NLN 2016 Abstract Submission from Oregon

Title: Oregon eWIC Training Videos

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Backgroumd: A traditional video was not in the Oregon eWIC budget when local staff requested a video to train participants on how to use their new eWIC card. Working with non-English speakers was expressed as a concern as WIC services are provided in 50 languages. 66% of Oregon WIC families use a SNAP card, so many are familiar with electronic benefits. Creating several topical videos would provide flexibility. State WIC Staff previously used Adobe Captivate to create training videos used in a Learning Management System. The "Effective Webinars" training from the 2014 Western MCH Leadership Network meeting outlined useful tips for designing a visual training.

Project Goals: Produce short training videos in English and Spanish about using the eWIC card.

Methods: Training concepts were identified and four major topics emerged: PIN Your Card, Protecting Your Card, Shopping with eWIC and Checking Your Food Balance. A story unfolded with Jessica, a WIC participant, as the main character and narrator throughout the videos. Adobe Captivate uses a slide format, similar to PowerPoint. A storyboard was developed for each slide, including the script, concepts, visuals and suggested animations. A rough mock-up of each video was created in PowerPoint , so subject matter experts could review and sign off prior to recording the audio, purchasing the images and creating the project in Captivate. Minimal text was used to enhance learning.

Results: Four videos of 3 to 4 minutes each were created in both English and Spanish. Each video has 13-17 slides. On the Oregon WIC website, English and Spanish participant "Shopping with eWIC" pages were created to post the videos. DVDs of the videos with closed captions were provided so they could loop in a clinic lobby. The videos were also added to the WIC ShopperApp which smartphone users can download to scan products for Oregon WIC eligibility and to check their WIC food balances. During pilot, staff training was built around the videos. Once the videos were posted online, the training plan was revised to require the videos as a prerequisite, thus freeing up training time for other issues. A participant centered group session guide was developed for local staff which incorporated the videos. Lessons learned were noted to help streamline future video projects.

Summary/Discussion:
With Adobe Captivate, a real life situation can be created in the video so new terminology is used in context and the steps in a process can be highlighted. Making updates is easy, so the video can stay current. Creating a storyboard for this type of project helps organize the video elements and is a useful communication tool between the subject matter experts and the Captivate developer. Recommend using Adobe Captivate for future training videos.