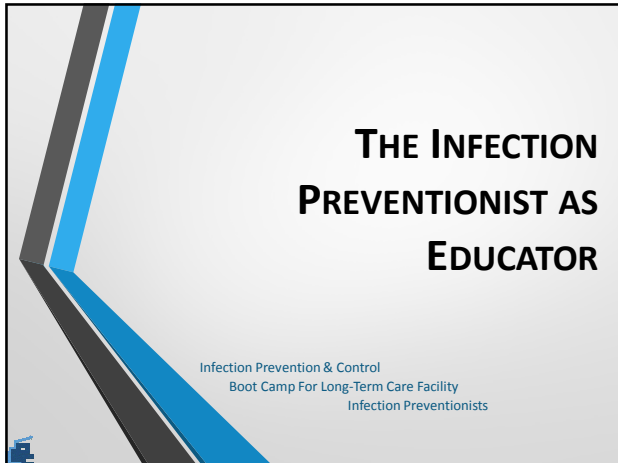
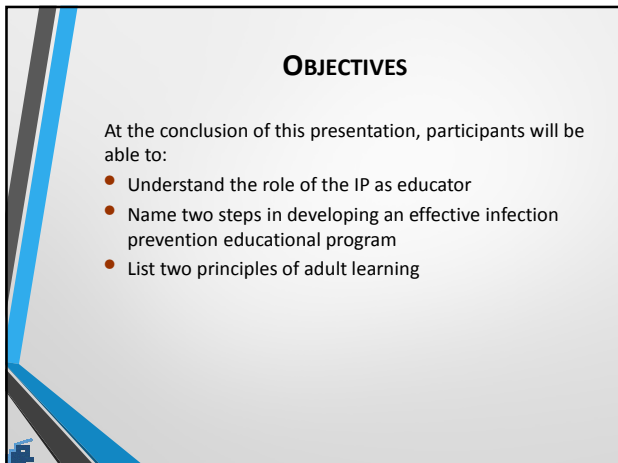


The Infection Preventionist as Educator



**THE INFECTION
PREVENTIONIST AS
EDUCATOR**

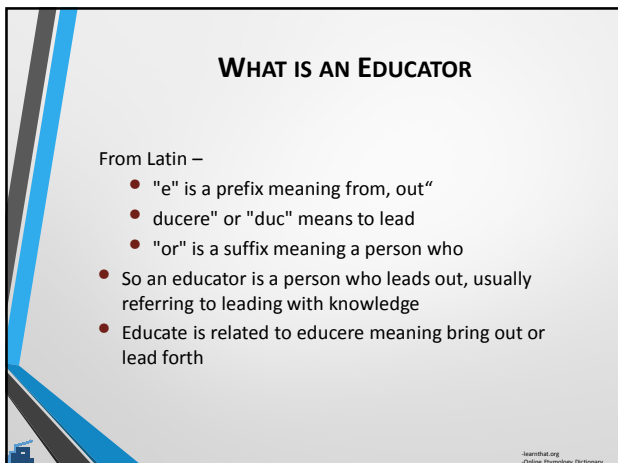
Infection Prevention & Control
Boot Camp For Long-Term Care Facility
Infection Preventionists



OBJECTIVES

At the conclusion of this presentation, participants will be able to:

- Understand the role of the IP as educator
- Name two steps in developing an effective infection prevention educational program
- List two principles of adult learning



WHAT IS AN EDUCATOR

From Latin –

- "e" is a prefix meaning from, out"
- ducere" or "duc" means to lead
- "or" is a suffix meaning a person who

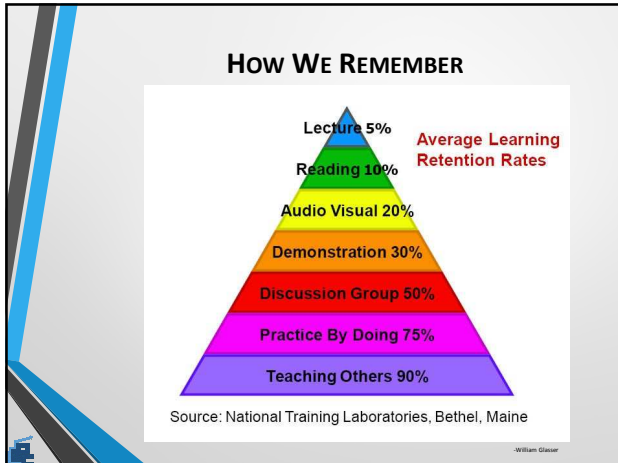
So an educator is a person who leads out, usually referring to leading with knowledge

- Educate is related to educere meaning bring out or lead forth

LearnITall.org
Online Etymology Dictionary



The Infection Preventionist as Educator



I see and I forget
I hear and I remember
I do and I understand.
-Confucius

- STEPS IN DEVELOPING AN EDUCATIONAL PROGRAM**
- 1 Assess educational needs
 - 2 Develop a lesson plan
 - 3 Select the teaching method
 - 4 Prepare for the class
 - 5 Evaluate the program



The Infection Preventionist as Educator

NEEDS ASSESSMENT

- Identify and assess the needs of your audience
- Can be a formal needs assessment (e.g., questionnaire) or informal (discussion with staff)
- Is the class is required, requested or just-in-time
- When possible learners should participate in planning the learning activities

LESSON PLAN

- Class outline and description
- What is the topic
- Establish learning objectives
 - Use "action" verbs (e.g., describe, explain, identify)
 - What should students learn, understand and take-away from the class
- Determine teaching and learning activities
 - Use different ways to explain the material (e.g., visuals, stories)
 - Consider how best to engage the students
- Identify strategies to check participants' understanding
 - Student participation
 - Questions and answers

LESSON PLAN (continued)

And consider

- What are the most important concepts
- Why are they important
- Which are essential and cannot be omitted
- Which could be omitted if time runs out



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TEACHING METHODS

- Lecture
- One-to-one session
- Interactive session
 - Group discussion
 - Case studies
 - Games
 - Mobile carts
- Workshop
 - Demonstration
- Individualized study
 - Online
 - Readings
 - Posters

Assessment tools

- Self-assessment
- Return demonstration
- Pre- and post-test
- Competency check-list

CLASS PREPARATION

People learn best when their physical environment is comfortable

- Schedule the class
 - Avoid important meetings, holidays
 - Determine best time for best attendance
 - What is the time allotment
- Where will the class be given
 - Reserve a room
 - Room lay-out

CLASS PREPARATION (continued)

- What equipment will be needed
 - Projector
 - Computer
 - Flip chart
 - Handouts
 - Sign-in sheets
- Publicize the class
 - Flyers
 - Emails
 - Announcements



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EVALUATE THE CLASS

to determine whether learning objectives were met

- Request feedback from participants via
 - Written evaluations
 - Verbal comments
 - Self-evaluation
 - Reflective practice
 - Post-its
 - Plus/delta
- Revise the class based on feedback to improve or better meet objectives, if class will be repeated
- May be needed if continuing education credit is given

PRINCIPLES OF ADULT LEARNING

Adults must want to learn

- A strong inner motivation helps adults learn more effectively
- Adults tend to be less open-minded and more resistant to change
- Providing the “why” can be helpful

Adults will learn only what they feel they need to learn; they are practical and results-oriented

- How is this going to help me right now?
- Practical information is most effective

Adults learn by doing

- Using skills immediately helps adults see their relevance

PRINCIPLES OF ADULT LEARNING (continued)

Adult learning focuses on problems and the problems must be realistic

- While children learn skills sequentially, adults start with a problem and then work to find a solution
- Adults learn more slowly but with a greater depth of learning

Experience affects adult learning

- Adults use personal experience as a resource and tend to link past experiences to new ones, validating them

Adults learn best in an informal situation

- Keep the environment relaxed, informal and inviting

Adults want guidance

- Adults are self-directed and want some control over their learning
- Present options, not instructions



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