

# R E C O M M E N D A T I O N S

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## **Curricula Review for California Association of Rehabilitation Agencies (CASRA)**

Presented to:

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and  
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## 1. PROJECT SCOPE

### A. Current Status

CASRA currently has five courses associated with the Certificate Program in Psychosocial Rehabilitation. Instructor materials for the following four courses were reviewed.

- Introduction to Psychosocial Rehabilitation
- Rehabilitation and Recovery
- Community Integration
- Helping Relationships

Each of the 3-unit courses is taught in a traditional face-to-face format, with each course session lasting 90 minutes.

Classes are currently taught at the College of San Mateo.

Instructor materials are completed for the four courses mentioned. The content is textually heavy and generally well constructed. Each course contains insightful handouts and class exercises. However, since the material is written for an experienced classroom instructor, it lacks the detailed content that would enable the course to be easily taught online from the handouts alone.

### B. Curriculum Conversion

Given the observations noted above, increasing the content of these courses is recommended for online delivery. For example, any content revisions should include links to outside sources, allowing the learner to explore the information in more detail. Moreover, the content needs to be easy to read and placed in a bulleted format where appropriate or "chunked" into 5 – 9 line blocks.

Experts in the field have demonstrated that learners at a distance need more detailed information about what they will learn. Therefore, as conversion takes place, strive to implement course objectives that are written as performance objectives. Refer to Bloom's *Taxonomy Categories of Educational Objectives*, Appendix A.

This content lends itself to the use of a narrator(s) for many of the examples and situations presented in these courses. Refer to Appendix B for ideas.

Material needs to be visual in nature where possible. Learners must be engaged in the material through activities and content interaction. (See Appendix C.)

As a supplement for constructing exemplary online courses, refer to the PDF attachment to this report, 'CSU-Chico Rubric for Online Instruction. It may also be found at <http://www.csuchico.edu/tlp/onlineLearning/rubric/rubric.pdf>

More detailed assessments of converting the courses "Introduction to Psychosocial Rehabilitation" and "Rehabilitation and Recovery" are found in Appendices D and E, respectively.

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**C. Interactive Modules**

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In order to achieve higher levels of Learner Retention, interactive modules should be used in online course delivery. Potential interactions are the following:

1. Drag and drop exercises
2. Interactive questions following blocks of content
3. Interactive video activities
4. FLASH animation of content

Where possible, include a student's interaction after he or she has viewed the video or FLASH content.

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**D. Learning Objects and Textbook**

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As content is developed, an ongoing appraisal of content that can be reused is recommended. Since the written material for these courses is already well developed, in all likelihood it could be used in several courses. While exercises that are specific to one course should remain in that course, the content leading up to the exercise could be made into more universal learning objects.

In terms of providing a textbook for the learner, Safari, a division of O'Reilly Publishing, allows users to create their own books. Refer to <http://safari.oreilly.com/> for additional information.

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**E Ultimate Goal**

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It is the ultimate goal of CASRA to have the following online offerings:

- A mini certificate program that features the following courses:
  - Introduction to Psychosocial Rehabilitation
  - Rehabilitation and Recovery

This certificate program would enable qualified candidates to take the CTRP national exam and would be instrumental for completing the 6 college semester credits or 60 hours of CEU (Continuing Education Units.)

CASRA representatives have also expressed a desire for the material to be segmented into ½ semester credit units. Such "mini-courses" would allow candidates to select the targeted areas for which they need additional information.

Suggested audiences for these segmented courses could include:

- Unlicensed individuals interested in career advancement
- Family members of those with mental illnesses
- Licensed individuals who need more information about a given topic.

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**F Distance Learning at the College of San Mateo**

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The College of San Mateo currently requires every distance learning course to include three mandatory on-campus meetings. This requirement may be negotiable depending on the course curricula.

The college is currently evaluating course management systems and will soon make a decision.

**G Anticipated Costs** Budget:

In order to complete an online course using the current instructor manuals, the following time/cost estimates are proposed:

Content Development: 8 – 11 person months to develop content.

**1. Introduction to Psychological Rehabilitation**

- 32 units of material, 8 – 12 development hours per unit (or 7 – 10 person weeks) to develop baseline content. (Refer to Rubric of Online Instruction for information on 'baseline.')
- This equates to the writing part of development only (i.e., the course's textual information will be developed in this phase).

**2. Rehabilitation and Recovery**

- 21 units of material, 8 – 12 development hours per unit (or 5 – 7 person weeks) to develop baseline content.

**3. Community Integration**

- 32 units. Refer to #1 in this category.

**4. The Helping Relationship**

- 31 units of material. Refer to #1 in this category.

FLASH designer: \$60,000 - 100,000

- Depending on sophistication of work, develop between 5 – 10 interactive modules per course.

Video producer: \$20,000 - \$40,000

Tape narration: \$20,000 - \$30,000

Course Management System: \$ amount unknown

- Cost depends on system used and institutional policies.

## 2) DEVELOPMENT PHASE

### A. The Next Step

Prior to progressing to the Development Phase, CASRA must determine the following:

1. Through which institution will these online courses be delivered?
2. What is the development budget?
3. When must this project be ready for delivery?
4. Who will handle curriculum development for online delivery?
5. Who will teach the class online? Will the classes be fully online or a hybrid?

As part of CASRA's Mission Statement they state:

"To offer educational and training opportunities which address and evaluate the effective use of the social rehabilitation approach to meet human needs."

Given their strong leadership and capable staff, they are well on their way to realizing this goal for the learner at a distance.

## Appendix A

### Blooms Taxonomy – Categories of Educational Objectives

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
defines describes enumerates identifies labels lists matches names reads records reproduces selects states views	classifies cites converts describes discusses estimates explains generalizes gives examples makes sense out of paraphrases restates (in own words) summarizes traces understands	acts administers articulates assesses charts collects computes constructs contributes controls determines develops discovers establishes extends implements includes informs instructs participates predicts prepares preserves produces projects provides relates reports shows solves teaches transfers uses utilizes	breaks down correlates diagrams differentiates discriminates distinguishes focuses illustrates infers limits outlines points out prioritizes recognizes separates subdivides.	adapts anticipates categorizes collaborates combines communicates compares compiles composes contrasts creates designs devises expresses facilitates formulates generates incorporates individualizes initiates integrates intervenes models modifies negotiates plans progresses rearranges reconstructs reinforces reorganizes revises structures substitutes validates	appraises compares & contrasts concludes criticizes critiques decides defends interprets judges justifies reframes supports

1. **Knowledge** of terminology, specific facts, ways and means of dealing with specific trends and sequences.
2. **Comprehension:** Grasping (understanding) the meaning of informational materials.
3. **Application:** The use of previously learned information in both new and familiar situations to solve problems that have single or best answers.
4. **Analysis:** The breaking down of informational materials into their component parts, examining information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations.
5. **Synthesis:** Creatively or divergently applying prior knowledge and skills to produce a new or original whole.
6. **Evaluation:** Judging the value of material based on personal values/opinions, resulting in an end product, with a given purpose, without real right or wrong answers.

<http://faculty.washington.edu/krumme/guides/bloom1.html>

## Appendix B

### Using a Narrator

The use of a narrator can enhance the training process with impressive results. What follows are some ways by which an effective narrator or "character" can help bring material to life.

(These characters come from Robert Lindsay of Allen Communications.)

Characters: Can be a fact, message, voice, face, mentor, expert, insider, analyst, peer, novice, idiot, opponent, conscience, cheerleader, storyteller, caricature, interrogator, opinion, time traveler, or an antropomorph.

Although it can take on a variety of forms, the use of a character is a highly effective way of presenting information in a more engaging manner.

Specific examples:

- To introduce Ohm's Law in an electronics course, an audio file was developed in first-person voice explaining how and why he, George Ohm, came up with the formula that came to be known as Ohm's Law. An image of George Ohm was included.  
*This is an example of an expert or Time Traveler.*
- To enhance very dull information dealing with correctly addressing envelopes, a "mailbox personality" was developed. When the envelope was addressed incorrectly, the mailbox character would not accept the envelope.  
*This is an example of the Antropomorph.*
- To introduce new information for an online course about coffee machine repair, a coffee bean caricature, "Mr. Robusta," was developed. In another section in the same series of classes, we used an "apron personality" to help convey information more effectively.  
*This is an example of the Antropomorph or Caricature.*
- When particularly important information is to be conveyed, the content can be placed in a box with a slightly different colored background. A mouse (or some other simple symbol) is tied to that box. When that symbol is repeated, it becomes an easily recognizable marker for the class that the boxed information is of particular significance.  
*This is an example of the Antropomorph.*

All of these examples are relatively inexpensive to develop.

## Appendix C

### Learner Retention

Edgar Dale's 'Cone of Learning' research tells us that more passive types of learning are less successful. The more engaged the learner is as they learn the content; the more they will retain the content they have learned.

- 10% of content learned through **Reading** is retained by the learner
- 20% of content learned through **Hearing** is retained by the learner
- 30% of content learned by **Seeing** is retained by the learner
- 50% of content learned through **Seeing** and **Hearing** is retained by the learner
- 70% of content learned through **Discussing** and **Collaborating** is retained by the learner
- 80% of content learned through **Doing** or **Experience** is retained by the learner
- 90 – 95% of content learned through **Teaching** is retained by the learner

With those retention figures in mind, it is critical to develop content that will achieve the higher levels of learner interaction. For example:

Boosting the 10% retention to 50 – 70% retention:

- Where textual content is necessary, minimize the text by reducing word count by 50%. As much as possible, make the content interactive. Provide opportunities for exercises and links to activities.
- Make content visual when appropriate. Some ideas follow:
  - Family Partner: Is there some method of showing this in a visually interactive way? How is it discussed in the face-to-face workshop?
  - Theory of Change: This material may do well as a FLASH component.
  - Five Steps. Show them as illustrated steps with each step appearing as the material is discussed.
  - Information and Referral Activities. Make this list visual in some way.
  - Characteristics of Family-Driven Care. Streamline content and / or make visual through FLASH or static images.

Boosting the 20% retention to a potential 50% retention

- With any content that should be absorbed and retained, e.g., definitions, that material should include an interactive audio component. Provide Glossary links that allow the learner to read AND hear the definitions.
- For better retention AND for accessibility requirements for the hearing-impaired learner, each audio file should have a textual component accompanying it.

Working towards a 70 – 80% learner retention rate:

- As much as possible link any activity to a discussion or collaborative activity. Ask students to collaborate as a group to solve a problem. Such an approach is considered a form of Guided Research, Guided Analysis, or Problem-based discussions.
- Use a Brainstorming activity to encourage learners to “think outside the box.”
- Develop a role playing activity that requires learners to give an analysis of each role.

### Reaching 80 – 95% learner retention

- For every face-to-face component, engage learners in “doing” activities. Assign them a task that requires them to finish something within a short time frame.
- Have learners become experts in a topic of interest to the group. Ask them to share that information with their classmates. In so doing, they become the “teacher” of the material. Playing that role allows for the highest learner retention level.

## Appendix D

### Introduction to Psychosocial Rehabilitation

Instructor Manual consists of 32 classes, with classroom exercises and handouts for 80% of the class meetings. Lecture-type content is lacking in this material.

Following is an exploration of the content of this manual with some reflections.

- Exercise 1 – Community Sharing. In the online classroom this exercise would work well with the four colors represented as a box of color. As students click on the box (indicating their desire to pick that color), their name would appear on the box. Reflecting the guidelines in the traditional class, they would then form a group with other classmates who selected the same color, after which they would give their group a name.

- Class 3: What is Psychosocial Rehabilitation?

Definitions: These definitions would work well as short video clips or commercial videos. To minimize development costs, students could be required to rent the videos from a commercial site.

History of Psychosocial Rehabilitation: Transforming this concept into a time-line visual would work well here.

- There is good content for discussion and group interaction throughout the manual. Many of the discussion questions in the instruction manual could be easily and effectively translated to an online format. Discussions could be structured in ways that ask group members to develop solutions to a number of situations. Such activities would provide excellent opportunities for classmates to evaluate other group solutions.
- Guest speaker "appearances" work well in the online classroom in the form of online chats or audio chats. CCC Confer through the California Community College office provides a bridge for this type of activity at no cost to the program.
- Disorders. See Appendix F for visual and explanation.
- Brainstorming activities could be done as online chats or audio conferences.
- Dream mapping. This could be facilitated, for example, with images from a collection of free on-line clipart. Learners could also use the Paint program offered through Accessories on most computers.
- Video clips of respected practitioners in the field would work very well as examples of how something should OR should not be done.

## Appendix E

### Rehabilitation and Recovery

Instructor Manual consists of 21 classes with 95% of the classes containing exercises and / or handouts. This course's content is entirely appropriate for the instructor. For the student, however, additional efforts must ensure that online content allows the student to explore additional resources as interest or need arises.

Some thoughts:

This course lends itself to the use of a single narrator. This person would then introduce individuals who relate their personal experiences with rehabilitation and recovery. All video guest clips would be selected to facilitate maximum learner interaction and class discussion.

- Class 3, Exercise 1. This exercise would lend itself well to the online format in terms of students interviewing each other online, either in real-time or in a pre-recorded format for replay at the appropriate point in class.
- Class 4, Exercise 1. The use of video clip would work well here.
- Class 5 content. This would work well with small video clips. It may be possible to digitize a commercial film or have 'actors' simulate these activities. The examples used in this lesson would also lend themselves well to video.
- Class 5 Exercise. This is yet another good example of a situation where video would work well. Video could be used for demonstration and group discussion for problem solving.
- Class 6 Exercise 1. Video clip followed by a problem-solving.
- Class 7. Speakers Panel. Video clips OR webcast.
- Class 9. Vignette video clips or commercial videos are a good application for this activity
- Class 10. Stages of Change. Good brainstorming activity as an online chat or audio conference activity.
- Class 10 Exercise. Make video segments into 5 – 10 minute video clips – shorter if appropriate. Use of a journal is good for learners to share issues they may or may not share in an open forum.
- Class 12, Exercise 1. All Client Situations lend themselves to video clips with class discussion.
- Definition of terms throughout the class would be good drag and drop identification activities.
- Mid-term exam. Questions should be randomized with randomized answers. A large database of questions should be developed to minimize students sharing exam questions.

## Appendix F

### Disorders Activity

<b>Thought</b>	<b>Mood</b>
<b>Anxiety</b>	<b>Personality</b>

**Directions:**

Pick a group with no more than four per group. Become...as a group...experts in your chosen disorder. Present a three-page academically written paper on the topic, to include the following:

- Definition
- Complications
- Famous people
- Cultural differences

Be prepared to give an oral presentation to classmates via a phone conference call. Each group will have 10 minutes for presentation and 5 minutes for Q&A.