

Presented by



Lasselle-Ramsay

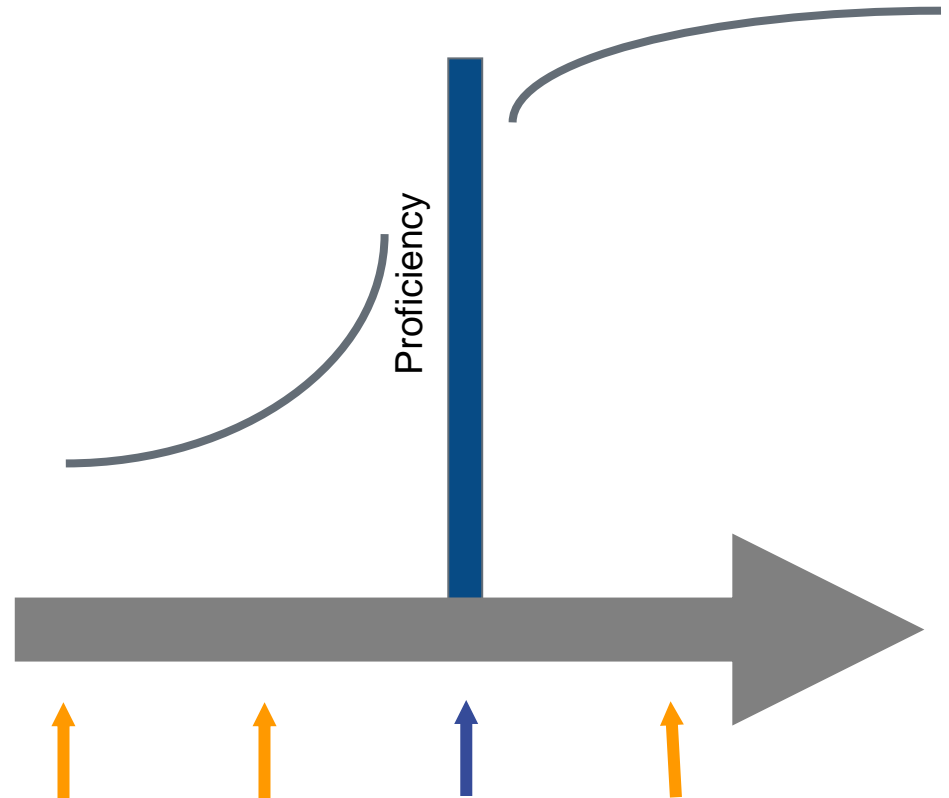
# Strategic Learning Solutions

Lasselle-Ramsay, Inc.

# Learning Occurs Over Time

## We know...

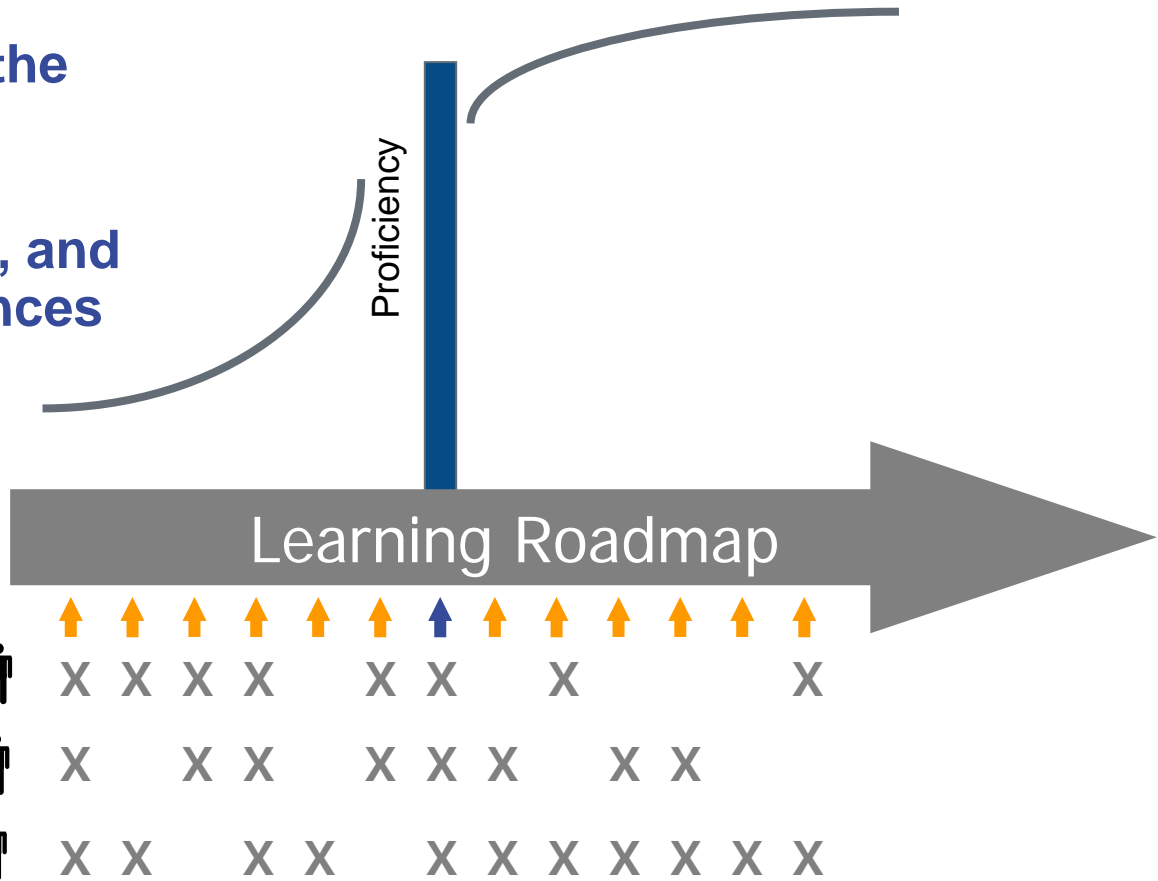
- Learning is a process, not an event
- Learning occurs through a series of activities that support and extend foundation learning events



# Learners Have Different Needs

## We know...

- Success depends on the learner
- Learners have varied learning needs, levels, and learning style preferences



## So we design...

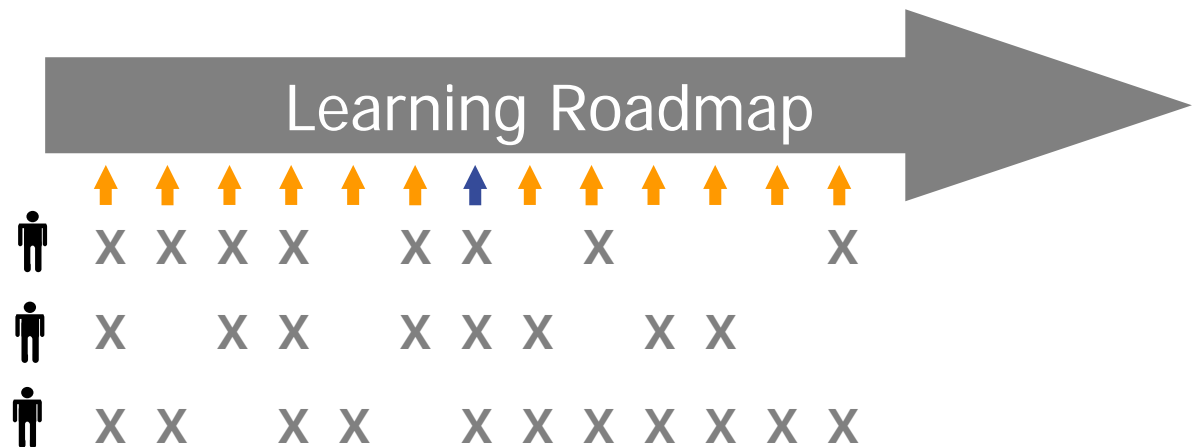
- Role based learning roadmaps



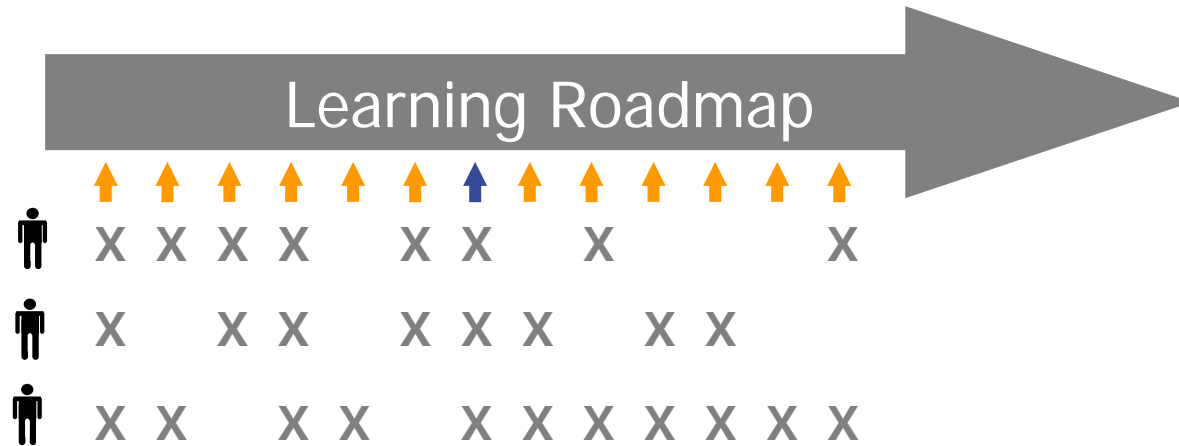
# Strategic Learning Programs

We then build the learning components

- Prioritize development
- Modify existing content
- Build new content for multiple media and delivery environments

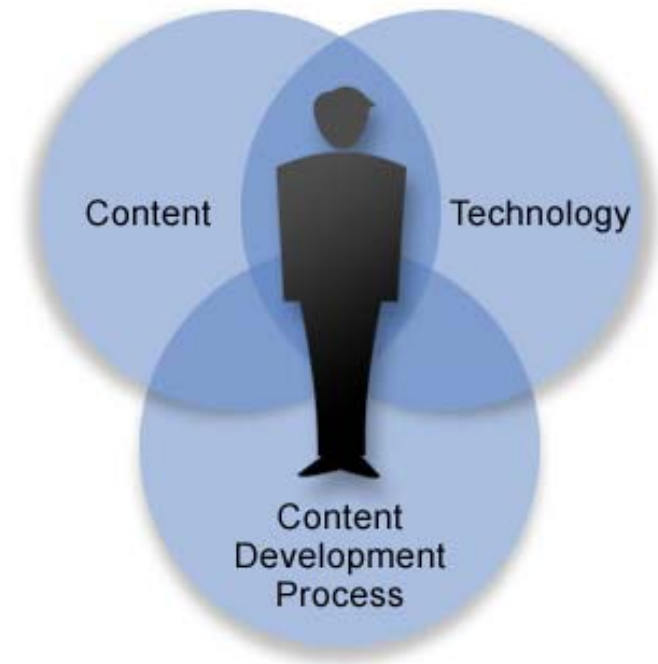


# But How Do We Know What the Learner Needs?



# We Take a User-Centered Approach to Design

- **User Personas**
  - A rich audience description based on ethnographic research
  - Perform task analysis
  - Develop user scenarios
- **Content**
  - Identify required content and learning components
  - Audit existing content
  - Perform gap analysis
- **Technology**
  - Understand work environment
  - Understand learning environment
- **Content Development Process**
  - Select tools to develop and deliver content effectively and efficiently
  - Map the content development process to the information lifecycle



# User Persona

- **Demographic description**
- **Job responsibilities**
- **Technical profile**
- **Personal profile**
  - Goals, needs, and anxieties
  - Problem-solving approach
- **Learning style**
  - Basic learning approach
  - Best and worst learning experience
  - Obstacles to attaining proficiency
  - User's assessment of when they are fully trained

# Clinician Persona



**Dr. Vlck**

**Clinician**

"The less you use the device, the less time you're interested in investing in it."

**Age:** 44

**Education:** M.D., University of Minnesota Medical School

**Certifications:** Internal Medicine, Cardiology. F.A.C.C.

**Years in the field:** 16

Does about 6 or 7 usually ad-hoc IVUS cases a week as the primary operator. Consults on a few more cases each week.

- **Work environment**
- **Learning environment**
- **Information and learning needs**
  - Pre-sales education in theory, advantages, and capabilities
  - Quick (half hour) hands-on training in basic operation
  - In-depth, ongoing education in advanced interpretation

# Operator Persona



**Vicki**  
**Operator**

"Doctors are so dependent on the techs. That's why it's so important to know the ins and outs, to be able to troubleshoot."

**Age:** 31

**Education:** AS in Radiology, certification in ultrasound

**Title:** Cardiovascular technician

**Years in the field:** 5

Spends most of the day in the cath lab doing cases. Uses Galaxy 2 to 3 times a week.

- **Work environment**
- **Learning environment**
- **Information and learning needs**
  - Hands-on training in basic operation
  - Training in basic troubleshooting
  - Training in interpretation skills
  - Training in producing good images and accurate measurements

# Map the Tasks to the User

- Identify tasks and subtasks
- Identify the steps to complete each task
- Show the relationship of tasks through a flowchart and/or outline
- Validate tasks with users or subject matter experts
- Map tasks to user groups

Task		Clinicians	Operators	System Admin	Bio-med Tech	Field Service	Trainer	Support	Approvers	Sellers
— User Tasks —										
1 5 6	Understand workflow	•	•			•	•	•	•	•
9. 3	Prepare the system	•	•							
9. 4	Login			•		•				
9. 5	Perform a session for a new case	•	•							
9. 6	Create case information	•	•				•			
9. 7	Edit or delete a usage profile	•	•		•			•		
9. 8	Perform imaging	•			•			•		
1 5 0	Interpret imaging	•				•	•	•		
9. 9	Start & stop recording for a manual run	•	•							
9. 1 0	Start & stop automatic pullback	•	•		•			•	•	
9. 1 1	Review run	•	•							•
9. 1 2	Create or delete a bookmark	•	•					•		•
9. 1 3	Edit a bookmark label	•	•			•				•
9. 1 4	Edit a run label	•	•			•	•	•		
9. 1 5	Perform automatic lumen & vessel segmentation	•	•			•	•		•	

# Create User Scenarios

- **Based on the persona and the task analysis**
- **Reflects goals and organizes tasks that link to proficiencies**
- **Based in reality: A day in the life**
- **Shows team interaction**

# Create User Scenarios

- Based on the persona and the task analysis
- Reflects goals and organizes tasks that link to proficiencies
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## Preparing for a procedure

- 1 Vicki moves PlainView into the lab and positions it near the table.
- 2 She connects the system to the power outlet and to the monitor cable.
- 3 She connects the motordrive cable to PlainView.
- 4 She turns PlainView on and checks the start-up screen to make sure it's working properly.

## Performing a procedure


- 1 Vicki creates a new case.
  - 2 She enters the case information.
  - 3 She puts the motordrive into a sterile drape.
  - 4 She removes a catheter from its sterile packaging and flushes it.
  - 5 She attaches the catheter to the motordrive.
  - 6 She installs the motordrive into the sled.
  - 7 She selects the correct usage profile for the catheter.
  - 8 She selects a run description.
- Dr. Vlk positions the catheter across the lesion. He tells Vicki to start pullback.
- 9 She starts pullback.
- Images appear on the monitor. As Dr. Vlk watches them, he tells Vicki to bookmark certain frames.
- 10 Vicki creates bookmarks.
- Dr. Vlk tells Vicki to stop pullback.
- 11 Vicki stops pullback.
- Dr. Vlk and Vicki do several runs to give him the information he needs.

# Perform Content Audit

- **Identify content needs for all users**
- **Inventory existing content and learning components**
- **Identify gaps**
- **Analyze product requirements and engineering information for future products**

# Prepare the Learning Roadmap

- **Chunk content into components to maximize use across audiences**
- **Select appropriate delivery method**
- **Sequence content for fastest adoption and maximum retention**

 IVUS Learning Roadmap						
Code	Title	Delivery Mode(s)	Nurses/ Techs	Fellows	Physicians (ICs)	Cath Lab Mgr/ Admin
<b>P Series</b> IVUS with a Purpose Educational Series						
P-01	Clinical Indications Sessions	<ul style="list-style-type: none"> <li>▪ Dinner with the Expert</li> <li>▪ Grand Rounds</li> <li>▪ Major/Minor Meetings</li> <li>▪ Webinar</li> <li>▪ 1:1 Training</li> </ul>	*	X	X	
P-02	Case Review Sessions	<ul style="list-style-type: none"> <li>▪ Dinner with the Expert</li> <li>▪ Grand Rounds</li> <li>▪ Major/Minor Meetings</li> <li>▪ Webinar</li> </ul>		X	X	
P-03	Peripheral IVUS Sessions (Case Review)	<ul style="list-style-type: none"> <li>▪ Dinner with the Expert</li> <li>▪ Grand Rounds</li> <li>▪ Major/Minor Meetings</li> <li>▪ Webinar</li> </ul>	*	X	X	*
P-04	IVUS Case Studies	<ul style="list-style-type: none"> <li>▪ Dinner with the Expert</li> <li>▪ Grand Rounds</li> <li>▪ Major/Minor Meeting</li> <li>▪ Webinar</li> </ul>	*	X	X	
P-05	IVUS Best Practices (Incorporating IVUS Into the Lab)	<ul style="list-style-type: none"> <li>▪ Cath Lab Meeting</li> <li>▪ 1:1 Training</li> <li>▪ Newsletter</li> </ul>	X	X	X	X
P-06	Frequently Asked Questions (FAQs)	<ul style="list-style-type: none"> <li>▪ Cath Lab Meeting</li> <li>▪ Newsletter</li> <li>▪ eMail</li> </ul>	X			X

# We develop... Information Solutions That Support the User

Delivering  
the

RIGHT CONTENT

at the

RIGHT TIME

in the

RIGHT FORM

to the

RIGHT PEOPLE

# Maximizing the Value of Information



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