



THE CORRIDOR GROUP, INC.

CHEX eLetter

QUARTER III 2008

A Word from Debbie Scholl...

I hope you are having a wonderful summer and will take the opportunity to get away for some rest and relaxation.

Summer is a busy time for CHEX. Laurel and I recently returned from Boston where we attended the Mzinga User's Conference. As you know, Mzinga is our Learning Management System (LMS) partner and provides the information and course management engine for CHEX. During the conference, we learned our next scheduled system update will occur in September. Stay tuned for the details regarding the upgrade and the dates for the education sessions where you will have the opportunity to learn how to use the new CHEX features.

Our CHEX staff continues to grow! We want to welcome Elizabeth Gebert to our team! Elizabeth is a Customer Service Representative and will be working with Laurel to manage your support, orientation, education and user questions. Plan to attend our next User Group on July 17th when Elizabeth will introduce herself and discuss her role at TCG.

Many of you have expressed interest in having your agency-specific courses loaded onto CHEX and made available to your staff. Jerry Schwarz has been busy testing the software by redesigning current courses and developing the custom course process including pricing. If you are interested in posting your power point presentations so testing and documentation can be tracked in CHEX, please give Jerry or Debbie a call at 913-362-0600. We look forward to continuing to serve your education needs by designing your custom courses!

As always, we are available to answer your questions and listen to your comments, suggestions and concerns. Call Laurel Stith, Education Coordinator, or Debbie Scholl, Managing Director of Education, at 913-362-0600 or email to lstith@corridorgroup.com or dscholl@corridorgroup.com.

Stay cool and I look forward to visiting with you during our User Group on July 17th!



Mzinga Learning Customer Conference Notes

Debbie Scholl and Laurel Stith traveled to Boston, MA to attend Mzinga's 2008 Learning Customer Conference. This was a wonderful opportunity to share, learn and collaborate with Mzinga customers and team members on the latest innovation, trends and challenges in elearning.

At the event, Mzinga unveiled their upcoming Learning 7.0 release. Some of the improvements include:

- improved administrator menus
- exception reports
- configurable, printed completion certificates
- an offline content player

Laurel will host administrator training session to familiarize our customers with these improvements. Details on these sessions will be available soon.

The conference also included presentations by Chris Howard, Principal Analyst and Research Director at Bersin & Associates; Rick Faulk, Mzinga CEO and President; and Barry Libert, Mzinga Chairman and co-author of the book, "We Are Smarter Than Me."

Debbie and Laurel have returned home energized and excited! With their new knowledge, they will be better able to serve you and fulfill your elearning needs!

Welcome New Clients!!!

- *Hospice & Palliative Care of Hays Medical Center*
- *Residential Home Health*
- *VN Hospice Care*

Scheduled CHEX Black-Out Dates

Maintenance will be performed on the site one Sunday a month and the site will be unavailable from 8AM to 6PM.

- July 13
- August 3
- September 7
- October 5
- November 2
- December 7

The Upside Down Training Cake

Marty Rosenheck, Ph.D., CPT

I'll bet you want your organization's investment in training to pay off in better performance, more quickly. Well, there is a way to reduce the time to proficiency – let them eat upside-down cake!

Please indulge me for a minute by thinking of training as an upside-down cake. This kind of cake has delicious fruit on the bottom of the cake pan and then the rest of the cake is layered on top of it. When an upside-down cake is served, it is turned (you guessed it) upside down – so the fruit is on the top. That's how training should be served – beginning with the job task (the fruit) and then getting the supporting content (the rest of the cake) as needed to complete the task.

The typical training program doesn't turn the cake upside down. Trainees have to get through the rest of the cake (content) before they get to the delicious fruit (the job task). But what if your designers and developers turned the traditional learning model upside down? Instead of presenting a bunch of information sequentially, they start with a realistic job task or problem and then build in the relevant content as it's needed, just in time, at the teachable moment. By turning training on its head, your training investment can result in faster attainment of proficiency on the job – especially with relatively complex tasks like sales, customer service, system usage and technical skills.

Hungry to find out why this is so? Read on...

Motivation to Learn

When training begins with a case, scenario or simulation (after a very brief overview), trainees are more motivated to learn than when they are presented with a lot of content up front. As they work through cases, trainees are faced with decision points, moments where the learner thinks "Hmm, what should I do?"

At those points – the "teachable moments" – trainees are motivated to learn, because they need the information to complete the task at hand. This "upside-down cake" approach is motivating because most trainees are goal-directed learners. If you give them a meaningful problem to solve that is relevant to their work, they're going to be much more motivated to get the information they need to solve it than if they are given that information first, before they really understand how they will use it. It is harder to pay attention and make sense of content that is not taught in context.

The learning-while-doing approach also is motivating because trainees experience firsthand how the content is related to their jobs. This is more motivating than just being told the standard WIIFM ("What's in it for me?") – "Believe me, you'll find that this content I'm presenting will eventually be useful to you, later, when we do an application exercise. Really, I mean it. It's in your interest to stay awake."

Retention and Transfer

Even more importantly, serving your training feast upside-down improves retention and transfer to the job. Trainees retain the information they get at the teachable moment because they use it immediately in the scenario. (If you use it, you don't lose it.)

Most importantly, they are able to transfer what they have learned to the job because by getting information at the teachable moment, trainees create a mental link between the information and how it is used on the job. This means the information will be "indexed" in trainees' minds, so it is easier to retrieve when needed in real life. Just start trainees out with the fruit (scenario) on top and then they can take a forkful of the cake (content) as they go. This is true learning while doing.

Cognitive Roots

While it is tempting to think that this approach was developed by Emeril and his colleagues on the Food Channel, it is actually based on research by cognitive scientists over the past 30 years on how people develop expertise. People develop expertise through experience. They learn by working through real problems getting feedback on what they do, and reflecting on it. For any moderately to very complex job, whether it is sales, customer service, using computer systems, or technical decision-making, people learn best by doing – but "doing" in a specific way. Start with the problem: First, give a brief overview (the operative word here is "brief"), then set up a series of case studies, simulations or OJT tasks. Begin with a simple case, then build to more and more complex cases as the learners gain competence and confidence. By the time they're done working through a very systematic set of cases, they've already started having experiences in a simulated or training environment. When they're actually on the job, they've already had the basic experiences that moved them well along the continuum toward expertise. The upside-down cake training gives them a jump start, reducing the time it takes to become proficient on the job.

Costs

But what about the costs? Aren't upside-down cakes more expensive and time-consuming to make than regular cakes? Development of this type of training might be a little bit more time-consuming (working with SMEs to create meaningful cases). But, it doesn't have to be expensive. To make upside-down cake training, you can simply take the training that you're doing now, which usually involves presenting information and then having some sort of application exercise afterwards, and turn it upside down. Just set up the case/situation first and then use that as a context for presenting the content information at teachable moments.

When looking at the investment in training, some may assume that the

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Is American EOL Care “In a Mess?” Florida Hospices and Palliative Care, The Hospice e-News

Q & A

Arthur Caplan, director of the University of Pennsylvania's Center for Bioethics, thinks so, an article in *Hospice Letter* says. Caplan spoke at New Jersey's Richard Stockton College during a conference titled “A Troubling Abundance of Care: Over-Treatment at the End of Life.” The conference was sponsored by the Southern Jersey Ethics Alliance.

Caplan thinks that “rising technologies” have provoked ethical dilemmas that make end-of-life care in this country especially difficult. Ethics in dying is not a new subject, but the media coverage of the Terri Schiavo case increased public awareness of “the ethical dilemma of deciding when someone should die.”

Caplan cites Avastin as an example of a drug that “may or may not add slightly more time” to a patient's life, but which can add “thousands of dollars to the cost of care,” a burden which may fall on the family, Medicare or Medicaid. Caplan urges weighing the costs against the benefits when using drugs with such “marginal” effects.

On living wills, Caplan says they don't work as we currently use them. They can be ambiguous, or not updated, or not found when they're needed. And, Caplan adds, only 30% of Americans have them.

The *Health Letter* article lists several suggestions that Caplan makes which “may put a dent in the end-of-life mess.”

- “Reaffirm the idea that competent people can say no to healthcare” and so can those appointed for them if they are not competent.
- “Emphasize the effectiveness of power of attorney.” POAs are “much less ambiguous” than living wills and easier to understand.
- Before end-of-life care begins, discuss with the patient or the proxy when medical treatment will stop.
- Make sure everyone caring for the patient “is on board, not just the primary team.”
- “Make sure weekend and night

staff is in on the care plan, so they do not derail it.”

- Don't offer false hope to families and loved ones.
- Make sure the physician offers his or her own opinion as part of informed consent.”

Caplan says families are often given “a menu of options to pick from without having a professional opinion to back any of them up.”

(*Hospice Letter*, 5/2008)

Q. I completed OASIS Part I: Technical Knowledge course and refresher test. When I selected the second portion, OASIS Part II: Clinical Domain, there was no course. Is the OASIS course functioning properly?

A. The OASIS review course can only be launched in Part I: Technical Knowledge. Part II: Clinical Domain and Part III: Functional & Service Domain Knowledge are the OASIS refresher tests only.

If you have CHEX questions, email them to info@corridorgroup.com or call 913-362-0600.

CHEX Tidbits

- ◆ CHEX's five home care courses have been updated and now provide more interactivity. We would love to have your feedback on the improvements to these courses.
- ◆ A new course, **Quality Improvement: It's Everyone's Job!**, will launch in July.
- ◆ **Therapy in Home Care**, one of the two new therapy courses, will be available in July and covers all therapies and how they are used in home care and hospice
- ◆ The second therapy course, **Team Approach to Home Therapy**, will be available in the fall and focuses on correct techniques, therapy challenges in the home and working together as an interdisciplinary team.
- ◆ The CHEX User Group will meet on July 17th from 1:00 to 2:30 PM CT. Mark the date on your calendar!
- ◆ The topic of our next CHEX Educational Webinar will be **Reports**. We hope you will join us for this discussion on August 13th!



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“Do the right thing...right”



**CHEX
User
Groups**

- July 17
- October 30

*1:00 to 2:30 PM CT

**CHEX
Educational
Webinars**

- August 13—Reports
- November 12—Customized Courses

*3:00 to 4:00 PM CT

The Upside Down Training Cake

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cost of training is the cost of developing and implementing the training program. However, the real cost, at an organizational level, is related to how quickly learners develop proficient job performance after training – how fast they come up to speed in complex jobs. These costs are substantial, but are rarely measured. We all know they exist, and they can be quite large. These costs show up as:

- Sub-par productivity.
- Mistakes.
- Dissatisfied customers.
- Time spent getting help from others.
- Manager’s time reviewing and correcting work.
- Attrition of people who feel overwhelmed by their jobs.

The return on investment in terms of reduction in the time to proficiency can be huge, making the training investment worthwhile. For example, in one large organization, it took one and a half to three years for their entry-level employees to become proficient. They are now implementing a case-based curriculum that has reduced time to proficiency in the pilot test. By getting people up to speed more quickly, there can be a huge savings in terms of productivity.

With that kind of savings, you can have your upside-down cake – and eat it too!

Marty Rosenheck, Ph.D., CPT, is vice president of design and development at Cedar Interactive. He can be reached at editor@clomedia.com.



Quotes

25 Tips for a Powerful Life!

1. Take a 10-30 minute walk every day. And while you walk, smile. It is the ultimate anti-depressant.
2. Sit in silence for at least 10 minutes each day. Buy a lock if you have to.
3. Buy a DVR, tape your late night shows and get more sleep.
4. When you wake up in the morning complete the following statement, “My purpose is to _____ today.”
5. Live with the 3 E’s—Energy, Enthusiasm and Empathy.
6. Watch more movies, play more games and read more books than you did in 2007.
7. Make time to pray and meditate. They provide us with daily fuel for our busy lives.
8. Spend time with people over the age of 70 and under the age of 6.
9. Dream more while you are awake.
10. Eat more foods that grow on trees and eat less food that is manufactured.
11. Drink green tea and plenty of water.
12. Try to make at least three people smile each day.
13. Clear clutter from your house, your car, your desk and let new and flowing energy into your life.
14. Don’t waste your precious energy on gossip, energy vampires, issues of the past, negative thoughts or things you cannot control. Instead invest your energy in the positive present moment.
15. Realize that life is a school and you are here to learn. Problems are simply part of the curriculum that appear and fade away like algebra class but the lessons you learn will last a lifetime.
16. Eat breakfast like a king, lunch like a prince and dinner like a pauper.
17. Smile and laugh more.
18. Life isn’t fair, but it’s still good.
19. Life is too short to waste time hating anyone.
20. Don’t take yourself too seriously. No one else does.
21. You don’t have to win every argument. Agree to disagree.
22. Make peace with your past so it won’t screw up the present.
23. Don’t compare your life to others. You have no idea what their journey is all about.
24. No one is in charge of your happiness except you.
25. Forgive everyone for everything.

The Corridor Group is a visionary leader for consulting and education for the home care and hospice industries. We are problem solvers and innovators who, through collaboration with our clients and one another, deliver results!