

Designing In-Service Programs

Committed to Excellence through Supervision
University of Iowa School of Social Work
National Resource Center for Family Centered Practice

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1

Learning Objectives

- Participants in this workshop will be able to design an in-service program that:
 - is based on an understanding of how people learn
 - is based on the answers to specific design questions
 - incorporates strategies for the 3 primary learning styles
 - uses a 7 step teaching progression

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2

People learn best when:

- their existing *expertise is recognized*,
- they *believe they will benefit* from participating
- they know *specifically what they will be able to do differently*
- there is a *good fit between their expectations and the objectives*
- instructors are *knowledgeable*
- instructors are *well prepared and organized*

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3

This means before presenting you should:

- Evaluate and acknowledge the experience, knowledge, and skill of your staff
- Let your staff know the purpose of the in-service and how it will benefit them

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4

People also learn best when the *physical environment is conducive to learning*:

- windows permit natural light
- chairs and tables are comfortable
- furniture is movable for small group work and role plays
- the room set up allows the facilitator to make eye contact with all participants and walk up to each person to directly supervise activities

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5

We also know that people:

- Can grasp no more than 7 points of information at a time, and that
- Retention is directly related to understanding and practicing/applying new learning.

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6

and...

- retain *best* what they have practiced
- retain *moderately well* what they have discussed and
- retain *least* what they have been told

Therefore,

presentations of new information should:

- be limited to a maximum of 10 minutes
- go no longer than 2-3 minutes without asking questions to engage staff
- Be cued to key words written on a board or flip chart
- be reinforced by handouts
- be reinforced by demonstration and practice

Preferred representational systems

- Visual
- Auditory
- Kinesthetic (physical sensations)

- Visual learners understand and remember best what they see
- Auditory learners get more from what they hear, and
- Kinesthetic learners do best with teaching strategies that require active movement and manipulation of objects.

Visual learning strategies

- Films, videotapes, and slides/overheads
- Writing on flip charts, writing boards, posters
- Using color (magic markers, colored chalk, paints, pens)
- Graphs and diagrams
- Photographs
- Art work (e.g., drawings and paintings)
- Case records
- Handouts and manuals

Auditory learning strategies

- Spoken word in lecture, film and videotape
- Role plays
- Case presentations
- Discussion
- Brainstorming
- Mnemonics and acronyms (e.g., DSM IV)

Kinesthetic learning strategies

- Touching/manipulating objects (e.g., games, making physical models)
- Simulations and role plays
- Writing and journaling
- Drawing, painting, making collages
- Any activity requiring movement (e.g., sculpting)

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13

- Although people have different *learning styles* and *rates of learning* it is generally best to:
- Address all 3 primary styles. Select techniques for presentation and practice that require participants to:
 - See, Hear, Feel (in the body)
- allow for both *active* and *passive learning*.

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14

7-Step Teaching Progression

- Introduction of the topic
- Presentation of new information (mini lecture)
- Description of specific applications to practice with concrete examples
- Demonstration of skill or application to practice (live, videotape, DVD, etc.)
- Practice by staff facilitated by presenter
- Processing of the practice (e.g., What worked? What didn't? Suggestions?)
- Planning with staff for transfer of learning to the job (How? and When?)

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15

Sequencing of Learning Activities

In addition, material should be sequenced:

- prerequisite knowledge or skills first
- easier-to-learn material before harder-to-learn
- simple before complex tasks
- Tasks requiring integration component skills last

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16

- In-Service Program Design Worksheet

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17

Go forth and teach well!



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18