Module Three:

Educator

Module 3 – Educator Role

Suggested Time Frame – 3 hours of instruction

Goal Statement – The goal of this module is to introduce the participant to the educational process for assessment, planning and implementation of learning experiences.

Behavioral Objectives – At the completion of this area of content, the participant will be able to:

1. Describe the learning process.
2. Explore various learning styles and stages of learning.
3. Apply adult learning principles in teaching psychomotor skills.
4. Formulate a learning plan using a variety of educational experiences.
5. Establish performance goals/evaluation criteria including timelines.

2003 Resources:

Alspach, J. (2000) *From Staff Nurse to Preceptor: A Preceptor Development Program.* 2nd edition. American Association of Critical-Care Nurses.

Benner, P. (1982) From novice to expert. *American Journal of Nursing.* 82:403-407

Benner, P. (1984) *From Novice to Expert: Excellence and Power in Clinical Nursing Practice.* Addison-Wesley.

Bloom, B. (1956) *Taxonomy of educational objectives: Book 1: Cognitive Domain.* New York: Longman.

Caffarella, R.S. (1994) *Planning programs for adult learners.* San Francisco: Jossey-Bass

Conley, V.C. (1973) *Curriculum and instruction in nursing.* Little, Brown & Company, Inc.

Elias, J.L and Merriam, S. (1980) *Philosophical foundations of adult learning.* Florida: Krieger Publisher Co.

Gardner, H. (1993) *Multiple intelligences: The theory in practice.* New York: Basic Books

Kagan, S. and Kagan, M. (1998) *Multiple Intelligences.* Kagan Cooperative Learning.

Knowles, M.S. (1980) *The Modern Practice of Adult Education.* Cambridge.

Kolb, D.A. (1976) *Learning style inventory, technical manual. Boston:* McBer and Company

Magill, R A. (1989) *Motor Learning: Concepts and Applications.* 3rd Ed. Wm C Brown, Dubuque, Iowa,

McBeath, R.(1992) *Instructing and Evaluating in Higher Education.*, Educational Technology Publications, Englewood Cliffs

McGee, C. (2001) "When the golden rule does not apply: starting nurses on the journey to cultural competence." *Journal of Nurses in Staff Development.* 17:3, May/June, 2001.

Potter, P. and Perry, A. (2001) *Fundamentals of Nursing.* Mosby.

"Preparing the Preceptor for the Educator Role" (2001) The Sixth Annual Health Occupations Education Institute, presented by the Regional Health Occupations Resource Center of Orange County.

Redman, B. (1997) *The Practice of Patient Education.* 8ᵗʰ edition. Mosby.

Standards for Continuing Education in Nursing. (1986) American Nurses Association.

St. Joseph Hospital, Clinical Education Department (2001) "Preceptorship: A creative approach to quality performance (Preceptor Handbook)." March, 2001. Orange, California.

PowerPoint presentation preceptor program

2015 Updated Resources

D'Amore, A., James, S., & Mitchell, E. K. (2012). Learning styles of first-year undergraduate nursing and midwifery students: A cross-sectional survey utilising the Kolb Learning Style Inventory. *Nurse education today*, *32*(5), 506-515.

Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of management learning & education*, *4*(2), 193-212.

Lalley, J., & Miller, R. (2007). The learning pyramid: Does it point teachers in the right direction. *Education*, *128*(1), 16.

There is a PowerPoint presentation that corresponds to each of the objectives and lecture/discussion, and suggested learning activities.

Content Outline	Suggested Learning Activities
Objective 1. Describe the learning process. A. Factors Influencing Learning Process 　1. Environment 　　a. Mental Stress 　　b. Physical, noise, busyness 　2. Culture Recognize and respect the differences 　　a. Generational, ethnic, gender 　　b. Give examples 　3. Intellectual ability—Recognize some people need more time 　4. Primary language 　　a. ESL usually think in their primary language 　　b. Need to translate into English 　　c. Takes more time 　　d. Don't give several directions until person has assimilated first one 　　e. Verify understanding by restating concepts 　　f. Philosophy of education 　　　(1) Liberal—"Liberal arts" general, not focused on one subject 　　　(2) Progressive—Builds on previous experiences 　　　(3) Behaviorist—Cause and effect/structured 　　　(4) Humanistic—Whole person/inner drive/creativity 　　　(5) Radical—Teaching to a cause/value B. Memory 　1. Learning through	A. Lecture/Discussion Handout 3.1 The Learning Process 　　a. Explain that there are many theories about how people learn. 　　b. Only provide details as time allows 　　c. Philosophy of Education will probably be of interest only to educators. For staff, state that each person will feel most comfortable teaching as we have been taught B. Discuss examples of memorizing techniques vs. application/contextualization 　1. Ask about their favorite memorization method 　2. Is this method effective for short or long-term memory? C. Discuss the concept: I taught it, why didn't they learn it 　1. Provide examples of Homogeneous vs.

association
  a. Examples: RACE/Cranial Nerves
  b. Learn for the moment or test/Remember the association, not the concept
2. Learning through contextualism
  a. Higher level
  b. Learn by doing/think, feel, do
  c. Better retention
C. Factors that influence the transfer of learning
1. Program participants
  a. Are they all starting at the same knowledge/skill level
  b. Homogeneous-easier
  c. Heterogenous group-tend to teach to the middle and lose the upper and lower end students unless extra time given outside classroom
2. Program Design and delivery
  a. Lecture/demo/online/video
  b. Include as many learning activities as possible
  c. Time allotted according to design or shortened?
3. Program content—How easy or difficult/clarity of materials
4. Changes required to apply learning—Our bodies and minds naturally resist change/never easy
5. Organizational context—How important is this learning to the person/the job?
6. Community/Societal forces—Expectations of student from community/family—

Heterogeneous such as all RNs vs. RNs, with MDs, with RTs, etc.

2. Example: In-service designed for 2 hours and only have 15 minutes to deliver content

3. Resistance to change Exercise 3.1
  a. Have group stand up and stretch out/shake out arms
  b. Then have them fold their arms, noting which arm is on top.
  c. Again shake out arms, and instruct them to refold their arms with the other arm on top
  d. Discuss how they feel—difficult to change

4. Discuss which factors are motivating and which are barriers/Some barriers cannot be overcome.

D. Note that KSA is a thread throughout the program

College expected?
7. Motivating Factors
8. Barriers
 	
D. Categories of learning
   1. Knowledge
   2. Skill
   3. Attitude	

Objective 2. Explore various learning styles and stages of learning.
A. Learning Style Inventory (Kolb)
 	
B. Learning Styles Overview
   1. Concrete Experience
   2. Reflective Observation
   3. Abstract Conceptualization
   4. Active experimentation
 	
C. Assessing the Learning profile
 	
D. Stages of learning
	A. Kolb Learning Style Inventory (LSI) Tool Exercise 3.2 (may be newer versions)
	   1. Order info:
	Hay Resources Direct 1-800-729-8074
	http://www.haygroup.com/leadershipandtalentondemand
	   2. It is important that the instructor prepare for this section by reviewing the LSI materials and going online to understand the concepts.
	   3. See PowerPoint for instructions.
	   4. Participants complete the LSI. Then proceed with scoring, and interpretations. Use the graphs and explanations form the LSI Workbook.
	   5. If time, prepare for large group demonstration of the 4 learning style quadrants by using 2 long strips of masking tape on the floor forming 4 quadrants and labeling CE, AC,AE, RO on the ends of the tape with post-it notes. See PowerPoint.
	B. Lecture/Discussion Handout 3.2 Learning Styles
	   1. Provide Background on Kolb Theory for Educators
	   2. Kolb based theory on work of Kurt Lewin (change theory), Jean Piaget (developmental stages), and John Dewey (experiential learning)
	
	C. Lecture/Discussion Handout 3.3 Assessing the Learning Profile
	   1. Refer to the LSI Workbook for scoring and interpretation.
	   2. After discussion, have students use their profile to stand in their identified quadrant.
	   3. Discuss the similarities and differences
	   4. Emphasize that one profile is not better than another, just different preferences for how we learn best
	
	D. Lecture/Discussion Handout 3.4 Stages of

E. Discussion of other learning styles	Learning
	
	E. Use a search engine such as Google
	   1. Search for other Learning Style Tools/Tests.
	   2. Search for specific theories such as Multiple Intelligences by Howard Gardner
	   3. Handout 3.5 Multiple Intelligences

Objective 3. Apply adult learning principles in teaching psychomotor skills.
 	
A. Principles of Adult Learning
	A. Participants review Handout 3.6 Principles of Adult Learning—Malcolm Knowles
	   1. Participants select ones that relate to their experiences. Share with large group.
	   2. May be used as homework assignment.
	      a. Have participants select their top 3 items that they can most relate to and 1 or 2 that they would dispute has application to the adult learner.
	      b. Group shares at next class. Write the # of each item on a flip chart so responses can be tallied and compared.

B. Relate adult learning principles to Kolb stages of learning
   1. Adult learning theories similar
   2. Knowles principles correlate to Kolb
 	
C. Teaching Psychomotor Skills
	B. Lecture/Discussion—Continue using handout 3.6 Principles of Adult Learning—Malcolm Knowles –Discuss several examples of correlation between Knowle's statements and Kolb's categories
	
	C. Demonstrate 4 steps of psychomotor learning using napkin folding activity Exercise 3.3 How to Fold a Napkin Fleur de lis
	   1. Discuss possible motivation for learning how to fold a napkin and what would be needed to prepare for this learning.
	   2. Pass out cloth napkins and have participants follow along as you present/demonstrate.
	   3. Ask participants to then try for themselves with coaching from you.
	   4. Discuss ways to follow-up and evaluate when a skill is learned.

D. Review 4 steps of Psychomotor learning
   1. Prepare
   2. Present
	D. Lecture/Discussion Handout 3.7 How to Teach Psychomotor Skills
	   1. Review 4 steps, then summarize Effective methods in teaching
	      a. Be prepared
	      b. Motivate

3. Tryout 4. Follow-up	c. Create safe learning environment d. Develop a trusting relationship with preceptee

Objective 4. Formulate a learning plan using a variety of educational experiences.
A. Learning Needs
   1. Assess current level of performance
   2. Identify what needs to be learned
   3. Prioritize learning needs using high risk/high frequency criteria
   4. Reach agreement
	A. Lecture/Discussion Handout 3.8 Learning Needs
	   1. Review Handout 3.9 Orientation Competency Checklist
	   2. Point out self-assessment columns
	   3. Use examples from competency checklists for prioritizing items from Nursing and Allied Health orientation tools if available.

B. Levels of Competency
   1. Novice
   2. Advanced Beginner
   3. Competent
   4. Proficient
   5. Expert
	B. Lecture/Discussion Handout 3.10 Levels of Competency
	   1. From Dreyfus Skill Application Model)
	   2. Patricia Benner applied this in detail to nursing in her books such as "Novice to Expert".
	   3. If participants are mostly nurses, refer them to
	   Quality and Safety Education for Nurses www.qsen.org for more competency information

C. Applying Competency levels
   1. Medication Administration
   2. Coordination of Patient Care
	C. Lecture/Discussion Handout 3.11 Application of Competency Levels
	   1. These examples can be applied to nursing and allied health professionals who administer medications
	   2. Elements of Coordinating Patient care apply to nursing and allied health.

D. The Learning Pyramid	D. The Learning Pyramid by National Learning Laboratories , Bethel, Maine- Handout 3.12 Average Student Retention Rates
	   1. Lecture –less than 10 %
	   2. Reading – 105
	   3. Audiovisual- 20%
	   4. Demonstration- 30%
	   5. Discussion – 50%
	   6. Practice Doing-75%
	   7. Teaching others- 90%

E. Selecting Teaching Methods
   1. Knowledge
   2. Skills
	E. Lecture/Discussion Handout 3.13 Selecting Teaching Methods
	   1. Exercise 3.4 Selecting Teaching methods. As group complete the checklist, identifying

3. Attitude	which learning activity can be used to teach knowledge, attitude or skill components.
	    2. Cite example of specific task to be taught i.e. Calling a physician to report change in patient condition.
	    3. Identify the specific knowledge, attitude and skill components in the example
	    4. Identify appropriate learning activities.

F. Creating a Learning Plan
    1. Who
    2. What
    3. When
    4. Where
    5. How
    6. Why
	F. Lecture/Discussion Handout 3.14 Creating a Plan
	    1. Exercise 3.5 Learning Plan. Select one learning need from your area of practice that you would teach a new employee
	    2. Identify the knowledge, attitude, and skill components
	    3. Identify possible learning activities that you would have available to use.

Objective 5. Establish performance goals/evaluation criteria including timelines.
A. Goal Setting
    1. Purpose
    2. Benefits
    3. Barriers
 	
B. Characteristics of a Model Goal
    1. Mutually set
    2. Relevant
    3. Stated positively
    4. Realistic and obtainable
    5. Measurable
    6. Written
    7. Specific, including timeframes
 	
C. Writing Goal Statements
 	
D. Using Goals to improve the preceptor experience
    1. Meet regularly
    2. Encourage Preceptee to be prepared
    3. Determine number of goals
    4. Don't duplicate
	A. Lecture/Discussion Handout 3.15 Goal Setting
	
	B. Lecture/Discussion Handout 3.16 Model Goals
	
	C. Exercise 3.4 Writing Goal Statements
	    - Form small groups (divide into nursing and allied health groups) to write one goal you might set for your preceptee during the first week in your work setting. If large group, assign different weeks of orientation. Remember to include the characteristics of a model goal.
	    - Review each group's goal to see if characteristics met and have large group revise as needed.
	
	D. Lecture/Discussion Handout 3.17 Using Goals
	    - Ask group to share processes used in their facilities for documenting progress of preceptees
	    - Recommendation is to determine the number of goals based on the length of orientation.
	    - Limit number of goals to no more than two per week.

competency lists 5. Share ideas 6. Plan for remediation 7. Model goal setting E. Long Term Goals F. Documenting Goals	E. Share examples of long term goals (higher education) F. Discuss documentation tools and strategies. Handout 3.18 Learning Progress Tracking Tool

Method of Evaluation – Active participation in discussion and completion of exercises

Group sharing for homework assignment with adult learning principles and learning plan.