CONTINUING EDUCATION

Presented - June 9, 2011 to:

National Continuing Education Review Service

of

National Association of Long Term Care Administrator Boards

Chicago, Illinois

By Philip S. Brown, ThM, MA, NHA

Continuing Education – is basic to the long term care administrator's continuing competency as an administrator. It has been a recognized component by the early developers of the Long Term Care Licensure model in the 1960's. Continuing Education is a component of most recognized professions around the world in the medical, nursing, dental, administrative, teaching and allied health field.

NAB recognized the need to certify continuing education programs for LTC as it developed National Continuing Education Review Service. In its "Criteria for Review of Continuing Education Programs"(1) the relevance of the subject matter is defined as providing the fundamentals for the reviewer to be guided by:

i. Must relate to long term care administration.

ii. Must be designed to promote continued knowledge, skills and attitudes consistent with current standards in long term care administration.

iii. Assist administrators in the improvement of their professional competencies.

iv. Programs which deal with internal affairs of an organization do not qualify for credit. (2)

The International Association for Continuing and Training (IACET) defines continuing education as "structured educational and training experiences for personal or professional development in which participants are assumed to have previously attained a basic level of education, training or experience. (3)

care abilities...Self –assessment and the selecting of the right (continuing professional development) program is a very immature science."(5)

It should be noted that there are five (5) other groups who conduct continuing education training, research and standard development:

University Continuing Education Association
Association for Continuing Higher Education
American Association for Adult and Continuing Education
Canadian Association for University Continuing Education
Canadian Journal of University Continuing Education

I What is Continuing Education?

Continuing Education is a structured learning experience with a framework that produces outcomes in these areas of learning:

(l) Knowledge – relates to the ability to know the content being taught. "These outcomes deal with knowing, using and applying information in a problem-solving situation"(6)

(2) Skill – takes practice and time. It could be "psychomotor outcomes that require some neuromuscular coordination such as decision making, negotiating and performance reviews. They take more instructional time as they involve both the acquisition of knowledge and skill building through practice.(7)

(3) Attitude – relates to internal functions of the individual and are not as easily observed or measured "these outcomes include

II What Continuing Education is not

*****More than basic education or being able to achieve the minimum knowledge level to take the entry level examination toward licensure.**

*****More than doing work of committees, such as examination, NCERS, education or the like. The work is time consuming and at times you may learn some new insight for practice of LTC Administration.**

*****More than giving a speech or teaching a seminar, even though you may be able to re-fresh your understanding of the subject you are presenting**

*****More than studying for a degree in LTC Administration, which can strengthen your insights into administration and maybe even help you pass the NAB examination. Yet the degree is still entry level component towards licensure.**

*****More than administering a LTC facility for 5/10/20 + years. The experience can be educational but it is much more an administrative function of providing quality care.**

Continuing Education is often confused with basic education, degree studies, committee work of professional organization, speaking or teaching, and/or administrating a LTC facility for 10/20/30 years.

60% skill 20% attitude (value development). NAB could provide training for providers to emphasize the next level up course.

IV Outcomes of CEU

Outcomes of CEU could be measured:

A. Quality care – (rating schedule and education satisfaction surveys.)

B. Surveys – (clear immediate jeopardy)

C. Staff Turnover - (Reduction by 10%)

D. Census – (increase .5%)

E. Professional certificate

F. Challenge thinking (cause-to rethink)

G. Better insights – higher confidence

V Prevention of Bad Habits

*** Doing it same way**

*** Never considering a new idea**

*** Same old, same old**

*** Predictability**

*** Being an unchanged person**

*** Being distracted – not remembering staff names, - not relating to families, not understanding individual disability.**

VI Check List:

*** New Ideas**

*** New Procedures**

References:

1) National Continuing Education Review Service, "Criteria for Review of Continuing Education Programs" NAB Procedures, page 30.
2) NCERS, page 30
3) Phillips, Louis. The Continuing Education Guide, Second Edition. 2009. page 92
4) Citizens Advocacy Center, Program Announcement, page 1
5) Institute of Medicine Committees, CAC Program Announcement, page 2.
6) Phillips. Page 29
7) Phillips. Page 29
8) Phillips. Page 30
9) Nursing Home Administrators Licensing Examination – Information for Candidates, NAB. 2011. page 2