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# Implementation of New Teaching Strategies by Psychosocial Rehabilitation Center Staff to Increase Member Participation and Retention of Newly Referred Members

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**Implementation of New Teaching Strategies by Psychosocial Rehabilitation Center  
Staff to Increase Member Participation and Retention of Newly Referred Members**

by

Joseph Warren L. Perez

A project submitted to the faculty of  
Gardner-Webb University Hunt School of Nursing  
in partial fulfillment of the requirements for the degree of  
Doctor of Nursing Practice

Boiling Springs, NC

2022

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### **Abstract**

Non-profit organizations like psychosocial rehabilitation centers operate largely on reimbursements and funding from government agencies and charitable organizations, respectively. Since reimbursements are based on units of service provided, the center's operations rely heavily on the attendance and participation of its members in the provided sessions. Charitable institutions, also require fund recipients to provide a report of outcomes and the impact the funds have on the recipients or the community at large. Members' participation at the chosen site was reported to be low, which led to a projected unsustainability of operations if the numbers did not improve. Equipping the staff facilitating the sessions with the knowledge and training to appropriately address the learning needs and styles of the membership is one method to improve member participation. The VARK model of learning was introduced, and staff members were asked to complete the VARK questionnaire. This knowledge enhanced staff members' ability to develop lesson plans that incorporate teaching strategies to address different learning styles, thereby creating more meaningful sessions to encourage member participation.

*Keywords:* psychosocial rehabilitation, clubhouse model, VARK, learning styles

## **Acknowledgement**

This has been quite a long journey in my quest to obtain the highest degree in my profession. Through it all, I have faced many challenges and, at one point, took a break and reflected on whether it was worth continuing.

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## **Problem Recognition**

Psychosocial rehabilitation facilities utilizing the clubhouse model aim to improve the quality of life of mentally ill persons, reduce psychiatric hospitalizations, enhance social functioning abilities, and provide additional educational skills to be able to lead a productive life. The clubhouse model has been in existence for almost 70 years and continues to be an internationally accepted model for delivering psychosocial rehabilitation services. Clubhouse operations are non-clinical in nature and offer therapeutic programs for individuals who voluntarily join as members (McKay et al., 2018; Wong, 2010)

In a city located in the Southeastern United States, a psychosocial rehabilitation facility utilizing the clubhouse model was established in 1987 for the purpose of serving the mental health needs of its residents. Over the course of its existence, the clubhouse grew from a rented space through funding from a local hospital and various local foundations to its current club-owned building. An executive director leads a staff of 20 members with various degrees and expertise in health sciences, psychology, and human services.

In 2018, a new executive director was named after the founding director retired. It was also during this time that the facility was experiencing a steady decline in membership participation. Although there are 60 total members, only an average of 20 members are at the facility each day. Upon investigation into the issue, it was discovered that the decline was due to several reasons. The decline was thought to be attributed to the aging of members, overall poor attendance, and a low conversion and retention of members from referrals. Many of the referrals to the center, averaging 13-15 per year, are

between the ages of 20-60 years old. The executive director stated that new member retention is about 10-15%. With aging members exiting the programs due to failing health or death, the desired goal would be to retain at least 50% of referrals to the program.

Based on interviews with the executive director, programs are currently delivered either based on the staff members' interests and specialties, or through programs that have been established since the facility's inception with some minor revisions made over time. The executive director opined that participation may be low due to a lack of interest in the programs presented. With different age groups of the members, it may be beneficial to explore the idea of developing programs that appeal to the different learning styles of the members. In addition, this offers the opportunity to investigate the staff's level of understanding and knowledge of the different teaching styles to gain audience participation and effectively engage them in the sessions.

To remain viable, the non-profit psychosocial rehabilitation facility depends on its members' participation in sessions to obtain reimbursement from Medicare/Medicaid and through grants from different foundations. Each member's 15-minute participation equates to 1 unit of credit for reimbursement.

### **Problem Statement**

In the last 12 months, a non-profit psychosocial rehabilitation facility in the Southeastern United States has seen a decline in member participation rates in sessions being conducted by the staff. Participation has decreased to 13 units per day per member from an average of 35 units per day in 2019, which equates to a loss of \$33.11 per day or

\$662 per month per member, which is equivalent to a total of \$13,240/month or \$158,880/year for 20 active members.

### **Literature Review**

There are multiple aspects to consider when addressing the decrease in participation rates of members at the psychosocial rehabilitation facility. With the wide spectrum of age differences in the current membership and the potential for younger members to join the facility, well thought out steps must be taken to ensure that individual learning styles are considered when presenting programs. Additionally, facilitators need training and awareness of the types of learning styles that each member may have. On the other hand, facilitators will benefit from a self-reflection of their own preferred teaching styles and how they can incorporate different modalities in their teaching methods. With respect to the current mental state of its members, the facility staff may also need to consider making the necessary adjustments related to their members' pace of learning, the environment they are in, and other stimuli that may affect their ability to learn and engage in the scheduled activities.

An English-language search was used to collect a total of 17 articles utilizing databases including CINAHL, EBSCOHost, ProQuest, and PubMed. Research articles consisted of systematic reviews, qualitative, quantitative, and perspective studies. Tools for communication were explored through different research articles on effective communication and teaching strategies as well as different learning styles to guide the research of this project. Keywords used in the search include, "learning styles", "teaching styles", "generational differences", "learning preferences", and "psychosocial rehabilitation".

## **Learning Styles by Generation**

Shepherd (2020) conducted a study using a non-experimental, retrospective, causal-comparative quantitative design to determine the relationships between the generational cohort and their preferences in learning styles. Participants of the online survey were asked to complete the Felder-Soloman Index of Learning Styles (ILS), a 44-item assessment of learning style preference. The sample size included 497 members of which 244 completed surveys were included in the study. The Felder-Soloman Index of Learning Styles defines four dimensions of learning which are active/reflective, sensing/intuiting, visual/verbal, and sequential/global. Based on the analysis from the ILS, Shepherd (2020) concluded that a variety of learning styles exists in each generation of learners. Four reliability tests were conducted to examine the reliability of the Index of Learning Style (ILS). The overall results showed that the ILS was fairly reliable.

Culp-Roach et al. (2020), used a descriptive cross-sectional survey design to assess how faculty combined technology in their teaching methods, how students felt about the use of technology and compared how technology was used based on their generational differences. For this study, 295 faculty members belonging to six colleges of nursing responded to the survey. Included were 2,902 students from the same university as the faculty who were invited to complete an anonymous survey. The Teacher Technology Integration Survey (TTIS) was used to determine the extent of the teachers' use of technology in their method of teaching through responding to 5-point Likert-type scale questions. The student's comfort level with technology was measured by using the Technology Attitude Scale (TAS), a 15-item Likert-type scale with responses from 5 (Strongly Agree) to 1 (Strongly Disagree). The results of this study showed that in both

generations of faculty and students, namely Baby Boomers, Generation X, Generation Y, and additionally for students, Generation Z, no significant difference was found as it relates to the subscore for “risk-taking behaviors and comfort with technology” (Culp-Roach et al., 2020).

### **Matching Teaching Styles with Learning Styles**

Ford et al. (2016) conducted a study involving 18 coaches and 389 participants belonging to a Quality Improvement Collaborative (QIC) to determine how the coaches teach and how the participants learn. The study participants completed a Modified Grasha-Riechmann Student Learning Style Survey (LSS) and Teaching Style Inventory (TI). The modified survey comprised of 60 questions versus 40 questions for the original LSS and TI. The tools were modified for applicability and use within the Quality Improvement Collaborative. Prior consultation about the modifications was done with Dr. Sher Riechmann-Hruska, the developer of the LSS and TI. Modifications included changes in terminology to reflect roles used in the clinics. Examples of the terminology changes were replacing the word “teaching” with “coaching” and “students” with “team members”. The modified tools used the same 5-point Likert scale as the original Learning Style Inventory and Teaching Inventory. The study revealed that individual learners and coaches applied various ways in how they teach and how they learn, respectively. Such findings foretell the notion that teachers tend to adapt and match their teaching styles with students’ learning styles or preferences.

Matching teaching styles with learning styles was studied by Gilkajani (2012) involving 100 students studying English Language translation at a university in Iran. Of the 100 students, 35 were male and 65 were female. The objective was to determine

which of the VAK (Visual, Auditory, Kinesthetic) learning styles was preferred by the students. The assessment consisted of 30 questions offering three alternative learning styles. Results revealed that 55% of the students preferred the visual learning style, 35% preferred the auditory learning style, and 10% preferred the kinesthetic learning style. Gilakjani's (2012) study also concluded that there is a greater chance for students to learn better when teachers are aware of the students' learning styles and make an effort to adjust their teaching styles and strategies to accommodate better learning.

In a similar study related to matching teaching styles and learning styles, Chetty et al. (2019), conducted quantitative research to determine student learning styles based on the VAK Learning Style Questionnaire and used the Teaching Style Survey (TSS) by Grasha-Riechmann to determine teaching styles. The study sample was composed of 251 undergraduate students and five lecturers at the University of Malaysia-Pahang (UMP). Chetty et al. (2019) revealed that 49.1% of the students preferred the visual learning style, 40% preferred the kinesthetic learning style, while 11.95% preferred a bimodal dimension of visual and kinesthetic learning style. The least preferred style was the bimodal auditory and kinesthetic dimension at 4.38%. A comparative table was developed to investigate the impact of the teachers' teaching styles on the students' preferred learning styles related to their success rate in the final examination. The conclusion derived from the study was that there was a significant impact on the mismatch of teaching styles to students' learning styles to their academic success (Chetty et al., 2019).

In Rogowsky et al.'s (2015) study, 121 participants from the New York City metropolitan area were included after meeting the following criteria: age 25-40 years,

bachelor's degree, native speakers of English, normal hearing and vision, and no self-reported history of neurological or learning impairments. Of the 121 participants, 62 were male and 59 were female with a mean age of 30.6 years. Two research questions were asked:

1. What is the extent to which learning style preferences (auditory, visual) equate to learning aptitudes (listening comprehension, reading comprehension)?
2. What is the extent to which learning style preferences and/or learning aptitudes predict how much an individual comprehends and retains based on the mode of instruction (audiobook, e-text)? (Rogowsky et al., 2015).

All 121 participants participated in answering Question 1. They were then randomly assigned to four groups with two of the groups participating in Question 2. The remaining participants participated in a different study that was not focused on learning styles. Rogowsky et al. (2015) state that the learning styles theory proposes that individuals having difficulties in learning material effectively may be due to teaching methods used that do not match their learning styles. However, Rogowsky et al. (2015) also noted that with auditory learners, teachers should not focus only on methods that cater to the auditory learning preference but also incorporate and strengthen the learners' ability to acquire and absorb new material through visual word skills. Rogowsky et al. (2015) contend that aptitude tests and standardized testing are done in written form.

A study done by Dincol et al. (2011), was conducted to determine whether the teachers' teaching styles matched the teacher candidates' learning styles and whether the success of the teacher candidates' learning styles was dependent on the match or mismatch of the teachers' teaching styles. The study was composed of three instructors

and 68 teacher candidates from three different departments at Hacettepe University in Turkey. The Grasha-Riechmann Learning Style Inventory was used to determine the learning styles of the teacher candidates while the Teaching Style Inventory by Grasha was used to determine the teaching styles of the three university teachers. There were 60 questions that required a 5-point Likert-type response for the Learning Style Inventory and 40 questions with 7-point Likert-type responses for the Teaching Style Inventory. An analysis of the data revealed that there was no significant impact on the teacher candidates' success when matched or mismatched with the teachers' teaching styles. The study proponents (Dincol et al., 2011) also referred to Demirci (2009) who found that matching teaching styles with learning styles does not necessarily have an impact on students' success due to the students' adaptation to different learning styles.

Knight (2016) used a mixed-method research design to find out whether healthcare workers who underwent training with the assistance of technology devices had a significant difference in how they learned aurally, visually, or kinesthetically. In this study, convenience sampling was used for simplicity and ease of research, and 250 healthcare members from three large facilities in the San Diego area were selected to participate in the study. An electronic survey instrument called the Odessa Learning Style Inventory Survey was used to identify the participants' learning style preferences, namely: auditory, visual, and kinesthetic. Knight (2016) concluded that different generations had varying degrees of learning preferences and that incorporating the learning styles of participants result in a more effective learning experience. Knight (2016) also found that generational learners adopt new learning styles through the influence of events, attitudes, behaviors, and technology. Lastly, although the research



found that the visual learning style was the predominant style among the generational learners, learning styles may depend on the learners' subject, learning objectives, skills, and backgrounds.

A similar study about matching students' learning styles and teachers' teaching styles by Obralić and Akbarov (2012) included 34 students at the International University of Sarajevo. Obralić and Akbarov (2012) used a qualitative and quantitative research methodology to evaluate the responses given by the study participants. Reid's 30-question perceptual learning style questionnaire was used in this study. Aside from determining the major, minor, and negligible learning styles of the students, the study was also aimed at finding out whether there was a difference in learning styles between the male and female students. After analyzing the data, Obralić and Akbarov (2012) came up with the following conclusions: the most popular learning style was visual with a mean score of 40.8; the least popular was the group style with a mean score of 34. The second most popular style of learning was noted to be the tactile style of learning. The findings of this study support other studies, which revealed a preference for visual learning styles (Obralić & Akbarov, 2012).

A study called Scholarship of Teaching and Learning (SoTL) done by Deale (2019) was conducted to determine hospitality and tourism students' preferences to learn. A survey was sent to 196 hospitality management students of which 149 completed the survey. The survey asked about the students' perceptions of their learning preferences. The survey results revealed that most of the students preferred a combination of lectures with an opportunity for interaction. The second highest preferred learning preference was

when the instructor explained things carefully, followed by the use of visual aids, and finally, hands-on learning.

In didactic settings, it becomes imperative for instructors to be able to effectively convey the subject content to the audience with the understanding that each participant may have a different learning style. A more common practice for instructors is to teach the way they learn. This stems from a basic human principle of applying a style that has worked best during their time as students. Experts in the field of teaching maintain that students learn better when they can use their preferred learning styles (Gilakjani, 2012).

### **Engagement and Participation of Members**

Chen and Oh (2019) conducted a qualitative research study at the Fountain House in New York, the first clubhouse established in the world, aimed to discover how the clubhouse staff engaged its members to participate in activities toward the ultimate goal of recovery. The study involved 262 hours of participant observation in 41 visits to the clubhouse. There were 38 participants in the study. The average age of the participants was 39, with 50% of them being female, 71% white, 76% with a master's degree, and 58% with social work training. The average work experience of the staff was nine years. Chen and Oh (2019) revealed that positive relationships between staff and members enhanced member participation. Another significant factor in creating an environment where members are encouraged to participate was the existence of policies, programs, and practices. These include strategies such as promoting a laid-back environment, creating opportunities for member leadership, engaging in new tasks in incremental phases, and allowing for autonomy in choosing alternatives.

Tanaka et al. (2021) conducted a qualitative study to find out clubhouse members' perspectives on the meaning of participation in a clubhouse. Twenty-one clubhouse service users based in the United States and the United Kingdom participated in the study. The questions revolved around the members' conceptualization of participation as it pertains to what it was like to participate in a clubhouse, what activities did they participate in, what they thought of their clubhouse experiences, and what these experiences meant to them. Two sets of qualitative data, one from focus groups, and secondary data gleaned from interviews and participant observations were analyzed. Tanaka et al.'s (2021) revealed that from a first-person perspective, participation denotes behavior that comprises decision-making (in doing work) and having activities and interactions with meaningful participation.

A systematic review of 47 studies reporting on 40 measures of treatment engagement in psychotherapy was done by Tetley et al. (2011). The problem of engagement in psychotherapy treatments or activities continues to be a challenge in the United States. Tetley et al. (2011) found that early withdrawal from treatment could be as high as 82% depending on the treatment program and the group being treated. The review also revealed that low engagement or discontinuation from therapy can have negative consequences for those being treated (Tetley et al., 2011). According to the review, several conditions must be met in order to achieve better engagement. These conditions include the utilization of an appropriate theoretical model that would help in identifying reasons for low engagement, and the application of tools or interventions developed specifically to aid in increasing engagement. Furthermore, low engagement can also be attributed to the use of terminologies or concepts that may be uncommon to the

participants. Additionally, Tetley et al. (2011) revealed that effective working relationships between the participant and the therapist are established. The review claims that such a working relationship provides a degree of respect and trust for the therapist and enhances the participant's desire to do what is required.

### **Awareness of Learning Styles**

Apart from the generational differences in learning styles, individuals in all age groups also have their own distinct learning styles as described by the VARK model by Fleming and Mills (1992) as cited in Vark-learn.com (n.d.). These learning preferences are described as follows:

- Visual (V) – refers to an individual's way of using charts, graphs, diagrams, flow charts, circles, and arrows to help digest the information presented. It also includes designs, patterns, or shapes to convey the information.
- Auditory (A) – individuals with this learning style learn best through spoken or heard information. They prefer lectures, group discussions, web chats, use of mobile phones, radio, or talking things through. This preference includes talking out loud or talking to themselves.
- Read/write (R) – this refers to text-based input whereby information is displayed in words. Individuals with this learning style preference use the internet, lists, diaries, thesauri, dictionaries, and Wikipedia.
- Kinesthetic (K) – this refers to experience and practice which are simulated or real. The information is delivered through demonstrations, simulations, videos, movies, as well as case studies, and practices (Vark-learn.com, n.d.).

For a learning experience to achieve its intended objectives, congruence in teaching styles and learning styles must exist. Instructors with the intention of ensuring that students absorb the material being taught will need to address the students' different learning styles by developing an array of approaches to be more appealing. Therefore, it becomes important to be aware of different learning style theories, approaches to learning, and the intellectual skills of the learner to succeed in creating an environment conducive to learning (Felder & Brent, 2005, as cited by Shepherd, 2020).

The Grasha-Riechmann Model blends teaching and learning styles to promote an effective learning environment for the learner. With this model, teachers with preferred teaching styles use a mixture of approaches that span the spectrum of learning styles. Thus, learners who learn better through a didactic, experiential, or interactive approach are given the best opportunity to learn. Using a variety of approaches also addresses the different modalities of learning, which are visual, auditory, and kinesthetic (Ford et al., 2016).

### **An Alternative Perspective on Member Participation**

Chen and Oh (2019) found that providing members a sense of autonomy, increased responsibilities in tasks, and allowing them to overcome challenges, created a sense of confidence and pride. Another strategy Chen and Oh (2019) found successful was to create a relaxed, non-judgmental environment, which also allows members to voice their preferences in tasks or activities they feel comfortable doing. This allowed the staff to adapt to the members' literacy level, social skills, and work experiences by making the necessary adjustments to their assigned tasks.

Psychosocial rehabilitation facilities offer various activities such as arts and crafts, physical activities, mental exercises, meal planning, and administrative chores. In one study conducted in South Africa, Ramafikeng et al. (2020) found that members' engagement in 'fun' activities was high. Another motivating factor noted in the study was the need for socialization and structured time (Ramafikeng et al., 2020). Members voluntarily participate in the activities as they are given the choice to decide what they would like to engage in (Chen & Oh, 2019; Ramafikeng et al., 2020).

Although the literature review did not reveal a similar challenge in the psychosocial rehabilitation center's difficulties in retaining members and sustaining members' participation, it brought attention to the need to address generational differences in learning styles, thus giving rise to the subsequent need to make the necessary adjustments to teaching preferences. With that in mind, not only is content important, but so is the delivery of the content essential to making an impact on keeping members engaged and inclined to keep attending sessions offered. We live in an extraordinary period in which we have four generations of learners in our society today. In our daily interactions with others, it will not come as a surprise when we engage in conversations with people from different age groups. This may even be more of a regular occurrence in healthcare facilities where one may encounter Baby Boomers all the way to Generation Z.

One's association with a specific generation tends to conform to a particular learning style. This learning style may be influenced by the culture, practices, and lifestyle during that period. Baby Boomers, born between 1955 to 1964, are known for their work ethic and dedication. Their learning styles lean towards personalized

instruction and learning best in classroom settings, through feedback, and reflection. This is also the group that prefers face-to-face communication and has shown to express readiness to learn particularly when they can connect with the topic (Panopto, 2019; Shepherd, 2020).

Generation X, born between 1965-1980, said to be the largest population of current learners, began their experience with the rudimentary beginnings of technology and are comfortable with email and text for communication. Adept at multi-tasking, this group is also known to be self-directed, thus enhancing their abilities to learn on their own schedule. They tend to seek out information themselves and are known to speak up and ask questions. Generation X learners tend to adapt well to experiential training and are known to frown upon information that is force-fed on them (Caudron, 1998; Walker et al., 2006).

Generation Y (Millennials), born between 1981-1995, tend to gravitate a more personalized training, are technically savvy, and desire to be self-directed. This is the group that is accustomed to on-demand information and tends to incorporate fun and engaging activities while performing a task. Being at ease with computers, to the point of being attached to visual media, this group of learners tends to have the ability to absorb information from multiple sources simultaneously (Caudron, 1998; Chicca & Shellenbarger, 2018; Shatto & Erwin, 2017; Shepherd, 2020; Walker et al., 2006).

Generation Z, those born beginning in 1995, are adept at multitasking and are used to having the autonomy and freedom to use various technologies and, most often, interact solely in the digital world and tend to have a limited attention span (Chicca & Shellenbarger, 2018; Shatto & Erwin, 2017). According to the Pew Research Center

(2014), as cited by Shatto and Erwin (2017), Generation Z learners tend to utilize search engines and rely on videos rather than textbooks or manuals.

With the knowledge of the existing generational differences among the members of the psychosocial rehabilitation center, careful consideration must be taken when conducting their group sessions.

### **Needs Assessment**

#### **PICOT Statement**

For members of the Psychosocial Rehabilitation Facility, how does a standardized evidence-based approach to conducting sessions/lesson plans compared with random content selection by staff affect the participation/attendance rate in sessions within 3 months?

#### **Sponsors and Stakeholders**

- Executive Director – The executive director of the psychosocial rehabilitation facility has general oversight of the operations and programs of the facility. The executive director is also responsible for developing relationships with charitable organizations in the community, mental health agencies, healthcare organizations, and local officials. These relationships promote awareness and understanding of the types of services that the facility offers.
- Clinical Director – The clinical director provides overall guidance and monitoring of programs being offered to the facility's members. The clinical director is responsible for ensuring that the staff remains current with their skills and that they continue to provide appropriate programs for the enrichment of its members.



- Support Staff/Session Facilitators – The psychosocial rehabilitation facility staff/facilitators are experienced staff who lead the group sessions. They are the core group of people who have the members’ best interests at heart. They develop programs that they believe are suited for the members.
- Participants/Members – The members of the facility are those who have registered to be part of the program. They have the freedom to choose which sessions they want to attend. Some members attend three days a week while others rarely attend sessions.
- Board of Directors – the Board of Directors has the power and authority necessary to carry out the purpose of the organization. The properties, business, and affairs of the organization are governed by the board of directors.

### **Organizational Analysis**

The physical rehabilitation facility, modeled after the International Clubhouse structure, has been in existence for over 30 years. The now-retired former executive director was also the founder and major advocate for the plight of the residents of the city affected by mental illness. The facility is located in a central area of the city and is accessible by public transportation which is an added advantage for its members. The facility is now under a newly appointed executive director who assumed the role in 2019. The majority of the administrative and clinical staff have been with the organization since its inception. The longevity of staff within the organization is a great testament to the strong dedication and passion for helping those with mental illness become more self-reliant and productive citizens. Among the staff at the facility are the financial director, clinical director, counselor, and facilitators/member relations personnel.

The facility is open to self-pay and Medicare/Medicaid recipients who need stabilization and guidance with day-to-day tasks, as well as building and strengthening their coping skills. The organization also relies on grants from several foundations within the city and county to allow them to continue providing much-needed services to their members. The current financial status of the organization is stable with ample cash reserves to maintain operations for a period of 6 months if no income is generated.

The board of directors decided to halt operations at the facility during the early stages of the COVID-19 pandemic to ensure the safety and well-being of its members and staff. In the ensuing months, the facility officers and board of directors decided to provide virtual or phone-in sessions for its members. Although this helped with assuring continuity of care, they found that this method was not ideal. Most of the members were hesitant to go back even when a return to the facility was possible as they still feared being possibly infected by the virus. For much of the remainder of 2020 and early 2021, very few members were present at the facility.

### **Strengths, Weaknesses, Opportunities, and Threats**

**Table 1**

*SWOT Analysis of Psychosocial Rehabilitation*

SWOT Analysis	
Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Well-established program</li> <li>• Qualified officers and staff</li> <li>• Highly engaged staff</li> <li>• Active board of directors</li> </ul>	<ul style="list-style-type: none"> <li>• Programs need updating</li> <li>• Lack of standard lesson plan/structure</li> <li>• Current lack of funding from grants</li> </ul>

---

 SWOT Analysis
 

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Opportunities	Threats
<ul style="list-style-type: none"> <li>● Evidence-based practices</li> <li>● Referrals from other agencies</li> <li>● Marketing campaign at healthcare facilities</li> </ul>	<ul style="list-style-type: none"> <li>● Reduced funding from community resources</li> <li>● Changes in Medicare/Medicaid billing rules related to acceptable charges</li> <li>● Not being able to reach members of the community with the current type of programming (not attractive to others)</li> </ul>

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### Assessment of Available Resources

The psychosocial rehabilitation organization’s strength lies in its core mission which is to help those they serve “develop their abilities to live as independently as possible within the community” (New Day Clubhouse, 2021). The organization is fortunate to have a large building that can accommodate up to 60 members at a time and has a well-designed layout to cater to the specific needs of the members. It is guided by strong leadership from the executive director down to the staff having a combined experience of 90 years. A committed and passionate board of directors who volunteer their time and expertise in their respective fields has oversight responsibilities to ensure the viability and sustainability of the organization.

The organization’s financial standing is extraordinarily strong and can withstand a 6-month shortfall in revenue. Adequate savings have also been set aside for incidental expenses. Other financial resources that help to ensure continuity of operations and delivery of services are grants from different charitable organizations, community partners, and established foundations such as the county foundation, two healthcare institution foundations, and a large utility company’s foundation. Each year, the

organization also receives a grant from the United Way as part of its Community Impact Program.

Other resources come in a non-tangible form such as volunteers from the arts program of a local university, and transportation for members provided by the local government and a healthcare institution. On a pre-designated day of the week, the facility also receives food donations from the food bank. These donations are used to prepare daily meals for members in attendance.

### **Desired and Expected Outcomes**

Upon the conclusion of this project, the facility's staff will have participated in a learning exercise to gain a better understanding of their teaching styles and incorporate what they have learned into how they handle their sessions. They will also develop a model lesson plan to serve as a guide for them and future staff. After these changes are implemented, the facility expects to experience more sustainability and retention of members. A reasonable goal for retention is 50% of members who have been referred to the facility.

### **Team Selection**

The project team will be composed of the project leader, the facility's executive director, clinical director, counselor, and staff.

### **Cost-Benefit Analysis**

Time spent on the project will be done during their allotted weekly management meetings of which 1 hour per week will be utilized (Figure 1).

**Figure 1***Cost-Benefit Analysis*

Cost Benefit Analysis	Unit Cost	Total units projected	Monthly projection	Estimated Project Time= 3 months	Monthly Assumpti on 1= once a week	Assumpti on 2 = 3 times per week	Annualized (10 months)	Outcomes
<b>Personnel Cost</b>								
Management	28.58/hr	4 hrs/wk	\$228.64	\$685.92				
Staff (5)	18.20/hr	4 hrs/wk	\$364	\$1,092				
<b>Office Supplies</b>								
Binders	\$7	5 binders	\$35	\$35				
Bond Paper	\$5	3 reams	\$15	\$15				
Printing B&W	0.04	1,500 pages		60				
Printing Color	0.08	50 pages		4				
<b>Office Space</b>		assumed in operational expense	0					
<b>Utilities</b>		assumed in operational expense	0					
<b>Total Cost</b>				<b>\$1,892</b>				
<b>Benefits</b>								
Income from Reimbursement	18/hr	6 hours per member	\$108		\$432	\$1,296	\$12,960	
	18/hr	6 hours per member x 6 members	648		\$2,592	\$7,872	\$78,720	
<b>Total Projected Financial Benefit</b>								<b>\$78,720</b>
Intangible Member Benefits								Increased engagement, increased probability of retention

**Scope of the Project**

The scope of the project includes the determination of staff's teaching styles and developing a model lesson plan that incorporates different learning styles.

**Goals, Objectives, and Mission Statement****Goals**

1. To increase membership participation in the learning sessions.
2. To increase the retention rate of new referrals to the psychosocial rehabilitation center.

3. To establish a model curriculum whereby learning plans incorporate teaching strategies that address the different learning styles.

### **Objectives**

1. Provide two evidence-based tools to guide the staff in determining their teaching styles within one month of implementation.
2. Introduce the VARK model to guide the staff in developing learning modules that address the different learning styles within one month of project implementation.

### ***Process/Outcome Objectives***

1. The staff will develop a keen sense of awareness of their teaching styles and adapt teaching strategies to capture the attention of the members who have different learning styles.
2. Formulate and develop a curriculum that incorporates teaching strategies to serve as a model for the current and future staff to follow.
3. Through the development of a model curriculum that addresses different learning styles, increased participation and engagement will be achieved thus improving retention rates of members.

### **Mission Statement**

The mission of this project was to create an atmosphere of learning that improves the life skills of the members of the psychosocial rehabilitation facility thereby instilling in them a sense of pride in their abilities to be productive members of the community. This will be achieved through the establishment of a well-defined model for facilitating learning sessions that address the different learning styles of the members to increase their engagement and active participation. Staff members will also have a newfound

awareness of their own teaching strategies and will learn to adopt new methods to ensure that each member's learning style is addressed.

### **Theoretical Underpinnings**

The Grasha-Riechmann model of teaching and learning served as the principal guide for this project. The model, developed in 1974, provides approaches to teaching and learning. As cited by Gilakjani (2012), Grasha and Riechmann developed the Teaching Style Inventory and classified teaching styles into four categories, as follows:

1. Formal authority – this style is teacher-centered and is most frequently observed in teachers giving lengthy lectures and one-way presentations. In this style of teaching, the teacher has control over the dissemination of information in such a way that theories, principles, concepts, or terms are defined for the students. Learning outcomes are measured through evaluations to determine how much the student has learned.
2. Demonstrator, or coach style – refers to the teacher's focus on the performance of a procedure. This can be represented by a teacher's level of knowledge which may be presented through activities and demonstrations. Through this approach, the teacher lays out the steps to accomplish the necessary tasks and also provides the means to measure how those steps have been mastered when applying the defined steps. The teacher performs the demonstrations followed by the student's performance of the demonstrated steps (Frunză, 2014).
3. Facilitator – with this style, the teacher is more inclined to teach through activities and is focused more on student-centered learning wherein students are responsible for meeting the objectives of the lesson. This form of teaching involves the

teacher designing group activities to induce active learning and student-to-student collaboration. This entails the promotion of self-learning, self-actualization, and the development of critical thinking skills.

4. Delegator – this style is often seen in teachers who give students the choice of designing and implementing their own learning activities. The teachers provide guidance and support through a consultative role. This is best displayed in laboratory activities and peer feedback activities.

### **Application of the VARK Model in Multigenerational Learners**

The VARK model depicts learning preferences classified as Visual, Aural, Read/Write, and Kinesthetic (Vark-learn.com, n.d.). Recognizing the members' learning styles will promote a modification of the staff's teaching styles, thus improving the members' participation and engagement in the session ultimately enhancing their learning experience.

Generational differences in learning styles are also important factors to consider when teaching members of the psychosocial rehabilitation facility. With ages ranging from the 20s to the 70s, consideration must be given to the likely possibility that each member may have adopted a particular learning style or even a combination of learning styles. Incorporating this knowledge with how a staff member teaches will increase the chances of success for retaining members' attention, absorbing the information, and encouraging more active participation.

When developing a curriculum for the learning sessions provided to the members of the psychosocial rehabilitation facility, the project proponent along with the management and staff of the facility will focus on the methodologies for presenting



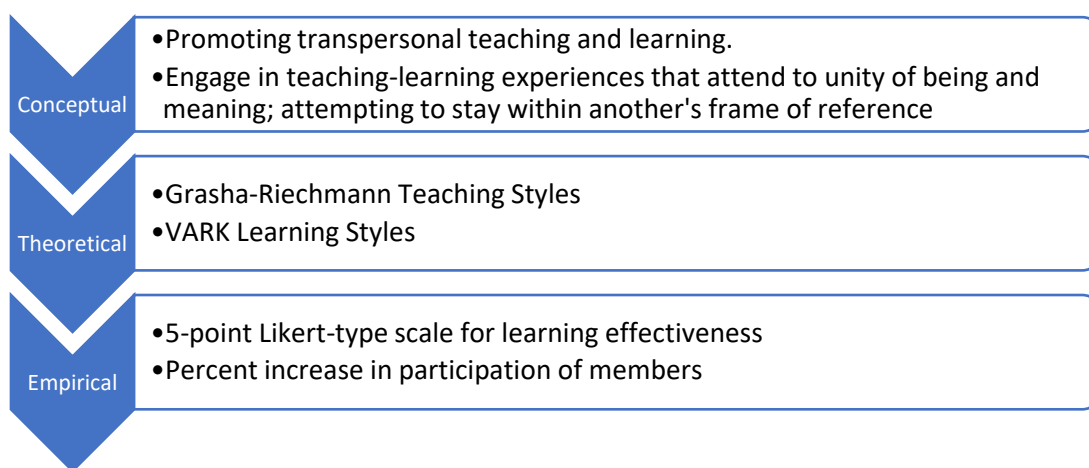
topics. The development of the lesson plan will be geared towards addressing the different learning styles of the members. Topics will be presented, as much as possible, in such a way that they appeal to the visual, auditory, reading/writing, and kinesthetic learners.

## Work Planning

### CTE Diagram

#### Figure 2

*CTE Diagram: Watson's Theory of Human Caring*



Utilizing Watson's Theory of Human Caring, Caritas factor number 7, which refers to the promotion of transpersonal teaching and learning, was applied to this project. The staff members' awareness of their own teaching styles and adoption of other styles to address the different learning styles, will create a sense of trust and caring by the staff members for the individual participant's learning experiences. Training of the staff related to the VARK Learning Styles equips staff members to provide the appropriate environment for learning and increases the psychosocial rehabilitation center members' attention and intent to continue to participate in the sessions.

The effectiveness of the newly developed program will be measured by a short questionnaire using a 5-point Likert-type scale. After 2 weeks of implementation of the new learning modules, members will be given an opportunity to provide feedback through the questionnaire. Another form of measurement of success will be by comparing the attendance rate prior to the implementation of the new modules and post-implementation of the new modules. This may be done 2 months after the project implementation by the management of the psychosocial rehabilitation facility.

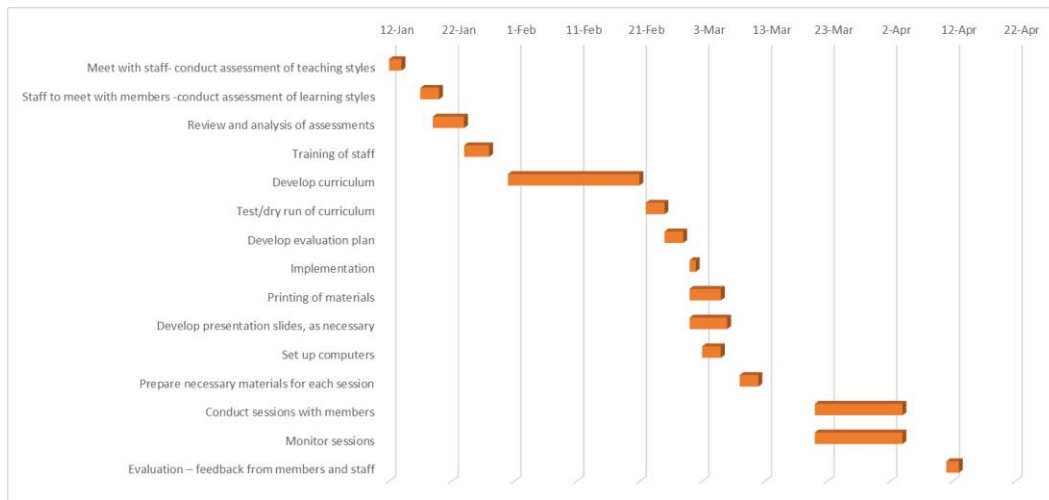
### **Work Plan**

The project began with a fact-finding session with the executive director of the psychosocial rehabilitation facility. The project proponent, having had previous knowledge of the decrease in membership asked the executive director what factors may have led to the decline in membership, and in particular, an overall decline in participation of existing members in the programs being offered by the facility.

The discussion led to the conclusion that it was possible that the sessions were not enticing enough to encourage member participation and that the facilitators (facility staff) had teaching styles that may not match the learning styles of its members. The executive director and the project proponent agreed to work together and include the staff in developing lesson plans that include addressing the different learning styles of the members. The involvement of the staff was crucial in the planning of the project as buy-in from them led to acceptance and cooperation with the project. A Gantt Chart was developed to serve as a guide for the implementation of the project (Figure 3). In order to identify detailed tasks, a work breakdown structure (Figure 4) was also developed.

**Figure 3**

*Gantt Chart – Project Implementation Timeline*



**Figure 4**

*Work Breakdown Structure*



**Budget**

To ensure that the financial aspect of the project was not overlooked, a project budget was developed. Projected expenses were estimated and calculated for the duration

of the project which was expected to be completed in 3 months. For salaries, the average salaries of those in managerial positions (executive director, finance director, and clinical director) and staff were used as a basis for the hourly salary. Printing cost was based on the facility's average cost per copy. Since meetings with the staff are held during business hours, the cost of utilities was pegged at zero dollars since this was already part of their operational cost (Table 2).

**Table 2**

*Budget*

	Proposed	Actual	Variance
Funds from Facility	\$1,882.92	\$1,847.92	(\$35)
Administrative Costs:			
Management (4hrs/wk x 3 mos)	\$685.92	\$685.92	
Staff (4hrs/wk x 3 mos)	\$1,092	\$1,092	
Copier & Printing cost	\$70	\$70	
Binders	\$35	\$0	(\$35)
Utilities (included in operational budget)	\$0	\$0	
Total Expenses	\$1,882.92	\$1,847.92	(\$35)

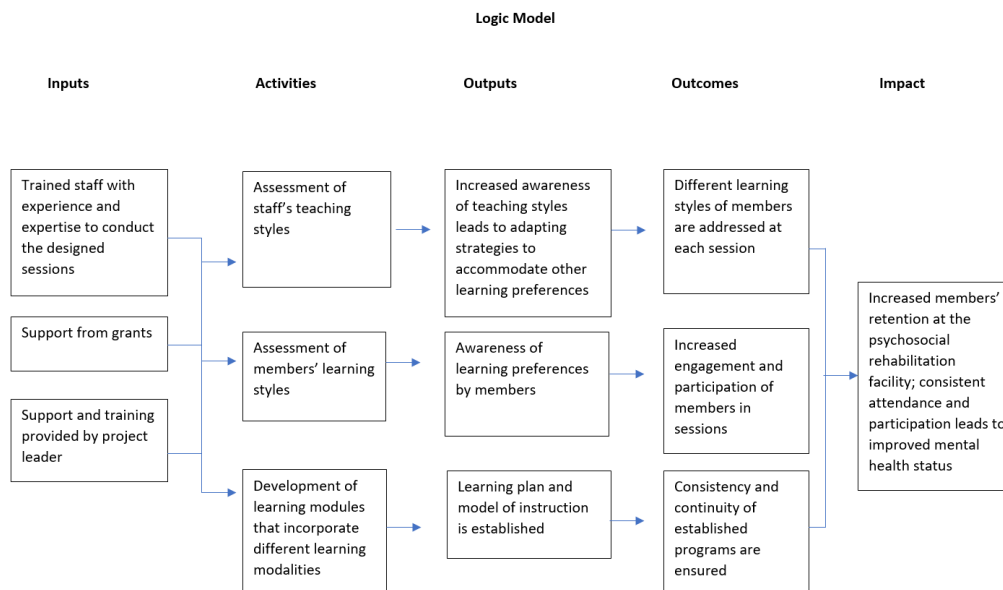
**Evaluation Plan**

Measurement of success was determined in two ways. First was a comparison of baseline numbers related to member participation prior to the implementation of the project versus member participation 3 months after implementation. Secondly, a brief survey using a 5-point Likert-type response and written feedback was obtained from the

members. The survey intended to discover whether the teaching methods used were effective and whether the changes made will increase their participation in future sessions. A blank comment field was also provided for feedback or suggestions for improvement. The Logic Model (Figure 5) is a depiction of the events or processes leading to the impact on the members of the psychosocial rehabilitation facility as a result of the implementation of the project.

**Figure 5**

*Logic Model*



## Implementation

### Threats and Barriers

Part of the challenge faced even in the initial stages of the project implementation was the availability of staff to meet at a common time. Aside from the unit sessions scheduled for the psychosocial rehabilitation center members that staff need to be

present, administrative, and daily operational activities also need to be taken care of. Another notable observation was the comment made by one of the staff members stating that some members who have been assigned to a particular work group for a prolonged period of time felt comfortable staying in that same group and not feeling the need to participate in other activities.

However, the staff at the center displayed a high level of engagement and expressed a desire to do what it takes to be involved in the project. After the initial meeting with the group, they decided to pick a day of the week so the project sessions could occur on a consistent basis. This also allowed them to reserve this time on their calendars and move activities around.

### **Monitoring of Implementation**

To ensure that the project was on track with its objectives and tasks that needed to be accomplished, a project calendar was developed. The project timeline was also shared with the executive director and the staff participating in the project. Another tool that the group decided to use was Microsoft Teams, wherein communication specific to the project occurs. Files related to the project were also stored on this platform for the staff to access.

The participants completed their project assignments individually after the group meetings held on Tuesdays. When done on other days of the week, the researcher followed up with the participants on the progress of their assigned tasks and made myself available for questions they had. Once lesson plans had been developed, reviewed, and approved for use, each staff member began using these plans for their member sessions.

The researcher's role during these sessions included presenting the lessons and observing how the plan was executed.

### **Project Closure**

From the initial six participants in the project, which included the executive director, only five participants prepared lesson plans based on their current subject matter or program. By the beginning of April, one of the five participants left the psychosocial rehabilitation center. Hence, only four participants were able to proceed with their newly designed sessions. Four of the participants who currently facilitate the group sessions completed their lesson plans and compiled them in a master binder. The lesson plans in this binder will serve as the main source of information for current and future facilitators. The project survey was sent to the five remaining participants for completion.

### **Interpretation of Data**

#### **Qualitative Data**

Based on the feedback provided by the five project participants, the overall response was positive. One such feedback was that the educational sessions related to learning and teaching styles, the VARK model, and the different generational learning styles proved to be an eye-opener. The participants stated that they felt better knowing that they may have to adjust their teaching styles and use strategies to attract the attention of the members and increase their participation level.

Some of the observations and feedback received from the participants were as follows:

- Participant 1: “I’m glad I participated in this project. I have not even considered how our members learn best. I also learned a lot about the different learning styles of our members based on what generation they belong to.”
- Participant 2: “I teach the way I was taught. I think a lot of our members belong to that same era, but we do have younger members who may learn differently but were still taught by the same generation of teachers I had growing up.”
- Participant 3: “A member, after watching a gardening video, bought a pomegranate plant to see how it grows. Watching the video made her engaged in the learning process and put what she learned into practice.”

Additionally, while reviewing the videos selected for the lesson plan, one particular video about interviewing skills was deemed to be too animated for the facility’s members. We had to find another option that shows a more toned-down approach of the presenter.

### **Quantitative Data**

Prior to the implementation of this project, member participation was 13 units per day, and after implementation, showed a remarkable increase to 21 units per day in March and April 2022 (refer to Table 3). This increase cannot be solely attributed to the project as changes were also made in the billing process. However, the psychosocial rehabilitation center’s finance director reported an increase in overall attendance from 68% to 87%. Although the percentage of attendance is not indicative of participation in the sessions, the increase in the number of daily attendees at the center presents an opportunity for more participation in the sessions being offered.

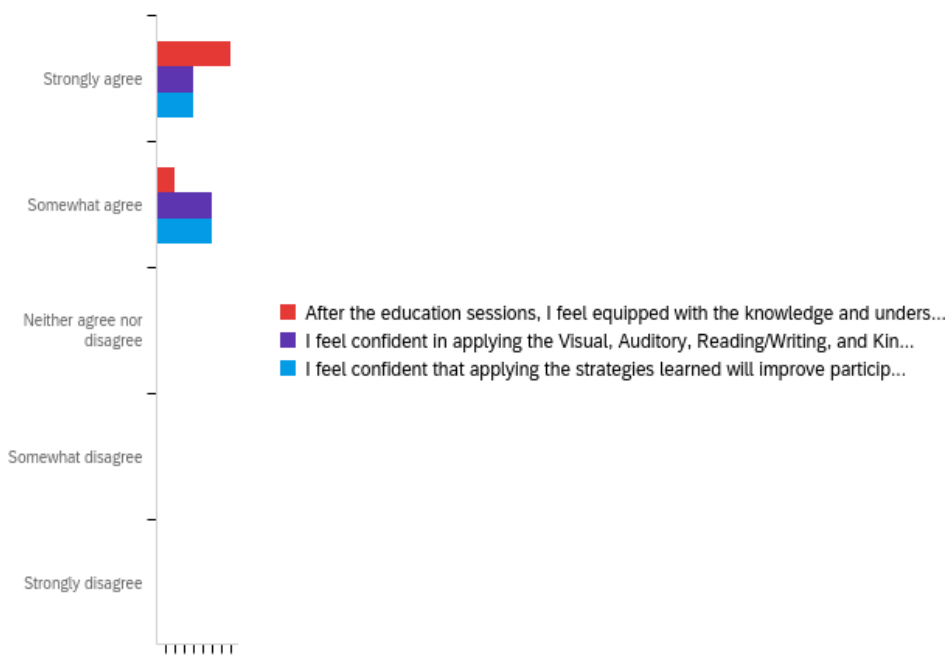


**Table 3**

*Pre- and Post-Implementation Member Participation Measured In Average Units Per Day*

	March 2020 (Pre-Project)	March 2022	April 2022
Average Units/Day	13	21	21

Of the six project participants, five completed the 3-question Likert-type survey. Of the five respondents, four respondents answered, ‘strongly agree’ and one answered, ‘somewhat agree’ to the first question, “after the education sessions, I feel equipped with the knowledge and understanding of the use of different teaching strategies in my sessions.” For the second survey question, “I feel confident in applying the Visual, Auditory, Reading/Writing, and Kinesthetic (VARK) principles to my teaching sessions,” two respondents answered, ‘strongly agree’ while three answered ‘somewhat agree’. For the third question, “I feel confident that applying the strategies learned will improve participation rates of the psychosocial rehabilitation facility’s members,” two respondents answered, ‘strongly agree’ and three respondents answered, ‘somewhat agree’. (Figure 6)

**Figure 6***Post-Implementation Survey***Incidental Findings**

During the course of the project implementation, the project participants decided to ask the center members to complete the VARK online survey for learners. The project participants collated the responses from the thirty-two members who completed the survey. The project participants, after tallying the scores, calculated the average score for each learning style and found the following learning preferences for their members: The highest average score was for Auditory, followed by Visual, then Kinesthetic. The participants were not surprised to see the Read/Write style having the least average score. This incidental finding from members, collected by the project participants, will help the project participants improve and be more conscious of how they present future topics to ensure that their members' learning styles are addressed.

## **Process Improvement**

To ensure that the work that has been done with the development of lesson plans can be sustained, the project participants developed a master binder containing the lesson plans. This master binder will have individual sections for each topic or program and the contents will be updated when needed. This will be accessible to any current or newly-hired staff to ensure standardization and continuity.

Although positive feedback from members has been recognized, the final outcome of the project as it relates to an increase in the number of participants in each session has not been determined yet. The facility will use their baseline participation number and compare it to the participation level after 3 months of the introduction of the new lesson plan.

## **Process Improvement Data**

Two notable changes occurred while the project was in its implementation stage. First was the resignation of one of the participants from the psychosocial rehabilitation facility. The lesson plan prepared by this participant was in draft form and none of the resource materials have been listed completely. The second change was a billing change implemented by the executive director, which resulted in an increase in their units per day. The availability of existing supplies and resource materials for two of the four remaining facilitators proved to be a plus and resulted in a reduction of the expected expenses for the project.

The impact of the project on the project participants was demonstrated in their overall positive feedback about what they learned throughout the learning sessions. Project participants demonstrated an elevated level of engagement in the process and

expressed a desire to prepare for and present their programs/lessons in a more effective way. The participants expressed a high level of confidence that the new knowledge they acquired will aid in the development of attractive and meaningful programs for the members and ultimately increase member participation.

The project will be sustained through the support of the executive director and continued updates done to the lesson plans by the staff, as well as monitoring of progress towards increasing participation of the psychosocial rehabilitation center's members. The support from the executive director will be through his continued guidance towards achieving the goals of the organization and advocating for continued financial support through the budget process. A master copy of the lesson plans developed by the work group facilitators (staff) will be stored in the assistant director's office and made available for new staff members to ensure continuity in the established program. The current staff will also be required to update the lesson plans in the master copy when changes or additions are made.

Future measurements may include continuing to monitor the participation rates of the membership, as well as their level of engagement in the sessions being offered. Conducting surveys and gathering feedback from the members could improve content offerings at the facility. Additionally, outcomes derived from implementing this project can potentially be shared with other psychosocial rehabilitation facilities that may be experiencing a low level of participation from their members. This project may serve as a model to follow to improve the staff's teaching strategies and increase participation among psychosocial rehabilitation center members.

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