



كلية التمريض

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Staff Development

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Goal of the lecture

Students will acquire knowledge, understanding, skills and attitude regarding staff development

Objectives

By the end of the lecture, the student will be able to:-

- Define key terms
- Define staff development process
- State in writing the need for staff development
- List objectives of staff development
- Discuss types of staff development
- Describe effective use of steps of staff development program
- Explain principles of staff development program
- Gain a positive attitude toward concept of staff development

Outlines

- Introduction
- Definition of key terms
- Needs for staff Development:
- Approaches of Staff Development
- Types of Staff Development:
- Induction Training.
 - Need of induction training
 - Steps in induction training
 - Forms of induction training
- Job Orientation.
 - Definition
 - Types of orientation
 - Importance of orientation
 - Content of an orientation program
- In service education
 - Definition In service education
 - Objective
 - Steps in in-service education
- Continuing education
 - Definition of Continuing education
 - Need of continuing education
 - Aims of continuing education
- Training for special function
 - Definition of Training for special function
 - Objectives of Training for special function
- ❖ Principles of staff development program
- ❖ Steps of staff development program plan
- ❖ Principles of good teaching & Learning
- ❖ Factors Affecting teaching & Learning

Introduction

In a dynamic society, the need for continuing education is fundamental. According to Miss Florence Nightingale, “Nursing is a progressive area in which to stand still is to go back”, as a result staff development is of great values. Staff development refers to the processes, programs and activities through which every organization develops, enhances and improves the skills, competencies and overall performance of its employees and workers.

Definition

- Staff development is a process directed towards personal & professional growth of the nurses and other personnel while they are employed by a health care agency. Staff development includes all training and education undertaken by an employer to improve the occupational and personal knowledge, skills, and attitudes of employment within a comprehensive program.
- A process consisting of orientation, in-service education and continuing education promoting the development of personnel within any employment setting, consistent with the goals and responsibilities of the employment.
- **Training** is any learning activity focused on acquiring specific knowledge or skills required for a particular job or task. Development is the continuous expansion of skills, knowledge and abilities aimed at long-term growth and career advancement.

❖ **Needs for staff development:**

- Social change and scientific advancement
- Advancement in the field of science like medical science and technology.
- As a part of an individual's long-term career growth.
- Being necessary to fill gap in the past performance
- To change or correct long-held attitudes of employee
- To move ahead or keep up with change.
- Fast changing technologies and Fast growing organizations

- To increase the productivity and quality of the work.
- To motivate employees and to promote employee loyalty
- To provide the opportunity for nurses to continually acquire and implement the knowledge, skills, attitudes, ideals and valued essentials for the maintenance of high quality nursing care.

Component of staff development:

Components of staff development program based on four program areas of personnel needs these are:

Induction Training → Job Orientation. → In service education → Continuing education
→ Training for special function

1- Induction Training

Training provided to new employees by the employer in order to assist in adjustment to their new job tasks and to help them become familiar with their new work environment and the people working around them. This type of training will also outline the basic overview of the business and its services as well as the new employee's role in the environment.

➤ It is a brief standardized indoctrination to an agency's philosophy, purpose, policies and regulations given to each worker during her first two or three days of employment in order to ensure his identification with agency's philosophy, goals and norms.

❖ **Forms of induction training:** There are two types of inductions

➤ **Formal induction:** is a planned attempt to introduce new employees to the organization, job and the working environment.

- This induction type may consume more time of the superiors to identify and deliver new employees' needs at the beginning.

➤ **Informal induction:** is not planned, new employees learn through trial and error method. They get familiar with the work and work environment by themselves. This induction type will make the stress on new employee at the very beginning. So in that case, the new employee may leave the organization at the beginning

❖ **Need for induction training**

- Increase retention of newly employees
- Improve employee morale and increase productivity

❖ **Steps in induction training**

1. Tour of facilities
2. Introduction to the other employees, superiors and subordinates.
3. Description of organizational functions.
4. Departmental visit
5. Orientation to philosophy, goals and objectives
6. Administration policies and procedures

2- Job Orientation

Job orientation program introduces new employee to these basic aspects of her job. In the hospital field, when any new nurses are appointed, the superior firstly has to discuss with them the job chart, procedures and fulfillment of objectives, standing orders, and policies of institution.

- ❖ **The purpose of orientation** is to socialize new staff members and to introduce them to the organization's culture, policies, role expectations, knowledge, and skills necessary to function independently and safely.
- ❖ Orientation starts with acceptance of the terms of employment, and is completed when the orientee is able to function according to the requirements of the job description.
- ❖ The orientation should be individualized, as the learning needs of a new graduate differ from an experienced nurse who has just relocated to a new facility. An orientation program ranges from three days for temporary "traveler" nurses, to four to 12 weeks for experienced staff, and up to a year for un experienced staff.

❖ **Types of orientation**

Orientation programs are usually organized into two phases: a **general facility orientation** accomplished through a centralized education department, and the **unit specific orientation** initiated by the unit educator or designee.

❖ **Importance of orientation**

- Provides essential, relevant and necessary information
- Help new employee to adjust to the new situation/environment and solving initial problems
- Helps employee to gain confidence
- Lessen the time for the employee to learn about new situations related to his/her job setting.
- Helps the new employee to develop a sense of belonging
- Eliminates Learning by trial and error and passing of incorrect information by old employees and peers.
- Reduces misinterpretation , mistakes and confusion
- Obtain personal services available within the institution

❖ **Content of an orientation program**

- The organization and its environment
- Policies, rules and regulations
- Personnel
- Services
- Functions to be undertaken

3- In service education

- In-service education is a planned educational experience provided by the employing agency in the job setting in order to help the person to perform more effectively as a person and as a worker.

❖ **Objectives**

- To promote personal growth and development of the workers
- Identifying and meeting current learning needs
- To disseminate new information from body of nursing knowledge and health science through a variety of channels.

- To acquire up to date knowledge and to make confidence among the nurses.
- To retain experienced personnel to foster their continued education.
- To maintain job satisfaction

❖ **Types of in-service education**

1. Centralized in-service education.
2. Decentralized in-service education.
3. Combined in-service education.

❖ **Steps in in-service education**

- Assessment of needs, prioritize needs, set training objectives, and develop criteria
- Implementation , actual conduction of training with ongoing monitoring
- Establishment of criteria, pre test to the participants, post test following completion of the training or program.
- Observation on transfer of the learning into the job
- Follow up studies for assessment of extent of retention of learning.

4- Continuing education

Continuing education is all the learning activities that occurs after an individual has completed his basic education. It includes the experiences after initial training which help healthcare personnel to maintain and improve existing and acquire new competencies.

❖ **Need for continuing education**

- To ensure safe and effective nursing care
- Changing the health care delivery system.
- Development of nurses by updating their knowledge
- For career advancement
- Profession is altered as society changes and as technologies developed

❖ **Aims of continuing education**

1. Improvement of professional practice
2. To motivate the staff to seek up to date knowledge
3. To keep the nurses with the latest development of technologies
4. It maintains interest, job satisfaction and confidence

5- **Training for special function**

It is concerned with developing expert technical or manual skills, and communication .

✚ **Objectives of “training for special function”**

1. To help the nursing personnel to perform correctly and effectively with understanding.
2. Establishing standards and quality of nursing services.

Approach of Staff development:

1- **Centralized approach**

- In this approach the committee which is responsible for staff development in the hospital sets that pace and assumes the leadership position.

Advantages

- 1- Administration can place responsibility and accountability more specifically with the staff development director and can examine more closely the budget and the evaluation.
- 2- Offers more uniformity in the implementation of standards.

Disadvantages

- 1- Failure to meet the real needs may occur when the input from the learners is not given adequate consideration in the planning or presentation of the learning offerings.

2- **Decentralized approach**

- In this approach the responsibility, authority and accountability rests at the level most affected by the actions.

- Staff development educators are designed to clinical areas in which they assume responsibility for meeting the learning needs of employees in that area.

Advantages

- 1- Training and relevancy in the teaching learning process can be maximized
- 2- The learning needs of the staff can be identified with greater specify.
- 3- Learning can be enhanced through use of concepts acquired in the class room.

Disadvantages

- 1-bias among the staff from the director may present.

3- **Centralized-Decentralized approach**

A combined approach utilize certain aspect of each . It offers the option of having a degree of centralization for planning and policy making, in coordination with a decentralized clinical learning education.

❖ **Principles of staff development program**

- Duration of the program defined according to learning needs
- Based on a set of core competencies that are generic and applicable to all areas of practice
- Supported by an assessment process based on professional development and competency building
- Supported by effective supervision, performance management and personal development plan.
- Supported by local on-the-job training and development programs that meet the needs of the organization.

Steps of Staff Development Program Plan

Basic elements for designing and implementing the program

- 1- Identifying learning needs
- 2- Establish priorities
- 3- Formulating objectives
- 4- Selecting and organizing learning needs
- 5- Designing teaching strategies
- 6- Designing plans for learning experiences
- 7- Program Implementation
- 8- Program Evaluation

1-Identifying learning needs

Identifying learning needs is the basis for developing sound and meaningful staff development program.

A learning need: is described a gap or a discrepancy between what employees know and can do and what they need to learn to carry out role expectations or to prepare for additional responsibility.

Method of identifying learning needs:

+ Observation of personnel performance

- Direct observation of work performance is probably the best method of identifying learning needs.
- Observing performance can take place during attending change of shift reports, conferences, observing new personnel interact and communicates with patient and with each other, as well as observing clinical skills will provide valuable data regarding learning needs.

+ Verbal and written communication

- a) Verbal communication
 - Attendance to change shift report or team conferences
 - Interactions with personnel at formal staff development program
 - schedule formal interview with leadership personnel

- staff development committee
 - face to face communication
- b) Written communication
- Questionnaire
 - Pre test and post test
 - Performance appraisal

Analysis of records and reports

- Nursing audit system
- Incident reports
- Turnover and absence records
- Statistical records
- Employment applications
- Annual reports


2-Establishing priorities

- After needs is determined, they are translated into action and priorities are established. Prioritizing needs depends on the following factors:
 - Economic factors.
 - Time factor.
 - Abilities of personnel
- Analyzing the need, it is helpful to categorize it into:
 - Needs related to the administration of the program.
 - Learning needs related to individuals.

3-Formulating objectives

- Once learning needs has been identified, the objective of the program should be stated.
- Stating objectives is very important because it provide criteria for selecting content of the program, selecting teaching strategies and a basis for evaluation.

Objectives classified

-  **General objectives:** which are broad statement and describes those objectives that the learner should be able to demonstrate at the end of the

program. These objectives should be stated in the introduction of the program.

- ✚ **Specific objectives:** should be stated for each program session in order to reach general objectives of the program. These objectives describe the performance demonstrate by the learner at the end of each program session.
- The objectives for learning must be stated in such a way that they are measurable, logical applicable and observable.

Educational objectives are classified into three domains:

- 1- Cognitive:** those objectives concerning with knowledge, understanding and collective skills such as problem solving.
- 2- Affective:** those objectives concerning with feeling and emotions such as attitudes, values, appreciations and interests.
- 3- Psychomotor:** those objectives concerning with manipulative skills and coordinated.

4-Selecting and organizing learning needs:

Adults learn best when learning materials are well organized Maximizing the effect of organizing learning materials depend on three major criteria:

- 1-Continuity:** - indicates relationship between different levels of the same subject.
- 2-Sequence:** - it is the process of building on existing knowledge and skills to develop more comprehensive ability. Process of sequence should proceed from general to specific and from simple to complex.
- 3-Integration:** - relating what is taught in one part of development program to what is taught in another part.

5-Designing plans for learning experiences: This step involves the actual development of the program and includes:

- ***Teaching plan.** The plan outlines what the teacher will do and reflect the desired outcome .the plan is designed to meet learning need or group of need out comes
- ***Time schedule.** Should be used to show each instructor trainer class and clinical schedule in order to determine where the staff development educators are located and what learning offering are scheduled for the designated time.

***Staff assignment.** Is based on clinical expertise because it is impossible for all staff development educators to be experts in all of clinical areas.

6-Selecting teaching strategies:

Teaching strategies vary according to whether the learner's must:

- 1- Receive information.
- 2- Be shown objects or procedures.
- 3- Participate actively in their learning.

Teaching strategies that are widely used for staff development programs are:-

- 1- Lecture the lecture or expository method is effective when acquisition of new Knowledge is desired.
- 2- The discussion method is preferred when problem solving skills and attitudinal changes are sought.
- 3- The use of films or filmstrips and discussion transfers new learning to the student's own clinical environment.
- 4- Case studies are useful in sensitizing the student to clinical issues, developing analytical skills, and teaching problem – solving technique.
- 5- Role modeling enables a student to learn a whole complex of skills in a early life situation.

7-Program implementation:

- Refers to the actual presentation of the content and learning experience that were selected and organized during the planning phase.
- Implementing the program requires preparing of the climate setting; which refer to the physical environment in relation to sound, light, temperature and arrangement of furniture. It also refers to comfortable atmosphere.
- Time schedule for a staff development program that was previously developed in the planning phase must be handled for both learner and instructors.

8-Program evaluation:

Types of evaluation

- 1- **Formative evaluation:** - provides data allowing changes in the course while it is being taught.
- 2- **Summative evaluation:** - examines the achievement of specific learning objectives as change in knowledge, practice, and attitudes through measuring practice in the clinical area and patient outcomes.

Methods of evaluation

There are different methods that can be used in program evaluation; the choice of methods depends on:

- 1-Desired information. I.e. evaluation of the outcome or worth of the program.
- 2-What is to be evaluated? I.e. knowledge, skills, attitudes.
- 3-Availability of time and resources.

For evaluating outcome of the program

- For evaluating cognitive aspects: it can be evaluated through written pre, post test, written post test, oral test.
- For evaluating skills or performance: it can be evaluated through clinical observation using a check list or rating scale, self evaluation, anecdotal record, skill demonstration, peer review, audit, patient outcome, and patient satisfaction questionnaire.
- For evaluating attitudes: it can be evaluated through rating scale, questionnaires, observation and survey.

Principles of Good Teaching & Learning.

1. Encourages Contact between Students and teacher

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement.

2. Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

3. Communicates High Expectations

Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for them and make extra efforts.

4- Move from simple to complex

The student will find learning more rewarding if he has the opportunity to master simple concepts first and then apply these concepts to more complex ones.

5- Begin with what the student knows

Teaching that begins by comparing the old, known information or process and the new, unknown one allows the student to grasp new information more quickly.

6- Accommodate the student's preferred learning style

It is important to be aware of the nature of the individual learning style to find instructional environment of the class that matched or adapted with individual learning style to ensure success in the class.

7- Sort goals by learning domain

You can combine your knowledge of the student's preferred learning style with your knowledge of learning domains. The *cognitive* domain deals with intellectual abilities. The *psychomotor* domain includes physical or motor skills. The *affective* domain involves expression of feeling about attitudes, interests, and values. Most learning involves all three domains.

8- Allow immediate application of knowledge

Giving the student the opportunity to apply his or her new knowledge and skills reinforces learning and builds confidence.

9- Plan for periodic rests

When your instructions are especially complex or lengthy, your students may feel overwhelmed and appear unreceptive to your teaching. Be sure to recognize these signs of mental fatigue and let the students relax.

Factors Affecting Teaching & Learning

- ❖ Learner feels he or she is at least as competent in the subject matter as the instructor.
- ❖ Learner resents authority figures such as the instructor.
- ❖ Learner is fearful of being seen as inferior or of being embarrassed.
- ❖ Learner has had a bad learning experience in the past.
- ❖ Learner comes to the session with other problems on his or her mind and is unable to focus.
- ❖ Learner is interested in the material but is constrained by time and focused on other priorities.
- ❖ Learner has culturally based inhibitions to discussing or learning about the topic For example personal barriers or biases to learning about the topic AS a learner may be resistant to learning about a topic (e.g., evolution) that contradicts his or her religious beliefs.
- ❖ Learner is uncomfortable with the learning technique being used; this is common when learners are being introduced to technology for the first time.

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