LEARNER PROFILE TEMPLATE

Establishing a Learner Profile Note:

Before you get too far along the path of determining learning objectives and designing programs to address the gaps that you have identified, it is important to have a very good understanding of the learners with whom you will be working.

Using this Learner Profile tool will help you get a better understanding of learner needs in relation to the educational implications of diversity, and help ensure that the program content you design is appropriate to meet the diverse needs of the learners.

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| Background: culture, ability, religion/belief, lifestyles etc. of Learners
What is the age, gender, location, ethnicity, language, disability, level of education, and backgrounds of your learners? | Apache-Oklahoma, they speak in Eastern dialect.

Caddo-Arkansas, Louisianna, Texas, and Oklahoma. They have a unique language in the Caddoan family.

Comanche- Great Plains of Oklahoma. One third of the tribe live primarily around Lawton and Fort Sill. They speak a language from the Uto-Aztecan family.

Delaware- they call themselves Lenape. They speak a dialect in the Eastern Algonquian language family.

Fort Sill Apache- after being displaced from their homelands and held as prisoners of war, their descendants relocated to Oklahoma and formed the Fort Sill Apache tribe.

Kiowa- located throughout Oklahoma. They speak an endangered language within the Tanoan family. They created the Kiowa language department at the University of Tulsa. |

| | Wichita- their traditional territory is Oklahoma. It is the only tribal nation of the Southern plains that remains in place of origin.

ALL-Do not interrupt others during conversations or interject during pauses or long silences.

ALL- Do not stand too close to others and/or talk too loud or too fast.

ALL- Do not take pictures.

ALL- Avoid intrusive questions early in conversations.

ALL-Be comfortable in silence or long pauses in conversations. Allow the other person to tell their story.

ALL- learn how the community refers to itself as a group of people (i.e., Tribal name) and how to pronounce it.

ALL- be cognizant of the cultural phrases to avoid |
|---|---|
| **Prior Experience**
What prior knowledge, skills, and experience will they have that is relevant?
How will past experiences influence their cognition and development?
How can this experience be drawn out and integrated into the learning programme?
 **tech, ehr, change management | Unable to identify specific characteristics from provided cultural document. It is important for trainers to be aware of direct eye contact reservations, and shaking hands upon first meeting is preferred. Will be working with all levels of prior knowledge/skills (* multiple roles where person may not have credentials to perform some) |

Learners' Objectives What do you think the learners' objectives will be for completing the program?	Upon completion of Path EHR, training participants will be able to: 1. Successfully navigate and use the EHR system to document care that addresses each patient's physical, mental, social, and spiritual health needs. 2. Utilize EHR tools to strengthen communication and coordination among care teams, delivering more connected, patient–centered care. 3. Support the sustainability of the mission by documenting care accurately and efficiently, ensuring appropriate reimbursement and helping revenue expand services. 4. Tailor workflows and templates to reflect culturally responsive practices and support delivery of holistic, mission aligned care.
Learners' Motivation What will make the program most relevant to the diverse needs of the learners? What will prove meaningful, and provide understanding, access, equality and motivation to learn?	The diverse needs of learners will be met through the incorporation of differentiation, cultural relevance, and accessibility into their learning. **Differentiation**: Tailor instruction (eLearning and instructor led) to meet diverse learning needs through varied teaching methods, materials, and assessments. **Cultural Relevance**: Integrate content that reflects the diverse cultural backgrounds of students.

	Accessibility: Ensure that all educational materials are accessible to students with disabilities (508 and WCAG).

Success Factors What EDI factors might affect learner success or failure in the program?	*spiritual, clinical needs, success-objectives, by completing elearning, training, etc. Pt at the heart da dada dada
Technology Do the learners have access to learning technologies (e.g. computer, CD-ROM, Internet, video, etc.)? Are they pre-disposed to using these? Do they require these to support individual/specific need? Will they need these to access information prior to classes?	Learners will have internet access and computer access at the facility. Will they have a basic technology class prior to eLearning?.
Learning Strategies How will they best learn – participation, self reflection, activities, small groups, pairs, with support/interpreter, practice? How can different learning styles (e.g. visual, auditory, and kinesthetic) be accommodated? How can you make reasonable adjustments to meet diverse needs?	Multiple learning strategies will be implemented to ensure that learners' needs are met through visual, auditory, and kinesthetic accommodations. The utilization of graphic displays such as charts, diagrams, illustrations, handouts, and videos will be incorporated into eLearning and training for visual learners. Discussions will take place to encourage learner engagement and participation while providing information verbally. (If recording

	is an option, this will be beneficial to auditory learners). Learners will receive hands-on learning while they work through guided scenarios that simulate real-life events relatable to their role.
Support What kinds of support will be needed (academic, peer, supervisor, technical, interpreter, literacy, dyslexia etc.) to help ensure learner success?	• Technical Support • Utilization of Super Users
Desired Competencies List the learner competencies that need to be achieved. State these as things that the learner will be able to **do** after participating in the program.	Learner will be able to successfully document in PATH EHR upon completion of program.