nha National Healthcareer Association

PersonAbility™

Implementation Guide

> ## Contents

About This Guide

This guide is a companion to the PersonAbility™ offering and intended for those implementing Person-Ability™. We included information such as how many hours you will need to incorporate the training, numerous tips to make implementation seamless, and detailed information on what content is included.

The PersonAbility™ implementation guide is organized so that you can quickly find what you are looking for. We hope that this guide will lighten your load as you prepare to give learners the skills they need for long-term success in their health care career.

Description

PersonAbility™ is an online training product that helps educators and employers effectively build essential soft skills and drive behavior change in students and staff members through a unique learning process that uses learning and assessment through virtual simulation. Learners will examine the importance of essential skills such as emotional intelligence, communication, and teamwork, and will have opportunities to practice using these skills throughout the training.

The product starts with a baseline assessment that measures the learner's knowledge of essential skills and techniques used in problem-solving and critical thinking. The entire offering consists of five learning modules, one simulation that consists of four conversations, and a robust Facilitator Tool Kit that includes 15 activities designed to help learners foster essential skills. The program concludes with an assessment to measure improvement in behavior change from the baseline assessment to the final challenge assessment.

The product includes three major sections.

1. Modules

2. Simulations

3. Facilitator Tool Kit

1. Modules

The modules set the foundation by providing learners with a description of essential skills and listing and defining skills that are particularly important in health care. Learners will gain an understanding of the importance of these skills to a successful career in health care. The modules are packed full of activities that promote self-reflection and identify characteristics that can hinder the learner's ability to reach their full potential. There are five modules.

Introduction to Essential Skills

Professionalism	*Personal Brand*	*Interpersonal Foundations*
Attributes of a professional	Character	Critical thinking
	Appearance	Three-step method for problem-solving
	Online reputation	

Emotional Intelligence

Understanding Self	*Understanding Others*
Self-awareness	Empathy
Self-regulation	

Communication Skills

Types of Communication	*Considerations*	*Active Listening*
Verbal communication	Direct communication	Focus on the speaker
Nonverbal communication	Indirect communication	Listen to the speaker
Written communication	Audience	Check for understanding

Teamwork Skills

Dependability	*Adaptability*	*Respect*
Time management	Accept change	Build relationships
Follow-through	Learn in change	Support others
Consistency of quality		Collaborate

Showcase Your Skills

Develop a Professional Mindset	*Cultivate a Personal Brand*
Success-focused	Self-inventory
Service-focused	Presentation
	Self-improvement
	Play to your strengths

Instructional features within the modules are designed to engage learners and help them navigate the content at their own pace. Module features are listed in the following section.

Introduction Video

Module 1 (the introduction module) includes a video that introduces learners to the entire package of modules and discusses content and skills they will learn throughout the modules.

Menu Tabs

Two menu tabs can be found on the left-hand side of the screen: table of contents and module resources.

Table of contents

This tab opens the table of contents. Students can navigate to any section of the module by clicking on this tab.

Module resources

This tab includes several assets.

Module Resources Contents

Self-Reflection Answer Sheets

The modules include several self-reflection activities. Learners will click on the Module Resource's tab and then Self-Reflection when instructed to complete a self-reflection activity.

Facilitator Tip: Learners should save a copy of the answer sheet to record their responses.

Facilitators may choose to collect these after learners complete each reflection, after completing each module, or at the end of the training.

Problem-Solving Techniques and Steps Handout

Module 1 teaches about a problem-solving method, AIM, which stands for align, inquire, and make a plan. This is one of the main staples of the product and will be instituted throughout the training. The handout includes the steps for AIM and other problem-solving methods as well as three examples of conversations in which AIM is applied.
To get to this resource, click on the module resources tab and then Problem-Solving Techniques and Steps.

Facilitator Tip: Encourage learners to reference this handout any time they are instructed to rewrite a scene from a case study using AIM or if they want to practice problem-solving incorporating the AIM method. Appendix A of this guide includes some extra practice scenarios you can share with learners who need or want a little more practice using this method.
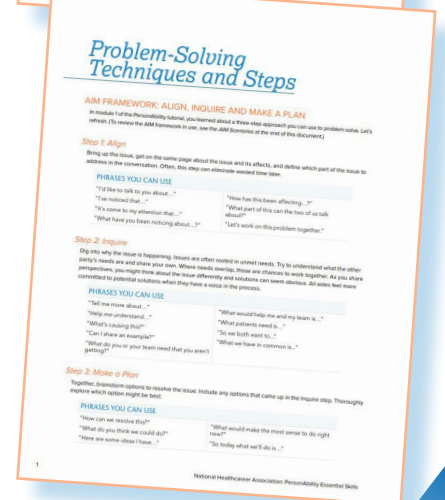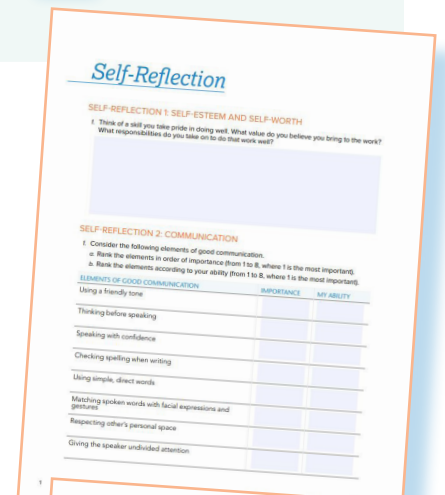
Module Resources Contents, continued

Case Study Response Sheets

The modules include several case studies that incorporate a variety of reflection questions. Learners will record their responses on the response sheets.

👈 *Facilitator Tip: Learners should save a copy of the answer sheet to record their responses.*

Facilitators may choose to collect these after learners complete each case study, after completing each module, or at the end of the training.

Transcripts

Transcripts of each of the case studies are available for referencing purposes.

👈 *Facilitator Tip: The transcripts will be helpful as the learner reconstructs scenes from the case studies. (Learners can use copy and paste features to expedite the process.)*

Credits

This document includes the authors, reviewers, and production team members who contributed to the content in PersonAbility™.

References

This document outlines all reference materials used to create the module information.
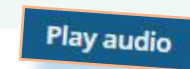
Legal Disclaimer

This contains important legal information about the offering.

Audio Tab

The Play Audio tab allows learners to listen to module content.

Professional Point of View Tabs

The Professional Point of View tabs include testimonials from educators or field exerts. This feature helps reinforce the importance of particular essential skills.

👈 *Facilitator Tip: This module feature is great to cover as a group in class. Consider posing questions that ask learners to provide similar examples or to reflect on whether they need to improve in the characteristic/behavior introduced in the testimonial. What actions can learners take to help improve in their weak areas?*
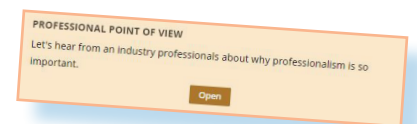
Self-Reflection Activities

The self-reflection activities are located in Module 1. These five activities encourage learners to self-reflect and explore areas of strength and opportunity. Learners will observe how particular characteristics or behaviors affect their career goals.

👈 *Facilitator Tip: Learners will want to pull up the self-reflection answer sheets discussed earlier. Consider keeping several copies of Self-Reflection #5, which is an evaluation checklist that can be used by other members of the team or class to rate the learner's performance throughout training. (There is a more comprehensive checklist in the FTK activities.)*
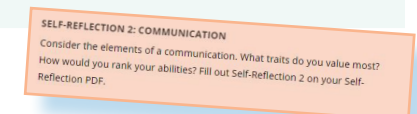
Case Studies

PersonAbility™ includes 19 case studies that require learners to reflect and apply what they have learned in the module to a case study.

Case studies are found in the following modules.
• Emotional Intelligence
• Communication
• Teamwork

Each case study includes the following types of activities.
• Multiple-choice questions about the case study
• Journaling prompt that encourages learners to reflect on the case study
• New scene prompt directing the learner to rewrite the scene instituting the AIM technique to promote a better outcome

Learners record their responses on the case study response sheets. To get to these sheets, learners should click on the module resource's icon and then Case Study Response Sheets.
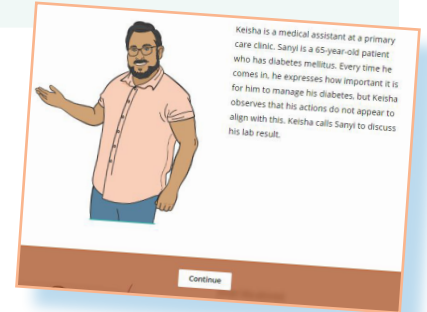
Fun Sketches

Sketches throughout the offering help to reinforce content and engage learners. Sketches are representative and do not include all the details of a real-world environment.

Module Assignment Checklist

Appendix B includes a checklist of all the activities in the offering, including the module assignments. Encourage learners to use this checklist as they progress through PersonAbility™.

Individual Progress Report

Learners can check their progress by going into the dashboard, scrolling down to PersonAbility™, and clicking on View Report.

2. Simulations

Students start PersonAbility™ by completing the baseline simulation. This establishes a beginning score used for comparison with the final assessment. Learners also engage in practice conversations where they practice and apply their learning.

The simulations:

- Will advance the learner's knowledge of the three-step AIM process and other problem-solving methods.

- Require learners to recognize desirable behaviors and actions by selecting ideal paths that will lead to the best outcomes in each conversation.

- Foster essential skills development as key concepts are applied to realistic scenarios.

The simulation includes two assessments (baseline and final for comparative studies), one overview video, and two practice conversations.

Baseline Assessment	*Title:*	De-Escalate a Patient Challenge
Simulation Overview	*Title:*	Introduction to Practice Simulations
Practice Conversation 1	*Title:*	Problem-Solving with a Co-Worker
Practice Conversation 2	*Title:*	Receive Professional Feedback
Final Assessment	*Title:*	Promote Patient Adherence

Simulation Features

Menu Page

The menu page allows the learner to select between the instructional video and the conversation in each simulation.

Instructional Video

Meet Marina Gill, former clinician who is now a recruiter for a health care provider. In this instructional video, Marina sets the stage for the simulation and each conversation in the simulation. The videos provide learners with important information about the character they will be playing, other characters involved, the story, and the learner's goals.

Introductory Screen

Every conversation will begin with a brief series of introductory screens, which may include:
- Conversation background
- Goals/Objectives
- Other information as needed
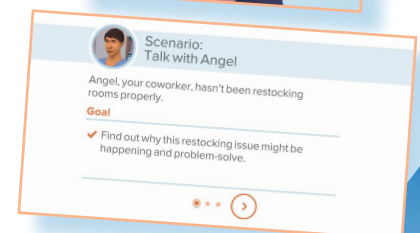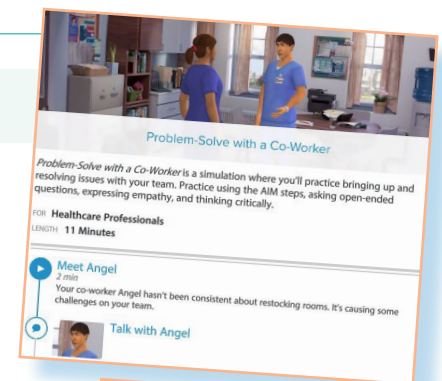
Talk Button

This presents learners with multiple tactics or approaches to take in the conversation. When they hover over any of the tactics, they will be presented with choices of specific things to say, notice, or do.

Undo Button

Learners can use the Undo button in the practice conversations if they feel they made the wrong choice. It will take them back to where they were before they made their most recent choice. *This option is not available in the Baseline or Final Assessments.*

Virtual Coach Message

The practice simulations include a virtual coach. These messages provide feedback on the choices learners make during the conversation. They can access their virtual coach any time by clicking on the information icon at the bottom of the screen. *This option is not available in the Baseline or Final Assessments.*

Thought Bubbles

Thought bubble icons near the characters' heads provide insights in how characters are thinking based on the learner's choices.

Simulation Control Menu

Menu: Return to the main simulation menu.
Captions: Turn on close captioning.
Volume: Control volume of the simulation.

Pause

Allows users to pause the simulation.

On-Screen Reporting

After each conversation, learners see a Performance Dashboard. This reinforces learning moments and highlights the key things learners should take away from the role-play. Dashboards can give a range of quantitative and qualitative feedback—from broad comments on learners' overall approach to reflections on individual choices they made.

Overall score: Learners receive an overall performance including contextual feedback and a qualitative overall score based on a composite of their technique scores.

The grading criteria for each of the categories are:
• Needs Improvement: 65% or below
• Satisfactory: 66% to 82%
• Exemplary: 83% to 100%

Facilitator Tip: Encourage learners to use these reports as remediation tools and to go through the practice simulations multiple times choosing different paths each time.

The report is only available immediately after completing the simulation so once learners exit the simulation it is not available anymore. Learners should take a screen shot of the report and save it for future referencing.
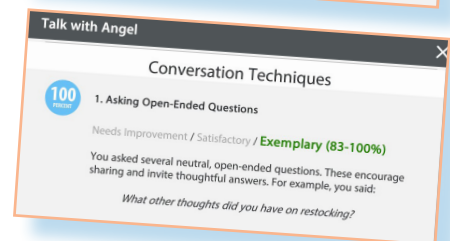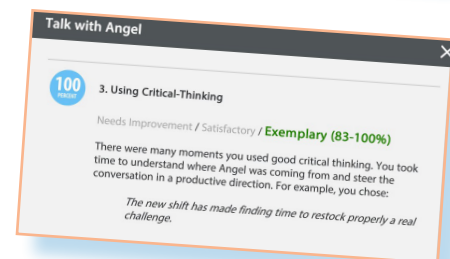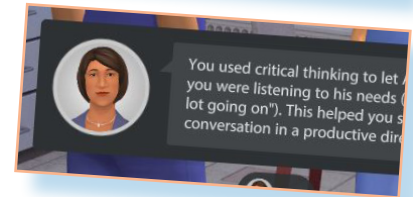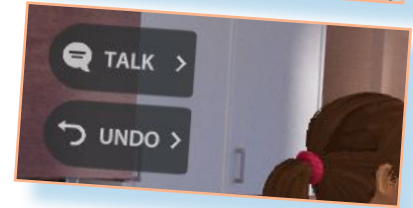
3. Facilitator Tool Kit

PersonAbility™ also contains a Facilitator Tool Kit (FTK). This tool kit will assist facilitators in customizing the course to meet their needs.

The FTK provides a set of optional resources that can be used with other sections of the offering to reinforce the key concepts. PowerPoint presentations can be used in live or virtual classroom sessions and are suitable for delivery in an academic setting or during employee training and onboarding.

The FTK consists of the following facilitation tools.

- This implementation guide
- A PowerPoint presentation (one per learning module to guide facilitators in delivering a live review and reinforcement of the key content contained in each learning module)
- 15 engaging optional activities in addition to the activities inside the modules to help foster essential skills

In order to access the files from the FTK, you should have received an email from your representative with the materials attached or a link where to find these. If you haven't received these, reach out to your NHA representative and let them know you would like access to these materials.

Implementation Strategies

Whether you are in an employment setting or an instructor in a health program, PersonAbility™ is easy to use. This section provides tips for how to implement the offering in your setting.

WHERE TO START
Start by deciding where and when you will implement the PersonAbility™ offering.

Educational Institutions
- Consider incorporating PersonAbility™ into a career readiness, health explorer, or professionalism course near the beginning of the program. The major benefit of incorporating this offering closer to the beginning of the program is that learners can practice instituting these techniques throughout the entire training program.
- Consider incorporating PersonAbility™ in a course closer to the end of the program, such as a capstone course, so that the information is fresh before going to an externship.
- Some institutions break up PersonAbility™ over two or more courses depending on time constraints.

Health Care Employers
- Consider incorporating PersonAbility™ into the onboarding process.
- Offer PersonAbility™ as a professional development course and have employees work in groups or independently.
- Use PersonAbility™ as a career laddering opportunity.

PATHWAYS TO IMPLEMENTATION

Next, decide how you will implement PersonAbility™. There are a few different ways you can implement the offering.

1

Independent learning + team review

Care teams or classes complete module and simulation activities independently and then connect with a facilitator or instructor for guided instruction during the next group session.

2

Collaborative learning + team review

Care teams or classes get together daily or weekly to go through modules and conversations in the simulation and connect with facilitators/educators for guided instruction and discussion following collaborative learning.

3

Independent learning

Educators or managers provide deadlines for independent module and simulation completion and monitor performance tracking.

Team review with an instructor or facilitator is highly recommended.

SEAT TIMES

PersonAbility™ includes three sections. Facilitators or educators will need to decide how much time to carve out for the offering. The following table provides an overall time frame for the offering depending on the path you choose.

Pathway Number	Pathway Description	Approximate Seat Time
Pathway 1	Independent Learning and Team Review	22 Hours
Pathway 2	Collaborative Learning and Team Review	22 Hours
Pathway 3	Independent Learning	13 Hours

Each pathway can be enhanced and lengthened by adding activities from the Facilitator Tool Kit. There is a total of 15 optional activities that collectively take around 21 hours to complete.(Facilitators/educators can add a few or all of these depending on time available.) Some of these activities are independent exercises; however, many are group activities.

In order for facilitators or educators to get a better feel for how long it will take to get through each section of the offering, see the following for better planning.

Module Number	PersonAbility™ Module Information	Estimated Time
1	Introduction	1 Hour
2	Emotional Intelligence	1 Hour
3	Communication	2 Hours
4	Teamwork	2.25 Hours
5	Showcase your Skills	1.5 Hours
	Essential Skills Assessment	1.25 Hours
	Total Time for the Package of Modules and Module Assessment	*9 Hours*

*Time estimates vary by individual. Estimates are based on average reading speeds. Each case study includes journaling activities that may also affect seat time.

SEAT TIMES FOR SIMULATION CONVERSATIONS

PersonAbility™ Simulation Information	Name	Estimated Time
Baseline Assessment	De-Escalate a Patient Challenge	45 Minutes
Simulation Overview	Technique and Steps	10 Minutes
Practice Conversation # 1	Problem Solving with a Co-Worker	60 Minutes
Practice Conversation # 2	Receive Professional Feedback	60 Minutes
Final Assessment	Promote Patient Adherence	45 Minutes
Total Time for Simulation		*3.5 to 4 Hours*

*Time estimates for simulation conversations differ by individual. Estimates are based on average reading speeds.

Activity Name	Connecting Module	Time Estimate	Activity Type	Individual or Group Activity	In-Class or Outside-of-Class Activity
Defining Professionalism	Introduction to Essential Skills	10 to 15 Min	Reflection activity	Individual	In or Outside of Class
Accepting Gratitude	Introduction to Essential Skills	30 Min	Role-play and research (pairs)	Individual or Group	In Class
Peer Evaluation	Introduction to Essential Skills	30 Min	Evaluation	Group	In Class
Identify Your Personal Brand	Introduction to Essential Skills	35 Min	Creating a poster or electronic platform	Group	In Class
Using AIM Framework in a Challenging Clinical Situation	Introduction to Essential Skills	30 Min	Role-playing (pairs)	Group	In Class
Becoming More Self-Aware	Emotional Intelligence	30 Min	Role-playing (pairs)	Group	In Class
How to Self-Regulate	Emotional Intelligence	20 Min	Reading and reflection	Group and Individual	In Class
Empathy	Emotional Intelligence	45 Min	Research and reflection	Individual	In or Outside of Class
Verbal, Nonverbal, and Written Communication	Communication	Group: 20 to 30 Min Individual: 10 to 20 Min	Role-play and reflection	Group and Individual	In Class
Environment and People as Considerations in Communication	Communication	30 to 60 Min	Guest speaker and reflection	Group and Individual	In Class
Active Listening	Communication	30 to 60 Min	Role-play	Group	In Class
Mock Employer Panel (Dependability)	Teamwork	1 to 2 Hr	Role-play	Group	In Class

Seat Times for Optional Activities from the FTK, continued

Activity Name	Connecting Module	Time Estimate	Activity Type	Individual or Group Activity	In-Class or Outside-of-Class Activity
Adapting to Altered Situations	Teamwork	Research: 15 Min to 2 Hr Discussion: 30 to 60 Min	Research and discussion	Group	In and Outside of Class
Collaboration with Others	Teamwork	30 to 45 Min	Physical activity	Group	In Class
Professional Mindset	Showcase Your Skills	2 Hr	External interview with health care leadership professional or educator	Pairs	Outside of Class
Self-Inventory	Showcase Your Skills	1.5 Hr	Reflection (SWOT analysis)	Individual	In or Outside of Class
Professional Interview Process	Showcase Your Skills	1 to 3 Hr	Observe an interview or watch an interview online	Individual/ Group	Outside of Class

Maximum Time Estimate for FTK Activities   *Around 21 Hours*

*The FTK activities are not part of the regular training product. Educators and facilitators may use some or all of these for extra practice during or following PersonAbility™ training.

The FTK also includes PowerPoint presentations that facilitators/instructors can incorporate into the training. See estimated times for these below.

LECTURE TIMES FOR MODULE POWERPOINT PRESENTATIONS

PersonAbility™ Module Information	Estimated Time
Introduction Module	0.75 Hours
Emotional Intelligence	1.25 Hours
Communication	1.5 Hours
Teamwork	1.5 Hours
Showcase your Skills	1 Hour
Total Time to go through PowerPoints	*Around 6 Hours*

PersonAbility™ has a progression order that must be followed in order for learners to move from one section to another. There is some flexibility when working inside of the modules and when working in the practice simulations. However, the majority of the offering is a guided sequence. The following figure illustrates the correct progression.

Successful Progression Through PersonAbility™

Baseline Assessment	Establishes baseline score of learners' comprehension to accurately measure growth throughout the course
Essential Skills Learning Modules	Learning modules include Introduction to Essential Skills, Emotional Intelligence, Communication, Teamwork, and Showcase Your Skills
Assessment #1	Uses both scenario-based and traditional multiple choice questions to assess comprehension of the essential skills presented in modules
Practice Simulations	Allows learners to practice the three-step AIM method and other methodologies learned throughout the training
Assessment #2 Through Simulation	Measures improvement in skill through applied learning using virtual simulation

SAMPLE LEARNING PLANS FOR EDUCATIONAL INSTITUTIONS AND EMPLOYERS

The table below sets content up in blocks so that you can plug these blocks into your courses or training where it makes the most sense. (Blocks are groups of learning activities within the product that build on each other and generally take 1 to 2 hours of time to complete.)

• Learning Plan A is for institutions that want learners to work independently in the offering with no facilitation from a trainer or educator.

• Learning Plan B is for institutions that want to include all the independent study content as well as connection activities, which include PowerPoints and discussion topics that align with module and simulation content. (PowerPoints and simulation discussions can be delivered by a facilitator/educator on the premises or virtually.)

Learning Plan A: Independent Study Only

Block #	Step 1	Step 2	Step 3	Estimated Activity Time
Block # 1	If Applicable, Purchase PersonAbility™ and Enroll in the Course (Approx. 5 Min)	Watch PTV # 1: Introduction to PersonAbility™ (Approx. 5 Min)	Complete the Simulation Baseline Assessment De-Escalate a Patient Challenge: (Approx. 45 Min)	1 Hour
Block # 2	Watch PTV # 2: Module Navigation (Approx. 3 Min)	Complete the Introduction to Essential Skills Module (Approx. 1 Hour)	N/A	1 Hour

Learning Plan A: Independent Study Only, continued

Block #	Step 1	Step 2	Step 3	Estimated Activity Time
Block # 3	Complete the Emotional Intelligence Module	N/A	N/A	1 Hour
Block # 4	Complete the Communication Module	N/A	N/A	2 Hours
Block # 5	Complete the Teamwork Module	N/A	N/A	2.25 Hours
Block # 6	Complete the Showcase Your Skill's Module	N/A	N/A	1.5 Hours
Block # 7	Complete the PersonAbility™ Essential Skills Assessment	N/A	N/A	1.25 Hours
Block # 8	Watch PTV CLIP # 3: Simulation Navigation (Approx. 5 Min)	Watch Simulation Overview: Techniques and Steps (Approx. 10 Min)	Complete Practice Simulation # 1: (Problem Solving with a Co-Worker (Approx. 1 Hour)	1.25 Hours
Block # 9	Complete Practice Conversation # 2: Receive Professional Feedback)	N/A	N/A	1 Hour
Block # 10	Watch PTV Clip # 4: Obtaining Reports and your Certificate in PersonAbility™ (Approx. 5 Min)	Complete the Final Challenge Assessment: Promote Patient Adherence (Approx. 45 Min)	N/A	1 Hour
Total				*About 13 Hours*

*Times may vary depending on the learner's reading and writing speed.

*PTV stands for PersonAbility Training Video. These clips can be found at https://www.youtube.com/channel/UCBPcS1wFDIf8ii_FK9VGS7A.

*Consider providing learners with a copy of the learning plan you select for your institution.

Learning Plan B: Independent or Collaborative Study and Connect Activities with Trainer

Block #	Step 1	Step 2	Step 3	Step 4	Estimated Time
Block #1	If Applicable, Purchase PersonAbility™ and Enroll in the Course (Approx. 5 Minutes)	Watch PTV # 1: Introduction to PersonAbilityTM (Approx. 5 Minutes)	Complete the Baseline Assessment: De-Escalate a Patient Challenge (Approx. 45 Minutes)	The facilitator should go over the Baseline Assessment Discussion Questions with learners (Approx. 15 Minutes) *This should occur following the baseline assessment.*	1.25 Hours
Block #2	Watch PTV # 2: Module Navigation (Approx. 3 Min)	Learner Independent Study Module 1: Introduction to Essential Skills (Approx. 1 Hour)	N/A	N/A	1 Hour
Block #3	Facilitator or Instructor Led Power Point Presentation Module: Introduction to Essential Skills	N/A	N/A	N/A	0.75 Hours
Block #4	Learner Independent Study Module 2: Emotional Intelligence	N/A	N/A	N/A	1 Hour
Block #5	Facilitator or Instructor led PowerPoint Presentation: Module: Emotional Intelligence Module	N/A	N/A	N/A	1.25 Hours
Block #6	Learner Independent Study: Module: Communication	N/A	N/A	N/A	2 Hours
Block #7	Facilitator or Instructor led PowerPoint Presentation: Module: Communication	N/A	N/A	N/A	1.5 Hours
Block #8	Learner Independent Study: Module: Teamwork	N/A	N/A	N/A	2.25 Hours
Block #9	Facilitator or Instructor led PowerPoint Presentation: Module: Teamwork	N/A	N/A	N/A	1.5 Hours

Learning Plan B: Independent or Collaborative Study and Connect Activities with Trainer, continued

Block #	Step 1	Step 2	Step 3	Step 4	Estimated Time
Block #10	Learner Independent Study Module: Showcase Your Skills	N/A	N/A	N/A	1.5 Hours
Block #11	Facilitator or Instructor led PowerPoint Presentation: Showcase Your Skills	N/A	N/A	N/A	1 Hour
Block #12	Complete the PersonAbility™ Essential Skills Assessment	N/A	N/A	N/A	1.25 Hours
Block #13	Watch PTV CLIP # 3: Simulation Navigation (Approx. 5 Min) Watch Simulation: Overview Techniques and Steps (Approx. 10 Min)	Facilitator or Instructor led Discussion Questions Overview Video (Approx. 15 Min)	Learner complete Practice Simulation # 1: Problem Solving with a Co-Worker (Approx. 1 Hour)	Facilitator or instructor, go over Discussion Questions: Problem Solving with a Co-Worker Conversation (Approx. 30 Min)	2 Hours
Block #14	Learner complete Simulation: Practice Conversation # 2: Receive Professional Feedback (Approx. 1 Hour)	Facilitator or instructor led Discussion Questions Receive Professional Feedback (Approx. 30 Min)	N/A	N/A	1.5 Hours
Block #15	Watch PTV Clip # 4: Obtaining Reports and your Certificate in PersonAbility™ (Approx. 5 Min)	Learner take the Final Challenge Assessment: Promote Patient Adherence (Approx. 45 Min)	Facilitator or instructor led Discussion Questions: Promote Patient Adherence. (Approx. 30 Min)	N/A	1.5 Hours
Total					22 Hours

*Times may vary depending on the learner's reading and writing speed.

*PTV stands for PersonAbility Training Video. These clips can be found at https://www.youtube.com/channel/UCBPcS1wFDIf8ii_FK9VGS7A.

*Consider providing learners with a copy of the learning plan you select for your institution.

Baseline Assessment Tips

- The baseline assessment is required to be completed before any other content within PersonAbility™ can be accessed.

- If learners meet as groups for activities, have the entire group take the baseline assessment in the same space at the same time, so that a monitor is present when they take the assessment. (This will ensure responses are unique to each individual. This is essential to establish an accurate baseline for comparative purposes at the completion of training.) If this is not possible, remind learners that this is a test and they should not share answers.

- Review group reports to observe for common trends among class members. Discuss the trends as a class.

- Once learners complete the baseline simulation, incorporate the group discussion questions from the PersonAbility™ Simulation Guide, which can be found in Appendix D.

Module Tips

- Set due dates for each module assignment, assessment, and simulation conversation. A checklist for each of these items can be found in Appendix B.

- If time permits, review the Professional Points of View features in each module with learners.

- Collect and review module activities. (Some facilitators make these completion grades.)

- If time permits, encourage learners to practice the AIM role-playing exercises with peers or classmates. Refer to Appendix A.

- Modules 2 to 4: If learners do not have time to practice the role-playing exercises, facilitators may instruct learners to write a reflection for each case study rather than recreating scenes, and to practice the role-playing exercises using the AIM technique with their classmates or peers. Refer to Appendix A for extra role-playing exercises.

- Check group reports to see how much time students are spending in the modules.

- If you find that learners are finishing their work in the modules early and they have already gone through the AIM practice scenarios, consider giving them activities from the Facilitator Tool Kit (FTK).

Essential Skills Assessment Tips

- If learners are meeting as groups for activities, have the entire group take the essential skills assessment individually, at the same time in the same space. If not, learners can take these independently. However, remind learners that this is a test and they should not be collaborating with others during testing. (It is best to have all assessments monitored whenever possible.)

- View reports in the instructor portal to see how learners performed and record grades, if applicable. If you see any trends, discuss these as a group or through a discussion board.

- Remind learners that they cannot proceed to the simulation until they successfully complete the essential skills assessment. (They can retake the assessment until they reach a passing score.)

Simulation Conversation Tips

- Reference the PersonAbility™ Simulation Guide (Appendix D) for a comprehensive look into the simulation.

- Show students how to navigate through the simulation and the special features of the simulation. This can be done by going through the remove "product" and replace with PersonAbility™ training video (PTV) Simulation Navigation.

- After learners go through each simulation conversation, incorporate the discussion questions located in the PersonAbility™ Simulation Guide in Appendix D.
- Encourage learners to take multiple paths when working in the practice conversations so that they can experience the consequences of taking paths that are less than ideal. (Taking multiple paths is only available in the practice simulations, not the assessments.)

Facilitator Tool Kit Tips
- If time permits, integrate activities from the Facilitator Tool Kit (FTK) when learners are going through the modules that align with each activity.
- Some facilitators/instructors may consider integrating the FTK activities following PersonAbility™ training for extra practice.
- To lengthen the effects of the training, facilitators may consider having different peers/classmates/instructors evaluate the learner's monthly progress using the peer evaluation tool found in the FTK activities. (This can be ongoing throughout and beyond the training period.)

Reporting

Learners can check their progress by going into the dashboard and scrolling down to the PersonAbility™ section and clicking on View Report. The report is divided into sections.

Individual Progress Report

Learners can check their progress by going into the dashboard, scrolling down to the PersonAbility™ section, and clicking on View Report. The report is divided into sections.
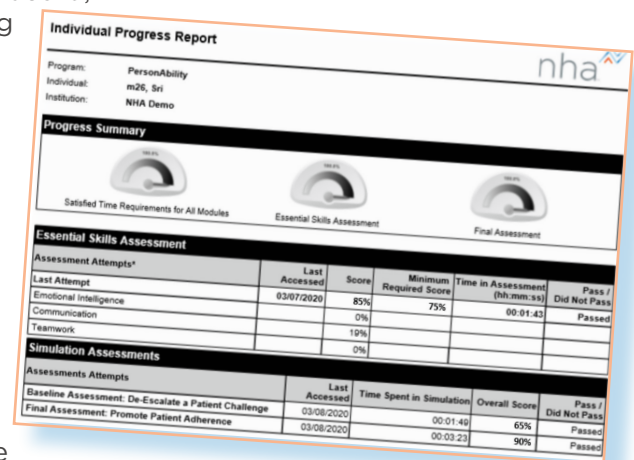
Progress summary

- Visual dials quickly show overall progress throughout PersonAbility™.

Essential Skills Assessment

- Score reporting for the traditional multiple-choice assessment.
- Score detail for each section of the assessment. This information should be used for remediation.

Students must achieve a 60% to proceed to the next section.

Assessments are a core competency of NHA and we take ensuring validity of our assessments seriously. When PersonAbility launched we used a cut score on the Essential Skills Assessment of 75% based on assessment trends and best practices. As more users took the exam we continued to study the results. Based on the analyses results and thorough examination of the data by our team of stakeholders, subject matter experts, and psychometricians, we found that the initial cut score of 75% needed to be lowered to 60%. By lowering this score it does not remove the rigor of the assessment, rather it aligns the score to the objectives of the assessment"

Individual Progress Report

Program: PersonAbility
Individual: m26, Sri
Institution: NHA Demo

Progress Summary

Satisfied Time Requirements for All Modules | Essential Skills Assessment | Final Assessment

Essential Skills Assessment

Assessment Attempts*	Last Accessed	Score	Minimum Required Score	Time in Assessment (hh:mm:ss)	Pass / Did Not Pass
Last Attempt					
Emotional Intelligence	03/07/2020	85%	75%	00:01:43	Passed
Communication		0%			
Teamwork		19%			
		0%			

Simulation Assessments

Assessments Attempts	Last Accessed	Time Spent in Simulation	Overall Score	Pass / Did Not Pass
Baseline Assessment: De-Escalate a Patient Challenge	03/08/2020			
Final Assessment: Promote Patient Adherence	03/08/2020	00:01:49	65%	Passed
		00:03:23	90%	Passed

Individual Progress Report, continued

Simulation assessments

- Score reporting for the baseline and final assessment.
- The baseline assessment can only be completed one time. On the final assessment, students must achieve a 66% to complete PersonAbility™ There is not a maximum number of attempts for the final assessment.

Module progress overview

- Times accessed, time spent, date last accessed, and module completion data
- Reporting for each of the five modules

Simulation practice progress overview

- Date last accessed, minimum required score, and time spent
- Reporting for the introduction simulation and two practice simulations

Module Progress Overview

Module Detail				
Introduction to Essential Skills	Times Accessed	Overall Time Spent	Last Accessed	Module Complete
Emotional Intelligence	2	00:00:20	03/08/2020	Y
Communication	1	00:00:21	03/08/2020	Y
Teamwork	1	00:00:19	03/08/2020	Y
Showcase Your Skills	1	00:00:19	03/08/2020	Y
	1	00:00:22	03/08/2020	Y

Simulation Practice Progress Overview

| Assessment Attempts			
Introduction to Techniques and Steps	Last Accessed	Score	Time Spent in Simulation
Practice Conversation 1: Problem-Solve with a Co-Worker	03/08/2020	N/A	00:02:10
Practice Conversation 2: Receive Professional Feedback	03/08/2020	77%	00:03:03
	03/08/2020	73%	00:02:40

👉 **Facilitator Tip:** *Take a screenshot of a report and review it with learners so that they understand how to use it. Encourage them to use the reporting feature to pace themselves throughout the training and to evaluate their comprehension of the material featured in the offering.*

Group Report

The group report is available for instructor/facilitator accounts. This report includes each student's performance and progress through PersonAbility™. The report includes the following.

Progress summary

- Visual dials quickly illustrate the learner's overall progress through PersonAbility™. (This includes progression through the module and simulation.)
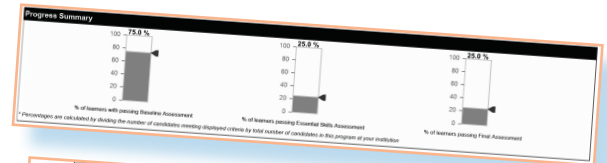
Modules 1 through 5 section

- Times accessed, time spent, date last accessed, and module completion data for each module
- Reporting information for each of the five modules

Essential skills assessment

- Score reporting for the traditional multiple-choice assessment.
- Score detail for each section of the assessment. This information should be used for remediation.

Final Assessment

- Students must achieve a 66% on the Final Assessment to complete PersonAbility™.
- Students may take the final assessments multiple times until they pass the assessment.

Frequently Asked Questions

Question	Answer
1. Where are the technical requirements for PersonAbility™ located?	Technical requirements for PersonAbility™ can be found in this guide following this section.
2. What specific requirements does PersonAbility™ fulfill?	The training incorporates many of the affective competencies set forth by accrediting bodies such as CAAHEP and ABHES and a portion of the required ASHP hours. Medical establishments and pharmacies should be tracking customer service KPIs as a result of new business model changes. PersonAbility™ training should help to optimize these scores
3. Can educational institutions offer this as a credit course?	PersonAbility™ is currently not eligible for ACE credit.
4. What is the reading level of this product?	NHA does not perform precise reading level analyses on our products. Instead, we are focused on ensuring that all content is appropriate for the given test plan and the knowledge needed for the assessments within the product. The content is validated both through iterative content expert reviews and through psychometric evaluation of testing data.
5. How long will PersonAbility™ take to complete?	This will vary depending on the learning path educators/facilitators choose for their learners. • The minimal amount of time will be around 13 hours. • If facilitators/educators want to incorporate lectures and group discussion outside of the independent study, it will take around 22 hours. • If educators or facilitators want to take full advantage of all the resources that are available in this offering, such as additional activities in the Facilitator Tool Kit, additional time will be necessary. Refer to the Implementation section of this guide to learn more.
6. Where should we plug this offering into our current programs?	This will vary according to the program. • It is a great addition to a professionalism class or a career readiness class. However, some schools can add it to their administrative (computer) or clinical courses and scatter the sections throughout the program. • Employers may want to make this offering part of the onboarding process or offer as a professional development course in their training materials.
7. Who are ideal candidates for this training?	Medical assistants, nursing assistants, patient care technicians, LPNs, pharmacy technicians, and phlebotomists.
8. Could this course be applicable to health administrative programs?	Because essential skills are important to possess for all members of the health care team, this training product is universal. Many of the essential skills and problem-solving techniques presented in the product can apply to both clinical and administrative professionals. However, scenarios in the offering are geared toward clinical staff members.
9. Can learners receive continuing education credit for this program?	Learners who are certified at the time they take the training are eligible for 6 hours of continuing education through NHA. However, if learners were not certified at the time they took the training, they will be ineligible to receive the continuing education following certification.

Technical Requirements

To learn more about technical requirements for this offering, refer to the following links.

- Requirements for the module package: https://info.nhanow.com/technical-requirements
- Requirements for running the simulation: https://support.kognito.com/s/article/system-requirements

Product Support

At NHA, we pride ourselves on timely, effective support to meet your needs. Please contact us at 800-499-9092 if you need assistance with this product.

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Appendices

Role-Playing Scenarios Using AIM

Use these scenarios when students want to practice role-playing conversations using the AIM method.

1. A peer in the clinic always tries to correct you when you perform procedures. She thinks you are performing these procedures incorrectly because they are different from the techniques she learned when she went through her training. You know that both techniques are correct and that the outcome is the same whether you perform it her way or the way you were taught. The peer's continuous jabs make the work environment stressful. Using the AIM technique, approach this peer in a professional manner to see if you can come to a solution.

2. You work for a provider that consistently runs behind schedule—many days 1 to 2 hours behind. You have a peer who works for a provider who is very efficient and frequently finishes with patients ahead of schedule. The peer hurriedly exits the facility soon after her provider and last patient leaves and never offers to assist you or anyone else who is still working when she is getting ready to leave for the day. You have assisted her many times, especially in the blood drawing department. She struggles in this area and often enlists your services to help her. Using the AIM technique, see if you can help this peer understand the importance of teamwork so that everyone can leave on time.

3. A patient comes in right before closing to get an electronic copy of her chart to take to her cardiologist. She has a heart valve defect and is being seen for a consultation. The representative from the cardiologist's office asked if she could have her files put on a CD because they are not in the same network as your provider, and having the CD will make it easier to upload the files into their system, rather than scaning all the pages of her chart. Her appointment is tomorrow, and she is insistent that she needs this before her appointment. She didn't make arrangements ahead of time to pick up the copy and the person that makes the copies has left for the day. You are the only team member left. You don't know where the CDs are located or how to make a CD of the chart. Incorporating the AIM technique, try to work toward a temporary solution for tomorrow's visit.

4. A patient calls to state that she is out of blood pressure medicine and needs the provider to call in a prescription. Looking at the chart, you see that the patient has not been in for over 6 months and doesn't meet the requirements for a refill. Tonight, she will take her last pill and states that her schedule is so hectic she can't get in for an appointment for at least a month. She thinks the refill policy is ridiculous and is agitated that someone can't just call in the prescription. Instituting the AIM technique, see if you can help this patient understand the importance of the refill policy and come up with at least a temporary resolve for her, while staying within your scope of practice.

5. A colleague consistently borrows items from your area and never returns them. He is now asking to borrow the new bandage scissors that you just purchased exclusively for yourself. Use the AIM technique to see if you can settle this dilemma in a professional manner.

6. A patient calls to state that has called on several occasions to get the results of his chest x-ray but no one ever calls him back. He is tired of the waiting and is considering changing providers because of the lack of empathy in staff members. Using the AIM technique, see if you can assist this patient.

7. Your supervisor pulls you aside to state that she wants you to take on some extra responsibilities while a colleague is out on vacation. You are already overloaded from a very hectic patient schedule and projects the provider has you working on. The discussion should not be a whining session but one in which you present facts that illustrate why the added responsibilities may prevent you from giving patients the best care possible and following through with assignments the provider has you working on. See if the two of you can come to a resolution that works for all.

Role-Playing Scenarios Using AIM in a pharmacy setting

Use these scenarios when students want to practice role-playing conversations using the AIM method.

1. A more senior pharmacy technician you work with in the pharmacy tries to correct the way you perform some of your duties. She thinks you are performing some of your duties incorrectly because you perform them differently than she was taught during her training years earlier. You know that both she and you complete all tasks correctly and with the same outcome regardless of whether you perform them her way or the way you were taught. The other technician's continuous jabs make the work environment stressful. Using the AIM technique, approach this peer in a professional manner to see if you can come to a solution.

2. You work at a very busy, high-volume pharmacy that is consistently running behind – many days have a backlog of 30 to 40 prescriptions still needing to be filled when it is time for the pharmacy to close. You and another technician both work the closing shift, along with a pharmacist. Your coworker often finishes her assigned tasks and leaves shortly after the pharmacy closes, leaving you and the pharmacist to finish filling the remaining prescriptions for the day – sometimes for up to an hour after your shift is scheduled to be over. You have helped her with her duties numerous times, especially with regard to managing inventory and helping her ensure the nightly wholesale order is transmitted before the cutoff time. She frequently enlists your help with the ordering because she is not as efficient as you are with inputting the order into the computer system. Using the AIM technique, see if you can help this coworker understand the importance of teamwork so that everyone can leave on time.

3. A patient's partner comes into your pharmacy right before closing and requests an electronic copy of the patient's current medication list, including the dosages, directions, and prescriber, to take to a cardiologist consultation the following morning, which was scheduled after a recent trip to the ER for pneumonia uncovered a previously undiagnosed atrial fibrillation. Unfortunately, due to HIPAA regulations, you inform the patient's partner that you cannot release any patient records to anyone other than the patient without expressed consent or power of attorney on file. After the partner calls the patient, the patient then calls the pharmacy and insists you provide the needed records to their partner. You inform the patient that you cannot confirm identification over the phone and will not be able to release the records at this time. Incorporate the AIM technique and try to work toward a solution so the cardiologist can still get the records prior to the patient's appointment the following morning.

4. A patient requested a refill on his blood pressure medication a few days ago, but was out of refills. Your pharmacy contacted the prescriber for more refills; unfortunately, the provider denied the refill request because the patient has not been seen for over 6 months. The provider is requiring the patient to make a follow-up appointment before they will authorize any additional refills. The patient took the last of his medication this morning, and his schedule is so hectic, he won't be able to schedule a follow-up appointment with the provider for at least a month. He thinks the refill policy is ridiculous and is agitated that the provider won't call in the prescription and that the pharmacy hasn't done more for him. Instituting the AIM technique, see if you can help this patient understand the refill policy and come up with at least a temporary resolution for him, while staying within your scope of practice and following all applicable laws.

5. A colleague consistently borrows items from your work area but never returns them. He is now asking to borrow a pocket drug reference book you purchased exclusively for yourself. Use the AIM technique to see if you can settle this dilemma in a professional manner.

6. A patient calls to state that he has called on several occasions to get the status of a prior authorization request for a new medication he was prescribed, but no one has called him back with any information. He is tired of waiting to start his medication and is considering changing pharmacies due to the lack of empathy and customer service from the pharmacy staff. Using the AIM technique, see if you can assist this patient.

7. Your pharmacy manager pulls you aside to state that she wants you to take on some extra responsibilities while a coworker is out on vacation. You are already overloaded with your own duties and the high volume of prescriptions the pharmacy fills. Additionally, you will have to complete your pharmacy's annual controlled substance inventory count. The discussion should not be a whining session, but one in which you present facts that illustrate why the added responsibilities may prevent you from providing the best patient care to your customers while also completing all of your regular duties, the controlled substance inventory, and keeping up with the high volume of prescriptions that need to be filled. See if the two of you can come to a resolution that works for all.

Item	Due Date	Completion Date
Baseline Assessment		
Module 1: Introduction to Essential Skills		
Self Reflection 1: Self-Esteem and Self-Worth		
Self-Reflection 2: Communication		
Self-Reflection 3: Character		
Self-Reflection 4: Professionalism		
Self-Reflection 5: Others' Perspectives		
Module 2: Emotional Intelligence		
Language Barrier		
Alcohol Use Disorder		
Diabetes Mellitus		
Module 3: Communication		
Postoperative Care		
Confusion		
Texting		
Covering a Shift		
Patient Understanding		
Nonverbal Cues		
Connecting to Patients		
Communication Techniques		
Module 4: Teamwork		
Time Management		
Follow-Through		
Setting Expectations		
Change Acceptance		
Flexibility		

Item	Due Date	Completion Date
Building a Relationship		
Connect to the Patient		
Positive Attitude		
Module 5: Showcase Your Skills		
Reputation		
Characteristics		
Social Media		
Personal Growth		
Professional Organizations		
Essential Skills Module Assessment		
Simulation Activities		
Simulation Overview		
Practice Conversation 1		
Practice Conversation 2		
Final Assessment		

Activity Name	Due Date	Completion Date
Defining Professionalism		
Accepting Gratitude		
Peer Evaluation		
Identify Your Personal Brand		
Using AIM Framework in a Challenging Clinical Situation		
Becoming More Self-Aware		
How to Self-Regulate		
Empathy		
Verbal, Nonverbal, and Written Communication		
Environment and People as Considerations in Communication		
Active Listening		
Mock Employer Panel (Dependability)		
Adapting to Altered Situations		
Collaboration with Others		
Professional Mindset		
Self-Inventory		
Professional Interview Process		

Special Features by Module

	De-Escalate a Patient Challenge	*Problem-Solving with a Co-Worker*	*Receive Professional Feedback*	*Promote Patient Adherence*
Coach Feedback		✔	✔	
Undo Button	✔	✔	✔	✔
Thought Button		✔	✔	
Pre-Conversation Instructional Screen	✔	✔	✔	✔
Talk Button	✔	✔	✔	✔
On-Screen Reporting	✔	✔	✔	✔

BEST PRACTICES
Things to keep in mind prior to students starting:

- De-Escalate a Patient Challenge is a baseline assessment tool. Prior to having the students individually complete the simulation, do not discuss the topics. This is a formative assessment tool to give you insights into your students' prior knowledge.

- Problem-Solving with a Coworker and Receiving Professional Feedback are both practice conversations. Encourage students to play them multiple times, taking different paths each time. Making the wrong choices can be just as valuable a learning opportunity as making the right ones.

- Promote Patient Adherence is a challenge assessment tool. This is a summative assessment tool to evaluate what your students learned from the simulation.

After students have completed each conversation in the simulation individually, it's best to gather them to discuss the material and their experiences. It's also a chance for students to ask questions and think about how to apply what they learned.

Preparation
- Review: Look over the rest of the guide for PersonAbility™, so you can become familiar with the questions you'll be asking the group and get an idea of what kinds of questions and concerns may arise during each discussion. Decide which questions you feel are most important to make time for, as you might not have time for all of them.

- Learner Training: Have learners complete a conversation and then discuss it as a group.

- Location/Timing: For the discussion, consider a location you think is most conducive, possibly where students can sit in a circle and see each other as they share answers. The discussion can occur immediately following the training or during a regularly scheduled group meeting, once all students have completed the simulation individually.

- Computer Access (OPTIONAL): Consider choosing a location with a computer, projector, and speakers for the discussion so you can refer to the simulation during the discussion.

Group discussion

Student experiences with the simulation naturally vary, due to the ability to take different paths in the simulated conversations. For example, depending on the choices they made, students may not have learned about all the concerns and motivations of the characters in the simulation. The feedback they get will also vary with their choices. As a result, they may express a variety of opinions and experiences within the simulation.

Each discussion should occur immediately after all students finish a conversation in the simulation (for example, when all students are in a computer lab completing the program together) or at a later date. (These discussions should not occur until all students have finished the conversation.)

THEMES

Encourage students to think about the following themes as they complete the conversations in the simulation.

- How are your choices helping you act in a professional manner? How are you displaying compassion, attention to detail, teamwork, interpersonal skills, and empathy?

- What actions are you taking to promote your personal brand—in particular, your reputation, values, passion, technical skills, image, and persona?

- How are you effectively communicating?

- What actions are you taking that make you a team player?

GROUP DISCUSSION QUESTIONS
General Questions for All Conversations

- How did open-ended questions lead to a more productive conversation?

- What is an example where critical thinking improved patient care?

- How did expressing empathy lead to deeper connections?

- How did starting with alignment help steer the conversation in a productive way?

- When inquiring, how did sharing your thoughts help discover where your interests overlap?

- How did making a plan help everyone understand the next step and expectations?

Baseline: De-Escalate a Patient Challenge

- What actions had the greatest effect on Mr. Ferguson's mood? How could you use these to help other situations you may encounter?

- What role did de-escalation have in the patient receiving the proper medical care?

Problem-Solving with a Co-Worker

- How did finding out Angel's struggles and perspective help frame the conversation and de-escalate your frustration? How did identifying his needs help you work towards a solution that helps everyone?

- How does our relationships with co-workers affect patient care? What can we do to make sure our working relationships lead to a high quality of patient care?

Receive Professional Feedback

- How can you effectively balance patient needs and practice needs?

- How did Becky approach her supervisor in a way that encouraged discussion and understanding? How do you see yourself successfully navigating these conversations?

- How can efficiently communicating with your supervisor improve patient care?

Promote Patient Adherence

- How did Ms. Miller opening up about her experiences lead to a better understanding of the care that she needed? How can you help a patient feel more comfortable opening up about their experiences?

- How did you meet Ms. Miller's needs while still respecting her experiences? Where did you find it difficult to support her perspective?

- How can a person's personal experiences affect their willingness to seek out medical care? Where else have you seen instances of this?