

Developing the Instructor: An Enduring Approach to Their Orientation

Notes Page

- **Goal:** To provide an enduring and innovative learning strategy for new professional development practitioners on foundational teaching principles
- Regardless of the level of clinical expertise a nurse possesses, beginning a role as a NPD practitioner requires formal knowledge of sound teaching principles
- Needs assessment determined eight areas of foundational teaching knowledge gaps:
 - Novice to Expert Continuum
 - Adult Learning Principles
 - Objectives
 - Needs Assessment
 - Competency
 - Evaluation
 - Test Question
 - Lesson Plans
- Topics trialed at a department level and modifications made to convert inservices to enduring materials
- Coaching and Validation Card
- Flipped Classroom methodology utilizing:
 - video-voiceovers
 - animated presentation
 - online survey tools
 - article and book reviews
- Hands-on group activities include:
 - unfolding case stories
 - Immediate Feedback Assessment Technique (IF-AT®)
 - role playing
 - gaming
 - worksheets
 - discussions
 - practice
- Satisfaction, knowledge and behavior evaluations utilized
- Opportunities: expand to include NPD Scope and Standards, research and enhance engaging teaching methodologies

Aspire...TO IMAGINE: 2018 ANPD Convention

Bronson Healthcare Group
Coaching and Validation Card

Professional Development 101

ORIENTEE ASSIGNMENT	PRECEPTOR ASSIGNMENT
1. Evaluation: <ul style="list-style-type: none">a. View Kirkpatrick Evaluation Video: EVALUATIONSb. Complete Kirkpatrick's prework article: Evaluation\Kirkpatrick_Preview_Article.docxc. Complete Kirkpatrick's IF AT© questions with preceptor or in class	1. Evaluation: <ul style="list-style-type: none">a. Answer questions that might result from video or reading articleb. Direct orientee to complete Kirkpatrick's IF AT© questions and review answers. (Answer Key found: Evaluation\Kirkpatrick IF AT questions key.docx)

Kirkpatrick IF-AT© Questions (sample)

1. Sixty days following a Professional Development 101 class, participants reported an increase in their confidence and competence in writing test questions for a computer based learning module.
2. At the conclusion of an educational session, the participants completed an evaluation asking if the materials were relevant to their work.
3. The critical care NPD practitioner provided an educational activity about the care of corneas in preparation for organ harvesting. The department reported an increase in successful harvesting of corneas 60 days following the offering.
4. The total cost of a new project management training program was \$125,000. The benefits for the program, isolated from other factors occurring within the organization, were \$350,000. The new program benefit was \$225,000, resulting on a ROI of 180% (for every \$1.00 invested, \$1.80 was returned after the costs of the project management training program is recovered).
5. Participants complete a pre-test prior to the EKG course and then a post-test following the course. The results are tallied to document that learning took place.

Additional Notes:

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