

Staff Education Policy

CURRENT AS OF 07/04

SUBJECT: Guidelines for the Development of Educational Programs Offered by Staff Education, University of Kentucky Hospital

Policy: All programs offered through Staff Education will be planned according to guidelines developed and approved by the Training Council.

Guidelines:

A. Assessment

Programs offered will be based on the assessment of the informational and performance need of individuals to learn new skills or information to better assist the hospital in achieving its mission. Procedures for the assessment of staff learning needs can be varied, but learning needs should be objectively and systematically identified. Results of the learning needs assessment serve as a basis for developing objectives for the program.

B. Program Design: The following steps are outlined for the development of major new educational initiatives offered by Staff Education

1. Planning Manager or Committee

Programs are designed by an individual knowledgeable in the educational planning process or by a planning committee that consists of an educator from the Staff Education, a member of the Training Council, potential users of the program, and content experts. If a committee is used, a chairperson is selected by the committee membership.

2. Purpose

There is a concise statement of the intended purpose of the program.

3. Target Audience

The target audience for the program is defined and must be applicable to persons in multiple departments/settings for the program to be provided by the Staff Education Services.

4. Objectives

Objectives are defined for the program and can include learning objectives to be achieved by the end of the formal program, anticipated performance changes to be made in the workplace, and/or outcome objectives expected for the institution. Objectives serve as one basis of evaluation of the effectiveness of the program.

5. Content

Program content is current and based upon established accepted practice. Literature searches are done and teaching materials previewed. Content is relevant and is geared to the accomplishment of the stated objectives of the program.

6. Delivery Method

The delivery method chosen is based upon an assessment of the following factors:

- Type of content
- Amount of content
- The need for individual testing or demonstration
- Amount of time the individual can be freed from the workplace
- Learning style of the majority of employees
- Availability of instructors/trainers
- Cost

Methods:

- Classroom
- Self-instruction
- Precepted

7. Design

The instructional plan incorporates the following learning principles:

- Solicitation of participant expectations for learning
- Inclusion of different learning-centered activities at least once every twenty minutes
- Repeated reinforcement of key areas of content
- Assessment of understanding by some method of participant response
- Evaluation of the learning experience by participants

8. Length of Program

The amount of time to present the program is specified and justified. Program length should consider the amount of time needed for participants to reach the stated learning objectives.

C. Evaluation

There are plans for evaluating the program by at least one of the following methods:

- Participant satisfaction with the learning opportunity
- Achievement of the stated objectives by the end of the learning session
- Retention of content at some determined time point
- Change in workplace behavior

The attached form can be used as a method to insure that all educational steps are considered in the planning process.

Approved by Training Council
Authorized by Carol Dickey, Director of Staff Education

**Staff Education Services
Worksheet for the Development of Educational Programs**

Name of Program:

Date of Beginning Planning:

Members of Planning Committee	
--	--

Assessment Data	
Purpose	
Target Audience	
Outcome Objectives	
Content Outline	

Delivery Methods	
Design	
Length of Program	
Evaluation Methods	
Anticipated Offering Dates or Frequency	

--	--