

Goal-directed Instructional Design Plan - Interviewing a DHS Client

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1. **A problem or a need** – there must be a problem of practice or an educational need that should be addressed during the lesson.
Often when an ES worker is required to perform an interview of the client, key information is missed that could either qualify or disqualify a client from receiving benefits. This lesson will show an ES worker how to ask the proper questions that need answered and may not be clear on a DHS-1171 (application).
2. **A real-world performance** – how the learning objective fit into a real-world activity or need.
Properly obtaining client information in order to process a case in Bridges and determine eligibility for assistance programs.
3. **An instructional objective** – the objectives are based on the final outcome, activity or test. These objectives will each be different for the four types of knowledge; *performing skills, recalling facts, identifying examples of concepts, and applying principles*.
 - a. *Interview the client based on the programs they are applying for and ask additional questions.*
 - b. *Verify all information from the 1171 and take good notes so that a follow up interview is not necessary.*
 - c. *Properly determine clients eligibility for DHS programs.*
4. **A set of essential content** – the basic ideas and skills that will allow the learner to complete the task or understand the content.
The proper way to handle when a client leaves a question unanswered or unchecked so that the specialist can obtain the answer to the question in an interview. How to explain the specific policy item that relates to the question and rephrase the question if need be if the client gives contradictory information. Learning when to ask additional probing questions if the information obtained in the interview does not adequately determine eligibility. Referring to online manuals for policy information will also be discussed.

5. **An evaluation consisting of a test or observation** – an assessment, observation or product showing that the objectives can be accomplished in the real-world setting. The students will view the incorrect way to interview a client to obtain all necessary information by way of a video.

Then, the students will view the correct way to interview a client to obtain all necessary information by way of a video.

6. **A method to help participants learn** – the method to deliver the content; a lesson. The students will be given a “train of thought” presentation when they must choose the next step in the interview based on the answers given by the client and decide whether the answer is acceptable or whether more questions should be asked and what those questions should cover.

• **Motivation:**

- Meaningfulness – content and activities must have meaning for the learner

The student will see how not obtaining the correct information at the time of the interview can and will lead to additional on the job stress because additional steps will then need to be taken in order to obtain the needed information.

- Pleasant consequences – the effects that achieving the goal will have on the learner

The student will see how much easier the process of determining eligibility will be if the interview is done properly at the first meeting.

- Novelty – an attention-getting, humorous or curious manner that relates to the useful information in your lesson

The mock interview will include a “worst case scenario” where a worker becomes comically overwhelmed with the task at hand because they did not properly interview the client.

- **Socialization** - a strong motivator for student learning

The video examples and interactive mock interviews allows the student to witness a mistake that can be a teaching moment.

- **Audience** – For what audience are you designing this lesson? Consider the following:

- Age Adult Learners of varying ages
- Skill level (including technology skills) New and seasoned specialist with varying levels of technology skills
- Prerequisite knowledge (including technology background) Must have completed initial caseworker/ES training

- **Technology Needs** – the computers, software, programs (such as Angel or other CMS's) printers, equipment, Internet access, time in the computer lab will be needed to successfully complete your technology-rich lesson.

- Computer that allows for real time viewing of video
- Internet access
- Ability to view PDF's (DHS-1171)
- Microsoft Powerpoint