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.

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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

TiPS

Training Infection Prevention through Simulation

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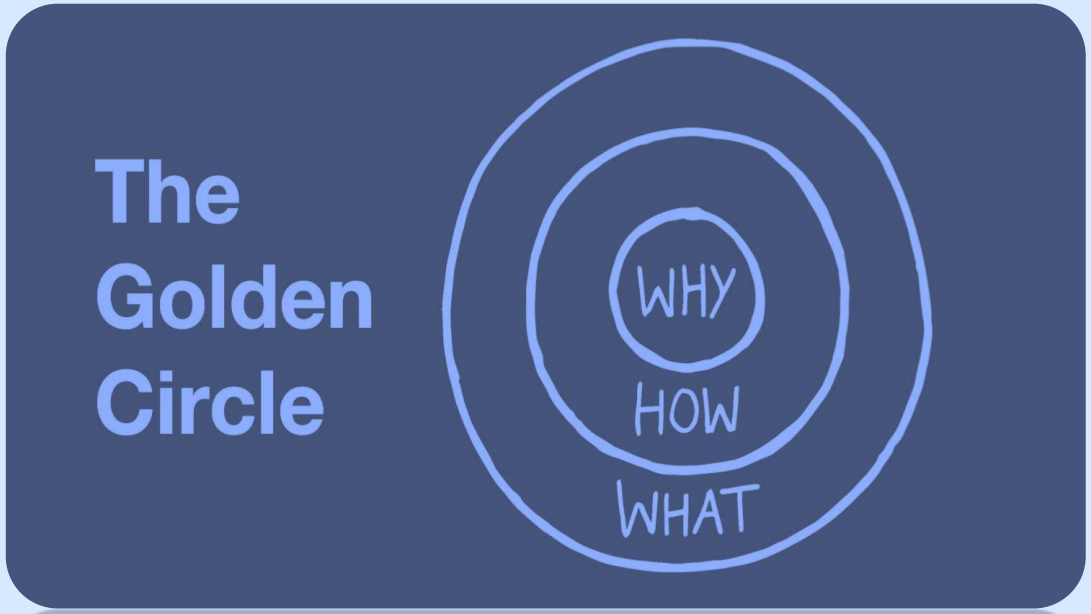
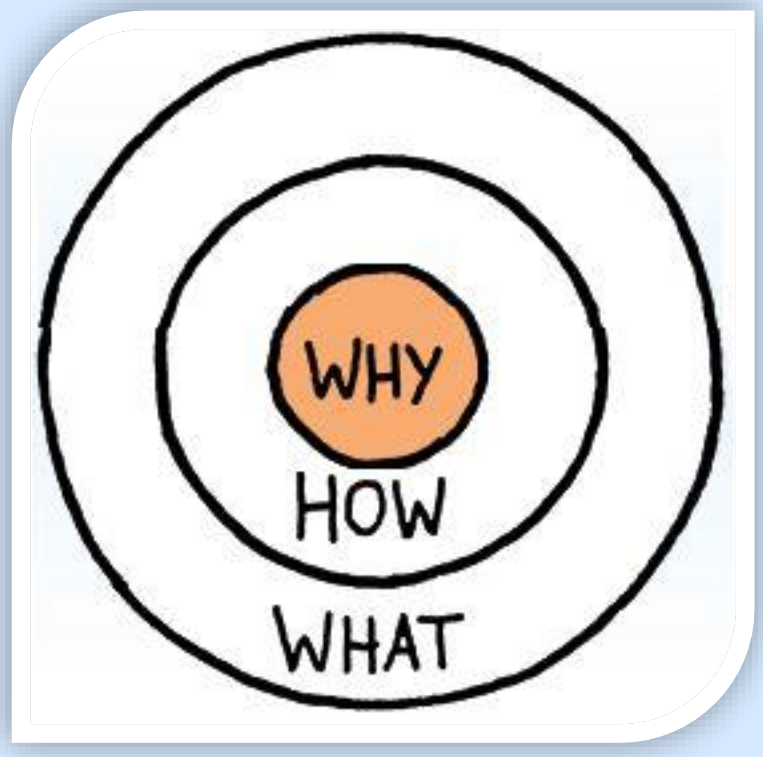
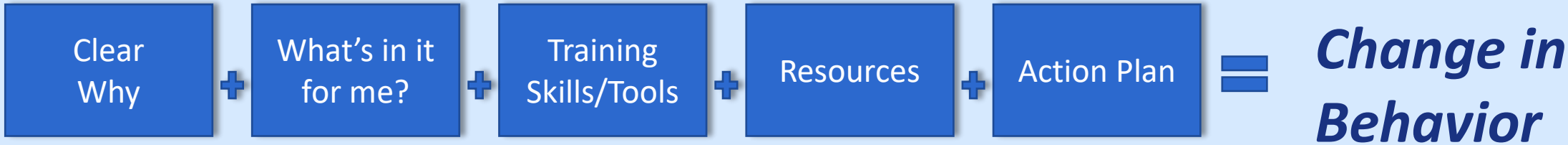
WHAT IS
YOUR
WHY

START THINKING ABOUT YOUR WHY

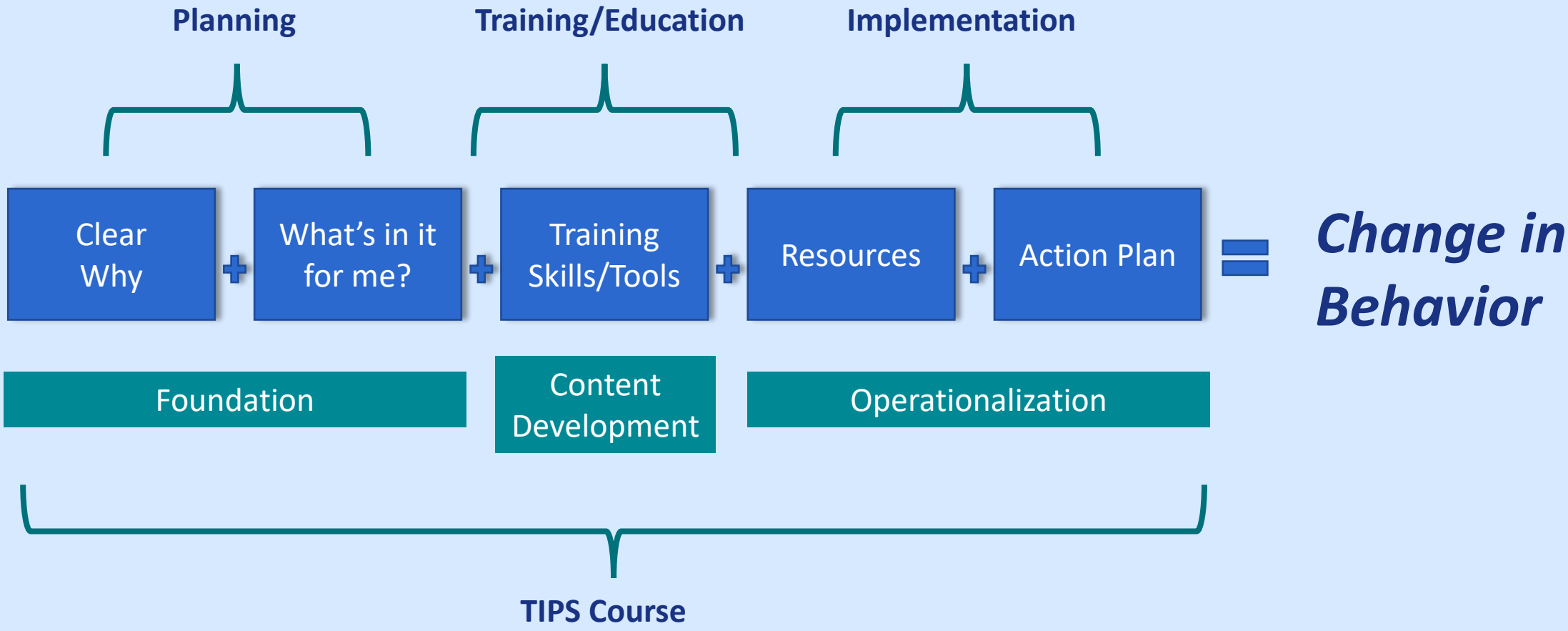


Office DEPOT
simplest idea.


WHY
HOW
WHAT


Clear Why
What's in it for me?
Training Skills/Tools
Resources
Action Plan
Change in Behavior

Change in Behavior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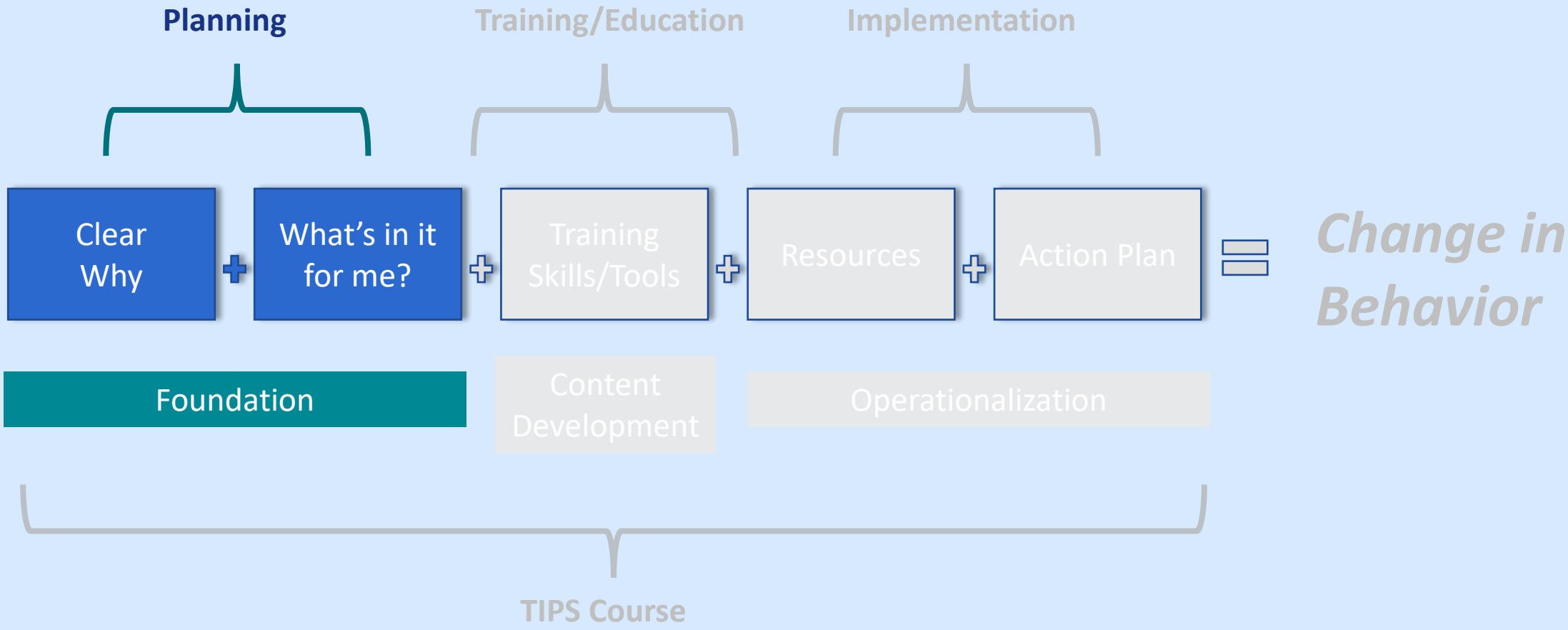
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DEFINING YOUR START AND END POINTS

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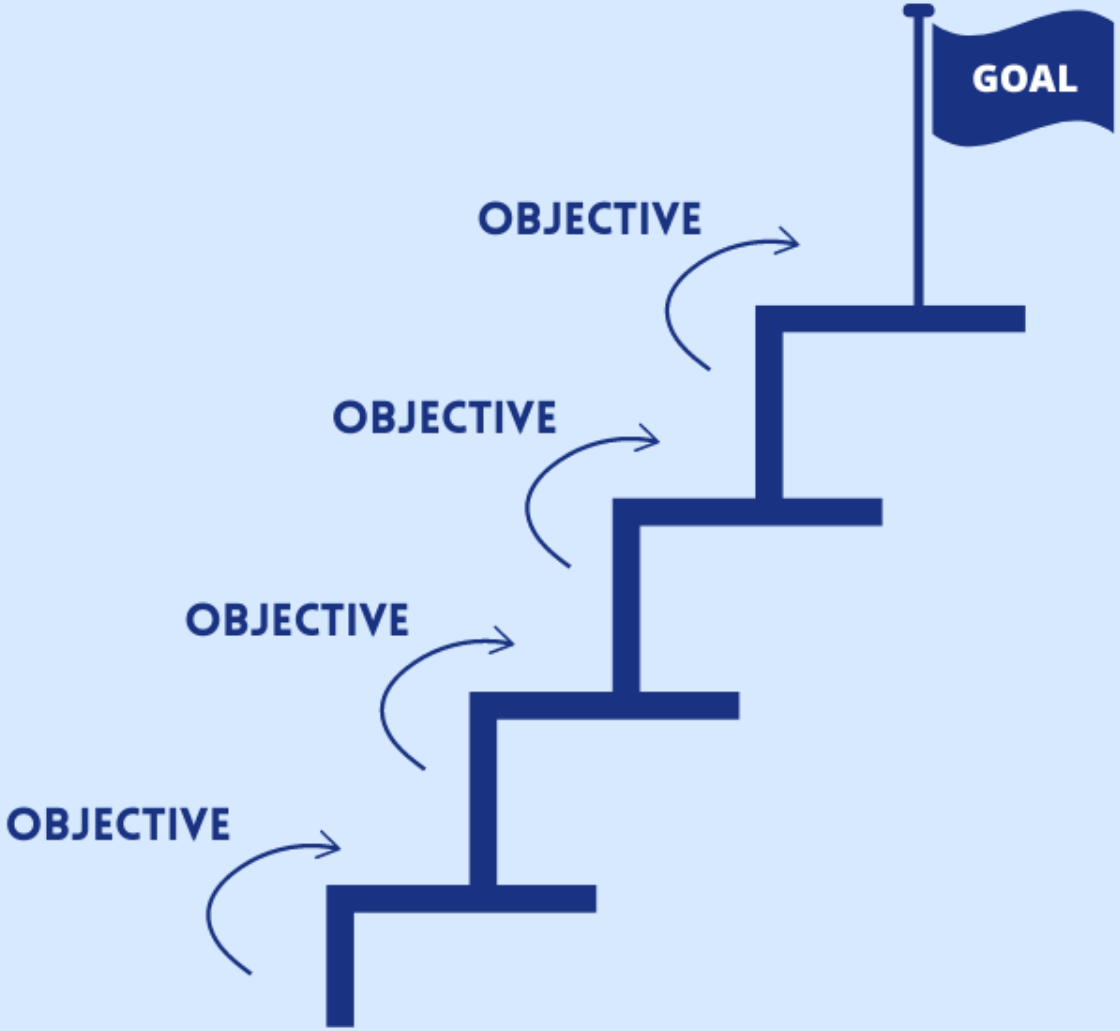
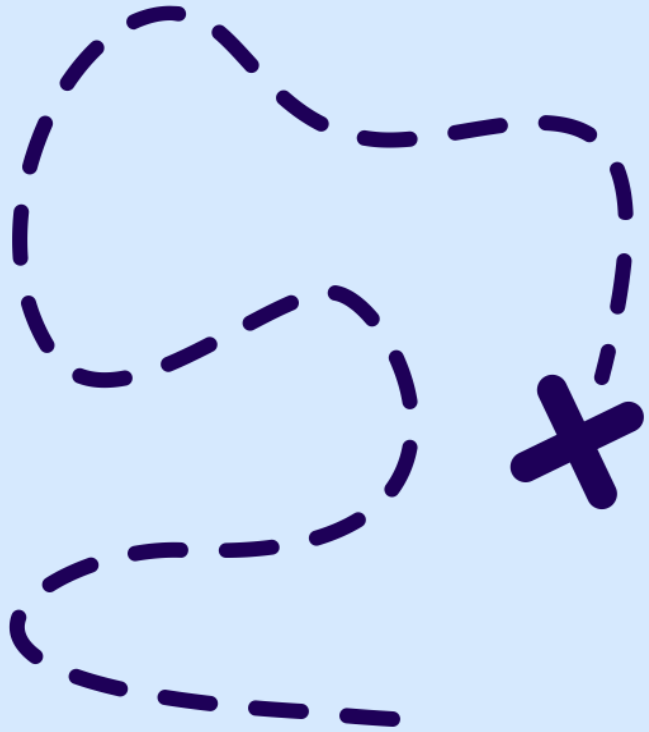
GOALS VS. OBJECTIVES



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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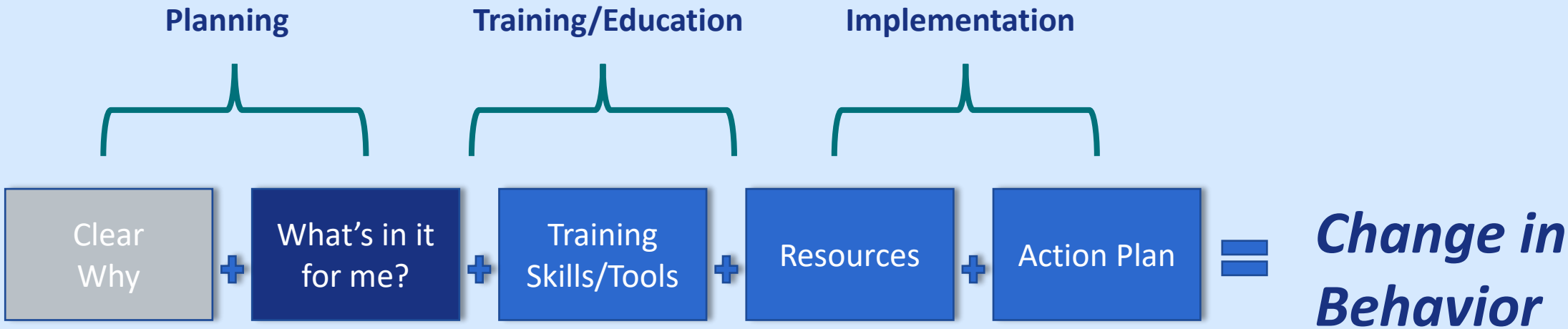
Planning
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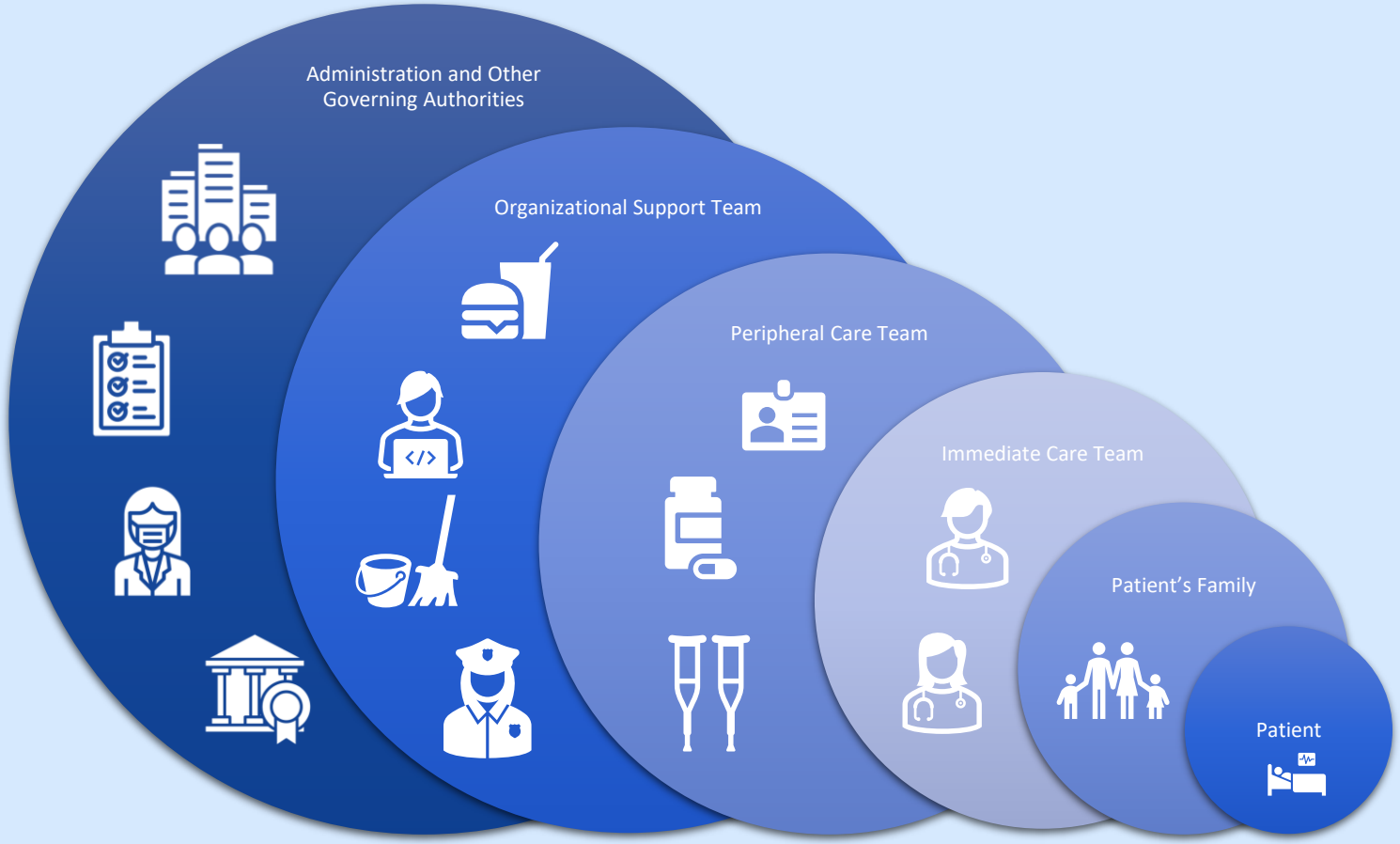
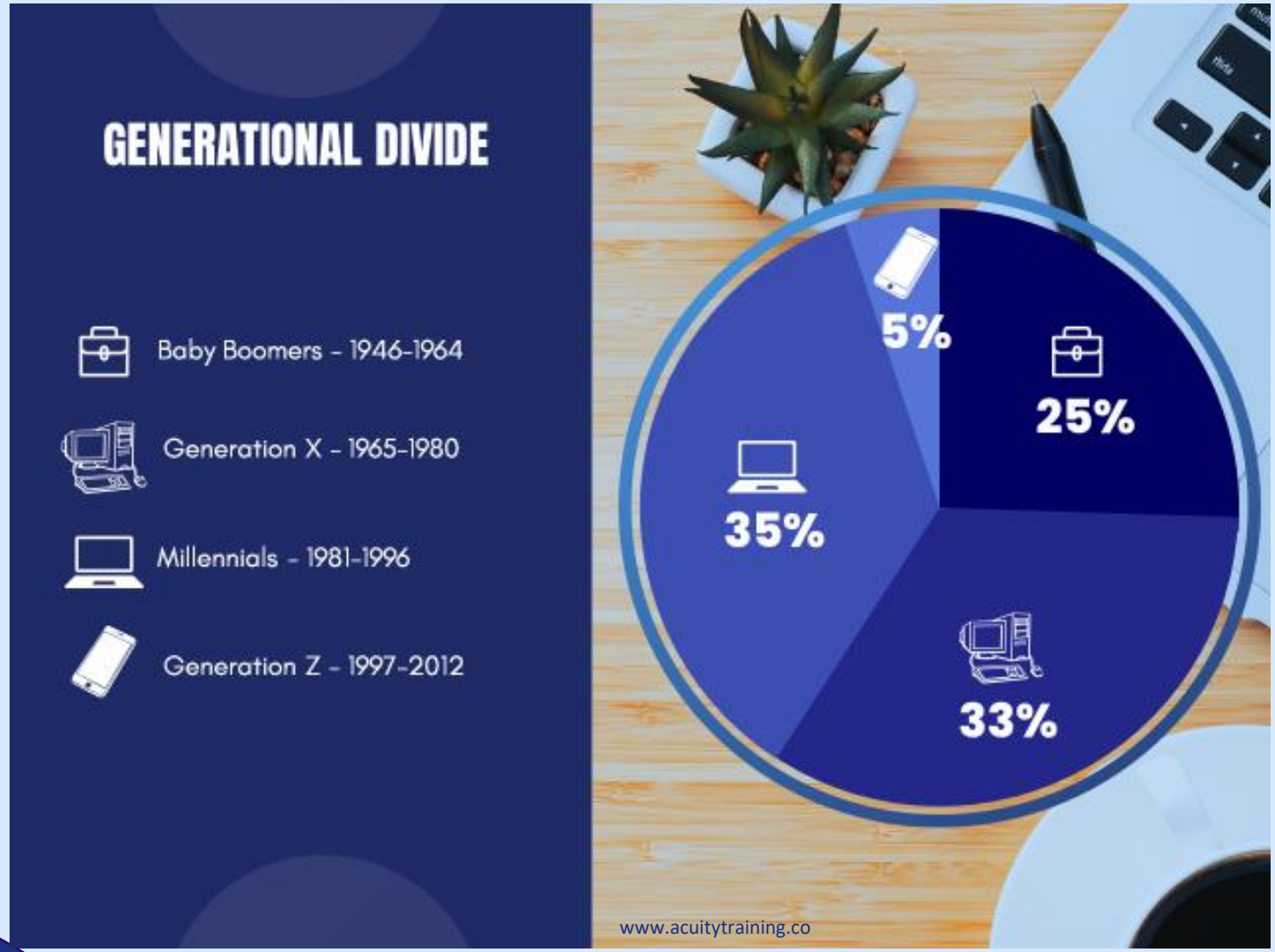
MEMBERS OF THE HEALTHCARE TEAM





Differences

- Communication Style
- Management Preferences
- Team Culture
- Motivators
- Purpose

HOW DO YOU PROCESS BEST?

Not a One-Size Fits All – The More The Merrier!

Visual

Auditory

Tactile

Verbal

Logical

Social

Solitary

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PROCESSING STYLES ACTIVITY

Remember!

- *Gut Reaction*
- *Think of your "work self"*
- *No right or wrong answers*

SCORING PROCESSING STYLES

Make sure your total tally = 14

Total your:

A's = _____

B's = _____

C's = _____

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

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

3 Options For Work Groups: ***Visual, Auditory and Tactile***

Consider the following questions related to your **Processing Style** results:

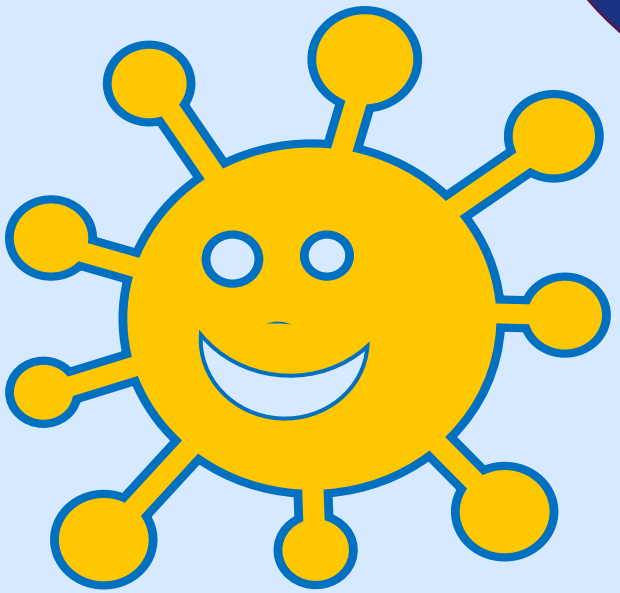
What are the strengths of instructions that have hit the mark?

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?

www.redbubble.com



There is no "BEST" method for teaching, just as there is no "BEST" method for processing!

ADULT LEARNING

What Do We Need to Know?

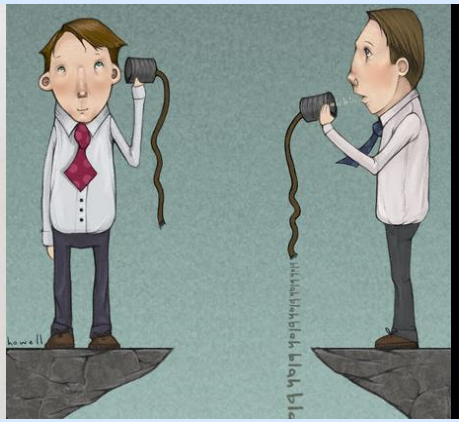
- **Pull from experience**
- **Crave applicability**
- **Driven by internal motivation**
- **Need to know the reason for learning something**

Merriam & Bierema (2014)

WHY DO WE RESIST CHANGE?

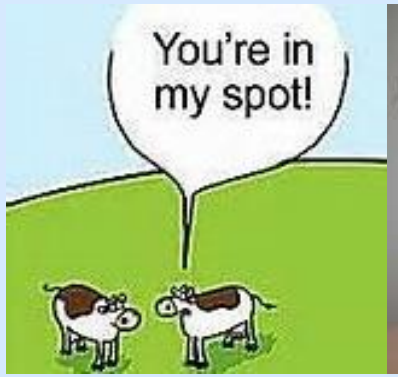
Fear

Distrust



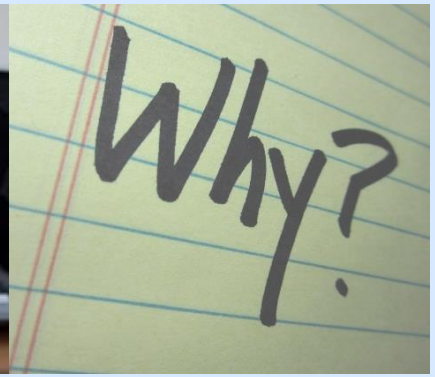
Lack of Communication

Fad



Challenges Routines

Initiative Fatigue



Lack of Understanding

slido

Why do we resist change?

ⓘ Start presenting to display the poll results on this slide.

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RESISTANCE AUDIT

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

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

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thenounproject.com

Buy-In

Buy-In vs. Ownership Article

Ownership

Buy-In vs. Ownership, Lipmanowicz, H.

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Ways to Stay Connected and Get Involved!

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

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SESSION ASSESSMENT

bit.ly/3xSxs56

SUMMIT SESSION EVALUATION