

# TECHNOLOGY USE IN THE PACWEST LEND PROGRAMS

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## BACKGROUND

Technology can be used to connect and support faculty, trainees, families, individuals with disabilities, and community partners. As technology continues to evolve, the opportunities to increased access to LEND activities and resources multiply. This is a critical element for the PacWest LEND programs which cover a wide geographic area – Alaska, Arizona, California, Colorado, Hawaii (Guam), New Mexico, Nevada, Oregon, Utah (Idaho, Montana, North Dakota, Wyoming) and Washington.

## PURPOSE

The purpose of this project was to explore the use of technologies within each of the PacWest programs and to assess pros and cons of an array of technological tools and applications.

## METHODS

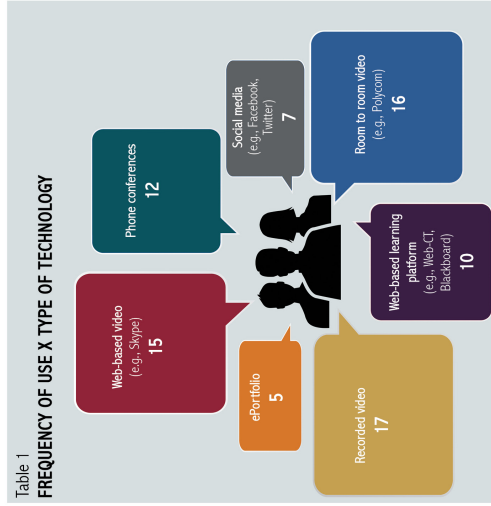
A structured survey was developed and used to conduct each interview with the PacWest LEND programs. The telephone interviews were conducted via conference call and were audio recorded. Two research assistants also transcribed answers to the questions during the phone call.

**Population.** All PacWest LEND program directors or designers.

**Data Analysis.** All notes were combined and each research assistant reviewed the others notes and any questions about differences in responses were clarified. Results of the telephone survey interviews were compiled in both quantitative and qualitative ways.

## RESULTS

Seven different types of technology (see Table 1) and their use in four components of the training program (didactic, clinical, research/ leadership, and continuing education/community outreach) were surveyed.



## FUTURE NEEDS

- Most programs desired TA to increase the use of technology, specifically to improve or expand their use of room-to-room video in their training program.
- Two of the PacWest programs discussed the development of an intentional culture in their training programs around the use of technology (Hawaii and Alaska). These two programs train a culture, emulate the culture from faculty to trainee and beyond and have a philosophy of shared responsibility between faculty, trainees and staff for the successful use of technology in their training program.

Consistent with the findings of other authors (Boyd-Barrett, 2000; Chen, 2009; Guri-Rosenblit, 2005), half of the LEND training programs reported that trainees could more easily grasp and use a variety of technology within the training program but that sometimes faculty had more hesitation in accepting and adjusting to and technology in the program.

Table 2  
**FREQUENCY OF USE X PROGRAMMATIC ACTIVITY**

	Didactic	Clinical	Research/ Leadership	CE*/Community Outreach
Room to room video	7	3	1	5
Web-based learning platform	7	-	3	-
Recorded video	8	2	4	3
ePortfolio	1	-	3	1
Social media (e.g., Facebook, Twitter)	1	-	2	4
Phone conferences	5	1	3	3
Web-based video (e.g., Skype)	8	2	2	3

\*Continuing Education

## REFERENCES

All references, a copy of the telephone survey questions, and results are available

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