



OPHPR ERHMS Quick-Learn Lessons Design Document

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Training Considerations

Purpose

The purpose of this design document is to provide an overview of the training intended for ERHMS responders from an instructional design perspective. The document contains the following sections.

- Audience
- Prerequisites
- Training Content
- Content
- Design Elements
- Objectives
- Client Success Criteria
- Delivery
- Content Outline

Sample e-learning components are included in the Appendices.

Audience

The ERHMS Quick-Learn Lessons will be developed for internal audiences, including incident management and response organization leadership, health, safety and medical personnel, and emergency responders.

Prerequisites

There is no pre-requisite for these lessons.

Training Time

Each Quick-Learn Lesson duration will be about 20 minutes.

Training Content

Content Sources

Course content will be based on the current ERHMS instructor-led and e-learning courses.

- EHRMS document, A Guide for Key Decision Makers (January 26, 2012), focusing on Chapter 6 and Chapter 10 (and the Tools Section). The ERHMS provides guidelines for protecting emergency responders over a full range of emergency types and settings. It is for use by all who are involved in the deployment and protection of emergency responders. This includes incident management and response organization leadership, health, safety and medical personnel, and emergency responders themselves.
- EHRMS Instructor-led Training PPT slides (209 slides), version: 3/3/14

Training Resources/Materials

Disaster Epidemiology Community of Practice (Disaster Epi CoP)

<https://partner.cdc.gov/CookieAuth.dll?GetLogon?curl=Z2FSiteDirectoryZ2FDECoPZ2Fdefault.aspx&reason=0&formdir=6>

Videos

- Overview [3:30]
- Health Screening [1:42]
- Health Monitoring [1:14]
- Long-term Health Tracking [1:36]

Job Aids

- ERHMS Take it Home Worksheet: Deployment
- ERHMS Take it Home Worksheet: Post-Deployment

Design Elements

Interface and Navigation

User interface and content presentation on small screens must be carefully planned to optimize learner ease of use and readability for mobile device considerations. Refer to Appendix B for sample draft screens of information placement.

Custom Graphics

An image of an emergency responder on a black variant background will be a reoccurring character to engage the learners throughout the lesson. The multi-media specialist will create one main character (the responder that will be used in both quick learn lessons) to engage learners in a real-world application of essential information. Graphics for the course will be selected through stock photos or created by the media specialist. In addition, iconic graphics will be used to enhance the learning environment.

It is recommended that the course have a conversational tone. Also, learners will have the opportunity throughout the lesson to apply knowledge, and make decisions similar to the types that they might make in the field during an emergency response.

Learner Resources

A downloadable copy of the EHRMS guide will be available at the end of the course. In addition, the “Take it Home” worksheets will be adapted and incorporated into each Quick-Learn Lesson as reference tools.

Delivery Method

The proposed delivery method for each Quick-Learn Lesson will be asynchronous e-learning created with Lectora authoring software. Video and printable handouts will be included to assist in learning. The e-learning can be hosted on the SCORM server through ETSB’s Delivery team staff. Learners can register for the QLLs and access them through CDC TRAIN, which contains learner data collection and monitoring features.

Technical Requirements

Each Quick-Learn Lesson will meet CDC.gov Web and e-learning standards, such as, but not limited to SCORM (Sharable Content Object Reference Model) - and Section 508-compliance.

Course Objectives and Success Criteria

QLL 1 Objectives

After completing this course, learners will be able to:

1. Identify the type of information that can be collected for health (injury and illness) during deployment
2. Describe how CDC or other governmental public health, health care, and other partners can impact the health of public health responders during deployment, such as in determining whether protective measures are adequately provided.

QLL 2 Objectives

1. Describe the type of information that needs to be collected in order to identify which responders would benefit from medical referral and possible enrollment in a long-term health surveillance program.
2. Describe the possible roles of governmental public health, health care, and other partners in improving the health of public health responders post-deployment.

Performance Objectives

Content topics aligning with the above objectives are listed in Appendix A. The instructional designer will work with the client team to identify performance objectives that can build on the knowledge objectives.

Client Success Criteria

- Asynchronous, self-paced course to be delivered online
- Interactive lessons that provide scenarios, assessment, and examples from the provided content
- Appropriately “chunked” lesson structure, little to no scrolling on standard computer screen or tablet devices
- Self-directed training course, with exception to the knowledge checks at the end of the course, in which the learners will need to answer each question in order to proceed to the next screen

Instructional Strategies

The following instructional design strategies are proposed to further enhance the learners’ experience:

Motivational/Engagement Strategy

Using Keller’s ARCS model (Attention – Relevance – Confidence – Satisfaction) as a guideline, the following activities are recommended:

- The designer suggests using the current ERHMS videos that pertain to each lesson as an introduction. Also suggested is to have the videos uploaded to YouTube for 508 compliance.
- Variability in the methods of presenting material will assist in maintaining interest in the subject. The designer recommends incorporating videos, scenarios, and static pages with links to PDFs, such as the “Take it Home” worksheets.

- Clearly defined objectives will be stated at the beginning of each lesson that will explain the outcome of participation
- Opportunities will be provided for the learner to practice the newly learned skills in the form of interactions on the screen, within a scenario with knowledge check question.

Feedback

The learner will have many opportunities to receive feedback during the course. At the end of each lesson, the learners will be provided with knowledge check questions to determine their understanding of deployment and post-deployment health monitoring and surveillance. Each response will include an explanation of the correct answer and a link to where the information can be found within the module.

Realistic scenarios and accompanying questions will allow learners to assess their own knowledge and learning by receiving immediate feedback regarding the appropriateness of their responses. This will help increase their confidence in making informed decisions, as well as providing useful advice.

Appendix A:

Topic Outline

This outline provides a high level overview of what will be covered in the course and the order in which content will be presented. Each QLL will focus on real-world scenario to apply the information.

QLL 1: Health Monitoring and Surveillance

- Health (Injury and Illness) Monitoring
- Who Needs to be Monitored During an Incident
- Timing of Injury and Illness Monitory Activities:
- Medical Removal of Responders on the Basis of Injury and Illness Monitoring Information
- Potential Sources for Responder Surveillance Data
- What of Worker-Related Data Should Be Obtained for Injury and Illness Surveillance

QLL 2: Ongoing Health Monitoring and Surveillance

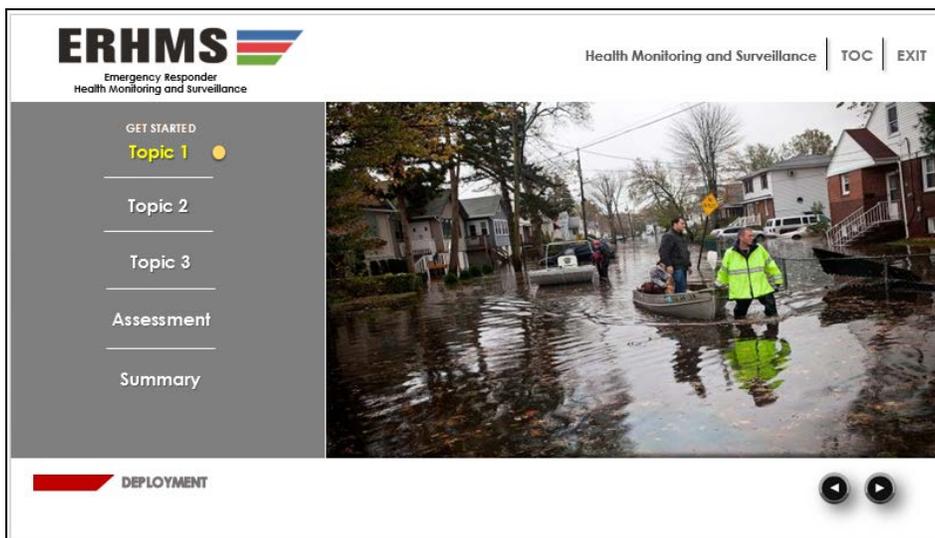
- What is Post-Event Tracking?
- Why do Post-Event Tracking?
- When Should Post-Event Tracking be Considered?
- When Should Post-Event Tracking End?
- How Post-Event Tracking is Done?

Appendix B: Template Examples

1. Title Page



2. Topic Page



3. Content Page

Health Monitoring and Surveillance | TOC | EXIT

Topic

Mollis platonem vis te. His tation petentium omittantur ea. Ex est sumo solet.

Vim solum apeirian ut, cum dignissim signiferumque te, cum ferri paulo delicata ei.

Est solum dicta reprehendunt ne, eos ne mucius impedit. Solet fastidii nominati sed at, ne his agam quodsi.



 Access handout here





4. Knowledge Check



Select the correct answer.

Lorem ipsum dolor sit amet, ex vim veritus nominavi. Unum pericula ea eum, ullum debet nam et. Et placerat democritum ius, dictas evertitur an ius. Atqui offendit voluptat cum ne, vel cu unum nostrud sententiae.

- Answer 1
- Answer 2
- Answer 3
- Answer 4

 **Your choice is incorrect**
* Explanation will be provided.
Learners will be promoted to dry again

 **Your choice is correct**



5. Graphic Organizer

