Presented by:
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We are *not* IT experts.
Classroom

Instructor-led eLearning, synchronous

Blended Learning

Self Contained, asynchronous

*Continuum of Learning*
Have you ever taken an asynchronous self contained eLearning course?

- Yes
- No
*When would you use self-contained eLearning?
* Standardization
* Fidelity
* Workload
* Time
* Travel
* Individual engagement (for introverts)
* Knowledge piece

* Routine/Systematic tasks (e.g. correct filing of case record, steps to refer a case)
* Software use
* Skill practice/decision making in situations which have limited options

* Benefits of eLearning
* Lack of interaction between instructor or other learners
* Can’t use open ended questions
* Technology available to users can limit methodology

* Can’t respond to learner’s questions or confusion.
* Can’t follow learner’s line of thinking.
* Little flexibility in skill practice.

* Limitations of eLearning
* LMS= Learning Management System
* Articulate Storyline
* SCORM compliant
* Bandwidth

* Software Language Lesson
Develop a menu
* welcome screen,
* instructions,
* objectives,
* course content,
* assessment,
* summary,
* exit instructions
* resources

Strip training down to only necessary Learning Objectives.

Remove “nice to know” components

Don’t wander between Learning Objectives.

How to start the conversion
* FAQs
* Folder/tabs
* Process diagrams/time lines
* Markers on photos/forms
* Models
* Opportunities to delve deeper
  * Help buttons
  * Glossary
  * Website links

* How to make knowledge interactive
Questions to Ask Before the Interview

- Age
- Language
- Cog. Impair
- Previous Hist
- Allegations
- Fam. Dynamic
- Culture/Gen
- Disability

Being prepared for your interview will save you time and additional visits to the client's home. It will also make you a more effective professional. Click on the buttons to learn more.

*FAQs and other lists*
**Introduction**

When interviewing elderly clients it's important to take into consideration possible sensory disabilities.
Introduction

The Question STYLES Continuum: The continuum of question styles starting with open-ended questions at the left side of this chart and moving through a variety of more closed ended questions. As you move right through this continuum of question styles, you can be less sure that the information you get is accurate. Let’s go through the various question styles.

*Process Diagrams and Timelines*
Adorable Eyes

- Nothing is cuter than a Jack Russell when he wants attention.
Undue Influence Wheel

- Prey on Vulnerabilities
- Create Dependencies
- Create Lack of Faith in Own Abilities
- Induce Shame and Secrecy
- Perform Intermittent Acts of Kindness
- Keep Unaware
- Isolate From Others and Information
- Create Fear
1) What do you do with this call and what is your rationale?

- Open a case, it is clearly a case of domestic violence
- Open a case—Ms. Resnik is over 55 and meets the criteria for an APS client
- Don’t open a case, this is clearly a family matter
- Don’t open a case because Ms. Resnik does not meet APS client criteria
* Sorting
* Matching
* Multiple choice vignettes
  * Two person dialogues
  * Advice from colleagues
  * Test questions
  * Video observations
* Searches

* Adding in skill practice
Subjective versus Objective Inbox

Drag each of the words below into either the subjective or objective Inboxes below. (Assume that these words describe what you have seen, and not something the client has told you.)

[Images of two Inboxes, one labeled 'Objective' and one labeled 'Subjective']

Frightened
Match the question to its question style:

- What happened when Eddie got mad? - Open ended question
- Did he hit you? - Yes/No Question
- You said he hit you, where did he hit you? - Disclosure Clarification
- Did he punch you or slap you? - Multiple Choice
- He punched you, didn’t he? - Leading Question
- I can’t protect you unless you tell me what he did. - Coercive Questioning
Vignette - Communication

You approach the facility administrator with the complaint about canceled outings. She says that this happens rarely and asks to know who made the complaint. She says that there is little that she can do to ‘straighten out’ this problem if she doesn’t know who complained.

(select the best answer by clicking on the button)

Do you:

- Confide that Mrs. A. complained
- Tell Mrs. A that she will have to complain herself
- Ask Mrs. A to have her family complain
- Investigate to see if other residents have had the same problem.

Multiple Choice
Interview Practice

My daughter provides most of my care but she is awfully busy most days.

Review each response and make a choice.

1. So, your daughter isn’t providing all the care you need, right?
2. You said that your daughter is awfully busy. Can you tell me what care she is able to provide?
3. You said that your daughter is awfully busy. It sounds like some of your needs are not being met. Is that correct?

*Two Person Dialogue*
Question #6
One last question for this section... in a significant change from the previous demonstration projects, between 1975 and 1978, Ombudsman Developmental Specialists were charged with what responsibility rather than dealing with complaints?

- Lilly - they were asked to study developmental issues.
- Sarah - They were asked to develop ‘sub-state’ programs rather than to respond to complaints.
- Ben - They were given orders to give training to nursing homes.

*Three person dialog*
Mrs. Reynolds is being interviewed about her son who is on parole:
"I love my son and I keep praying that he will get on the straight and narrow but he is so unpredictable. He can really fly off the handle over the littlest thing. When he threw the frying pan at my head, I thought ... well, thank god he missed me."

It sounds like you are afraid of your son, is that correct?

Your son sounds pretty dangerous. Are you afraid of him?

It seems like you are afraid of how unpredictable your son is.

*Test Questions*
Video Observation

"Elder Abuse: Five Case Studies", Terra Nova Films
Click on the frontal cortex
* Provide specific concise feedback
  * Why answer is right
  * Why answer is wrong
  * Or better, why answers are partly right/wrong

* The importance of feedback

Sorry. That's only correct on Wednesdays!
* Can’t just “click through” course
* Needed for CEUs
* Additional feedback

* If you need test scores, use Survey monkey or Qualtrix to collect data.

* Need for knowledge checks
* Keep it simple
* Don’t share every thing you know
* Focus on what learners need to be able to do then give them the information to do it.
* Trends indicate that eLearning will continue to be in demand
* Evaluations for eLearning are almost as good as for in-person training

*Lessons Learned*
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