

Educating your staff: How to build engaging workshops that encourage learning through participation

The who, what, where, why, when, and HOW!

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What are we going to talk about now?

- Adult Learning Theories
- Program Planning and Evaluation (including Needs Assessment)
- Strategies that Engage Learners, or not.
- Learning from our mistakes

Adult Learning Theories: an overview

Thought

What is Learning?

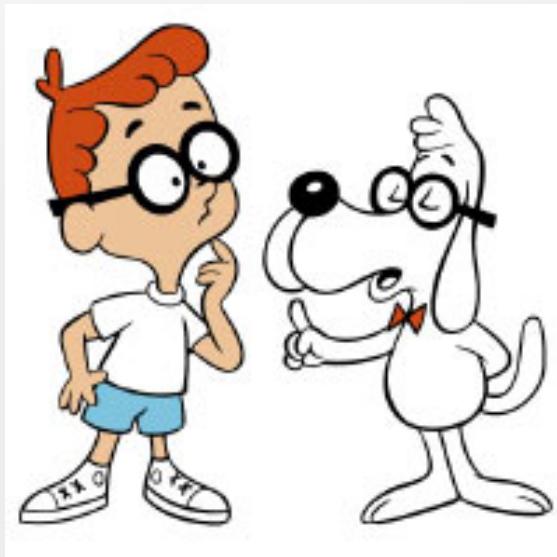
Whiteboard

- Sharing knowledge
- Changing behaviour
- Gaining skills
- Changing attitude
- Mentoring
- Leading
- Making meaning of the information you receive



Cliché Analysis

You can't teach an old dog new tricks.



What do you think?

Intelligence

- Two types of intelligence:
 - Fluid
 - Crystallized

Well, Can you teach an old dog new tricks?

Learning Theories

Early Theories late 1800s to mid 1900s were developed mainly by psychologists

- Sensory Stimulation Theory (Pavlov)
- Reinforcement Theory (BF Skinner)
- Facilitation Theory (Humanistic Approach)
 - Therapy is a learning process and must be facilitated and cannot be taught directly
 - Person only learns if it meets his needs
 - Experience results in learning if free from threat

Learning Theories Cont'd

Later theories, many developed by Educators
versus Psychology experts

- Action Learning
- Skills learning (Bloom's Taxonomy)
- Theory of Androgogy
- Experiential Learning Theory

Let's Explore these last 3

Bloom's Taxonomy

- Three types of learning: cognitive, psychomotor motor, affective.
- Six levels within the cognitive domain, structured as a hierarchy:
 1. Knowledge (base)
 2. Comprehension
 3. Application
 4. Analysis
 5. Synthesis
 6. Evaluation (peak)

Malcolm Knowles

Theory of Androgogy



- Centers on Adult Learning Principles – conditions that can optimize learning (versus being about how adults learn)
- Based on 6 assumptions and 13 characteristics that help to guide the educator's planning and delivery of education programs

Knowles – Assumptions about Adult Learners

Adult Learners:

1. Are Self Directed
2. Bring Experience
3. Have a Readiness to Learn
4. Hold a Specific Orientation to Learning
5. Hold a Specific Motivation to Learn
6. Prefer Relevance

Knowles - Adult Learner Characteristics

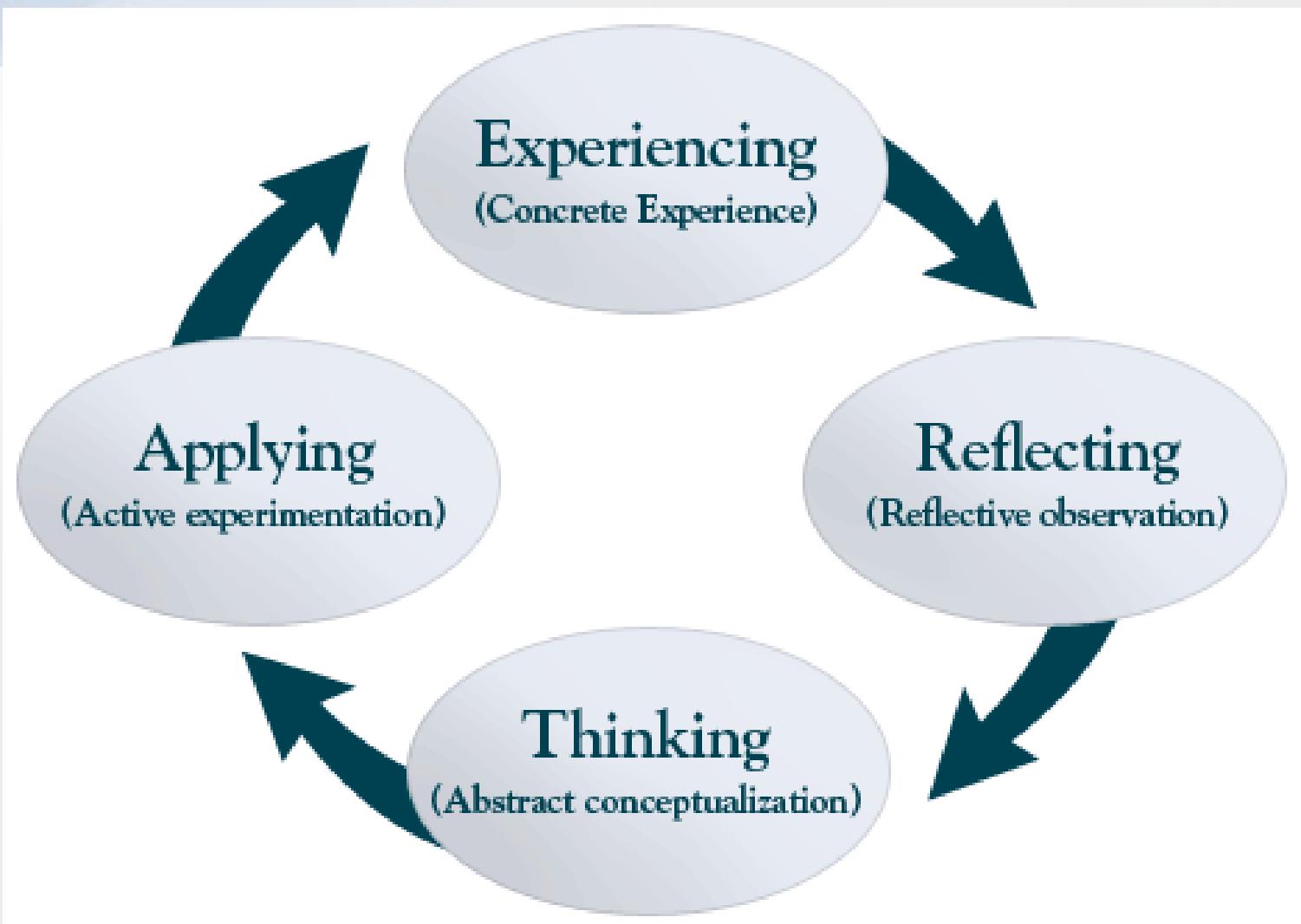
1. Goal oriented
2. Prefer to be facilitated
3. Need to know why they need to know
4. Like to collaborate
5. Already know stuff – like to build on it

and...

Knowles – cont'd

6. Capable of learning
7. Need to know they are valued
8. Time is important
9. Resist an autocratic approach

Kolb's Theory of Experiential Learning



Does everyone go through this complete cycle?

Concrete Experience

Active Experimentation

Reflective Observation

Accommodating

- Learn primarily from "hands-on" experience.
- Carry out plans and try new and challenging experiences.
- Tend to act on intuition rather than on logical analysis.
- Rely more heavily on people for information than on your own technical analysis.
- When learning, prefer to work with others to get assignments done, to set goals, to do field work, and to test out different approaches to completing a project.
- Careers: organizations and business.

Diverging

- View concrete situations from many different points of view.
- Observe rather than take action.
- Like to generate a wide range of ideas, fond of brainstorming sessions.
- Have broad cultural interests and like to gather information.
- Imaginative ability and sensitivity to feelings.
- When learning, prefer working in groups to gather information, listening with an open mind, and receiving personalized feedback.
- Careers: social service and arts and communications professions.

PERCEPTION

PROCESSING

Converging

- Find practical uses for ideas and theories.
- Solve problems and make decisions based on finding solutions to questions or problems.
- Prefer technical tasks and problems to social and interpersonal issues.
- When learning, prefer to experiment with new ideas, simulations, laboratory assignments, and practical applications.
- Careers: technology, economics, and environment science.

Assimilating

- Can understand a wide range of information and put it into concise, logical form.
- Less focused on people and more interested in abstract ideas and concepts.
- Value a theory for its logical soundness over practical value.
- When learning, prefer lectures, readings, exploring analytical models, and having time to think things through.
- Careers: sciences, information science, and research.

Abstract Conceptualization

What is your learning style preference?

- Honey and Mumford:
Questionnaire is in the handout, which can be
downloaded from
<http://s.picnet.ca/workshop2016>

Honey & Mumford's Categories

- Activists
 - Fully involved in non-biases way for new experiences
 - Enjoy here and now, open-minded, enthusiastic learners
 - “I’ll try anything once”
 - Like brainstorming
 - Always looking for new learning experiences; can be bored with long term learning
 - Gregarious

Honey & Mumford

- Reflectors
 - Stand back and ponder, observe from different perspectives
 - Collect data first hand and from others
 - Think before reaching conclusion
 - Consider all angles
 - Listen to others
 - Low profile, slightly distant, tolerant unruffled air
 - Like to have the bigger picture, including history
 - Prefer reading, thinking, watching before doing

Honey & Mumford

- Theorists
 - Integrate observations into complex theory
 - Think problems through from different perspectives
 - Tend to be perfectionists
 - Like to analyse and create
 - Like logic
 - Need basic assumption behind learnings
 - Like certainty and dislike subjective judgments

Honey & Mumford

- Pragmatists
 - Keen on new ideas, theories, techniques
 - Try them in practice
 - Search out new ideas
 - Want to apply learning into practice now
 - Get on with it
 - Like practical problems, consider them a challenge
 - “always a better way”; “if it works, it’s all good”

Question to Ponder

If Kolb's four styles are each combinations of the experiential learning cycle stages, then aren't the learning cycle stages really learning styles?



Teaching Perspectives

- Dan Pratt, UBC did research in 500 countries
- Teachers held similar orientations.
- BIAS
 - Beliefs
 - Intentions
 - Actions
 - Strategies

Teaching Perspectives cont'd

- Found teachers had 5 different orientations, which he refers to as perspectives
- Pratt developed a theory that suggests there are **5 teaching perspectives**:
 - Transmission
 - Apprenticeship
 - Developmental
 - Nurturing
 - Social Reform

I need to know...

- 1 Who completed their TPI?

- 2 How do teaching philosophies/perspectives fit with Adult Learning Characteristics and Learning style preferences?

Questions unanswered?

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K.Spear

"On the bright side, at least the snow has melted."

Program Planning

Planning

Why plan, why not just do?

- Things run more smoothly
 - Have resources, anticipated
- Work toward defined objective; have a goal
- Compass and map
- Saves time and money; efficient
- Sets you up for evaluation
- Have learning outcomes

Caffarella's model

- 12 elements to help keep you organized
- Can follow a random order
- Some affect others based on the context you work within, so over time will develop a pattern

Caffarella's Elements

1. Discerning the context
2. Building a solid base of support
3. Conducting needs assessment and identifying ideas for programs
4. Sorting and prioritising program needs
5. Developing program objectives
6. Preparing for the transfer of learning

Caffarella's Elements cont'd

7. Formulating evaluation plans
8. Determining formats, schedules and staff
9. Preparing budgets and marketing plans
10. Designing instructional plans
11. Coordinating facilities and on-site services
12. Determining and communicating the value of the program

Learning Objectives

- What is an objective?
 - Why use them?

Creating Objectives

- Why are we doing this?
- What do we want the outcome to be?
- Who benefits from meeting the objective?
- What kind of time do we have?

Remember Bloom?

- Use his hierarchy to guide your objectives
- Select appropriate verbs for realistic objectives
- List, define, describe, name, recognize, distinguish, summarize (all based on knowledge and comprehension)
- Have a more comprehensive program than in-services? Then use the other domains when teaching the higher concepts.

Let's try some objectives out

Objective

- Explain difference between colonized and infected cases of VRE
- increase accuracy of surveillance data collected by ICPs
- Decrease number of health care acquired infections

Program? Learner?

Organization?

- Learner
- Program
- Org

Let's Plan an In-service

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>			

Case Study

Case Study

You are an Infection Control Practitioner at a small hospital. On your rounds, you planned to spend extra time on an unit that has a new case of healthcare-associated *C. difficile*. While charting, you look up and see a nurse coming out of this patient's room with a commode. Just as she is about to enter another patient's room (with the commode), you stop her. When speaking with her, she looks at you directly and says "It's okay. Infection control is aware and is fine with it."

1. Do you leave this as a near miss and carry on?
2. What else could you do to determine what education needs staff have?

Case study: Needs Assessment

Ask people, survey or in-person

Observation

Outbreaks, transmission rates

Surveillance data

Case study: Context

- Location
- Budget
- Support base

Case study: Transfer of learning

- Taking the learning and applying it to practice
- Demo it back to you
- Name two things you learned this afternoon...

Case study: Program ideas

1. Appropriate disposal of human waste
2. C.diff toolkit
3. Hand hygiene
4. Sharing equipment
5. Cleaning protocols / disinfection
6. PPE
7. Chain of transmission
8. Background, rationale

Evaluation Plans

- Eval is only as good as the questions
- How thorough?

Peter Renner:

- What did you like?
- What didn't you like?
- What could have made it better?

Case study: Determining format, schedule, and staff

- Location: on the unit

Case study: Budget

- Your wages X 1.25
- For planning and delivery
 - Of in-service AND the evaluation

Case study: Marketing Plan

- Mandatory education is not mandatory learning
- Make it important to the learner
- Tell them what they'll learn
- What will make their life easier?
- Feed them and they will come
- Poster
- Email
- Offer prizes

Case study: Coordinating facilities

- Break up into smaller sessions
- Prioritize what's most important
- Book another time, room

Communicating the value of the program

- Table – Cafarella’s model
- Lesson plan
- Tabulate your evaluations
- Present to manager:
 - Time
 - Location
 - Cost
 - Learning objectives

How to Make Education Engaging

Strategies That Engage

These are teaching methods, or tools

- Authenticity
- Genuine
- Humour
- Activities that match learning style
- Advanced Organizers

https://www.youtube.com/watch?v=lHd_L7dg3U4

Strategies cont'd

- Content matching Objectives
- Game Based Learning
- Metaphor Learning
- Action Learning
- Stories/Case Studies that are relevant to practice

Some games you can download:

<https://www.picnet.ca/resources/games/>

and

<https://www.picnet.ca/resources/letsgoviral/>

The Princess and Her PPE

Once upon a time there was a beautiful princess. One day her visitor, a handsome prince from a neighbouring county, became ill. He had a fever and cough. Not wanting to spread the illness, the princess needed to find a way to protect everyone in the castle. She decided to place the prince on droplet precautions, but then was not sure how to don and doff PPE. Nor would all her servants know.



The Princess and Her PPE

“Oh my, what shall I do? I know, I will call for the Bold Knight. He always has a good idea.” He advised her that she must check with the wise Wizard, but in the meantime the bold knight offered to stand by the door to prevent anyone from entering.



The Princess and Her PPE

The princess called for the Wise Wizard. Together they checked the Infection Prevention and Control manual. They decided they would have the Princess don PPE and the wizard would walk her through the steps, while reading from the instruction page.



The Princess and Her PPE

Once the princess had donned and doffed she was confident she could help care for the prince while he was isolated. Perhaps we might even live happily ever after.

The End.

Activities that are usually fun

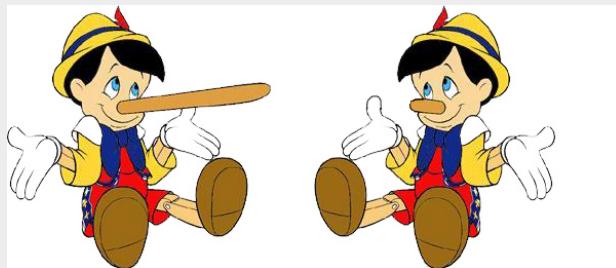
- Germ transmission skit
- What's wrong with this picture?
- Cash cart
- 4 truths and a lie
- PPE dressing contest

Remember, don't overwhelm your intended message (the more complex the activity, reduce the points to learn. Flash Dance is great to teach why wash your hands, but for how, the steps will be lost in the music and fun).

Cliché Analysis

For Adult Learners, you must always be their
'Guide on the Side and not their Sage on the
Stage.'

True or False?



Strategy to Remove a Tough Barrier: Triz

- How do we make sure that HCPs forget about using infection control practices as a routine element of how they deliver care?
- How do we make sure that patients and visitors never clean their hands?

Whiteboard

- No signage
- No PPE available
- No ABHR or sinks, paper
- No education
- No policy
- No feedback
- No role models
- No consequences
- Invisible infection control
- Steps too complicated
- Mocking correct behaviour
- Conflicting information

Educational Tools

Review of tools from today

- Michael Grinder
- Inventories
- Planning Model (Cafarella)
- Patricia Cranton: No One Way
- Transformational Learning

How to conduct an evaluation quickly and easily

Evaluation: Kirkpatrick's model

- Refer to handout

“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.”

Evaluation: SORK (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

Other terms

- Missed the mark
 - Whoopsedaisy
-

SORK' s Typology (where were the missteps)

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

Reports – Why? (QTIP)

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

Key Elements

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

Contact

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