



## WRHA Educator Council Development of Educational Material for Staff

The first step in determining how to update staff on a new practice, piece of equipment, or process is to clearly understand the intended purpose of the information. Use the following definitions to understand what the purpose is of providing the new information.

### Working Definitions:

- Inform** To provide information in a way that that explains in simple, clear terms how the information is to be used. The learner is expected to be aware of the information. The learner is generally expected to review the information in the flow of a regular workday. To document that staff members were informed, keep a copy of the communication (e.g., email, memo, letter), the date it was sent, and to whom it was sent.
- Example: a new or revised requisition form that is very similar to what was used in the past. Learners can read the information notice, be aware that the form is going to change, and use current knowledge and skills to read and apply the information about using the new form.
- Educate** To select key learning points that the learner must understand in a new or expanded way, and to design a learning plan so that the learner receives, understands, and is able to use the information. The education usually addresses the “what”, “why”, “who”, “when”, and “where” about the information. It might include “how” but it does not usually involve actual practice or demonstration of skill in practice. A simple way to document that a person was educated is to keep a sign in (attendance) list or a quiz score.
- Example: learners need to learn new knowledge about features of a new product, how it is to be used, what it may do differently from the equipment it is replacing, the benefits and/or drawbacks, etc. The information is too complicated to put into a memo or letter, but actual practice with the new product or piece of equipment is not necessary for most learners because of their current level of skill(s).
- Train** To focus on learning a new manual skill or thinking skill, or to reinforce an existing skill. Training incorporates an assessment of the ability of a learner to perform the skill and to integrate that skill into practice. A simple way to document that a person was trained is to have that person demonstrate the skill (e.g., through return demonstration, case-based scenario, simulation or drill) and to document how well it was done using a standardized checklist that describes the intended outcomes of training).
- Example: a learner is taught how to use a new step-by-step method to put on and take off personal protective equipment – the instructor watches the learner put on and take off personal protective equipment, and the instructor then documents how well the task was performed and helps the learner to prevent/manage/solve problems that arise during the task.

## **Intended Audience**

When determining the intended audience for Informing, Educating or Training, please ensure that all personnel who are involved with the item are invited to participate including personnel who stock, process, repair, maintain, clean, or decontaminate the item. Consider the audience size, usual working hours and availability to be pulled out of usual work when determining what format the learning material should take. As well, it is important to consider the resources available to deliver the intended learning material to the audience when considering the most suitable format.

## **Format of Learning Material**

When the purpose of new information is to “inform” as defined above, a memo or notice should be crafted to highlight the new information. A sample of a new form, or picture of a product can be attached to provide additional clarity.

Learning materials for Education and/or Training purposes should be in a format suitable for use:

- during a changeover phase of implementation for an existing practice or piece of equipment for current employees and
- at orientation to the site, department or unit for new employees and
- during periodic refresher training (as required) for designated employees with prior training.

Examples of learning resource formats include (but are not limited to) Powerpoint presentations, printed handouts, self-learning packages, DVD recordings and online learning modules. Please note that if refresher training learning resources will be substantially briefer than initial training material, then a separate learning resource should be developed for the refresher training.

## **Resources:**

Athabasca University. *Training for Improved Performance. Unit 1: Needs Assessment*. Athabasca, AB: Athabasca University; 1990, pp. 9-34.

Institut national de santé publique du Québec. *Terms of Reference for Training Needs Analysis, Continuing Education Component*. Québec, QC: Government of Québec; 2006 Available: [http://www.inspq.qc.ca/pdf/publications/884\\_Cadre\\_reference\\_ang.pdf](http://www.inspq.qc.ca/pdf/publications/884_Cadre_reference_ang.pdf)

United Kingdom Medicines and Healthcare Products Regulatory Agency. *Device Bulletin: Managing Medical Devices – Guidance for healthcare and social services organisations*. DB2006(05). Published Online: <http://www.mhra.gov.uk/home/groups/dts-bs/documents/publication/con2025143.pdf>