

PICNet Educational Workshop

Communication and Education: Making these your superpowers!

March 2, 2016
Hilton Airport Hotel
Richmond, BC

Program

Changing the face of infection control: improving your communication skills

8:30 am-12:00 pm

We all understand how incredibly important communication is in our everyday lives, but most of us are not consciously aware of most of what is being non verbally communicated within our communications. Raising your Non Verbal IQ™ will open a whole world to you and give you an incredible edge in being an effective communicator by increasing your ability to recognize, label, predict the effect, and respond to non-verbal patterns of communication. You will be surprised by the simplicity and power of these techniques!

The workshop will focus on communicating to staff and patients, including how to deliver unwelcome information without being an unwelcome presence in your facility.

Michael Grinder is an educator and world renowned expert in the science of non-verbal communication, non-verbal leadership, group dynamics, advanced relationship building and presentation skills.

Educating your staff: how to make the best use of everyone's time

12:45 pm-4:30 pm

This workshop is designed to help you build engaging workshops that encourage learning through participation. The workshop will include the following topics:

- Adult learning theories: an overview
- Needs assessment: how to identify your staff's educational needs
- How to plan an education session around this: learning objectives and lesson planning
- How to make the education interactive, engaging, and memorable
- Educational tools you can take away and use – right away!
- How to conduct an evaluation quickly and easily

Eleanor Elston is a nurse by trade, and currently an Infection Control Practitioner from Victoria, who has a broad background in Adult Education. She has a Master of Education from the University of Calgary, specializing in Workplace Learning, and has held some varied teaching positions, including:

- Nursing Instructor at Camosun College, and Malaspina College, and the University of Victoria
- Paramedic Instructor at the Justice Institute of BC
- Clinical Nurse Educator for VIHA's Professional Practice Office and Adult Day Programs
- 10 years with UBC Continuing Studies teaching Education for Health Care Professionals

Eleanor's philosophy of work is "work smart, work hard, and have fun!" This is reflected in her teaching practice, particularly the fun aspect.

LEARNING STYLES

Kolb's learning styles have been adapted by two management development specialists, Peter Honey and Alan Mumford. They use a four-way classification that closely resembles that of Kolb but is simplified for use in a practical training situation.

You can find out your own learning style by completing and scoring the following questionnaire. A description of the Honey and Mumford classification follows for use after the questionnaire has been scored.

LEARNING STYLES QUESTIONNAIRE

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning 'habits' that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style.

INSTRUCTIONS

There is no time limit for completing this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick by it. If you disagree more than you agree put a cross by it. Be sure to mark each item with either a tick or cross.

1.	I have strong beliefs about what is right and wrong, good and bad.	
2.	I often act without considering the possible consequences,	
3.	I tend to solve problems using a step-by-step approach	
4.	I believe that formal procedures and policies restrict people.	
5.	I have a reputation for saying what I think, simply and directly.	
6.	I often find that actions based on feelings are as sound as those based on careful thought and analysis.	
7.	I like the sort of work where I have time for thorough preparation and implementation.	
8.	I regularly question people about their basic assumptions.	
9.	What matters most is whether something works in practice.	
10.	I actively seek out new experiences.	
11.	When I hear about a new idea or approach I immediately start working out how to apply it in practice.	
12.	I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.	
13.	I take pride in doing a thorough job.	
14.	I get on best with logical, analytical people and less well with spontaneous, 'irrational' people.	
15.	I take care over the interpretation of data available to me and avoid jumping to conclusions.	
16.	I like to reach a decision carefully after weighing up many alternatives.	
17.	I'm attracted more to novel, unusual ideas than to practical ones.	
18.	I don't like disorganised things and prefer to fit things into a coherent	
19.	I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.	
20.	I like to relate my actions to a general principle.	
21.	In discussions, I like to get straight to the point.	
22.	I tend to have distant, rather formal relationships with people at work.	
23.	I thrive on the challenge of tackling something new and different.	
24..	I enjoy fun-loving, spontaneous people	
25.	I pay meticulous attention to detail before coming to a conclusion.	
26.	I find it difficult to produce ideas on impulse.	
27.	I believe in coming to the point immediately.	
28.	I am careful not to jump to conclusions too quickly.	
29.	I prefer to have as many sources of information as possible — the more data to think over the better.	
30.	Flippant people who don't take things seriously enough usually irritate me.	
31.	I listen to other people's points of view before putting my own forward.	

32.	I tend to be open about how I'm feeling.	
33.	In discussions I enjoy watching the maneuverings of the other participants.	
34.	I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.	
35.	I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc.	
37.	I tend to judge people's ideas on their practical merits.	
38.	Quiet, thoughtful people tend to make me feel uneasy.	
39.	I often get irritated by people who want to rush things.	
40.	It is more important to enjoy the present moment than to think about the past or future.	
41.	I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.	
42.	I tend to be a perfectionist.	
43.	In discussions I usually produce lots of spontaneous ideas.	
44.	In meetings I put forward practical, realistic ideas.	
45.	More often than not, rules are there to be broken.	
46.	I prefer to stand back from a situation and consider all the perspectives.	
47.	I can often see inconsistencies and weaknesses in other people's arguments.	
48.	On balance I talk more than I listen.	
49.	I can often see better, more practical ways to get things done.	
50.	I think written reports should be short and to the point.	
51.	I believe that rational, logical thinking should win the day.	
52.	I tend to discuss specific things with people rather than engaging in social discussion.	
53.	I like people who approach things realistically rather than theoretically.	
54.	In discussions I get impatient with irrelevancies and digressions.	
55.	If I have a report to write I tend to produce lots of drafts before settling on the final version.	
56.	I am keen to try things out to see if they work in practice.	
57.	I am keen to reach answers via a logical approach.	
58.	I enjoy being the one that talks a lot.	
59.	In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.	
60.	I like to ponder many alternatives before making up my mind.	
61.	In discussion with people I often find I am the most dispassionate and objective.	
62.	In discussions I'm more likely to adopt a 'low profile' than to take the lead and do most of the talking.	
63.	I like to be able to relate current actions to a longer term bigger	

	picture.	
64.	When things go wrong I am happy to shrug it off and 'put it down to experience'.	
65.	I tend to reject wild, spontaneous ideas as being impractical.	
66.	It's best to think carefully before taking action.	
67.	On balance I do the listening rather than the talking.	
68.	I tend to be tough on people who find it difficult to adopt a logical approach.	
69.	Most times I believe the end justifies the means.	
70.	I don't mind hurting people's feelings so long as the job gets done.	
71.	I find the formality of having specific objectives and plans stifling.	
72.	I'm usually one of the people who puts life into a party	
73.	I do whatever is expedient to get the job done	
74.	I quickly get bored with methodical, detailed work.	
75.	I am keen on exploring the basic assumptions, principles and theories under-pinning things and events.	
76.	I'm always interested to find out what people think.	
77.	I like meetings to be run on methodical lines, sticking to a laid down agenda, etc.	
78.	I steer clear of subjective or ambiguous topics.	
79.	I enjoy the drama and excitement of a crisis situation.	
80.	People often find me insensitive to their feelings.	

SCORING			
You score one point for each item you ticked		There are no points for items you crossed	
Simply indicate on the lists below which items were ticked			
<i>Activist</i>	<i>Reflector</i>	<i>Theorist</i>	<i>Pragmatist</i>
2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
Totals			

Learning Styles — General Descriptions
<p>Activists</p> <p>Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not skeptical, and this tends to make them enthusiastic about anything new. Their philosophy is: 'I'll try anything once'. They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves.</p>

Reflectors

Reflectors like to stand back and ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

Theorists

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step by step, logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesize. They are keen on basic assumptions, principles, theories, models and systems thinking. Their philosophy prizes rationality and logic. If it's logical it's good'. Questions they frequently ask are: 'Does it make sense?' 'How does this fit with that?' 'What are the basic assumptions?' They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgments, lateral thinking and anything flippant

Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is: There is always a better way' and 'If it works it's good'.

Planning Tool for Education Programs

(Rosemary Cafferella's Model)

Planner(s): _____ Program: _____ Date: _____

Step	Target Date	Description and Actions	Status
Discerning the context <i>What is the context learners practice within (organization, job skills)? Who is your target audience? Education level?</i>			
Building a solid base of support <i>Who do you need on your side for success of the program?</i>			
Conducting needs assessment and identifying ideas for programs <i>What do your learners need to know to be able to practice more confidently/competently? What changes is program facing? What is important to you, and/or your boss, that staff need to know and find challenging? How will you do your needs assessment and what questions will you ask?</i>			
Sorting and prioritising program needs <i>Any organizational needs? What is most important to your learners? Have enough time/money?</i>			

<p>Developing program objectives <i>What will your program gain after the education program is delivered?</i></p>			
<p>Preparing for the transfer of learning <i>What activities will help your learners apply their new knowledge to practice? What activities will help them remember what they have learned before they have a chance to practice?</i></p>			
<p>Formulating evaluation plans <i>How will you know how well you did, and how well your program delivered its intended learnings?</i></p>			
<p>Determining formats, schedules and staff <i>Will you do face to face? Online? Blended learning? When? For how long? Who will attend?</i></p>			
<p>Preparing budgets and marketing plans <i>Include costs of prep time (wages X benefits X hours X # planners). Costs of materials? Estimate if not known. Signage for session? Email invitation? Who will do these?</i></p>			
<p>Designing instructional plans <i>Start a lesson plan Make notes on content Make a list for materials</i></p>			

<p>Coordinating facilities and on-site services <i>Where will you hold this session?</i> <i>Need refreshments (don't forget to put costs in budget)?</i> <i>Access to hygiene facilities if long session?</i> <i>Who is booking the rooms? Size of room okay for size of group?</i></p>			
<p>Determining and communicating the value of the program <i>Report? Lesson plan sufficient? Verbal report? Lessons learned summary?</i></p>			

Lessons Learned/Summary of feedback:

Lesson Plan

Audience Level:

Topic

Prepared by:

Program Objectives				
Learning Objectives				
Section Title	Key Elements to Cover	Learning Strategies	Materials Required	Time Required

Evaluation

Different Models

Peter Renners Model

1. What went well
2. What didn't go well
3. How can we fix it?

Kirkpatrick's Four Level Evaluation Model

1. The four levels are:
2. Reaction
3. Learning
4. Behaviour
5. Results

Level 1: Reaction

This level measures how participants reacted to the training. It will give you information on the instructor, the topic, the material, it's presentation and the venue. It's important to measure reaction because it helps you understand how well the training was received by your audience. It also helps you improve the education session; including identifying important areas or topics that are missing from the training.

Consider addressing these questions:

1. Did participants feel that the training was worth their time?
2. Did they think that it was successful?
3. What were the biggest strengths and the biggest weaknesses?
4. Did they like the venue and the presentation style?
5. Did the session accommodate their personal learning styles?

Typically a survey is used to collect this information, however you can also watch their body language during the training and get verbal feedback by asking them directly about their experience.

Level 2: Learning

This level measures what participants have learned; how much has their knowledge increased as a result of the session. Assuming that you had a list of specific learning objectives, these should be the starting point for your measurement. You can measure learning in different ways depending on these objectives, and depending on whether the changes was meant to be in knowledge, skills or attitude.

Start by identifying what you want to evaluate (knowledge, skills, and attitude). It's often helpful to measure this before and after the training session with interviews or verbal assessments.

Level 3: Behaviour

At this level you evaluate how much participants have changes their behaviour. Specifically, this looks at how they have applied the information. Remember though, that behaviour can only change if conditions are favorable. Just because behaviour hasn't changed, it doesn't mean that the participants haven't learned anything. Perhaps they have learned everything you have taught but have no desire to apply the knowledge themselves, or there are other barriers preventing the application of the new knowledge.

This can be challenging and it a longer term activity that should take place weeks or months after the initial training.

1. Consider these questions:
2. Did participants put any of their learning to use?
3. Are trainees able to teach their new knowledge, skills or attitudes to other people?
4. Are they aware that they have changed their behaviour?

One of the best ways to measure is to conduct observations and interviews over time.

Remember: If overall organizational culture isn't set up for any behaviour changes, the participants may not be able to apply what they've learned. They may not receive support, recognition or reward for improvements so, over time, they may disregard the skills or knowledge and go back to old behaviours.

Level 4: Results

At this level you evaluate the final outcomes. Measuring final results is likely to be the most costly and time consuming. It can be difficult to identify which outcomes are most closely linked to the training and finding an effective way to measure these over the long term

Outcomes to consider:

1. Increased participant confidence in their practice
2. Demonstrated improvements to application of IC principles
3. Decrease in measured IC indicators (e.g. Cdiff rates)
4. Decrease in patient complaints related to Infection control
5. Decrease in staff complaints related to infection control
6. Decrease in SFQs in your email 😊 (hint: S=stupid, Q=questions)

Considerations for using this model

This can be very time consuming and expensive and is not practical for all situations, especially one-off training sessions or programs.

This model implies that all levels are linked but in practice this may not be the case (e.g. a positive reaction is not always needed for or an indicator that learning took place).

Importantly, organizations change in many ways, and behaviors and results change depending on these, as well as on training. For example, measurable improvements could result from the arrival of a new boss or from a new computer system, rather than from training.

Understanding “Failures”

- Why do we use the word “failure”?
- What does that word mean to us?
- What feelings does that word stir up in us and in others?

Failure is a routine experience.

Failures happen often to people, processes and systems

Failing is actually our teacher **not** our undertaker

So how about the term: “missed the mark” or “whoopsedaisy”

Sork’s Typology

Type 1 Planning	Type 2 Planning, pre-session	Type 3 Actual session	Type 4 Impact session had
Unclear organizational goals or mandates	Inappropriate location or scheduling	Poor instruction	Ineffective instruction
Ill-defined audience	Lack of interest by participants	Poor coordination	Unclear objectives
Unidentified resource constraints	Poor marketing	Unclear objectives	Miscommunication of objectives
Excessive cost or complexity of strategy	Competition for participant attention	Mismatch between content and participant needs	Unrealistic expectations
Lack of follow - through	Participant mental saturation	Poor quality of resources	Mismatch between objectives and program format and instructional techniques
	Inadequate support services		Inadequate provision for learning transfer

Reports:

QTIP - Quietly Taking it Professional (Forward)

Why?

1. To provide documentation for permanent records
 - a. Your records
 - b. Their records
2. To identify accountability (yours and theirs) and enhance transparency
 - a. Consequences associated with failures
 - b. Elements for your improvement
 - c. Elements for them to address
3. To educate, influence and inform others about current and future education strategies
 - a. Actions to take forward
 - b. Suggestions for future projects
 - c. Marketing your program, the expertise you provide and how it improves safety for patients

Key Elements:

1. Learning need that was identified and how this was identified.
2. Strategy chosen, planning done, pre-session communication (anything that different folks agreed to bring to the table)
3. Evaluation of actual session (what went well, what didn't)
4. Improvements identified, including how to make those improvements
5. Suggestions for future education projects or follow-up on this project

Sample Report of Education Adventure

Name(s) of Manager(s) of Participants:

Name of In-service/Project: (example – Lunch n Learn about CPOs)

Learning Need/Goal of project/in-service:

Details of planning: (strategy chosen and why, where there was multiple contributors; who contributed what, marketing of session, venue chosen, date and time, etc.)

Evaluation of actual session:

What went well:

What didn't go well:

Response of participants: (observed and measured)

Improvements for next time: (Improvements I will make)

Other improvements that are required for success:

Suggestions for future sessions: (include follow-up on this one if needed)

Your name and signature: _____