



Advancing Excellence in America's Nursing Homes

**Training Staff for Greater Impact:
From Ho-Hum to Dynamic!**

Campaign Mission

To help nursing homes achieve excellence in the quality of care and quality of life for the more than 1.5 million residents of America's nursing homes by:

- *Establishing and supporting an infrastructure of local QI networks*
- *Strengthening the workforce*
- *Improving clinical and organizational outcomes*



www.nhqualitycampaign.org

What the Campaign Does

- Advancing Excellence is helping nursing homes make a difference in the lives of residents and staff.
- Advancing Excellence provides free, practical and evidence-based resources to support quality improvement efforts in America's nursing homes.
- Advancing Excellence is committed to providing support to those on the frontlines of nursing home care.
- Advancing Excellence promotes open communication and transparency among families, residents, and nursing home staff.



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Training Staff for Greater Impact: From Ho-Hum to Dynamic

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A Day in the Life of an Nursing Home Educator

- What does this scenario tell you?



Objectives for Today's Session

- **Discuss how adults learn most effectively**
- **Describe adult-learner centered approaches to presenting education content**
- **Describe training approaches to meet specific Campaign goals**
- **Discuss the role of trainers and leadership in converting training into practice**

Thinking of Our Own Experiences

When you think back over your lifetime of training and education, what percentage did you find to be a great use of your time – it both effectively taught you what you needed and you enjoyed it?

___ 10% ___ 20% ___ 30% ___ 40% ___ 50%

___ 60% ___ 70% ___ 80% ___ 90% ___ 100%

What qualities made your experiences great and not so great?

What Was Your Best Learning Experience?

Participants in workshop who have individually considered this question and then contributed to group brainstorming have said:

The Teacher...

- ❖ Was energetic
- ❖ Made learning fun
- ❖ Was enthusiastic
- ❖ Recognized and respected everyone
- ❖ Was passionate and inspiring
- ❖ Instilled courage
- ❖ Was charismatic
- ❖ Expressed appreciation for each person
- ❖ Had high expectations of us

- ❖ Learning came from unexpected places and people
- ❖ Films, graphics, and props were helpful
- ❖ Peers recognized the good I contributed
- ❖ I was treated like a peer
- ❖ I was treated with dignity and like anyone and everyone

The teacher...

- ❖ Knew her stuff!
- ❖ Helped me individually

What Was Your *Worst* Learning Experience Like?

Participants in workshop who have individually considered this question and then contributed to group brainstorming have said:

The Teacher...

- ❖ Was scary
- ❖ Spoke to us in degrading ways
- ❖ Punished us for mistakes
- ❖ Threatened us if we failed to do something the way she wanted
- ❖ Was intimidating
- ❖ Acting like I was stupid
- ❖ Had favorites and ignored me
- ❖ Acted bored and was boring
- ❖ Lectured and lectured

The Teacher...

- ❖ Didn't stop people from talking while she was
- ❖ Made me feel ashamed when I got an answer wrong
- ❖ Discriminated against some of us because of age and race
- ❖ Gave me a negative image of myself
- ❖ Kept going even if I didn't understand what was going on

A Dynamic Approach to Training

Traditional Training

Trainer is the expert imparting knowledge and skills – usually by lecturing and use of drills.

Presentation and material provides as complete information as is possible, leaving little or nothing for the learner herself to contribute.

Role of trainee is to listen, ask questions; Learner assimilates information like a sponge, from the teacher's mind and from texts.

Emphasis is on mastery of subject matter and on learning by rote.

Adult Learner-Centered Training

Trainer presents an experiential stimulus and facilitates discussion of a given concept, topic, or problem.

Trainer presents only partial information. Learner contributes from her own life experience and gathers additional data to better understand the topic or problem.

Learner analyzes the concepts or problem, evaluates its importance, considers causes and effects, considers alternative solutions, decides on action, if any, and discovers skills helpful in problem solving.

Emphasis is on use of learner's own mind and heart for inquiry and problem solving.

Why Adult-Learner Centered Training Works

Because adult learners:

- Move from dependency to self-directedness
- Draw upon their own experiences for learning
- Want to solve problems and apply new knowledge immediately¹

Because many direct care workers:

- Are non-traditional learners who do not learn well through lectures and reading
- Have functional reading and math skills that range between 4th & 8th grade levels

Adults Learn Best When...

- 1. They feel respected**
- 2. The learning environment feels safe and supportive**
- 3. The content is relevant to their needs**
- 4. Learning activities are varied to account for different learning styles**
- 5. Training encompasses the three learning domains – knowledge, attitudes, and skills.**
- 6. Opportunities are provided for practices skills and applying knowledge in realistic situations**

1. Adults learn best when... THEY FEEL RESPECTED

- **Include the characteristics from our “best” learning experiences**
- **Start and end on the scheduled times**
- **Know participants’ names, learning styles, knowledge and experience**
- **Provide relevant information**
- **Help participants to be successful**
- **Honor and respond to all questions and comments**

2. Adults learn best when the... ENVIRONMENT IS SAFE & SUPPORTIVE

- **Provide structure and standards so learners know the goals and understand expectations**
- **Use small groups**
- **Ensure people can speak without interruption**
- **Provide positive feedback and encouragement**
- **Facilitate potentially negative interactions toward positive outcomes**

3. Adults learn best when the... CONTENT IS RELEVANT TO THEIR NEEDS

Understand who is in your audience

- **Apply content to real work situations**
- **Match the level of complexity of activities to participants' work lives and needs**
- **Build on what learners already know**
- **Connect new learning to participants' life experiences**
- **Ensure that training builds competencies needed for work life**

Challenges to Engaging Adult Learners

- **Many adults find it difficult to leave responsibilities and stresses at the door**
- **Some learners may have language or literacy barriers**
- **Others may have learning disabilities**
- **A fear or history of failure may cause an “attitude” problem – or self-defeating expectations**

Overcoming the Challenges

- **Use learning games and ice breakers**
- **Encourage participation – small groups, pairs**
- **Use an assortment of learning activities**
- **Recycle information, reinforcing earlier learning throughout the program through varied activities**
- **Reinforce learning through application**

Adults learn best when...

4. LEARNING ACTIVITIES ARE VARIED for DIFFERENT LEARNING STYLES



Kinesthetic



Auditory

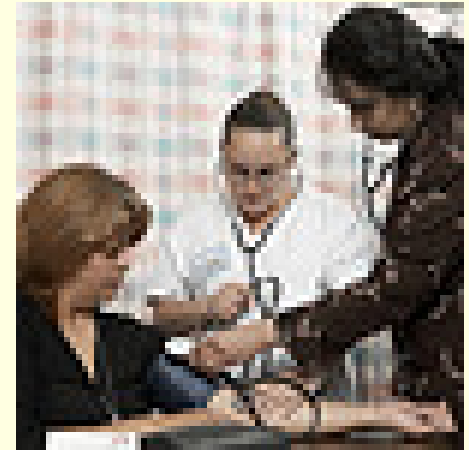


Visual

How do learning styles influence training design?

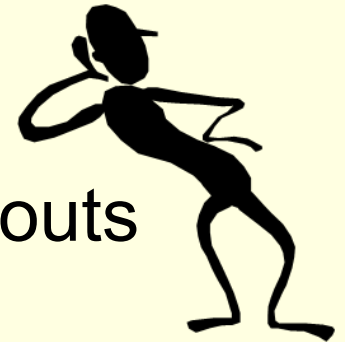
Kinesthetic Learners

- Are hands on learners
- Need to move around
- Doodle in class
- Easily distracted during lectures
- Need to be active in the learning
- Skip instructions when trying to assemble something new
- Like games, role plays, return demonstrations



Auditory Learners

- Respond well to storytelling
- Listen to lectures and refer to handouts
- Prefer face to face communication
- Easily distracted by noise and conversation
- May not take notes
- Use mnemonics to memorize
- Like small group activities and learning circles



Visual Learners

- Associate pictures with concepts being learned
- Are drawn to pictures in books, handouts and audio-visual presentations
- Think in visual images instead of words
- Take notes, may ask a trainer to slow down to keep up with writing
- Like graphs, tables and charts



Personal Styles Also Affect Learning

Introvert ----- Extrovert

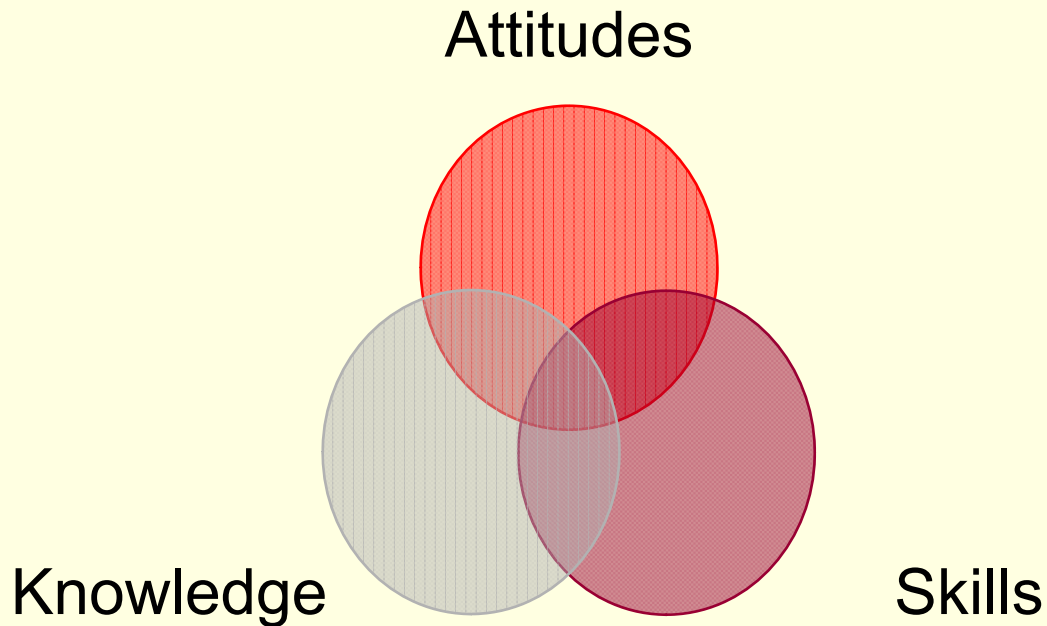
**Big-Picture ----- Detail
Oriented Oriented**

Feelers ----- Thinkers

**Future/Goal ----- Present
Oriented Oriented**

Adults learn best when...

**5. TRAINING ENCOMPASSES the
THREE LEARNING DOMAINS**



Learning Domains: Pain Management Example

Attitudes



Knowledge

Skills

How Do We Ensure Our Training Addresses All Learning Domains?

- Use different activities to address each:
 - ✓ **Knowledge** – Interactive presentations, large group discussions, brainstorming, case scenarios
 - ✓ **Skills** – Demonstrations and return demonstration, small group work, role plays, etc.
 - ✓ **Attitudes** – Pair and small-group work, role plays, case scenarios, learning games, large group exercises
- Reinforce work readiness and positive attitudes by upholding professional behavior at all times

Opinion Poll – *How Do People Learn Best?*



1. What percentage of what we **HEAR** do we remember?
2. What percentage of what we **SEE** do we remember?
3. What percentage of what we **SEE** and **HEAR** do we remember?
4. What percentage of what we **SAY** do we remember?
5. What percentage of what we **SAY** and **DO**, do we remember?

Adults learn best when...

**6. OPPORTUNITIES ARE PROVIDED to
APPLY KNOWLEDGE AND SKILLS**

- **Use case scenarios to engage participants in problem solving**
- **Practice communication and relationship skills as participants learn**
- **Increase the complexity of case scenarios, role plays and problem solving over time**
- **Use groups of three to practice care skills – a consumer, a worker and an observer who coaches**

Lessons for the Teacher...

Tell me and I'll forget.

Show me and I may remember.

Involve me, and I'll understand.

Native American Saying



People are more likely to act their way into new ways of thinking than think their way into new ways of acting.

Jerry Sternin, Positive Deviance

How Does the Teacher Make Training Learner Centered?

In traditional teaching, the teacher's role and responsibilities are to...

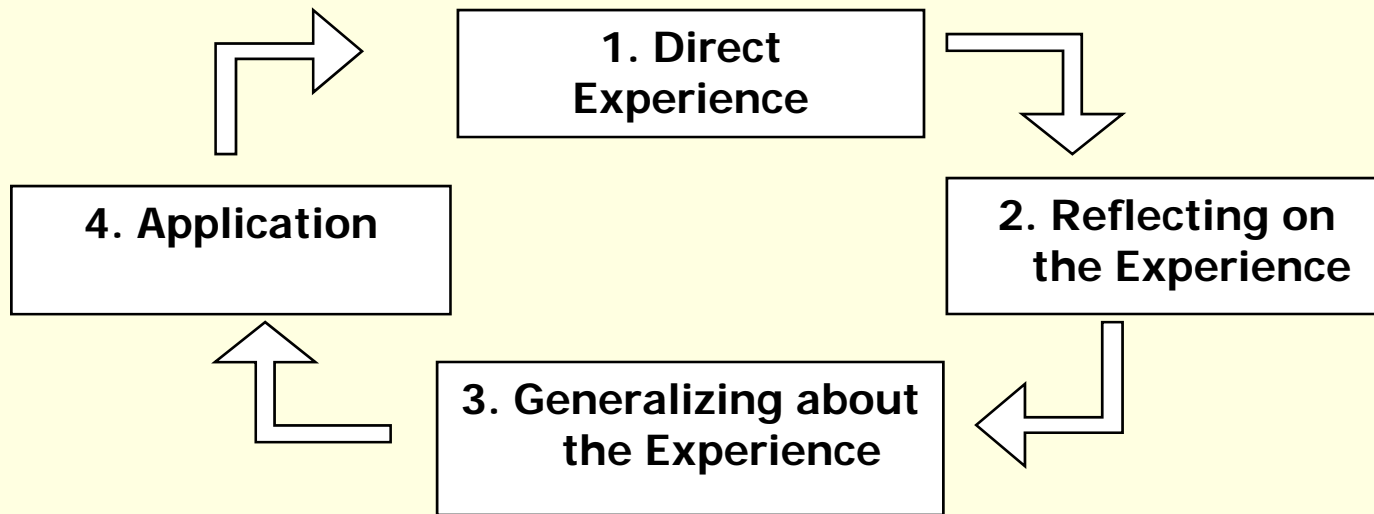
- Be the information expert
- Present the content and impart knowledge
- Demonstrate skills
- Check to gauge students' mastery of information

Trainees' role is to listen, ask questions, and absorb information

In adult learner-centered teaching, the teacher's role and responsibilities are to...

- Facilitate learning
- Provide a framework and activities for the learning process
- Offer effective learning experiences and resources
- Ask questions to guide participants' inquiry and reflection and listen actively
- Give participants supportive feedback on their level of success

Adult Learning Cycle



[1]The Centre for Development and Population Activities (CEDPA). Training Trainers for Development. CEDPA, Washington, D.C. 1995, p. 28.

Adult Learning Cycle

Step 1: Have Direct Experience

Trainer's Role	Methods	Purposes	Questions for the Trainers
<p>Structure the experience – present objectives, instructions, and time frame</p>	<ul style="list-style-type: none"> ▪ Small-group work ▪ Case scenarios ▪ Role plays ▪ Skills practice ▪ Games & large group exercises 	<ul style="list-style-type: none"> ▪ <i>Engage participants fully – emotionally, intellectually, physically – in the content.</i> ▪ <i>Mix up approaches and people to sustain interest and attention and appeal to different learning styles.</i> ▪ <i>Draw on participants' knowledge, skills and talents.</i> ▪ <i>Have fun and build relationships.</i> 	<ol style="list-style-type: none"> 1. <i>What is the purpose of this activity?</i> 2. <i>What else do you need to know to carry out this activity?</i> 3. <i>How is it going?</i> 4. <i>How much more time do you need?</i>

Adult Learning Cycle

Step 2: Reflect on the Experience

Trainer's Role	Methods	Purposes	Questions for the Trainers
<p>Help the learner to focus on key points and to share ideas and reactions with others</p>	<ul style="list-style-type: none"> ▪ Small- and large group discussion ▪ Reporting from small groups ▪ Participant presentations ▪ Individual exercises 	<ul style="list-style-type: none"> ▪ <i>Draw out participants about themselves and their own experiences and wisdom.</i> ▪ <i>Draw on participants' analytical skills.</i> ▪ <i>Encourage dialogue across and validate varying points of view.</i> ▪ <i>Build skills for group activities, dialogue and problem solving.</i> 	<ol style="list-style-type: none"> 1. <i>What happened?</i> 2. <i>How did you feel when...?</i> 3. <i>What did you notice about...?</i> 4. <i>How do others feel about...?</i> 5. <i>Why do you agree or disagree?</i>

Adult Learning Cycle

Step 3: Generalize about the Experience

Trainer's Role	Methods	Purposes	Questions for the Trainers
Guide the learner to new insights based on experience and discussion	<ul style="list-style-type: none">▪ Large-group discussion▪ Interactive Presentations▪ Demonstrations▪ Small group activities	<ul style="list-style-type: none">▪ <i>Ground lessons in participants' own work lives and apply learning to potential future situations.</i>▪ <i>Build participants analytical, problem solving, planning, and group process skills.</i>	<ol style="list-style-type: none">1. <i>What did you learn from this?</i>2. <i>How does all that we're discussing fit together?</i>3. <i>What are some major themes we've seen here?</i>4. <i>What are its implications for other issues?</i>

Adult Learning Cycle

Step 4: Apply What's Been Learned

Trainer's Role	Methods	Purposes	Questions for the Trainers
<p>Coach the learner by providing feedback, advice, and encouragement</p>	<ul style="list-style-type: none"> ▪ Action planning ▪ Skills practice and role playing ▪ Field visits ▪ Discussion 	<ul style="list-style-type: none"> ▪ <i>Engage participants fully – emotionally, intellectually, physically – in the applying the learning.</i> ▪ <i>Reinforce learning.</i> ▪ <i>Enhance participants' self-awareness, confidence and readiness to learn.</i> 	<ol style="list-style-type: none"> 1. <i>How can you apply this in your own situation?</i> 2. <i>What do you think will be most difficult when you use this?</i> 3. <i>If you were to use this in your own situation, how would you do it differently?</i>

Learning Exercise – Pressure Ulcers

Test Your Knowledge – *True or False*

1. A resident who is depressed may be at higher risk for a pressure ulcer.
2. Residents only need to be physically assessed for skin breakdown once a week.
3. Pressure ulcer treatment is only the responsibility of nursing staff.
4. Any injury to the skin is a pressure ulcer.
5. Pressure ulcers are most commonly over the coccyx or sacrum, heels, and hip.

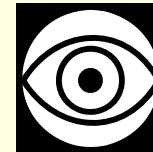
How Do We Use the Learning Cycle? (Pressure Ulcer Exercise)

Adult Learning Cycle

1. Have Direct Experience
2. Reflect on the Experience
3. Generalize about the Experience
4. Apply What's Been Learned

Adult Learner-Centered Training Methods

- Interactive Presentations
- Large Group Discussion
- Brainstorming
- Go-Rounds
- Small Group and Pairs Work
- Learning Circles
- Case Scenarios
- Role Plays
- Demonstration & Return Demonstration
- Games & Large Group Exercises
- Using flip-charts



Seeing



Hearing



Doing

Developing Training to Make It More Learner-Centered

- A. Review the competencies that need to be covered**
- B. Review the sequence and flow of topics so they build from a strong foundation**
- C. Prepare lesson plans, including:**
 - 1) Goals of the session (competencies)
 - 2) Learning outcomes (knowledge, skills, attitudes)
 - 3) Learning activities (methods)
 - 4) Steps for each activity
 - 5) Time required for each step

Developing Training to Make It More Learner-Centered, *continued...*

E. Review time allocation

- Determine the number of topics, icebreakers, practice exercises, and number of trainees that can be accommodated in the scheduled time

F. Identify training materials needed and advance preparation needed

G. Determine how training will be assessed

- **Before** – Written or oral tests, observation of interpersonal skills, reading and math literacy, personal care skills
- **During** – wrap-up games and discussions, checking in with individual participants, written evaluations, observation of activities
- **After the completion of the program** – Written and oral exams, skill demonstrations

Some Ideas You May Want to Rethink

- Payday in-services are the best time for sessions
- All the participants can fit into the Conference Room
- Yes, it's really noisy here, but it's the only place we've got
- Our trainer can only work days
- Our trainer doesn't need much time to prepare
- Training videos are too expensive. Do you know what we can do with that \$200?
- Interruptions are inevitable for the trainer and participants
- People can come in for training on their days off - we're paying them to be there
- Have we done enough in-services for regulatory compliance?

What are the Challenges of Using Adult Learner-Centered Methods?

The ALC Approach....

- Requires more time for the same content – inside and outside of the classroom
- Larger investment by the organization
- Demands trainer learn new skills, content, and approaches

Strategies to Overcome:

- Educate stakeholders about the benefits of the approach
- Share curricula and resources with other trainers
- Attend conferences and workshops to learn approach
- Use best practice system change approaches

Training as a System Process

1. Recognition/Assessment

- Identify training as an area for improvement

2. Cause Identification

- Identify authoritative resources on training
- Identify current approaches to training within your organization

3. Management

- Determine specific goals for improvement
- Identify specific changes for training practices
- Implement specific changes

4. Monitoring

- Monitor results
- Adjust practices

Recognition/Assessment

- **Identify training as an area for improvement**
 - Training is not based on identified staff needs?
 - $JR - IS = TN$ (Job requirement minus individual skill equals training need)
 - Outcomes not what were expected?
 - Performance discrepancy is a result of a skill, knowledge or attitude deficiency?

Cause Identification

■ Identify authoritative resources on training

- Barbara Bowers Manual: *Implementing Change in Long Term Care*, www.nhqualitycampaign.org
- *Staff Stability Toolkit* - www.nhqualitycampaign.org
- Adult Learner Centered Training Exercises - www.nhqualitycampaign.org
- PHI's Guide to Adult Learner-Centered Training: An Introduction for Educators in Home and Residential Care - <http://phinational.org>
- American Management Association – www.amanet.org

Cause Identification, continued....

- **Identify current approaches to training within your organization**
 - Learner-centered?
 - Supports organizational goals?
 - Specific goals/outcomes for each training session?
 - Material is relevant, current, etc.?
 - Competency based?
 - Instructor has received “train the trainer” training?
 - Who is responsible for effectiveness of training?

Management

- **Determine specific goals for improvement**
- **Identify specific changes for training practices**
- **Implement specific changes**

The Role of Leadership in Converting Training into Practice

1. Set the expectation that training is important; an investment, not a requirement.
2. Give staff development coordinators the time and other resources they need.
3. Insist that adult learning principles are incorporated into all training sessions.
4. Allow nurse aides and others to actively participate in all aspects of training from development to presentation.
5. Create a “buzz” about upcoming training.
6. Move staff training beyond “payday inservices”
7. Participate in all or most training
8. Link training to organizational goals, specific to the role of those in the audience

The Role of Leadership, continued

9. Know what staff are learning in training sessions.
10. Get feedback directly from those who participated in the training to determine the effectiveness.
11. Train supervisors, including charge nurses, to provide coaching to their staff to reinforce what was learned in training sessions.
12. Recognize staff when they implement ideas, skills, etc. learned in training sessions.
13. Fully understand the benefits vs. costs of staff training.
14. Recognize staff training as a “system” that requires the same attention as any other system in your facility.
15. Don’t settle for inadequate, ineffective staff training.

Monitoring

- **Monitor results**
- **Adjust practices**

15 Minute Inservices – A Sample



15 Minute Inservices – Sample 2

1. When having a great day I _____
2. When having a bad day I _____
3. _____ always makes me smile
4. I always like to talk about _____
5. I want to be remembered for _____

15 Minute Inservices – Sample 3

GOAL #7

Improving Staff Retention

	RN Vacancies	LPN Vacancies	CAN Vacancies
This month (Month1)	2	4	13
Last month (Month 2)	3	4	10
Month 3	3	2	12
Month 4	2	3	10

Tips for improving staff retention:

- Treat new employees the same as you would new residents
- Take pride in your work, and others will too
- Have good communication among all shifts and among all departments
- Have fun each day
- Replace blame with “How can I help to fix the problem?”

What Do We Need to Work On?

Challenges:

Strengths:

Steps to Take:

Questions?



Evaluate Your Time With Us

Another way to show respect – and to help yourself continually improve as a trainer – is to have a face-to-face evaluation at the end of every training session.

How much of your time at this webinar was well spent?

___ **25%**

___ **50%**

___ **75%**

___ **90%**

- ***Will you make a change in your practice because of this seminar?***
- ***What could we have done to make it even more wonderful and effective for you?***

Thank You!

Newsletter on Website!

Watch Website for Next Webinar!

www.nhqualitycampaign.org

***Please Stay on-line for a few
evaluation questions!***



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