

Personnel Learning

Primary Reference

- *Emergency Management Principles and Practices for Healthcare Systems*, The Institute for Crisis, Disaster and Risk Management (ICDRM) at the George Washington University (GWU) for the Veterans Health Administration, Department of Veterans Affairs (VA), Washington, DC, June, 2006. Available at www.va.gov/emshg

Lesson Objectives

- Differentiate between education and training, and the purposes of drills and exercises.
- Identify the stages in the Instructional Systems Development (ISD) process.
- Describe some principles of adult learning.
- Describe the types of exercises and the purposes of each.

Key Terms 1

- Education – Instruction, structured to achieve specific, competency-based objectives, that imparts primarily knowledge.
- Training – Instruction that imparts and/or maintains the skills (and some abilities, such as strength and endurance) necessary for individuals and teams to perform their assigned system responsibilities.

Key Terms 2

- Drills – a training application that develops a combination or series of skills.
- Exercise – a scripted scenario-based activity designed to evaluate the system's capabilities and capacity to achieve overall and individual functional objectives and to demonstrate the competencies for relevant response and recovery positions.

Key Terms 3

- Competency – a specific knowledge element, skill, and/or ability that is objective and measurable (i.e. demonstrable) on the job. It is required for effective performance within the context of a job's responsibilities, which achieves the objectives of the organization.
- Proficiency – a designation of the performance level of a competency (awareness, operations or expert-level).

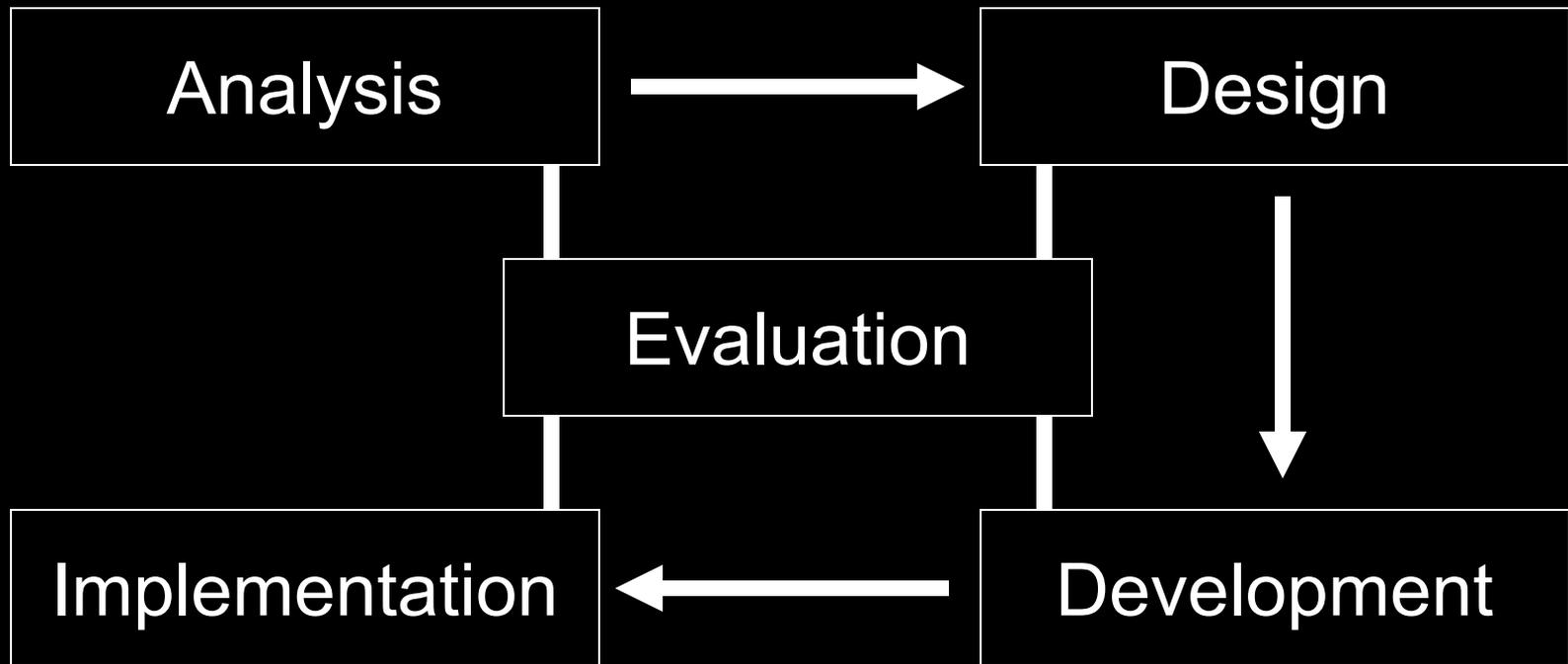
Competencies, Instruction and Evaluation

- Competencies describe the necessary knowledge, skills, and abilities that instructional activities (education, training and drills) are designed to provide, and that evaluative activities (exercises) measure.

Discussion Question:

- How would you characterize most of the “disaster preparedness” courses that are available?
 - Are they “education” or “training”?
 - What level of proficiency do they deliver (awareness, operations or expert)?

Instructional Systems Development



Analysis and Design

- In the analysis phase, requirements for education and training are identified:
 - Target audiences, competencies and proficiency levels.
 - Regulations and standards.
 - Gaps in current training.
- In the design phase, learning objectives and instructional methods are established for the course(s).

Development, Implementation and Evaluation

- In the development phase, content is matched to the learning objectives, materials produced, and evaluation strategies designed.
- The implementation phase focuses on the preparation and conduct of the instructional activity.
- Evaluation is concerned with how well the course was conducted, as well as whether the outcomes (competencies and proficiencies) were reached.

Principles of Adult Learning

- Adults prefer self-direction.
- Adults have experience that should be used and built upon.
- Adults' orientation to learning is life- or problem-centered.
- Adults often learn in small groups.
- Adults need a supportive and challenging environment.

Types and Purposes of Exercises

- Tabletop – designed to evaluate knowledge of how the system is applied to a scenario.
- Functional – designed to evaluate knowledge, skills and abilities to perform a particular functional area within the system.
- Full-scale – designed to evaluate a series of functional areas or the overall response system.

The Importance of an Exercise Program

- Exercises build on the foundation of instruction on the existing system and designed in a building block order.
 - Education and training must be designed to enable employees to perform the procedures in the EOP and incident-specific guidance.
 - Full-scale exercises should not be conducted without first conducting training, tabletops and functional exercises.

Discussion Question:

- *What are some difficulties and solutions you have experienced in providing emergency management education, training and exercises in your hospital?*

Questions?