

Getting the Most Out of Training at Your Clinical Site



August 23rd, 2010
2:30 – 4 pm
Virginia Room C

Moderator and Presenters

- Lynn Wegman, MPA, HRSA HAB
- Daria Boccher-Lattimore, DrPH, NY/NJ AETC
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Learning Objectives

1. Apply adult learning principles in the development, design, and delivery of training in the clinical setting.
2. List and describe at least 3 teaching strategies for maximizing learning and performance in the clinical setting.
3. List and describe at least 3 strategies for removing or reducing barriers to effective teaching and application of learning in the clinical setting.

AETC Adult Learning Workgroup

- Began meeting October 2009
- Delta Region AETC, Mountain Plains AETC, NY/NJ AETC, Pacific AETC, Pennsylvania/MidAtlantic AETC, SEATEC, Texas/Oklahoma AETC, AETC NEC, AETC NRC, HRSA HAB
- Goal: Identify, develop, and disseminate resources and tools that address an area of need for clinicians and/or trainers

Tell us more about you.....

Which Ryan White Program do you work under?

- Part A
- Part B
- Part C
- Part D
- AETC
- SPNS
- Dental Programs
- MAI
- Other

Tell us more about you.....

What is your profession?

- Physician
- Nurse
- Physician assistant
- Advanced practice nurse
- Pharmacist
- Oral health professional
- Health educator
- Mental health professional
- Public health professional
- Other

Tell us more about you.....

What is your role?

- Administrator
- Clinician
- Trainer
- Evaluator
- Other



Tell us more about you.....

What is your role as it relates to training at your clinical site?

- I train.
- I coordinate training at my site.
- I build relationships with training and technical assistance organizations.
- I assess the training and technical assistance needs at my site.
- I do not train but have received training at my clinical site.
- Other

Tell us more about you.....

- What is one thing that you want to learn about today?

Tell us more about you.....

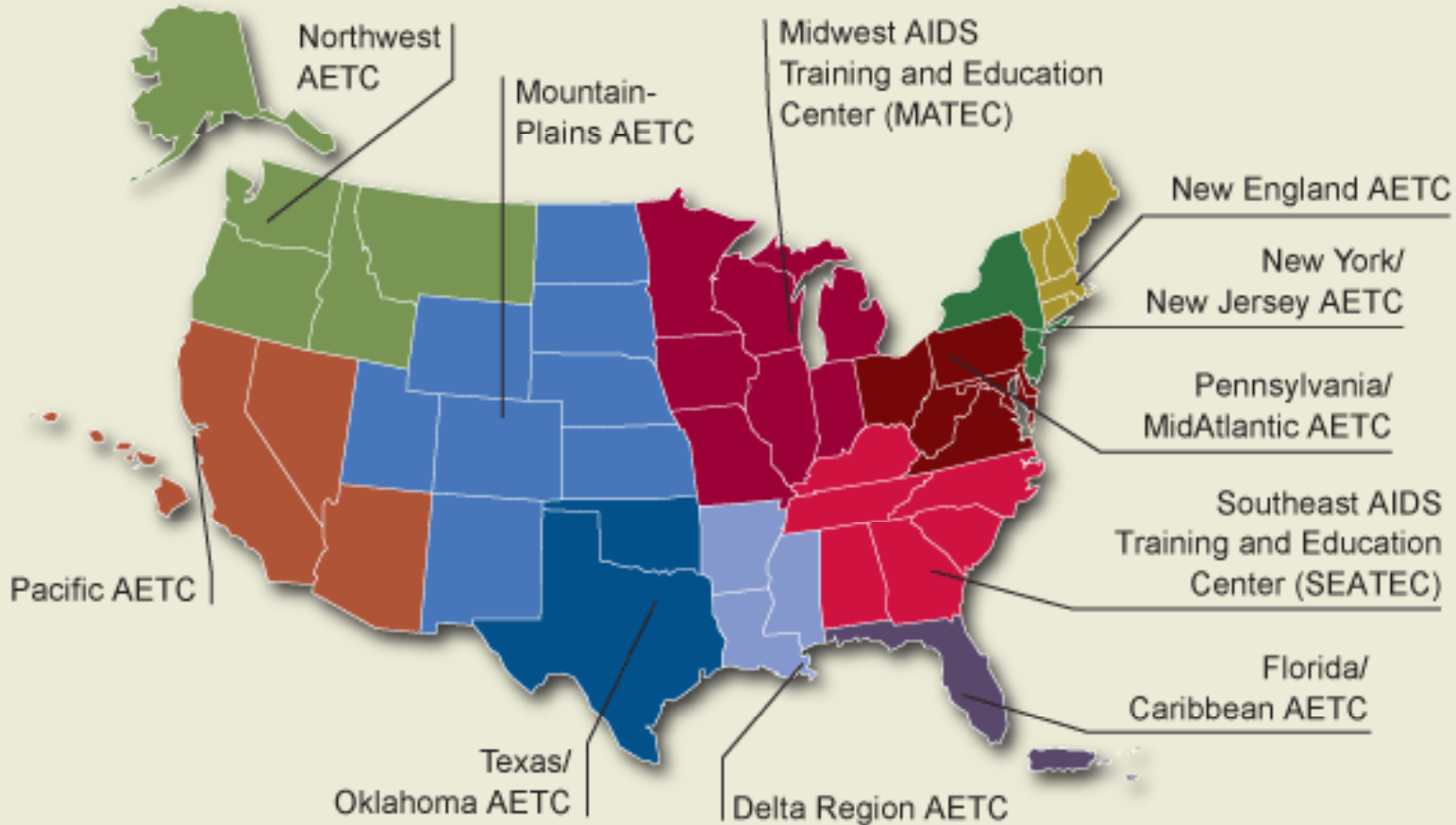
- Describe a positive training experience that you had as a presenter, coordinator, or participant.
- What made that experience positive?

Tell us more about you.....

Are you familiar with the AETC program?

- Yes, I am generally familiar with the AETC program.
- Yes, I have attended an AETC event in the past and/or have worked with my local AETC.
- Hmm, I'm not sure. I think so.
- Nope, never heard of the AETCs before.

AETC network



Why we do the training we do?

- Develop new skills
- Keep up-to-date on best practices and treatment guidelines
- Examine attitudes and assumptions
- Develop clinical relationships
- Provide clinical experience

F-B-I-T-W-A-C-I-A-I-B-M-I-R-S

F-B-I-T-W-A-C-I-A-I-B-M-I-R-S

FBI

TWA

CIA

IBM

IRS

Adult Learning Principles

- Adults learn best when they know what they are learning and what it is for.
- Adults learn best when they are given realistic and achievable goals.
- Adults learn best when they are given choices and interests.
- Adults learn best when they are given opportunities to learn on their own.
- Adults learn best when they are given opportunities to learn on and apply their own knowledge.
- Adults learn best when they are given opportunities to learn on and apply their own knowledge.
- Adults learn best when coaching and other kinds of follow-up support are provided to help them transfer learning into sustainable practice.
- Adults learn best when the learning experiences is enjoyable and fun.

Supporting Development and Implementation of Adult Learning in AETC Education and Clinical Training, San Francisco AETC, December 2009

How Adults Learn Best (Take Two!)

- ✓ Tap into years of experience.
- ✓ Respect differing beliefs, values, and opinions.
- ✓ Vary teaching methods.
- ✓ Create a comfortable learning environment.



How Adults Learn Best (cont)

- ✓ Involve participants in determining what they will learn.
- ✓ Ensure content is relevant.
- ✓ Offer constructive feedback and follow-up support.
- ✓ Keep things enjoyable and fun!

Learner-Facilitator Relationship (Knowles)

- Mutual Respect
- Collaboration
- Trust
- Authenticity
- Openness
- Enjoyment

Burr, C. *How Adults Learn: Principles and Practice* slide set

Learning Styles

What type of learner do you think you are?

Auditory

Visual

Read/Write

Kinesthetic

Combination of the above



Learning Styles (cont)

Why is it important to consider learning styles?



Training Methodologies

- Level 1: Lectures, journal club, panel discussions
- Level 2: Case studies, role plays, simulated patients
- Level 3: Preceptorships, mini-residencies
- Level 4: Clinical consultation via telephone, electronic media, or in-person
- Level 5: Technical assistance

Tell us more about you.....

- Describe a negative training experience that you had as a presenter, coordinator, or participant.
- What made that experience negative?
- What would have helped you in that situation?

Barriers to a Successful Training

- Inappropriate training topic
- Inappropriate training audience
- Logistical issues with training space
- Lack of buy-in
- Competing priorities
- Not enough time in the day

Case Example

What we were told...

- ✓ Group needed some basic education about HIV.
- ✓ The specialty clinic took quite a few referrals from the local Ryan White Clinic.
- ✓ The training room could easily seat 15.
- ✓ There would be a white wall, that we could easily project on to.

Case Example (cont)

This is what was waiting for us on the training room wall...



...and, the room sat 7 comfortably leaving myself and an intern on the floor.

Case Example (cont)

The Real Issue

- ✓ Inappropriate training topic
- ✓ Inappropriate audience
- ✓ Nurse had had a needle stick
- ✓ Nurse did not attend training

Case Example (cont)

- What implications does this have on the immediate impact of the training?
- What implications does this have on the long-term impact of the training?

Remedy #1

Pre-Training Planning and Assessment

Back to the Case Example

- What could have happened to make this training run smoother?
- What questions should have been asked?

Allot time to conduct key informant interviews

- What time of day is best for training?
- What is the best length of training for your staff?
- What types of HIV training have your staff had in the past? Who taught these courses?
- How do you feel your staff learns best?
- What do you feel is the most crucial training need of your staff?

Allot time to conduct key informant interviews (cont)

- According to the staff needs assessments, it looks as if it's indicated your staff may need education on _____. Do you feel this is a fair assessment?
- How many folks do you anticipate will attend?
- What are the job roles these folks perform?
- Can you discuss less successful trainings you have hosted in the past, and what didn't you like about them?

Allot time to conduct key informant interviews (cont)

- Can you discuss more successful trainings you have hosted in the past, and what you liked about them?
- Can you take me on a tour of your clinic and show me the room that we'll be conducting the training in?
- Do you have a microphone, projector, laptop, etc. available?

Kentucky Local Performance Site Southeast AIDS Training and Education Center Annual Needs Assessment Survey

The image shows a screenshot of a survey form titled "Kentucky Local Performance Site Southeast AIDS Training and Education Center Annual Needs Assessment Survey". The form includes a header with the site name and a "Survey" label. Below the header, there are several sections for data entry, including a table with multiple columns and rows. The table appears to be a checklist or a data collection table with various categories and sub-items. The form is partially filled out, with some text and numbers visible in the cells. The overall layout is a standard survey form with a header, a table, and a footer area.

Remedy #2

**Assess the audience
at the training**

Get to know your audience

- Ask your audience to identify their role, profession, etc.
- Ask “What is one thing you want to learn today?”
- Tell your audience the topics you will address
 - Ask the audience to rank the importance of each topic
 - Cover the most important topics first

Get to know your audience (cont)

- For large groups
 - Use ARS to ask these questions
- For small groups
 - Use ARS to ask these questions
 - Allot time to answer these questions during introductions
 - Use the snowball exercise

Remedy #3

Build Relationships and Get Buy In

Develop a culture of training

- Stakeholders
 - Administrators
 - Clinical Directors
 - Team Leaders
- Staff
 - Potential participants



Develop a culture of training (cont)

- Share feedback
 - Trainer to site
 - Site to trainer
- Share evaluations
 - Demonstrate impact of training on knowledge/attitudes/performance

What next?

**Keeping up the momentum
after the training**

Keeping up the momentum

- Communication with local AETC
- Constant assessment/re assessment of need
- Staff/stakeholder turnover
 - Regular check in
- Provide evaluation feedback
 - Demonstrate impact

Pitfalls...

How can we avoid them?

Resources



www.aidsetc.org

20 Years of Leadership
A LEGACY OF CARE



20th RYAN WHITE ALL GRANTEE MEETING AND 10TH ANNUAL CLINICAL CONFERENCE

Resources (cont)

This screenshot shows the 'Resources for Clinicians' page on the AETC website. The page features a search bar at the top and a navigation menu with links for Home, About Us, Directory, and Clinician Resources. The main content area is titled 'Resources for Clinicians' and includes a 'Highlights' section with the following information:

- Updated Guidelines for Using Interferon Gamma R Assays to Detect Mycobacterium tuberculosis Infection, United States, 2010**
Source: U.S. Centers for Disease Control and Prevention
Authors: GH Mazurek, J Jacob, A Vernon, P Lobue, M Goldring and K Castro
Date: 06/25/2010
MMWR Recomm Rep. 2010;59(12):RR-05;1-25.
- Preconception Counseling Guide: Initiating an Intrauterine Contraceptive with Patients about Pregnancy and HIV**
Format: PDF 435KB
Date: 03/2010
Source: Mountain Plains AETC
- HIV & Tobacco Use**
Format: PDF 229KB

The left sidebar contains a menu with categories: Guidelines, Clinical Manual, Clinician Support Tools, Reference Material, and News & Events. The bottom of the page shows a Windows taskbar with the Start button and open windows for 'Resources for Clinicians' and 'Documents - Microsoft'.

This screenshot shows the 'Resources for Trainers & Training Managers' page on the AETC website. The page features a search bar at the top and a navigation menu with links for Home, About Us, Directory, Clinician Resources, Trainer Resources, Topics, and AETC Only. The main content area is titled 'Resources for Trainers & Training Managers' and includes a 'Highlights' section with the following information:

- Preconception Counseling Training Slides**
Date: 05/24/2010
Developed to support the 5/20/10 [2010] Guidelines
- Common Pain Syndromes in HIV Patients: An Emphasis on Neuropathic Pain**
Format: PDF 4 MB
Date: 03/2010
Source: New York/New Jersey AETC and Albany Medical Center, Division of HIV Medicine
Part of the series: Caring for the HIV-infected inmate: A CME-Accredited Resource for Prescribing Clinicians
- Handling Care of the HIV Infected Inmate Module #11: Cultural Competency in Health Care**
Format: PDF 1.9 MB
Date: 02/2010

The left sidebar contains a menu with categories: Training Materials, Training Principles, Interactive Methods, Program Management, and Technology Topics. The right sidebar features a 'Featured Resource' section with a thumbnail for 'National Evaluation Center Survey Tool'. The bottom of the page shows a Windows taskbar with the Start button and open windows for 'Resources for Trainers' and 'Documents - Microsoft'.

Resources (cont)

www.nynjaetc.org



Resources (cont)



www.pamaaetc.org

Resources (cont)



www.seatec.emory.edu

References

Burr, C. *How Adults Learn: Principles and Practice.*

East Bay AETC. *Principles of Adult Learners. Getting the Most out of Your AIDS/HIV Trainings.*

San Francisco AETC. (2009). *Supporting Development and Implementation of Adult Learning in AETC Education and Clinical Training.*