Announcements

LEARNING OBJECTIVES

- Explain why "multiplex" leaders are needed in the current healthcare environment.

- Outline clinical and non-clinical competencies needed for transition of care and care beyond the bedside for leadership, staff, students, residents, and technicians.

- Evaluate and apply learning experiences which facilitate deep learning and assessment strategies.

- Design an in-house professional development program utilizing reverse engineering and an 8-step approach.
EFFECTIVELY TRANSFORMING PHARMACY WORKFORCE FOR SEA-CHANGE IN HEALTH CARE

Lynn Eschenbacher, PharmD, MBA, FASHP
National Director of Pharmacy Operations
The Resource Group, LLC and Ascension

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UNC Eshelman School of Pharmacy
Announcements
The presentation will follow along with your worksheet.
LEARNING OBJECTIVES

• Explain why "multiplier" leaders are needed in the current healthcare environment.

• Outline clinical and non-clinical competencies needed for transitions of care and care beyond the bedside for leadership, staff, students, residents, and technicians.

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• Design an in-house professional development program utilizing reverse engineering and an 8-step approach.
Multipliers - Leaders who amplify those around them
The pharmacy manager as an Organization-wide Strategic Educator

THE PHARMACY ORGANIZATION, DEPT, OR GROUP AS A LEARNER

ALIGNMENT VISION

WHAT WE WILL BE SPENDING THE REST OF THE TIME ON

A Different View of Knowledge

- Distributed Cognition
  - Traditional
  - Alternative
  - People, Artifacts, and Place-Based Knowledge

And... social and cultural context is important

- Core to the learning your staff can be effective in their education
- Written history
- Roles
- Time
- Space
- Needs
- Power

Strategic plan
- Alignment
- Organizational
- Sense-make
- Off-site
- Staff development needs

We do it. But, is it aligned with our strategic plan?
A Different View of Knowledge -> Distributed Cognition

Traditional

**HUMAN BRAIN HOLDS KNOWLEDGE**

Alternative

**PEOPLE, ARTIFACTS, AND TOOLS HOLD KNOWLEDGE**

And... social and cultural context is important

**IT IS UP TO YOU TO ENSURE YOUR STAFF CAN BE SUCCESSFUL IN YOUR ORGANIZATION**

Institution History

- Roles
- Needs
- Power
- Time, change
- Size, space
Staffing development should be aligned

**WE DO CE, BUT IS IT ALIGNED WITH ORG.'S STRATEGIC PLAN?**

Org. goals

Sensing sessions

Off-sites

What's important?
Dept's value?
Where are you going?
Who to include?

Strategic plan

Buy-in

Focus

Staff development needs

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What can adults be taught?

Develop "Habits of Mind" with conscious thought

The pharmacy manager as an Organization-wide Strategic Educator

**Alignment Vision**

What we will be spending the rest of the time on

A Different View of Knowledge: Distributed Cognition

Traditional

Alternative

People, artifacts, and places play together

And... social and cultural context is important

How do we describe how staff can be effective in their education

Roles

Time

Space

Needs

Power

Prezi

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Today we would like to help you design a...

Staff development and competency program....

• Pharmacokinetics
• Transitions of care
• EMR utilization
• Code response
• Leadership
• Innovating practice
• Patient services
• Pharmacist documentation / billing
• ...etc.
First, What will you design and implement?

Take 5 minutes

• Form groups or pairs around a common institution and target audience idea

• If you have an existing program, think of how you would like to re-design it

| Existing program or new idea? | Target audience (eg. students, preceptors, residents, pharmacists, blended...) | Target number of participants (eg. 20) | Program Location (eg. UNC medical center) |
Usual and Customary

1. Come up with an idea you want to implement
2. Select lots of content
3. Decide on learning activities
4. Throw in some assessment
5. Set up a time, invite people
6. Become discouraged when participants do not engage or learn
To implement a staff development/competency program you must be

**INSTRUCTIONAL DESIGNERS...**  **AND..**  **CHANGE AGENTS**

Picture: [http://www.freedigitalphotos.net/](http://www.freedigitalphotos.net/)

STAFF DEVELOPMENT BLUEPRINT

Step 1: Establish urgency and form a powerful coalition

Step 2: Create a vision and identify desired results

Step 3: Determine evidence

Step 4: Plan learning experiences

Step 5: Communicate vision to stakeholders and recruitment

Step 6: Plan for and create short term wins

Step 7: Consolidate improvements and produce still more change

Step 8: Institutionalize approaches

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Reverse Engineering Instructional Design

1. Identify end results
2. Determine acceptable evidence (assessment)
3. Plan learning experiences


8 Steps to transforming your organization

1. Establish urgency
2. Form Coalition
3. Create a vision
4. Communicate vision
5. Empower others to act
6. Create wins
7. Consolidate Improvements
8. Institutionalize approaches

Reverse Engineering Instructional Design

1. Identify end results
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8. Institutionalize approaches

20th Annual ASHP Conference for Pharmacy Leaders

Effectively Transforming Pharmacy Workforce for Sea-Change in Health Care

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Reverse Engineering Instructional Design

1. Identify end results
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8 Steps to transforming your organization

1. Establish urgency
2. Form Coalition
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7. Consolidate Improvements
8. Institutionalize approaches

**SESSION PART 1 SCHEDULE**

**Step 1:** Establish urgency and form a powerful coalition

**Step 2:** Create a vision and identify desired results

*share with table*

**Step 3:** Determine evidence

*share with table*

**Step 4:** Plan learning experiences

**Step 6:** Plan for and create short term wins

**Step 7:** Consolidate improvements and produce still more change

**SESSION - PART 2**

**Step 5:** Communicate vision to stakeholders and recruitment

**Step 8:** Institutionalize approaches

*30 min exercise for sharing ideas*
STAFF DEVELOPMENT PROGRAM BLUEPRINT

Step 1: Establish urgency and form a powerful coalition

- The Urgency
- The Coalition

Examples

Helpful resources

Step 2: Create a vision and identify desired results

- Theory
- Helpful resources

Examples

Share

Step 3: Determine evidence

- Theory
- Helpful resources

Examples

Share

Step 4: Plan learning experiences

"How will they learn?"

- Theory
- Helpful resources

Examples

Step 5: Communicate vision to stakeholders and recruitment of learners

- Pointers
- Examples

Step 6: Plan for and create short term wins (2 min)

- Examples:
  - Reporting out recruitment and/or completion numbers
  - Celebrating the first meeting/discussion
  - Celebrating learner accomplishments
  - Reporting out good feedback from your program
  - Share at staff meetings

Step 7: Consolidate improvements and produce still more change (2 min)

- Examples
  - Formal surveys or focus groups
  - Informal feedback from learners/teachers
  - Implementing ideas for improvement
  - Have participants share experiences and allow them to take on leadership roles for peers to see their results

Step 8: Institutionalize approaches (2 min)

- Examples
  - Form an organizing committee and set up recurring standing meetings
  - Automate (e.g., website, emails, automatic forms)
  - Create enough infrastructure that the program still operates even when you leave
  - Recruit more members to coalition as needed

Prezi

Break

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Step 1: Establish urgency and form a powerful coalition

The Urgency

Why do we need to keep learning?
- Make it fun
- Make it safe

The Coalition

What do you do to help others?
- Theme
- Mission
- Vision
- Values
- Strategic objectives

Examples

Transitions of care example

Urgency
- Shortage of pharmacists
- Limited training of current pharmacists
- Patient safety and healthcare outcomes
- Critical patient care issues

Coalition
- School
- Trustees
- Alumni
- Community
- School of pharmacy faculty

Code Response
- Urgency
- Need for improvement in patient outcomes
- Patient safety and healthcare outcomes
- Critical patient care issues

Helpful resources

Resources
- Organization vision and mission
- Potential end-users/participants
- Leaders, educators, influencers
- Literature and professional organization reports
- Popular media articles
- Patient stories

Prezi

Step 2: Create a vision and identify
Why do we need to keep learning?

Spending on Meds Hit Record High Last Year


RAPID CHANGE
HEALTH CARE CRISIS
OPPORTUNITY FOR PHARMACY
My staff learns well on their own, why do we need formal programming?

- Strategic
- Connect learners
- Motivation
- Accountability systems
- Provide modeling and coaching
- Ensure your organization is learning
Who is going to help you develop others?

- Experts who are teachers
  - Have experience
  - Mentors
  - Open
  - Good role models
- Have the knowledge, skills, and attributes to build the program
  - Project management
  - Knowledge of content
  - Motivation
  - Capacity
- Diversity
Transitions of care example

Urgency
- Ideal role for pharmacists
- Easier to enact with new electronic medical records
- Greater accountability from performance measures
- Current unsatisfactory practices

Coalition
- 1 student, 1 resident
- 2 Practicing pharmacists
- 2 Pharmacy managers
- 1 School of pharmacy faculty
Code Response

• Urgency
  • Improvement in patient outcomes
  • Pharmacy accountability
  • Involvement in direct patient care
  • Expansion of services

• Coalition
  • Clinical Specialists
  • Clinical Coordinators
  • Clinical Staff Pharmacists
  • Hospital Code team members
  • Simulation lab team
Resources

- Organization vision and mission
- Potential end-users/participants
- Leaders, educators, influencers
- Literature and professional organization reports
- Popular media articles
- Patient stories
Step 2: Create a vision and identify desired results

Theory

Examples

Helpful resources

Share

Step 3: Determine evidence

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1. "Explain the benefits of pharmacist performed medication reconciliation"
   - **Objective**: detail the intended outcomes of the program e.g. knowledge, skills, attitudes
2. "100% capture of all patient's discharge medications"
   - **Vision**: paints an idealistic picture of the future
3. "Performs medication reconciliations appropriately"
   - **Competency**: teachable outcome, not time-based, emphasizes demonstration, encompasses knowledge, skills and attributes
4. "Adaptability"
   - **Core Competency**: desired individual attributes and values
learning objectives

learning goals or learning outcomes e.g. accreditation standards

or core competencies

values

vision

mission

START HERE

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Learning Differences 101

**What:** Knowledge vs. skills vs. attributes
Concrete vs. abstract
Conscious vs. unconscious

**Who:** Previous experience / knowledge
Motivations, interests, goals

**When:** Early vs. late in development

**Where:** Space, environment, resources
Delivery modes
Most professional learning is development.

Extends knowledge
Focus
Considers everything

Own style
Intuition
Rules

Leader
Integral member
Outside observer

Master
Expert
Proficient
Competent
Advanced Beginner
Novice

Carraccio et al. Academic Medicine, 83(8), 761-767.
Blooms Taxonomy

**WHICH LEVELS ARE REQUIRED FOR YOUR STRATEGIC EFFORTS??**

**AFFECTIVE (EMOTIONS) DOMAIN**
- Receiving
- Responding
- Valuing
- Organization
- Internalization

Prioritizes values and resolves conflicts between them
Pays attention

**COGNITIVE (THINKING) DOMAIN**
- Knowledge
- Comprehension
- Application
- Analysis
- Create
- Evaluate
- Criticize
- Solve

How will your group prioritize?

What should students *know, understand, be able to do,* and *behave*?

Filters - To what extent does the objective have:

- Value to real-world situations?
- Relatedness to the discipline?
- Misconceptions that should be addressed?
- Potential to be engaging?

Desired results, should be focused
Theory

Game: vision, competency or objective?

"Explain the benefits of pharmacist performed medication reconciliation"

**Objective:** detail the intended outcomes of the program e.g. knowledge, skills, attitudes

"100% capture of all patient’s discharge medications"

**Vision:** paints an idealistic picture of the future

"Performs medication reconciliations appropriately"

**Competency:** teachable outcome, not time-based, emphasizes demonstration, encompasses knowledge, skills and attributes

"Adaptability"

**Core Competency:** desired individual attributes and values

---

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Examples

Transitions of Care Example

Vision: Every patient’s medication is reconciled by a pharmacist

Core Competencies: Service, Self-management, Communication

Competencies:
- Medication Reconciliation
- EHR Documentation
- Communication handoffs
- Workday prioritization

Learning objectives (sample):
- List potential strategies for prioritizing your daily workload
- Perform medication reconciliation on a complex patient

Code Response Example

Vision: The pharmacist as an indispensable member of the code response team

Core Competencies: Emotional regulation, Communication

Competencies:
- Rhythm identification
- Dosing
- Preparation of medications
- ACLS, trauma, stroke guidelines

Learning objectives (sample):
- Understand the role of a pharmacist during a code
- Be aware of available routes for medication administration during a code (IV, ETT, IO)
- Know how to dose and prepare drugs commonly used in codes
Transitions of Care Example

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- Be aware of available routes for medication administration during a code (IV, ETT, IO)
- Know how to dose and prepare drugs commonly used in codes
Helpful resources

Educator resources
- How to write program objectives and outcomes: University of Connecticut: http://assessment.uconn.edu/docs/HowToWriteObjectivesOutcomes.pdf
- Writing objectives using Bloom's taxonomy: http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives

Competencies for pharmacists
Develop and Share with your roundtable

Time limit: 10 minutes

Share with your roundtable what you have for Steps 1 and 2

**Step 1: Establish a sense of urgency and form a powerful coalition**

What is the ideal team mix (e.g. "preceptors" OR specific names)?

How can I get them on my team (e.g. 1:1 discussion, listserv callout)?

*My pitch – why is this needed and important?*

**Step 2: Create a vision and identify desired results**

*Core competencies* (individual attribute or value e.g. empathy):

*Participant learning objectives:* (at the end of the program, what will they know, be able to do, and behave?)
Step 3: Determine evidence
"How do you know you got there?"

Theory

Examples

Helpful resources

Share

Think and Share with your roundtable
Time limit: 10 minutes
Share with your roundtable what you are thinking for Step 3
Four metaphors to understand assessment

- as practice
- as evidentiary argument
- as feedback loop
- as measurement

• Takes time
• Takes resources
• Takes planning
• May not be useful to learners

Adequate assessment method must:
• Accurately measure the quality of thought
• Indicate how well the person will perform
• Reflect what the person will do in general
• Need to be both valid and reliable

Ideal assessment
• Embedded assessment
• Alignment
• Mutually beneficial
Four metaphors to understand assessment

Mislevy, R. J. (2012). Unpublished manuscript

as practice

as evidentiary argument

as feedback loop

as measurement
Ideal assessment

- Embedded assessment
- Alignment
- Mutually beneficial
- Formative
- Context specific
- Ongoing
- Valid and reliable
Blooms Taxonomy - Assessment

AFFECTIVE (EMOTIONS) DOMAIN
- Observation or dialogue
- Open ended questions or problems
- Dialogue
- Pays attention

Characterizes
Organization
Valuing
Responding
Receiving

Performance task or project
Open ended questions or problems

COGNITIVE (THINKING) DOMAIN
- Create
- Evaluate
- Analysis
- Application
- Comprehension
- Knowledge

Quiz / test / problem case
Informal checks for understanding


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Adequate assessment method must:

- Accurately measure the quality of the performance
- Indicate how well the person will perform similar tasks
- Reflect what the person will do in general practice
- Need to be both valid and reliable
Examples

Assessment Ideas

- Assess skills and thinking
  - Performance and Rubric assessment
  - Papers (writing, critical thinking)
  - Cases
  - Problems
  - Critique of others

Behavior
- Observations
- Simulations
- Self-assessment
- Peer-assessment
- Peer Review
- Evaluation
- Skills day

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Transitions of Care

Med Rec
- Demonstrates understanding of EHR documentation
- Peer assessment of performance

Communication, workday prioritization
- Checks for understanding during group discussions
- Staff development of protocols
- Pharmacist sets, tracks, and reflects on identified learning goals with peer/manager
Assessment Ideas

Assess skills and thinking
- Performance and Rubric assessment
- Papers (writing, critical thinking)
- Cases
- Problems
- Critique of other behavior

Behavior
- Observations
- Simulations
- Self-assessment
- Peer-assessment/Peer Review
- Evaluation
- Skills day

THIS TALK: WE ARE LISTENING TO GROUP CONVERSATIONS AND WILL SEE YOUR PRODUCTS AT THE END OF THE WORKSHOP
Code Response

Simulation
Resources

Books

Articles


Mislevy, R. J. (2012). Four metaphors we need to understand assessment. Unpublished manuscript.


Think and Share with your roundtable

Time limit: 10 minutes

Share with your roundtable what you are thinking for Step 3

Step 3: Determine what evidence you would need to know participants achieved desired results

How will we know participants achieved the desired results?
Assessment ideas

Assess skills and thinking
- Performance and Rubric assessment
- Papers (writing, critical thinking)
- Cases
- Problems
- Critique of other's work

Behavior
- Observations (structured and unstructured)
- Simulations
- Self-assessment
- Peer-assessment/Peer Review
- Evaluation
- Skills day
Break
Step 4: Plan learning experiences
"How will they learn?"

Theory

Questions to ask...
- What competencies/behaviors will learners need?
- What evidence will learners achieve with this course?
- What resources will provide the best solution?
- How does this content fit into the strategy?

Win learners' hearts and minds

Examples

- Reporting numbers
- Celebrating achievements
- Celebrating achievements
- Reporting numbers
- Share at scale

Helpful resources

Examples

- Format
- Information
- Implementation
- Have them figure out their next...
Step 4: Plan learning experiences
"How will they learn?"

Theory

Questions to ask...
- What prerequisite knowledge and skills will learners need?
- What activities and resources will achieve desired results?
- How can the overall design provide learners structure?
- How should content be taught to the delivery?

Win learner's hearts and minds

Learning Communities
- Small groups
- Information sharing
- Safe learning environment
- Identifiable learning goals

Therapeutic Index for teaching:

- Autonomy
- Competence
- Relatedness

Motivation
- Expectation
- Value
- Identification

Prezi
Questions to ask (again)...
- What prerequisite knowledge and skills will learners need?
Questions to ask...

What prerequisite knowledge and skills will learners need?

What activities and resources will achieve desired results?

How can the overall design provide learners structure?

How should content be taught so the delivery is...
   Engaging
   Effective
   Feasible
Win learner's hearts and minds

Motivation

"These skills/attributes can be learned" - Growth Mindset

"I can learn these skills/attributes" - Self-efficacy

"These skills/attributes are important"
"These skills/attributes are relevant and beneficial to me"

Motivation

EXPECTATIONS

"These skills/attributes can be learned" - Growth

"I can learn these skills/attributes" - Self-efficacy

VALUES

"These skills/attributes are important"

"These skills/attributes are relevant and beneficial to me"

"I enjoy learning" - Intrinsic motivation

EMOTIONS

Motivation

**EXPECTATIONS**

"These skills/attributes can be learned" - Growth Mindset

"I can learn these skills/attributes" - Self-efficacy

**VALUES**

"These skills/attributes are important"

"These skills/attributes are relevant and beneficial to me"

"I enjoy learning" - Intrinsic motivation

**EMOTIONS**


**AUTONOMY**

**COMPETENCE**

**RELATEDNESS**

Learning Communities

Overall structure for...

**WHY IS THIS AN EFFECTIVE METHOD?**

- A group dedicated to learning together
- Each learner or group of learners carries out research in a particular subtopic
- Learners teach each other
- May complete a collective task
- Diverse expertise

Therapeutic Index for teaching

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Therapeutic Index for teaching
Optimal development zone

- Supratherapeutic "anxiety"
- Scaffolding (provide hints)
- Reflection
- Exploration
- Provide challenge
- Coaching
- Modeling
- Subtherapeutic "bored"

"zone of proximal development" - Vgotsky

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Learning Communities

Overall structure for ..

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Biedaely & Collins (1999) In: Reigeluth (Ed). pp. 269-292

Therapeutic Index for teaching

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Learning Communities

Overall structure for ..

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- May complete a collective task
- Diverse expertise

Questions to ask (again)...

What prerequisite knowledge and skills will learners need?

What activities and resources will achieve desired results?

How can the overall design provide learners structure?

How should content be taught so the delivery is...

  Engaging
  Effective
  Feasible
THE APP STORE

AUDIENCE RESPONSE
- Learner evaluates their current level of knowledge, preparing them for active learning.
  - Games with audience response using mobile devices
  - Assessment tool (readily understood)
  - Case study
  - Application

LECTURE
- Variation in active learning techniques and level of engagement
- Film-based, facilitated, video-based lecture
  - Effective transmission of knowledge
  - No advanced preparation
  - Large groups

EXPERT/LEARNER
- The expert teaches through modeling, coaching, hands-on practice, and dialog.
  - Knowledgeable, insightful, and articulate
  - Effective demonstration

PEER/LEARNING COMMUNITY
- Learners develop and teach each other
  - Case-based learning with peers

CASES, DISCUSSIONS
- Match team size, skills, and experience
- Open discussion
  - Group dynamics
  - Application of technical solutions
  - Development of critical thinking

FLIPPED CLASSROOM
- Content is delivered outside of class
  - Vignettes, readings, videos, and more
  - Group work
- Time for feedback and questions

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AUDIENCE RESPONSE

Learners evaluate their current level of knowledge, preparing them for future learning
E.g. Cases with audience response using mobile devices

- Assessment tool (modify content)
- Large groups
- Application

- Long term retention
- Some people can hide in the crowd
- Not personalized
Variability in active learning techniques and level of engagement
eg. orientation, TedTalks, vancomycin lecture

- Efficient transmission of knowledge
- No advanced preparation
- Large groups
- Passive
- Retention (no application, work the brain)
- Doesn't develop critical thinking
EXPERT/LEARNER

The expert teaches through modeling, coaching, having learner articulate their knowledge, providing hints, exploring learners questions, and reflection e.g. kinetics, anticoagulation

- Personalized
- Applied
- Effective (therapeutic index of teaching)

- Variability between apprentices/preceptors
- Time
- Scheduling
PEER/ LEARNING COMMUNITY

- Have staff develop and teach each other
  - e.g. recorded powerpoints with pre/post test and end of year competency assessment
- Staff engagement
- Peers often explain things better
- Collection of presentations
- May not be experts
- May not use active learning techniques
C A S E S ,  D I S C U S S I O N S

Learners identify facts, generate hypotheses, identify their knowledge gaps, engage in self-directed learning, apply knowledge to problem, evaluate the result, and reflect on their learning.

What would you do scenarios:
Example 1:
Morphine shortage and all we can get is from the gray market - what do you do?
Example 2:
You see the on-call manager on the weekend and expeditor calls and says a nurse has an outdated Alvaran IV vial which was found in the lab. What do you do?

• Real scenarios
• Application of the concept
• Development of critical thinking

• Time to work with each employee
• Need to save cases
• Not in real time, more controlled environment
FLIPPED CLASSROOM

Content is off-loaded prior to session so learners come to session prepared to extend their knowledge through active learning e.g. cases sent ahead of time and then small groups work through answers with expert

- Offload content
- Simple knowledge learned through self-directed learning
- At learners pace
- Deeper learning

- Time for facilitators and participants
- Scheduling
- Engaging learners in active learning
Helpful resources

Instructional Design Resources

Theory articles:

**Instructional Design Resources**

![Image of book covers]

**Theory articles:**

Step 5: Communicate vision to stakeholders and recruitment of learners

### Pointers
- Make it relevant
- Have a "pitch"
- Start with the "why"
- Encourage
- Remove barriers
- Don't give up
- Provide multiple opportunities

### Examples

**Recruit through:**
- Orientations
- Emails/listservs
- Calendars
- Word of mouth!!

**Share vision through:**
- Meetings
- Articles
- Word of mouth!!
Pointers

- Make it relevant
- Have a "pitch"
- Start with the "why"
- Encourage
- Remove barriers
- Don't give up
- Provide multiple opportunities
Examples

Recruit through:
- Orientations
- Emails/ listservs
- Calendars
- Word of mouth!!

Share vision through:
- Meetings
- Articles
- Word of mouth!!
Step 6: Plan for and create short term wins (2 min)

Examples:

- Reporting out recruitment and/or completion numbers
- Celebrating the first meeting/description
- Celebrating learner accomplishments
- Reporting out good feedback from your program
- Share at staff meetings

Step 7: Consolidate improvements and...
Step 7: Consolidate improvements and produce still more change (2 min)

Examples

- Formal surveys or focus groups
- Informal feedback from learners / teachers
- Implementing ideas for improvement
- Have participants share experiences and allow them to take on leadership roles for peers to see their results
Step 8: Institutionalize approaches (2 min)

Examples

- Form an organizing committee and set up recurring standing meetings
- Automate (e.g. website, emails, automatic forms)
- Create enough infrastructure that the program still operates even when you leave
- Recruit more members to coalition as needed
Take 10 minutes

1. Continue filling out your worksheet, don't worry if it is not done
2. Place colored dots on your worksheet which you would like feedback on

- Super struggle
- Little struggle
Learning Community Activity - Provide Feedback on each other's worksheets

1. Tape your worksheet to the wall
2. Get in pairs or groups of three. Bring some post-it notes
3. Travel around the room, providing feedback to other attendees
Example

Leadership Program Blueprint

<table>
<thead>
<tr>
<th>Name(s) of program champion(s)</th>
<th>Existing program or new idea?</th>
<th>Target audience (e.g., students, professionals, healthcare providers)</th>
<th>Target number of participants (e.g., 20)</th>
<th>Program Location (e.g., UNC medical center)</th>
</tr>
</thead>
</table>

**Step 1: Establish a sense of urgency and form a powerful coalition**

What is the ideal team mix?

- How can I involve them?
- Problem statement:
- Importance statement:

**Step 2: Create a vision and identify desired results**

Program vision:

- Participant learning objectives: (at the end of the program, what will they know, do, see, do, and behave?)

**Step 3: Determine what evidence you would need to know**

- How will we know participants achieved desired results?

**Step 4: Plan learning experiences and instruction**

- What learning theory will we use? __________
- What prerequisite knowledge will participants need to achieve desired results?

**Step 5: Communicate vision to stakeholders and recruitment**

- What value do we bring to the organization/stakeholders? How can we engage them?

**Step 6: Plan for and create short term wins**

- Will we need to sacrifice any initial ideas for feasibility?
- How can we build momentum with participants?
- How can we build momentum for the organization/stakeholders?

**Step 7: Consolidate improvements and produce still more change**

- How will we evaluate and continually improve the program?

**Step 8: Institutionalize approaches**

- How will we sustain the program?

**MAUNA STUDENTS PROPOSE IDEAS**

**SHARK TANK**

**COMPETITION**

**INVOLVE STUDENTS IN DEPT BRAINSTORMING ACTIVITY**

**PITCH**

**COMPETITION**

**FORM A COMMITTEE**

**ADD TO SOMEONE’S JOB DESCRIPTION**

**HAVE STUDENTS FACILITATE THE PROGRAM**

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Learning Community Activity - Provide Feedback on each other's worksheets

2. Tape your worksheet to the wall
3. Get in pairs or groups of three. Bring some post-it notes
4. Travel around the room, providing feedback to other attendees

TAKE 20 MINUTES RETURN AT...
SHARE

3-4 groups volunteer to share their staff development and competency idea

- What are you going to develop?
- Who is on your team?
- What is your vision?
- What are your goal/competencies?
- How will you assess it?
- How will you teach it?
- How will you set up so that it becomes permanent?
Conclusion

Usual and Customary

1. Come up with an idea you want to implement
2. Select lots of content
3. Decide on learning activities
4. Throw in some assessment
5. Set up a time, invite people
6. Become discouraged when participants do not engage or learn
QUESTIONS?

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