

**MANAGEMENT OF NURSING SERVICES AND
EDUCATION**

Staff Development and Welfare

UNIT- III

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HUMAN RESOURCE MANAGEMENT:-



INTRODUCTION

- ✘ Staff development is the process directed towards the personal and professional growth of nurses and other personnel while they are employed by a health care agency.
- ✘ It is essential for the upliftment of professional as well as administrative field.

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DEFINITION

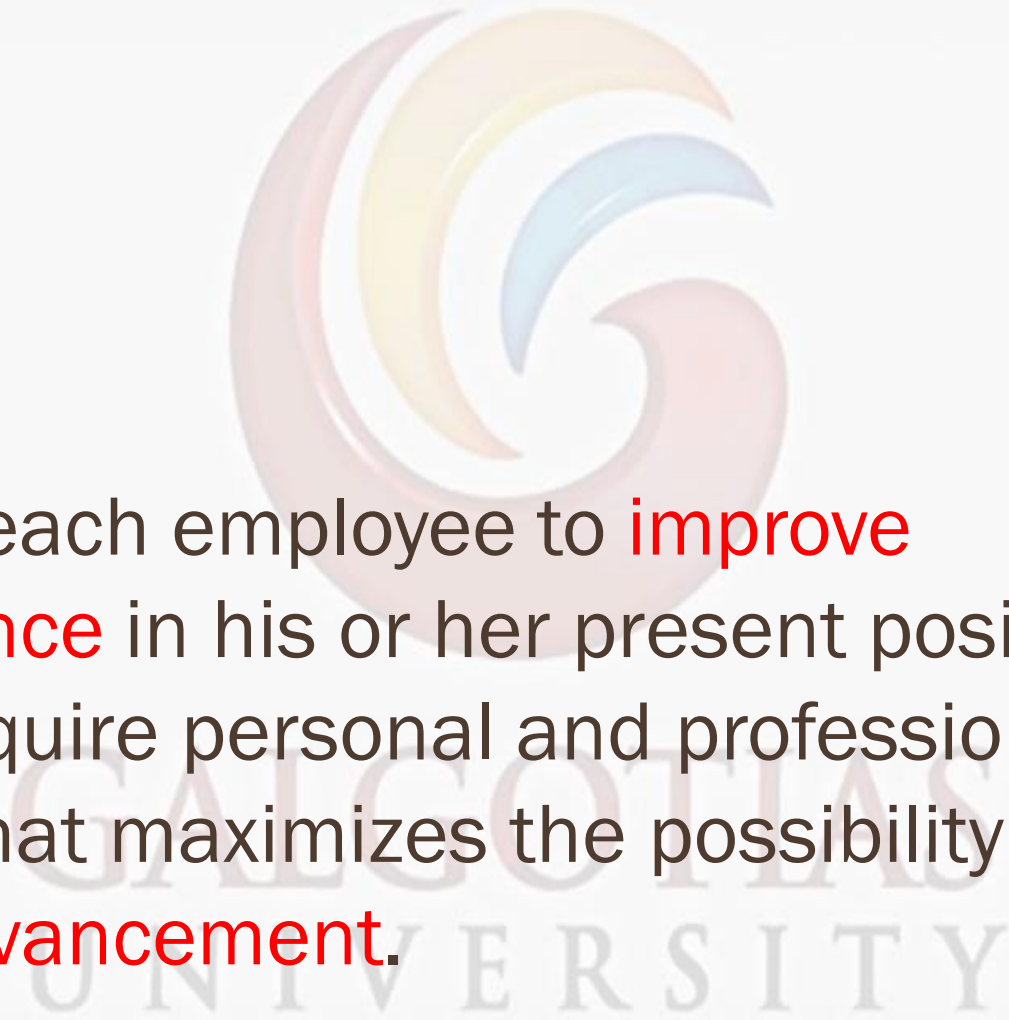
- ✘ Staff development refers to all training and education provided by an employee to improve the occupational and personal knowledge, skills and attitude of vested employees.



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GOAL

- ✘ To assist each employee to **improve performance** in his or her present position and to acquire personal and professional abilities that maximizes the possibility of **career advancement**.



NEED FOR STAFF DEVELOPMENT

- ✘ To meet social change and scientific advancement. It causes rapid changes in nursing knowledge and skills.
- ✘ To provide the opportunity for nurses to continually acquire and implement the knowledge, skills and attitudes, ideas and values essential to **maintain high quality nursing care.**
- ✘ To prepare for future tasks or trends.



- ✘ To meet job related learning **needs** of the nurse – (e.g., continuing education, in-service education, extramural education and post basic education)
- ✘ Fill the **gaps** between theory and knowledge.
- ✘ To achieve personal or profession development e.g., **promotion**.



PRINCIPALS

- ✘ Activities must be based on **needs** and **interest** of employees and organization.
- ✘ Learning is a combination of theory and experience.
- ✘ Learning is an internal, personal and emotional process.
- ✘ Learning involves changes in **behavior**.
- ✘ Learner should be encouraged to contribute in the learning process.
- ✘ Problem solving approach is well suited because; effective learning takes place when there is a need/problem.

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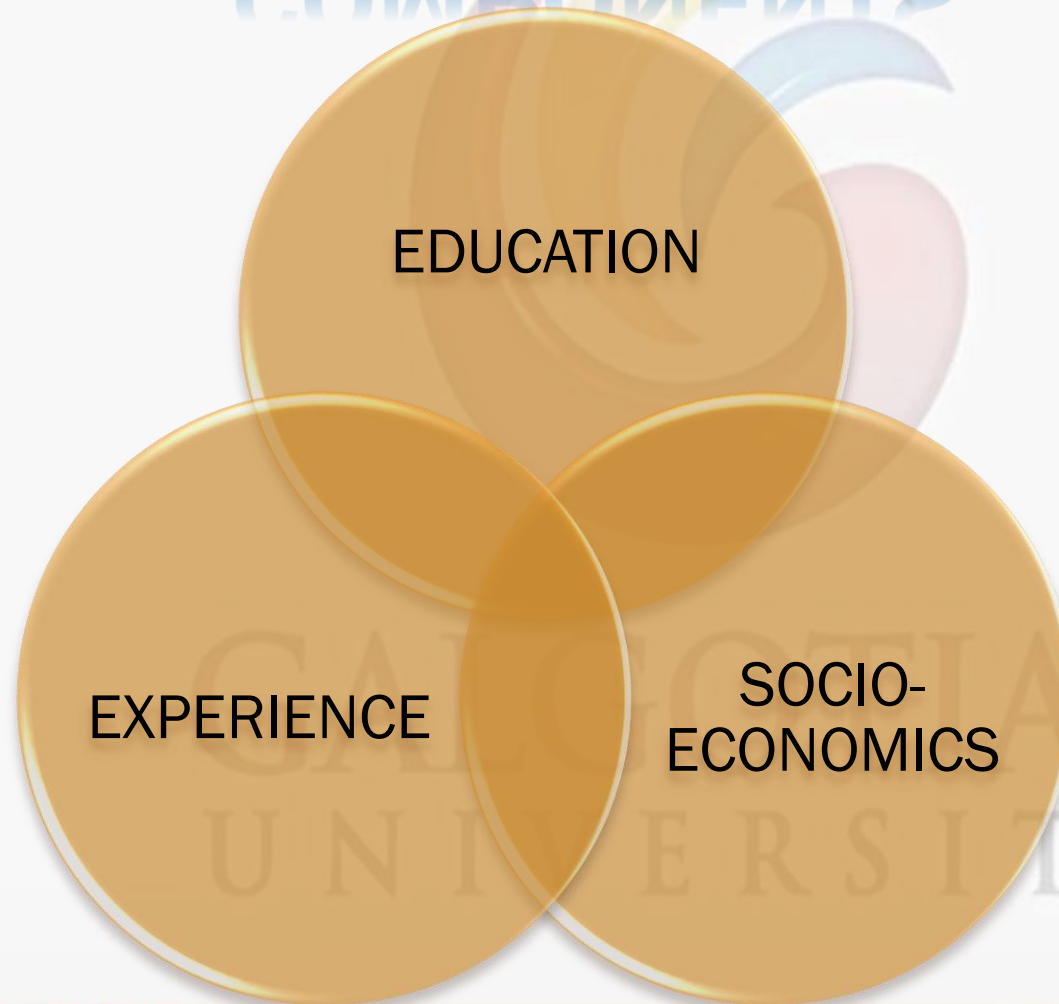
- ✘ **Positive** reward is effective.
- ✘ Teaching – learning should be based on educational psychology.
- ✘ Learning can be maximized by providing favorable condition.
- ✘ Learning is active process i.e., teacher and learner should be active in learning.
- ✘ Teaching must satisfy **learning needs** of an individual.

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STAFF DEVELOPMENT MODEL FOR GOAL ACHIEVEMENT OF THE HEALTH CARE AGENCY, THE NURSE AND THE NURSING PROFESSION

- ✦ Staff development model is based on the aforementioned **philosophical** statement, that the activities within a health care agency are directed towards achieving a **high quality care** through the mutual goal oriented efforts of the health care agency, nursing profession and its practitioners.

COMPONENTS



1. EDUCATION

- ✘ The educational component assumes that the nurse is motivated to continue learning through involvement in educational activities endorsed by a health care agency and the nursing profession.
- ✘ It may take the form of continuing education – in service education & extramural education or post-basic nursing education.

2. EXPERIENCE

- ✘ Nursing practice and experience in daily life are integral parts of staff development.
- ✘ Planned approach to the daily assignment of nursing responsibilities is both a benefit to the development of the nurse practitioner and prerequisites to high quality patient care.
- ✘ For quality care.

3. SOCIO-ECONOMIC

- ✘ It involves health care agency, the nurse and nursing association in management, planning, counseling and employee – employer relations.

Manpower planning

- the standards set by the nursing profession and the job commitment made between the health care agency and the nurse.

Counseling

- career planning as well as performance evaluation for the benefit of both the health care agency and the nurse

Employee-employer relations

- reflected in the personal practices, form the basics of policies underlying staff development in any agency.

TYPES OF STAFF DEVELOPMENT

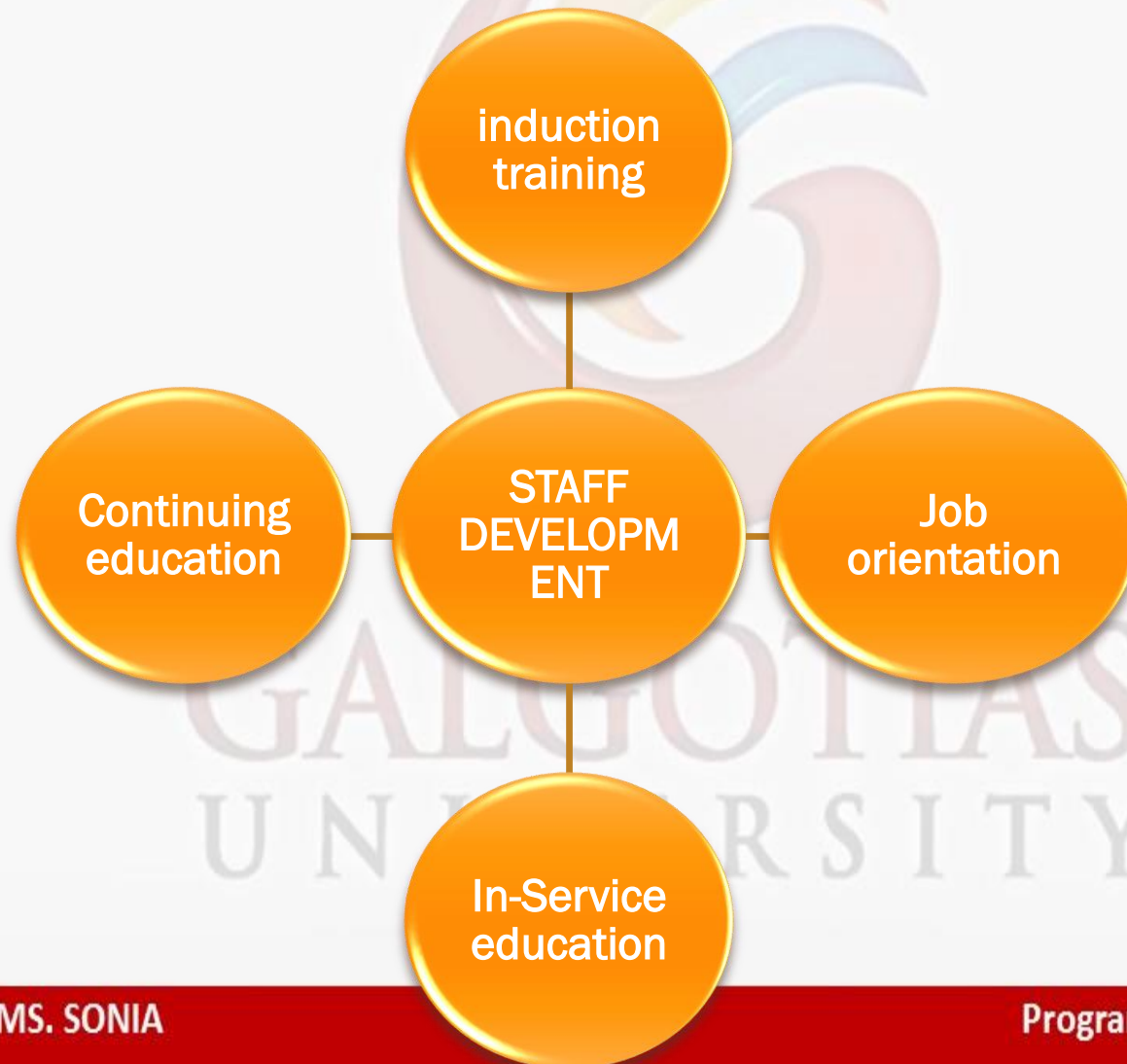


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School of NURSING

Course Code : BSCN4003

Course Name: NURSING MANAGEMENT AND ADMINISTRATION



INDUCTION TRAINING (3 DAYS)

- ✘ Is a brief standardized introduction to an agency's philosophy, purpose policies and regulations given to each worker during her or his first two or three days of employment in order to ensure his or her identification with agency's philosophy, goals and norms.

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JOB ORIENTATION (2-4 WEEKS)

- ✘ Is an individualized training programme intended to acquaint a newly hired employee with job responsibilities work place, clients and co-workers.

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IN-SERVICE EDUCATION (2-8 HOURS)

- ✘ It is a planned educational experience provided in the job setting and closely identified with service in order to help the person to perform more effectively as a person and as a worker.

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CONTINUING EDUCATION

- ✘ Is a planned activity directed towards meeting the learning needs of the nurse following basic nursing education, exclusive of full time formal post basic education.

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EXTRAMURAL EDUCATION

- ✘ Is a community based education directed towards meeting the job related learning needs of the nurse and other personal.
- ✘ Exclusive of full time formal study at a degree granting institution.

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FACTORS INFLUENCING STAFF DEVELOPMENT PROGRAMME

The major factors that determine the administrative structure of an agency-wide staff development programme are:-

- ✘ Administrative philosophy, policies and practices of health care agency
- ✘ Policies, practices and standards of nursing and other health professionals
- ✘ Human and material resources within the health care agency and community
- ✘ Physical facilities within a health care agency and community
- ✘ Financial resources within a health care agency and community

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FUNCTIONS OF STAFF DEVELOPMENT PERSONNEL

- ✘ Determination of the administrative structure of the staff development program.
- ✘ Determination and establishment of organizational methods, policies and procedures for a staff development program.
- ✘ Determination and establishment of lines of communication for the utilization of facilities and resources personnel for the staff development program.
- ✘ Determination of organizational and individual staff development needs and priority.

- ✘ Development of measurable short and long term objectives for staff development programmes.
- ✘ Promotion, development, implementation and evaluation of programmes to meet these objectives.
- ✘ Planning, co-ordination and utilization of community resources to assist in meeting these objectives.
- ✘ Provision of a consultative service and a resource for information relative to staff development.



**PROGRAMMES FOR STAFF
DEVELOPMENT**

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A. ORIENTATION PROGRAMME

- ✘ Is the process of acquiring anew staff with the existing work environment so that he/she can relate quickly to his/ her new surroundings?

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B. SKILL TRAINING PROGRAMME

- ✘ Skill training may be a manual or technical skill of doing for people or skill in dealing and working well with people.

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C. LEADERSHIP & MANAGEMENT DEVELOPMENT

- ✘ To improve the managerial abilities of persons at every management level as well as potential managers to produce the greatest degree of organizational progress.

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D. CONTINUING EDUCATION

- ✘ Formal, organized, educational programme designed to promote the knowledge, skills and professional attitude of nurses.

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- ✘ Make rounds with the physicians
- ✘ Attend medical round in a teaching centre
- ✘ Visit another hospital to observe their method of patient care
- ✘ Attend professional meetings, conferences, etc. and present papers
- ✘ Read articles of special interest and report them to staff

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BENEFITS OF STAFF DEVELOPMENT

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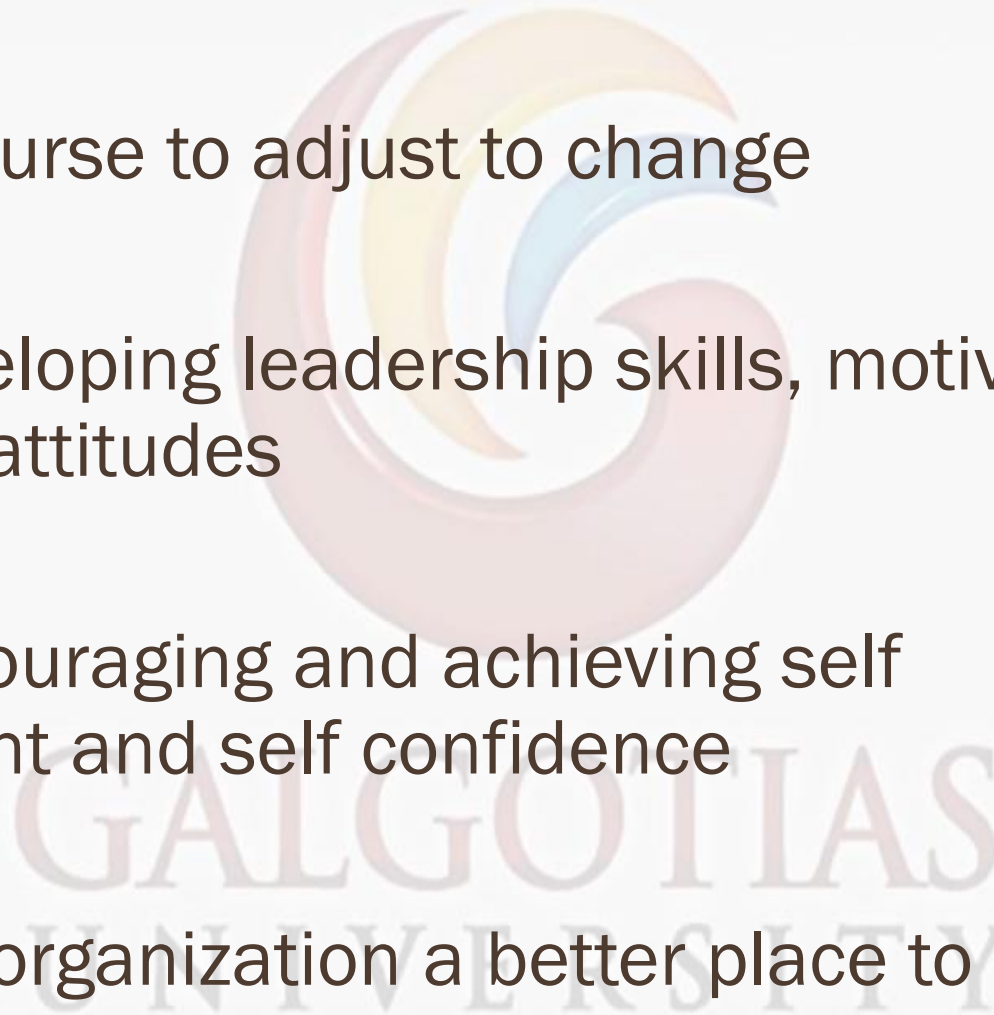
FOR THE EMPLOYEES:-

- ✘ Leads to improved professional **practice**
- ✘ Aids in updating **knowledge and skills** at all levels of organization
- ✘ Keep the nurses abreast of the **latest trends** and developments in techniques
- ✘ Equips the nurses with knowledge of **current research and developments**
- ✘ Helps the nurses to learn new and to maintain old **competencies**

FOR THE EMPLOYER:-

- ✘ Keeps the nursing staff **enthusiastic** in their learning.
- ✘ Develop interest and job satisfaction amongst the staff
- ✘ Develops the sense of **responsibilities** for being competent and knowledgeable
- ✘ Creates an appropriate environment and sound decisions as well as using effective problem solving techniques

- ✘ Helps the nurse to adjust to change
- ✘ Aids in developing leadership skills, motivation and better attitudes
- ✘ Aids in encouraging and achieving self development and self confidence
- ✘ Makes the organization a better place to worker



Most of the hospitals have a staff development coordinator who is responsible for continuing and in-service education programmes. A staff nurse is selected as a **preceptor** to assist the new nurse in the unit based on their skill and competence.

The role of the preceptor are:

- ✘ As an orienteer
- ✘ As a teacher
- ✘ As a resource person
- ✘ As a counselor
- ✘ As a role model and evaluator

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IN-SERVICE EDUCATION

The logo of Galgotias University is a stylized, three-dimensional 'G' shape. It is composed of several curved, overlapping bands in shades of yellow, orange, and blue, creating a sense of movement and depth. The logo is centered on the page and is semi-transparent, allowing the text behind it to be visible.

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DEFINITION

- ✘ In-service education is a planned instructional or training programme provided by an employing agency in the employment setting and designed to increase competence in a specific area.

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AIM

- ✘ In-service education aims at developing the ability for **efficient working** and the capacity for continuous learning, so that one may adapt to changes with judgment and produce **profitable services** which become an important tool for the health care of the society and nation.

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CONCEPTS

Planned
education
activities

Provided in
job setting

Help a
person's
performance
effectively

Closely
identified
with
service

FACTORS INFLUENCING ISE

1. • Cost of health care
2. • Manpower
3. • Changes in nursing practices
4. • Standards of nursing practice
5. • Organization of nsg. Departmental planned approaches

APPROACHES TO ISE

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1. CENTRALIZED APPROACH

- The in-service curriculum ought to emanate from and be conducted by nursing personnel in the central administration of the agency.
- None of the learners are consulted or participate in planning learning experiences and yet are expected to attend an in-service offering.

2. DECENTRALIZED APPROACH

- It is planned by and conducted for the employees of one or more units.
- The employees are expected to keep administration informed of their activities and possibly consult with administration when help is wanted, but the employees are expected to develop and direct their own learning experiences.

3. COORDINATED APPROACH

•It is a **compromise** between the centralized and decentralized patterns in that, while the practicing nurse does indeed carry a large measure of responsibility for the in-service curriculum, the central administration of nursing personnel of the agency is responsible for a broad programme which is of **importance to all nursing personnel.**

ROLES & FUNCTIONS OF ADMINISTRATOR/ MANAGER IN STAFF DEVELOPMENT

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- ✘ Applies adult learning principles when helping employees learn new skills or information
- ✘ Uses teaching techniques that **empower staff**
- ✘ Sensitive to the learning deficits of the staff and creatively minimize these difficulties
- ✘ Prepare employees readily regarding **knowledge and skill** deficits.
- ✘ Actively seeks out teaching opportunities
- ✘ Frequently assess learning needs of the unit



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