Optimizing Engagement Through Adult Learning Strategies

Project Firstline is a national collaborative led by the U.S. Centers for Disease Control and Prevention (CDC) to provide infection control training and education to frontline healthcare workers and public health personnel. National Association of County and City Health Officials (NACCHO) is proud to partner with Project Firstline to host the NACCHO Healthcare Infection Prevention and Control Summit (Summit), as supported through CDC Grant # 6NU38OT000306-03-05. CDC is an agency within the Department of Health and Human Services (HHS). This presentation is being hosted as part of the Summit; the contents of this presentation and Summit do not necessarily represent the policies of CDC or HHS and should not be considered an endorsement by the Federal Government.
OBJECTIVES

By the end of this session, you will be able to:

• Recognize the core principles of teaching to adult learners

• Develop appropriately structured goals and objectives for facilitation

• Describe the concept of resistance, and how “ownership” can help to address common resistance factors
WHAT IS YOUR WHY
START THINKING ABOUT YOUR WHY

The Golden Circle

WHY

HOW

WHAT
simplest idea.
WHY
HOW
WHAT
Change in Behavior = Confusion + Resistance + Anxiety + Frustraction + False Starts
Clear Why

What’s in it for me?

Training Skills/Tools

Resources

Action Plan

Change in Behavior

Planning

Training/Education

Implementation

Foundation

Content Development

Operationalization

TIPS Course
Clear Why

What’s in it for me?

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UW Medicine
DEFINING YOUR START AND END POINTS
DEFINING OBJECTIVES

PERFORMANCE, CRITERION, CONDITIONS

Performance
• What you want to be able to do
• Something seen or heard
• Active verbs

Criteria
• Measures of success
• Timeline

Conditions
• Parameters under which performance occurs
• “Given statement” (given x, then y)
DEFINING SMART OBJECTIVES

Performance, Criteria, Conditions

Goal: Develop a group of AMAZING TIPS Trainers!

Objective: By the end of this course, participants will be able to more confidently facilitate training sessions, using sound tools and educational principles for adult learning.

SMART Test
Specific, Measurable, Attainable, Relevant, Time-Bound
✓ ✓ ✓ ✓ ✓ ✓
DEFINING SMART OBJECTIVES

Performance, Criteria, Conditions

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Why
Skills/Tools
What's in it for me?
Resources
Action Plan
Planning
Training/Education
Implementation
Change in Behavior
MEMBERS OF THE HEALTHCARE TEAM

- Administration and Other Governing Authorities
- Organizational Support Team
- Peripheral Care Team
- Immediate Care Team
- Patient’s Family
- Patient
- Patient’s Family
Differences

- Communication Style
- Management Preferences
- Team Culture
- Motivators
- Purpose
HOW DO YOU PROCESS BEST?

- Visual
- Auditory
- Tactile
- Verbal
- Logical
- Social
- Solitary

Not a One-Size Fits All – The More The Merrier!
Remember!
• Gut Reaction
• Think of your “work self”
• No right or wrong answers
SCORING PROCESSING STYLES

Make sure your total tally = 14

Add the number of responses for each letter and make note of the total.

A’s = _________
B’s = _________
C’s = _________

If you scored mostly A’s you may have a visual processing style

If you scored mostly B’s, you may have an auditory processing style

If you had mostly C’s, you may have a tactile processing style
### PROCESSING STYLES

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Tactile</th>
</tr>
</thead>
<tbody>
<tr>
<td>You learn by seeing and looking</td>
<td>You learn by hearing and listening</td>
<td>You learn by touching and doing</td>
</tr>
<tr>
<td>Take numerous detailed notes, sit in the front of the class</td>
<td>Sit where you can hear but needn't pay attention to what is happening in front</td>
<td>Need to be active and take frequent breaks</td>
</tr>
<tr>
<td>Often close your eyes to visualize or remember something</td>
<td>Hum or talk to yourself or others when bored</td>
<td>Speak with your hands and with gestures</td>
</tr>
<tr>
<td>Like to see what you are learning</td>
<td>Acquire knowledge by reading aloud</td>
<td>Remember what was done, but have difficulty recalling what was said or seen</td>
</tr>
<tr>
<td>Benefit from illustrations and presentations that use color</td>
<td>Remember by verbalizing lessons to yourself</td>
<td>Find reasons to tinker or move when bored</td>
</tr>
<tr>
<td>Prefer stimuli to be isolated from auditory and kinesthetic distraction</td>
<td>May not coordinate colors or clothes, but can explain why you are wearing what you are wearing and why</td>
<td>Are uncomfortable in classrooms where you lack opportunities for hands-on experience</td>
</tr>
</tbody>
</table>
3 Options For Work Groups: Visual, Auditory and Tactile

Consider the following questions related to your Processing Style results:

What are the strengths of instructions that have hit the mark?

What types of instruction have made learning challenging?

What are some examples of a company/training/website that model this style well?

How do the other styles supplement your own?
There is no “BEST” method for teaching, just as there is no “BEST” method for processing!
ADULT LEARNING

What Do We Need to Know?

- Pull from experience
- Driven by internal motivation
- Crave applicability
- Need to know the reason for learning something

Merriam & Bierema (2014)
WHY DO WE RESIST CHANGE?

Fear

Distrust

Lack of Communication

Fad

Challenges

Routines

Initiative

Fatigue

Lack of Understanding
Why do we resist change?
### RESISTANCE AUDIT

<table>
<thead>
<tr>
<th>Observable Behavior</th>
<th>Often Misread as</th>
<th>Usually Caused by</th>
<th>Resolved through</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delays and excuses</td>
<td>Incompetence or poor attitude</td>
<td>Confusion over roles and/or priorities</td>
<td>Explicit instructions and proactive management of competing commitments</td>
</tr>
<tr>
<td>Obsessive questioning and need for hand-holding</td>
<td>Reluctance or skepticism</td>
<td>Cognitive overload and/or pace of change</td>
<td>Adapt to strength for better fit</td>
</tr>
<tr>
<td>Errors</td>
<td>Lack of engagement</td>
<td>Role confusion and/or immature team infrastructure</td>
<td>Role clarity and cross-functional agreements</td>
</tr>
<tr>
<td>Derailing or acting out</td>
<td>Resisting the change itself</td>
<td>Style conflict and/or excessive complexity</td>
<td>Candid feedback Mentoring/coaching</td>
</tr>
</tbody>
</table>
OVERCOMING RESISTANCE

Empathy and Support
- Recognize how others are experiencing change.
- Allow team to identify and share their concerns and fears.

Communication
- Lack of information fuels rumors and increases anxiety.
- Messaging can get lost (too many emails, memos, etc.), avoid assumptions that new info has been read.
- Share what you can, when you can, and change up delivery methods to be heard.

Participation and Involvement
- Ownership vs. Buy-In
Buy-In vs. Ownership

Article

Buy-In vs. Ownership, Lipmanowicz, H.
Ways to Stay Connected and Get Involved!

• Email: uwtips@uw.edu
• Website: wish.washington.edu/tips
• Mighty Network: uw-tips-project.mn.co/