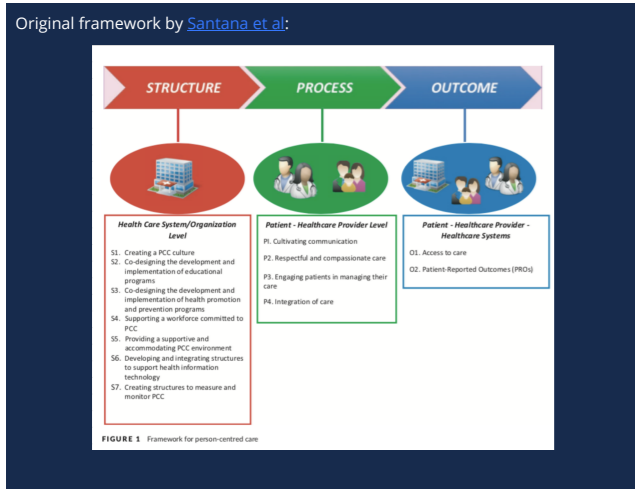


Target: LTC homes who want to start technology literacy programs (TLPs) for their residents during the COVID-19 pandemic

- 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!

← Click on the sticky, and click cmd/ctrl-D or right-click and duplicate!

**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 the 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; emphasizes 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 you may not be 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 (google highlights 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.

**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 anonymously from peers (or themselves)
- 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

**S1 and S6 are similar**

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