Training and Instructional Design

Introduction to Training and Adult Learning

Lecture a

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Introduction to Training and Adult Learning

Learning Objectives

1. Describe what is training (Lecture a)
2. Describe what trainers do (Lecture a)
3. Define the levels of learning per Bloom’s Taxonomic Domains (Lecture a)
   – Cognitive, Affective, Psychomotor
4. Describe the characteristics of adult learners and factors that impact training design and learning outcomes (Lecture a)
5. Describe the three basic steps of the training cycle (Lecture a)
6. Describe the five phases of the ADDIE model of instructional design (Lecture a)
“The extensive training that is required to teach staff and providers to use an EHR system is one of the larger costs of implementation and an important opportunity for realizing the transformation in care delivery”
Technology is necessary, but not sufficient, for a successful EHR implementation

• WHY? Staff that are knowledgeable and savvy enough to navigate complexities of EHR implementation and maintenance is part of the foundation of successful EHR implementation
What is training?

Training is defined as:

Learning that is provided in order to improve performance on the present job (Nadler, 1984)
Training is:

- Competency Based
- Sequential
- Tracked
- Evaluated
Trainers use a variety of methods to disseminate information

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<thead>
<tr>
<th>Group Training</th>
<th>Individual training</th>
<th>Organizational Development</th>
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<tr>
<td>• Diagnosis &amp; Needs Analysis</td>
<td>• Performance coaching</td>
<td>• Team Building</td>
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<td>• Develop training approach</td>
<td>• On-the-job training</td>
<td>• Intergroup meetings</td>
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<td>• Program Design</td>
<td>• Career counseling</td>
<td>• Brain storming</td>
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<td>• Materials Development</td>
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<td>• Conduct training</td>
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<td>• Evaluate training</td>
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Training and Instructional Design
Introduction to Training and Adult Learning
Lecture a
Who Does the Training?

Vendors

In-house

• Super-users
• Clinician-to-clinician
• One-on-one
Roles and Competencies of Trainers

Analysis/Assessment

Development

Instructor/Facilitator

Administrator

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Roles and Competencies of Trainers

Analysis/Assessment
- Role industry understanding
- Computer competence
- Data analysis skill
- Research skill

Development

Instructor/Facilitator

Administrator
Roles and Competencies of Trainers

- **Analysis/Assessment**
- **Development**
  - Understanding adult learning
  - Skills in feedback
  - Writing
  - Electronic systems
  - Preparing objectives
- **Instructor/Facilitator**
- **Administrator**
Roles and Competencies of Trainers

Analysis/Assessment

Development

**Instructor/Facilitator**
- Adult learning principles
- Skills related to
  - coaching
  - feedback
  - electronic systems
  - group processes

Administrator
Roles and Competencies of Trainers

- **Analysis/Assessment**
- **Development**
- **Instructor/Facilitator**
- **Administrator**
  - Computer competence
  - Skills in selecting & identifying facilities
  - Cost-benefit analysis
  - Project management
  - Records management
Professional Trainer Organizations

• American Society for Training and Development
  – http://www.astd.org
• iTrain, International Association of Information Technology Trainers
  – http://itrain.org/
Cone of Learning

Learner Retention:

what they read

what they hear

what they see

what they see and hear together

what they say or repeat

what they say, while doing what they are talking about (Hear, See, Say, Do, Teach others)
Introduction to Training and Adult Learning

Summary – Lecture a

• Training is key to the successful implementation of an EHR or changing clinical practice to meet Meaningful Use criteria
• Training roles include
  • Define training needs
  • develop training
  • Deliver training
  • Administration of training programs
• Effective training materials use visuals in conjunction with text or sound
Introduction to Training and Adult Learning

References – Lecture a

References: