

September 2007

Back to School

As fall approaches, learners of all ages are again gearing up for education. Many adult learners took time off over the summer to enjoy trips and time with family. As they return to the business of learning, this time of year provides you an excellent opportunity to look more closely at the needs of your adult learners. Adults are self-directed and motivated, they build new skills from previous knowledge and life experiences, they tend to be goal-oriented as well as relevancy-oriented, they think in terms of practicality, they need and desire respect.

When working with a self-directed learner, the speaker/teacher becomes a facilitator of knowledge and not just a provider of facts. Work with your audience to understand what direction they would like to take the learning event. When you allow the learner to be in charge of their experience, it will allow them to feel in control of the knowledge, thus incorporating it into their skill set.

The value of recognizing and relating learners' life experiences to new theories and concepts will have a lasting value. Finding this connection for your audience of learners will give them a sense of ownership of the material presented. It is this connection that turns the material from concept to practice.

Stating the goals of your learning activity clearly and early is an important component to success. Adults set attainable goals for themselves as a way to create landmarks of learning. Using goals as stepping-stones within individual courses or to indicate achievement of major successes help orient the learner within their educational surroundings.

Once the learner understands the objectives they will be learning, you will need to help them understand why they are learning them. The relevancy of topics

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Upcoming Activities for 2007

Physician CME Activities

September 18, 2007

Tobacco Cessation
Colorado Clinical Guidelines Collaborative
Location: Denver, CO
www.coloradoguidelines.org

September 21, 2007

Patient Care Documentation
CPEP
Location: Louisville, KY
<http://www.cpepdoc.org/seminars.htm>

September 26, 2007

Tobacco Cessation
Colorado Clinical Guidelines Collaborative
Location: Denver, CO
www.coloradoguidelines.org

October 11, 2007

Quality Summit: A Forum for Hospital Collaboration
CFMC Inpatient Team
Location: Loveland, Colorado
http://www.cfmc.org/hospital/hospital_calendar.htm

November 8, 2007

Maryland Patient Safety Perinatal Collaborative
Maryland Patient Safety Center
Location: Baltimore, MD
<http://www.marylandpatientsafety.org/>

November 16, 2007

Doing the Right Thing
Colorado Patient Safety Coalition
Location: Denver, CO
<http://www.coloradopatientsafety.org/>

December 3, 2007

Patient Care Documentation
CPEP
Location: Denver, CO
<http://www.cpepdoc.org/seminars.htm>

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and goals to the audience will set the tone for the learner within the activity. Relating your information to the life or career needs of the learner is a smart practice for each activity.

Relaying theory and overall concepts might be a broad approach to a large audience, but it is the practicality of the information that sets the tone for change. This principle of adult learning takes the relevancy principle one step further. The information might be relevant to the learner, but can the information be directly used by the learner? The practical use of your information ensures a deeper learning experience.

The concept of respect can seem obvious though some adult learners complain that educational sessions left them feeling secondary. This may not affect the degree to which the participant learned but it may affect the amount of return attendees at your programs. The simple act of acknowledging your learners' experiences and degree of knowledge during your activity may be all that is needed to give each person the respect they need and deserve.

Motivating learners and removing barriers to learning are basic preplanning concepts to consider for your activity. Adults have an array of responsibilities including career, family, schedules, finances, and more. When these physical factors overlap educational opportunities they become a barrier to learning. Another major barrier to learning is motivation. Often the motivating factor for learning comes down to requirements either by licensure or by corporate stance.

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Feedback

As part of a quality improvement organization, it is our goal to continually strive for improvement. If you have comments or suggestions, we would like to hear from you. Contact Lisa Helseth at 303-784-5733 or email her at lhelseth@cfmc.org.

Upcoming Activities for 2007 *Continued*

Nursing CNE Activities

October 2, 2007

CFMC Quality Summit: A Forum for
Hospital Collaboration
CFMC Inpatient Team
Location: Pueblo, Colorado
http://www.cfmc.org/hospital/hospital_calendar.htm

October 3, 2007

CFMC Quality Summit: A Forum for
Hospital Collaboration
CFMC Inpatient Team
Location: Denver, Colorado
http://www.cfmc.org/hospital/hospital_calendar.htm

October 9, 2007

CFMC Quality Summit: A Forum for
Hospital Collaboration
CFMC Inpatient Team
Location: Grand Junction, Colorado
http://www.cfmc.org/hospital/hospital_calendar.htm

October 11, 2007

CFMC Quality Summit: A Forum for
Hospital Collaboration
CFMC Inpatient Team
Location: Loveland, Colorado
http://www.cfmc.org/hospital/hospital_calendar.htm

November 8, 2007

Maryland Patient Safety Perinatal Collaborative
Maryland Patient Safety Center
Location: Baltimore, MD
<http://www.marylandpatientsafety.org/>

November 16, 2007

Doing the Right Thing
Colorado Patient Safety Coalition
Location: Denver, CO
<http://www.coloradopatientsafety.org/>



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Consider increasing motivation and decreasing barriers by showing learners the direct benefits of your course. This could range from the increased quality and safety within their practice to promotions within their organization. By understanding the barriers of your targeted audience, you will be able to create ways to decrease barriers to learning. These could include the start and end times of your activity or creating alternate methods in receiving the learning.

By understanding the intricacies of adult learning and by increasing motivation and decreasing barriers to learning you can engage your audience in effective learning. Take the time to detail the needs of your learners. This relatively small investment of time and energy will reward your organization, the learner and the community at large.

CFMC Provides Top-Notch CME

In recent years the availability of companies providing CME for various activities has increased dramatically. CFMC understands that it can be difficult to pick the one that is right for your activity. CFMC has provided CME to organizations like yours for over ten years.

With the maze of forms and requirements necessary to accredit an event, it is imperative to trust the CME provider you choose. CFMC not only works diligently to meet every requirement, they use strict standards to excel as a provider and to offer you extra opportunities for success. From automated processes to outcomes measurement, the CFMC CE program works closely with you throughout the planning, implementation, and evaluation of your activity.

CFMC is currently working to organize and redirect their processes in order to meet new stricter ACCME national guidelines for 2008. This proactive approach will ensure you meet every requirement necessary, while CFMC's personal approach will bring you the peace of mind that all your needs are cared for.

Contact Lorraine Pickrell at 303-784-5761 or lpickrell@cfmc.org, if you would like more information about the services CFMC can provide to help you succeed.