Health care Training and Development

Name

Course

Tutor

Date

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**Explain why training and education are vital to health care.**

Understandably, healthcare service providers need unique skills and knowledge to offer safe and competent care and to safeguard those accessing the health care facility. Health care services education is essential in enhancing patient results, protecting people from danger and guaranteeing life quality. To practice their professions, health services providers like nurses, pharmacists, physicians, occupational and physical therapists, medication technicians and registered nursing assistants, need licensure by the federal or state governments. However, several other health services providers, such as those employed to help vulnerable people and family members with practices of everyday life starting from eating to bathing and walking around (Forsetlund et al., 2009). These providers might not be needed to possess skilled education; it is critical that they are presented with chances to assist them to promote safety, identify problems and understand how to report health care-associated problems. Some of the topics recommended for the senior care workers are neglect, abuse and exploitation, basic nutrition and food safety, coaching and cueing, basic first aid and accident prevention.

The more knowledgeable health care providers and practitioners should also attend to the educational practices that will help them in the oversight and management of health care employee who is less experienced. The top level service providers should cover these topics; diabetes, dysphagia, depression, Alzheimer’s disease and dementia, HIPAA, MRSA and identity theft. The goal of training and education program is not only to enhance skills of health services providers but also to assist they identify and report health care issues that could affect safety, health and welfare of people who need health care (Forsetlund et al., 2009).

**Explain the importance of measuring competencies**

Competency based assessment is an old practice in Human resource but still a good practice to adopt. Measuring competencies helps the health care providers identify all the skills that their workers possess. The driving factor for any firms is the level of competency of its various stakeholders. Measuring competencies helps decide which competencies every person requires to develop. The process of measuring is relatively easy and mostly incorporates the parts of the yearly appraisal procedure. Measuring these competencies will help the health care sector track how employee development is progressing (Robbins et al., 2001).

To measure competencies, one needs to understand the competencies themselves. Then afterwards, a process needs to be set in place to acquire any important information. The most superior way to accomplish this is through identifying conducts that define particular competencies. Normally, conducts are made up of mostly three parts, skills, knowledge and attitudes. These parts split the measurement of conducts into hands-on chunks that can be controlled, observed and recorded. The manner in which employee interact with their colleagues will present evidence to evaluate developmental progress. It is essential to record such observations, and it can be done at the event time to make sure details are objective and accurate. Competency observations can be done with the use of the template which offers a way to record an event, and the conducts witnessed. It also makes it easy for individuals to decide whether what was witnessed was positive in comparison with the expected behaviour of someone in the same role. This, therefore, helps in performance evaluation (Robbins et al., 2001).

**Describe the process for tracking and evaluating training effectiveness.**

One of the models of assessing and monitoring the efficiency of the training sessions is the Kirkpatrick model of evaluation (Woodhouse, 2016). Usually, the method follows this process.

Reaction (Level 1)

The stage of the process tracks the informal comments presented by the training participants. It involves a completed feedback questionnaire by the participants and focuses on the member’s group sessions. The purpose is to identify whether the participants found the training process useful, well structured, and challenging or organized (Woodhouse, 2016).

Learning (Level 2)

The purpose of this stage is to identify whether the participants improved skills, knowledge and change of attitude as a result of the training program. It involves on job assessment, post and pre-test scores and supervisors reports

Behavior (Level 3)

This stage evaluates and tracks the participant’s behavior change after the training programs. To accomplish this, self-evaluation questionnaires are completed, on job observations and peer, the customer, as well as participant's manager reports, are utilized.

Results (Level 4)

This stage aims to showcase measurable organizational advantages that have resulted from the training program regarding efficiency, productivity and health care quality. To accomplish this, financial reports are presented; interviews with health care departmental managers are done as well as quality inspections.

**References**

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