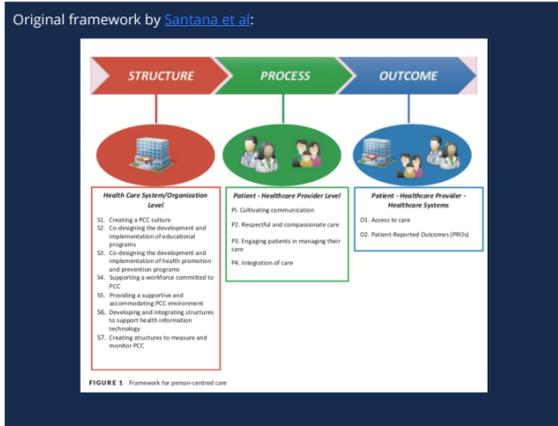


Target: LTC homes who want to start technology literacy programs (TLPs) for their residents during the COVID-19 pandemic

- Instructions:
- Take the pre-written stickies based on Nathan's KT project and arrange them into the new domains
 - Make your own sticky notes and arrange them as well
 - As a group we will come to a consensus re: all sticky placements



Activities from [Nate's KT Project](#):

Make your own! Please only do so after taking a look at the existing activities!

Sticky Note Legend

White = from Nate's KT project
 Yellow = Execs
 Purple = Nate + Karen

13 domains = goals
 stickies = actionable elements

Note: instructors = staff/volunteers

I am wondering how this could happen within the COVID context (we may need to adapt this point)

volunteers and/or staff members working w/ tech

Structure

S1': Create a tech-friendly culture

- a way to remove barriers for older adults to use technology
- Having easy access to tech
- Access to WiFi communally
- ensuring staff buy-in: no one should talk badly about it
- Knowing that people are there to support you if you have questions
- encourage family members to bring in tech or get on board with setting up something for the older adult

S2': Create clear-cut goals for TLP

- Help older adults bridge the gap between wanting local solutions and the use of technology through Technology Literacy Program (TLP)
- focus on technology that focuses on keeping older residents connected with loved ones
- Breaking a big task into smaller steps
- Align goals of the older adult with the program
- Define some clear goal - this will look different for different contexts!
- enTECH's KT can be used as a reference when creating these goals

S3': Outline the benefits of implementing technology for older adults

- Show how tech can be used to achieve older adults goals and interests
- Connect feelings of isolation or loneliness to ways technology can help
- word of mouth from other older adults
- Expanded beyond only video call/messaging - Wikipedia and YouTube are easy for most folks to understand
- it's always good to learn a new skill; emphasize that there's no age limits to learning and using technology

S4': Provide resources for active TLP volunteers and LTC home staff members

- Open communication between staff involved in program rollout and admin is important
- Timing of programs needs to reflect older adults' schedules and volunteers' availability
- Volunteer-managed program is good, as staff have other duties
- Determine what onboarding of the program looks like for established staff members
- A way for problems to be actioned: OA, tech and infrastructure-wise
- clear educational tools includes documents, videos, and all accessible in one platform

S5': Currate an effective and impactful tech-friendly environment

- Admin burden should be on staff as little as possible, understanding that record keeping may be important (e.g. list of emails and pass)
- Make resources that are easily available & promote with resources, understand that individual care needs are help can have to ask for help
- Advertise how technology can be used, create program like online technology buddy system, program that demonstrates the value of tech
- Listen to what the older adult wants to learn/achieve
- technology and software is user-friendly and accounts for OAs needs, disabilities, etc.

S6': Offer support to volunteers before working with older adults

- prospective volunteer knows how to use basic technologies and wants to help other people
- Create on-boarding process as straightforward as possible
- there is little to no experience required to become a volunteer for a TLP
- Emphasize that the software used is basic: YT, wikipedia, skype, etc
- Do practice with volunteers (ethical scenarios)
- create a platform where volunteers and staff can easily interact (ex. Slack) or trade contact info while maintaining confidentiality

S7': Create documentation (ex. educational/knowledge tools, quality improvement (QI) to track education process)

- lesson plans used to teach curriculum and to be used for residents without volunteer supervision
- Training docs are provided to volunteers
- iterate documents based on OA interest and staff feedback
- Google Docs and Notion are great free tools to organize info which can be updated immediately
- can create a "best practices" guide to help older adults with tech

Process

P1': Establish inter-generational partnerships to help technology literacy in older adults

- no set number of volunteers to help set up a successful TLP
- Connecting with local Universities to inquire ab volunteer interests
- This doesn't have to include in-person visits: skype/phone options are totally valid!
- Reach out to individuals and organizations to bring outreach in the community (ex. doing presentations at retirement homes, universities, etc.)

P2': Practice patience and compassion through TLP

- encourage them to protect their financial information
- use your judgement and only help out with what you are comfortable with
- encourage own pace for older adult learning technology
- Repetition and practice are key, and often overlooked
- volunteers can develop or improve on their teaching, leadership, and communication skills

P3': Use interactive teaching & learning techniques

- 2-hour time blocks have been used by us
- Programs can be 1:1, small group or lectures, depending on infection control, older adult knowledge and staffing
- sensitive to needs of older adult (hearing deficits, vision difficulties, etc) and accommodating for them in your teaching
- diversity in learning resources
- Volunteers can adopt to different learning styles to teach and assist OAs as best as possible
- layman's terms for OAs - keep that in mind!
- communication is important (especially when helping OAs remotely)

P4': Create partnerships with stakeholders to provide effective TLPs for older adults

- The best targeted marketing is pre-health professional students
- See what existing programs do in other contexts
- open promotion to all students of all programs
- utilize basarals and virtual supports that are freely available (maybe highlight that many volunteer groups are seeking to offer virtual support)
- See if there are donations that can be solicited from local businesses for older tech
- point of contact was an LTC employee in charge of recreational programming/volunteer coordinating
- 1 liaison from the LTC should act as point of contact to TLP and speak on behalf of rest of TLP execs.

S1 and S6 are similar

perhaps merging two would be a better option since they are both similar domains

Outcome

O1': Explore availability of active volunteers and innovate "after-hour" learning

- develop a knowledge base of common issues are questions from lived experiences
- Reaching out to old volunteers about their availability every few months/term
- create interactive study guides that OAs can access when not speaking to someone directly
- Place for questions to be asked if the program is not running (ie, box, form to fill out)
- Have a space where older adults can provide feedback or concerns about the tech environment and receive non-judgmental support (anonymous survey points for improvement)
- Receive prompt questions to questions asked "after-hours"

O2': Perform check-in's with older adults to gain insight on progress and aid with QI

- Progress and important information is tracked on an online spreadsheet
- Check in with Older adults to see how they feel on their own progress.
- Remember that the technology is not the most important piece of the puzzle: building confidence/providing motivation etc.
- Do some sort of evaluation of the program, even if a simple "did you like this session" today?
- Can use "single ease question" (or a form of it):
- allow them to practice their tech skills by accessing and completing a feedback form