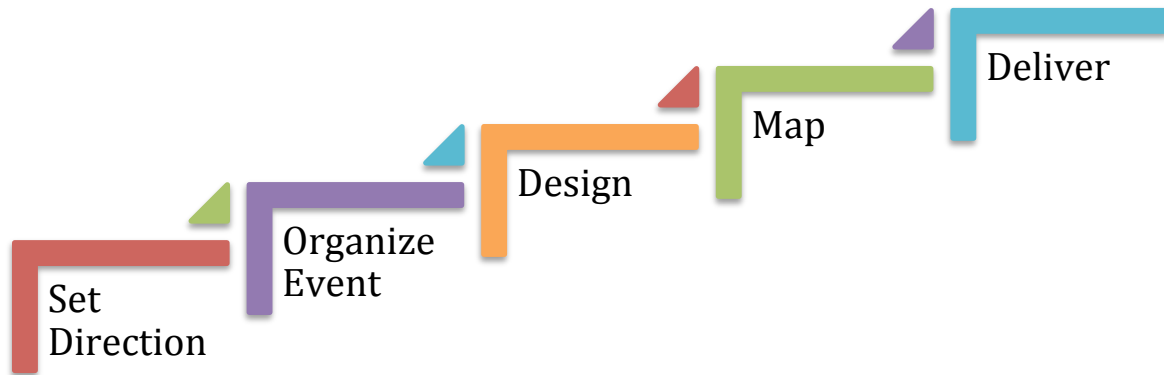


Example - Solving the BSO Mystery

Use this example to see how the worksheet was used to create the module provided.

Phase: Set Direction



Why this phase is important

- Need to reflect and discuss to chart the overall course for the learning experience.
- Decisions made at this stage impact all the other phases.

Who do we need to include in this discussion? Who will be involved in planning and delivering the training?

	Impact on Learning Experience	Impact on OTN
<input checked="" type="checkbox"/> 1 LTCH takes accountability for offering the module to other homes <input type="checkbox"/> People who work through the whole process are the ones who deliver the training <input checked="" type="checkbox"/> A number of different people may organize the event and deliver the module once it is designed and mapped <input checked="" type="checkbox"/> Orientation and/or learning calendar is in place	<ul style="list-style-type: none"> • Agree on the process that will be used. • Skills needed. <p><i>Need to include representatives from the LTCHs in the calendar planning and content review stages.</i></p>	<ul style="list-style-type: none"> • OTN steps and skills required. <p><i>Identify OTN learning needs of the instructors and register for OTN training session. Ask Julie for advice.</i></p>

What's the topic?		
	Impact on Learning Experience	Impact on OTN
Solving the BSO Mystery	<ul style="list-style-type: none"> Determine if it is a good fit for OTN. Yes good fit for OTN.	<ul style="list-style-type: none"> How you promote the learning opportunity.

Who are the learners?		
	Impact on Learning Experience	Impact on OTN
Roles <input checked="" type="checkbox"/> Nursing <input type="checkbox"/> Allied Health <input checked="" type="checkbox"/> PSWs <input type="checkbox"/> Managers <input type="checkbox"/> Administrative Support <input type="checkbox"/> Housekeeping <input type="checkbox"/> Residents <input type="checkbox"/> Families <input type="checkbox"/> Volunteers <input type="checkbox"/> External service providers/vendors	<ul style="list-style-type: none"> Make it meaningful to their role. Clarify their accountabilities and how they collaborate with others. Use appropriate wording/terms and examples. Determine if 1 module fits all learners or need more than 1. May influence who offers the training module. 	<ul style="list-style-type: none"> Who you invite to the learning opportunity.
Experience of Learners <input checked="" type="checkbox"/> New hires <input checked="" type="checkbox"/> Experienced staff <input checked="" type="checkbox"/> Familiar with how to use OTN?	<ul style="list-style-type: none"> New skills. Change existing habits and attitudes. 	<ul style="list-style-type: none"> Who you invite to the learning opportunity. What support they may need to use OTN.
Where the Learners Work <input checked="" type="checkbox"/> Your LTCH <input checked="" type="checkbox"/> Other LTCHs Top of the Hill Oakstream The Villages	<ul style="list-style-type: none"> What's the process for having the map approved? Who will you collaborate with? 	<ul style="list-style-type: none"> Type of OTN Event (e.g. by invitation only or beach party) you need to schedule. How you promote the

<input type="checkbox"/> Other Agencies <input type="checkbox"/> VTN <input type="checkbox"/> Geriatric Co-Operative Members <input checked="" type="checkbox"/> Grey Bruce Only <input type="checkbox"/> Other regions	<ul style="list-style-type: none"> • What information is generic to all homes/ settings and what needs to be tailored? 	<p>event.</p>
<p>Why is this topic important to the learner group (s) and others</p> <input type="checkbox"/> Mandated/legislated <input checked="" type="checkbox"/> Required by your LTCH policy <input checked="" type="checkbox"/> Response to specific problems – <i>recent # of responsive behaviours that resulted in staff injury</i> <input checked="" type="checkbox"/> Quality of resident care <input checked="" type="checkbox"/> Personal Safety <input checked="" type="checkbox"/> Could save them time – <i>reduce time managing behaviours during situation, and time dealing with complaints</i> <input checked="" type="checkbox"/> Improve team work <input checked="" type="checkbox"/> Address a concern expressed by staff <input checked="" type="checkbox"/> Role/professional accountability <input checked="" type="checkbox"/> Improve quality of their work life	<ul style="list-style-type: none"> • Adults learn best when the training helps solve a specific problem they are interested in. • Use examples meaningful to them. <p><i>Idea: Use recent examples with names and details changed to make it real yet protect privacy.</i></p>	<ul style="list-style-type: none"> • How you promote the learning opportunity.

When will the training take place?		
	Impact on Learning Experience	Impact on OTN

<input checked="" type="checkbox"/> Orientation/Learning Calendar <input type="checkbox"/> Scheduled as needed <input type="checkbox"/> Match to new hire orientation schedule <input type="checkbox"/> Match to annual refresh training schedule	<ul style="list-style-type: none"> • Time to design and map • Availability of instructor and learners 	<ul style="list-style-type: none"> • Time to organize schedule and promote • Availability of room and OTN equipment
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Your Notes

