

STAFF DEVELOPMENT

A Guide

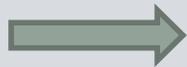
This guide is about the *process* of training Direct Care staff, rather than the *content* of the training.

- How can information be relayed so that staff comprehend it?
- What teaching strategies can be used to ensure learner understanding?
 - How can learners be motivated?

Levels of Competence

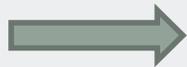
There are four levels of learner competence:

Novice



Need more direction

Competent



Need lots of practice

Proficient

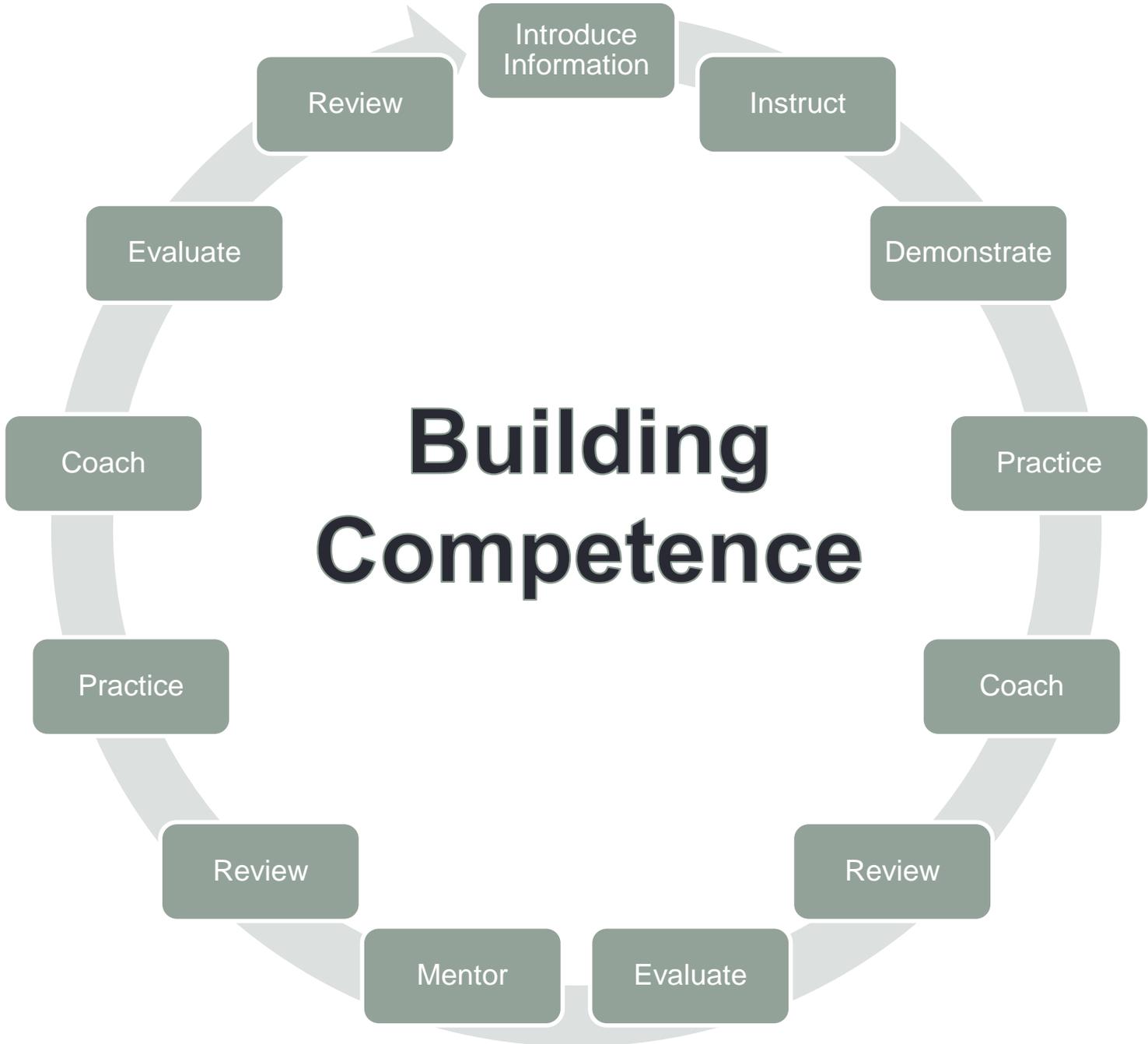


Need checkups and challenges

Expert



Need mentor and learn new things

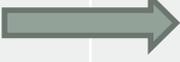
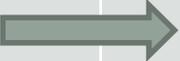
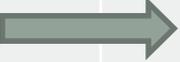
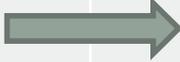
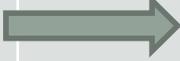
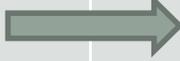
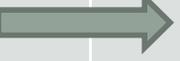
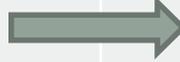
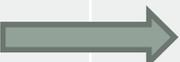


How Adults Prefer to Learn

Adults have needs and requirements as learners.

- **Respect:** Be respectful of life experiences and knowledge.
- **Reasons:** Explain the reasons for learning the new skills.
- **Practical:** Make sure information has a practical application.
- **Interaction:** Build in opportunities for learner interaction.
- **Hands-On:** Involve learners in hands-on activities.
- **Goals:** Help learners to establish goals.
- **Self-Direction:** Encourage independent practice and review.

Knowledge Retention

Activity		Attention Span		Retention
Lecture		Very Short		Very Low
Readings		Short		Low
Watching		Limited		Limited
Question & Answer		Focused		High
Simulation & Role Playing		Very High		High
Staff Demonstrations		Very High		Very High
Reverse (Student) Demonstrations		Very High		Very High
Real Life Practice		Very High		Very High

Teaching Tips

Real

- Review information through case studies
- Facilitate discussions that include real-life examples
- Keep stressing person-centered care to make information relevant

Short

- Do a quick background review before presenting new information
- Teach information in short presentations that are easy to understand
- Ensure bilingual staff receive language support

Interactive

- Encourage staff to work together as they learn
- Use reverse demonstration (the employee demonstrates understanding)
- Help staff get to know each other

Useful

- Explain why a topic is being presented
- Describe the big picture, then the details, then the overall picture again
- Provide hard copy handouts

What Learning Style?

- Everyone learns in a different way.
- You may learn by watching a demonstration or a video.
- Your co-worker may prefer to dive right in and practice.
- When you train Direct Care staff, try to allow for different learning styles.

Visual

Need to SEE it!

- observations
- drawings and pictures
- videos
- highlights
- PowerPoints
- flow charts
- video recordings by trainees

Auditory

Need to HEAR it!

- discussions
- verbal descriptions
- stories
- conversations in pairs
- lecture
- no noisy distractions
- audio recordings by trainees

Kinesthetic (Tactile)

Need to TOUCH it!

- hands-on-practice
- direct care experiences
- role-playing
- simulations
- tours, field trips
- smell, taste experiences
- trainee demonstrations

Learning by Generation

The way that people prefer to learn may depend on the year they were born!

Boomers (born 1946-1964) tend to prefer:

- lots of training and opportunities to learn
- instructor-led activities
- step-by-step, with chances to ask questions
- technology learning; organized by steps

Learning by Generation

Generation X (born 1965-1980) tend to prefer:

- content tied directly to the job
- independent study, lots of takeaways to refer to
- continuous feedback and rewards
- technology learning; non-linear, quick

Learning by Generation

Generation Y or Generation Next, Echo Boomers, or Millennials (born 1981-1995) tend to prefer:

- collaboration
- multiple modalities (class, pairs, labs, computer)
- multi-tasking – with technology handy
- meaningful work but constant change
- own pace, own schedule
- instant feedback
- technology learning; multiple choices and graphics

What's the Question?

- One of the best ways to check to see if Direct Care staff understands instructions is to ask questions.
- The purpose of asking the questions is to review information, not to make the learners uncomfortable.
- Don't hesitate to give hints, guide responses, and provide the answers.
- Start with basic knowledge and increase the complexity.

To Assess Knowledge & Comprehension

To assess Knowledge, review basic information and immediately ask questions that have a factual response.

- What is this?
- How and when would it be used?

To assess Comprehension, give examples, comparisons, and explanations, then ask:

- What would you predict?
- What does this mean?

To Assess Application & Analysis

To assess Application, provide scenarios and demonstrations, then ask:

- How would you use this information in different circumstances?
 - How would you solve this problem?

To assess Analysis, discuss case studies and real-life program plans, and ask:

- What do you think is happening?
- What is the conclusion that can be drawn?

To Assess Synthesis & Evaluation

To assess Synthesis, practice, role play, and ask learners to demonstrate, then ask:

- What policies were you following?
- What other questions would you ask?

To assess Evaluation, present real-life problems and lists of tasks, then ask:

- How would you prioritize?
- How would you know if you did the right thing?

Cultural Competence

The ability to be able to relate to people with different backgrounds, and to teach in a manner that respects cultural traditions, is called *cultural competence*.

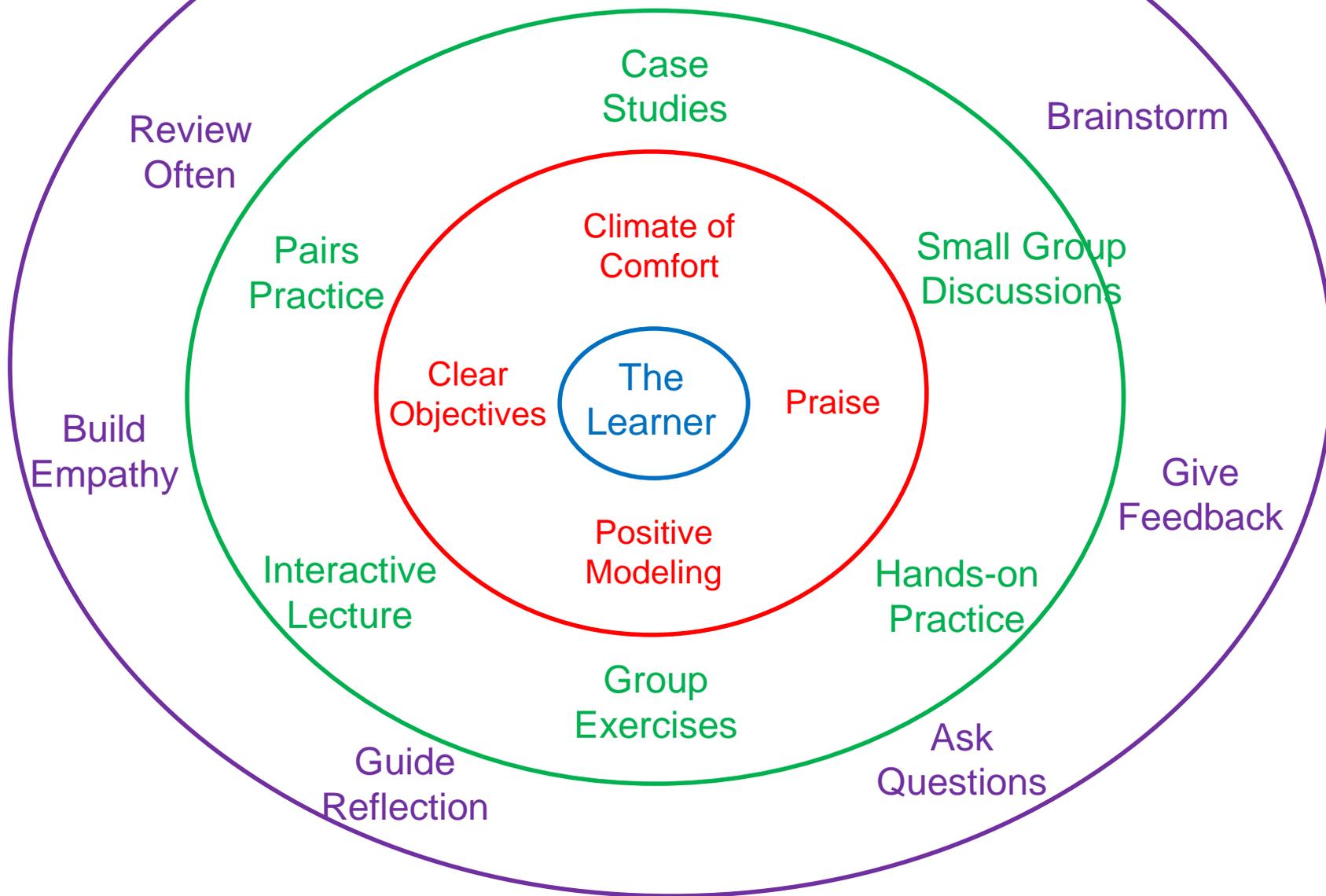
Do You:

- recognize that when people with different backgrounds and experiences come together, the result is more knowledge?
- assess your own views of different cultures to determine if your views are based on facts?
- show respect for different religious views and cultural differences?
- provide person-centered instruction, taking into consideration individual cultural needs and concerns?

Do You:

- remember that a cultural difference doesn't mean a limited capacity to learn?
- use interpreters, visual aids, and bilingual publications to communicate with Direct Care staff as you are training them?
- use training materials that are culturally diverse and free of ethnic stereotypes?
- hold everyone to the same standards?
- seek out professional development to learn more about cultural differences?

Put the Learner at the Center



Planning to Teach

You may have an idea about what you need to cover in training, but have you thought about *how* you are going to teach the information?

Planning to Teach

❑ Identify the Content

What exactly do you want learners to know?

- Identify specific outcomes
- Research evidence-based practices to share
- List vocabulary – new and review

❑ Determine Learning Activities

What is the best way to teach the information?

- Demonstration
- Practice
- Video
- Observation
- Lecture

Planning to Teach

❑ Gather Examples of Real-Life Situations

How can you show how the information is used in real life?

- Case studies
- Actual care
- Individual Program Plan review

❑ Gather Training Materials

What can you use that will be interesting and helpful?

- Equipment
- Handouts
- Audio-visuals
- Regulations

Planning to Teach

❑ Plan Ahead for Struggling Learners

How will you help learners who don't acquire the skill?

- Practice
- Training review
- Alternative learning method
- Mentor partnership

❑ Decide How to Assess Competency

How will you know the information has been learned?

- Learner demonstration
- Test
- Actual skill application

Motivating Direct Care Staff

- Direct Care staff have a lot to learn so they may feel overwhelmed during training and on the job.

What motivates them?

Here's what Direct Care workers say:

Provide

- Intriguing information
 - real life examples
 - facts that can be witnessed
- Expectations
 - clear instructions
 - achievable standards
- Positive Recognition
 - praise
 - simple rewards
- Social Experiences
 - group activities
 - teamwork
- Breaks in Routine
 - changes in activities
 - task rotation
- Opportunities for Growth
 - continuing education
 - new challenges

Helping New Staff Adjust

Too many Direct Care staff leave their new jobs within the first few months.

Here's how to address their top 4 concerns:

Helping New Staff Adjust

❑ Problem: Discomfort

New employees may have limited experience interacting with individuals with disabilities.

Solution:

- Provide a thorough orientation and routine check ups.
- Immediately discuss misconceptions about individuals with disabilities.
- Discuss anonymous case studies that stress the interests and preferences of individuals.
- Assign mentors and colleagues to assist new employees.

Helping New Staff Adjust

❑ Problem: Frustration

New employees often have difficulty communicating with individuals with disabilities.

Solution:

- Provide clear information about the range of cognitive and physical abilities of individuals with disabilities.
- Discuss possible explanations for behavior.
- Explain the importance of a person-centered approach to care.
- Discuss strategies of communication that have worked in the past.

Helping New Staff Adjust

❑ Problem: Learning Problems

New employees may have difficulty comprehending information during training sessions.

Solution:

- Provide training that includes observations and hands-on experiences.
- Identify supports for bilingual staff.
- Employ multiple teaching strategies – not just lecture.
- Review, practice, review.

Helping New Staff Adjust

❑ Problem: Stress

New employees are often adjusting to the pace and demands of a new workplace.

Solution:

- Assist new staff in time management.
- Include stress management strategies in every training session.
- Point out the value of the work that they are doing.
- Express appreciation.

Empowering Direct Care Staff

- Direct Care staff can often feel overworked and undervalued. They need to feel empowered – to have some control over their daily work.

How can you empower Direct Care staff while still supervising?

Begin with incorporating empowerment into instruction.

Encourage Direct Care Staff to:

- Make decisions in their daily work
 - provide training so quality decisions can be made
 - give regular, supportive feedback
 - expect accountability
- Strengthen relationships with peers and individuals
 - set up consistent assignments
 - consult with staff about their individuals
 - facilitate person-centered care
- Participate on a team
 - meet often for staff input
 - encourage staff to solve problems together
 - model effective communication

Talk to Direct Care Staff

- Direct care work can be wonderfully rewarding, but it can also be challenging.
- During training sessions, take a few minutes to talk about the importance of:
 - personal wellness
 - managing stress
 - practicing patience
 - coping with loss
 - counseling resources

Essential Tips for the Future

- Regularly evaluate your employee training program to ensure that it is appropriate and effective.
- Recognize that training is an investment, not a cost.
- Treat training as a continuous process, not an occasional activity organized in response to a crisis.

Additional References

- American Association of Homes and Services for the Aging (www.aahsa.org)
- Better Jobs Better Care (www.bjbc.org)
- National Direct Service Workforce Resource Center (www.dswresourcecenter.org)
- Provider Magazine (www.providermagazine.com)
- The Institute for the Future of Aging Services (www.futureofaging.org)

*Send your comments or questions to
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