THE STATE OF OHIO

TRAIN-THE-TRAINER PROGRAM

CURRICULUM GUIDELINES

Revised 07/22/2022

TRAIN-THE-TRAINER (TTT) PROGRAM - CURRICULUM GUIDELINES
TABLE OF CONTENTS

TOPIC AREA 1 - PROGRAM OVERVIEW – Standard I.1

Required Time: 0.5 Classroom Hours

Standard I.1 - Program Overview

Considering the expected diversity in the background of the TTT program participants, it is important that faculty attempt to arrange classes to draw on the participants' experiences in long-term care and provide a foundation for enriching their knowledge base. This will help the faculty in presenting the training program at a level closer to the ability of the participants and potentially increase the participants' future use of each other as resources (network support).

The program overview is designed to help participants get acquainted with the faculty and each other and to learn what will be expected of them over the 28 hours of the TTT program.

Performance Objective

A. Provide program overview.

Performance Indicators and Descriptive Content

1. Introductions
    a. Faculty
    b. Participants

2. Logistics
    a. Bathrooms
    b. Telephones
    c. Messages
    d. Cafeteria
    e. Break areas
    f. Vending machines

3. Class policies
    a. Smoking
    b. Attendance
    c. Class hours
    d. Breaks

4. Opening exercise
    a. Icebreaker

    Teaching Alert: Attempt to arrange the room so that maximum eye contact can be attained between the faculty and all participants. A "U" shape is recommended. A variety of icebreaking techniques may be used to encourage participant interaction. It is helpful to investigate the classroom and the building arrangement prior to class. The participants will feel more welcome if specific information can be given regarding logistics, etc.

Performance Objective

B. State the benefits of participating in the TTT program.

Performance Indicators and Descriptive Content

1. Benefits the long-term care resident.
   a. The participant is an important key to well-trained nurse aides (NA) in Ohio.
   b. The resident is the direct beneficiary of the care delivered.
   c. The participant can help to make a difference by conducting a quality TCEP.

2. Benefits the nurse aide.
   a. Improved job satisfaction by being well prepared.

3. Provides a chance for the participant to gain (new) skills in training nurse aides.
   a. Prepared trainer.
   b. Inspiration to the nurse aide.
   c. A sense of accomplishment and competency by completing and presenting subject matter from a TCEP topic area.

4. Helps the participants to prepare their training program to meet Ohio's requirements.

   Teaching Alert: This may be an appropriate place to expand on the importance of the participant as the person who will be providing the NA training program. Try to address motivational issues and help participants to become "revitalized" about long-term care. Continue to look for opportunities and ways to keep the revitalization alive throughout the TTT program.

Performance Objective

C. State the objectives of the TTT program.

Performance Indicators and Descriptive Content

1. Provide for the development of competent trainers.
   a. Exposure to the training program subject matter.
   b. Evaluation by the faculty of the participants' training skills.
   c. Chance to ask questions, get answers.

2. Provide an opportunity to practice training techniques.
   a. Faculty supervision.
   b. The place to gain experience and learn before the participants are on their own.
   c. Development of an area of subject matter.

3. Provide an opportunity to learn from the people who are attending the NA training program with the participant.
   a. Motivation of prospective NAs.
   b. Training needs of prospective NAs.

4. Present an opportunity to review the TCEP Standards and TCEP Guidelines.
   a. The Standards are required.
   b. The Guidelines help to interpret the Standards, add to consistency in TCEP development.

5. Present an opportunity to learn how to write performance objectives and to conduct skills evaluations.

a. Performance objectives are written so outcomes can be measured.
b. Performance objectives set expectations.
c. TCEP has required Performance Objectives identified in Ohio Administrative Code (OAC) Chapter 3701-18.
d. Skills evaluations test the NA's ability to perform a specified task.
e. NAs must pass skills tests before they can work with residents without the direct supervision of a Primary Instructor (PI).

6. To build a support network.
   a. Fellow classmates, peers as ongoing support/resources.
   b. Sources of materials, equipment, and subject matter.
   c. TTT program faculty as on-going support.

   Teaching Alert: Repeated presentation and usage helps participants become comfortable with the documents in stages. Encourage participant interaction through the training project. This will help to increase learning and serve as a basis for support and networking when the class is completed. Ask participants to share their expectations of their participation in the TTT; record and post using flip charts, chalk board, etc.

Performance Objective

D. State the key tasks and activities which occur during the TTT program.

Performance Indicators and Descriptive Content

1. Gain specific information about training techniques and strategies.

2. Practice training techniques and develop training strategies.
   a. Develop an area of subject matter.

3. Develop and organize subject matter for use in the participant's own NA training program.
   a. Get help from the faculty.
   b. Have a chance to see what classmates are doing.
   c. Ask questions.
   d. Practice delivery.
   e. Learn how to individualize subject matter to meet facility needs.

4. Complete assignments.
   a. Timeliness.
   b. Number of assignments.
   c. What areas are covered by the assignments?
   d. How assignments help prepare the participants for final evaluation.

5. Present subject matter.
   a. Choose a topic area from the TCEP Standards.
   b. Develop it into a presentation to the class.
   c. Receive feedback from the class and faculty.

6. Develop/build a training manual.
   a. Receive handouts for the manual.
   b. Keep and use the manual as a resource.

7. Take a trainer competency exam.
   a. The exam will be at the end of the TTT program.
   b. The faculty will develop the exam (explain the areas, topics, etc., covered).
   c. It will have a written component and a demonstration component.
   d. The participant must pass the competency exam in order to be an approved TCEP PC and/or PI in Ohio.

   Teaching Alert: Use a wide variety of teaching strategies wherever possible during the TTT program. Role modeling a variety of teaching objectives will help participants learn. The participants will be asked to develop a topic area from the TCEP Curriculum. The faculty can request that participants bring resource materials with them to class which will help them to identify content for their presentations. It might be helpful to plan several opportunities during the training session to take practice tests. This should refresh test-taking skills.

TOPIC AREA II - FOUNDATION OF THE TRAINING AND COMPETENCY EVALUATION PROGRAM (TCEP) – Standard II.1

Required Time: 2.0 Classroom Hours

Standard II.1 - Foundation of the TCEP

The development and implementation of a TCEP by PCs and/or PIs requires a working knowledge of the State of Ohio's TCEP requirements. Only NAs who complete Ohio approved NA training programs are eligible to work as NAs in Ohio's long-term care facilities (LTCF). Therefore, it is important that the TTT program cover the basic requirements which must be met since these requirements form the foundation of a TCEP.

Performance Objective

A. Identify the difference between a non-facility based (NFB) and facility based (FB) TCEP.

Performance Indicators and Descriptive Content

1. Facility based.
    a. FB means a TCEP in which both the classroom instruction and clinical experience are taught by or in a LTCF.

2. Non-facility based.
    a. NFB means a TCEP in which the classroom instruction is taught in a place other than an LTCF and the clinical experience is taught in an LTCF.
    b. Clinical experience for these programs must take place in an LTCF, unless the program has a variance from the Director to conduct the clinical experience in a laboratory setting.

    Teaching Alert: Provide examples of different kinds of FB and NFB programs. Encourage the participants to discuss the differences so that they will have practice applying the criteria.

Performance Objective

A. Identify the qualifications of a PC.

Performance Indicators and Descriptive Content

1. Program Coordinator.
    a. "Program Coordinator" or "PC" means an individual who is responsible for the overall administration and accountability of the TCEP as required by Chapter 3701-18 of the OAC.
    b. Each TCEP pursuant to a written agreement shall be administered by a PC.
    c. In the case of a FB TCEP for which the facility's director of nursing serves as the PC, he or she shall not serve as a PI or perform skills testing; refer to rule 3701-18-09 (D) (3) of the OAC.
    c. The PC of an approved TCEP shall be responsible for the overall administration and accountability of the program and assuring the program's compliance with the applicable provisions of this chapter; refer to rule 3701-18-09 (C) of the OAC.
    d. A PC of a NFB program may serve as a PI if they meet those requirements.

    Teaching Alert: This information should also be provided in the training manual.

Performance Objective

C. Identify the qualifications of a PI.

Performance Indicators and Descriptive Content

1. Primary Instructor.
    a. "Primary Instructor" or "PI" means an individual who meets the requirements of rule 3701-18-09 of the OAC and is responsible for providing the instruction and performing the skills testing, required by a TCEP approved by the director pursuant to the ORC and Chapter 3701-18 of the OAC.
    b. Each approved TCEP shall arrange for individuals to serve as PIs of a TCEP and collectively shall be responsible for providing the instruction required by rule 3701-18-12 of the OAC and for supervising instruction by supplemental instructors. Programs may use individuals who possess the qualifications of a PI as substitutes in cases of absences, vacations, and emergencies. In the case of a facility based TCEP for which the facility's director of nursing serves as the PC, he or she shall not serve as a PI or perform skills testing. The PI shall meet the following qualifications; refer to 3701-18-09 (C) of the OAC.
        *   He or she shall possess a current, valid license issued under Chapter 4723. of the ORC to practice nursing as a registered nurse.
        *   The PI shall have a minimum of two years of nursing experience, one of which must be in caring for elderly or chronically ill of any age. This experience may be obtained through employment in a LTCF, geriatrics department, home health agency, hospital providing care to chronically ill individuals, or other long-term care setting. Experience in evaluating, in a long-term care setting, the clinical skills of individuals providing care shall be considered experience in caring for the elderly or chronically ill; and
        *   He or she shall possess the qualifications prescribed by paragraph (C)(3) of rule 3701-18-09 of the OAC.

Performance Objective

D. Identify individuals who can be supplemental instructors.

Performance Indicators and Descriptive Content

1. The PC of a TCEP may arrange for an individual or individuals to serve as supplemental instructors to provide training in their areas of expertise and within their scopes of practice, if needed to meet planned program objectives for a particular portion of the program. A supplemental instructor shall not conduct any skills testing or other form of evaluation. No more than 30 hours of the class may be taught by supplemental instructors. Each supplemental instructor shall be registered, certified, or licensed to practice in his or her area of expertise in Ohio, if required by law, or shall be otherwise appropriately qualified. Each guest lecturer also shall have knowledge of current developments relevant to the instruction he or she will provide; refer to rule 3701-18-09 (G) of the OAC.

2. An approved TCEP's supplemental instructors may include but are not limited to licensed health professionals, dietitians, sanitarians, ombudsmen, counselors, activities specialists, gerontologists, fire safety experts, residents or nurse aides. NAs who serve as guest lecturers shall possess the qualifications prescribed by division (B) or (C) of section 3721.28 of the

ORC and paragraph (B) or (C) of rule 3701-17-07.1 of the OAC, as applicable. Supplemental instructors providing instruction concerning direct care of LTCF residents shall have had at least one year of experience caring for the elderly or chronically ill of any age. Supplemental instructors shall not supervise any clinical experience, evaluation, other than supervision of clinical experiences by a registered nurse or licensed practical nurse, both with at least one year nursing experience in the provision of long-term care services.

Performance Objective

E. Define skills testing.

Performance Indicators and Descriptive Content

1. "Skills testing" means the competency evaluation component of the TCEP, as described in paragraph (B) of rule 3701-18-13 of the OAC.

   Teaching Alert: Provide several examples of skills checklists. The participants will be asked to develop a checklist as part of the training exercise.

Performance Objective

F. Define Competency Evaluation.

Performance Indicators and Descriptive Content

1. "Competency Evaluation Program" or "CEP" means a program through which the competency of a NA to provide nursing and nursing-related services is evaluated. Ohio's CEP is conducted by the director or the director's designee under division (C) of section 3721.31 of the ORC and rule 3701-18-22 of the OAC.

Performance Objective

G. Define standards and performance objectives.

Performance Indicators and Descriptive Content

1. Standards and performance objectives:
   a. "Standard" means a statement that specifies the subject matter that is required to be taught for each specific topic area in a TCEP.
   b. "Performance objective" means a statement that specifies, in measurable terms, what the trainees and participants are expected to know and execute as a result of successfully completing a training program.
   c. The TCEP Standards are required by Chapter 3701-18 of the OAC.

   Teaching Alert: The TCEP Standards shall be provided as a handout for inclusion in the training manual. Refer to the TCEP Standards for examples of standards, performance objectives and required hours.

Performance Objective

H. Define required hours.

Performance Indicators and Descriptive Content

1. "Required hours" mean the total number of clock hours that are necessary to cover the content of a specific topic area.

2. The required hours portion of TCEP clock hours helps PCs and/or PIs understand the level of focus/effort that is required for each topic area.

Performance Objective

I. Explain the use of the TCEP Guidelines.

Performance Indicators and Descriptive Content

1. How are they to be used?
    a. Can be used to help interpret the TCEP Standards.
    b. Can be used to develop a training program.
    c. Provides an outline of the subject area which must be included in the training program.
    d. Contains optional subject matter and suggested teaching approaches.

    Teaching Alert: The TCEP Guidelines shall be provided as a handout to be included in the training manual.

Performance Objective

J. Define the orientation program and discuss its place in the training of NAs in Ohio.

Performance Indicators and Descriptive Content

1. What is the orientation program?
    a. It is an education program for nurse aides which must be designed to cover the following subject matter topic areas:
        *   Organizational structure of the LTCF.
        *   Policies and procedures of the LTCF.
        *   Philosophy of care of the LTCF.
        *   Employee rules.
    b. The orientation program is not part of the 75 hour TCEP. It is to be provided by the employer.

Performance Objective

K. Explain the in-service education requirement and its role in the training of NAs in Ohio; refer to rule 3701-17-07.1 of the OAC.

Performance Indicators and Descriptive Content

1. Formal in-service education shall include an instructional presentation and may include skills demonstration with return demonstration and in-service training. In-service training may be provided on the unit as long as it is directed toward skills improvement, is provided by trained individuals and is documented.

2. In-service education shall be sufficient to ensure the continuing competence of NAs and address areas of weakness as determined in NAs' performance reviews and may address the special needs of residents as determined by the facility staff. It also shall include, but is not limited to, training for NA providing nursing and nursing-related services to residents and patients with cognitive impairment. The facility shall assure that each NA receives at least twelve hours of formal in-service education each calendar year from date of hire based upon performance evaluation, and that each NA who works in a specialty unit receives sufficient additional hours of training each year to meet the special needs of the residents of that specialty unit. [OAC 3701-17-07.1 (K) (3) (c)].

3. The facility shall maintain a written record of each formal in-service session which shall include a description of the subject matter, the identity of the individual or individuals providing the in-service education, a list of the NAs and other individuals attending the session that is signed by each attendee and the duration of the session.

    Teaching Alert: Ask the participants to describe potential topics for in-service education.

Performance Objective

L. Discuss the requirement for 75 hours of NA training in Ohio.

Performance Indicators and Descriptive Content

1. Minimum established by Federal and State of Ohio law.

2. Provides for the training of basic NA skills.

Performance Objective

M. Differentiate between the pre-resident contact and resident contact content by hours and subject matter; refer to rule 3701-18-12 (4) of the OAC.

Performance Indicators and Descriptive Content

1. Pre-resident contact: before the trainees provide any nursing or nursing-related services involving direct contact with residents, the program shall provide at least sixteen hours of classroom instruction, which may include laboratory simulation, addressing the following topic areas for at least the specified period of time:
- Introduction to the program -- one half hour;
- Communication and interpersonal skills -- four and one-half hours;
- Infection control -- two and one-half hours;
- Safety and emergency procedures -- six and one-half hours;

- Promoting residents' independence -- one hour; and
- Respecting residents' rights -- one hour.

2. Resident Contact: The fifty-nine minimum hours of instruction after completion of the instruction required by paragraph (A) (4) of this rule shall address at least each of the topic areas listed in this paragraph for at least the specified period of time, and shall include sixteen to twenty-five hours of clinical experience. The clinical experience shall be provided in an Ohio LTCF and shall address each subject matter component, as listed in the appendix to this rule, within each topic area. The hours of clinical experience may be allocated among the subject matter components of the topic area in whatever manner best accommodates the needs of the program's trainees. The fifty-nine minimum hours of instruction required by rule 3701-18-12 of the OAC, including the clinical experience, shall address the following areas:
   a. Basic nursing skills -- nineteen hours, including between six and ten hours of clinical experience;
   b. Personal care skills -- twenty-two and one-half hours, including between seven to eight hours of clinical experience;
   c. Mental health and social service needs -- eleven and one-half hours, including between two and four hours of clinical experience;
   d. Basic restorative services -- four hours, including between one and two hours of clinical experience; and
   e. Residents' rights -- two hours, including, but not more than one hour of clinical experience.

Teaching Alert: These six topic areas are reinforced throughout the curriculum. Encourage the participants to be thinking of ways to use this information in the remaining portions of the curriculum. The order of the topic areas within pre-resident contact can be presented in any order. For instance, it may be best to start with Respecting Resident's Rights and thereby set a tone that the TCEP is resident centered.

TOPIC AREA III - THE FRAMEWORK FOR TRAINING - Standard III.1 - III.4

Required Time: 3.5 Classroom Hours

Individuals who will be attending TCEPs will come from a variety of educational backgrounds and range in age from adolescent to older adult. PCs and/or PIs should have a basic knowledge and framework of training concepts and resources which will help them to formulate their training programs for this diverse population.

PCs and/or PIs should develop an understanding of the kinds of individuals who become NAs, the nature of the NA's job duties and responsibilities and the tools and techniques which can be effective in training such a population.

At the conclusion of this topic area participants will be ready to address implementation of their TCEP for their own organizations.

Standard III.1 - Trainee Profile

The PC and/or PI must have a basic understanding of the typical NA's level of training ability and major job duties. The TTT program shall contain certain subject matter that describes:
- General trends in long-term care;
- The demographic profile of the NA; and
- Major categories of the NA's job.

   Teaching Alert: Encourage the participants to give specific examples of NAs with whom they have worked. Encourage the participants to share positive experiences regarding working with NAs.

Performance Objective

A. Identify major responsibilities involved in fulfilling the NA role.

Performance Indicators and Descriptive Content

1. Communication and interpersonal skills.
    a. Communicating with residents, families, other staff members.
    b. Reporting and recording pertinent information to the charge nurse.
    c. Answering telephones, intercoms, or residents' call lights.

2. Infection control.
    a. Uses appropriate hand-washing technique.
    b. Recognizes signs and symptoms of infection and reports these promptly.
    c. Uses standard precautions appropriately.

3. Safety and emergency procedures.
    a. Uses safety precautions to prevent injury to resident or self.
    b. Uses safety precautions to prevent fires.
    c. Follows principles of body mechanics when moving residents.
    d. Applies restraints properly.

4. Promoting residents' independence.

a. Recognizes physical and psycho-social losses which residents may face.
b. Promotes resident independence whenever possible.

5. Respecting residents' rights.
    a. Recognizes purpose of residents' rights.
    b. Identifies ways to encourage residents' rights.
    c. Maintains confidentiality.

6. Basic nursing skills.
    a. Make and report observations concerning resident's nursing needs.
    b. Make beds, straighten resident's unit.
    c. Assist the resident with eating or drinking fluids.
    d. Observe and measure vital signs.

7. Personal care skills.
    a. Oral Hygiene.
    b. Bathing.
    c. Shaving, hair and nail care.
    d. Assisting the resident with elimination.
    e. Measuring and recording intake and output.

8. Mental health and social service needs.
    a. Listens carefully to residents. Reports resident's needs promptly.
    b. Interacts appropriately with residents who are confused, withdrawn or combative.
    c. Cares for dying residents.

9. Basic restorative services.
    a. Lift, moves or turns residents safely.
    b. Encourage adequate food and fluid intake.
    c. Encourage the resident's independence as much as possible.
    d. Care for prosthetic or assistive devices appropriately.

Teaching Alert: Ask the participants to identify major categories of the NA's job. Assist participants to categorize the results according to the topic areas in the Guidelines.

Standard III.2 - Stress Management

Performance Objective

A. Define stress.

Performance Indicators and Descriptive Content

1. Stress – the non-specific response of the body to any demand made upon it....it is immaterial whether the agent or situation we face is pleasant or unpleasant. Stress, by its very nature, is neither good nor bad. How an individual responds to stressors is the key.

    Teaching Alert: Stress management may be presented earlier or later in the course if it would be helpful.

Performance Objective

B. Define stressor.

Performance Indicators and Descriptive Content

1. Stressor - any event (physical, psychological or social) that causes a stress reaction.

Performance Objective

C. Identify key facts about stress.

Performance Indicators and Descriptive Content

1. Facts about stress, stressors:
    a. Stress is never good or bad, simply a mechanism used by the body to cope with its environment.
    b. Stress which initiates positive action for a change is helpful.
    c. Too much stress can be overwhelming.
    d. People may be unaware of the effect stress is having in their lives.
    e. Single stressors will have varying effects on individual persons.
    f. Stress can accumulate over a period of time, contributing to an individual's current response level.

    Teaching Alert: Encourage the participants to describe the positive, as well as negative, components of stress and how this information relates to their daily lives and to their learning.

Performance Objective

D. List the physiologic factors involved in stress.

Performance Indicators and Descriptive Content

1. Response to stress.
    a. Fight or flight.
    b. Alarm reaction.
    c. Resistance.
    d. Exhaustion phase.

Performance Objective

E. State how stress may promote learning.

Performance Indicators and Descriptive Content

1. Stress management technique.
    a. Recognize the value of eustress (good; positive stress).
    b. Identify personal stressors.
    c. Identify personal response to stress.
    d. Develop personal stress management plan.

Performance Objective

F. List ways stress may hamper learning.

Performance Indicators and Descriptive Content

1. Stress may either promote learning or act as a barrier to it.
    a. Promote learning if individual believes stress will be reduced.
    b. Hamper learning if individual resists participation by not hearing, not paying attention, or not remembering information presented.

2. Learning and change themselves are stressful.

    Teaching Alert: Assist participants to identify ways learning in this course may decrease personal stress and stress for nurse aides.

Performance Objective

G. Conduct a class exercise in which participants apply stress management techniques.

Performance Indicators and Descriptive Content

1. Provide an exercise of at least 30 minutes in length in which the participants have the opportunity to experience an approach to coping with stress.

2. The exercise shall result in the participant learning a technique which they can apply to manage stress in their work environment.

3. The exercise can be class interactive or involve participation on an individual basis, i.e., doing a personal assessment.

Standard III.3 - High School Learners to Adults

Performance Objective

A. State differences and similarities between the adolescent and adult learner.

Performance Indicators and Descriptive Content

1. The adolescent is dependent and seeks direction from the teacher.

2. The adult response to learning brings about recognition that teachers facilitate learning, but learners play an active role in planning and developing their learning needs. The adult is characterized by more independence and is self-directed in learning.

Performance Objective

B. List characteristics of the adult learner.

Performance Indicators and Descriptive Content

1. Adults new to the educational setting may not recognize their continued ability to learn.

2. Adults may reject the concept of life-long learning.
   a. Educators/trainers need to point out existing learning skills.
   b. Educators/trainers need to identify life experiences of adult students which will enhance learning.
   c. Educators/trainers need to explore similarities in the learner's background to determine what needs to be taught.

3. Adult learners benefit from serving as resources for each other.

4. Adult learners need feedback at frequent intervals during the learning process to gain confidence in their learning skills.

   Teaching Alert: Participants need to know that they can learn regardless of their previous schooling or school experiences.

Performance Objective

C. Identify principles of training and learning and apply these principles to the TCEP.

Performance Indicators and Descriptive Content

1. The training - learning process requires the active involvement of both the trainer and learner.

2. The desired outcome of the teaching - learning process is changed behavior (acquired skills).

3. The trainer serves as a facilitator of skill development.

4. Training is facilitated by progressing from the simple to the complex and from the known to the unknown.

5. Training is facilitated when the learner is aware of his/her progress toward training goals.

Performance Objective

D. State conditions for learning which should be present in the learning experience.

Performance Indicators and Descriptive Content

1. Problem-centered approaches to education enable the learner to identify learning experiences and problems encountered by the learner.

2. The learning environment is characterized by physical comfort, trust, respect, helpfulness, freedom of expression and acceptance of differences.

3. Learners share responsibility for planning and implementing the learning experience.
4. Learners can participate actively in the training process when a variety of strategies and techniques are used.

5. The training process relates to and makes use of the learner's experiences.

6. Learners sense progress toward goals.

Performance Objective

E. Identify behaviors involved in learning as they apply to the development of a TCEP.

Performance Indicators and Descriptive Content

1. Cognitive - "What It Is"
   a. Hierarchy of component behaviors:
      - Knowledge
      - Comprehension
      - Application
      - Analysis
      - Synthesis
      - Evaluation

2. Psychomotor - "How To Do It"
   a. Hierarchy of component behaviors:
      - Acquisition
      - Application
      - Integration

3. Affective - "How It Feels"
   a. Hierarchy of component behaviors:
      - Receiving
      - Responding
      - Valuing
      - Organizing
      - Internalizing

Standard III.4 – Competency Evaluation Preparation

Performance Objective

A. Identify key steps in planning and conducting a CEP practice session.

Performance Indicators and Descriptive Content

1. Planning and conducting a CEP preparation session.
   a. Create a positive environment.
   b. Provide opportunity to practice both.
      - Objective Tests
      - Skills Demonstration Tests
   c. Provide positive feedback at appropriate intervals.
2. Using state-administered testing materials:
   a. Review material made available by the vendor.

b. Provide overview of current process for registering to take the CEP.

Teaching Alert: Some NA trainees will be apprehensive about taking tests. Provide opportunities to take objective and skills tests at intervals prior to taking the CEP.

TOPIC AREA IV - THE TRAINING ENVIRONMENT - CLASSROOM AND CLINICAL -Standard IV.1

Required Time: 1.5 Classroom Hours

The training of NAs requires systematic integration of knowledge and skills. The integration of the program content through the classroom and clinical experience is important to the overall success of a TCEP. The integration of classroom and clinical experience ties together with knowledge and skills to prepare NAs for their service delivery role. This topic area details the physical layout and equipment necessary to conduct a TCEP.

Standard IV.1 - The Training Environment - Classroom and Clinical

Performance Objective

A. List components of an adequate training environment.

Performance Indicators and Descriptive Content

1. Adequate physical space for trainees.

2. Comfortable temperature.

3. Adequate lighting.

4. Materials and supplies available, easy to access, sufficient for the number of trainees attending the classroom, clinical.

    Teaching Alert: FB TCEPs should be held in space set aside for such purposes. This space should not infringe on activity or other space intended/required by facility licensing/certification rules for resident use.

Performance Objective

B. Demonstrate method(s) of arranging the training environment to maximize the participation of the trainees.

Performance Indicators and Descriptive Content

1. Theater or classroom arrangements -- learners face the teacher in rows. This severely limits trainee-trainer interactions.

2. Conference or "U" shape -- helps trainee-trainer and teacher-learner interactions.

3. Broken "U" or circle -- creates small groups of learners, maximizes trainee-trainer interactions.

4. Sunburst -- combination theater style and "U" shape, enhances teacher-learner interaction without sacrificing teacher-learner interaction.
    Teaching Alert: Efforts should be made to maximize trainee-trainer interactions, changing seating arrangements from time to time will also encourage trainers to do this in their particular settings as well.

Performance Objective

C. Demonstrate the proper placement of audio-visual equipment in the training environment.

Performance Indicators and Descriptive Content

1. Placement should be determined on the basis of the planned seating design.

2. Select appropriate audio-visual equipment for your group.

3. Be sure the equipment works.

4. Know how to operate the equipment before you use it.

Performance Objective

D. Demonstrate the use of selected training materials and explain why that material was chosen for demonstration in the training environment.

1. Identify advantages/disadvantages of various types of materials for training.

Performance Indicators and Descriptive Content

1. Handouts, workbooks, journal articles, pamphlets, books -- supplement a presentation by summarizing content.
    a. Consideration -- should be carefully selected.
    b. Advantages -- provides personal copies that can be used for future reference.
    c. Limitations -- may distract from class content, expense.

2. Graphics, posters, bulletin boards -- all used to attract attention, clarify or expand a point or provide other information.
    a. Considerations -- information needs to be easy to read or understand.
    b. Advantages -- may be inexpensive to use after the initial purchase expense. Provides more time for thinking and discussing, less time for writing notes.
    c. Limitations -- needs to be changed frequently or they lose their effectiveness.

3. Blackboard, white boards, flip-charts -- used to list key points as preview or summary of content.
    a. Considerations -- best for building situations, sequence listing of important points, experiment with colors of chalk and size of letters, must erase well or causes distractions.
    b. Advantages -- can be prepared ahead of time, most available and often used.
    c. Limitations -- teacher faces the board when writing and loses eye contact with trainees.

4. Overhead transparencies -- are an alternative to the blackboard.
    a. Considerations -- need to be simple, use only key words, good for building situations.
    b. Advantages -- relatively inexpensive and easy to use, keep eye contact with audience
    c. Limitations -- complex images do not project well; static medium.

5. Other materials specific to facility, including models if available.

Teaching Alert: Participants will be developing a topic area for presentation to their classmates. Participants will need to use a variety of teaching strategies in this presentation. Specific information that relates to materials for teaching need to be included in the trainer manual. National organizations, drug companies, and equipment companies may be excellent sources of printed material or other forms.

Performance Objective

E. Identify the advantages or limitations of using various audio-visual aids.

1. Demonstrate the use of audio-visual aids.

Performance Indicators and Descriptive Content

1. Slides, tapes, filmstrips, videotapes, films.
    a.   Considerations -- present or supplement classroom presentations.
    b.   Uses -- animated, can hold interest if not overused.
    c.   Advantages -- increases training potential, very helpful with small groups.
    d.   Limitations -- can be outdated and expensive, needs to be previewed and ordered in advance, may be misleading, teacher must be familiar with the equipment, can break.

2. Other audio-visual materials specific to facility including programmed instruction and computer-assisted learning, if available.

TOPIC AREA V - COURSE MATERIAL DESIGN AND DEVELOPMENT PROCESS - Standard V.1 - V.4

Required Time: 2.0 Classroom Hours and 2.5 Practice Hours

The TCEP Standards form the basis of the training content which must be covered in a TCEP. Even though the TCEP Standards specify the required content of a TCEP there are still issues of course design and development which must be addressed. These issues include the order of content presentation and the flexibility which is allowed in individualizing the TCEP to meet facility need. In the case of NFB programs the needs of their local long-term care providers should be considered.

PCs and/or PIs have the ability to order the topic areas within the pre-resident contact and resident contact content areas in any order they feel is appropriate for their TCEP. As an example, the order of presentation of the pre-resident contact topic areas may begin with "Respecting Residents' Rights" followed by "Promoting Residents' Independence", etc., until the pre-resident contact topic areas have been covered. The next step may be to re-order the content within each topic area to facilitate the delivery that is desired.

Further personalizing of the TCEP to meet the individual program's needs comes with the emphasis placed on the subject matter component within the topic areas. For example, a facility may have a significant population of persons with dementia. The subject matter component will contain subject matter on dementia. Since dementia is a particular focus of this facility this area would be expanded to focus on dementia and less on the other required subject matter. In this way the Standards are still met but the facility needs have been met by tailoring the TCEP.

As stated earlier, NFB programs have the same option to individualize their TCEP as do FB programs. However, since they are not based in an LTCF but look to serving the needs of many facilities in their community, they may wish to survey those community facilities in order to feel comfortable with a change in content order or emphasis.

Of course, FB or NFB programs are under no obligation to individualize their TCEPs if there is no reason to do so.

The section which follows should help the participants of the TTT program gain skills in designing, developing and individualizing their own TCEPs.

Standard V.1 - Organizing, Developing and Individualizing a TCEP

Program Objective

A. Participants will demonstrate the ability to organize and develop TCEP topic area subject matter so that the subject matter can be presented in a TCEP.

Performance Indicators and Descriptive Content

1. Organization, development and individualization of TCEP topic area subject matter practice session.
    a. During this practice session the participants will organize, develop and individualize the topic area subject matter selected in TTT topic area III into a format acceptable for presentation in a TCEP.

Performance Objective

B. Participants will organize, develop and individualize topic area subject matter that will be used in a 15 minute classroom presentation. This same topic area subject matter can be used to satisfy the TTT program competency evaluation requirement.

Performance Indicators and Descriptive Content

1. The participants are required to:
   a. Identify the Standard(s) which apply to the topic area subject matter.
   b. Develop an outline of the topic area subject matter.
   c. Clearly associate the required performance objectives with the topic area subject matter in the outline (if applicable).
   d. Develop the participants' own performance objectives for the topic area subject matter.
   e. Explain how the required performance indicators are addressed in their topic area subject matter outline (if applicable).
   f. Identify and organize the content which will be presented in accordance with the outline of the topic area subject matter. This will require the use of resource materials in order to research the content for the presentation.
   g. Explain how the content reflects the individual needs of their facility.

   Teaching Alert: TTT programs must provide access to resource materials that participants can use to research their topic area subject matter.

2. During this practice session the ratio of faculty to participants is one faculty for every ten participants. This ratio is intended to facilitate the interaction of faculty with participants during this practice session

3. Writing performance (behavioral) objectives and organizing and developing topic area subject matter.

4. TTT program topic area V has one half hour designated for participants to practice writing performance (behavioral) objectives. During this practice session the ratio of faculty to participants is one faculty to ten participants.

5. Three and one half hours of practice time in topic area V has been designated for participants to organize and develop their presentation. This practice time anticipates that by the end of three and one half hours each participant will have completed the presentation that they will be required to give in topic area VI as well as demonstrate to the faculty as part of the TTT program competency evaluation.

6. The ratio of faculty to participants is one faculty to ten participants.

   Teaching Alert: Practice time is designated in TTT topic area VI so that participants can complete their presentations.

Standard V.2 - Identifying Training Needs

Performance Objective

A. Identify the role and importance of the TCEP Standards.

Performance Indicators and Descriptive Content

1. Review the TCEP Standards.
    a. TCEP Standards form the basic content required by each TCEP.
    b. TCEP Standards establish the basic performance objectives required by the trainees in the individual TCEP.

    Teaching Alert: The review of the TCEP Standards and Guidelines should be thorough enough to allow the participants to differentiate between the TCEP Standards and Guidelines, as well as develop a clear understanding of what is required and what is optional. It is suggested that the TCEP Standards and Guidelines be walked through with the participants so that there is an opportunity for questions and answers.

Performance Objective

B. Identify the role and usage of the TCEP Guidelines.

Performance Indicators and Descriptive Content

Review the TCEP Guidelines. Identify the difference between the TCEP Standards and TCEP Guidelines.

1. The Guidelines were designated to help interpret the Standards.

2. The TCEP Guidelines can be used by PCs and/or PIs in any manner they choose including actual use of the material contained in the TCEP guidelines.

3. The TCEP Standards sets forth the basic training needs for NAs in the State of Ohio. The TCEP Guidelines help PCs and/or PIs to interpret the TCEP Standards.

4. Training needs for individual facilities can be incorporated into a TCEP along with meeting the TCEP Standards requirements.

    Teaching Alert: This is a good opportunity to discuss flexibility of program design. Discuss the order of presentation and emphasis of content. Discuss ways to personalize the TCEP to the needs of the individual FB or, for NFB programs, needs of the local community.

Performance Objective

C. Describe various approaches to identifying needs in an LTCF. (NFB programs would identify training needs in the immediate long-term care community served by the program.)

1. Discuss ways to incorporate individual facility or community TCEP needs into the TCEPs.

2. Provide examples of changes which could be made in a topic area of the TCEP to allow for individual facility or local community TCEP needs.

Performance Indicators and Descriptive Content

1. Differentiate between trainer interests and needs of the people who will receive the training.

2. Talk with different staff at the facility to determine what training needs to take place (examples - administrator, director of nursing, charge nurses, NAs).

3. Consider trends in the field of long-term care which may influence training needs.

4. Review current training literature.

5. Analyze the jobs that will be trained so that the individual tasks/steps are understood and can be put into a training format.

   Teaching Alert: PCs and/or PIs can influence the emphasis and content presentation of subject matter within topic areas. The Standards must be met but additional performance objectives that are facility or community specific can be added.

Standard V.3 - Designing the Training Program

A. Explain how ordering of topic area content and content emphasis can be used to allow for individual facility NA training needs and yet still meet the Standards.

Performance Indicators and Descriptive Content

1. Establish the purpose of the TCEP.
   a. The purpose should reflect TCEP Standards.
   b. The purpose should reflect training needs of the individual facility where possible.

   Training Alert: Faculty may wish to present their own method for design. The purpose of the process described here is to emphasize the fact that much of the content is already developed through the TCEP Standards. Flexibility comes in the form of emphasis and order of content preparation.

Performance Objective

B. List, in order of priority, steps to design a TCEP:
   - Establish the purpose.
   - Develop the outline.
   - Include performance objective.
   - Identify performance indicators.
   - Allocate hours.

Performance Indicators and Descriptive Content

1. Organize the content of the Standards into a presentation format - use the TCEP Guidelines to help.

2. Incorporate specific training needs of the LTCF.
   a. Identify the needs.
   b. Select the topic area where the needs fit most appropriately.
   c. Find the subject matter component within the topic area which best reflects the needs.
   d. Tailor the subject matter component to reflect the needs as allowed by the TCEP Standards.

3. Review the outline.
   a. Does the outline flow in a logical/meaningful manner from topic area to topic area?
   b. Will the topic areas content satisfy the number of hours which must be presented in Pre-Resident Content and Additional Content sections?
   c. Will the subject matter within each topic area meet the TCEP Standards and facility needs?

Performance Objective

C. Describe the three types of performance (behavioral) objectives and give examples of each.

Performance Indicators and Descriptive Content

1. The design of the training program involves the organization of the subject matter and in effect creates the blueprint for the training course. The TTT program shall contain subject matter which presents the following:
   a. A step by step process for the design and content organization of a TCEP, allocating required hours;
   b. A discussion of how to incorporate the individual facility or local community NA training needs into the TCEP;
   c. A practice session for writing performance (behavioral) objectives; and,
   d. A discussion and presentation of the written performance objectives by each participant.

Performance Objective

D. Describe the purposes of performance (behavioral) objectives.

Performance Indicators and Descriptive Content

1. Purpose -- Helps course designer (the PC and/or PI) elect appropriate training strategies, helps identify needed resources and may stimulate interest in the training as well as serve as basis for evaluation.

Performance Objective

E. List the characteristics of well-written performance (behavioral) objectives

Performance Indicators and Descriptive Content

1. Approaches to writing.
   a. Characteristics of performance (behavioral) objectives -- actions or statements of terminal behavior, descriptions of the conditions of performance, criterion, or standards of acceptable performance.

2. A-B-C-D method.
   a. Audience - who will behave.
   b. Behavior - what learner will do.
   c. Conditions - where/when performance will occur.
   d. Degree - standards or criterion for performance.

3. Summary of information.

a. Use the same style consistently.
b. Be learner oriented.
c. Describe observable measurable behavior.
d. Be realistic.

Performance Objective

F. Identify performance (behavioral) objectives which are incorrectly written.

Performance Indicators and Descriptive Content

1. The participants must include required performance (behavioral) objectives from the TCEP Standards in their own TCEP.

2. Include performance (behavioral) objectives which are related to facility specific content with that content.

Performance Objective

G. Participants demonstrate the ability to write objectives clearly and accurately. 30 minutes of classroom time is provided to practice writing performance (behavioral) objectives.

Performance Indicators and Descriptive Content

1. 30 minutes has been allocated to allow participants the opportunity to practice writing performance objectives. During this time, as well as any practice session, the ratio of faculty to participants is one faculty per ten participants.

2. Identify performance indicators.
   a. The performance indicators identify the knowledge as behavior which trainees must demonstrate in order to show that they have met the intent of the required performance objective.
   b. Performance indicators should be incorporated into a TCEP via the skills checklist.
   c. Performance indicators should be identified during the development of the TCEP outline so that they will logically fit with the actual training and TCEP content.

Standard V.4 - Identifying and Maintaining Resources

Performance Objective

A. Identify potential sources of resource material for the content of a TCEP.

1. Identify sources:
   a. Network of trainers
   b. Libraries
   c. Current periodicals
   d. Provider/professional organizations

2. Maintain current knowledge base of long-term care issues affecting residents.

3. Develop a bibliography or index of training resources.

TOPIC AREA VI - IMPLEMENTATION AND EVALUATION - Standard VI.1 - VI.4

Required Time: 1.0 Classroom Hours and 1.5 Practice Hours

This section of the TTT program provides the opportunity for the participants to complete and present the material that they have selected from a topic area in the TCEP. This section is important because it combines the organization skills required of a trainer with the presentation skills which are essential for effective delivery. The principal outcomes of this section are the participant evaluations by the faculty and classmates and the participants' opportunity to practice what has been learned by presenting in a safe environment.

The evaluation of a trainee's ability to correctly perform a trained skill is an important part of the TCEP. This skill testing provides a direct opportunity for the PC and/or PI to determine whether or not the skill taught was actually learned. It also provides the trainee a chance to practice taking skills tests similar to those which will occur in the CEP conducted by the director. Furthermore, the trainee is not allowed to perform a procedure with a resident without the direct supervision of the PC and/or PI until the trainee has successfully passed a skills test for that procedure.

It is important that skills testing is done correctly and by individuals who are qualified to perform such a test. If a person performs a task incorrectly but still passes the test that person could harm a resident, a staff person or possibly themselves when they go on to perform the task without supervision.

This section focuses on the development of checklists used in skills testing and how to perform a skills test correctly.

Standard VI.1 - Instructional Techniques

Performance Objective

A. Describe the use, considerations, advantages and limitations of the lecture format.

Performance Indicators and Descriptive Content

1. Lecture
    a. Lecture -- organized (open, body, close) oral presentation of subject matter.
    b. Use -- presents factual materials in a logical direct manner.
    c. Advantages -- familiar, directly related to performance (behavioral) objectives, may be economical in time and staff.
    d. Limitations -- passivity of learners' role, limited opportunity for interaction between learner and teacher, teacher controls content taught. (Use in combination with other instructional techniques).

Performance Objective

B. Describe the use, considerations, advantages and limitations of directed discussion.

Performance Indicators and Descriptive Content

1. Directed discussion - verbal exchange between two or more people on a selected topic.
2. Use - provides practice in thinking. Affective objectives can be met.

3. Considerations - creates an informal atmosphere, encourages freedom of expression. Provides opportunity for participants to interact with each other.

4. Advantages - promotes the full participation of all group members, stimulates attentive listening, promotes creating thinking, and helps participants to assimilate complex interactions.

5. Limitations - time consuming, needs skillful direction or participants may lose focus and not complete task.

Performance Objective

C. Describe the use, considerations, advantages and limitations of role play.

Performance Indicators and Descriptive Content

1. Role Play - simulated experience of real-life situations.

2. Use - especially effective for affective objectives.

3. Considerations - planned in advance or organized spontaneously, specific objectives essential for focus of subsequent discussion, not acting abilities.

4. Advantages - provides practice of interactive skills in a safe environment.

5. Limitations - depends upon participants and can be unpredictable.

Performance Objective

D. Describe use, considerations, advantages and limitations of demonstration.

Performance Indicators and Descriptive Content

1. Demonstration - formal presentation that illustrates how to perform an act or procedure. The instructor conducts the procedure. The learner practices the procedure before performing the procedure for the instructor (return demonstration/skills testing). Note: Use of films or audio-visual media may provide more consistency in class.

Performance Objective

E. Describe the use, considerations, advantages and limitations of simulation.

Performance Indicators and Descriptive Content

1. Simulation - presents learner with a more or less life-like model of the real world.

2. Uses - synthesizes cognitive, psychomotor and/or affective content within a controlled, low-risk setting.

3. Considerations - to create as real a situation as possible. Provide a safe environment for learning, need directions.

4. Advantages - stimulates active learning.

5. Limitations - time-consuming to develop.

Performance Objective

F. Describe the use, considerations, advantages and limitations of nursing rounds.

Performance Indicators and Descriptive Content

1. Nursing rounds/nursing care conference case study - focuses on the nursing care of a specific resident, resident group or specific nursing case situation. Details are presented by one person, additional information may be presented by other staff members.

2. Use - learners present information concerning specific aspects of nursing care.

3. Considerations - focus should be clearly stated.

4. Advantages - cognitive, psychomotor and affective objectives can be included. Participants can learn from each other.

5. Limitations - the case may not address learning objectives.

    Training Alert: Before conducting rounds, ask residents if they want to participate. Those who choose to participate would then be prepared for the trainees.

Performance Objective

G. Describe the use, considerations, advantages and limitations of peer instruction.

Performance Indicators and Descriptive Content

1. Peer instruction - utilizes the participants as teachers for each other to master a unit of content.

2. Use - particularly suited to psychomotor skills.

3. Considerations - involves a network of learners. Need detailed objectives.

4. Advantages - capitalizes on the teaching skills of learners as resources for learning.

5. Limitations - development of objectives can be time consuming.

6. Other techniques - as appropriate for individual groups.

Standard VI.2 - Clinical Experience

Performance Objective

A. Define the components of clinical teachings: cognitive, psychomotor and affective.

Performance Indicators and Descriptive Content

1. Components:
   a. Cognitive - an opportunity to learn, reinforce or demonstrate factual knowledge.
   b. Psychomotor - an opportunity to learn, reinforce or demonstrate clinical skills.
   c. Affective - an opportunity to learn, reinforce, or demonstrate empathy for residents, their families, co-workers, other members of an LTCF.

   Teaching Alert: Knowing the residents in a facility, or being aware of residents' nursing care needs will be very helpful in making out clinical assignments. It might be helpful to ask the charge nurse or supervisor for some suggestions. Keep performance objectives in mind when making clinical assignments.

Performance Objective

B. Identify why the clinical experience is useful in training NAs.

Performance Indicators and Descriptive Content

1. Use - to apply knowledge learned in class to residents, increase ability to perform nursing care skills, increase awareness of residents' psychosocial needs.

Performance Objective

C. Describe considerations which help plan clinical experiences.

Performance Indicators and Descriptive Content

1. Know performance objectives and content related to TCEP.

2. Be familiar with material which has been presented, to date, in the individual TCEP course.

3. Be aware of the needs/condition of residents in the facility.

4. Assign NAs to residents which best typify material being presented in class.

5. Be available to observe, answer questions and give feedback.

6. Be alert for training/learning situations in clinical that can be discussed in class.

7. Give trainees a variety of experiences during the clinical experience.

8. Develop some type of personal record keeping which helps you remember the type of training experience the nurse aide has had to date. Keep information objective rather than subjective - utilize skills checklist.

Performance Objective

D. Identify advantages of the clinical experience.

Performance Indicators and Descriptive Content

1. Advantages - providing an opportunity for NAs to increase cognitive, psychomotor and effective skills, provide an opportunity for increased contact with residents, and provide an opportunity to increase team building among staff.

   Teaching Alert: Participants should encourage the NA trainees in the participants' own NA training program to share their clinical experiences in class. This will increase a NA's confidence and help them feel more a part of the nursing care team.

Performance Objective

E. Identify limitations of the clinical experience.

Performance Indicators and Descriptive Content

1. Limitations - may be difficult for PC/PI to equally observe all trainees caring for residents, may be difficult to coordinate classroom experience with clinical situations.
   a. Factors such as assignments to residents, supervision of trainees and assignments of tasks for training to perform must be an integral part of planning the safe clinical experience.

Standard VI.3 - Skills Testing and Checklist Development and Use

Performance Objective

A. Define skills testing and identify who may administer a skills test. Describe the function of a skills test.

Performance Indicators and Descriptive Content

1. Definition – skills testing is the evaluation by a PC and/or PI of the ability of a trainee to successfully perform a skill which the trainee has been taught in the TCEP.

Performance Objective

B. Describe the difference between skills testing and the CEP.

Performance Indicators and Descriptive Content

1. The skills testing is part of the training process and not a component of the CEP which is conducted by the director. Skills tests must be completed before trainees can perform the skills without direct supervision of the PC and/or PI or their qualified designees.

   Teaching Alert: It will be helpful for trainees to understand the difference between skills testing which occurs during the 75 hours and the CEP conducted by the director.

Performance Objective

C. Describe the steps to be used in deciding which skills to test.

Performance Indicators and Descriptive Content

1. Decide which skills to test.
   a. Develop a cross section of skills to test which reflect the nature of the NA job.
   b. Identify key skills which are critical to the safety of the resident so that these skills will always be tested. At a minimum these should include:
      • Bathing.
      • Making an occupied bed.
      • Turning and positioning.
      • Transferring from bed to chair.
      • Feeding and/or preparing a resident for mealtime.

Performance Objective

D. Describe the tasks used in developing a skills checklist. Define "critical element". List objective terms used to score skills tests.

Performance Indicators and Descriptive Content

1. Analyze each skill to be tested by breaking it down into its individual steps.

2. Analyze the steps and highlight those which, if missed, (critical elements) or performed improperly would cause the trainee to fail the test.

3. Identify the required performance indicators (if any) which must be included in the checklist. Performance indicators should be considered as critical elements.

4. Organize the steps in order of performance and develop a column for observed, not observed, not applicable and missing.

5. Test out the task to make sure that the steps are ordered correctly.

6. Provide the opportunity for the trainee to have the checklist available to refer to during practice.

   Testing Alert: This is a good place to discuss task analysis and to have the participants analyze a task. A participant could be asked to perform a task and the class to observe the performance and write down the steps. The checklist must be scored objectively. Avoid use of subjective phrases or comments. Skills tests should be spread throughout a TCEP. There should be opportunity for the trainees to practice prior to being skills tested.

Performance Objective

E. Describe steps necessary immediately prior to giving a skills test.

Performance Indicators and Descriptive Content

1. Preparation.
   a. Notify the trainee in advance of the date and time of testing.
   b. Make sure there is a place to test and that all needed equipment is present and in working order.
   c. Eliminate distractions when possible.

2. Skills test.
   a. Make sure that the tester has the correct checklist.
   b. Give the trainee enough information to know what skill is being tested.
   c. Instruct the trainee when to begin.
   d. Conduct the test.
   e. Pay particular attention to the critical element components.

3. Report the results.
   a. Let the trainee know whether he/she successfully completed the task. This should be done right after performance.
   b. Provide an opportunity for additional feedback to the trainee when necessary.

   Teaching Alert: Skills tests help trainees to prepare for the CEP conducted by the director because they have performed tasks in a test environment before the CEP takes place. In situations where two trainees are required to complete a skill it is suggested that an evaluator not test both on exactly the same skill.

Performance Objective

F. Evaluate checklists which have been prepared by outside sources.

Performance Indicators and Descriptive Content

1. Review checklists which are available.

2. Determine if these checklists conform to your facilities' procedures/needs.

3. Modify checklists if necessary.

4. Communicate modifications to trainees well in advance of skills testing.

   Training Alert: Provide opportunities for participants to evaluate checklists which have already been prepared.

Performance Objective

G. Describe mechanism used to record skills testing scores.

Performance Indicators and Descriptive Content

1. Provide prompt feedback to trainee.

2. Record results of skills tests.

a. Successful, unsuccessful.
b. Number of times skills tests taken.

3. Have records available for reviewer.

Performance Objective

H. Participants will demonstrate the ability to construct a skills test checklist.

Performance Indicators and Descriptive Content

1. During this practice session participants will develop a skills checklist which they could use in a TCEP.

2. Participants are required to:
    a. Identify a TCEP skill which would be tested using a checklist.
    b. Analyze the tasks of that skill.
    c. Identify the critical elements.
    d. Check the critical elements that they have identified against the performance indicators found in the TCEP Standards. Performance indicators (if any) must be included in the checklists as critical elements.
    e. Complete the checklist.

3. During this practice session the ratio of faculty to participants is one faculty to ten participants.

Standard VI.4 - General Principles of Program/Content Evaluation

Performance Objective

A. Describe general principles of program/content evaluation.

Performance Indicators and Descriptive Content

1. The evaluation is an integral part of Design and Implementation Process. Three areas addressed are:
    a. Learner behavior.
    b. Teaching - Learning process.
    c. Program content.

2. Evaluation should be related to behavioral objectives.

3. Purpose of evaluation should be explained to participants.
    a. Part of performance evaluation.
    b. Included in personnel file, etc.

4. Participants should be involved in the evaluation process.
    a. May have helped develop criteria.
    b. Provide feedback of results.
    c. Encourage written and verbal comments.

5. Evaluation should be educational, not punitive.

Teaching Alert: Faculty should give participants an opportunity to utilize these evaluation techniques during the participants' presentation of subject matter.

Performance Objective

B. Define formative evaluation and provide examples. Define summative evaluation and provide examples.

Performance Indicators and Descriptive Content

1. Formative - occurs during the teaching-learning process.

2. Summative - occurs at the end of the teaching-learning process.

Performance Objective

C. Identify at least three types of evaluation instruments.

Performance Indicators and Descriptive Content

1. Reaction forms/opinion questionnaires.

2. Self-assessment forms.

3. Paper and pencil tests.

4. Attendee scales.

5. Performance checklists.

6. Anecdotal records.

7. Interviews.

Performance Objective

D. Identify interpersonal aspects of an evaluation.

Performance Indicators and Descriptive Content

1. Develop clear, concise behavior objectives.

2. Communicate why and how these expectations were developed.

3. Use objective, rather than subjective, methods to gain information.

4. Communicate results in a supportive manner, focus on strengths before discussing areas for improvement.

5. Develop mechanism to monitor progress toward these goals.

6. Develop goals with "students" to improve performance.

7. Maintain confidentiality.

8. Results of evaluation.
    a. Provide learner with feedback.
    b. Improve the teaching/learning process.
    c. Document program effectiveness.

TOPIC AREA VII - PRESENTATION PRACTICE - FORMAL PRESENTATION - Standard VII.1 - VII.2

Required Time: 3.0 Classroom Hours and 4.5 Practice Hours

Individuals who will be conducting Ohio approved TCEPs must develop sound presentation skills. The TTT program contains subject matter which describes the basic presentation structure of open, body and closing components of a presentation including actual practice sessions of presenting subject matter to their classmates.

Standard VII.1 - Presentation Skills

Performance Objective

A. Describe the basic structure and basic training approach in presenting classroom subject matter.

Performance Indicators and Descriptive Content

1. Preparing participants to present classroom subject matter.
    a. Basic structure of presentation:
        *   Open
        *   Body
        *   Close
    b. Basic training approach:
        *   Tell them what you are going to tell them.
        *   Tell them.
        *   Tell them what you told them.

Standard VII.2 - Skills Practice

Performance Objective

A. Participants will demonstrate their ability to complete planning for the presentation of TCEP topic area subject matter.

Performance Indicators and Descriptive Content

1. During this practice session the participants will complete the preparation of the topic area subject matter which will be used in the 15 minute classroom presentation and TTT program competency evaluation.

2. Participants should complete their presentations by:
    a. Identifying the instructional technique(s) that they intend to use including a rationale for their choice.
    b. Identifying the materials and equipment to be used as well as their plan for arranging the classroom or clinical environment to enhance their presentation.

3. Complete the construction of the presentation.

4. During this practice session the ratio of faculty to participants is one faculty for every ten participants.

Performance Objective

B. Participants will demonstrate their ability to present TCEP topic area subject matter.   Each presentation will be 15 minutes in length. Following each presentation the participant will receive a critique (feedback) of his or her presentation by faculty and fellow participants.

Performance Indicators and Descriptive Content

1. During this practice session participants will have 15 minutes to present their topic area subject matter. The participants should be able to use presentation materials and arrange the classroom as necessary for his or her presentation.

2. The faculty and fellow participants will critique each presentation. This is intended to be helpful to the presenter. The maximum time which can be spent on critique and preparation of the classroom for each individual presentation is 15 minutes. This makes the maximum presentation, critique and classroom preparation time 30 minutes per individual presenter.

3. The ratio of faculty to participants is one faculty to ten participants.

   Teaching Alert: It is anticipated that some changes to the presentation may need to be made as a result of this practice session. Therefore, at the end of this practice session, time has been designated so that participants can make any changes in their topic area subject matter to complete their preparation for the TTT competency evaluation. The 30 minute maximum is based on ten presenters per faculty. If the number of presenters is less, the faculty could allocate the practice time to other TTT topic areas. This could be done in advance since the faculty will know the enrollment of participants well in advance of this practice block.

Performance Objective

C. Participants will have the opportunity to use this practice time to complete or make changes to their topic area subject matter in preparation for the TTT competency evaluation.

Performance Indicators and Descriptive Content

1. During this practice session, participants can modify or change their topic area subject   matter in preparation for the TTT program competency evaluation.

2. Participants who do not need to work on their competency evaluation topic area subject matter can use this time to review the course material presented. They may also use this time to clarify any parts of TTT program presented to this point with the faculty.

3. All participants must complete 28 hours of TTT program. Participants who do not wish to   use this time for completing the topic area subject matter for TTT program competency evaluation or review TTT program material presented are not free to leave.

4. The ratio of faculty to participants is one faculty to ten participants.

TOPIC AREA VIII - REVIEW OF OHIO ADMINISTRATIVE CODE CHAPTERS 3701-17 and 3701-18 – Standard VIII.1

Required Time: 2.0 Classroom Hours

The TTT program serves as a vehicle through which individuals can become PCs and/or PIs to conduct a TCEP. The PCs and/or PIs prepared through a State of Ohio approved TTT program will provide the direction and implementation of the State of Ohio's long-term care philosophy and concern for quality resident care. Therefore, individuals/organizations which intend to provide TTT programs must be able to competently conduct a TTT program. The following standards set forth the qualifications and expectations of a TTT program faculty.

This topic area contains Standards only. There is no descriptive content for this topic area.

Standard VIII.1 - Review of OAC Chapters 3701-17 and 3701-18

The individuals who will be designing, implementing and administering each TCEP must understand what is expected of them. Their role as either PC or PI includes responsibilities beyond actually teaching nurse aides. There are federal regulations and state laws that these individuals must comply with in order for the TCEP to be approved and re-approved. The TTT program shall contain:

- A review and discussion of the OAC rules 3701-18-01 through 3701-18-27 and 3701-17-07.1;

- A discussion of the current testing contractor with review of the actual testing process; and

- A discussion of the PC/PIs responsibilities to assist trainees in completing their registration forms for the CEP.

- A discussion and review of the Enhanced Information Dissemination & collection (EIDC) system.

TRAIN-THE-TRAINER PROGRAM

TOPIC AREA HOURS

REQUIRED HOURS FOR TRAIN-THE-TRAINER

This chart illustrates the number of hours allotted to each topic area including both classroom and clinical time. Regardless of how you organize your material for the TTT program, you must devote at least the required amount of time to each topic area listed. The difference between the 24 required hours and the total program's 28 hours (4 hours) may be utilized as deemed necessary and appropriate by the faculty.

		Minimum Classroom Hours	Minimum Practice Hours	Total Required Hours
I.	Program Overview	0.5	0	0.5
II.	Foundation of the TCEP	2.0	0	2.0
III.	The Framework for Testing	3.5	0	3.5
IV	The Training Environment - Classroom and Clinical	1.5	0	1.5
V.	Course Material Design and Development Process	2.0	2.5	4.5
VI.	Implementation and Evaluation	1.0	1.5	2.5
VII.	Presentation Practice - Formal Presentation	3.0	4.5*	7.5
VIII.	Review of OAC Chapters 3701-17 and 3701-18	2.0	0	2.0
TOTAL HOURS		15.5	8.5	24.0

*At a minimum, 0.5 hours per participant.

TRAIN-THE-TRAINER PROGRAM

BIBLIOGRAPHY

TRAIN-THE-TRAINER
BIBLIOGRAPHY

ADULT LEARNING

Caffarella, Rosemary S. Planning Programs for Adult Learners: A Practical Guide for Educators, Trainers and Staff Developers. Third Edition, Jossey-Bass, 2013

Cranton, Patricia. Planning Instruction for Adult Learners. Second Edition, Wall and Emerson, 2001

Cross, K. Patricia. Adults as Learners: Increasing Participation and Facilitating Learning. Jossey-Bass, 1992

Dean, Gary J. Designing Instruction for Adult Learners. Second Edition, Kreiger, 2002

Knowles, Malcolm S. The Adult Learner, Sixth Edition. Second Edition, Butterworth-Heinemann, 2005

Taylor, Kathleen. Developing Adult Learners: Strategies for Teachers and Trainers. Jossey-Bass, 2000

Wlodkowski, Raymond. Enhancing Adult Motivation to Learn: A Guide to Improving Instruction and Increasing Learner Achievement. Jossey-Bass, Proquest Info & Learning, Reprint Edition, 1993

BEHAVIORAL OBJECTIVES

Griffin, Joanne K. Writing and Using Behavioral Objectives in Nursing Education. NLN, 1977

Guinee, Kathleen. Teaching and Learning in Nursing: A Behavioral Objectives Approach. MacMillan, 1978

Kryspin, W.J. and J.F Feldhusen. Writing Behavioral Objectives: A Guide to Planning Instruction. Burgess, 1974

Mager, R.F. Preparing Instructional Objectives. Second Edition, Pitman, 1984

Reilly, Dorothy and Marilyn Oermann. Behavioral Objectives—Evaluation in Nursing. Third Edition, Universe, 1999

Schweer, Jean. Defining Behavioral Objectives for Continuing Education Offerings in Nursing. Slack, 1981

CHANGE

Bridges, William. <u>Managing Transitions: Making the Most of Change</u>. Perseus, 2003

Brooten, D.A., L. Hayman and. M. Maylor. <u>Leadership for Change: A Guide for the Frustrated Nurse</u>. Lippincott, 1978

Cohen, Dan. S. <u>The Heart of Change Field Guide: Tools and Tactics for Leading Change in Your Organization</u>. Harvard, 2005

Kotter, John P. <u>Leading Change</u>. Harvard, 1996

Maslow, A.H. <u>Motivation and Personality</u>. <u>Third</u> Edition, Harper and Ron, <u>1987</u>

Quinn, Robert E. <u>Deep Change: Discovering the Leader Within</u>. Jossey-Bass, 1996

Schaller, L.E. <u>The Change Agent</u>. Abingdon Press, 1972

SELECTION OF TEACHING STRATEGIES

Foley, R. and J. Smilansky. <u>Teaching Techniques: A Handbook for Professionals</u>. McGraw-Hill Book Co., 1980

Gaberson, Kathleen. <u>Clinical Teaching Strategies in Nursing</u>. Springer, 1999

Harvey, Stephanie. <u>Strategies that Work; Teaching Comprehension to Enhance Understanding</u>. Stenhouse, 2000

Lowenstein, Arlene. <u>Fuszard's Innovative Teaching Strategies</u>. Third Edition, Jones & Bartlett, 2001

O'Connor, A.B. <u>Nursing Staff Development and Continuing Education</u>. Little, Brown and Company, 1986

Odiorne, G.S. and G. A. Rummier. <u>Training and Development: A Guide for Professionals</u>. Commerce Clearing House, Inc., 1988

Orlich, Donald C. <u>Teaching Strategies: A Guide to Effective Instruction</u>. Seventh Edition, 2004

Roden, J. <u>Nurses as Health Teachers: A Practical Guide</u>. W.B. Saunders Company, 1987

STRESS MANAGEMENT

Chaska, Norma L. <u>The Nursing Profession: Tomorrow and Beyond</u>. Sage, 2000

Chenevert, M. <u>Pro-Nurse Handbook Designed for the Nurse Who Wants to Survive/Thrive Professionally</u>. C.V. Mosby, Third Edition, 1997

Davis, Martha. <u>The Relaxation & Stress Reduction Workbook</u>. New Harbinger, 2000

Dunn, Rita Stafford. <u>Learning Styles and the Nursing Profession</u>. Jones & Bartlett, 1998

Hill, L. and N. Smith. <u>Self-Care Nursing</u>. Prentice-Hall, 1985

Leyden-Rubenstein, Lori. <u>The Stress Management Handbook</u>. McGraw Hill, 1999

Romas, John A and Manoj Sharma. <u>Practical Stress Management: A Comprehensive Workbook for Managing Change and Promoting Health</u>. Third Edition, Benjamin Cummings, 2003

Rout, Usha R. <u>Stress Management for Primary Health Care Professionals</u>. Springer, 2002

Skovholt, Thomas M. <u>Resilient Practitioner, The: Burnout Prevention and Self-Care Strategies for Counselors, Therapists, Teachers, and Health Professionals</u>. Allyn & Bacon, 2000

Smythe, E. <u>Surviving Nursing</u>. Addison-Wesley Publishing Co., 1984

Winner, Jay, MD. <u>Stress Management Made Simple: Effective Ways to Beat Stress for Better Health</u>. Blue Mountain Press, 2003