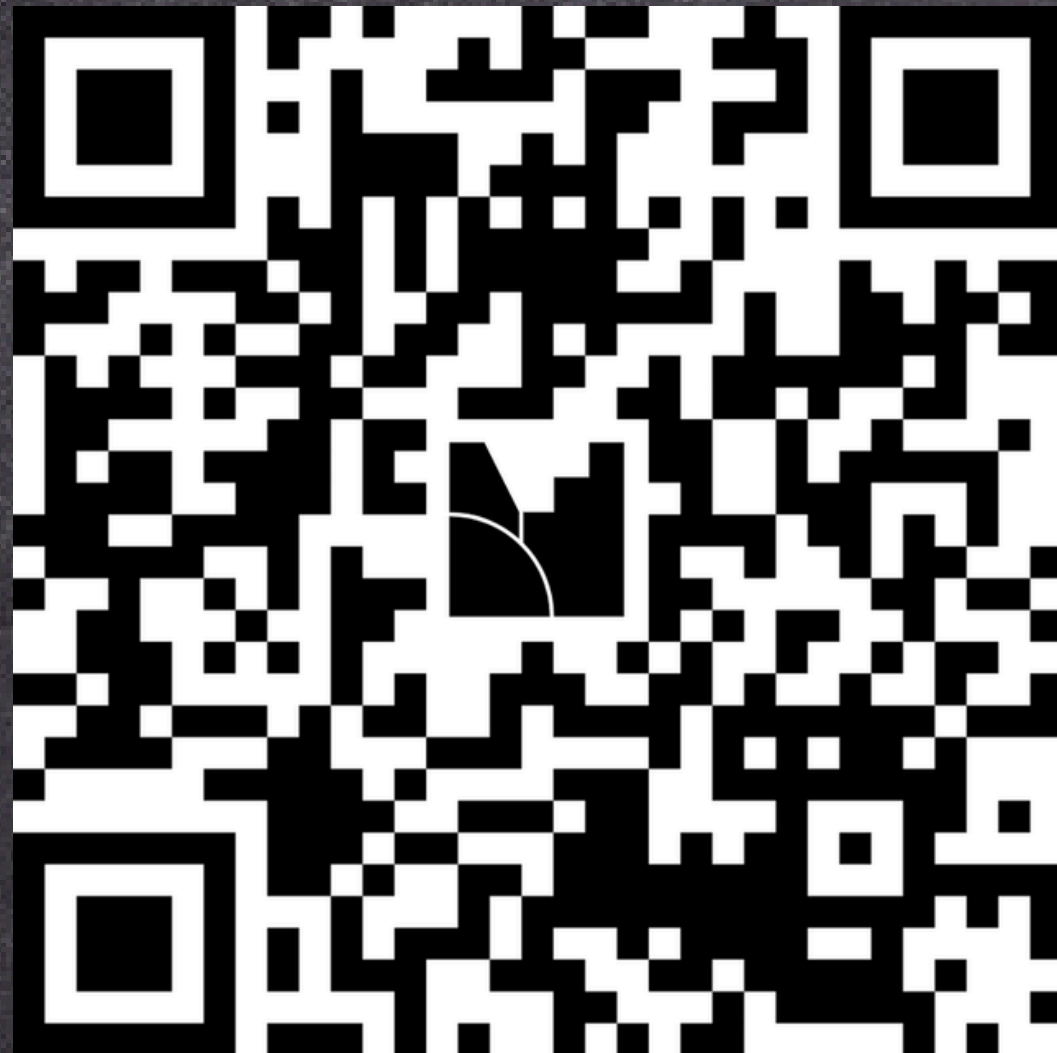


The IP Educator

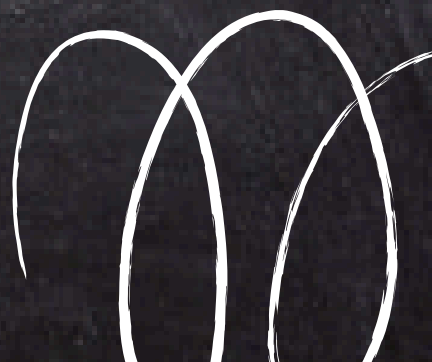
Tips on teaching adults

Mariah Gesink, MPH CIC PhD candidate

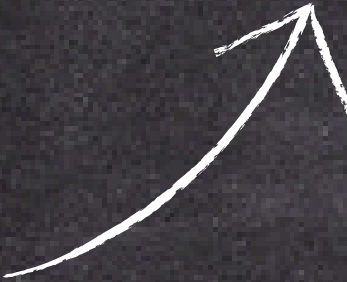
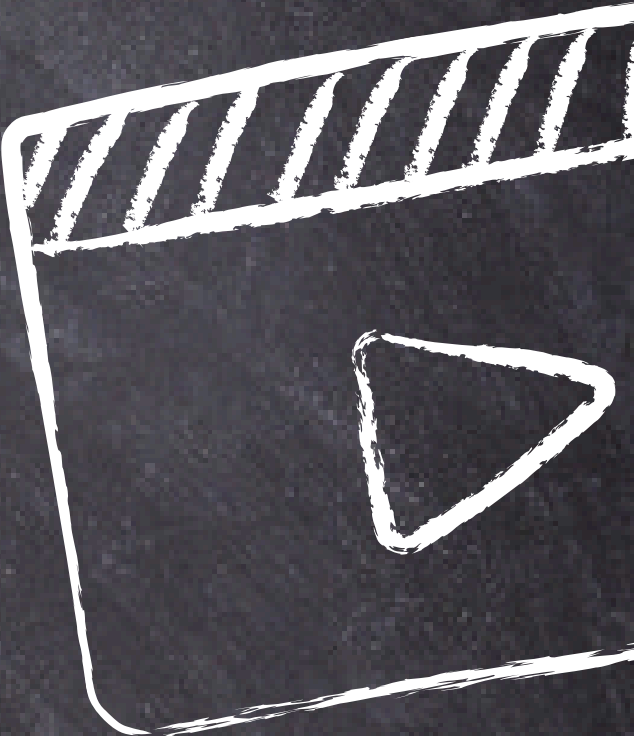


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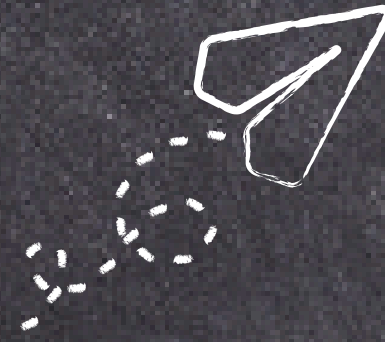


Learning Objectives

- 
- Describe key principles of adult learning
 - Identify common barriers to effective education in Infection Prevention
 - Apply practical strategies to improve staff education
 - Incorporate interactive teaching techniques into daily practice.
- 



Contents



01 Why Education Fails

02 Principals of Adult Learning

03 Practical Teaching Strategies

04 Application Activity

05 Key Takeaways

06 Questions

Why Doesn't Education Stick?



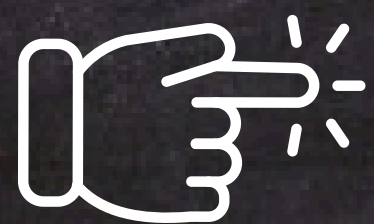
"Think about the last time you had to re-educate an employee on PPE... and they still didn't follow it correctly. Why?"

They didn't understand

They didn't remember

They didn't agree

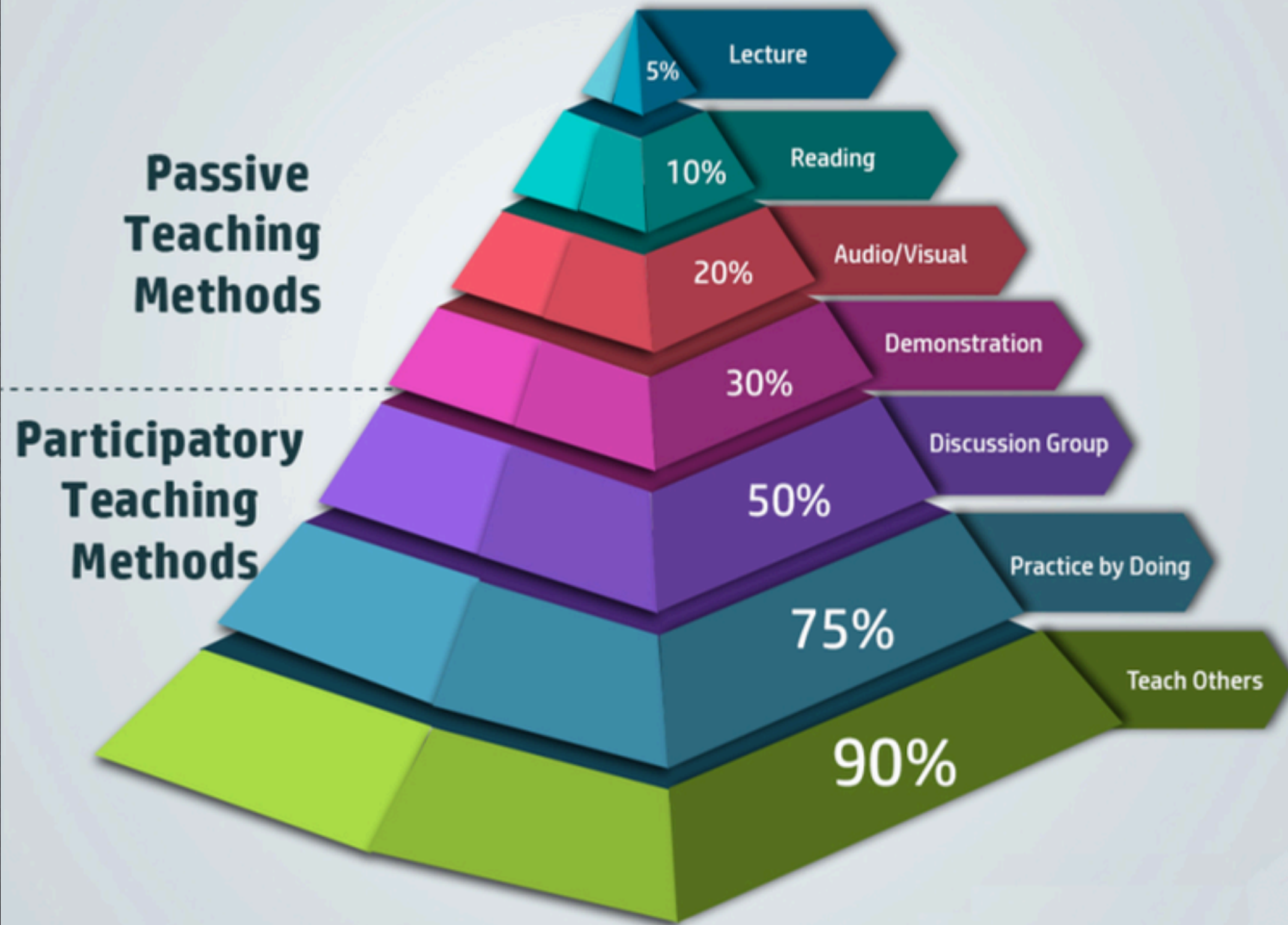
They didn't see why it mattered



"That's not a compliance problem- that's a teaching problem."

THE LEARNING PYRAMID

KNOWLEDGE RETENTION RATES



Core Concepts of Adult Learning

Adult Learners



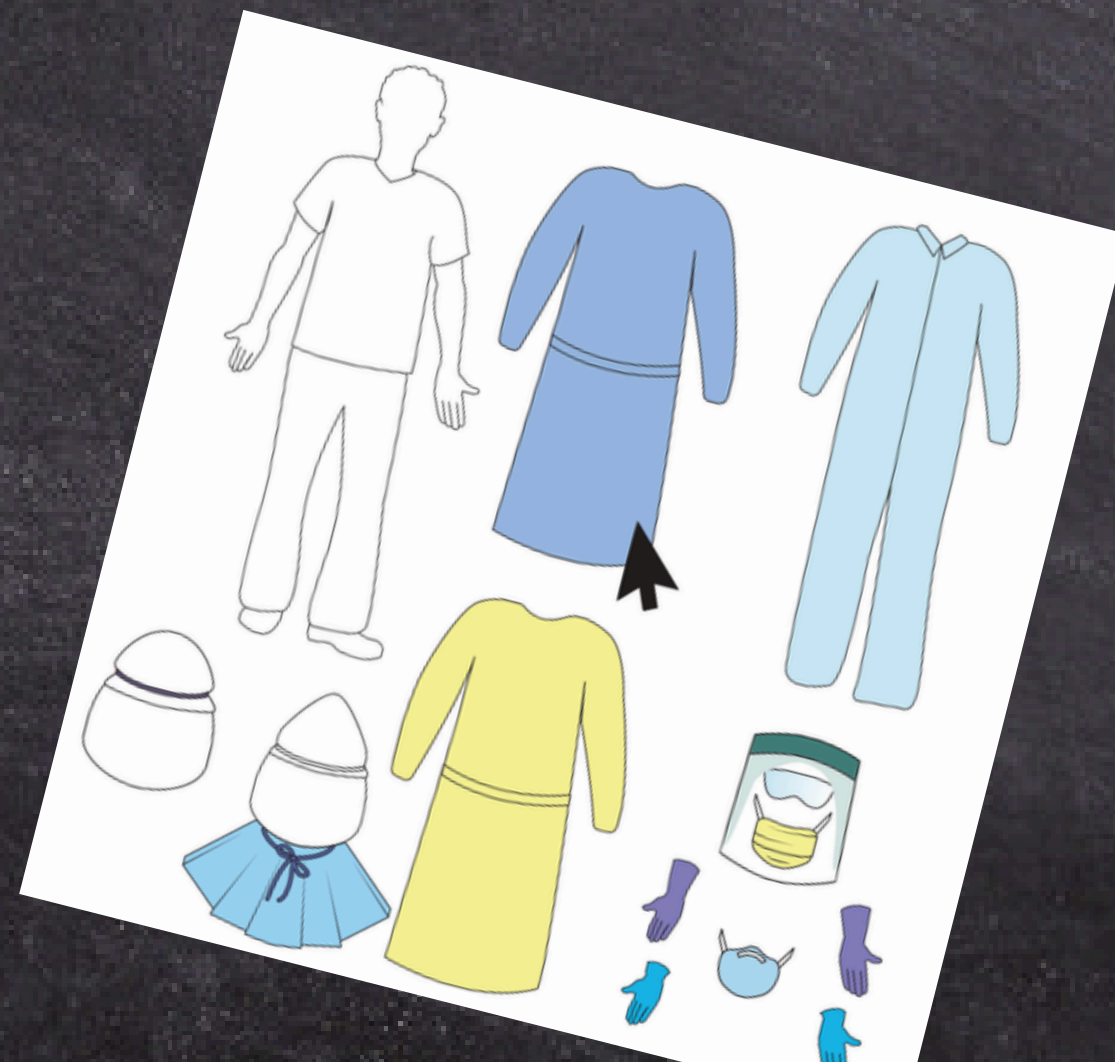
- **Experienced**
- **Self-directed**
- **Motivated**
- **Ready to Learn**
- **Need to know why they are learning a new concept or information**

Teaching Adult Learners

- Explain why the skills or knowledge are being taught
 - ✗ ○ “Make sure equipment is disinfected between patients”
 - ✓ ○ “Multidrug Resistant Organisms (MDROs) like *Candida auris* can live surfaces for long periods of time (weeks!)- if equipment isn't properly cleaned it can become a source of transmission and put others at risk.”

Teaching Adult Learners

- Create learning experiences and task-oriented assessments
 - **X** Infographic poster on PPE
 - **✓** Staff practicing donning/doffing PPE in real time

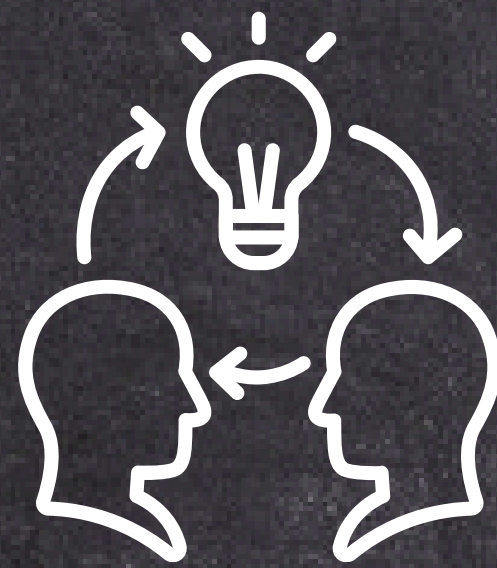


Teaching Adult Learners

- Recognize that each student brings different levels of education and experience to the classroom.



THINK



PAIR



SHARE

Teaching Adult Learners

- Create opportunities that require them to problem-solve
 - ✗ ○ C.diff = contact isolation
 - ✓ ○ "You are about to head into a room and the patient has diarrhea and a pending test for C. diff – what precautions are you initiating *right now?*"

Why traditional education fails in Infection Prevention

01 Over-reliance on emails/modules

02 "One and done" education

03 No feedback or reinforcement

04 Not tailored to workflow



**5 Things Every
Infection
Prevention
Educator Should DO**

Make it relevant



Instead of:

“Follow Contact/Droplet precautions”

Say:

“Wearing a mask, face shield, gown, and gloves, protects you from taking RSV home to your family”

Teach in the moment

① 2-minute hallway teaching

② Real-time PPE correction


③ Use *actual patient scenarios*

Show, don't just tell

- Demonstrate donning/doffing
- Use visual cues, signage
- Have staff practice

Use Storytelling


- People remember stories > policies



Chain of Transmission with Clostridioides Difficile
Virginia Infection Prevention Training Center

THE CHAIN OF TRANSMISSION

with CLOSTRIDIoidES DIFFICILE

Watch on  YouTube

The image is a YouTube video thumbnail with a purple background. At the top left, there is a purple circle with a white 'V' and the text 'Chain of Transmission with Clostridioides Difficile' and 'Virginia Infection Prevention Training Center'. The main title 'THE CHAIN OF TRANSMISSION' is in large, bold, white, italicized letters. Below it, a man in a suit and tie is smiling and has his hands raised. To his right is a red YouTube play button icon followed by the text 'with CLOSTRIDIoidES DIFFICILE'. At the bottom right, there is a dark purple rounded rectangle with the text 'Watch on YouTube' and the YouTube logo. At the bottom left, there is a small white icon of a chain link.

Create psychological safety



Instead of:

“That’s wrong.”

Say:

“Walk me through your thought process”

Activity

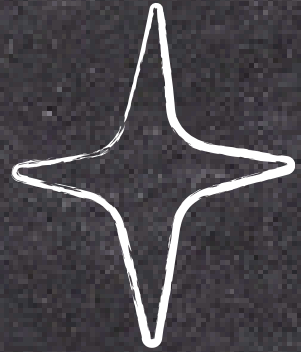
Think-Pair-Share

01 “What’s one education challenge you’ve faced as an IP?”

02 “Which tool from today’s lecture could you use to help you overcome that challenge?”

If You Remember Nothing Else.....

- Adults need relevance, respect, and application
- Education should be interactive, not passive
- The goal is **behavior change**– not information delivery
- Every interaction is a teaching opportunity



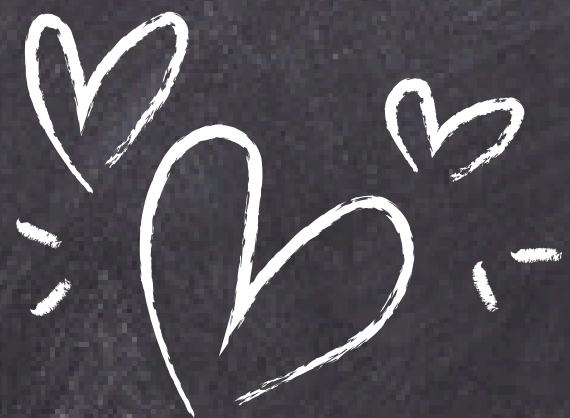
Q&A

Session





Thank You



References

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doi:10.1177/2382120519840332