



Training Your Staff: What Works ?What Doesn't?

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Land Acknowledgment: *The territory on which Boston University stands, is acknowledged as the historic lands of The Wampanoag and The Massachusetts People.*

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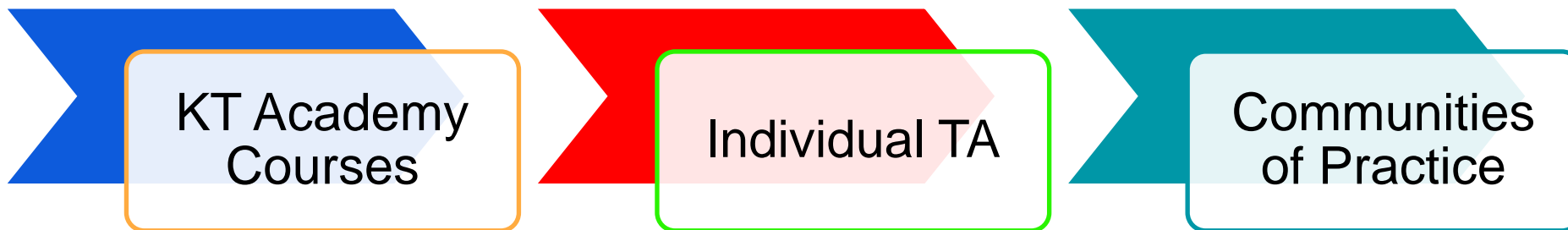
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Let's Introduce Ourselves



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- Answer the Poll Questions to help me learn who you are!

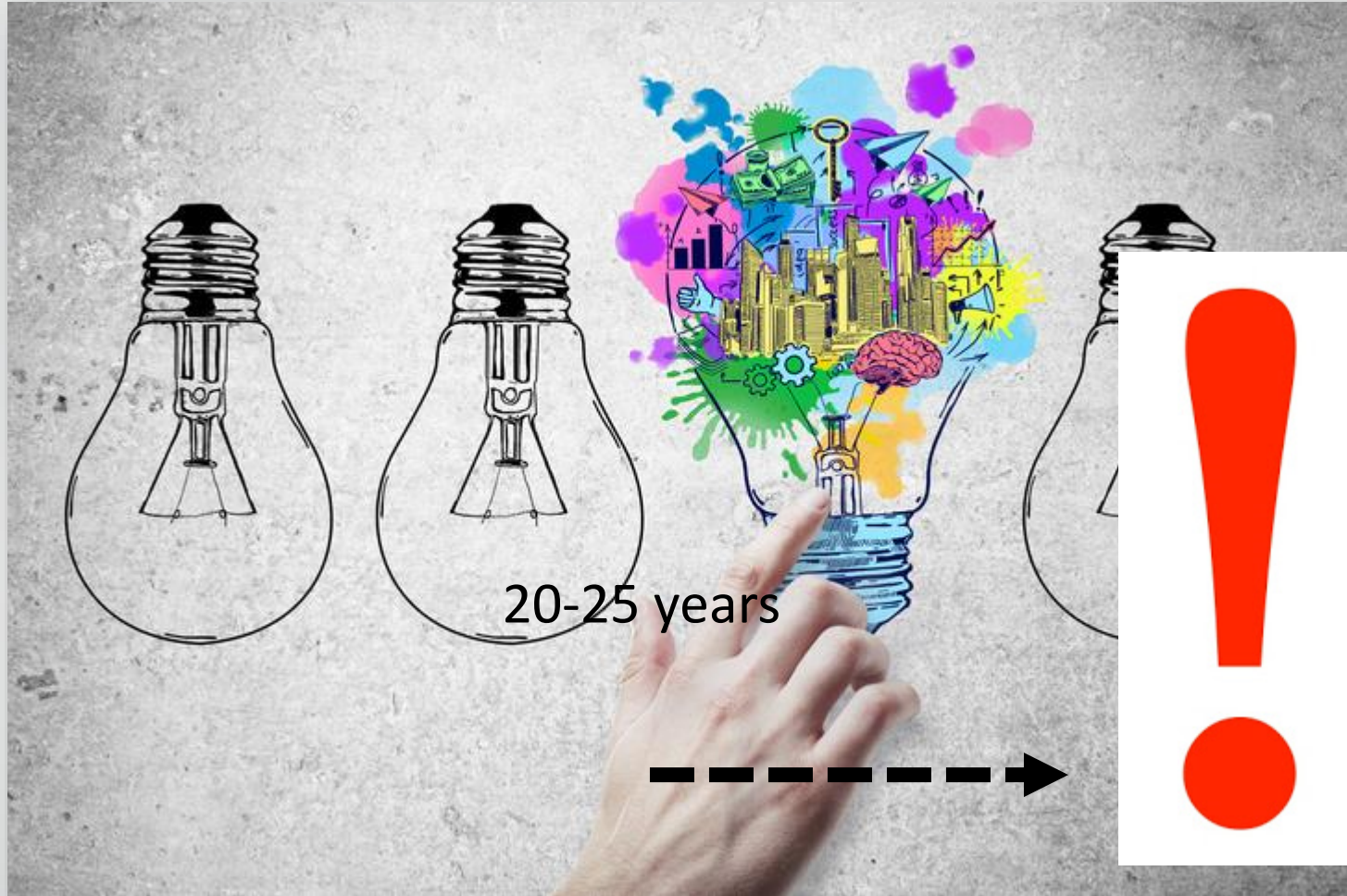


Why are we here? Story of our field:

- Fast Innovation
- Slow adoption



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AVERAGE YEARS TO MAKE AN
IMPACT!

What we used to think....

- Train the workers
- Then we will have EBP in daily practice!



What Kind of Training Do You Do?

Poll Questions

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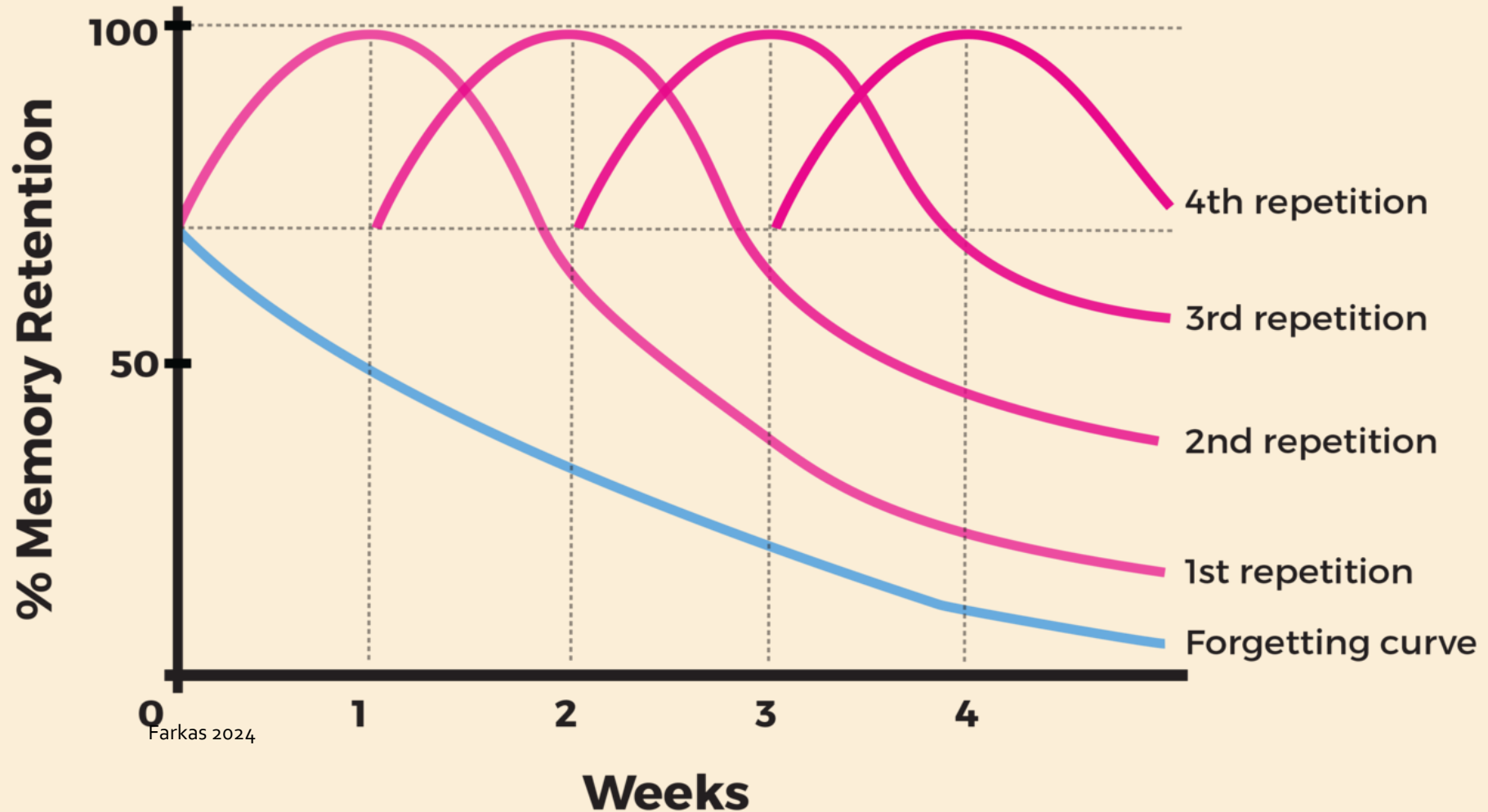
Usual Training in new skills

Held up by enthusiasm

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Curve of Forgetting

For newly learned information



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What has the last few years taught us about the need for us to change?

- While people with disabilities make up the largest minority in the U.S., healthcare workforce is largely unprepared to meet their needs (Bowen & Nye 2020)
- Need training in attitudes & skill sets requiring policy shifts as well as training (Smith et al., 2020)
- Pandemic drastically shifted how services are delivered from little remote support before COVID to a majority using telemedicine for some services with little training to do it (Pierce et al., 2021; Wind et al., 2020)



What do we know about effective types of training formats?

...If your goal is to promote the use of effective interventions

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What is Staff Training?

- **Definition:** Staff training means conducting a systematic series of instructional activities to help a person or a group increase their understanding of or capacity to deliver new methods of service.
- **Why is it important?** Permits participants to increase their knowledge, attitudes or skills.
- **When is it done?** When individuals with disabilities can benefit from an intervention that is currently lacking.

What Types of Training produce/do not produce USE?

Workshop only	Demonstrated improvements in knowledge and attitudes compared to baseline
	Limited evidence for change in provider behaviors
Workshop and consultation	Demonstrated improvements in provider behaviors , including competence & self-reported intervention use, & in client symptoms compared to baseline
	More participation in consultation calls led to better outcomes (e.g., adherence, skill, intervention use)
	Once consultation stopped, use petered out over time Use of Fidelity Scales increases chances of retention
	Following consultation, knowledge and attitudes did not improve above and beyond workshop only conditions

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(Frank, Becker-Haimes & Kendall 2020)



What Types of Training produce/do not produce USE

Train-the-trainer

Demonstrated **improvements in competence**, reaching adequate/ proficient competence after training

Expert-led trainings resulted in higher proficiency than train-the-trainer condition at 12 weeks

(Frank, Becker-Haimes & Kendall 2020)

What Types of Training produce/do not produce USE

Online training

- Demonstrated **improvements in knowledge and skill** relative to baseline; **some demonstrated increases in intervention use**

- Generally **comparable outcomes to in-person training**

- Inclusion of **consultation** led to **better competence**

- **Implications for instructor readiness, learner readiness and support for each to improve effectiveness**

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(Frank, Becker-Haimes & Kendall 2020; Batdi et al., 2020)

What Works Best of Different Training Modalities Studied?

Intensive training

Meaning:

- a) 20 – 40 hours of training
- b) homework between training sessions
- c) session tape review with feedback, role play feedback,
- d) advanced booster trainings
- e) learning collaborative

Demonstrated **improvements in provider knowledge, intervention use, and observer-rated competence**

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(Frank, Becker-Haimes & Kendall 2020, Hoge et al., 2000; Farkas & Anthony, 1989;)



What to do...

When planning a training....

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The 4 E's : Pick a modality matching your goal

(Farkas et al., 2003; 2006; Farkas 2016)

Training Intensity

- Exposure
- Experiences
- Expertise
- Embedding

Goal

- Increasing awareness of new concepts, information
- Increasing understanding and developing positive attitudes about the new information
- Increasing the ability to perform skills/competencies
- Integrating new skills into daily practice in an organization

Expand to “Embedding” for Sustainability

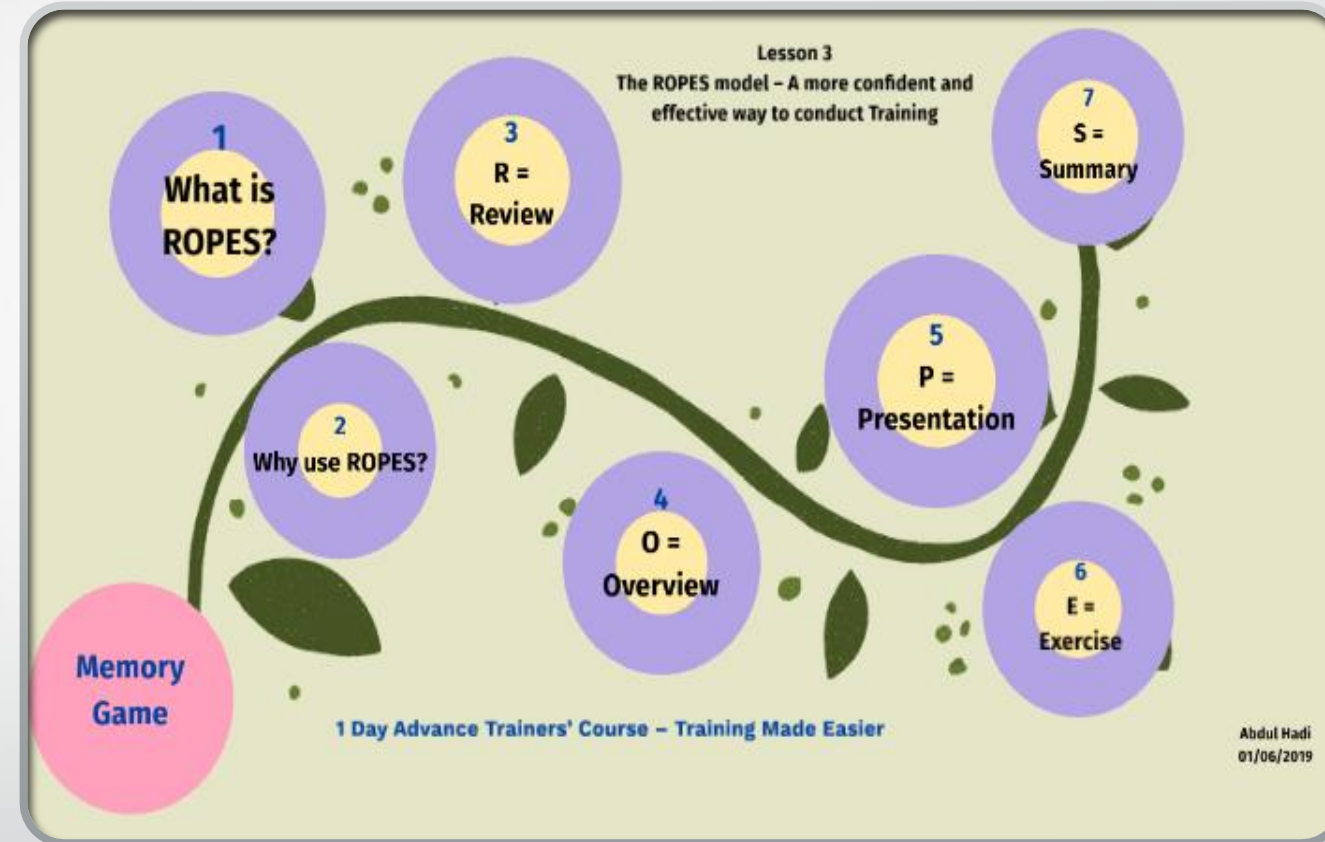
- Sustainable practice is supported by leadership
- Supervisory structures focus on practice in question
- Agency Policies
- Program/agency Procedures
- Agency recordkeeping, quality assurance mechanisms etc.

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Plan the lesson using a framework based in research

- Development of a set of competencies requires principles of Universal Design to accommodate different learning styles, engagement strategies and practice with specific feedback & ongoing coaching
 - (e.g. Frank et al., 2020; Lyman et al., 2017; Redi 2017 Schoenwald et al., 2004).
- E.g., Framework “ROPES”



ROPES

Name	Definition
R eview	Discussion & exploration of the learner's experiences & understanding of the skill.
O verview	Presents the general image of the skill, by discussing the content outline & providing an example of the entire skill.
P resentation	Instructs learners about each critical behavior through different modalities ("Tell-Show-Do) to help them process, understand & practice each behavior.
E xercise	Provides a practice, with feedback, of the skill by integrating all critical behaviors together.
S ummary	Reviews the learner's understanding of the skill

What about innovations in training? E.g. Virtual reality, AI

PLUSES

- In mental health settings, simulation training has been shown to increase empathy in professionals, because it enables staff to understand service user experience
- Benefits have been reported from involving service users and their experience in such training

CHALLENGES

- Resource-intensive
- Not scalable in many organizations
- AI sexy—but not yet clear how, when with whom to use it and for what...

(Riches et al., 2022; Kowalski et al, 2018; Piette et al., 2018; Lavallo et al., 2017)

Training should
be snazzy!
fun!.... Or...

Does snazzy
make the
difference?



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(Frank, Becker-Haimes & Kendall 2020; Batdi et al., 2020)

Creating Online Learning - Plan Comprehensively

- **Prepare the learners**

- Are they tech saavy? Do they have tech support? How wide is their broadband? Are they afraid or enthusiastic about online programs?
- Are they self directed? If not, how will you keep them online?
- Are your learning segments 20 min or less?
- Is there interaction amongst learners in the lesson plan? Yourself and learners?
- Goal is to engage learners in achieving learning outcomes-- Can entertain with no learning happening—
- Ensure they have sanctioned time to do the lesson

- **Prepare yourself**

- Are you tech saavy? Are you comfortable online?
- Do you have tech support? Do you know how to design online instruction? Do you have someone who does?

SUMMARIZING 5 PRINCIPLES FOR TRAINING IN 2024

- 1. Pick training modality matching your goal (4'E's)
- 2. Plan for the sustainability of new skills in daily practice by embedding use in organizational structures (e.g., leadership, supervisory practice, recordkeeping, quality assurance etc)
- 3. Plan the lesson using a framework that incorporates empirical training strategies systematically, for skill/competency development (e.g. ROPES)
- 4. Develop a comprehensive plan for online training for instructional design as well as to prepare and support both learners and instructors.
- 5 If you use self-paced asynchronous modules, then intersperse it with- and follow up with- synchronous opportunities for practice with feedback; provide opportunities for participants to connect with each other-- and use additional platforms and software apps only as required, to sustain engagement across different learning styles.

Final Thoughts....Challenges and Solutions to Training in EBP Interventions for USE

Challenges

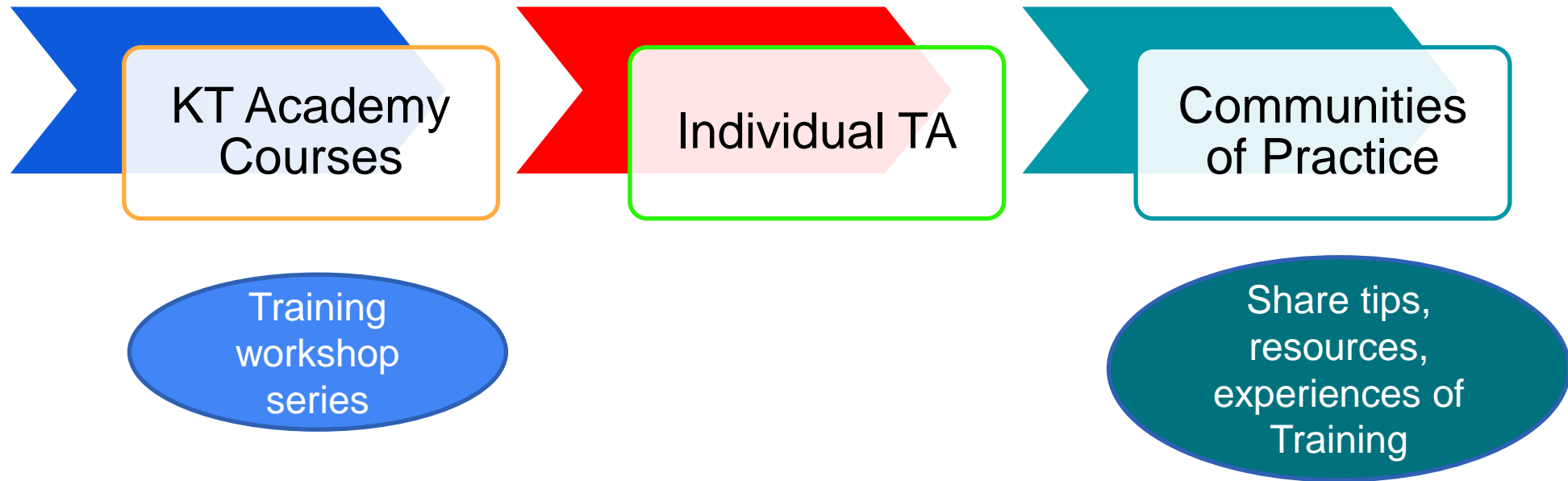
- Expertise is what is needed & desired, but takes time, resources & investment at odds with funding and tasks of many organizations
- Providers/administrators get impatient for the “latest” --while also resisting change
- Universities have requirements for degree programs that often do not include the most recent, cutting-edge interventions
- The workforce demographics & average salaries, are resulting in staffing with lower credentials, requiring time for more basic training— before new EBP’s can be incorporated

Solutions with their own issues..

- Use of technology (apps, online learning systems, webinars, chat rooms) creates more flexibility
- Changing organizational infrastructure (policies, procedures, job descriptions etc) to support new approaches
- Changing discipline requirements so universities do more of the training needed
- Training needs to shift to Community colleges and credentialing programs; more organizational structure has to be put into place to guide workers delivery

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