

Getting Started

- ▶ Are you and your staff being pulled in too many directions and managing a variety of responsibilities?
- ▶ Is it a challenge to find time to research and prepare for your in-service programs?

SmartStaff™ In-Service Training Programs make it simple.

The specially designed Getting Started module assists the instructor in preparing and conducting in-services that will challenge staff and build their confidence. This module provides a step-by-step plan along with teaching fundamentals needed to successfully teach staff about critical healthcare issues.

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Instructor's Preparation Guide

This detailed guide walks the instructor through the steps necessary to prepare an effective in-service.

Getting Started: In-Service Training

Instructor's Preparation

STEP 1: Post the In-Service Announcement

A Notice of In-Service Training should be posted at the time clock, at each nurse's station and in highly visible areas at least five days before the training. The announcement should include:

- Date
- Time
- Speaker
- Departments required to attend
- Whether the in-service is mandatory or voluntary
- Any additional information participants may need

Note: The Notice of In-Service Training can be copied from this section, or printed from the CD. Remember to make copies of forms and keep the originals in your in-service binder.

STEP 2: Review the Course

You should be able to effectively present this material with a preparation time of one to two hours. We recommend that you read the in-service first and then take the test in section four to enable you to present this material efficiently.

STEP 3: Review the Lesson Plan and (optional) PowerPoint Presentation

To assist you in presenting the training materials, we have developed a lesson plan in table format. We recommend that you review the lesson plan prior to conducting the in-service, as it provides information relative to using handouts, questions to ask participants and when to advance to the next topic. The lesson plan is divided into four columns:

| Topic (Time) | Task | Say This | Tips |
|--------------|-----------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------|
| | Lists the section to be discussed and the time estimated to complete. | Lesson Plan content appears here. | Suggestions on how to make the training activity more interactive. |

The optional PowerPoint presentation can be found on the CD. Follow the instructions on the CD to install the PowerPoint reader and view the file.

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STEP 4: Print or Copy Recordkeeping Documents, Forms and Handouts

The following documents and forms can be copied from the in-service or printed from the CD.

| Forms | Comments | Copy From Section | Print From CD | Number of Copies |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------|------------------|
| Notice of In-Service Training | Notifies staff members of an upcoming in-service. | 1 | ✓ | 1 per in-service |
| Certificate of Completion | Demonstrates that the participant has successfully completed the in-service. | 1 | ✓ | 1 per attendee |
| Recordkeeping Documents | | Copy From Section | Print From CD | Number of Copies |
| In-Service Attendance Record | There are two parts to this form: Part 1: Legistics documents information about the in-service. Part 2: Signatures documents signatures of participants, their title and the normal shift they work. | 1 | ✓ | 1 per in-service |
| Employee In-Service Record | Maintains a history of each individual employee's in-service training. | 1 | ✓ | 1 per attendee |
| History of In-Service Training Dates | Maintains a record of when in-service training was conducted in the facility. | 1 | ✓ | 1 |
| Handouts | | Copy From Section | Print From CD | Number of Copies |
| Competencies | There are two types of competencies: 1. A pre-test (theory) to determine comprehension of the material. A test key is included for easy grading. 2. A skills test (practical) to determine comprehension of the skill required to perform the task. The competencies are unique to each in-service. | 4 | ✓ | 1 per attendee |
| Lesson Plan Handouts | Provides supplemental information that complements the lesson plan. | 5 | ✓ | 1 per attendee |
| PowerPoint Handouts | A copy of each PowerPoint Slide with room for note-taking. | 5 | ✓ | 1 per attendee |
| Course Evaluation | The evaluation form is unique to each in-service. Each employee should evaluate the effectiveness of each in-service. Results can be tabulated and used to enhance future programs. | 5 | ✓ | 1 per attendee |

Note: Remember to make copies of each document and keep the originals on file.

Teaching the Adult Learner

This section includes tips on how to present the in-service in a way that appeals to the adult learner and engages your staff to help them achieve proficiency in the course material.

| Getting Started: In-Service Training | |
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| Foreword: Teaching the Adult Learner | |
| What is teaching? The simple answer is that teaching is the act of instructing or guiding. Let's consider the larger picture: the results of teaching. When you teach, you're sharing your knowledge with another, which helps that person become more competent, confident and independent. When you help someone become a more capable individual, you're assisting that person in his or her journey towards reaching his or her unique potential. What a gift! | |
| Walk into any healthcare facility and you'll hear the words "in-service meeting" or "mandatory in-service" because regulators require facilities to educate staff on meeting the needs of the residents. Sometimes, we miss the point that the task of educating staff is broader than "getting the in-services done." | |
| In fact, the knowledge base of a facility's staff and management is the foundation of that facility's quality of care, as well as its regulatory compliance. | |
| Every minute we waste in the facility is expensive, but the cost of staff attending in-services and not learning or not being held accountable for learning is even greater. Ultimately, a poorly trained staff leads to poor quality of care and outcomes. | |
| The development of effective staff education is an investment. Each time you gather a group of employees to learn, you are investing significant resources. But the expense makes sense when you can answer yes to these questions: | |
| ➤ Do we value staff development? | |
| ➤ Do we recognize the relationship between staff training and quality of care? | |
| ➤ Can we stimulate staff thought and change behavior through discussion and interactive exercises? | |
| MED-PASS understands the need for quality educational programs and how to teach the adult learner. Typically, adults are most receptive to new learning experiences when they have experienced life-changing events, for example, a new job or career change. | |
| Adults are motivated to learn new information because they have a use for the knowledge or skill being sought. | |

Recordkeeping Forms and Documentation

The following recordkeeping forms can be copied from templates provided or printed from the accompanying CD.

- In-Service Attendance Record
- In-Service Attendance Record Signature Sheet
- Employee In-Service Record
- History of In-Service Training Programs
- Notice of In-Service Training
- Certificate of Completion

CERTIFICATE OF COMPLETION

(Facility Name and Address)

CERTIFIES THAT

(Name of Person and Title)

SUCCESSFULLY COMPLETED _____ HOURS FOR:

(Title of In-Service and Date Completed)

(Full Professional Signature of Instructor)