



South Dakota

Association of Healthcare Organizations

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Adult Learning Models

Presenter

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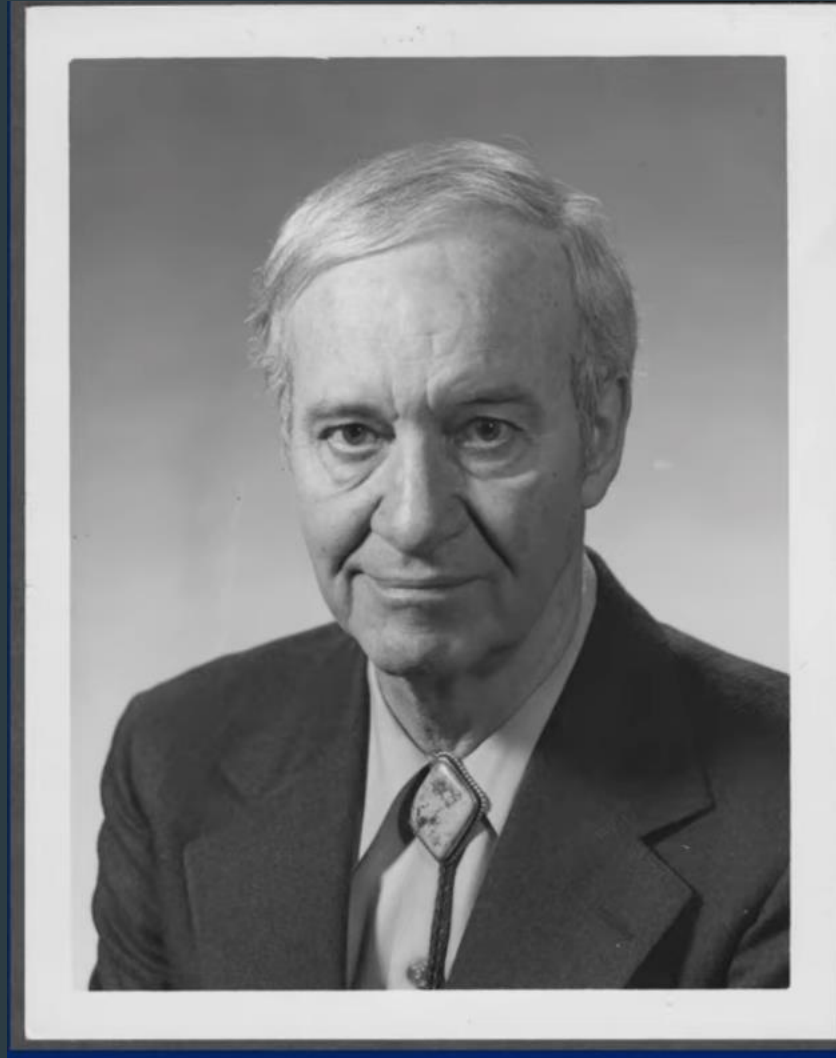
Adult learning principles will include.

Barriers to adult learning

Methods of staff engagement and empowerment

Assessment of adult learning preferences





<https://www.youtube.com/watch?v=SArAggTULLU>



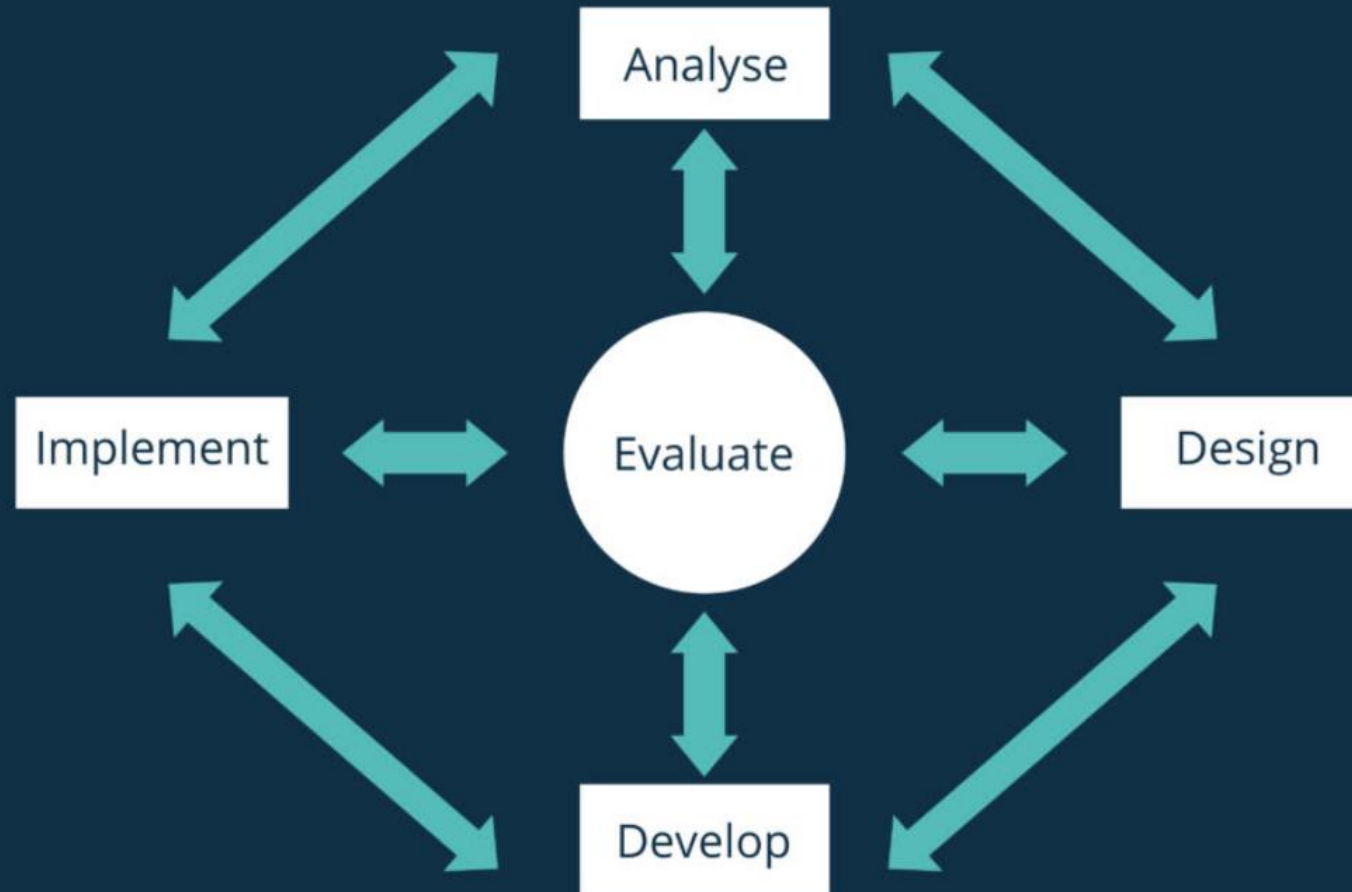
<https://vark-learn.com>

ADDIE Model



Revised ADDIE Models

(evaluation is a central phase implemented at each stage of the process)



<https://research.com/education/the-addie-model#what>

Quandary

Short-staffing

Great need for excellent orientation

Need for speedy operationalization of new hires

Blended work experiences, work ethics, sense of commitment and time

Increasing frailty of clients served



Barriers to Adult Learning

- Lack of time
- Interruptions
- Contraindications from previous learning
- Not provided in preferred learning style
- Technology fright
- Non-stimulating content
- No respect for learning style
- Language



FIVE WAYS TO SQUELCH MOTIVATION

- C** Have little personal contact.
- C** Get participants in a passive mood and keep them there.
- C** Assume the class will apply what is taught; do not bother with examples.
- C** Be alert to criticize.
- C** Make them feel stupid for asking questions in class (Pike 1992).

Staff Engagement and Empowerment

- Adults learn and retain information more easily if they can relate it to their reservoir of past experiences
- Adults tend to prefer self-direction
- Adults are competency-based learners-goal to acquire a skill/knowledge rather than theoretical approaches
- Learning is enhanced by hands-on experience

https://www.ncjrs.gov/ovc_archives/educator/files/chapter3.pdf

Staff Engagement and Empowerment

- Learning is directly proportional to the amount of fun while learning
- Experiences that provide an opportunity for successfully practicing a new skill will increase likelihood of retention

https://www.ncjrs.gov/ovc_archives/educator/files/chapter3.pdf

Tips-Ultimate Adult Learning

The adult learner is primarily in charge of his or her own learning. Remember that instructors do not have the power to implant ideas or to transfer skills directly to the learner. They can only suggest and guide.

Tips-Ultimate Adult Learning

- ▶ An instructor's primary responsibility is to do a good job in managing the process through which adults learn.
- ▶ The learners are encouraged to use their own judgment and decision-making capabilities.

- Everyone comes to the learning situation with a lifetime of experience, regardless of age.
- The lifetime experiences of each learner are different from those of others.
- Lifetime experiences also includes misconceptions, biases, prejudices, and preferences. In other words, some of what people think they know is actually wrong.
- To youths, experience is something that happens to them, whereas adults define themselves in terms of their unique experiences.

Studies show that over a period of three days,
learning retention is as follows;

- 10% of what you read.
- 20% of what you hear.
- 30% of what you see.
- 50% of what you see and hear.
- 70% of what you say.
- 90% of what you say as you do (e.g., orally work out a problem)
 - ▶ (Pike 1989).

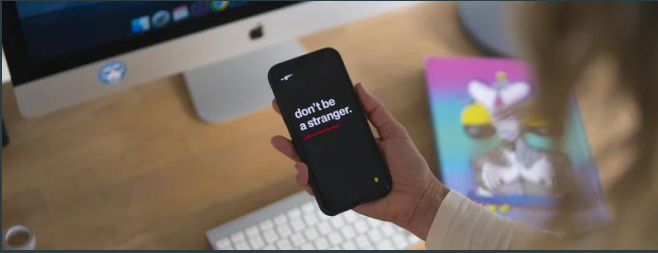
Consider polling your new orientees

- ▶ What did they appreciate in orientation?
- ▶ What was not helpful?
- ▶ Self-disclosure of competency level?
- ▶ Suggestions to improve engagement?
- ▶ Confidence level to start their position?



Q/A?

T H A N K ♥ Y O U



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