critical training needs and areas of opportunity that may improve future employees' on-the-job training. The document analysis offered evidentiary support of the strengths and weaknesses of the on-the-job training experiences shared in the interviews of mental health staff serving in a nonprofit. The SWOT analysis was compiled into a brief report for the organization participating in this study. In the final report, included is a 2-by-2 matrix (Leigh, 2010), which offers a high-level overview of the SWOTs identified in the evaluation. The report also details the study's purpose, the steps taken, offers a summary of the results in a few tables and a brief narrative, and provides a list of recommendations.

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Role of the Researcher

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As the researcher of this qualitative study, my role was pivotal. My role in this study was that of an observer-as-participant (Merriam & Tisdell, 2016). I was the primary instrument for data collection and analysis because I collected, coded, and analyzed the survey, interviews, and document reviews. It was appropriate for me to conduct this research because I serve as the primary instructional designer within the organization that this study was conducted. Essentially, I have a direct hand in one aspect of teacher counselors' on-the-job training experience.

Similarly, as an insider, there was the potential for bias, which could have impacted the outcome of the study. The potential bias could have been my experience as a frontline worker, teacher of eight years. Namely, my past experiences of feeling that my training needs as a teacher on the public education frontlines were sometimes overlooked initially made it difficult to be entirely objective. Also, as Pezalla et al. (2012) noted, there was the potential for my attributes as a researcher to impact how I conducted the interviews and how I elicited detailed narratives from participants. My primary interviewer characteristics were that I frequently offered affirmations, interpretation when appropriate but displayed a healthy sense of neutrality. These interviewer characteristics could have helped my data collection, inductive analysis and enhanced my understanding of participant training perceptions. Ultimately, using the process of member checking helped to control my researcher bias.

Creditability and Trustworthiness

To ensure the credibility and trustworthiness of this research study, the data were triangulated between the survey, interviews, and document analysis of online training modules. Additionally, the survey questions and interview questions were piloted with some sample participants before distributing them to the entire teacher counselor population. This study included relevant stakeholders, including teacher counselors and night teacher counselors, in both residential treatment center facilities and group homes. To ensure that the interview data collected was valid, member checks were conducted with each participant. Recordings of the interviews and transcripts were stored safely until the conclusion of the study in the secure NVivo software portal. Members of the research committee served as external auditors of the research findings. The research results were aligned with the research questions and were connected to research gathered in the literature review.

Summary

The purpose of this research study was to determine what teacher counselors perceived as the strengths, weaknesses, opportunities, and threats of the new hire on-the-job training. Participants included 113 teacher counselors across five residential treatment facilities and six group homes. Data collection consisted of a survey, interviews, and document review. By gathering teacher counselor's training perceptions, I developed some recommendations for improvement. There were a few unmet needs identified. This study provides valuable insights for readers working in nonprofit settings who may wish to determine if lower-ranking employees' training needs to be revisited. Hopefully, this study will offer a more in-depth understanding of the on-the-job training experiences of frontline mental health staff working in a nonprofit and offer recommendations that will improve their overall training development experience.

Chapter 4. Findings

This chapter answers research question one: "What are the strengths, weaknesses, opportunities, and threats of teacher counselors' on–the-job training?" and consists of four sections: quantitative analysis, qualitative analysis, document review, and SWOT analysis.

Quantitative Analysis

This section provides an overview of the quantitative analysis of the survey data where the RTCO training type received the highest ratings from staff, followed by the field supervision, and then the online curriculum. Table 3 provides an overview of the collective teacher counselor and night teacher counselor perspectives (N=113) of the three types of new hire on-the-job training, based on the six subscales of the Q4TE (Grohmann & Kauffeld, 2013). Though Table 3 offers an overview of the means and standard deviations for each Q4TE scale based on each training type, Appendices D, E, and F offer the means and standard deviations for each item by training type.

Table 3

Means and Standard Deviations of the Q4TE Scales by Training Type

Scale	Online Curriculum		Field Supervision		RTCO	
	M	*SD*	*M*	*SD*	*M*	*SD*
Satisfaction	3.85	.89	3.94	.92	4.15	.78
Utility	4.06	.83	4.15	.84	4.17	.76
Knowledge	3.94	.79	4.19	.81	4.19	.75
Application to Practice	3.91	.90	4.18	.79	4.05	.86
Individual Org. Results	3.72	.91	4.07	.84	4.08	.80

| Global Org. Results | 3.69 | .91 | 4.00 | .94 | 4.08 | .80 |

Note. A score in the range of three indicates that participants tended to neither agree or disagree with the scale-based items on the Q4TE. A score in the range of four indicates that participants tended to agree with the scale-based items. A score in the range of five indicates that participants strongly agreed with the scale-based items.

As reflected in Table 3, descriptive statistics indicated that the RTCO class-based workshop had the highest overall mean scores on the satisfaction, utility, individual organizational results, and the global organizational results scales. The differences in perception between the RTCO training and field supervision training on many scales, such as individual-organizational results, were very slight. On the knowledge scale, the field supervision training and RTCO training had equal means. As it pertains to the application to practice, the field supervision training had the highest overall mean score. Notably, the field supervision received its lowest rating on the satisfaction scale. For all scales, the online curriculum had the lowest mean scores.

Perceptions by Gender, Ethnicity, and Age

To further understand the overall mean scores by scale, descriptive statistics were run based on training type and specific demographic categories, including gender, ethnicity, and age. Given that the RTCO training had the highest overall numerical means, I focused on that specific training type when running descriptive statistics by demographic categories. Female participants made up the majority of survey respondents (N=77). Yet, the mean scores of male participants (N=36) were higher for all of the Q4TE subscales regarding the RTCO training. Next, when examining perceptions of RTCO by ethnicity, Latino participants had the highest overall mean scores on all subscales except for application to practice. However, there were only two Hispanic

participants. Black or African American participants who made up the majority of the sample

had the second highest numerical means of satisfaction, utility, knowledge, and global

organizational results. Lastly, those between the ages of 30 and 45 had the highest overall mean

scores in terms of satisfaction, utility, and global organizational results. Appendices G, H, & I

offer a more detailed view of the abovementioned demographic categories.

Field Supervision Perceptions by Hire Date

Due to the expressed interest of the executive residential leaders in determining if

perceptions of staff trained under the new field supervision process differed from those trained

under the old, I examined the survey results by hire date. The earliest participant hire date was

September 15, 2003, and the latest was June 8, 2020. Seventy teacher counselors and night

teacher counselors were identified in the data set as having been hired between September 15,

2003, and December 29, 2019, referred to hereafter as Hire Group 1. Forty-three teacher

counselors and night teacher counselors were hired between December 30, 2019 and June 8,

2020, referred to hereafter as Hire Group 2. The overall means and standard deviations by scale

of staff hired within both ranges are offered in Table 4.

Table 4

Hire Group Field Supervision Means and Standard Deviations by Scale

Scale	Hire Group 1 Field Supervision		Hire Group 2 Field Supervision	
	M	*SD*	*M*	*SD*
Satisfaction	3.76	.85	4.24	.95
Utility	4.02	.80	4.36	.89
Knowledge	4.08	.76	4.37	.87
Application to Practice	4.07	.70	4.36	.89

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Individual Org. Results	3.96	.76	4.27	.93
Global Org. Results	3.84	.88	4.26	.97

Those employed before December 29, 2019, differed in their perceptions of the field supervision training. Namely, those hired after December 30, 2019 (Hire Group 2), rated their field supervision training experience higher on all subscales of the Questionnaire for Professional Training Evaluation. For the specific scale-based questionnaire items, please refer to the field supervision section of Appendix A. Mean scores in the range of three indicate that participants tended to neither agree nor disagree with the scale-based items on the Q4TE. Mean scores in the range of four indicate that participants tended to agree with the scale-based items. Mean scores over four and nearing five indicate that participants strongly agreed with the scale-based items. Results from Hire Group 2 seem to indicate an overall more positive collective perception of the newer field supervision process when compared to hire group 1, which was trained under the old process.

Under the new field supervision process, staff were deliberately trained using various methods, including training, observing, shadowing, and doing. The previous training approach for new hires was not as transparent as the updated approach in that it was not explicitly stated that managers must train staff on a task before asking him/her to complete the task on their own. The updated field supervision approach takes some of the guess work out of training for supervisors and also ensures that staff are trained in each area before completing a task. These modifications to the field supervision process may have had a positive impact on newer staff perceptions of training and may reflect the higher mean scores for Hire Group 2.

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Qualitative Analysis

This section provides an overview of the qualitative analysis of the interview data where four themes were identified. The theme names and definitions are offered in Table 5. Each theme addresses a component of research question one. Theme one embodies the greatest perceived strength of teacher counselors' on-the-job training; theme two, a central area of weakness; theme three, a fundamental threat; and theme four, an area of opportunity.

Table 5

Emergent Themes of Interview Data

Theme	Definition	SWOT Analysis
Teacher Counselors prefer RTCO due to CPS	This theme refers to teacher counselors' preference for the RTCO workshop training due to its introduction of the Collaborative Problem Solving (CPS) Model. CPS was perceived as useful, relevant, and applicable because staff developed skills in identifying proper visual cues, triggers, postures, and tactics to verbally de-escalate anxious youth and the challenging behaviors they exhibit. The face-to-face training delivery and training approaches, such as scenario-based learning and role-playing, used by instructors, were perceived as additional strengths.	Strength
Online curriculum considered excessive in text and content	This theme focuses on the overly detailed content of the online new hire training curriculum. It encompasses the text-heavy, limited interactive nature of the self-paced and virtual instructor-led training. These elements were perceived negatively in terms of their impact on knowledge retention and utility for new hires.	Weakness
COVID-19 state mandates create a training & development opportunity	This theme touches on the emergence of the COVID-19 pandemic and how the associated state mandates presented a training opportunity for Youth Wellness Providers in the area of infection control.	Opportunity
Teacher Counselors uncomfortable with physical	This theme focuses on the staff's limited comfort level with performing physical restraints when crises situations can no longer be de-escalated verbally, particularly in the time of the COVID-19 pandemic. It notes a limited understanding of what specific restraints look like, what	Threat

restraints amidst COVID-19	restraints should be used in what scenarios, and the restraints' terminology.

Note. VILT is an abbreviation for virtual instructor-led training. OJT is an abbreviation for on-the-job training.

Theme One: Teacher Counselors Prefer RTCO due to CPS (Strength)

In residential treatment centers and group homes, challenging client behaviors are typically addressed using verbal techniques or physical intervention when actions present a safety concern. Theme one centers on the perceived utility and applicability of the RTCO training in explicitly training teacher counselors to verbally manage challenging client behaviors and crises using the Collaborative Problem Solving (CPS) Therapeutic Approach (Pollastri et al., 2013). This theme demonstrates that the RTCO training's strength was introducing the CPS approach through scenario-based learning. CPS serves as a helpful blueprint or guide for mental health workers in managing negative client behaviors. Eleven participant data extracts were identified as having embodied this theme. Below are two examples that will be analyzed further.

> I feel like RTCO & CPS it's like a really good blueprint and outlook of how you're supposed to handle different situations. I love the fact that in each plan, it lets the youth make a choice. Like to have them understand that they have a choice, that they can either be awarded or could be consequences behind it. But yeah, I really just loved CPS and the RTCO instructors all the way around. *(Oprah, Teacher Counselor)*

In the above example, the participant, Oprah, perceived RTCO and CPS as a useful guide for managing a diverse set of crises. She perceived CPS plans' choice element as a practical, real-life skill area to help clients develop and grow while undergoing treatment. Her remarks also suggest that she enjoyed the training because of the instructors and their approaches to help staff

learn the CPS model. This data extract captures theme one through the perceived utility and application of the RTCO training content and the positive reception of the instructors.

> RTCO that was actually my favorite class. I never thought I was going to encounter a youth talking back, was never going to get called out of my name. Thought I would never get swung on. I mean, it's like it's an experience and if we would have never had the class, I don't think I would be working here anymore. It was very helpful. Like everything he said and taught us, how to deescalate the problem, how to find the triggers, how to identify the behaviors. It all helped. How to remain calm, like knowing your position with the youth, figuring out their body language.
>
> (Jada, Night Monitor/Night Teacher Counselor)

The above extract from Jada illustrates that specific aspects of the RTCO training were perceived as useful by participants and CPS served as a blueprint for managing challenging client behaviors. Namely, the various approaches introduced and scenarios presented by the instructors such as learning to identify client triggers, reading the visual cues such as body language, and having a supportive posture were perceived as applicable to the night teacher counselor role.

Theme Two: Online Curriculum is Considered Excessive in Text and Content (Weakness)

The wide range of content and topics offered in the online training were perceived as useful and informative for new hires. However, the extent to which certain topics were covered and their text-heavy nature was perceived as excessive and hindered knowledge retention. Theme two indicates that the extensive text-based content of the online curriculum negatively impacted participants' ability to process and remember information, implying potential cognitive

overload (Sweller, 2011). Twelve out of fifteen participants offered perceptions that were indicative of theme two, however, below are two examples that encompass the theme.

As far as the online OJT [on-the-job] training, it was very long and a lot at once. I felt like it didn't give me that much time to actually process a lot of the information before I had to be in the residential cottage. I did that training and like the following week or the next day, I was already in the cottage. It was really hard to like find time to finish that or to just be able to review. (Thomas, Teacher Counselor)

Thomas' extract indicates the online curriculum training was extensive and didn't allow proper time to review or retain much of the information. Referring to the training as long and a lot speaks to the number of modules and text-based slides in each of the modules. This example captures theme two by touching on how the range and depth of content are negatively perceived concerning comprehension and knowledge retention.

It was like a lot of PowerPoint just to click through and read yourself, which was, you know, a lot of information, which is good. It shouldn't be like in your back of your mind and you should know it, but sometimes you don't even go back to what was in the slide. Or you don't refer back to them. They had the Intro Evolv documentation class, which is good to learn how to use Evolv. But I don't think some people really understood or don't go back and don't really take that training seriously. They should make the Evolv one, more interactive so people can actually be hands-on with it. (Susan, Teacher Counselor)

Susan's example illustrates that while the content was good or useful, it was text-heavy and felt like PowerPoints one just reads through. Cognitive overload and a challenge to retain information long term is implied when she states that the information goes to the back of your mind. Like Thomas, she asserts that there is a limited time to process and review content by

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stating you don't refer back to them. She also highlights the non-interactive nature of the documentation system virtual instructor-led training (Intro to Evolv). This example illustrates theme two by highlighting the extensive range of text-based content and its impact on what knowledge staff retains.

Theme Three: Uncomfortable with Physical Restraints Amidst COVID-19 (Threat)

While teacher counselors felt well-trained in handling crises using verbal interventions based upon the RTCO training, they did not feel prepared to deal with situations that call for physical intervention. Several participants indicated that they were either uncomfortable with or confused by CPI (Crisis Prevention Institute) physical restraints introduced in new hire orientation, from a terminology and visuals perspective. Participants expressed a need for more follow up surrounding physical restraints during the field supervision training. Furthermore, the COVID-19 virus's emergence reduced the availability of refresher training, further contributing to the discomfort staff may feel with adequately performing restraints. Seven out of fifteen participant data extracts embodied this theme. Offered below are two examples.

> CPI to me is very, very confusing and I just don't feel comfortable with it. I don't know. We went over it in orientation and OJT but I'm still not totally, I still can't tell you what is which. I've been in a couple of, I've been like three restraints, honestly, since I've started. And I still... I just do what they tell me to do. I know like I immediately grab the arms and stuff like that. But as far as switching and knowing the names of them, I don't. I just know, like, I know what a team is. That's all I know. (Jane, Teacher Counselor)

This example from Jane illustrates confusion and discomfort with ascertaining the visual difference between different physical holds and the terms used to identify them. She describes knowing what a team hold is, which involves several staff members physically restraining a

client. Having to rely on fellow staff to know what to do while in physical restraints, it can be inferred, also contributes to her discomfort. This data extract explicitly encompasses the overall theme three from the limited comfort the staff expresses, what specific restraints look like, and what terms are used.

> I feel like we need CPI training more often considering the fact that emergencies come up. I think with the CPI training, the first one I had was during my orientation, and then I can't even remember when the next one was. With COVID, it seems like we haven't had them in a while, understandably. But I feel like even though our last resort is to put a youth in restraint, we need to always be prepared. We have refreshers for CPS. I feel like we should have refreshers for CPI just as well. We can go months without having to put a kid in a restraint, which is great. But we might have a child come in and she is being dysregulated. We have to restrain her. Our goal is to not hurt her. So I feel like if we haven't brushed up on our CPI in three or six months there's a possibility that you can do the restraints wrong. We can get, we end up being investigated for that.
>
> (Oprah, Teacher Counselor)

Oprah's example illustrates theme three in that it shows staff have a reduced sense of comfort in performing physical restraints because of the time that has elapsed from the training to the time a restraint is needed. After a significant amount of time has passed without using physical interventions, staff may have a reduced sense of what holds should be used or what they should look like. Oprah mentions how COVID-19 has reduced the training offerings for staff to refresh their physical restraint skills. This is important because it reveals COVID-19 as an external threat to new hire on-the-job training. Before the emergence of COVID-19, staff

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generally received a refresher every six months at the company headquarters. The respective

campuses would also hold refreshers at their discretion on a more frequent basis.

Theme Four: COVID-19 Presents Training and Development Opportunity for the

Organization (Opportunity)

While Covid-19 presented a threat to teacher on-the-job training, it also presented

additional training opportunities and requirements for the organization. In TN and GA, the

location of the residential facilities and group homes, there were COVID-19 related gathering

restrictions and shelter in place orders put in place by the state governors, which restricted indoor

gatherings to 10 people (TN Office of the Governor, 2020). Under the mandates, the Youth

Wellness Providers organization, a mental healthcare provider, was considered an essential

business that could continue normal operations under specific guidelines. As an essential

business, the organization was pushed to adjust certain practices to ensure the safety of staff and

youth in the residential facilities and group homes, particularly in the area of infection control.

The state-based COVID-19 related mandates pushed the organization to enhance its personal

protective equipment (PPE) supply and to ensure staff were trained in properly putting on and

discarding PPE. By improving its PPE and infection control practices, the organization is now

better equipped to handle future infection-related outbreaks.

Before the Covid-19 pandemic, infection control was initially touched on in new

hire orientation, the First Aid online module, and then reviewed annually via a separate online

training refresher. In April 2020, the organization launched two additional online infection

control related training modules for existing staff and new hires. Namely, these modules were

titled Covid 19- An Overview and Infection Control Update: Based on Current Events. These

trainings continue to be assigned to new hires for the foreseeable future.

In the discussion of theme two, it was noted that while teacher counselors found the online training content excessive, they also considered it useful. There were four data extracts where either the coverage of bloodborne pathogens or infection control in the online training was deemed valuable by teacher counselor interviewees. Offered below are two data extracts that are discussed further.

I liked it [the online training] because some of the stuff I didn't know. It was like the drug abuse, the bed bugs, the first aid, um, the water prevention, the infection control, like it's stuff in there that, you know, if we were to do overtime during the day, then we'll be okay. Like what to do in case of a fire drill and what if we go on a field trip with a youth? We don't work on a day, so it kinda helps if you want to do the overtime and don't know what to do. It offered a better understanding of what they do during the day and like all the rules and regulations. Cause you know, like physically as night monitors, we only know like the basic rules. (Jada, Night Monitor)

This extract from Jada indicates that as a night monitor she felt that the online training modules, such as those touching on first aid and infection control, helped her to know what to do if she were to work on a daytime shift. As night monitors, staff are more accustomed to monitoring kids while they are mostly inactive or sleeping, but during the day time shift, days are more active. She indicates that the online modules helped her know what to do in situations where first aid or infection control practices are needed.

I think it [the online training] really got me exposed to things like the different hotlines that we call, and well, one of the online training is like the different bloodborne

pathogens, what we do with first aid, and how to assess things of that nature. (Carly,

night monitor)

Like Jada, Carly mentions that the online training helped provide exposure to valuable

information surrounding how to address issues requiring first aid and infection control. By

stating "what we do with first aid" she seems to suggest the online modules provide the proper

steps to take to discard infectious materials. This would have been touched on in the first aid

module as well as the two new online trainings that were launched in response to Covid-19.

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Document Review

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Overall, the document review provided evidence that was consistent with themes one,

two, and three of the interview data. As mentioned in Chapter 3, there were 25 online trainings,

divided into three sections, in the online curriculum. The modules were coded using the scheme

(see Appendix G) developed during the thematic analysis of the participant interviews. The

courses consisted of clinical applications, program-specific, and compliance training. The

specific module coding frequencies are offered in Appendices L, M, and N. Hereafter, I provide

an overview of the document review results by training section.

Clinical Applications Training

There was significant evidence of useful content in a review of the clinical applications

modules (see Appendix L). For example, the Intro to Core Residential Documents training

introduced definitions of what specific documents were and the purposes they serve. These

elements could be perceived as useful to enable staff to become familiar with the documentation

portal and their role expectations. There was some knowledge transfer support in the form of

polling in the Intro to Evolv virtual instructor-led course and practice exercises in the Intro to

Clinical Applications training. Such knowledge transfer support helps staff understand the expectations of their roles as teacher counselors and night monitors.

Alternatively, there was extensive text-based content, addressed by theme two. For example, in the Intro to Clinical Applications course, six screencasts were shared without audio and had poor video quality. The content shared in the screencasts was text-heavy, showing various forms inside of the Evolv documentation and electronic medical record portal. Similarly, in the Intro to Core Residential documents, there was a text-based definitions game. For the virtual instructor-led Intro to Evolv training, there were four main screens that the instructors guided new hires through, but the screens were text-heavy.

Program-Specific Training

The program training section also provided significant evidence (see Appendix M) of useful content-based slides and a helpful C-SSRS suicide assessment video. For example, in the Crisis Management module, there were important topics covered such as a set of do's and don'ts grounded in the CPS approach when attempting to de-escalate a client and who to contact when a crisis occurs at your facility. The Crisis Management module aligned with the content taught in the RTCO training. Review of that module offered some additional evidence of the CPS approach serving as a blueprint for crisis management illustrated by theme one. There was also evidence of knowledge transfer support across most program-specific training pieces, including a matching assessment activity and therapeutic scenarios suggesting how staff should act in the Therapeutic Rapport training.

On the other hand, there was also evidence of theme two in the program-specific training. Specifically, there were 109 total slides. Most slide-based content was text-based and had several bulleted sentences, paragraphs, or block text. For example, in the Who are My Colleagues

training module, there was a form that staff use to get to know their colleagues. Though structured like a concept map, a significant amount of text was scrunched into each bubble on the form. There was also a noticeable absence of video-based content, with the exception of the C-SSRS training video. Some client scenarios were present in some training, but they were limited, and those in the C-SSRS video were dated based on the visuals and video quality. These negative insights of the program-specific training illustrate theme two.

Compliance Training

The compliance section consisted of the most training modules, with 14 courses and 403 total slides. This section introduces some of the most salient mental health care laws and policies surrounding the teacher counselor and night teacher counselor roles. For example, the First Aid course touched on applying CPR when a client is not breathing, administering first aid for insect bites or stings, and what to do for fractures and other injuries. Similarly, the DCS Private Provider Curriculum training provided the historical context and purpose of major child welfare legislation such as the Child Abuse Prevention and Treatment Act and the Adoption and Safe Families Act. Most of the compliance trainings also consisted of knowledge transfer support, generally in a post-assessment.

Alternatively, the compliance section training also exhibited theme two because the modules were very dense in terms of content and consisted of a more extensive set of slides. For example, the Substance Abuse training consisted of 44 slides, 33 of which presented various topics such as the effect of excessive use of multiple drugs and statistics surrounding teen drug abuse. Furthermore, the limited scenario-based content in the compliance training was presented like much of the other content: text-based, without audio or narration. Overall, the compliance

section offered the most evidence that supported theme two with lengthy modules and a heavy load of content.

Field Supervision Checklist

Using the themes and coding scheme in Appendix F, I reviewed a copy of the field supervision checklist that supervisors and trainers use to guide the new hire teacher counselor training. The checklist consisted of two weeks of module-based competency items, five modules per week. Figure 1 below offers a module sample and each competency-based item's methods, which are trainer-guided or self-study.

Figure 1

Sample Module from the Online Field Supervision Checklist

Week One						
Method	**Module 1 Competencies**	**Train** Initial/Date	**Observe** Initial/Date	**Shadow** Initial/Date/ Rating	**Do** Initial/Date/ Rating	**Observation Notes**
Trainer Guided	Tour Courtyard/Cottage/Group Home — Resource labeled "Milieu Review"		▓▓▓	▓▓▓		
	Meet Courtyard/Cottage Staff & Kids		▓▓▓	▓▓▓		
	Review Teacher-Counselor Shift Schedule		▓▓▓	▓▓▓		
	Log into Learning Center & Launch TN OJT		▓▓▓	▓▓▓		
	Pre-Shift & Shift Change					
	Milieu Expectations — Resource labeled "Nightly Debriefs"		▓▓▓	▓▓▓		
	Introduce Field Supervision Checklist		▓▓▓	▓▓▓		
	Supervisor Debriefing with New Hire		▓▓▓	▓▓▓	▓▓▓	
	Supervisor Review Field Supervision Checklist w/ New Hire		▓▓▓	▓▓▓		
	Build Therapeutic Rapport					
Self Study (Online Curriculum)	Day in the Life		▓▓▓	▓▓▓		
	Therapeutic Rapport		▓▓▓	▓▓▓		
	Professional Role		▓▓▓	▓▓▓		
	Who Are Your Colleagues		▓▓▓	▓▓▓		
	First Aid	▓▓▓	▓▓▓	▓▓▓		
	Harassment Free Workplace		▓▓▓	▓▓▓		

The field supervision strengths, as reflected in the coding scheme, were the trainer's or supervisor's engagement and their training methods. Reviewing the checklist, staff were deliberately trained using various methods, including training, observing, shadowing, and doing.

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With the exception of First Aid, covered in orientation, for each task staff must be first trained

before doing it on their own. Likewise, the checklist listed the trainer's expectation to debrief

with the new hire for every module, establishing a sense of engagement and support reflected as

a strength in the coding scheme. Though some competencies like "build therapeutic rapport"

were repeated across several modules, observing, engaging, and debriefing about restraints was

listed once in Module 4 of the second week. The single listing of physical restraints on the

checklist is consistent with theme three and affirms that this competency area warrants more

attention.

SWOT Analysis

As the final step of data analysis, I used a SWOT analysis tool to determine what worked

well for teacher counselors' on-the-job training and what did not work well. Table 6 shows the

SWOT of teacher counselor's on-the-job training based on data provided from the survey results,

thematic analysis, and document review. Internal factors, strengths and weaknesses, revolved

around CPS verbal crisis management tactics, CPI physical crisis management through restraints,

instructor and trainer engagement, and online training content. Namely, the most apparent

strength of teacher counselor's on-the-job training was RTCO due to its ability to prepare staff in

managing negative client behaviors through verbal tactics and identifying visual cues of distress.

The primary weakness was the text-heavy nature of the online modules and limited audio and

video. External factors, opportunities and threats, revolved around COVID-19, youth mental

health trends, and mental health funding. The primary opportunities identified from the thematic

analysis and document reviews were the COVID-19 driven state mandates, which pushed the

organization to increase its infection control training. Similarly, according to the 2021 State of

Mental Health in America report, youth mental health is worsening. Per the report, between

January and September 2020, 9.7% of youth in the U.S. reported severe major depression, compared to 9.2% in the previous year's dataset. This rate was highest among youth who identify as more than one race, at 12.4%. (Mental Health America, 2021). This presents an opportunity for Youth Wellness Providers in that it suggests an increased need for the services offered by the organization.

With the onset of the COVID-19 pandemic, some states, such as TN, were able to obtain federal funding related to mental health treatment. In June 2020, the TN Department of Mental Health and Substance Abuse Services reported that they were receiving an almost $1,000,000 grant from the Federal Emergency Management Agency (FEMA) Crisis Counseling & Training Program to support the mental health needs of Tennesseans living through the pandemic (TN Department of Mental Health & Substance Abuse Services, 2020). With a mission of helping youth and families live successfully, this grant presents an opportunity for the Youth Wellness Providers organization to extend its impact on the mental health field and show its support for the mental well being of the families of clients receiving services. While the grant does not provide direct funding to the organization, Youth Wellness Providers would be able to make recommendations for mental health support for the family members of youth receiving services. The most significant external threat to new hires on-the-job training identified from the interview data was COVID-19.

Table 6

SWOT Analysis

Strengths	*Weaknesses*
• Online curriculum utility: offered useful content (i.e. laws, role expectations, documentation processes)	• Online curriculum dissatisfaction: text-heavy nature of modules impedes knowledge retention & application to practice

• RTCO training satisfaction: due to the instructors and training approaches/ strategies used, such as scenario-based learning and role-playing	• Online curriculum dissatisfaction: limited video or audio support
• RTCO training utility: serves as a helpful blueprint for managing mental health crisis situations	• Online curriculum dissatisfaction: limited interactivity and format of the single VILT- Intro to Evolv documentation course
• RTCO training content contributes to individual & global results through verbal de-escalation strategies, visual cues, and tactics	• Limited campus-specific crisis scenarios shared in RTCO
• Field Supervision's application to practice: offered the opportunity to observe, apply learning, and receive feedback	• Field Supervision dissatisfaction: staff have a lower comfort level with physical restraints due to limited follow up in field supervision
• Field supervision satisfaction: trainer engagement and training methods	• Field Supervision dissatisfaction: limited knowledge of physical restraint terminology and visuals
• Field supervision of those hired under the new field supervision process (group 2) received higher mean scores on all scales of the Q4TE when compared to hire group 1	• Field Supervision dissatisfaction: infrequent/ reduced restraint training refreshers due to COVID-19

Opportunities	*Threats*
• State-based COVID-19 mandates present training & development opportunity	• Reduced face-to-face training offerings due to COVID-19
• 2021 State of Mental Health in America Report: Youth Mental Health Worsening	• Reduced comfort with physical restraints due to COVID-19
• Federal Grant for COVID-19 Mental Health Treatment	

Summary

Descriptive statistics were consistent with interview theme one and showed RTCO was an area of strength in terms of satisfaction, utility, individual organizational results, and the global organizational results. Theme one revealed that staff were satisfied with the RTCO instructors, learning approaches, and the training's CPS content. Participants perceived the CPS plans and tactics as a useful blueprint for handling crises. The online training received the lowest

overall means on all subscales on the survey, consistent with theme two and the document review, which indicated that the online curriculum was overloaded with text and content. The field supervision received slightly higher application to practice ratings on the survey, which is consistent with the document review, which revealed that the methods and trainer engagement were its key strengths. Those hired after December 30, 2019, under the new training process, rated their field supervision training experience higher on all subscales of the Q4TE compared to those employed before December 29, 2019 and trained under the old process. Notably, the field supervision received its lowest rating in terms of satisfaction. Theme three offered a lens to understand why this may have been the case: a lack of follow up on CPI restraints. Though restraints were not explicitly stated in the Q4TE survey, it is a topic incorporated into the field supervision.

From the SWOT analysis, several strengths were identified along with areas of weakness that presented some improvement areas for teacher counselors' on-the-job training. There were also a few threats, such as Covid-19, identified for new hire on-the job training. From the threats, key opportunities for the nonprofit organization were identified. Based upon the SWOT analysis, key areas of improvement will be discussed in Chapter 5, which will address research question two.

Chapter 5. Discussion

This chapter answers research question two (what are the areas of improvement for teacher counselor's on-the-job training?). From our review of the non-profit training and development literature, we found that it offered very little insight into the training and development needs of direct service, frontline staff. With this in mind, two research questions guided this research. Addressed in chapter 4, question one sought to determine the strengths, weaknesses, opportunities, and threats of teacher counselors' on-the-job training. A thematic analysis of participant interviews provided four key themes. The first theme identified RTCO and the CPS approach as the strength of teacher counselors' on-the-job training. Theme two revealed the online curriculum as a weakness. Theme three indicated COVID-19 and limited follow up on physical restraints in the field supervision training as a threat. The fourth theme identified the mandates surrounding COVID-19 as an opportunity for enhanced infection control training. The survey and document review provided evidence that was consistent with interview themes one, two, and three. In this chapter, I examine the areas of improvement for teacher counselors' on-the-job training to answer the research question two. This chapter examines the significance of the study findings, implications for research and practice, and the study limitations.

Significance of the Study

Some of this study's results were consistent with the literature reviewed in chapter 2, but other results were not. Overall, the main inconsistency noticed between this study and the literature reviewed in chapter 2 is that the broader nonprofit literature does not offer direct insight into frontline staff training and development needs. As argued in chapter 2, one key goal of this study was to help fill that gap. The broader nonprofit literature shines more light on the training needs of managerial or supervisory staff. Alternatively, this study's overall findings are

more aligned with the general mental health literature, which offers direct support staff training needs across various sectors and not just nonprofits. As previously noted by Hall (2016), today's nonprofits provide an array of services and goods and consist of various types, including incorporated and unincorporated associations, freestanding and federated/franchise form nonprofits, and nonprofit and for-profit organization hybrids. This offers some clarity as to why the nonprofit literature did not provide greater insight into frontline staff training needs. That is because direct service staff and their training needs may look very different from one nonprofit organization to the next, depending on the services they offer.

On the other hand, some aspects of the study results were consistent with the nonprofit literature reviewed in chapter 2. From a participant demographics perspective, most participants were female (68.1%), held the title of teacher counselor (74.3%), and held at least a Bachelor's degree. This is consistent with Seaman and Young's (2018) study, which featured the Current Populations Survey of nonprofit workers where those surveyed were mostly working in a service industry, college-educated, and female.

Similarly, through this study's document review, I was able to verify that Youth Wellness Providers, a large nonprofit, had a written training policy, as Egan (2017) argued, in the form of its field supervision process. The organization combined both online and face-to-face modalities as Egan also postulated. Furthermore, a review of the online training curriculum modules supports Egan's (2017) claim that larger organizations emphasize compliance and customer service related topics in their training. Then, in some of the interviews, there was an indication that the organization's emphasis on client needs, congested schedules, and reports of accountability, as posited by Watson and Abzug (2005), impedes the organization's ability to focus on staff training. For example, some participants noted that with the online training, there

was significant laws-related content, but there was an inability to go back and review the information because they needed to be on the job in their respective facilities.

In addition to supporting some of the existing nonprofit literature, this study is significant for various stakeholders, including the Youth Wellness Providers organization, frontline staff, residential and group home leaders, trainers, and clients. This study provides implications for the nonprofit organization that are grounded in research-based perceptions of previous and current training approaches. With an awareness of how current residential and group home frontline staff perceive existing training approaches, the organization can better plan for future training initiatives and explore further how such training approaches correlate with staff engagement and retention.

For frontline, direct support staff, this study offers insight into the types of training they prefer and what could further support their development and performance to foster greater engagement and retention potentially. Specifically, teacher counselors felt that the instructor-led, practical scenario-based learning and role-playing exercises were the main strengths of the RTCO workshop-style training. They found the scenario-based approaches directly applicable to performing their roles as teacher counselors. Through role-playing, they developed collaborative problem-solving skills, were able to ask questions, and received feedback. This positive perception of the workshop-style training has been supported in the broader mental health literature in meta-analytic reviews conducted by Knotter et al. (2018), Stoesz et al. (2016), and Van Oorsouw et al. (2009). Each review found that a combination of training methods, including workshops, practical skill development, and on-the-job feedback was the most effective way to train direct care staff. With regard to online training, this study revealed that frontline staff would prefer that the amount of content introduced in training be reduced because it negatively

impacts processing and retaining information. There have been older and recent studies which

support that training for direct support staff is often inundated with too much information

(Larson & Hewitt, 2012; Morlino, 2019). Similarly, the sense of cognitive overload expressed by

teacher counselors has been supported in the literature by scholars such as Mayer (2011) and

Sweller (2011). Sweller (2011) postulated that one could not make sense of information if there

is too much content presented at one time due to limited processing capacity.

Moreover, this study unveiled some unmet training needs, particularly surrounding

physical restraints, for frontline teacher counselors. For instance, staff expressed discomfort in

engaging in physical restraints due to the limited follow-up received during the field supervision

of their on-the-job training. Examples from the general mental health literature indicate it is not

unusual for frontline staff to experience various emotions when using restrictive measures. In a

UK study on the client and direct support staff perspectives of restraints and seclusion, Mérineau

and Morin (2014) reported that before the restrictive measures staff felt anxiety, disappointment,

and an adrenaline surge. When using restraints, staff reported feeling stressed, sad, and guilty.

After the restrictive measures, staff reported feeling stressed, fatigued, sad, and disappointed.

Other studies have implied that some of the negative feelings towards restraints may be

attributed to staff and patient perceptions of how such measures can damage the therapeutic

relationship (Wilson et al., 2017). Notwithstanding these negative feelings, teacher counselors in

this study seemed to accept restraints as a sometimes necessary part of their role for the client's

safety and others. Research in similar mental health settings supports the notion of restraints

serving as a necessary evil when used as a last resort due to safety issues (Perkins et al., 2013;

Wilson et al., 2017). As previously noted, this study revealed teacher counselors primarily need

more follow-up and visuals after the initial restraint training.

By developing and training frontline staff via preferred approaches and addressing training needs, clients undergoing mental health treatment will ultimately benefit. They are likely to engage with teacher counselors that are more equipped to handle challenging behaviors they may exhibit positively or in a way that does not hinder their treatment progress.

Furthermore, this study's findings assist critical stakeholders such as instructional designers, human resources, residential and group home program leaders, and other personnel in a training capacity within Youth Wellness Providers and similar healthcare settings in making more informed instructional design and training decisions. By understanding the perceived strengths and weaknesses of the online, self-paced modules, the instructional designer can incorporate more of the design elements that were perceived positively by staff and remove or alter those less appealing elements. Similarly, trainers, residential, and group home leaders can decide what should receive more emphasis or what training content should be reduced due to a lack of relevance.

The nonprofit training and development literature is framed by the for-profit literature (Egan, 2017). The broader mental health and human services literature offers some insights into direct service staff training needs but the focus is often not on those working in the nonprofit sector. Thus, the overall value of this case study is that it contributes to the non-profit training and development literature, which currently offers limited insight into frontline direct service staff training perceptions and needs.

<div align="center">**Implications for Research and Practice**</div>

While there were key strengths, weaknesses, opportunities, and threats identified in the SWOT analysis, Youth Wellness Providers should consider some areas of improvement to enhance the overall new hire teacher counselor on-the-job training experience. The main

implication for research includes the implementation of an ongoing evaluation cycle whereby the organization, Youth Wellness Providers, puts into practice the recommendations below and conducts a follow-up SWOT analysis of the changes that were made. An analysis of those changes can then determine their impact and value for staff moving forward. There is an opportunity to implement the suggested evaluation cycle as an annual best practice process whereby changes are made based on direct support staff feedback.

To build upon the RTCO training's scenario-based strength (noted by theme one), the first implication for practice is for instructors to invite virtual speakers from the residential and group home campuses to share real-life scenarios through web-conferencing tools. Doing so would allow staff to obtain insight into some of the clients they might encounter in their respective locations and how successfully and unsuccessfully applying the CPS approach might look with current clients. RTCO type workshops and the CPS model are strengths that Youth Wellness Providers, and similar organizations, should continue to use for the advantage of frontline staff.

Next, in consideration of theme two, it is recommended that Youth Wellness Providers modify and reduce the text-based training content in the overall online curriculum, particularly the compliance section. One option to reduce some of the text-based content would be to offer more virtual instructor-led courses (VILT) instead of some self-paced modules. In the interviews, some staff explicitly stated that there should be more in-person and verbal type classes. In the time of COVID-19, a feasible option would be more VILTs. Furthermore, the organization's instructional designers and content experts should consult micro-learning and micro-content resources to develop a strategy to significantly reduce the online content to the most salient information that new hires need to know. Micro-learning can be defined as delivering and

acquiring knowledge through several short units or micro-content (a single idea or concept) that are inter-connected and well-defined (Buchem & Hamelmann, 2010). Based on recent literature, micro-learning can be a promising pedagogical tool for teaching and training health professionals. In a scoping review of 17 health professions studies, De Gagne et al. (2019) found that micro-learning positively affected learners' knowledge and confidence in performing procedures and retaining information. Similarly, De Gagne et al. (2019) posited that, based on the cognitive load theory, micro-learning characteristics enable learners to store learning materials in their long-term memory due to building small structures frequently. For future new hires to Youth Wellness Providers, implementing a micro-learning strategy in the online training curriculum can improve staff's knowledge retention across several different topic areas, which could enhance their efficiency in their roles.

Under theme three, we highlighted that frontline staff seemed to perceive restraints as an uncomfortable but necessary safety measure in emergencies. Therefore, it is essential for Youth Wellness Providers to support staff as much as possible to enhance comfort with this challenging area of their role. As a first step in reducing staff discomfort with restraints, Youth Wellness Providers should share some online visual aids, such as videos and digital flashcards from the Crisis Prevention Institute with staff. Such visual aids would enable staff to see how their posture and movements compare to those of experts. These types of resources are currently available in an online portal for company leaders who have been trained as CPI restraint instructors. It would be useful for CPI instructors to share these resources whenever campus-based training refreshers are held with staff.

Furthermore, to support staff after restraints have taken place, Youth Wellness Providers should implement a systematic debriefing process. In this debriefing, staff could discuss the

restraint scenario with a supervisor, campus leader, or campus-based CPI instructor to determine

what they think went well and what did not go well. The nonprofit organization should also

recommend that staff use the employee assistance program (EAP) available through Unum Life

Balance whenever they have experienced a problematic physical intervention. The EAP would

allow staff to talk to a licensed counselor or specialist by phone or in-person and get help with

their challenging work issues. These recommendations to support staff after physical

interventions are mirrored in Mérineau and Morin's (2014) qualitative study of direct support

workers.

Study Limitations

There were some limitations to this study. This case study offered insight into the

strengths, weaknesses, opportunities, and threats of new hire teacher counselor on-the-job

training. Yet, one limitation was that this study focused on one group of direct support staff in

one U.S. nonprofit mental health organization. This is an inherent limitation of case studies

where the findings may be indicative of what may be found in similar organizations but further

research would be required to determine if the findings would generalize elsewhere (Simon &

Goes, 2013). The perceptions offered in this study may not represent those direct support

workers who may work with adults, those who work in other treatment settings such as hospitals

or in community-based programs, or other parts of the world.

A second limitation is that there could be alternative explanations for any finding (Simon

& Goes, 2013), such as non-training factors. This study focused on evaluating perceptions of the

three training types in and of themselves. Non-training related factors could be equally important

to evaluate, including but not limited to staff member characteristics, facilities, the work

environment in which training may have taken place or job satisfaction (Huang & Su, 2016). As

an example of a non-training related factor, Huang and Su (2016), in a study examining the relationship among job training satisfaction, job satisfaction, and turnover intention, found that job satisfaction was positively related to job training satisfaction. For this case study, teacher counselors who were more satisfied with their position may have rated certain training types higher or more favorably than those who were not as satisfied with their role.

A third limitation is response bias (Kopcha & Sullivan, 2007). The survey was issued from the HR-approved survey tool, Perception by Ultimate, that staff were familiar with. Similarly, interviews were held by phone and recorded. Staff were aware of this, and there could have been an unstated fear of retaliation for overly negative reviews. Thus, some staff could have offered responses that were generally more positive for this reason.

Lastly, the 28% response rate on the survey is a limitation. Based on feedback from committee members Cho and Brush, a more acceptable minimum response rate would have been in the range of 30%. However, considering that the COVID-19 pandemic impacted the final sample because several staff members tested positive and were required to quarantine, as well as the 7 survey reminders were sent out, it is unlikely that the response rate would have been significantly higher in this study. As a result of the Covid-19 impact, some group homes and residential facilities had fewer than expected staff to participate in the survey. One of the group homes did not have any participants to complete the survey. In addition to this study's focus on a single case, the lower than expected response rate further limits the generalizability of the findings.

Chapter 6. Conclusions

In this chapter, I offer a brief summary of this dissertation study, and recommendations for further research at the organizational level and for the broader nonprofit HRD literature.

Summary

In this study, I examined the perceptions of teacher counselors of the new hire on-the-job training program within the Youth Wellness Providers nonprofit organization. Three on-the-job training types were evaluated: workshop training called RTCO, online curriculum, and the field supervision process. The initial method used to gather frontline staff perspectives was the Q4TE survey questionnaire. On the survey, RTCO received the highest mean scores on the satisfaction, utility, individual, and global organizational results scales. Field supervision received similar mean scores on those scales, but received higher markings on the application to practice scale. On the knowledge scale, RTCO and field supervision received equal means. The online training received the lowest mean scores on all scales: satisfaction, utility, knowledge, application to practice, individual, and global organizational results.

The survey results were consistent with the four interview themes constructed from the thematic analysis. Theme one identified RTCO as the principal area of strength for new hire teacher counselor on-the-job training due to the introduction of the Collaborative Solving Approach, its instructors, and instructional approaches. Under theme two, the online curriculum was considered a weakness due to its excessive text and content, which seemed to be heavily compliance-related. Under theme three, the introduction of the COVID-19 pandemic was identified as a threat because of its impact on follow-up physical restraint training that staff usually receive during field supervision. Teacher counselors had a sense of discomfort in engaging in physical restraints because of the limited follow-up or reinforcement training during

the field supervision. Lastly, given the threat of the COVID-19 virus to staff comfort with performing physical restraints, theme four was constructed. Theme four identified COVID-19 as an opportunity for enhanced infection control training. Overall, the document review provided evidence that was consistent with themes one, two, and three of the interview data.

<div align="center">

Recommendations

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Organizational Level

In this section I offer recommendations for further research for the Youth Wellness Providers nonprofit organization and for the broader nonprofit HRD literature. This study incorporated a SWOT analysis, which helped to specify some areas of improvement for the Youth Wellness Providers nonprofit organization. After conducting a SWOT analysis of the training program, Youth Wellness Providers and similar nonprofit organizations should conduct a follow-up evaluation that assesses the perceived value of the changes that were implemented based on the areas of improvement. This would enable key stakeholders to see if and how perspectives differ with implementing the improvements and identify any additional training needs that may have arisen since the initial evaluation.

This study focused on new hire training perspectives of frontline, direct support workers serving in nonprofit residential and group home treatment settings. However, within Youth Wellness Providers and similar organizations, there are also certified, clinical staff members that offer direct services to mental health clients through in-home treatment services. They, too, are trained to use the CPS approach. To broaden this research, it would be useful to conduct a similar case study that surveys new hire direct service staff serving in community-based, nonprofit mental health programs. Those direct service professionals that engage with clients and their families through in-home treatment services might have different training perspectives from

those who work in residential settings. For example, in a residential treatment center, the CPS approach was perceived as applicable by staff in verbally de-escalating client crises. In a residential treatment setting or group home for children, the adults that engage in collaborative problem solving with youth are staff, such as teacher counselors, night teacher counselors, and clinical counselors. Children in residential facilities are entirely removed from their familial homes, and external influences are minimized during treatment. However, perspectives could be different for community-based mental health staff due to the added dimension of parents and guardians in the Collaborative Problem Solving process. Alongside the client, the parent also plays a role in the treatment and problem-solving process in community based treatment. It would be worth exploring how being trained in de-escalation approaches, such as CPS, is perceived by those working in the community.

Future studies, such as the above recommendation, should also bring in additional stakeholders in training evaluations, such as direct service staff supervisors, to see how frontline staff training perceptions compare or differ from those under which they work. Whereas frontline staff can offer insight into their training and development needs, supervisors could validate or provide a different perspective on the areas in which staff need further development and training. Similarly, incorporating non-training related factors, such as job satisfaction and the work environment in which training is applied, into future nonprofit frontline staff evaluation studies could offer valuable insight into positive or negative perceptions of training.

The Questionnaire for Professional Training Evaluation (Q4TE) used in this study proved to be a time-efficient and practical tool for gathering a reasonably large group's widespread training perspectives. I encourage any trainers, instructional designers, or others to use it in future evaluative studies if they desire to assess long and short-term views of training events and

materials. The Q4TE worked well in conjunction with the 2x2 SWOT matrix to identify

preliminary strengths, weaknesses, opportunities, and threats before following up with

qualitative approaches such as the interviews. Other nonprofit organizations that may wish to

conduct similar frontline staff studies on a larger scale could use the Q4TE and follow up with

various focus groups.

The Nonprofit Literature

It was determined that frontline, direct support staff serving in a nonprofit mental health

organization demonstrated an affinity for workshop style training and de-escalation models such

as CPS. Hence, it would be valuable to conduct an investigation across similar nonprofit human

services organizations to see how frontline perceptions compare across agencies. In the

investigation, researchers should seek out organizations that offer mental health and crisis

services. They should also verify that participating organizations offer workshop-related training

and have some form of de-escalation model that frontline staff use to manage challenging client

behaviors. By gathering frontline perceptions across several nonprofit mental health

organizations, an investigation such as this would enrich the currently limited HRD literature on

nonprofits.

It was argued that direct support staff in nonprofit organizations are often inundated with

too much information in training sessions because federal and state regulations drive training.

Based on recent studies, microlearning is an emerging trend that may benefit health professional

education. Thus, it would be valuable to investigate frontline staff perceptions of microlearning

in nonprofit agencies further. Such investigations have the potential to enrich the nonprofit HRD

literature further. If a nonprofit organization does not currently employ microlearning strategies

in training design but uses online training as a delivery method, it would be worthwhile to

develop training prototypes utilizing such techniques and gather staff perceptions about them. How do perceptions of staff who receive modules developed using microlearning approaches differ from those that do not? How are such microlearning modules perceived with regard to knowledge retention and confidence in performing procedures? These are questions that are worth further examination.

As a result of this study, it was determined that research-based de-escalation approaches, such as Collaborative Problem Solving, can be powerful tools in equipping direct support staff to handle a range of client crises verbally. Similarly, instructor-led, workshop-style, and scenario-based training, where the trainer is actively engaged and offers feedback to the staff, are preferred training types among some frontline mental health workers in nonprofit settings. Also, due to being heavily regulated by federal and governmental guidelines, nonprofit organizations tend to inundate frontline staff with extensive content, particularly in online self-paced training. Furthermore, while restraints are sometimes necessary, it is not unusual for frontline staff to have a range of negative emotions or concerns about using such emergency measures that can impact the client-staff therapeutic relationship. Within nonprofit organizations serving mental health clients, trainers, executive leaders, and supervisors must be proactive in implementing as many supportive measures as possible to relieve some of the expected tension frontline staff can experience with restraints.

In closing, though some questions remain regarding the training and development needs of frontline staff serving in nonprofits, this study reinforces the importance of giving adequate attention to the most critical input in producing nonprofit organizations' services: the staff.

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Appendix A

IRB Approval

INDIANA UNIVERSITY

OFFICE OF THE VICE PRESIDENT FOR RESEARCH

Office of Research Compliance

NOTICE OF EXEMPTION GRANTED

DATE:	June 17, 2020
TO:	Yonjoo Cho, Principal Investigator EDUCATION Joi Howard UNIVERSITY LEVEL
FROM:	Human Research Protection Program (HRPP) Office of Research Compliance – Indiana University
RE:	Protocol #: 2004403452A001 Protocol Type: Exempt Protocol Title: TRAINING NEEDS ASSESSMENT OF MENTAL HEALTH STAFF IN A NONPROFIT ORGANIZATION Funding Source: None

In accordance with 45 CFR 46.101(b) and/or IU HRPP Policy, the above-referenced protocol is granted exemption. Exemption of this submission is based on your agreement to abide by the policies and procedures of the Indiana University Human Research Protection Program (HRPP) and does not replace any other approvals that may be required. Relevant HRPP policies and procedures governing Human Subject Research can be found at: https://research.iu.edu/compliance/human-subjects/guidance/index.html.

Submission and Review Information:

Type of Submission:	Amendment
Level of Review:	Exempt
Exempt Category(ies), if applicable:	Category 2: Research that only includes interactions involving educational tests, survey procedures, interview procedures or observation of public behavior.
Date of Exemption Granted:	June 17, 2020
Authorized HSO Signature:	*Adam Mills* Adam Mills

Regulatory Determinations:

Documents Approved with this Submission (for Amendments and Renewals, documents appearing in bold were either added or replaced with the submission):

Attachment Type - Document Version #
Data Collection Instrument - Questionnaire for Professional Training Evaluation- Survey Instrument Data Collection Instrument - Interview Protocol and Script with intended interview questions Recruitment Materials - Invitation to Participate in Research Study Letter Study Information Sheet - INDIANA UNIVERSITY STUDY INFORMATION SHEET FOR RESEARCH

Teacher Counselor On-the-Job Training Survey

Online OJT (On-the-job training)-Learning Center
Rate the statements below.

    (OL1) I enjoyed the online Learning Center training very much.
- ❏ 1=Strongly disagree
- ❏ 2=Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4=Agree
- ❏ 5= Strongly agree

    (OL2) I will keep the online Learning Center training in good memory.
- ❏ 1=Strongly disagree
- ❏ 2=Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4=Agree
- ❏ 5= Strongly agree

    (OL3) The online Learning Center training is very beneficial to my work.
- ❏ 1=Strongly disagree
- ❏ 2=Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4=Disagree
- ❏ 5= Strongly disagree

    (OL4) Participation in this kind of online Learning Center training is very useful for my job.
- ❏ 1=Strongly disagree
- ❏ 2=Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4=Agree
- ❏ 5= Strongly agree

    (OL5) After the online Learning Center training, I know substantially more about the training contents than before.
- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4=Agree
- ❏ 5=Strongly agree

    (OL6) I learned a lot of new things in the online Learning Center training.
- ❏ 1=Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

    (OL7) In my everyday work I often use the knowledge I gained in the online Learning Center training.

- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3=Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

(OL8) I successfully manage to apply the online Learning Center training contents in my everyday work.

- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

(OL9) Since the online Learning Center training, I have been more content with my work.

- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

(OL10) My job performance has improved through the application of the online Learning Center training contents.

- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

(OL11) Overall, it seems to me that the application of the online Learning Center training content has facilitated the workflow in my company.

- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

(OL12) Overall, it seems to me that the organizational climate has improved due to the online Learning Center training.

- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

Field Supervision

Rate the statements below.

(FS1) I enjoyed the field supervision training very much.
- ❏ 1=Strongly disagree
- ❏ 2=Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4=Agree
- ❏ 5= Strongly agree

(FS2) I will keep the field supervision training in good memory.
- ❏ 1=Strongly disagree
- ❏ 2=Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4=Agree
- ❏ 5= Strongly agree

(FS3) The field supervision training is very beneficial to my work.
- ❏ 1=Strongly disagree
- ❏ 2=Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4=Disagree
- ❏ 5= Strongly disagree

(FS4) Participation in this kind of field supervision training is very useful for my job.
- ❏ 1=Strongly disagree
- ❏ 2=Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4=Agree
- ❏ 5= Strongly agree

(FS5) After the field supervision training, I know substantially more about the training contents than before.
- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4=Agree
- ❏ 5=Strongly agree

(FS6) I learned a lot of new things in the field supervision training.
- ❏ 1=Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

(FS7) In my everyday work I often use the knowledge I gained in the field supervision training.
- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3=Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

(FS8) I successfully manage to apply the field supervision training contents in my everyday work.
- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

(FS9) Since the field supervision training, I have been more content with my work.
- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

(FS10) My job performance has improved through the application of the field supervision training contents.
- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

(FS11) Overall, it seems to me that the application of the field supervision training content has facilitated the workflow in my company.
- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

(FS12) Overall, it seems to me that the organizational climate has improved due to the field supervision training.
- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

Residential Teacher Counselor Orientation (RTCO)/ Re-ED Collaborative Problem Solving (Re-ED CPS) Orientation Training
Rate the statements below.
(RTCO1) I enjoyed the RTCO/ Re-ED CPS training very much.
- ❏ 1=Strongly disagree
- ❏ 2=Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4=Agree
- ❏ 5= Strongly agree

(RTCO2) I will keep the RTCO/ Re-ED CPS training in good memory.
- ❏ 1=Strongly disagree
- ❏ 2=Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4=Agree
- ❏ 5= Strongly agree

(RTCO3) The online RTCO/ Re-ED CPS training is very beneficial to my work.
- ❏ 1=Strongly disagree
- ❏ 2=Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4=Disagree
- ❏ 5= Strongly disagree

(RTCO4) Participation in this kind of RTCO/ Re-ED CPS training is very useful for my job.
- ❏ 1=Strongly disagree
- ❏ 2=Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4=Agree
- ❏ 5= Strongly agree

(RTCO5) After the RTCO/ Re-ED CPS training, I know substantially more about the training contents than before.
- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4=Agree
- ❏ 5=Strongly agree

(RTCO6) I learned a lot of new things in the RTCO/ Re-ED CPS training.
- ❏ 1=Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

(RTCO7) In my everyday work I often use the knowledge I gained in the RTCO/ Re-ED CPS training.
- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3=Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

(RTCO8) I successfully manage to apply the RTCO/ Re-ED CPS training contents in my everyday work.
- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

(RTCO9) Since the RTCO/ Re-ED CPS training, I have been more content with my work.

- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

(RTCO1O) My job performance has improved through the application of the RTCO/ Re-ED CPS training contents.

- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

(RTCO11) Overall, it seems to me that the application of RTCO/ Re-ED CPS training content has facilitated the work flow in my company.

- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

(RTCO12) Overall, it seems to me that the organizational climate has improved due to the RTCO/ Re-ED CPS training.

- ❏ 1= Strongly Disagree
- ❏ 2= Disagree
- ❏ 3= Neither agree nor disagree
- ❏ 4= Agree
- ❏ 5= Strongly agree

Would you be willing to participate in a brief interview about your on-the-job training experience? The interview will consist of approximately 5 questions and will not exceed 30 minutes. You will be compensated for your time with a $10 e-gift card to your retailer or restaurant of choice. The interview can be conducted via Skype (or other web conferencing app) or by phone at your convenience. Your responses and participation will be kept confidential.

If yes, please provide your email address and telephone number_____

Appendix C

Interview Protocol

1) When did you start your role as a teacher counselor/ night monitor (approximate month/year)?
   a) And on what campus or group home did or do you work?

2) Considering the on-the-job training you received when you were hired, in what skill-based areas do you feel that you were adequately trained? (As an example, a skill area may be de-escalating a client in a crisis situation)

3) In what skills-based area(s) do you feel that you were not adequately trained?
   a) Describe specific instances of how workplace productivity and/or job performance has been affected by a lack of knowledge or skills in the area(s) you mentioned

4) I want you to now think about these three specific types of training you received as a new hire: the online OJT, field supervision, and RTCO/ Re-Ed workshop.
   a) What would you say were the strengths (or things you liked most) of the online training?
      i)   What would you recommend changing to make it better?

   b) What would say were the strengths (or things you like most) of the field supervision training?
      i)   What would you recommend changing to make it better?

   c) What would you say were the strengths (or things you liked most) of the RTCO/Re-Ed workshop?
      i)   What would you recommend changing to make it better?

5) Overall, what are/were some barriers you encountered in your role as a new teacher counselor/night monitor that could have potentially been addressed through additional or improved training?
      i)   Are there any other training/development needs that you had or have as a teacher counselor/night monitor that have not been addressed?

Appendix D

Online Curriculum Means and Standard Deviations by Item

Scale	Item	M	SD
SAT	I enjoyed the training very much	3.76	1.002
SAT	I will keep the training in good memory	3.94	.929
UTIL	The training is very beneficial to my work	4.06	.859
UTIL	Participation in this kind of training is very useful for my job	4.06	.859
KNOW	After the training, I know substantially more about the training contents than before	3.98	.802
KNOW	I learned a lot of new things in the training	3.89	.890
APP	In my everyday work, I often use the knowledge I gained in the training	3.93	.894
APP	I successfully manage to apply the training contents in my everyday work	3.88	.961
I-OR	Since the training, I have been more content with my work	3.71	.970
I-OR	My job performance has improved through the application of the training contents	3.73	.945
G-OR	Overall, it seems to me that the application of the training contents has facilitated the workflow in my company	3.76	.879
G-OR	Overall, it seems to me that the organizational climate has improved due to the training	3.62	1.033
	Valid N (listwise)	113	

Appendix E

Field Supervision Means and Standard Deviations by Item

Scale	Item	M	SD
SAT	I enjoyed the training very much	3.85	1.011
SAT	I will keep the training in good memory	4.04	.906
UTILITY	The training is very beneficial to my work	4.12	.867
UTILITY	Participation in this kind of training is very useful for my job	4.18	.858
KNOW	After the training, I know substantially more about the training contents than before	4.19	.808
KNOW	I learned a lot of new things in the training	4.19	.854
APP	In my everyday work, I often use the knowledge I gained in the training	4.20	.792
APP	I successfully manage to apply the training contents in my everyday work	4.16	.808
I-OR	Since the training, I have been more content with my work	4.05	.895
I-OR	My job performance has improved through the application of the training contents	4.10	.855
G-OR	Overall, it seems to me that the application of the training contents has facilitated the workflow in my company	4.04	.939
G-OR	Overall, it seems to me that the organizational climate has improved due to the training	3.95	.981
	Valid N (listwise)	113	

Appendix F

RTCO Means and Standard Deviations by item

Scale	Item	M	SD
SAT	I enjoyed the training very much	4.13	.807
SAT	I will keep the training in good memory	4.16	.786
UTIL	The training is very beneficial to my work	4.18	.793
UTIL	Participation in this kind of training is very useful for my job	4.17	.755
KNOW	After the training, I know substantially more about the training contents than before	4.19	.762
KNOW	I learned a lot of new things in the training	4.19	.754
APP	In my everyday work, I often use the knowledge I gained in the training	4.04	.880
APP	I successfully manage to apply the training contents in my everyday work	4.05	.854
I-OR	Since the training, I have been more content with my work	4.14	.778
I-OR	My job performance has improved through the application of the training contents	4.02	.866
G-OR	Overall, it seems to me that the application of the training contents has facilitated the workflow in my company	4.03	.850
G-OR	Overall, it seems to me that the organizational climate has improved due to the training	4.12	.792
	Valid N (listwise)	113	

Appendix G

RTCO Results by Gender

Scale	MALE		FEMALE	
	M	*SD*	*M*	*SD*
Satisfaction	4.28	.73	4.08	.08
Utility	4.32	.70	4.10	.78
Knowledge	4.31	.70	4.14	.78
Application to Practice	4.18	.81	3.99	.88
Individual Org. Results	4.21	.75	4.02	.82
Global Org. Results	4.21	.75	4.01	.82
Note.	N=36		N=77	

Appendix H

RTCO Results by Ethnicity

Scale	Black		White		Latino		Two or More Races	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Satisfaction	4.18	.75	3.89	.96	4.50	.71	4.00	-
Utility	4.19	.73	3.96	1.01	4.50	.71	4.00	-
Knowledge	4.20	.74	4.07	.92	4.50	.71	4.00	-
Application to Practice	4.05	.86	4.07	.92	4.00	1.41	4.00	-
Individual Org. Results	4.07	.80	4.11	.83	4.25	1.06	4.00	-
Global Org. Results	4.07	.80	4.04	.89	4.25	1.06	4.00	-
Note.	N=96				N=14	N=2		N=1

Appendix I

RTCO Perceptions by Age

Scale	Age 21-30		Age 30-45		Age 45-60		Over 60	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Satisfaction	4.16	.79	4.26	.75	3.63	.74	4.00	.00
Utility	4.20	.76	4.26	.76	3.63	.74	4.00	.00
Knowledge	4.24	.75	4.22	.75	3.63	.74	4.00	.00
Application to Practice	4.13	.83	4.06	.90	3.38	.74	3.50	.71
Individual Org. Results	4.14	.80	4.11	.80	3.50	.71	3.75	.35
Global Org. Results	4.11	.81	4.15	.77	3.50	.71	3.75	.35
	N=76		N=27		N=8		N=2	

Appendix J

Coding Scheme Used in Thematic Analysis

Categories	Code	Abbreviation	Definition
General New Hire Training Strengths	Crisis Management	GTS-CM	Approaches for identifying signs, managing, and de-escalating youth before and during crises episodes (i.e. verbal de-escalation via CPS)
	Building Therapeutic Rapport	GTS-BTR	Techniques for building a trusting relationship with youth
	Scheduling Expectations	GTS-SCEXP	Expectations surrounding the daily schedule of the youth and having activities for them
	Youth Supervision in the Milieu	GTS-SUPV	Supervising youth while in the residential/group home environment to identify their triggers and reduce negative interactions
	General Documentation Expectations	GTS-DOC	General overview surrounding the daily documentation that staff must submit such as nightly notes and precaution sheets
	Facility Medication Procedures	GTS-MED	Procedures for administering medication to youth
General New Hire Training Weaknesses	Night Time Staff Expectations	GTW- NTSE	The expectations for night monitors/night staff when challenges arise (i.e. nursing needs, maintenance issues, fire alarms, CPI/physical intervention is necessary) but staffing is limited
	Building Therapeutic Rapport with Existing versus Newly Admitted Youth	GTW-BTREXVNEW	The challenge of relationship-building with youth who have been in the Group Home or Residential facility a significant time period versus youth that come after staff have been with the company
	CPI Physical Restraints & Terminology	GTW-CPITERM	The comfort level of staff with performing CPI restraints and knowledge of what specific types of restraints are by name/terminology and visuals
	Pass Downs and Communication Between Shifts	GTW-PDWN	The communication between staff day time shifts to night time staff surrounding the youth to ensure staff are aware of any precautions and/or how the youth behaved during the day

	Appropriate Programming and Activities	GTW-PRGACT	The types of activities that are appropriate for group home/residential youth and the creative liberty staff have with programming
	Mental Preparation for Role	GTW-MENTPREP	Preparation surrounding the types of youth staff will encounter and time to get acclimated to the role
	Broader Range of CPS Crises Management Scenarios	GTW-CRISSCEN	A wider range of how to deescalate crises scenarios, such as when physical signs of crises are absent, through role playing or more onsite observations
	Acclimation to and Explanation of Evolv Documentation System	GTW-EXPEVOLV	Getting familiar with the Evolv documentation system and the types of documentation staff would be responsible for
	Staff Expectations for Youth	GTW-STFEXP	Consistency in holding youth accountable across staff
General New Hire Training Opportunities	OnDemand and VILT Training Refreshers for CPI & CPS	GTO-VILT	Making use of access to Microsoft Teams and Adobe Connect to conduct VILT to enable new hires to refresh and refine their skills in various areas such as CPI and CPS
	Mock Client Sessions for Broader Crises Management Scenarios	GTO-MKCLSESS	Video-based sample client scenarios in which CPS is effectively implemented (i.e. from ThinkKids external vendor).
	Planning Appropriate Activities	GTO-PLAACT	Offering printed resources or webpages to assist in planning appropriate and therapeutic activities
	OnDemand CPI Course & Resources	GTO-ONDCPI	Making use of access to online course authoring software (Articulate Storyline) to develop a mini course reviewing CPI terminology and visuals of restraints or offer video or visual resources from the Crisis Prevention Institute (CPI)
General New Hire Training Threats	Job and Covid Stress	GTT-STRCOV	Stress brought on by the challenges associated with mental health work and fears surrounding Covid-19
	Reduced Training Offerings Due to Covid	GTT-REDTRAIN	The inability to offer instructor-led trainings and refreshers due to Covid restrictions

	Covid, Attendance, and Attrition	GTT-COVATT	The impact of Covid on staff attendance and turnover
Online Training Strengths	Content Depth	OTS-CD	The range of content covered in the online curriculum
	Content Utility	OTS-CU	The relevance and usefulness of training content to job
	Course Navigation	OTS-CN	The structure and organization of training content
	Knowledge Transfer Support	OTS-KTS	Strategies to support knowledge retention and transfer of knowledge from the training content to the job, delivery format (i.e. quiz/assessment, games, etc.)
Online Training Weaknesses	Extensive Text-Based Content within Short Time Frame	OTW-EXTCONT	The range of text-based content covered in the online curriculum and its perceived impact on knowledge retention and utility
	Outdated and Limited Scenarios	OTW-LIMSCEN	The scenario-based content and assessment-related questions in the online training
	Limited Virtual Instructor Led Courses (VILT)	OTW-LIMVILT	The availability of online instructor-led training for new hire training
	Limited Audio and Video Content	OTW-LIMAUDVID	The presence of audio-based content or video visuals in the online curriculum
	Intro to Evolv Training Format	OTW-EVOLV	The structure and delivery of the Intro to Evolv VILT training
	Inaccurate Course Feedback	OTW-COFEED	The feedback the course gives a staff when taking the course assessments
	Nonessential, Repetitive Content	OTW-REPCONT	The perceived presence of repetitive content or content that seems less relevant to a staff's role.
Field Supervision Strengths	Supervisor/Trainer Engagement & Debrief	FSS-STENGDBF	Engagement of the trainer/supervisor via walk-through, questioning, support, feedback and debrief after a training task to clarify misconceptions and to gauge comfort level
	Trainer Knowledge	FSS-TKNOW	The extent of knowledge of the supervisor/ trainer
	Training Methods Utilized	FSS-TMETH	Methods used to train the staff including observation, shadowing, and doing tasks hands on
	Colleague/ Co-worker Engagement	FSS-COENG	Engagement and perceived helpfulness of co-workers in supporting staff

Field Supervision Weaknesses	Unstructured Nature of Field Supervision	FSW-UNSTR	The perceived goals and structure for the field supervision training
	Explaining Documentation Responsibilities	FSW-DOCRES	Explaining the types of documents/forms/treatment plans and explicit expectations for those forms when filling them out
	Trainer in Ratio	FSW-TRAINRAT	The availability of the trainer/supervisor to devote to training a staff while also being needed on the floor
	Shadowing Inexperienced Staff	FSW-SHADOW	The experience and tenure of the staff that new staff were expected to model/shadow
	Limited Modeling and Time to Adjust	FSW-MODTTA	The amount of time new staff had to model the trainer/supervisor before being actively in their role
	Getting the Why Behind Certain Procedures	FSW-THWHY	Getting a thorough explanation on why certain things are done a certain way
RTCO Strengths	Teaching/ Learning Approaches	RTCOS-ITA	Instructional strategies the trainer used and resources to support staff learning
	Content Utility	RTCOS-CU	The relevance and usefulness of training content to the job
	Applicability to Practice	RTCOS-APP	The perceived use of training content in daily work
	Classroom Delivery Format	RTCOS-CLDLV	The physical setting/ delivery mode of the training and its perceived benefit
RTCO Weaknesses	CPS Applied to Documentation	RTCOW-CPSDOC	Training staff on how to apply the CPS model to their documentation and/or in treatment plans
	Limited CPS Scenarios	RTCOW-LIMSCEN	The range and diversity of CPS-related scenarios incorporated into the training, including personal crisis scenarios from staff's respective locations
	Content Coverage/Depth Over the Week	RTCOW-CC	Distribution of the content covered in the course within the week

Appendix K

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Will you be
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Title   EVALUATION OF A NEW HIRE TRAINING PROGRAM FOR MENTAL
             HEALTH STAFF IN A NON-PROFIT ORGANIZATION

Institution
name   Indiana University Bloomington

Expected
presentation Dec 2020
date

Portions   English Questionnaire Items on Page 142; Some paraphrased descriptive text
             about what the instrument measures and covers (i.e. the four levels of
             Kirkpatrick) on page 139.

Additional   This is for a dissertation project which is designed to evaluate new hire staff
Information training perceptions.

Requestor   Mrs. Joi Howard

Appendix L

Frequencies of Codes by Clinical Applications Training Module

Code	Intro to Clinical Applications	Intro to Core Residential Documents	Intro to Evolv (VILT)
Content Utility	10	11	4 screens/areas
Knowledge Transfer Support	6	1	4 polls
Extensive Text-Based Content	13	13	4
Outdated /Limited Scenarios	0	0	0
Limited Audio/Video Content	6	0	4
Total Slides or Screens*	15	14	4

Appendix M

Frequencies of Codes by Program- Specific Training Module

Code	Who are my Colleagues	Staff Motivation Form	Your Profess-ional Role	A Day in the Life	Therapeutic Rapport	Youth Supervis ion	Crisis Manage-ment	C-SSRS
Content Utility	2	1	16	10	7	10	14	1 57 min video
Knowledg e Transfer Support	1	0	10	5	3	10	12	8
Extensive Text-Based Content	2	1	14	10	7	8	12	1
Outdated /Limited Scenarios	0	0	0	0	2	0	1	2
Limited Audio/ Video Content	0	0	0	0	0	0	0	1
Total Slides or Screens*	3	1	26	15	8	20	26	10

Note. *****Includes slides for any post-test or course assessment

Appendix N

Frequencies of Codes by Compliance Training Module

Code	Intellectual & Development nt Disabilities	First Aid	DCS Provider Curriculu m	United Health Care	ACT Service	Resilienc y & Recovery	Harassme nt-Free Workplac e
Content Utility	10	26	49 (two PDFs)	20	12	15	29
Knowledg e Transfer Support	10	10	0	10	10	10	10
Extensive Text- Based Content	9	26	49	16	9	15	30
Outdated /Limited Scenarios	0	0	0	5	0	0	3
Limited Audio/ Video Content	0	0	0	0	0	0	0
Total Slides or Screens*	20	37	50	30	22	26	40

Note. *****Includes slides for any post-test or course assessment

Frequencies of Codes by Compliance Training Module (Continued*)*

Code	Preventing Fraud, Waste & Abuse	Health Information Security	Intro to EPSD&T	Bedbug Education	Email Encryption	Suicide & Self-Injury	Substance Abuse
Content Utility	33	12	5	6	6	23	33
Knowledge Transfer Support	14	10	10	0	5	12	10
Extensive Text-Based Content	33	12	5	6	6	23	33
Outdated or Limited Scenarios	7	0	0	0	0	2	2
Limited Audio/ Video Content	0	0	0	0	2	0	0
Total Slides or Screens*	38	23	16	9	12	36	44

Note. *****Includes slides for any post-test or course assessment

Curriculum Vitae

JOI L. HOWARD

joihowar@iu.edu

EDUCATION

Indiana University Bloomington
Doctor of Education in Instructional Systems Technology
Minor in Adult Education   February 2021
Dissertation: "Evaluation of a new hire training program for mental health staff in a nonprofit
organization"

Christian Brothers University
Masters of Arts in Teaching   May 2012
Certification in Spanish Pre K-12

Vanderbilt University, College of Arts and Sciences
Bachelor of Arts   May 2009
Area of Concentration: Spanish Language and Literature
Minor: Managerial Studies

CAREER EXPERIENCE

Youth Wellness Providers
Instructional Design Technologist   2017-Present
- Lead administrator of the company's Cornerstone
  OnDemand Learning Management System (LMS)
- Maintains a stable online learning environment within
  the LMS.
- Troubleshoots and resolves technical issues for all staff.
- Updates and develops online training modules and
  curricula for various stakeholders.
- Provides training records for compliance and audits.

Gestalt Community Schools
Power Center Academy High School- Spanish Teacher   June 2014-October 2017
- Maintained an orderly and respectful classroom culture
- Promoted student academic achievement through the integration of current and
  differentiated teaching strategies
- Adhered to standards and objectives set by the local school board and TN department
  of education
- Collaborated with a team of faculty to stay abreast of current teaching and learning
  strategies

- Established strong relationships with parents to keep them abreast of student performance and to ensure student success

Gestalt Community Schools
Recruitment Coordinator   May 2013-June 2014
- Assisted in the development of effective recruitment and retention strategies for talent and scholar recruitment
- Represented and distributed information about the school system and job opportunities at various recruitment events
- Built and maintained strong relationships with parents, community members, prospective employees, and community organizations
- Managed, tracked, and created reports of scholar enrollment data
- Assisted parents and scholars during the enrollment application process
- Assisted and responds to inquiries of prospective talent candidates during the employment application process
- Coordinated and scheduled recruitment related events and interviews

Shelby County Schools
High School Spanish Instructor/ Teacher   October 2009- May 2013
- Maintained an orderly and respectful classroom culture
- Promoted student academic achievement through the integration of current and differentiated teaching strategies
- Adhered to standards and objectives set by the local school board and TN department of education
- Collaborated with a team of faculty to stay abreast of current teaching and learning strategies
- Established strong relationships with parents to keep them abreast of student performance and to ensure student success

Vanderbilt Micro-Computer Labs
Lab and Shift Manager   August 2007- May 2009
- Assisted in the management of approximately 20 fellow student employees
- Maintained proper function of printers and computers
- Assisted students and faculty with technical issues
- Fulfilled various clerical duties including managing call volume and standard computer laboratory operation

LANGUAGES

English– native language
Spanish –speak, read, and write with near-native fluency

TOOLS AND TECHNOLOGIES

Microsoft Office Suite

Schoology LMS Administration
Cornerstone OnDemand LMS Administration
Google Suite
Articulate 360
Camtasia

MEMBERSHIPS
Gates Millennium Scholars