

Learner-Centered Training for the Direct Care Workforce

Presented by
Ingrid McDonald
Consultant to the
Paraprofessional Healthcare Institute



349 East 149th Street, 10th Floor • Bronx, New York 10451
Telephone: 718-402-7766 • Fax: 718-585-6852 • info@paraprofessional.org

Question to Address:

- What is learner-centered training and how is it different than traditional training approaches?
- Why is it recommended for workers in home and community based long term care?
- What are the key principles and training methodologies?
- How can policymakers support and encourage a learner-centered approach?

Learner-Centered Training

“Adult learners move from dependency to self-directedness, draw upon their own experience for learning, are motivated to learn when they assume new roles and want to solve problems and apply new knowledge immediately.”

- Malcom Knowles, *“The Practice of Adult Education,”* 1970.

“Adult learning is best achieved in dialogue....adult learners will learn new knowledge, attitudes and skills best in relation to (their own) life experience.”

- Jane Vella, author of *“Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults,”* 2002.

“Telling Ain’t Training”

Title of the book by Harold Stolovitch and Erica Keeps, American Society for Training and Development, 2005.

Learner-Centered Approach Recommended for Direct Care Workers

Caregivers have a wide range of learning styles, experiences and abilities.



IP and Agency Home Care Worker Demographics

<i>Female</i>	85% female 15% male
<i>Middle-Aged</i>	41% 35- 54 37% 55 – 64 19% under 34
<i>Low Education Levels</i>	9% less than high school 35% high school graduates 36% some college or tech school 18% college degree or above
<i>Low-Income</i>	48% under \$30,000 30% \$30,000 - \$75,000 8% \$75,000 - \$150,000 % over \$150,000

Based on telephone surveys conducted by Lake, Snell and Perry Associates on behalf of SEIU 775 December 2006, sample size equals 500, including both IP and agency home care workers.

English as a Second Language (ESL)



Many direct care workers speak limited English.

- ✓ In a survey of IP home care workers conducted by SEIU in 2003, respondents reported speaking 57 different languages.
- ✓ 48 percent of workers employed by the Korean Women's Association speak limited English.
- ✓ The RFOC training curricula is translated into 5 languages and interpreters are available in 14 languages.

ESL Training

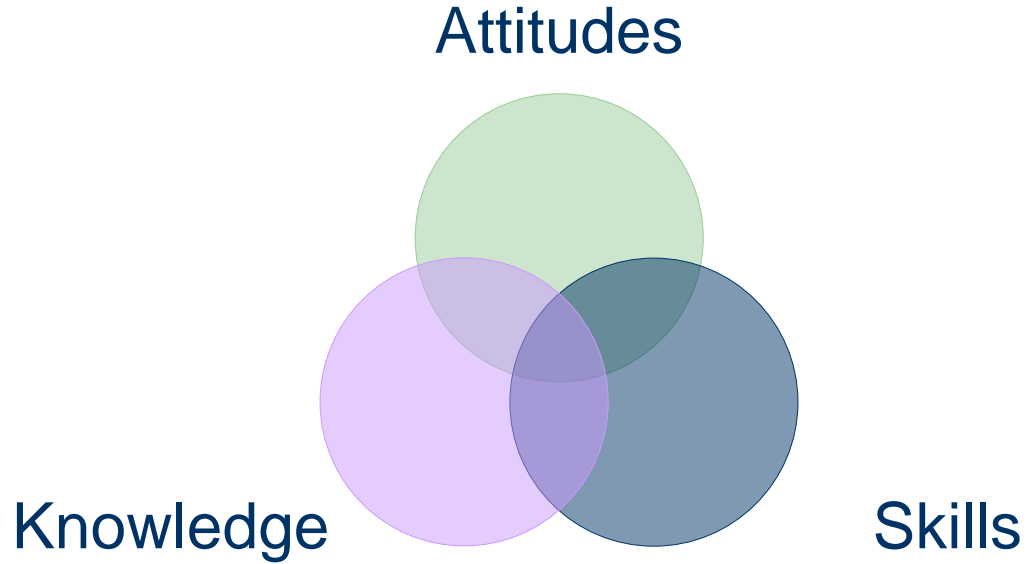
Region	RFOC training provided in 2 nd Language, 2006
Central	32%
King	43%
Pierce	29%
Lewis, Mason & Thurston	0%

Source: Professional Registry of Nursing

Principles of Adult Learning

- Adults learn best when they feel respected, safe, and supported.
- Adult learning is most effective when it addresses all three learning domains – knowledge, attitudes, and skills.
- Adult learners need structure and standards.
- Adults learn best when the content is relevant to their needs.
- Adults learn new information or concepts best when applying them to realistic situations; adults learn new skills best through practice.
- Adults have varied learning styles.

Learning Domains



Learning Domains: Bed Bath Example



Training Methodologies

- Interactive Presentations
- Large Group Discussion
- Brainstorming
- Go-Rounds
- Small Group Work
- Pairs Work
- Case Scenarios
- Role Plays
- Demonstration and Return Demonstration
- Games and Large Group Exercises
- Flip-charting



Seeing

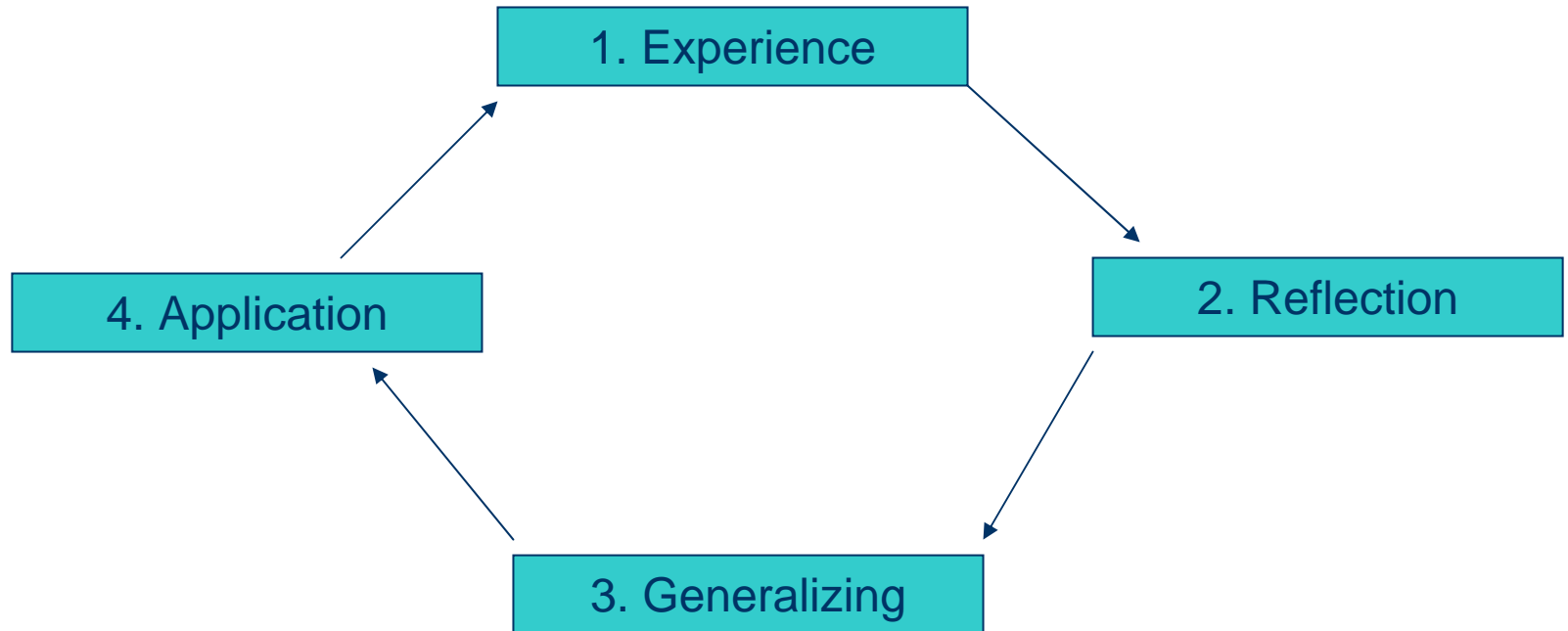


Hearing



Doing

Adult Learning Cycle



Example: Learner Centered Module

Example: Working with the Elderly (3-Hour Module)

1. **Experience:** True/False survey addressing participants existing knowledge about aging.
2. **Reflection:** what will your life will be like at 80?
3. **Generalize:** Interactive presentation: normal changes of aging.
4. **Application:** Pairs work simulating sensory changes of aging followed by large group discussion.
5. **Application:** Small group work on common conditions of aging.
6. **Experience:** Review True/False survey, share most important thing learned.

Learner Centered vs. Traditional Approaches

“Classroom training is often negatively evaluated by frontline workers in long-term care, often because it is either ‘above their heads’ or has no obvious application in their everyday work.”

- R.C. Atchley, “Frontline Workers in Long-Term Care: Recruitment, Retention, and Turnover Issues in an Era of Rapid Growth. Oxford, OH: Scripps Gerontology Center, Miami Univ. September, 1996.

“In Pennsylvania, direct-care workers employed in variety of settings said that they wanted training that is relevant, practical and consistent, criticizing the status quo for lacking depth and breadth and failing to prepare them for the day-to-day realities of the work.”

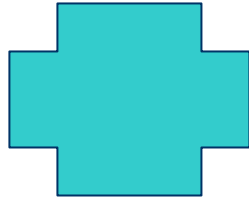
- Pennsylvania Intra-Governmental Council on Long Term Care (Jenkintown, PA: Polisher Research Institute at the Philadelphia Geriatric Center, 2002.

Traditional vs. Learner Centered

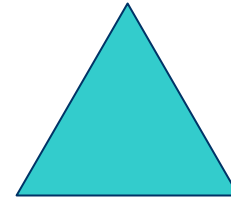
Example: 10-hour Continuing Education Course on HIV/AIDS

- A. Introductory Survey
- B. In-Home Care Giving and related issues
 - 1. Myth vs Fact
 - 2. **Video** “Workers Exposed”
- C. Women and AIDS
 - 1. **Video** “Womansource HIV”
- D. Aids Dementia and Delirium
- E. Common Opportunistic Infections
- F. Nutrition and AIDS
- G. Grief and Loss/Death and Dying
 - 1. **Video** “In the Midst of Winter”
- H. **Video**: “AIDS Research: The Story So Far.”
- I. Living with AIDS / Medicines & Compliance, NAAF

Washington's RFOC Training



- Comprehensive curricula content.
- Competency based.
- Utilizes some learner-centered methodologies.



- Too much material in too little time.
- Heavy reliance on lecture, guided discussion and visual learning.
- Not enough focus on communication skills.

Washington's RFOC Training

“The focus of the RFOC curricula seems to be on showing that all mandated content is covered without allowing for opportunities to tailor content toward those clients that the caregivers are most likely to work with. Presenting learners with a complete manual that they are expected to learn contributes to most learners feeling overwhelmed... Effective learning is built on a premise of scaffolding knowledge, teaching basics first then building on that and real experience, simple to complex.”

- Peggy Powell, Director of Workforce Strategies, PHI

“I learned little more than how to properly wash my hands and put on gloves during the (RFOC) course. While other important topics were covered, they were reviewed in a very cursory fashion.”

- T.J. Janssen, IP Home Care Worker

Policy Recommendations to Support a Learner-Centered Approach

- 1) Adapt existing curricula.
- 2) Allow enough time to cover the material.
- 3) Train the trainers.
- 4) Directly involve workers and consumers.

1) Adapt Existing Curricula

- Allocate more time to communication skills & problem solving.
- Allow greater flexibility.
- Utilize a broader range of training methodologies.
- Combine with on-the job-learning opportunities.

PHI's 4 Ps Approach to Problem Solving

Pull back

Pay attention to your emotions and to what gets in the way of listening.

Paraphrase

Listen for the whole story, gather information, check for understanding, don't jump to solve the problem.

Present options

Identify more than one possible solution.

Pass it on

Pass on the information to those who need to know (family member, case manager, etc.)

2) Allow Time to Cover Material

Variables to Consider:

- scope of content to be covered
- time to implement a variety of training methodologies
- class size, number of instructors & training space.
- time for exercises at the beginning and end of the day
- time for testing & evaluation
- budget constraints

Examples: Training Hours

Cooperative Home Care Associates (PHI Model)	150 hours
Minimum federal requirements for CNAs and Home Health Aides	75 hours
Proposed Universal Core Curriculum (PA)	75 hours
Revised Fundamentals of Care (WA)	28 hours +

3. Train the Trainers

- Nationwide, there is a dearth of trainers who know how to deliver learner-centered training.
- WAC 388-71-05890 establishes minimum qualifications for instructors, including experience “teaching adults”.
- The state should also consider other incentives to ensure that instructors receive specific training in a learner-centered approach.

4. Directly Involve Workers and Consumers

- Directly involving active home care workers and consumers will make training more relevant for participants.
- Active home care workers can draw from their own experience.
- Consumers themselves can best convey concepts such as independent living and consumer direction.

Summary

- “Telling Ain’t Training”
- Learners tune out when they can’t relate training to their own experience or see how it applies to real life situations.
- Learner-centered training takes time.
- The reward is knowledge, attitudes and skills that support quality care.