

Staff Training & Development in Long-Term Care Facilities

**Provider Resources and Education Program
(PREP)**

Bureau of Survey and Certification

Introduction

It is time for your yearly staff training, and you have many employees who seemed “turned off” to the training and do not want to participate.

- How can you motivate your learners to engage in trainings?
- How can you make the learning more engaging?

Agenda	Time (1.25)	Learning Objective
Opening	3 minutes	Disclaimer, Continuing Education, Introduction, Learning Objectives, and planning form.
Understanding Adult Learners	4 minutes	Plan training by applying adult learning theory
Step 1: Creating Learning Objectives <ul style="list-style-type: none"> Purpose and gap Writing Objectives 	9 minutes	Create a lesson plan that uses the three parts of Backward by Design lesson planning.
Step 2: Assessment How will you assess your learners	2 minutes	Create a lesson plan that uses the three parts of Backward by Design lesson planning.
Step 3: Planning the Learning <ul style="list-style-type: none"> Teaching Learning 	7 minutes	Use different types of teaching and learning techniques to help learners understand the content.
Training Regulations <ul style="list-style-type: none"> Mandatory Non-Mandatory 	5 minutes	Understand the training regulations including mandatory and non-mandatory training topics.
Wrapping up <ul style="list-style-type: none"> Knowledge Check Course Evaluation 	15 minutes	Participants will complete a five-question knowledge check and course evaluation.

Learning Objectives

After the training presentation, learners will:

- Apply adult learning theory to lesson planning.
- Create a lesson plan that uses the three parts of Backward by Design lesson planning.
- Understand the training regulations including mandatory and non-mandatory training topics.

Training Planning Form

Topic	Guiding Questions	Response
Purpose	1. What is the purpose of the training session you are planning?	
Training Topics	1. Which specific areas of knowledge and skill development will be addressed in this session? 2. What are the priorities? 3. What are your gaps?	
Learning Objectives	1. What are the intended outcomes for this session(s)?	
Assessment	1. Which measurement tool or rubric will be used to evaluate learning and growth? 2. What kind of growth or development is expected from participants? 3. How will participants demonstrate their learning?	
Opening/ Start of the Lesson	1. How will you engage your learners? 2. How will you help learners feel safe? 3. How will you help learners transition from working to training?	
Trainer Activities	1. How will you teach the new material? 2. How will you meet the needs of all learners? 3. How will you make learning fun?	
Student Activities	1. How will participants learn this content? 2. What will engagement look and sound like? 3. How will learning be ordered?	
Closing/ End of the Lesson	1. How will you close the lesson? 2. How will you connect the learning with the next steps for the learners?	

PREP (Provider Resources and Education Program)



Training Planning Form



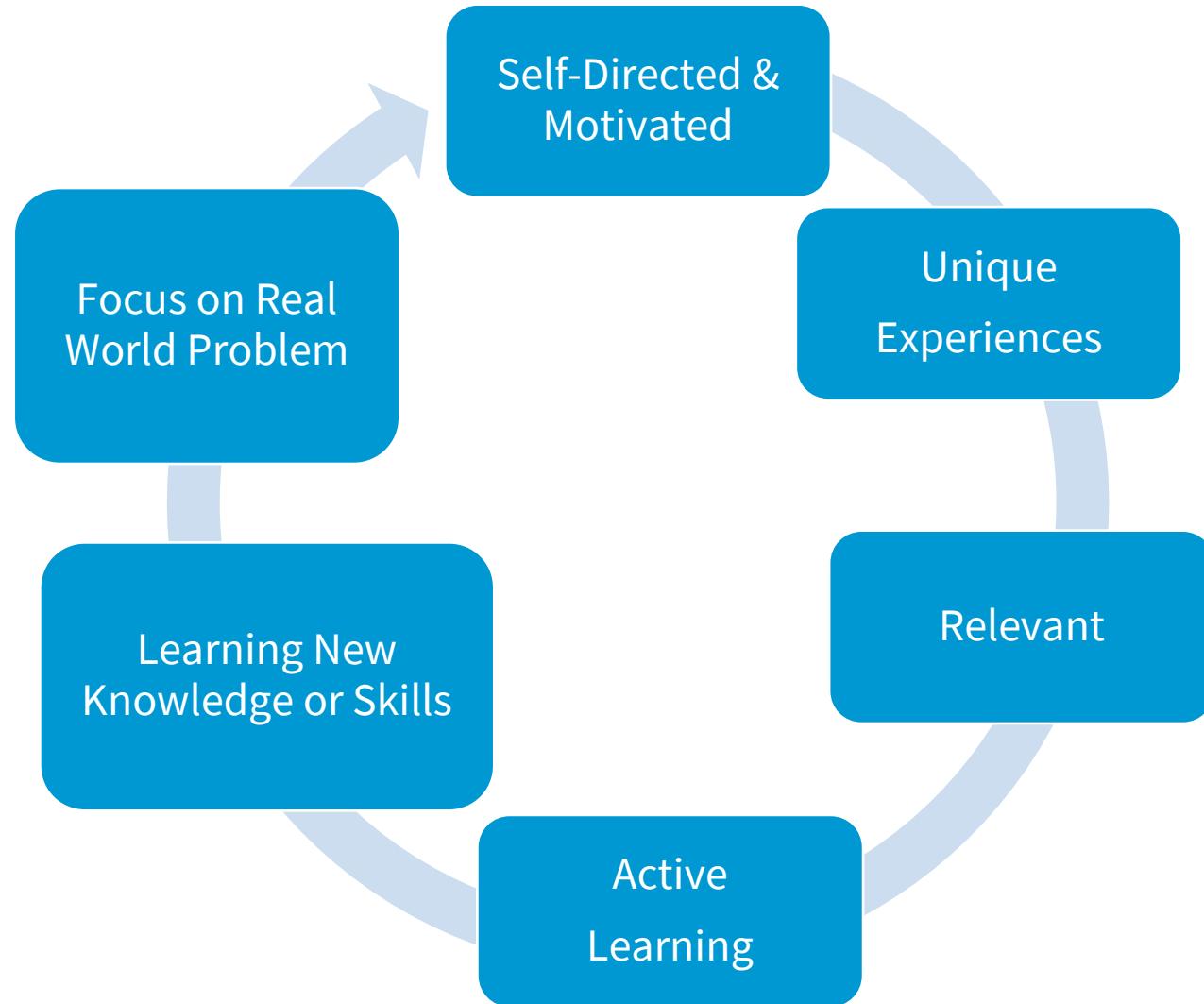
Understanding Adult Learners



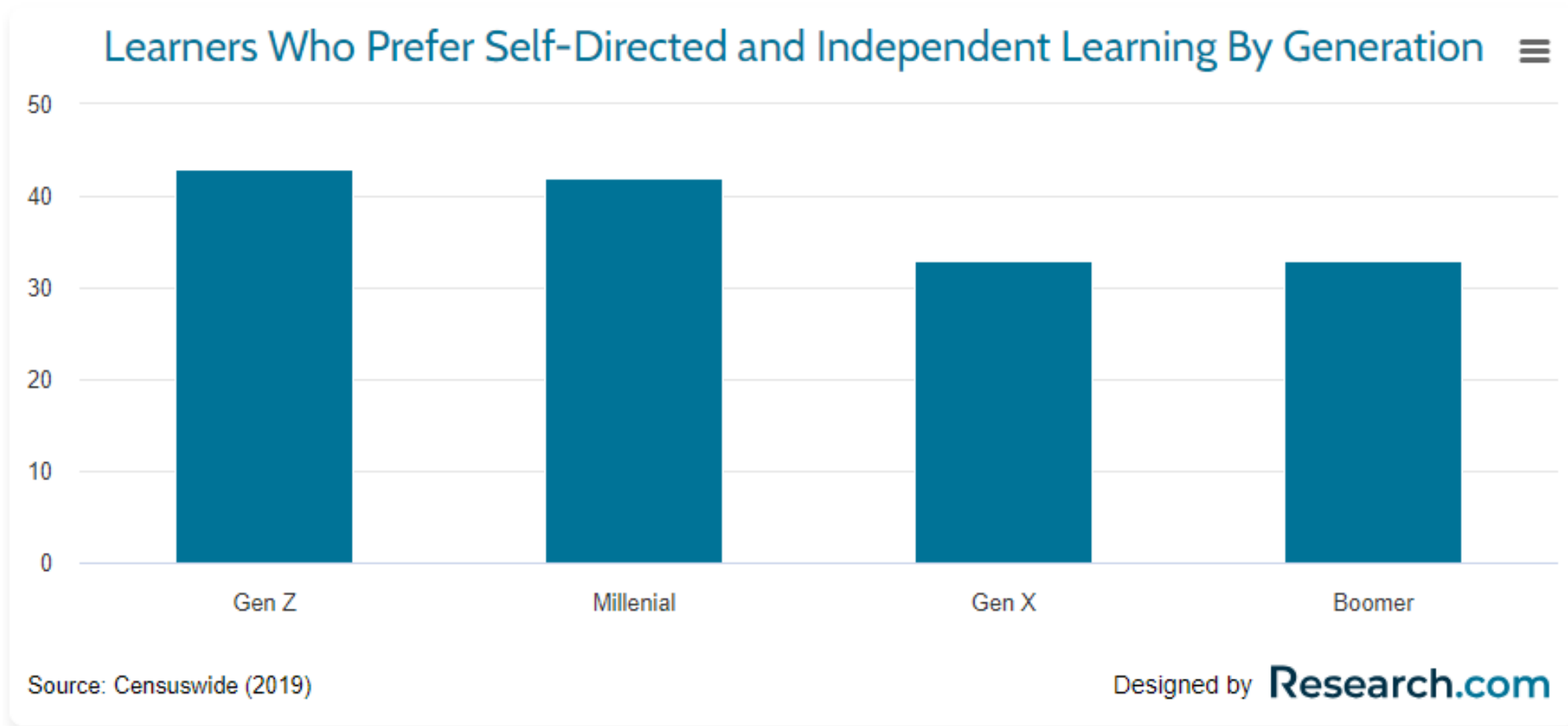
Learning Objective for this Section:

After the training presentation, learners will apply adult learning theory to lesson planning.

Adult Learning Theory



Know Why Your Learners Want to Learn



Plan with Adult Learning Theory

- Establish the relevancy of the learning.
- Utilize the expertise of in-house staff.
- Create hands-on learning experiences with scenarios and team opportunities.
- Use real life problems of caring for residents to engage the learners.
- Provide opportunities for independent learning.
- Provide choice for learners.

Step 1: Identify the Learning Objectives

What will learners know and be able to do?



Learning Objective for This Section:

After the training presentation, learners will create a lesson plan that uses the first part of the Backward by Design format – writing learning objectives.

Determine the Purpose

Generate ideas and select your topics.

Identify the gap.

Brainstorm how to close the gap.

Generate Topic Ideas

- What specific parts of the mandatory training does your staff need?
- What other training does your staff require?
- What trainings have your staff requested?
- Who will help you plan?
- How can you plan with what feels like no time?

Complete the Purpose Section

Topic	Guiding Questions	Response
Purpose	1. What is the purpose of the training session you are planning?	

Identify the Gaps

Where are the gaps in your staff's knowledge?

- What complaints are you receiving?
- What departments are receiving citations?



Complete the Training Topics Section

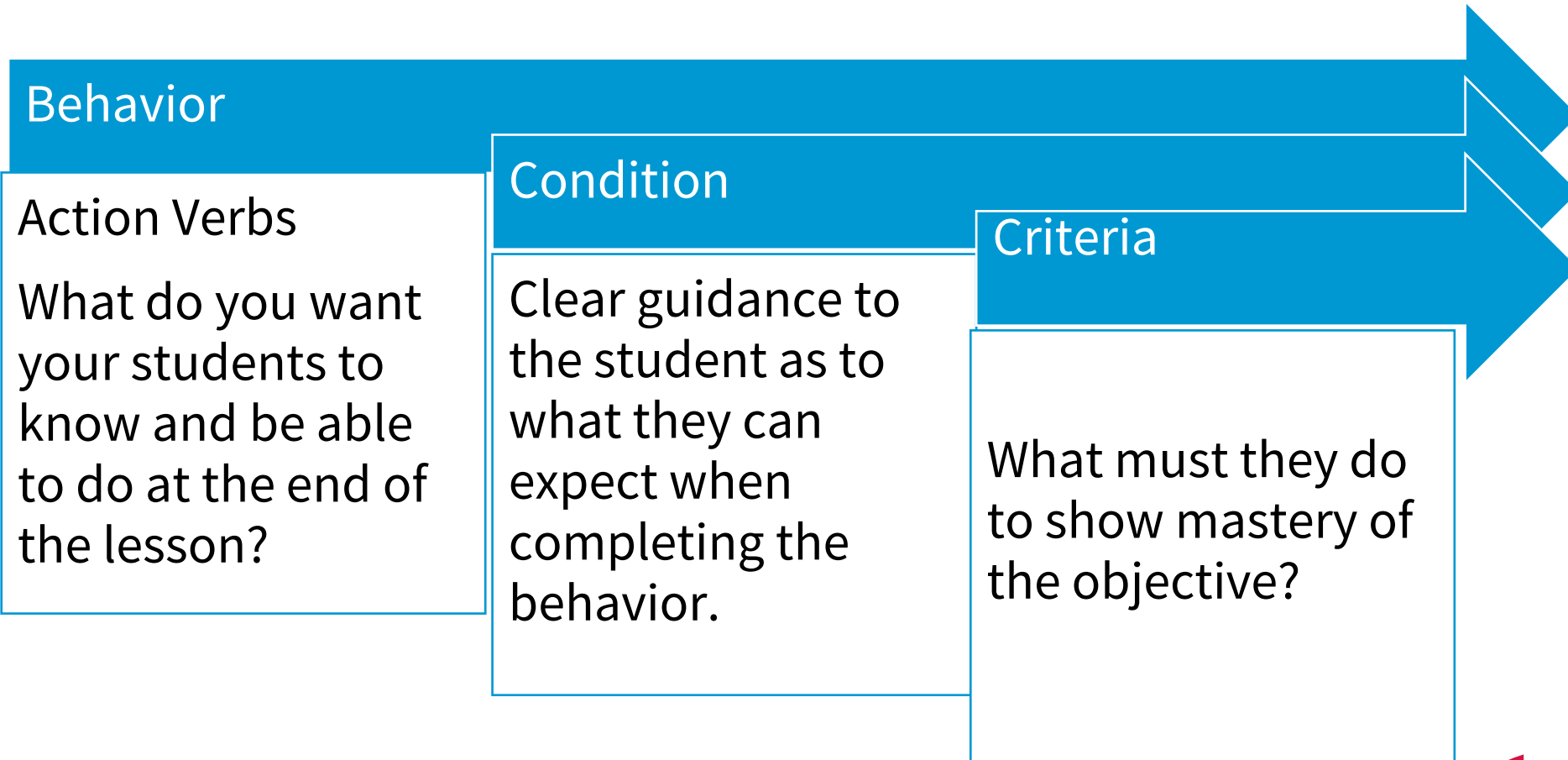
Topic	Guiding Questions	Response
Training Topics	<ol style="list-style-type: none">1. Which specific areas of knowledge and skill development will be addressed in this session?2. What are the priorities?3. What are your gaps?	



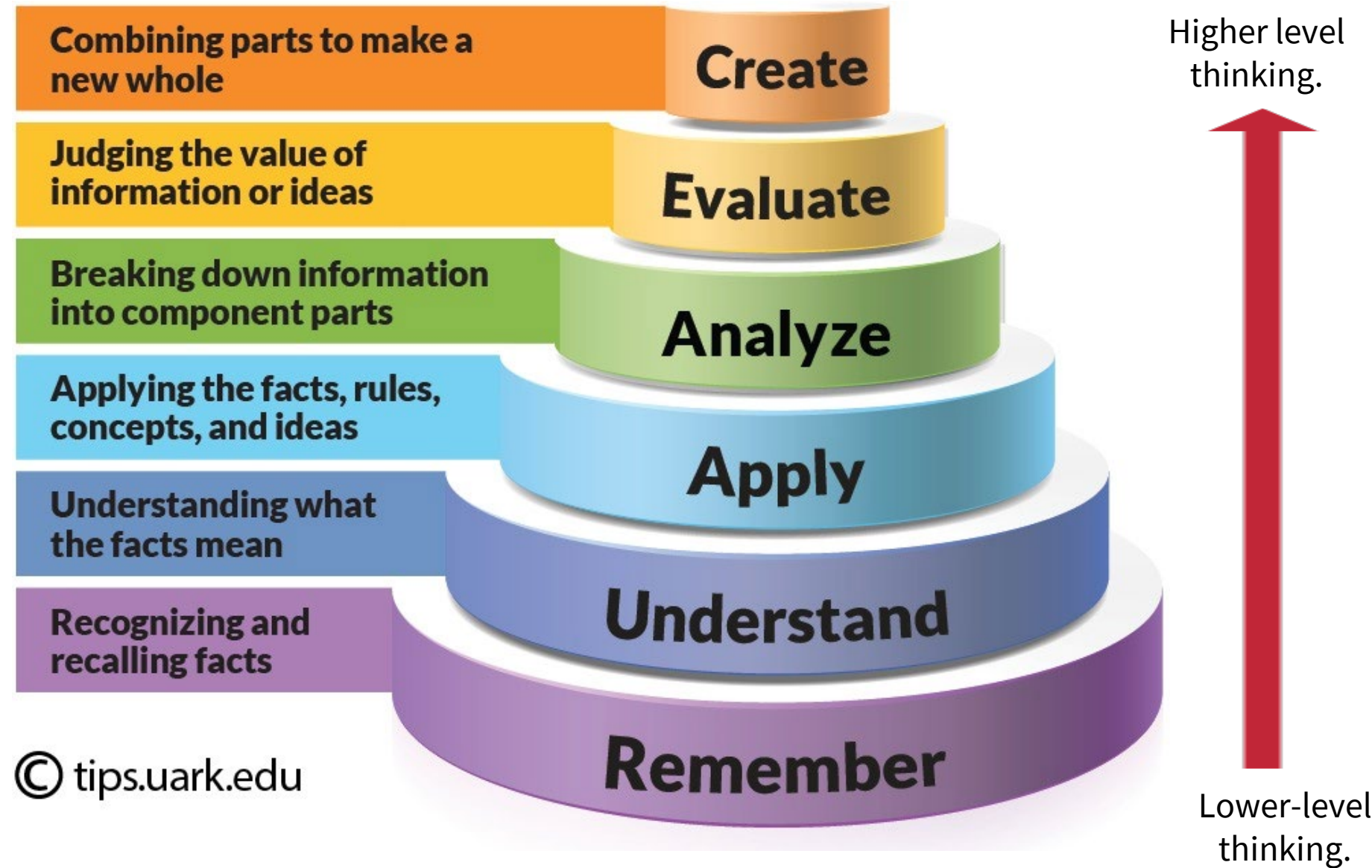
Importance of Learning Objectives

- Provides a map to what learners need to learn.
- Supports the relevancy of why the training is important.
- Helps the learner monitor their own progress.

Learning Objectives [BCC]



Behavior



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[Blooms Taxonomy, University of Arkansas](https://tips.uark.edu/)



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Behavior

Lower
cognition
required

Remembering	Understanding	Applying	Analysing	Evaluating	Creating
acquire	arrange	apply	analyse	appraise	calculate
choose	categorize	calculate	appraise	argue	change
collect	change	change	break down	assess	combine
complete	chart compile	choose	classify	compare	compose
copy	conclude	classify	combine	conclude	constitute
define	convert	compute	compare	contrast	create
describe	defend	conduct	contrast	critique	derive
detect	determine	construct	criticize	decide	devise
distinguish	diagram	demonstrate	deduce	discriminate	discover
duplicate	differentiate	develop	defend	interpret	document
find	document edit	discover	detect	judge	generalize
identify	estimate	employ	differentiate	justify	modify
indicate	explain	generalize	distinguish	recommend	originate
isolate	extrapolate	manipulate	evaluate	relate	plan
label	formulate	modify	formulate	standardize	produce
list	generalize	operate	generate	validate	rearrange
mark	give example	organize	illustrate		relate
match	illustrate	predict	infer		revise
name order	interpret	prepare	outline		signify
outline place	organize	produce	paraphrase		specify
recall recognize	paraphrase	relate	plan		synthesize
reproduce select	predict	restructure	relate		tell
state underline	prepare	show	save		write
	relate	solve transfer	separate		
	summarize	use	shorten		
	update		structure		
			subdivide		

Higher
cognition
required



Department of
Health

Measurable Behavior

These verbs provide clear measurable behaviors:

- Produce, explain, compile, identify, create, analyze, design, select, apply, prepare, utilize/use, predict, compute, compare, assess, evaluate, outline, revise, plan, present, construct, list, critique, etc.
- Example: Learners will outline the steps needed to care for residents with pressure ulcers.

Behavior That is Not Measurable

These verbs do not have clear measurable behaviors:

- Verbs that do not provide clearly measurable behaviors demonstrating student learning include know, understand, appreciate, become familiar with, comprehend, be aware of, etc. An example of a statement with a difficult to measure learning outcome:
 - Example: Students will recognize pressure ulcers.

How do you know they understand?

Condition

It may include specific information the learner will use, such as a specific formula, or it may list the tools or references the student will need to complete the behavior such as a dictionary, diagram, or T-chart.

Examples:

- Centers for Medicare and Medicaid Services or State Laws.
- Our presentations.
- Decision Tree or Forms.

Example: By the end of the training the learner will be able to perform the four steps of pressure wound treatment.....

Criteria

Tells the learner what they must do to show mastery of the objective by one of three ways.

- Telling the degree of accuracy the behavior must be performed.
- Giving a quantity of correct responses that must be given.
- Giving a time limit in which the behavior must be completed.

By the end of the course learners will identify **three types of advanced directives** with 100 percent accuracy.

Let's Practice #1

Identify the behavior, condition, and criteria (Click on the mouse to see the correct response.)

Condition

1. Upon completing the pediatric coursework, nursing students

Behavior

will demonstrate proper techniques for measuring vital signs in older adults during simulation labs

with 100 percent accuracy.

Criteria

Let's Practice #2

Identify the behavior, condition, and criteria (Click on the mouse to see the correct response.)

1. **Condition** After studying social stratification learners should be able to classify various social behaviors and phenomena into four different social classes **Criteria**

Behavior



Things to Remember

- Communicate the purpose from the start.
- Assess your audience and leverage your relationships.
- Activate your audience's intrinsic motivation.
- Review the objectives throughout your training.

Complete the Learning Objectives Section

Topic	Guiding Questions	Response
Learning Objectives	1. What are the intended outcomes for this session(s)?	

Step 2: Assessment

How will learners show what they know?

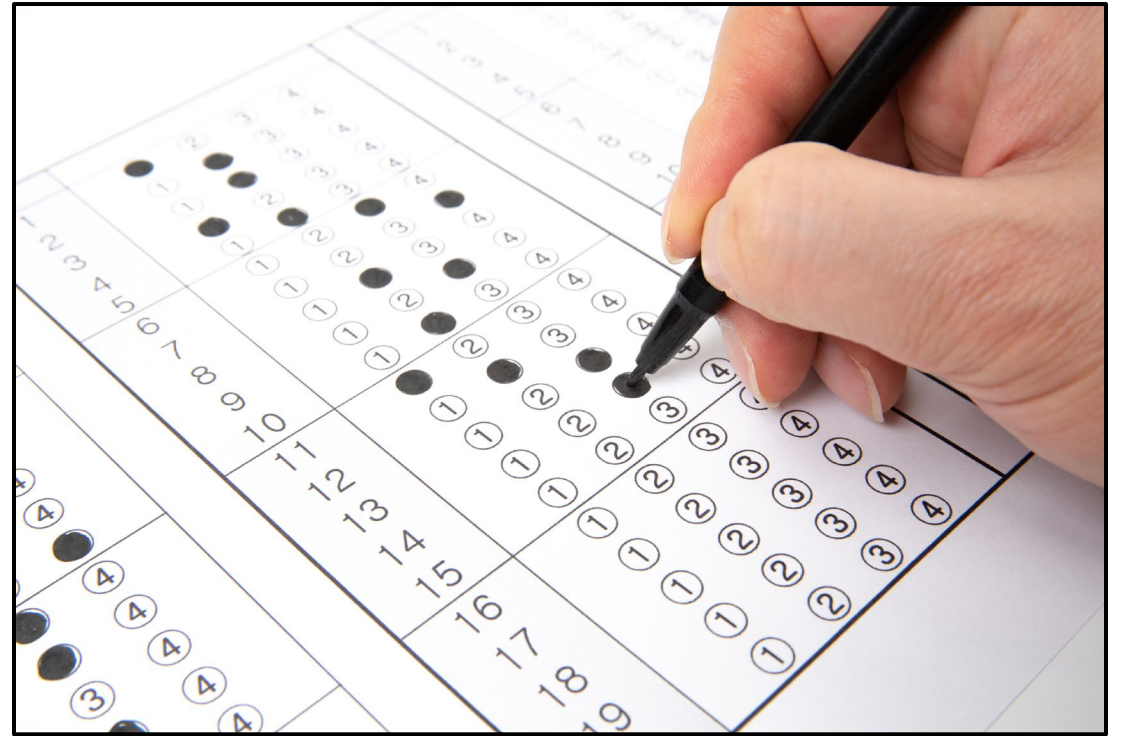


Learning Objective for This Section:

After the training presentation, learners will create a lesson plan that uses that uses the second part of the Backward by Design format, assessment.

Assessment Phase

- Consider assessing with means other than a written test.
- Allow for multiple learners to take an assessment together.
- Link your assessment with your learning objectives.



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Ideas for Assessment

- Scenario Practice.
- Written Assessment.
- Partner Assessment (Let your staff assess each other with a skills list).
- Self-Assessment/Reflection.
- Checklist of skills.
- Discussion.
- Partner or team quizzes.
- Project (Written journal, poster, PowerPoint, etc.).
- [Fun Assessments](#)

Complete the Assessment Section

Topic	Guiding Questions	Response
Assessment	<ol style="list-style-type: none">1. Which measurement tool or rubric will be used to evaluate learning and growth?2. What kind of growth or development is expected from participants?3. How will participants demonstrate their learning?	

Step 3: Planning the Learning



Learning Objective for This Section:

After the training presentation, learners will create a lesson plan that uses the third part of the Backward by Design format, teaching and learning.



Planning Instruction

- What is the purpose of this session, and how is the purpose infused throughout the training?
- Who is the audience?
- How are you making your staff comfortable when learning?
- How will people learn?
- How will you know people have learned?

Opening/Start of the Lesson

- Present a situation.
- Use a picture.
- Begin a discussion.
 - [Round Robin Protocol.](#)
- Start with a question.
- Start with a video clip.
- Read a story with a protocol.
 - [Sentence-phrase-Word.](#)
 - [The 4-A protocol.](#)
- Learner Survey.

Opening Continued

- Preview your agenda.
- What are the behavioral expectations during training.
 - (Phone guidance, side talking, present and on task, etc.)
- What are the learning objectives?

Complete the Opening/Start of the Lesson

Topic	Guiding Questions	Response
Opening/ Start of the Lesson	<ol style="list-style-type: none">1. How will you engage your learners?2. How will you help learners feel safe?3. How will you help learners transition from working to training?	

Teaching Methods

- Demonstrations.
- Examples.
- Case Studies.
- Lectures.
- Readings.
- Peer Instruction.
- Simulations.
- Stories.
- Videos.
- More examples at [WE ARE TEACHERS.](#)



Knowing Your Learners

- What are the demographics of your staff?
 - Experience.
 - Age.
 - Gender.
- How will you differentiate for the learning needs of your staff?
- How will you make learning more enjoyable?

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Complete the Trainer Activities Section

Topic	Guiding Questions	Response
Trainer Activities	<ol style="list-style-type: none">1. How will you teach the new material?2. How will you meet the needs of all learners?3. How will you make learning fun?	

Practice Activities

- [Choice Boards.](#)
- Scenarios.
- Stations.
- Discussions.
- Carousel.
- Drafting new policies as a team.
- Graphic Organizers/Forms.
- Games.
- Movement Activities.
- Videos.
- Building things together.
- Case studies from your facility.
- [Protocol activities.](#)

Complete the Student Activities Section

Topic	Guiding Questions	Response
Student Activities	<ol style="list-style-type: none">1. How will participants learn this content?2. What will engagement look and sound like?3. How will learning be ordered?	



Closing

- Share your appreciations for those who may have helped you.
- Ask for feedback.
- Let the team know what the next steps will be.
- Create a survey to find out how your learners responded to the training and how you can adjust your training for the next time.

Complete the Closing/End of Lesson

Topic	Guiding Questions	Response
Closing/ End of Lesson	1.How will you close the lesson? 2.How will you connect the learning with the next steps for the learners?	

Federal Regulations for Training



Learning Objective for This Section:

After the training presentation, learners will understand the training regulations, including both mandatory and non-mandatory training topics.



Highly Trained Staff Can:

- Improve resident safety.
- Create a more person-centered environment.
- Reduce the number of adverse events.
- Reduce the number of facility complaints.
- Enhance residents' quality of life and care.

Federal Regulations

§483.95 A facility must develop, implement, and maintain an effective training program for all new and existing staff; individuals providing services under a contractual arrangement; and volunteers, consistent with their expected roles.

§ 483.70(e). A facility must determine the amount and types of training necessary based on a facility assessment as specified at § 483.70(e).



[Source:](#) CMS



Source: CMS

Mandatory Trainings (483.95)

- Communication (F941).
- Resident's Rights and Facility Responsibilities (F942).
- Abuse, Neglect, and Exploitation (F943).
- QAPI (F944).
- Infection Control (F945).
- Compliance and Ethics (F946).
- In-Service Training for Nurse Aids (F947).
- Feeding Assistants Training (F948).
- Behavioral Health (F949).

Additional Training Topics Suggestions

- Advance care planning.
- Cultural competency.
- End-of-Life care.
- Geriatrics and gerontology.
- Substance abuse.
- Working with young and middle-aged adults.
- Grief and loss.
- Interdisciplinary collaboration.
- Person centered care.
- Specialized rehabilitative therapy.
- Trauma informed care.
- Intellectual disability.
- Mental disorder.
- Quality of life and care.



Source: CMS

References & Resources

- [State Operations Manual.](#)
- [Research.com](#)
- [PD Book by Christina Aguilera.](#)
- [Checklist for writing objectives.](#)
- [Blooms Chart of Action Verbs.](#)
- [Table of Action Verbs.](#)
- [Writing Learning Objectives.](#)
- [Round Robin Protocol.](#)
- [Sentence-phrase-Word.](#)
- [The 4-A protocol.](#)
- [WE ARE TEACHERS.](#)

QUESTIONS?

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