

Training Design Proposal

IDT574-4

6/24/2023



Training Proposal for the Healthcare Industry Using Interactivity and Accessibility

Introduction

What can be done with existing displays or media (e.g. a static website or instructional poster boards on display in an office building) from your organization to make it come to life for your employees or learners? The organization needs more attention to communication for end users, allowing access to training resources as well as “in-class” (or virtual) training. Learning Home Dashboards are provided within the Epic EMR System. However, it would be an advantage to staff to make these dashboards more interactive and add organizational workflow videos and multimedia for end users who have been at the organization for years and not just those that are new hires. The dashboards that are provided have a good basis for those workflows, but they are too general to apply to the real environment staff work in. Creating new multimedia microlearning would provide senior staff answers to questions that are being asked. Developing this training tool would boost confidence in our workforce, and allow users employed longer than a year, the resources to answer more in-depth questions that are not addressed in the training resources provided at present.

Instructional Problem Statement

What Universal Design principles can be applied to the media? As the future of work transforms, the scenario to look at is reshaping the training support from a lecture style

that has been provided in the past in the healthcare industry. Looking at reshaping the programs requires a look at the assessment of the organization to acquire instant access to data, organizing training around networks and not the office, changing the technology and how it can be used to shape training, technology-based learning, and different aspects of life that are blended under one digital roof. Although Bassett has a good basic Epic Training Program, the program needs a more multimedia-driven, interactive curriculum that will allow students to learn from more hands-on activities and involvement in the learning process. The curriculum is designed for more lecture-style training and today's students need a multimedia format to keep them engaged and have them learn faster. Using audio, visual and a multimedia approach will allow students to learn at a faster, more effective pace. An upgrade in accessibility and interactivity would allow staff to learn in different societies, spend less time in class, and get up to speed at a faster pace.

Proposed Actions

How can we ensure that technology and learning opportunities are accessible to all learners? The first step in preparing the training course for all staff is to assess the training needs of the students. Evaluating all staff for the level of skill each one possesses allows the direction of the course and personalization of the training for every staff member. Using the software and program accessibilities available today will provide a variety of training programs in different languages and challenges for each student. Developing basic computer skills needed to get started with their medical documentation requires accessibility to different forms of learning skills. Epic system skills are needed to document effectively and efficiently, allowing the provider to better care for the patients. The use of interactive videos to assess skills and introduce basic knowledge of a computer or mobile device will determine what would be the next learning module a staff member would need. The basic training course would demonstrate the use of a mouse and keyboard and the shortcuts that are used to document efficiently in the Epic environment. These shortcuts provide the basic level of knowledge to be used in the Epic documentation. When documenting in Epic, shortcuts are the key to faster movement through the system, meaning less time on the computer and more time with the patient.

Without regard for budgetary constraints, what technologies could be utilized to make the current media more engaging? When looking to enhance the Epic training curriculum, the more prepared a student will be to access the system and understand its

functionality. This means the staff will be better prepared and avoid making common mistakes in the legal environment. Fewer errors mean the organization will be less likely to have liability issues with the patients. Creating more interactive e-learnings, micro-learnings, and virtual reality programs can be provided before, during, and after the formal training class. This will allow a user to gain information more quickly and spend less time in a formal class setting. These e-learnings, micro-learnings, and virtual reality programs will allow staff to practice the workflows and Epic functionality using real-life scenarios, with knowledge checks after each lesson to ensure they understand the workflows. The courses can be developed for computer, tablet, and mobile devices, including virtual reality equipment. Our providers will be using different computer systems, as well as mobile devices to document their workflows regularly and this will give them the transition from one format to another. Doctors are being trained in medical school to use this equipment for surgical procedures. By incorporating these different modalities into the training program allows an easy transition into the Epic documentation system.

What technologies/experiences could be used to make your displays or media more engaging, but on a limited budget and with minimal revisions? When developing training the cost is always a consideration. In the healthcare industry, we can look at incorporating a few different software packages would be a cost-effective way to develop these different modalities without a huge expense. The training can be developed using just a few software packages to get most of the e-learning and microlearning courses without the use of virtual reality equipment. By using audio and video courses, it will give the staff time to prepare for a formal class and have practice at all stages of the learning process. Using these multimedia approaches is a feature promoting deep cognitive processing in the learner (Morena & Mayer, 2007). Using both the audio and visual components provides more accessibility for all staff on different platforms. By using these different platforms, it provides a much wider training that will allow for a learner's engagement and understanding in the course material at a faster pace.

Conclusion

These changes to the training program will allow for less time in a formal class and provide the staff to learn on the go regardless of where their location is physically. Even implementing a few Virtual Headsets throughout the organization will allow staff

to take advantage of the different learning platforms and encourage a learner to participate in the learning process using different modalities. Learning a computer system can create animosity and disinterest. The use of these different multimedia modalities can bring a student to the learning process much quicker, making the content more appealing and developing their skills in the use of the Epic EMR system at a much faster pace. This will bring staff up to speed much quicker, develop a student's efficiency with the system and allow patient charting to be a less scary and more effective process.

References

Morena, R. & Mayer, R. (2007). Interactive Multimodal Learning Environments. *Educational Psychology Review*, 19(3), 309-326. <https://doi-org.oclc.fullsail.edu/10.1007/s10648-007-9047-2>