

#1) Comments on Revisions made since Report 2

Design Project Report 3

Project Title: Preparing professors to teach students with mild cognitive impairment due to stress and burnout.

Revisions made since Report 2: The design team reevaluated the Pre-instructional Activities section and removed several of the activities. The reason that each of the activities originally included in the design were chosen is because they would add to the learners' knowledge of the content. However, due to time restraints and the participants' other responsibilities, we decided to remove a few of them so as to not cause participants knowledge overload. The activities removed are as follows:

- Professors will participate in the Virtual Game version of Two Truths and a Lie using VoiceThread with an audio recording and a visual as an icebreaker and to get to know one another better.
- Professors will review the [Unhealthy Thinking Styles](#) chart and have the option to share with students.
- Professors will review [Mental Health First Aid for Higher Education](#) infographics.
- Professors will watch the following Active Minds video. <https://youtu.be/fSJru9CeNig>
- Professors will respond to Discussion prompts and provide responses to two other professors. Is there a correlation between the trait of perfectionism and burnout symptoms? In a few sentences, please explain your answers

Additionally, the design team reevaluated the pre-assessment survey by removing unrelated verbiage to include statements that better support the objectives within the design.

Lastly, the project was updated to include a more detailed post assessment measurement by adding a rubric for accurate measurements for outcome.

#2) Attached Instructional Analysis on Report 3

Revised Design Project Report 2

Project Title:

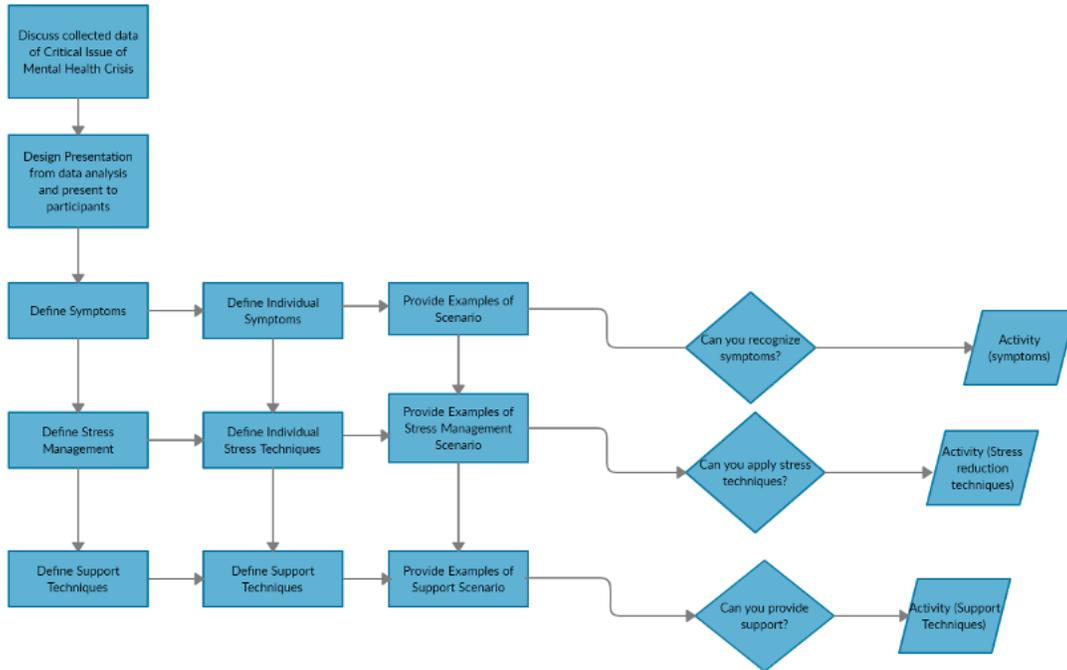
Preparing professors to teach students with mild cognitive impairment due to stress and burnout.

Project Description:

The purpose of our project is to train college professors on how to adapt or develop their curriculum on Canvas by implementing strategies that will help them better teach their students who are struggling with mild cognitive impairment due to stress and burnout. Professors are regularly in contact with their students and if students do not receive the help early on in their symptomatic conditions, they might get worse and eventually these conditions could lead to anxiety, depression or more serious health issues. Within this project, it is hopeful that as individuals, professors will understand the strategies that can be applied to avoid burnout and mental health issues as well as learn techniques to create a well-balanced life with wellbeing as the focus. The project engages college professors in helping improve lesson design so that their students who might be struggling with burnout and stress related mental health conditions could still experience university academic success. The professors will learn how to recognize and define stress related symptoms, learn stress management techniques, and understand ways they can apply these strategies to help support their students. By learning methods, the professors learn how to resolve the detrimental effects of stress, they can avoid mental health problems such as depression, anxiety, or other mental disorders as well as teacher burn-out. Overall, the instruction will be conducted in a virtual setting. Additionally, the resources we will be using will be instructors' existing lesson plans so that they can update them and for implementation into their courses.

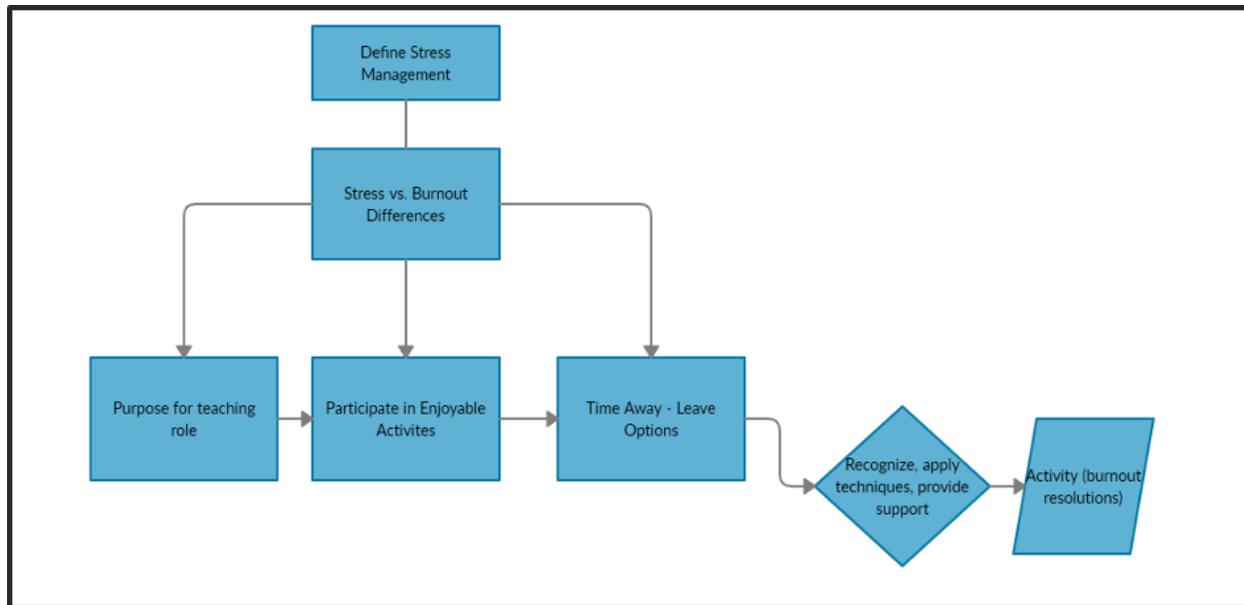
Goal Analysis:

We conducted a goal analysis after we finished a need assessment with the professors. Below is a flowchart representing the benchmark goals for this project:



Subskills Analysis

The following flowchart displays the subskills the faculty needs to understand the differences between stress and burnout. They need to reflect on their own mental health and learn options they have to remedy burnout/stress symptoms. Learned skills will be implemented in activities to demonstrate knowledge has taken place.



Revised Instructional Objectives:

1. Apply knowledge of burnout and depression symptoms and self-identifying to identify burnout issues.
2. Professors will compare and contrast then differentiate burnout and depression symptoms.
3. Professors will practice meditation practices then apply meditation skills to an online advocate.
4. Utilize meditation time in their courses through classroom management.
5. Professors will analyze ways to edit lesson plans to accommodate students.
6. Identify the need for lesson plan changes in situations where burnout or depression is apparent.

Revised Instructional Sequence:

The professors will meet up with the Instructional Design team virtually through a WebEx Meetings call once a week for each four modules.

Module 1 (1-hour session)

Objective 1: Apply knowledge of burnout and depression symptoms and self-identifying to identify burnout issues.

- Professors will first start with the pre-assessment survey by answering questions from the attached document that is retrieved from this site:

https://www.mindtools.com/pages/article/newTCS_08.htm

- Professors will Take the Burnout Survey to self-identify and apply knowledge of burnout and depression symptoms <https://notwaitingforsuperman.org/teacher-burnout-assessment/>

Module 2 (1-hour session)

Objective 2: Professors will compare and contrast then differentiate burnout and depression symptoms.

- Professors will watch YouTube video about Burnout and Depression <https://youtu.be/nKI03ncN374>
- Professors will be given an online template that they will fill out using Microsoft Word documents to type out the differences and similarities between the surveys they've taken and the results of studies taken to determine the burnout levels of students.

Module 3 (1-hour session)

Objective 3: Professors will practice meditation practices then apply meditation skills to an online advocate.

- The start of the session will have the professors listen to audio clips from soundcloud.com of meditation music and they will be encouraged to listen to the audio clips with clear minds or positive thinking for about 5 minutes. [Meditation Music - Audio](#)
- Professors will watch YouTube video about Mindfulness <https://youtu.be/WGUWt4TjBKE>
- Professors will be in groups of 5-6 use the virtual white board to brainstorm wellbeing activities to create a better work/life balance and healthy thinking habits.

Module 4 (1-hour session)

Objective 4: Utilize meditation time in their courses through classroom management.

- Professors will brainstorm with one another how they could incorporate mini lessons about wellbeing into their students' coursework.
- Professors will apply meditation skills by using a Meditation app from the [UNF Counseling Webpage](#).
- Professors will integrate meditation time in their courses via Canvas course modules.
- Professors are encouraged to practice meditation/mindfulness practices at a minimum of ten minutes per day for 5 days/week using Meditation apps.

Module 5 (1-hour session)

Objective 5: Professors will analyze ways to edit lesson plans to accommodate students.

- <https://www.fnu.edu/tips-preventing-student-burnout/> - We will discuss the site provided with the professors and we will have them think ways on how to implement these approaches to their lesson plans.
- Professors will learn the definitions of Accommodation and Modification.

Module 6 (1-hour session)

Objective 6: Identify the need for lesson plan changes in situations where burnout or depression is apparent.

- Professors will collaborate with one another in small groups of 5-6 and share ideas of accommodations and modifications to coursework.
- This last session will end with the professors creating an Action Plan that they will use to modify their lesson plans that will be more accessible for their students by using all the knowledge they learned from this workshop. This Action Plan assessment will be the post-assessment for this workshop, and the Action Plan example is attached down below by using a template from this site: <https://www.smartsheet.com/develop-plan-action-free-templates>

Revised Instructional Strategies:

Pre-instructional	Provide professors a link to the UNF Counseling Center page. Ask professors to spend time reading through the Self-Help page and click various links to become more familiar with University resources.
Objective 1: Apply knowledge of burnout and depression symptoms and self-identifying to identify burnout issues.	Provide professors a link to two online surveys and ask them to complete each survey. (Self-assessment)
Objective 2: Professors will compare and contrast then differentiate burnout and depression symptoms.	Present the professors the link to a YouTube video that details the symptoms of depression and burnouts and then provides examples of each. After viewing the video, professors are asked to create a document with two columns - one for burnout and one for depression and list at least 10 symptoms/examples of each to evaluate knowledge of differences (recall).
Objective 3: Professors will practice meditation practices then apply meditation skills to an online advocate.	Professors are presented with an audio link of meditation music and examples of meditation apps and practices.
Objective 4: Utilize meditation time in their courses through classroom management.	Using VoiceThread, professors are asked to share with one another a technology tool and/or methods they used to integrate meditation practices into their online courses (collaboration, demonstration).

<p>Objective 5: Professors will analyze ways to edit lesson plans to accommodate students.</p>	<p>Provide professors the definition of modification and accommodation. Have professors take an online quiz on Accommodation and Modification differences. Have the professors discuss in groups ways they can accommodate and modify lesson plans.</p>
<p>Objective 5: Identify the need for lesson plan changes in situations where burnout or depression is apparent.</p>	<p>Show professors an online article listing different tips for preventing student burnout. Have professors work together and provide tips to one another on how to change lesson plans to help support students going through burnout.</p>
<p>Post-Assessment</p>	<p>Provide professors an Action Plan template and ask the professors to change lesson plans to accommodate students as necessary.</p> <p>Three months after the course has been completed, professors will take a post assessment survey. Using the Kirkpatrick Evaluation Model, professors will be sent a survey which will measure knowledge transfer into the classroom, the importance of the change and whether or not it was beneficial.</p>

Revised Grouping and Media:

Online survey practices and community assignments will direct the professors. Professors can use Microsoft Word documents for the workshop to complete priorities and targets. It will also be the duty of professors to watch video clips that include inspiration for their future lesson plans, as well as to study the mechanism in which other lesson plans are used to reduce student burnout. Due to this being a simulated learning area, unless stated, professors work together virtually to obtain ideas from each other, otherwise tasks are performed independently. Internet

accessibility, WebEx Meetings, VoiceThread, Canvas, UNF Counseling page, YouTube and Microsoft Word are the media that have been picked. During course registration, professors will be asked to provide the instructional department in which they teach. With this information, pre-arrange individuals into groups of 5-6 professors for collaborative learning activities. If possible, the groups will be arranged so that each discipline is represented in each group to encourage different opinions and ideas.

Revised Assessments:

Subordinate Skills	Instructional Objectives	Assessment Items
<p>1. Professors will differentiate burnout and depression symptoms.</p>	<p>Apply knowledge of burnout and depression symptoms and self-identifying to identify burnout issues.</p>	<ul style="list-style-type: none"> ● Professors will first start with the pre-assessment survey by answering questions from the attached document that is retrieved from this site: https://www.mindtools.com/pages/article/newTCS_08.htm ● Professors will Take the Burnout Survey to self-identify and apply knowledge of burnout and depression symptoms https://notwaitingforsuperman.org/teacher-burnout-assessment/

<p>2. Using the surveys given, and the results of some studies that shows the percentage of burnout levels by students, professors will compare and contrast then differentiate burnout and depression symptoms.</p>	<p>Professors will compare and contrast then differentiate burnout and depression symptoms.</p>	<ul style="list-style-type: none"> ● Professors will watch YouTube video about Burnout and Depression https://youtu.be/nKI03ncN374 ● Professors will be given an online template that they will fill out using Microsoft Word documents to type out the differences and similarities between the surveys they've taken and the results of studies taken to determine the burnout levels of students.
<p>3. Using demonstrations, professors will practice and understand meditation practices.</p>	<p>Professors will practice meditation practices and then apply meditation skills to an online advocate.</p>	<ul style="list-style-type: none"> ● The start of the session will have the professors listen to audio clips from soundcloud.com of meditation music and they will be encouraged to listen to the audio clips with clear minds or positive thinking for about 5 minutes. Meditation Music - Audio ● Professors will watch YouTube video about Mindfulness https://youtu.be/WGUWt4TjBKE ● Professors will be in groups of 5-6 use the virtual white board to brainstorm wellbeing activities to create a better work/life balance and healthy thinking habits.

<p>4. From brainstorming, professors will find ways to apply meditation skills to an online advocate and utilize meditation time in their courses through classroom management.</p>	<p>Utilize meditation time in their courses through classroom management.</p>	<ul style="list-style-type: none"> ● Professors will brainstorm with one another how they could incorporate mini lessons about wellbeing into their students' coursework. ● Professors will apply meditation skills by using a Meditation app from the UNF Counseling Webpage. ● Professors will integrate meditation time in their courses via Canvas course modules. ● Professors are encouraged to practice meditation/mindfulness practices at a minimum of ten minutes per day for 5 days/week using Meditation apps.
<p>5. Professors will strategize new ways to implement lesson plans in situations where burnout or depression is apparent.</p>	<p>Professors will analyze ways to edit lesson plans to accommodate students.</p>	<ul style="list-style-type: none"> ● https://www.fnu.edu/tips-preventing-student-burnout/ - We will discuss the site provided with the professors and we will have them think ways on how to implement these approaches to their lesson plans. ● Professors will learn the definitions of Accommodation and Modification.
<p>6. Professors will identify the need for lesson plan changes in situations where burnout or depression is apparent.</p>	<p>Identify the need for lesson plan changes in situations where burnout or depression is apparent.</p>	<ul style="list-style-type: none"> ● Professors will collaborate with one another in small groups of 5-6 and share ideas of accommodations and modifications to coursework. ● This last session will end with the professors creating an Action Plan that they will use to modify their lesson plans that will be more accessible for their students by using all the knowledge they learned from this workshop. This Action Plan assessment

		<p>will be the post-assessment for this workshop, and the Action Plan example is attached down below by using a template from this site: https://www.smartsheet.com/develop-plan-action-free-templates</p>
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3) Describe learners, materials, and procedures used in one-to-one

formative evaluation:

For the one-to-one formative assessment, we chose a female in her mid-seventies who was a former business owner of thirty years but has no advanced degree. Though she is retired now, she is comfortable with the computer, emails, and Microsoft Word and we believe she will provide a good assessment for someone who has no prior knowledge of the subject matter. The assessment was conducted virtually due to scheduling and her prior commitments for the selected time. For communication purposes, we used the cell phone to explain the directions one step at a time so she could understand what to do for the course. First, we had her go through the pre-instructional activities which were: taking an online survey, watching videos, reading articles, and reviewing the UNF Counseling Center web pages. This part of the assessment took her a couple of hours before she reached back out to us, however we think she might have been distracted by visitors at her home. She enjoyed these activities because she became more aware of the direction of the course content. When she texted that she was ready for the next step, we emailed her an attachment of the instructional design course that we copy/pasted in a Microsoft Word document so she could view the course modules and understand the overview. We realize now that this should have been done first. It is always beneficial to explain a course overview before delving into the material. Each module in our instructional design course contains different activities including additional videos, readings, and a trial of a meditation type of App. We kept her from actually downloading these Apps to her computer due to my awareness of her

personal preferences, of not downloading too much on her computer. We did explain with her how a participant can download these to their computer, smartphone or other technology device. It seemed clear that she understood what these Apps were because of our experience using the *Calm* App and she knows about what it does.

The next step for the course is for Professors to collaborate with one another virtually using a discussion board or a white board to brainstorm ideas. Again, we did not have her do this portion of the course because she is not familiar with this type of technology. Another reason is that we believe this would be good for the group formative evaluation. We did practice brainstorming verbally over the cellphone. The last step of the instructional design project is to have professors create an action plan where they modify lesson plans and/or incorporate newly learned topics into their courses so their students can share in the knowledge. We explained to her how the course ends with having the participants create the action plan. We also discussed with her how the course needs to be modified in several areas for example, it is missing feedback at the end of the course.

4) Describe results of one-to-one formative evaluation, and revisions

made as a result:

Following the completion of the evaluation, we asked her some of the following questions.

- Does the instruction seem clear?
- Do you feel like it has an adequate amount of information? Too much? Too little?
- Do you feel it is too difficult? Too simple?
- Did you understand the purpose for the instructional design course?
- Did you learn anything new?

Her responses were only positive and when we prompted her to offer criticism, she stated that she did not feel qualified to decide whether or not it was geared appropriately for the university faculty. She emailed the following response:

“The UNF Counseling Center on the UNF campus is a great resource and tool available for students, faculty, and counselors in higher education as it focuses on the needs of the college students when it comes to mental health. Studies indicate that one in five college students are affected with anxiety or depression. Mental Health training courses provide great tips on adjusting to college life on campus which includes the importance of adopting a healthy routine, eating nourishing foods, staying hydrated, exercising regularly, getting sound sleep, and learning to manage stress and anxiety. This course teaches how to, understand, and respond to signs of mental illness and substance use disorders.

The *Unhelpful Thinking Style Chart* is a great tool in helping students recognize when they become upset their thinking can change in unhelpful ways and become unbalanced and distorted. By recognizing these unhelpful ways, they can begin changing them” (E. Carraway, 2020).

The one-to-one assessment was beneficial as it reveals some of the gaps in the design. We appreciate the positive feedback; however, we believe that the next assessment should be from someone who has more familiarity with the academic environment. The participant agreed with our overall assessment that it would improve the design if we select another individual in the psychology or educational field who would have a better understanding of the design focus. It is helpful to have a one-to-one evaluation as it shines a light on the areas that need improvement. It also shows the designer how they can better explain directions and/or steps that might not have been clearly written. The design team removed some of the pre-instructional activities in order to respect the time restraints and instructional responsibilities already given to the professors. The design team re-worded several areas of the instructional activities for clarity. Additionally, we added a rubric to the post assessment survey to measure more accurately.

5) Attached copy of instructional materials and assessments used in

small-group evaluation:

Materials and Media

For this project, we gathered a list of materials that we will use to present each topic within the project. Listed below are the objectives, and what materials I will be using to help the students reach the objective.

1. Apply knowledge of burnout and depression symptoms and self-identifying to identify burnout issues.

- Professors will be given online surveys to take for themselves then they will receive results of some studies that show the level of depression and burnout by students.

Materials

Professors will first start with the pre-assessment survey by answering questions from the attached document that is retrieved from this site:

https://www.mindtools.com/pages/article/newTCS_08.htm

Professors will then take “Take the Burnout Survey” to self-identify and apply knowledge of burnout and depression symptoms

<https://notwaitingforsuperman.org/teacher-burnout-assessment/>

Burnout Self-Test (The Survey)

Instructions: For each question, place the corresponding number in the column that most applies.

Statement	Not at All (1)	Rarely (2)	Sometimes (3)	Often (4)	Very Often (5)
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I understand the differences of burnout and depression.					
I understand the symptoms associated with burnout and depression.					
I understand how to self-identify burnout issues.					
I understand how and where to seek help for burnout symptoms.					
I would feel comfortable asking my students or colleagues if they were doing okay.					
I would feel comfortable directing a student or colleague to the UNF Self Care page.					
I understand meditation practices.					
I feel comfortable utilizing meditation in my personal life.					
I feel comfortable utilizing meditation in my courses.					
I understand where to find meditation technology tools and practices on the UNF Counseling page.					

I feel comfortable editing my lesson plans to accommodate or modify for students who are experiencing burnout or depression.					
I know how to incorporate accommodations and modifications into my lesson plans.					
I feel comfortable assisting other professors in sharing my knowledge of accommodation and modifications of my lesson plans.					
I feel that I do not have time to do many of the things that are required to accommodate and modify lesson plans for students experiencing burnout or depression symptoms.					
I feel pressured to make changes to my courses and lesson plans.					
Total					

Score interpretations (No matter your score, pay attention to areas you ranked a 5)

15-18: Very severe risk of burnout.

19-32: Severe risk of burnout.

33-49: At risk of burnout.

50-59: Little understanding of burnout.

60-75: No understanding of burnout.

Adapted from MindTools: Essential skills for an excellent career. Burnout Self-Test:

https://www.mindtools.com/pages/article/newTCS_08.htm

2. Professors will compare and contrast then differentiate burnout and depression symptoms.

- Professors will watch YouTube video about Burnout and Depression

<https://youtu.be/nKI03ncN374>

- Professors will be given an online template that they will fill out using Microsoft Word documents to type out the differences and similarities between the surveys they've taken and the results of studies taken to determine the burnout levels of students.

Materials

Ten depression signs/symptoms:

Burnout Symptoms	Depression Symptoms
1.	1.
2.	2.
3.	3.

4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

3. Professors will practice meditation practices and then apply meditation skills to an online advocate.

- YouTube video about Mindfulness.
- Professors will use a virtual white board (by sharing their screen through WebEx Meetings and using a word document as the virtual whiteboard) to brainstorm wellbeing activities.

Materials

Professors will watch YouTube video about Mindfulness

<https://youtu.be/WGUWt4TjBKE>

The Professors will listen to audio clips from soundcloud.com of meditation music and they were encouraged to listen to the audio clips with clear minds or positive thinking for about 5 minutes. [Meditation Music - Audio](#)

4. Utilize meditation time in their courses though classroom management.

- Professors will use a Meditation app from the [UNF Counseling Webpage](#) to reference for their classrooms.
- Professors will learn the definitions of Accommodation and Modification and they partnered together to share ideas of accommodations and modifications to coursework.

Materials

Professors will review the article. <https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/the-difference-between-accommodations-and-modifications>

5. Professors will analyze ways to edit lesson plans to accommodate students.

- We will discuss the site, <https://www.fnu.edu/tips-preventing-student-burnout/>, and have the professors think ways on how to implement these approaches to their lesson plans.

Materials

<i>Accommodations</i>	<i>Modifications</i>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

6. Identify the need for lesson plan changes in situations where burnout or depression is apparent.

- Action Plan assessment will be the last assessment item, which will also be the post-assessment for this workshop.

Materials

The professors will create an Action Plan that they will use to modify their lesson plans that will be more accessible for their “students” by using all the knowledge they learned from this workshop. This Action Plan assessment will be the post-assessment for this workshop, and the Action Plan example is attached down below by using a template from this site: <https://www.smartsheet.com/develop-plan-action-free-templates>

ACTIONS PLAN FOR LESSON PLANS					
DESCRIPTION					
DESIRE OUTCOMES					
ACTION PLAN PROFESSOR					
STRATEGIC ACTION	MATERIALS	GOAL	DATE DUE	PERCENT COMPLETED	COMMENTS

ADDITIONAL NOTES					

Action Plan template from: <https://www.smartsheet.com/develop-plan-action-free-templates>

This rubric will be used for all the assessments

Post-Assessment Rubric (/100 points)	
Survey	5 points
Examples of modifications	10 points

Examples of accommodations	10 points
Group collaborations	5 points
Ten burnout symptoms	5 points
Ten depression signs/symptoms	5 points
Medication application and ideas	10 points
Brainstorming meditation activities	20 points
Action Plan submitted	30 points

References

- AShamaluevMusic. (2018). *Relaxing Background Music Instrumental*. Retrieved from SoundCloud: <https://soundcloud.com/ashamaluevmusic/sets/relaxing-music>
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- University of North Florida. (n.d.). *Welcome to the UNF Counseling Center*. Retrieved from UNF: <https://www.unf.edu/counseling-center>
- VoiceThread. (n.d.). *Amazing conversations about media*. Retrieved from VoiceThread: <https://voicethread.com>

6) Describe characteristics of small-group learners:

The characteristics of the small-group learners are with Participant 1 being a small business owner, who has a lot of experience running a business, and Participant 2 is a current high school student who is in the medical magnet program.

7) Describe materials and instruments used in small-group evaluation:

The materials and assessments that were used for the small group evaluation are Internet accessibility, WebEx Meetings, VoiceThread, UNF Counseling page, YouTube and Microsoft Word. The plan for the next version of the instructional design project is to involve University Teaching Assistants as participants. These students are training to become professors, and it would benefit them to also learn the important information of assessing students who might be exhibiting burnout or depression symptoms. The Teaching Assistants can learn different methods to modify lesson plans as well as offer accommodations to students exhibiting these symptoms.

Another plan for the next version of the design unit is to include questions in the end-of-course survey asking students if their course modules included any information about burnout and depression symptoms, information on how to navigate to the university counseling page, and if their professor verbally stated information about mental health awareness and/or where to get help. Lastly, a plan to offer this instructional design course to university psychology student interns while asking them to offer their feedback would help to improve the design from the psychological perspective.

Since this is a demo small group formative assessment, we didn't have access to Canvas for this assessment. The description of these materials and instruments used in the small-group evaluation includes with the participants being given online surveys to take for themselves then they will receive results of some studies that show the level of depression and burnout by students, and this survey was the pre-assessment survey as shown below. The participants were

then given an online template that they filled out using Microsoft Word documents to type out the differences and similarities between the surveys they've taken and the YouTube video about Mindfulness they have watched to see how that video can compare with the survey they took.

The participants then used a virtual white board (by sharing their screen through WebEx Meetings and using a word document as the virtual whiteboard) to brainstorm wellbeing activities. We then discussed the site, <https://www.fnu.edu/tips-preventing-student-burnout/>, and had the participants think of ways on how to implement these approaches to lesson plans (in which we described what lesson plans are for teachers). Lastly, the action plan was the last assessment item, which will also be the post-assessment for this workshop.

8) Describe the procedures used in the small-group evaluation:

The procedures used in the small-group evaluation includes as followed:

1. Participants first started with the pre-assessment survey by answering questions from the attached document that is retrieved from this site:
https://www.mindtools.com/pages/article/newTCS_08.htm
2. Participants took “Take the Burnout Survey” to self-identify and apply knowledge of burnout and depression symptoms <https://notwaitingforsuperman.org/teacher-burnout-assessment/>
3. Participants watched YouTube video about Burnout and Depression
<https://youtu.be/nKI03ncN374>
4. The Participants listened to audio clips from soundcloud.com of meditation music and they were encouraged to listen to the audio clips with clear minds or positive thinking for about 5 minutes. [Meditation Music - Audio](#)
5. Participants watched YouTube video about Mindfulness
<https://youtu.be/WGUWt4TjBKE>
6. <https://www.fnu.edu/tips-preventing-student-burnout/> - We discussed the site provided with the participants and had them think of ways on how to implement these approaches to their lesson plans (in which we explained how it’s done).
7. Participants learned the definitions of Accommodation and Modification and they partnered together to share ideas of accommodations and modifications to coursework.

8. Lastly, the participants created an Action Plan that they will use to modify their lesson plans that will be more accessible for their “students” by using all the knowledge they learned from this workshop. This Action Plan assessment will be the post-assessment for this workshop, and the Action Plan example is attached down below by using a template from this site: <https://www.smartsheet.com/develop-plan-action-free-templates>

9) Summary of data from small-group evaluation:

The summary of the data from the small group formative evaluation concluded with both of the participants working really well in completing all the required assessments needed for this assignment. Both understood the difficulty in assessing individuals that might face mild to severe depression and burnout, and they did provide many solutions on how they could implement their lesson plans to better help and support those students. However, participant 1 seemed to not understand how to create lesson plans, especially what an objective would really be used for. Participant 1 has spent 20 years owning her own business and she is bilingual, who is still able to understand basic English skills, so it was a little hard for her to understand what some of the words means that teachers typically use in lesson plans. Participant 2, on the other hand, had experiences already on creating lesson plans as she does so for fun on a gaming platform called “Roblox.” Participant 2 is originally a high school student and for fun she already likes to teach and plays role playing games and creates lesson plans that way as well, so it was really amazing for her to also be very involved in helping participant 1 on how to create lesson plans. Lastly, they both did very well on everything else for this workshop in which I believe makes us feel like we are on the right path for this project.

10) Discussion of small group data:

Our discussion on the small-group evaluation outcome was very positive as we feel like we are on the right path for this project. Both the participants understood exactly what we asked of them and they genuinely cared very much on how important this project is for us. There were a few times where we had to explain certain knowledge that teachers and professors would already know because of our participants not exactly being professors that this project will actually target on, but they still did an amazing job participating the best way that they possibly can. One issue that we did find, however, was the timing it took to complete this one session with them. Because of lack of time and scheduling, we only had one day to finish this whole project with them, which took most of the day. Originally, this project will be broken down into 6 modules with one module once a week, which means this project will not be complete until 6 weeks from the starting date. Since we didn't have enough time to do that for this small group formative assessment, we had to include so much information in one day, which is why we couldn't include everything from our report to this formative assessment evaluation.

11) Revisions planned for next version of instruction and assessment:

The plan for the next version of the instructional design project is to involve university teaching assistants majoring in Psychology as instructors for this project. Since it would be difficult to bring in guest speakers, who are in fact Psychologists themselves, teaching assistants majoring in Psychology would be more available and they are still learning themselves. Teaching assistants will also be provided with great benefits; like being involved in this project can count as a part of their college credit as well as they can use it in their resume. These teaching assistants are also training to become Psychologists as well as continuing to be students themselves; therefore, they would have a better understanding on how to train college professors, and how to help students with mild cognitive impairment due to stress and burnout. Additionally, a plan to offer this instructional design course to university psychology student interns while asking them to offer their feedback would help to improve the design from the psychological perspective.

Lastly, another plan for the next version of the design unit is to include questions to the participants at the end of these training sessions, so we can be provided with feedback on how well this project went with these participants. We can also include in the end-of-course survey questions asking students if their course modules included any information about burnout and depression symptoms, information on how to navigate to the university counseling page, and if their professor verbally stated information about mental health awareness and/or where to get help.