Getting the Most Out of Training at Your Clinical Site

AETC
AIDS EDUCATION & TRAINING CENTERS

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

20 Years of Leadership
A LEGACY OF CARE

Moderator and Presenters

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- Jennifer Edwards, SEATEC, Kentucky 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

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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…..

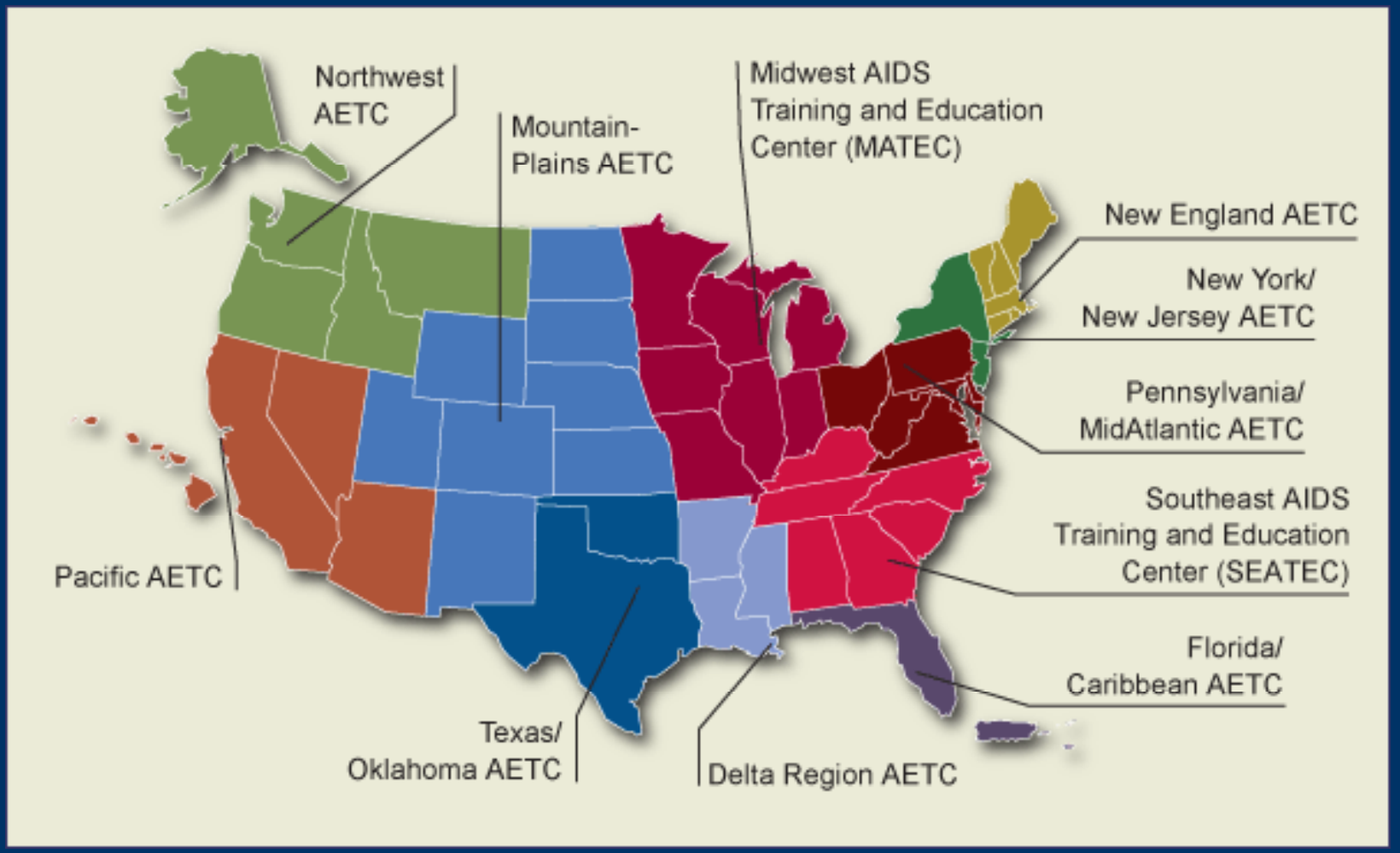
- Describe a positive training experience that you had as a presenter, coordinator, or participant.
- What made that experience positive?

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



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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 le… …etermining how and what…
- Adults le… …ed realistic and importan…
- Adults le… …nd interests.
- Adults le…
- Adults le…
- Adult lea… …w on and apply prior kno…
- Adults le…
- Adults learn best when coaching and other kinds of follow-up support are provided to help them transfer learning into sustainable regulate practice.
- Adults learn best when the learning experiences is enjoyable and fun.

Disclaimer: This slide demonstrates poor PowerPoint etiquette. A general rule of thumb is that a slide should have no more than 7 lines of text with no more than 7 words per line. For slide text and bullets, use 28-32 pt font.

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

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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

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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?

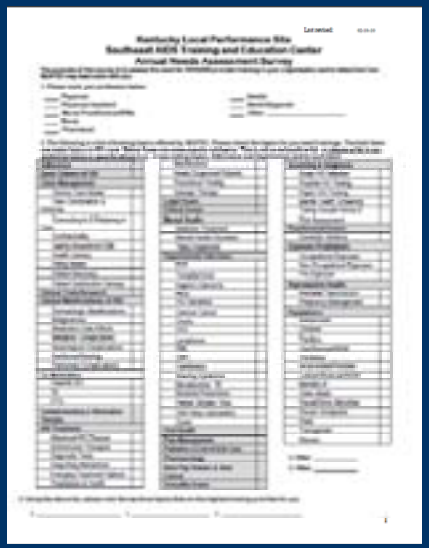
Allot time to conduct key informant interviews (cont)

- 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



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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

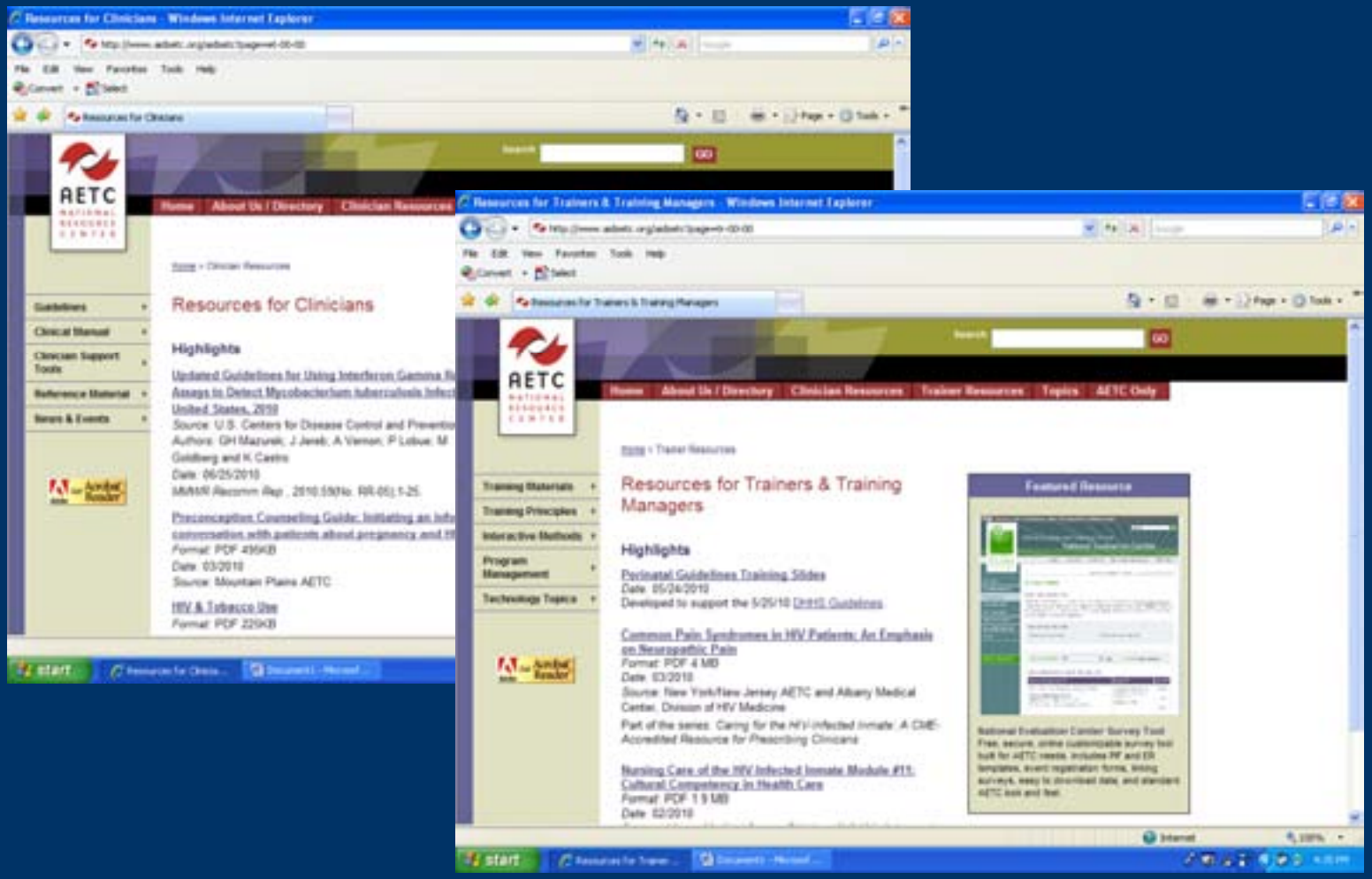
Pitfalls…

How can we avoid them?

Resources

www.aidsetc.org

Resources (cont)



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Resources (cont)

www.nynjaetc.org

Resources (cont)

www.pamaaetc.org

Resources (cont)

www.seatec.emory.edu

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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.*