
PRACTICAL 5 STAFF DEVELOPMENT

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5.0 OBJECTIVES

After going through this practical, you will be able to:

- identify used for staff development;
- develop staff development programme for inservice nursing;
- make observation for proper resource person;
- implement staff development programme for nursing personnel;
- develop a plan for evaluation; and
- apply this knowledge in your work setting as an administrator.

5.1 INTRODUCTION

This practical unit will help you to develop **skill** in making an estimation of the nursing staff of any hospital with various specialized beds.

The main emphasis is on the various methods to be used for calculation of nursing staff required i.e. estimating staff for a particular hospital as per nursing care time study and estimation as per Indian Nursing Council's recommendations.

The later part of the practical deals with the making of the duty roster. Guidelines have been provided to you to prepare the duty roster.

5.2 DEFINITION OF STAFF DEVELOPMENT

The primary goal of staff development programme is to provide opportunities for employed nursing personnel to acquire knowledge, skill and attitude necessary to perform their assigned function effectively and safely. The ultimate goal of such programme are to provide quality services to the health care consumers.

Staff development programming is specifically directed towards assisting staff in becoming increasingly knowledgeable and competent in **fulfilling** their role expectation in specific setting. It is not the responsibility of an employing agency to provide broad general education to its

employees. For example, as a staff development educator, it may be the responsibility to assist a registered nurse assigned to pediatrics to learn how to care for cystic fibrosis patients. One of the registered nurses is interested in learning about teenage unwed mother. Since she is not responsible for nursing care of these type of patients, she is responsible for seeking learning opportunities related to this area on her own time.

5.3 NEED FOR STAFF DEVELOPMENT PROGRAMME

The need of staff development is great and are as follows:

- Present speed of scientific and technological advancement out strips the ability of the most nurses to assimilate and apply their new knowledge and skills. ‘
- Rapid changes in society as well as in health occupations and institutions. Within the past two decades there have been marked changes in demographic characteristics of our population, for example fall in birth and increased proportion of aged population.
- Growing sophistication of general public concerning availability of various health care facilities.
- Shift of financial responsibility of health care from individual to government and insurance companies.
- An increase in number and variety of health care personnel.
- An increase in the unionization of health care workers.
- An increase in legislative control of health care delivery.
- Mushrooming research by medical, nursing and other health practioners.

5.4 TYPES OF STAFF DEVELOPMENT

Staff development includes both formal and informal learning activities that relate to the employee's role and take place either within or outside the agency. It includes all training and education taken by employer to improve the occupational and personal knowledge.

The types of staff development are as under:

- a) Orientation programme
- b) Skill training
- c) Continuing education
- d) Inservice education

5.5 POINTS TO BE KEPT IN MIND FOR SUCCESSFUL STAFF DEVELOPMENT PROGRAMME

- 1) The ultimate responsibility for continuing education or professional development rests with the individual employee. Therefore employee's suggestion should be solicited when planning, implementing, and evaluating all the staff development programs.
- 2) Most learning is combination of experience and conceptualization. Therefore, the employees learn best when put in situations that encourage self-discovery of significant truths.
- 3) Learning is an internal, personal, emotional process. Therefore, methods and techniques that involve the individual on a deeply personal level produce the most significant learning.
- 4) Learning involves a change in behavior, and changes in habitual behavior are difficult to achieve, so people learn best when they are self-motivated. Therefore, old ideas, inclinations and their performances must be undone before new thoughts, pastimes, actions, and attitudes can wholeheartedly undertaken.
- 5) Although the child learner generally accepts his dependence upon an adult teacher, the most experienced learner demands considerable autonomy in seeking, regulating, and utilizing educative experiences. Therefore, an authoritarian manner is ineffective in

teaching an adult learner. Rather, the learner should be encouraged to contribute examples and helpful information to instructional sessions.

- 6) Although the child learner is willing to postpone application of new learnings, adults learn best when their learning is needed for immediate application. Therefore, a problem-solving format is specially well suited for nursing staff development.
- 7) Behavior that is positively rewarded has greater likelihood of being repeated. Therefore, learners need quick, hearty applause and encourage when they display the target behaviors for which education or training is undertaken.
- 8) Human psychology is such that each individual always tends to organize an entire learning situation into an integrated, simple, and stable phenomenon. Therefore, each aspect of a learning situation should be designed to complement and supplement every other aspect, so that educational elements fit together smoothly in supporting desired outcome objectives.
- 9) Transfer of learning is maximized when training occurs in life situations that closely resemble those on which the learned behavior is later to be applied. Therefore, illustrative examples, descriptive case studies and educational projects should all be representative of the work problems that the employee will be expected to resolve after training.
- 10) Transfer of learning can be maximized by conditioning the organization to support changes in the worker's behavior that have been effected by staff development activities. Thus, when performance changes are sought, several employees should be educated simultaneously in the desired knowledge, skills and attitudes. The supervisors, peers, and subordinates of these trainees should be taught to accept and reward target behavior in the work situation.
- 11) Learning is an active rather than passive phenomenon. Therefore, assigning a trainee to carry out a particular function according to prescribed guidelines under supervision results in more effective learning than simply enabling her to observe proper performance of the task by a skilled individual.
- 12) Adults are self-directed and have a huge reservoir of life experiences upon which to draw incorporating and applying new knowledge and skill. However, proactive inhibition of learning can occur when associations learned earlier interfere with comprehension and utilization of new learning. Therefore, in order to design problemsolving situations to enable the adult learner to satisfy highly individual learning needs, the teacher or trainer must have considerable familiarity with the learner's life circumstances, his/her previous occupational and educational experience.
- 13) Adult learners are heterogeneous group, differing widely in life experiences, motivational level, cognitive style, learning speed, and sensual predilection. Therefore, staff development activities should employ a variety of resource materials, teaching methods, and audio-visual aids so as to satisfy the individual learning needs of as many students as possible.

Organising Staff Development Resources

The success of staff development efforts depends in part on proper organization of resources. In larger health agencies it is customary to have a freestanding education and training department whose director is a member of the upper management. The department can be organized into sections devoted to educational planning and resources, induction and orientation training, inservice education, and continuing education. In this way educational supplies, equipment, expertise, and financial support can be administered by a manager whose primary responsibilities relate to staff development rather than patient service.

As mentioned earlier, much of the need for continuing education relates to specialty or advanced nursing courses. Since it is uneconomical for every hospital to hire a highly trained specialist for nursing subspecialty (tuberculosis nursing, pediatric cardiology, and so on), hospitals should hand together into consortia for the sake of pooling instructors and sharing educational programs. In that way, the inservice or continuing education section of each hospital would be able to hire a subject specialist and develop one or two specialty nursing courses to which staff members of several hospitals could be invited.

It is also helpful for each hospital to establish liaison, with junior or senior college in order to transfer their more academic staff development courses to the college, thereby decreasing educational expenditures for the health agency while ensuring a pool of highly qualified teachers and library and media support for instruction. Cooperative educational programs that link health agencies with colleges or universities are primarily useful when it is desired to provide academic credit for certain educational courses taken up by employees.

5.6 GUIDELINES FOR STAFF DEVELOPMENT PROGRAM

Staff development should identify the learning needs of the employees. In order to ensure relevant programme the key people should be consulted along with the needs are perceived by the employer and employee.

Recognize learning needs

The learning needs can be recognized by the various indicators. These indicators are partial clues to reflect inadequacy in skill, knowledge and attitude of the employee. Indicators of needs may be:

- Interdepartmental coordination
- Nursed commitment
- Inadequate performance
- Inadequate organizational structures
- Lack of delegation
- Lack of equipment
- Shortage of funds
- Establish clear understanding of jobs and responsibilities.

These organizational needs relate to deficiencies, which can be considered while planning.

Learning needs are expressed directly or indirectly:

- Expressed by the staff desire to learn
- Person's readiness to learn
- Poor job performance
- Quality of job performance
- Patients complains and suggestions
- Review of possible consequences of changes
- Day to day observation
- Quality of relationship among workers
- Records and reports provide clues to learning needs
 - Turnover and absenteeism
 - Incident reports
 - Equipment and supplies maintenance and requisition
 - Job application indicate needs to reach to level of competencies required for new job
 - Financial record – effective manpower utilization.

The learning needs are identified by the administrator by using various tools and methods such as:

- 1) Observation and listening:
 - Observation rounds
 - Discussions
 - Inviting suggestion slips

- 2) Interview:
 - Interview superiors
 - Informal interviews – natural and spontaneous interviewing opportunities
 - Formal interviews – interviewing department heads
- 3) Skill Inventory:
 - skill required of persons for a particular job
- 4) Survey Approach:
 - Systematic tabulation of learning needs. Use of questionnaire for different groups for finding and tabulating learning needs
- 5) Post Employment Survey:
 - Few weeks after leaving
 - Economical than interview
 - After few weeks rational and balanced assessment.
 - Anonymity may help in **free** views and ideas.
- 6) Slip Technique
 - **Useful** variation of **survey** approach, a group of people can identify their work problems and suggest positive action for their solutions.
- 7) Exit Interviews:
 - On the job situation are recognized as prime sources of information on learning needs – individual problems or group or developmental needs.

When a topic for staff development has been agreed upon, course objectives should be written by instructor (with the aid of a curriculum expert, if possible) to specify the type of behavioural change expected in the participant. These objectives should be few in number and should be written in behavioural terms of facilitate course evaluation. That is, each objective should describe an observable behaviour in quantifiable terms and should specify the conditions under which the behaviour is to be observed.

5.6.1 Selection of Teaching Methods

The success of motivated self-study in learning a variety of subjects is rooted in four learning principles:

- 1) Motivation of Learner
- 2) Logical Organisation of Course Material
- 3) Frequent Repetition of Content
- 5) Prompt Feedback

5.6.2 Audio Visual Aids Used for Staff Development

Motion Pictures

Slides and Filmstrips

Audiotapes

Television

Felt or Flannel Boards

Overhead Projectors

Exhibits

Teaching Machines

Multimedia Method

Criteria for Selecting Audio Visual Material

Content Qualify

- 1) Accuracy
- 2) Up to date
- 3) Level appropriate to the audience
- 5) Consistent with current practice
- 5) Logically sequenced
- 6) Narration/audio clear
- 7) Visuals clear
- 8) Visuals accurate (size, shape, distance)

Instructional Design Qualify

- 1) Objectives clearly stated
- 2) Objectives measurable
- 3) Directions to student facilitate use
- 5) Introduction provides orienting and organizing framework
- 5) Practice and review are adequate
- 6) Adequate feedback is provided
- 7) Content communicated efficiently
- 8) Cues and prompts are effective
- 9) Content adequate to cover objectives
- 10) Appropriate medium
- 11) Visuals contribute to learning
- 12) Evaluation device appears reliable and valid

After instructional content is selected, the learning experience in order to plan and design enhance learning activities.

5.6.3 Select Resource People

There are several attributes, which should be kept in mind when selecting individuals as resource persons:

- 1) Expertise and clinical competence in the area to be covered.
- 2) Ability to serve as a model of a learner.
- 3) Knowledgeable about the concepts of adult learning.
- 4) Relates well with adult learner.
- 5) Know how to communicate knowledge without a belittling or pompous manner.
- 6) Starts where the learners are and lets the progress at their own pace.
- 7) Willing to assist in evaluation process.
- 8) An accepting, listening person who is willing to change the course in midstream if necessary to meet learner needs.

5.6.4 Implement Plans

Once the program have been planned and designed, it is now time to decide how to implement the activities. Again, the planning committee can be very useful here. Some of the activities you may have planned would be best done by the supervisor, head nurse or team leader level. When this is done, his/her task is to train, support and assist the head nurses or team members implementing the program.

There are many ways of performing evaluation and everyone should be involved – the director of the program, the planning committee, resource persons, the committees for each educational activity, the nursing personnel who attend the courses, their supervisors and their peers. The most important questions to be answered are: Did this educational activity make a difference in the knowledge, skills, attitudes of the participants? And Was there a change in the behaviour so that better nursing care was given?

Having specific objectives for each activity which clearly delineate the desired outcome will assist evaluation immensely.

Some evaluation methods include diaries, process recordings, tapes, reaction sheets, participation satisfaction ratings, personnel relation surveys, pre and post-tests of knowledge, skills and attitudes, and specific rating of achievement of course objectives by the participants. Six-month or one-year post-evaluations are helpful, as are interviews of peer and supervisors and observations of the nursing personnel at work.

Forms of Evaluation

Evaluations can be divided into four types, each answering specific questions and using appropriate techniques for measurement:

Job Performance: Did the training lead to more effective on-the-job performance by the student?

Use: Questionnaires, simulations, job sample tests, visual observations, interviews, rating forms, individual performance measures.

Group Performance: What effect did the training have on groups from which students came or in the department as a whole?

Use: Job sample tests, simulations, visual observation, interviews, rating forms, individual and group performance measures, individual and group behaviour measures.

Participant Knowledge Gain: What facts, techniques, skills, or attitudes did students acquire as a result of the training program?

Use: Questionnaires, knowledge tests, job sample tests, simulations, visual observations, interviews, rating forms.

Participant Satisfaction: How satisfied were students with the program?

Use: Questionnaires, interviews, rating forms, visual observations.

5.7 OTHER METHODS OF STAFF DEVELOPMENT

Encouraging Self-learning: Independent learning occurs when individuals set up personal objectives and structure their own means for attaining these goals. Such learning can be very effective in acquiring professional knowledge.

- Make non-traditional learning resources readily accessible.
- Concentrate on development of Self-study materials which can be used in flexible ways.
- Guided assistance in encouraging self-directed learners.
- Create a climate, which will stimulate continuous learning of staff nurses.

Encouraging Nursing Research: The value of research to the practice of nursing has been well documented. Scarce resources should be used as efficiently as possible and research can contribute to the clinical and management decisions required to effectively operate the Nursing Division.

Using a Preceptor: The preceptor, is a person, generally a staff nurse, who teaches counsels, inspires, role models, and supports the growth and development of individual (the novice) for a fixed and limited amount of time and with a specific purpose of socialization into a new role.

Computer-Assisted Instruction: The microcomputer has the capability of assisting adult learners in their continuing education efforts by providing individualized and self-paced instruction. This would relieve the staff development educator of many repetitious classroom sessions and allow the instructor more time to engage in aspects of teaching that require human interaction.

5.8 SUGGESTED PERFORMA FOR PREPARATION OF A PROPOSAL FOR ORGANIZING STATE-LEVEL WORKSHOPS

Notes:

- Sequence can be modified,
- Some information provided can be combined, added, deleted
- Sponsoring/funding agencies often have their proforma

<ol style="list-style-type: none"> 1) Title of Workshop/Project/Reference 2) Name and Address of Institution/ Organization submitting proposal 3) Introduction/Background/Scope 4) Justification 5) Participants - category <ul style="list-style-type: none"> - Estimated number - Local - Outstation 6) Workshop duration/Working days 7) Workshop dates <ul style="list-style-type: none"> ● Calendar/schedule of programmes ● Opening dates ● Closing dates 8) Workshop coordinator 9) Workshop Objectives 10) Workshop venue 11) Outline of Proposed programme/ Course outline/course content/topic areas 12) Resource staff to be involved 13) Budget plan/Estimated amount <ul style="list-style-type: none"> ● Participating Travel(T.A.) ● Board, Lodging/Subsistence (Stipend per day) ● Honorarium for Resource Staff ● Contingencies <ul style="list-style-type: none"> - Clerical assistance - Stationery - Instructional materials - Miscellaneous Total estimated amount 15) Name of Nursing Officer in whose name grant amount is to be released in advance(who is usually expected to certify statement of accounts) 15) Programme evaluation plan 16) Report and Records 	
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Prepare an action-checklist by listing procedure and actions to be taken before, during, and after workshops (see guidelines)

Before Workshop

During Workshop

After Workshop

5.9 LET US SUM UP

In this section we have discussed how as a nurse administrator you can organize Staff Development programme. Need Assessment of Staff development will help you in organizing appropriate programs keeping in mind the points which will help your programme to be successful with adequate resources, appropriate teaching methods and visual aids. Steps and Guidelines will help you to facilitate Staff Development activities in your institution.

5.10 ACTIVITIES

- Assess the areas of Staff Development programme required for your organization.
- Prepare an outline how you will plan Staff Development programme.

INSERVICE/WORKSHOP/STAFF DEVELOPMENT PROGRAMME

EVALUATION

Note: Tick [✓] in the column of [Yes]/[No]

- | | |
|---|------------|
| 1) The workshop objectives were met | [Yes]/[No] |
| 2) The course content was relevant | [Yes]/[No] |
| 3) The course content was adequate | [Yes]/[No] |
| 4) The teaching method used were appropriate | [Yes]/[No] |
| 5) The Audio Visual aids used were, appropriate and attractive | [Yes]/[No] |
| 6) The duration of the course is adequate | [Yes]/[No] |
| 7) Did you appreciate the pre and post-test | [Yes]/[No] |
| 8) Did you like the sessions taken by the various resource person | [Yes]/[No] |
| 9) Were you given ample opportunity to express your ideas/views/opinion | [Yes]/[No] |