

# **Health Unes Common Staff Education**

**Competency Standards  
Education Standards  
Education Strategy**

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# Why Common Training?

- **Cost**
- **Duplication**
- **Remote Agents**

# Competency Standards

- **Task analysis**
  - What Health Lines staff DO
  - Jobs, Duties, Tasks, Sub-Tasks & Task Elements
  - Skill, Knowledge & Attitude Requirements
  - Difficulty, Importance, Frequency & Involvement
- **Competencies**
  - Three occupation groups: Nursing, Admin, Others
  - Common competencies
  - Jurisdiction specific
  - Job Specific
- **Occupation Specialty Specification**

Competencies shown at the right are common for all Health Lines.

DEFINITIONS:

Occupation / Job

Competency / Task

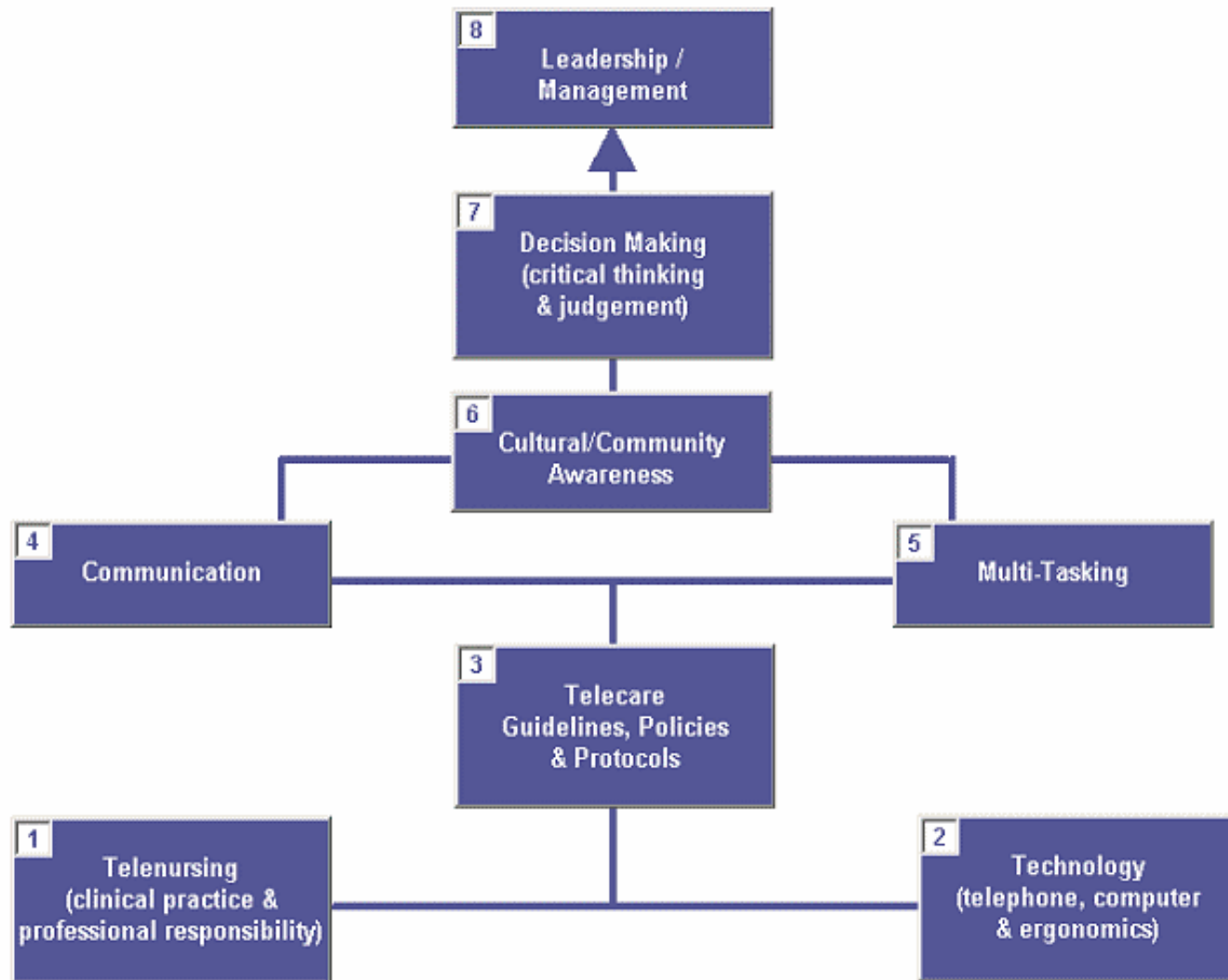
SKA

DIF Analysis

Involvement



COMPETENCIES - NURSING



Click on a competency above to see a list of tasks for the competency.



**HEALTH LINES  
STAFF  
EDUCATION**

NURSING

ADMINISTRATION

OTHERS

Competencies shown at the right are common for all Health Lines.

Competencies are divided by jobs: Management; Clerical; Information Systems; and Training and Development

**DEFINITIONS:**

Occupation / Job

Competency / Task

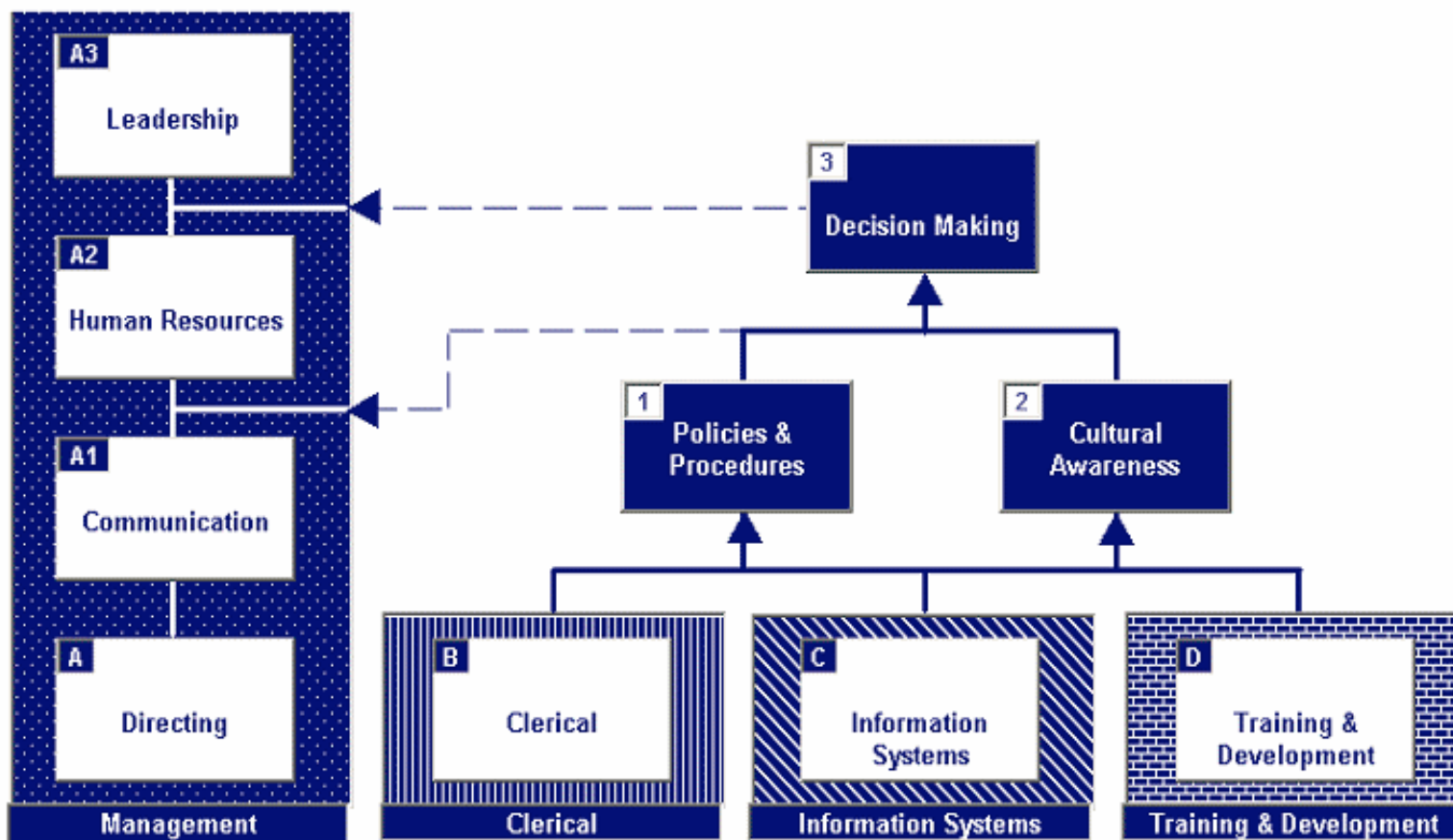
SKA

DIF Analysis

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**COMPETENCIES - ADMINISTRATION**

Common Competencies (all jobs)   
 Management Competencies   
 Clerical Competencies   
 Training/Development Competencies   
 Information Systems Competencies 



Click on a competency above to see the task analysis for each competency.

MAIN MENU

## HEALTH LINES STAFF EDUCATION

NURSING

ADMINISTRATION

OTHERS

Competencies to be shown at the right are will be different for each Health Line.

### DEFINITIONS:

Occupation / Job

Competency / Task

SKA

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MESL - HEALTHLINES STAFF EDUCATION - V 1.0 - OCTOBER 2005



## COMPETENCIES - OTHERS

# TBD

### Referrals (CanTalk, Pharmacy, etc.)

3  
Receiving  
Referrals

2  
HealthLines  
Requirements

1  
Professional  
Practice

### Projects & Other Contracts (BP & weight followup, etc.)

A  
Project  
Guidelines

Click on a competency above to see the task analysis for each competency (TBD).

MAIN MENU

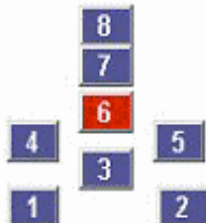
# HEALTH LINES STAFF EDUCATION

NURSING

ADMINISTRATION

OTHERS

Click on the  
button beside  
the task name  
for a detailed  
task analysis.



Click here to return to  
Competencies

## DEFINITIONS:

Occupation / Job

Competency / Task

SKA

DIF Analysis

Involvement



## COMPETENCY 6 - CULTURAL/COMMUNITY AWARENESS

J N C 1 4 Tasks

Telenursing

J N C 2 4 Tasks

Technology

J N C 3 3 Tasks

Protocols

J N C 4 4 Tasks

Communication

J N C 5 2 Tasks

Multi-Tasking

J N C 6 5 Tasks

Community

J N C 7 4 Tasks

Decisions

J N C 8 5 Tasks

Leadership

### TASKS - Competency 6 - Cultural/Community

- Task 6.1 - Community Resources
- Task 6.2 - Cultural Environment
- Task 6.3 - Languages
- Task 6.4 - Age/Gender
- Task 6.5 - Situational Awareness

### INVOLVEMENT - Cultural/Community

JOB:

CODE

Orientation  
 Probationary  
 Telehealth Nurse  
 Preceptor (Buddy)  
 Nursing Team Leader

O - observe  
 A - assist  
 D - do  
 DS - do & supervise  
 S - supervise

Click on a competency above to see the task list for that competency.

MAIN MENU



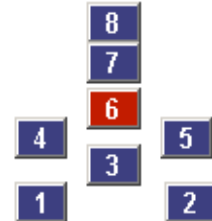
# HEALTH LINES STAFF EDUCATION

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Click here to return to Competencies

### DEFINITIONS:

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## COMPETENCY 6 Cultural/Community - TASK 2 - Cultural Environment

J N C 6 T 2 3 Sub Tasks

Cultural Environment

S H K C A H D C I H F H

6.2.1 Respect for Values

6.2.2 Respect for diversity

6.2.3 Cultural cues

Previous Competency

Previous Task

Next Task

Next Competency

SKILLS	KNOWLEDGE	ATTITUDE	LEVEL OF INVOLVEMENT
Respect for values Respect for diversity Respond to cultural cues	Ways various cultures seek help Cultural groups Cultural diversity Divergent views Multicultural learning Demographics Socioeconomics Potential conflict areas Cultural authority Similarities and differences between cultures Gender and culture awareness	Respect for caller Tolerance Understanding Acceptance Commitment to learning Empathy	TBD

Click on the down arrow beside the task to see the task elements.



# **Competency Standards**

## **Occupation Specialty Specification**

- **Occupation Specialties**
- **Target Populations**
- **Jurisdiction Context**
- **Job Requirements**
- **Occupational Development**
- **Occupational Performance Requirements**
- **Training Requirements**
  - **Prerequisites**
  - **On-Job**
  - **Refresher**
  - **Orientation**
  - **Jurisdiction-specific**
  - **Continuing Education**

# **Competency Standards**

## **Occupation Specialty Specification**

- Start point for certification
- Start point for developing education standards
- Education Standards provide a baseline for training evaluation/validation

# **Education Standards**

## **Education Program Guide**

- **Outline of Training**
- **Methodology**
- **Course Summaries**
- **Course Management Details**
- **Assessment of Learners**
- **Performance Objectives**

# **Education Strategy**

## **Staff Education Plan**

- **General**
  - Prerequisites, orientation, continuing education, and staff development competencies; course outlines and user guide.
- **Course Management**
  - Logistics, resources, sequence & scheduling for each jurisdiction
- **Assessment**
  - Evaluation tools & methodologies for learner and course evaluation/validation
- **Lesson Specifications**
  - Information required for an instructor or developer to develop the lessons – Performance Objectives (Competency) and Enabling Objectives (Lesson Objectives).



# CHAPTER 4 - LESSON SPECIFICATIONS

This chapter contains the information required for a developer to produce the course lesson materials (lesson plans, learning aids, etc.) for each Performance and Enabling Objective. The Performance Objective (PO) maps indicate the hierarchy of the lessons required to achieve each Performance Objective or competency. The buttons on the left side of the page will display information for the performance objective (competency) as a whole.

Clicking on a Performance Objective will display a map of the Enabling Objectives (EOs) for the PO. Also in a hierarchy, the EO map can be used to access the lesson details for each EO. The buttons on the left side of the page will display information for the specific Enabling Objective. Clicking on the knowledge, skill and attitude drop-down boxes will display the knowledge, skill or attitude level required for the element as well as a list of teaching points which are to be covered in the lesson.

See the User Guide for information on the PO and EO pages, or click on an icon below to go directly to the Performance Objective Map for the Health Lines Occupation.

Performance  
Objective Maps



Nursing

Administration



Management



Clerical



Training



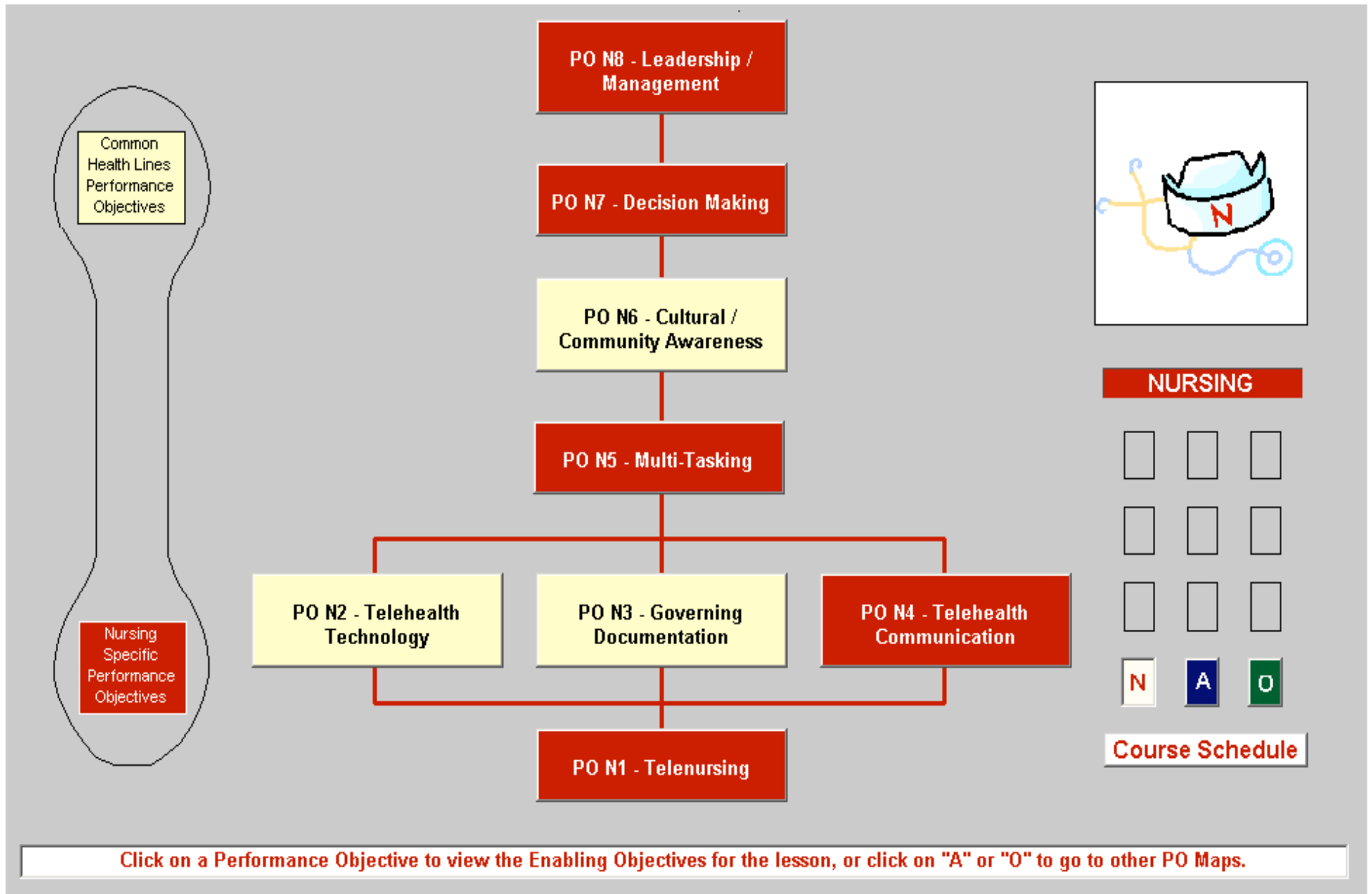
Info Systems



Others



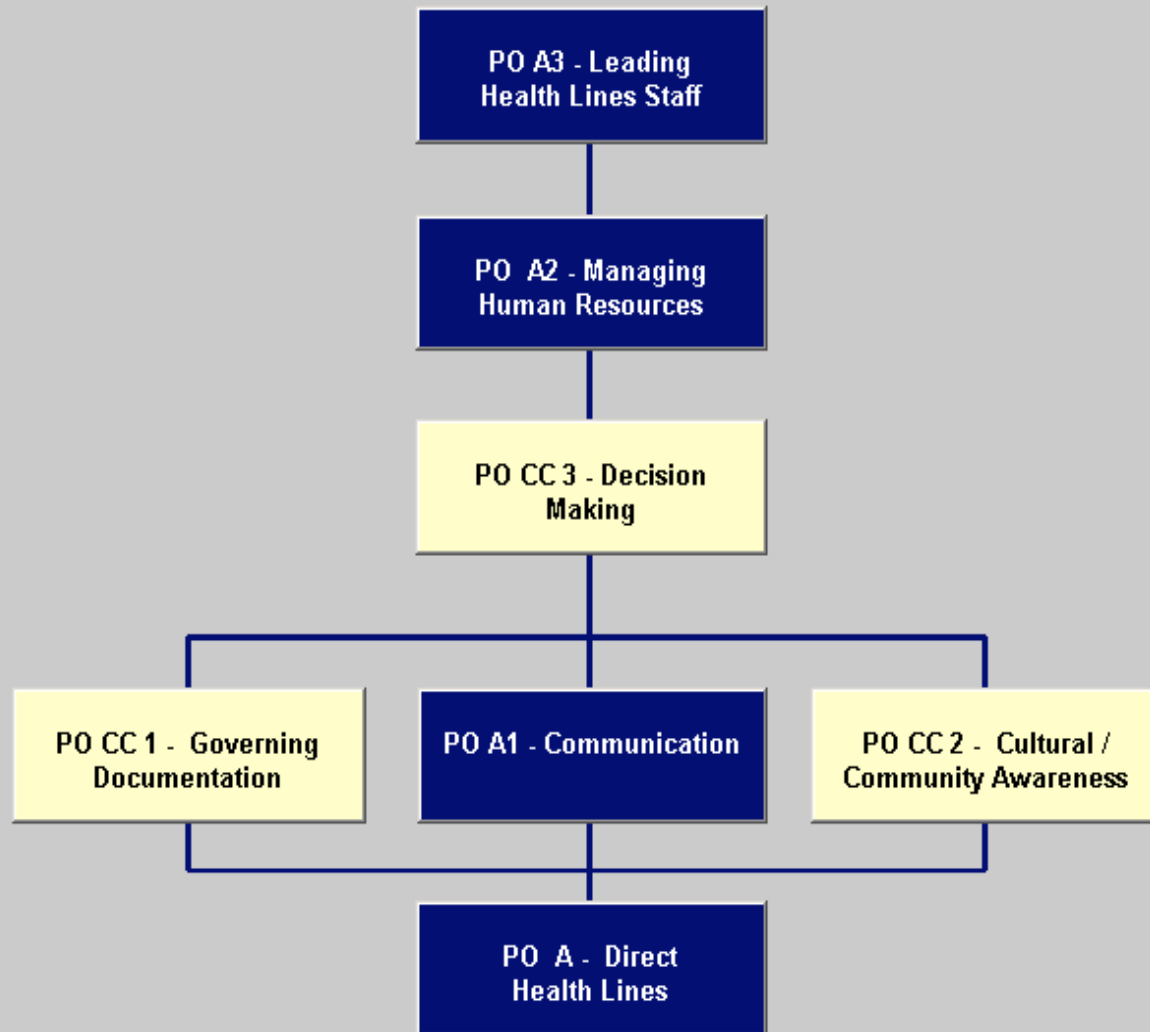
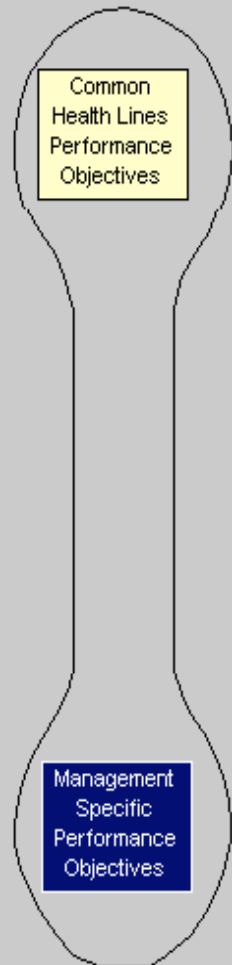
# PO Map - NURSING



Click on a Performance Objective to view the Enabling Objectives for the lesson, or click on "A" or "O" to go to other PO Maps.



# PO Map - ADMINISTRATION - Management



**MANAGEMENT**

C	T	I
N	A	O

Course Schedule

Click on a Performance Objective to view the Enabling Objectives, or click on "N" or "O" to go to Nursing or Other Performance Objective maps, or click on C, T, or I for other Administration Performance Objective maps.

MAIN MENU

# HEALTH LINES STAFF EDUCATION PLAN

PERFORMANCE

CONDITIONS

STANDARDS

METHODS

MEDIA

LEARNING AIDS

LEARNER

TIME

SCHEDULING

PREREQUISITES

FOLLOW-ON

DESIGN NOTES

CONTEXT

RATIONALE

REFERENCES

ASSESSMENT

DEFINITIONS

COURSE SCHEDULE



Nursing PO Map



## PO N6 - Apply Cultural/Community Awareness

EO N7.06  
Situational Awareness  
(PO Check)

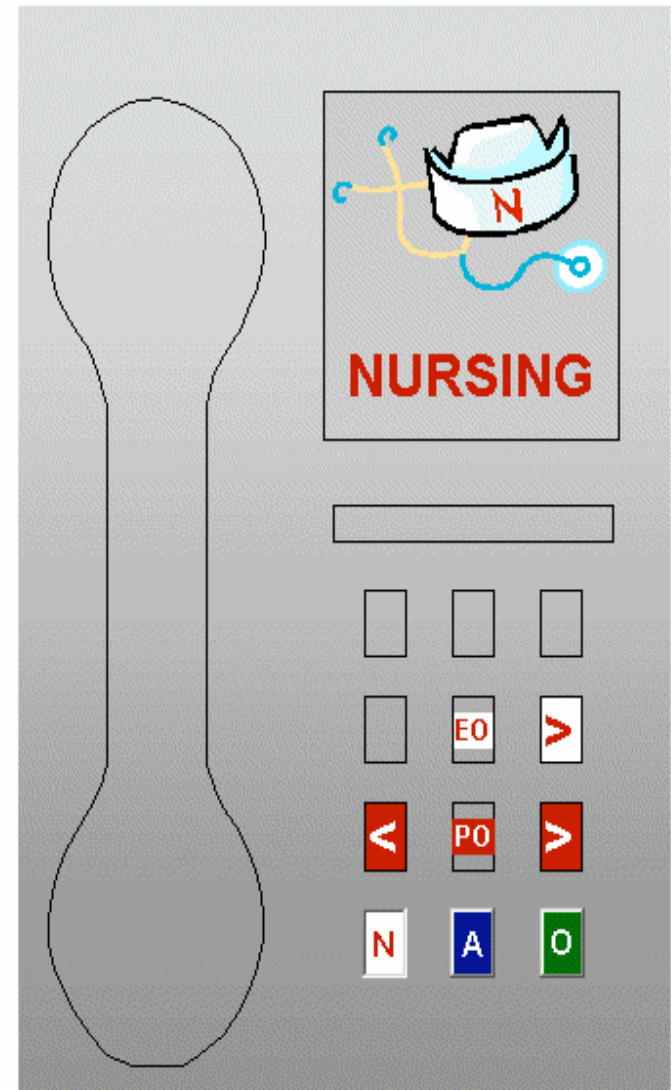
EO N6.04  
Age/Gender

EO N6.05  
Languages

EO N6.03  
Cultural Environments

EO N6.02  
Community Resources

EO N6.01  
Demographics



Click on an Enabling Objective to see the Lesson Specifications



MAIN MENU

# HEALTH LINES STAFF EDUCATION PLAN

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Nursing PO Map



## EO N6.01 - Demographics

### KNOWLEDGE

- K1 - BC Demographics
- K2 - Yukon Demographics
- K3 - Alberta Demographics
- K4 - Northwest Territories Demographics
- K5 - Saskatchewan Demographics
- K6 - Nunavut Demographics
- K7 - Manitoba Demographics

### SKILL

- S1 - Determines caller's location
- S2 - Applies demographic information

### ATTITUDE

- A1 - Respect for Caller
- A2 - Situational Awareness



Click on a map at the top of the screen to see specific Jurisdiction requirements.

MAIN MENU

# HEALTH LINES STAFF EDUCATION PLAN

PERFORMANCE

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Nursing PO Map

HEALTHLINES STAFF EDUCATION PLAN (SEP) - VER 1.0 - APRIL 2006



## EO N2.04 - Use Health Lines Call Management Software

### KNOWLEDGE

K1 - Health Lines Software

Click on a map at the top of the screen to see specific Jurisdiction knowledge requirements.

### SKILL

S1 - Navigates within Health Lines Software

S2 - Applies demographic information

S3 - Selects appropriate protocols

S4 - Uses search Engines

### ATTITUDE

A1 - Respect for Caller

A2 - Situational Awareness



Click on a map at the top of the screen to see specific Jurisdiction requirements.

# **New Steps**

- **Review existing training**
- **Identify knowledge gaps**
- **Incorporate teaching points into existing training**
- **Design and develop collaborative training to address knowledge gaps**

# **Thank you!**

**If you wish to see the documents  
or ask further questions,  
please join us here at the lunch break.**

**Mayo Education Strategies Ltd**

**Margo Mayo**

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