Engaging Adult Learners-An Infection Prevention Perspective

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Disclosures

• I am a paid employee of the clinical team of PDI Healthcare. The content of this presentation is not representative of the views of PDI or its ownership.

• There will be NO discussion of any PDI products and/or solutions in accordance with CE Requirements.

• Presentation will incorporate best practices from a variety of information sources that bridge medical disciplines.
“Teaching can occur without learning and learning can occur without teaching” - Anonymous
Objectives

• Identify 2 differences between adult and school age learners
• Describe 6 factors that promote motivation and critical reflection
• Integrate Visual, Auditory and Kinesthetic learning styles into teaching
• Examine 3 ways to overcome barriers to learning
What Has Changed?

• Prior to the 20th century major cultural change extended over several generations

• Knowledge gained today may be obsolete within a matter of years
In The World Today

• Modern education is now defined as a lifelong process of continual inquiry

Adults vs. Children

• Children learn to gain approval
  – Teacher, parents, good grades
  – Dependently (curriculum, teacher experience)

• Adults learn to create change
  – Improve skills
  – Behavior
  – Knowledge level
  – Attitudes about things

Characteristics of Adult Learners

• Autonomous and self directed
• Goal oriented
• Use previous knowledge and experience
• See the relevance of learning
• Practical
• Want and need to be respected
Motivation

• Adults learn best when they are convinced there is a need for the knowledge or information

• Understanding motivation can help you tap into teachable moments
Sources of Motivation

- Social Relationships
- External Expectations
- Social Welfare

Sources of Motivation Continued

- Personal Advancement
- Escape/Simulation
- Cognitive Interest
Learning Domains

• Cognitive
  – Recall or recognition of specific facts

• Affective
  – Emotional behaviors, includes feelings, values, appreciation, enthusiasms, motivations and attitudes

• Psychomotor
  – Includes physical movement, coordination, use of motor-skill areas and requires practice

Learning Styles

• Visual

• Auditory

• Kinesthetic

• Why should you care?

http://frank.mtsu.edu/~studskl/hd/hemispheric_dominance.html
Retention by Learning Method

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they say
- 90% of what they teach to someone else

The Learning Pyramid*

Average Retention Rates

- 5% Lecture
- 10% Reading
- 20% Audio-Visual
- 30% Demonstration
- 50% Group Discussion
- 75% Practice
- 90% Teaching Others

*Adapted from National Training Laboratories. Bethel, Maine
Visual Learners

• Prefer seeing what they are learning
• Provide written instructions
• Create a mental image that will allow them to hold onto information
• Will read and follow directions
• Appreciate diagrams

Visual Learner Teaching Strategy

• Use multimedia (variety of formats)
• Provide Information that is well organized
• Easy to read formats

Auditory Learners

- Prefer to hear instructions being given
- Prefer having someone talk them through rather than reading about it first
- May talk to themselves when learning a task
- Remember verbal instructions well
- Prefer someone read them the directions while they do the physical task

Auditory Learner Teaching Strategy

- Rephrase points in different ways
- Vary speech patterns
- Multimedia (sound variety)
- Brief lectures
- Small and large group discussions
- Brainstorming

Kinesthetic Learners

- Want to sense the position and or movement of a skill
- Do not like lecture or discussion
- Prefer hands on learning

Kinesthetic Teaching Strategy

- Frequent breaks
- Allow learners to move about the room
- Multimedia (with action)
- Role play
- Need to touch and feel
- Show and tell

Direct Instruction Outline

- Objectives: What will they do or understand
- Standards: Standards of performance learner will be held to
- Anticipatory Set: Tell what they will be learning about and how knowledge is applicable
Direct Instruction Continued

• **Teaching:**
  – Input (provide information)
  – Model (how to use information)
  – Check for understanding (must be able to do it right)

• **Guided Practice:**
  – Use new information under supervision

Direct Instruction Continued

• Closure:
  – Make sense of what has been learned

• **Independent practice:** Reinforces new knowledge

• **Summary:** Tie it all together and apply to real life

Teaching in the Healthcare Environment

• Consider professional practice
  – Skill
  – Knowledge
  – Attitude

• Methods that work well
  – Case conference/notes
  – Observation (specialists or procedures)
  – Working on multidisciplinary teams
  – Ward reports /rounds
  – Learning packets
  – Internet
Experiential Learners

• Invests learners experiences and values
• Instructor facilitates learning
• Information is meaningful and practical
• Identify and deal with prejudices
• Learn from reinforcement
• Need to apply learning
• Control learning experience

Motivating Instructors

• **Offers expertise**
  – Knowledge
  – Preparation
  – Clarity

• **Empathy**
  – Understanding
  – Consideration

• **Enthusiasm**
  – Course
  – Content
  – Students
  – Teaching

Barriers to Learning
Barriers to Learning

Learning Disabilities:

• 80% to 90% of learning disabled individuals have problems with language, memory or both

• Usually manifested in individuals with average to above average intellectual abilities

• May also have co-existing attention deficit disorder/hyperactivity disorder (ADD)
Barriers to Learning Continued

Culturally Diverse Backgrounds
• Recent Immigrate may be less acculturated to American mainstream culture

Diversity
• Place of Birth
• Immigration Status
• Age
• Sex
• Lifestyle
• Education/Career Background
Addressing Barriers to Learning

• Assess for behaviors, beliefs and values unique to the individual
  – Communication
  – Time
  – Space
  – Social Organization
  – Environmental Control
  – Biologic Variation
In Summary

• Respect
• Understand Motivation
• Connect the dots (get to the why)
• Control, Self-paced and Meaningful
• Understand diversity
• Adapt for disabilities
Questions
Thanks for all you do!
References


References


References

• Thomas, K. (2001). They’re Not Just Big Kids: Motivating Adult Learners. Available at: http://frank.mtsu.edu/~itconf/proceed01/22.html