

# Peer Coaching: Leaders of Change

## Part 2 - Supporting the Education of Adults



# Effectiveness of Continuing Education in Long Term Care

*Based on a study from the Gerontologist, 2003*

## Findings:

- Evidence of training being effective was infrequent
- Only 10-30% of training actually transferred into practice
- Organizational systems affected the sustained application of knowledge and innovation!




# We Learn . . .

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what we discuss
- 80% of what we experience
- 95% of what we teach others.


# Transfer Knowledge into Practice



# Essential Elements

 Knowledge	 Skill	 Behavior/Attitude
What information does staff need to know to attain the highest level of performance?	What skill is required to carry out the knowledge?	What behavior or attitude might prevent or keep staff from performing at the highest level?
Do they know?	Can they do it?	Are there <i>issues</i> ?
Information	Proficiency	Conduct

# Essential Elements

 Knowledge
What information does staff need to know to attain the highest level of performance?
Do they know?
Information

## How will you know that they know?

You will know that they know when they can:

- Cite
- Count
- Define
- Identify
- Indicate
- List
- Name
- Recognize
- Select

## Essential Elements



*How will you know that they can?*

You will know they can do it when they can:

- Demonstrate
- Calculate
- Complete
- Contrast
- Interpret
- Solve
- Use
- Measure
- Predict

### Skill

What skill is required to carry out this knowledge?

Can they do it?

Proficiency

## Essential Elements



### Behavior

What behavior might prevent or keep staff from performing at the highest level?

What's the attitude?

### Conduct

I don't have enough time.

She never listens anyway.

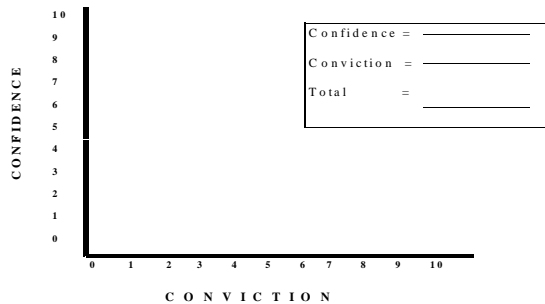
I'm afraid I'll screw it up!

It's not my job.

I've got nothing to learn from her.

I learned this in nursing school.

## Confidence vs. Conviction Scale



## Four Adult Learning Styles

Visual  
Auditory  
Kinesthetic  
Digital

## Learn by Watching

### Visual

- Prefer maps, photos, drawings, images, highlights
- Require time to think before full understanding is realized



## Learn by Listening

### Auditory

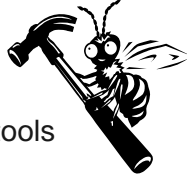
- Remember names easily
- Recall conversations
- Verbally present information in an organized manner



## Learn By Doing

### *Kinesthetic*

- Hands-on people
- Like to use physical tools



## Learn by Doing, Watching and Listening on Electronic Devices

### *Digital*

- Prefer electronic learning
- Like the internet, tablets, computers, cell phones, electronic media
- Prefer to learn by webinar, video, smart phone apps, web-based tools



## Questions?

### *Contact our Peer Coaching Coordinator:*

Marcy Gallagher

(406) 547-5858

1-800-497-8232 ext. 5858

Marcy.Gallagher@area-h.hcqis.org



## For more information...

### **Wyoming**

Pat Fritz, BSN, RN, BC, NHA  
(307) 568-2797  
Pat.Fritz@area-h.hcqis.org

### **Montana**

Pamela Longmire, RT, BAS  
(406) 457-5885  
Pamela.Longmire@area-h.hcqis.org

### **Hawaii**

Joy Yadao, RN  
(808) 545-2550 ext. 6022  
Joy.Yadao@area-h.hcqis.org

### **Alaska**

Leiza Johnson, RN, BSN  
(907) 561-3202 ext. 6  
Elizabeth.Johnson@area-h.hcqis.org



This material was developed by Mountain-Pacific Quality Health, the Medicare Quality Innovation Network-Quality Improvement Organization (QIN-QIO) for Montana, Wyoming, Hawaii, Alaska and the U.S. Pacific Territories of Guam and American Samoa and the Commonwealth of the Northern Mariana Islands, under contract with the Centers for Medicare & Medicaid Services (CMS), an agency of the U.S. Department of Health and Human Services. Contents presented do not necessarily reflect CMS policy. 11S01W-MPQH-AS-C2-15-31