

Teaching for Knowledge and Competence

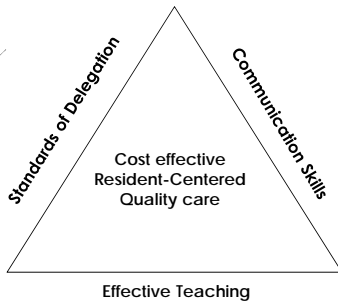
The third in a 3 part series on Effective Delegation

A cooperative project from:
 Idaho State Board of Nursing
 The Idaho Department of Health and Welfare
 The Idaho Division of Professional Technical Education
 ISU, CWI, CSI, LCSC, NIC, EITC, Health Programs, Workforce Development
 IHCA/ICAL



Please Note

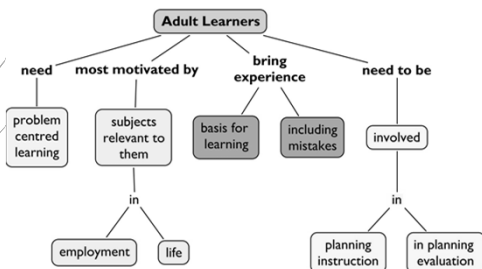
- This presentation is a good faith effort at offering guidance and advice. It does not supersede state law, code or rule.



Learning Objectives

- Describe how effective teaching contributes to safe delegation.
- List 3 needs of adult learners
- Explain 2 effective teaching methods for auditory, visual, and tactile learners.
- Reinforce the importance of assessing knowledge and competence prior to delegation

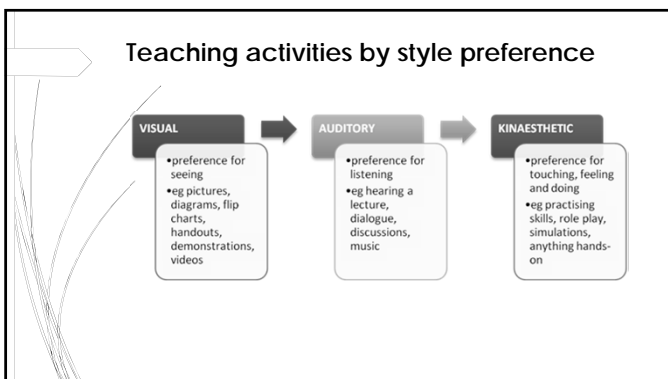
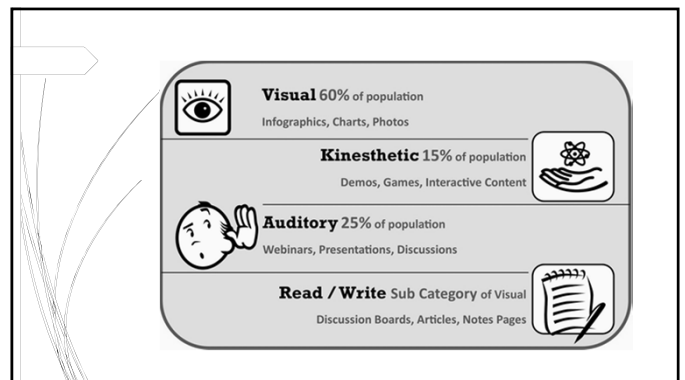
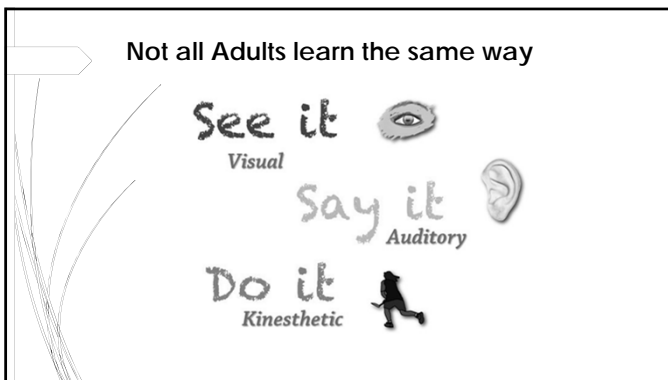
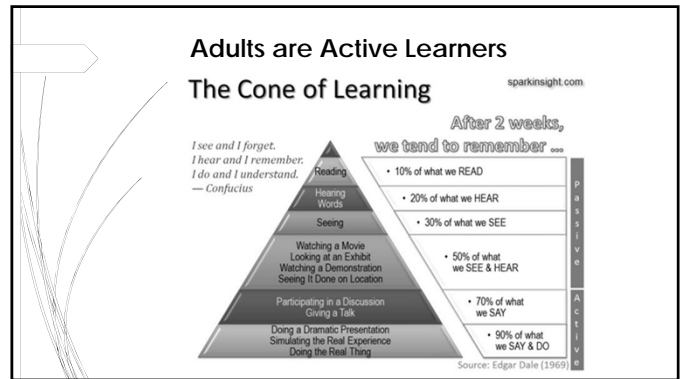
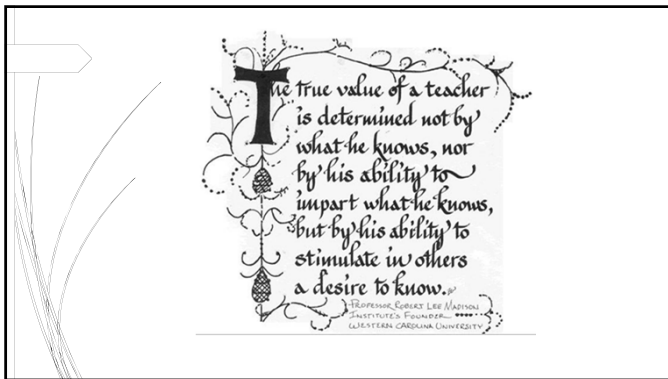
Adult learners are different



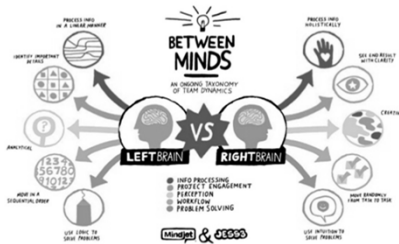
Maturity Matters

Knowles' 5 Assumptions Of Adult Learners

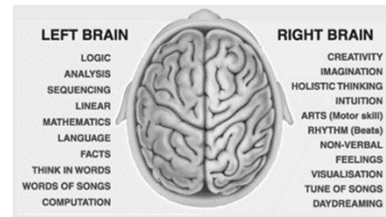
Self-Concept	Adult Learner Experience	Readiness to Learn	Orientation to Learning	Motivation to Learn
• As a person matures his/her self concept moves from one of being a dependent personality toward one of being a self-directed human being.	• As a person matures his/her accumulated a growing reservoir of experience that becomes an increasing resource for learning.	• As a person matures his/her readiness to learn becomes oriented increasingly to the development of a task of his/her social roles.	• As a person matures his/her orientation to learning changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness.	• As a person matures the motivation to learn is internal.



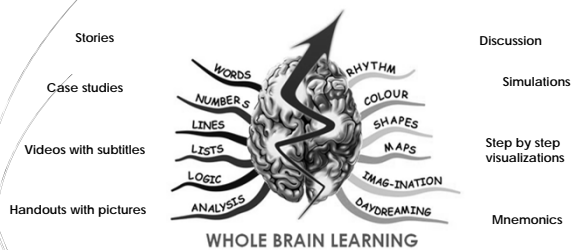
It's basic physiology



And anatomy.....



Learning is enhanced when we engage BOTH sides of our brains



Gold Standard Education process

- A didactic component taking adult and individual learning styles into account.
- An objective assessment of didactic learning.
- An opportunity for safe simulated practice and feedback until competency is reached.
- Mentored clinical experiences.
- Demonstrated independent competence.
- Written resources.
- Documentation of all of the above.

