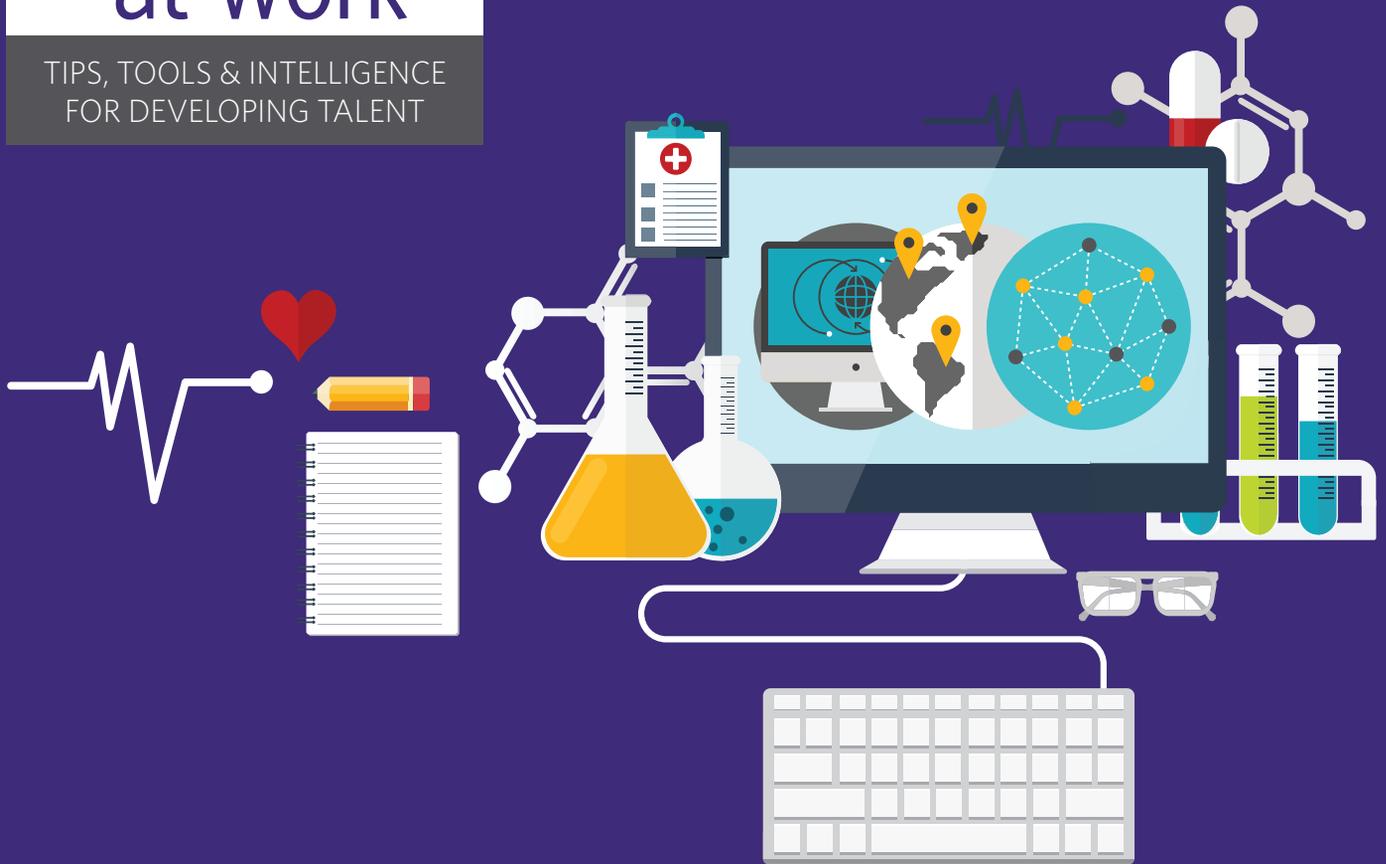


FEBRUARY 2015

BONUS ISSUE 1513

td
at work

TIPS, TOOLS & INTELLIGENCE
FOR DEVELOPING TALENT



LEARNING AND DEVELOPMENT IN HEALTHCARE

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atd
HEALTHCARE

LEARNING AND DEVELOPMENT IN HEALTHCARE



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Assessing the impact that learning and development (L&D) programs have on the performance of a healthcare organization is a challenge, primarily because, in many cases, specific learning plans are not part of a strategic planning effort.

But in today's fast-paced environment, organizational and personal learning are becoming strategic considerations. The special role of strategic planning is to align work systems and learning initiatives with your organization's strategic directions. When this alignment is carried out well, improvement and learning form a foundation for, and reinforce, organizational priorities.

It is incredibly difficult to design, develop, and implement generic L&D initiatives in the healthcare setting. This is because the needs of healthcare's learning audience are dramatically different from those in other industries.

For example, most of the solutions available in the L&D and training industries can be easily adapted to meet the different needs of different industries. A soft skills solution focused on customer service can be adapted to sales or manufacturing.

That same soft skills solution cannot be easily leveraged in healthcare. Customer-focused solutions may not work for healthcare because patients, in several different ways, are not customers.

This *TD at Work* will showcase some innovative initiatives for training and education in the healthcare field, how to address new challenges and changes, and how to create impact.

Specifically, this *TD at Work* will demonstrate:

- how learning needs in the healthcare field differ from other professions
- how the ADDIE model can be modified for the healthcare sector
- how to align training with current reporting requirements
- tools for evaluating the effectiveness of L&D programs.

OVERVIEW OF LEARNING NEEDS IN HEALTHCARE

Many healthcare organizations carefully measure patient satisfaction and employee engagement levels. But are they really measuring the correct outcome? Three traits often characterize engagement:

- performing meaningful work
- having clear organizational direction and performance accountability
- having a safe, trusting, effective, and cooperative work environment.

However, most of the time what is really measured is not the level of engagement, but the level of satisfaction.

Much of the time in healthcare, L&D initiatives need to show an almost-tangible influence on the impact and results related to:

- risk-adjusted mortality index (in-hospital)
- risk-adjusted complications index
- risk-adjusted patient safety index
- alignment with core values
- severity-adjusted average length of stay
- case mix- and wage-adjusted inpatient expense per discharge
- adjusted operating profit margin
- increased patient satisfaction.

A healthcare organization's knowledge management strategy should focus on:

- employee time management
- improving processes and healthcare services
- developing innovative solutions that add value for the patient, the stakeholder, and the organization.

One of the many challenges facing healthcare organizations today is finding a way to manage, use, evaluate, and share their ever-increasing organizational knowledge. Leading healthcare organizations benefit from the knowledge assets of their workforce, patients, stakeholders, suppliers, collaborators, and partners, who together drive organizational learning and innovation.

TEACHING HOSPITALS

A teaching hospital is a hospital that provides clinical education and training to future healthcare professionals in addition to providing medical care to patients. They are generally affiliated with medical schools or universities and often have a commitment to research.

HOW HEALTHCARE LEARNING NEEDS DIFFER

The healthcare sector should be of particular interest to the L&D community as healthcare spending approaches 20 percent of the nation's gross domestic product. In the last year, key elements of the Affordable Care Act (ACA) took effect. These changes affect the number of individuals accessing healthcare services, and the payment structure in place for individuals with Medicare and Medicaid.

Leveraging and managing resources effectively will allow healthcare organizations to become performing accountable care organizations (ACOs) while remaining industry leaders. The Centers for Medicare & Medicaid Services define ACOs as “groups of doctors, hospitals, and other healthcare providers that come together voluntarily to give coordinated, high-quality care to their Medicare patients.”

Yet changing learning functions in healthcare organizations from a silo approach to a business-

aligned systems approach presents its own set of challenges. In most organizations, learning objectives are developed after learners' needs are evaluated and analyzed, and are aligned with organizational goals. The healthcare industry, however, comprises myriad learners, each with different needs: patients, nurses, other members of the workforce, physicians, and leaders. Because of its diverse and extremely segmented learning audience, one size does not fit all in healthcare in terms of deliverables, training, learning experience, and so forth. However, we should have a systematic and consistent approach to analyze these audiences.

Healthcare workforces not only have different individual learning needs, but they also have unique organizational learning goals. One of the examples comes from the Maslow hierarchy of needs, as applied to healthcare. Within healthcare service delivery models, the physiological and safety portions of the pyramid heavily overlap, because healthcare providers are considering patient needs before their own.

The Academic Approach: Education in Hospitals

Many hospitals, especially those affiliated with a university or medical school, take an academic approach to education. Within academia, learning itself is the goal. Information is presented, the mind is stretched, and a test is given to prove that knowledge or skills have been obtained.

Yet in healthcare, using what is learned to advance corporate initiatives is the goal. Although the academic step of learning or demonstration of skill is important, it's a preliminary step to implementing what one has learned. Thus, it is imperative that we move from an academic approach to a performance-outcomes approach. This approach requires us to integrate our initiatives with corporate outcomes and goals, and ensure that participants not only learn, but also apply their knowledge and skills in the workplace to meet those goals. This requires us to move beyond the classroom.

This new focus will require healthcare education professionals to partner with management and staff to ensure that classroom

ACADEMIC VERSUS PERFORMANCE

Academic (Knowing How)	Performance Outcomes (Doing)
Focus: knowledge and skill acquisition	Focus: performance outcomes
Knowledge: obtained from textbooks and labs	Knowledge: applied on the job
Where: in the classroom	Where: on the job
Measurement: test or skills demonstration	Measurement: performance in the workplace
Outcome: passing grade	Impact: workplace goal attainment

learning is applied on the job. It is no longer palatable for healthcare educators to say it's a management issue if newfound knowledge is not applied.

To support this focus, educators creating courses will have to make expected outcomes very clear, and then follow through on the unit or place of work. We need to tie education to its workplace importance to create an intrinsic value, set measurable expectations for performance, and reinforce and provide extrinsic accountability.

ADAPTING ADDIE FOR HEALTHCARE

ADDIE (analysis, design, development, implementation, evaluation) is a model of the instructional systems design family.

In his T+D magazine article “e-ADDIE,” Bruno Neal emphasizes the importance of the model as a foundation of a customizable process. Neal addressed the need to create supplemental steps within ADDIE to address e-learning needs.

Neal used the same principle to create supplemental tasks and steps adapted to address healthcare needs. In addition to the tasks, he created an extra step in the process, a second I appearing after the evaluation phase. The new I stands for *impact*, turning the acronym into ADDIE-I.

Neal created the impact phase to address continuous improvement and identify strategic opportunities for innovation. In this phase, the learning professional should focus on the harmonization of plans, processes, information, resource decisions, actions, results, and analyses to support key organization-wide goals.

Neal calls this the “So what?” phase. Many learning professionals successfully capture all levels of evaluation, but once the data are aggregated, there's often no plan to integrate the results into existing processes, projects, and initiatives.

The key words in this phase will be “integration” and “impact.” According to the Malcolm Baldrige National Quality Award Healthcare Criteria, effective integration goes beyond alignment and is achieved when the individual components

A SUCCESSFUL EDUCATION TO PERFORMANCE TRANSITION

What Questions Need to Be Addressed for Educators?	What Questions Need to Be Addressed for Students?
<ul style="list-style-type: none"> • Why is this important to the organization? To what goal is it tied? • What will good performance look like? How will I measure performance? • What skills need to be taught to obtain the performance? • With whom do I need to partner to reinforce this learning? • What tools can I make available to increase success? 	<ul style="list-style-type: none"> • Why is this important to me, and to the organization? • When and how do I integrate the training into my job? • How do I get help? What tools are available for my just-in-time needs? Whom do I call? • How will my performance be assessed? • What happens if I do not apply my knowledge to my performance?

of a learning or performance solution cited in your learning strategy plan operate as a fully interconnected process.

Learning professionals should use the results gathered during the evaluation phase to create an improvement plan. For example, you can write a report or a document that states past, present, and desired circumstances. Use data you had before the implementation of your project or initiative, data you gathered during the current project's evaluation phase, and benchmark data from industry leaders (for example, ATD BEST Awards winners, Baldrige recipients, and the like). Clearly paint a picture of the past and current states, and reveal how those numbers and data will help identify strategic advantages, challenges, and opportunities to improve your current state. The main indicators used to evaluate results are trends and comparisons.

Once the learning strategy plan is deployed, lessons-learned key points are identified and addressed during the impact phase. In other

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