

The Importance of E-Learning in Training of HHC Staff during and after COVID-19 in KSA

Ibrahim Kamil Lutffi

Ministry of Health, Home Health Care Riyadh KSA, M.Sc. in Health Professions Education

1. Introduction

The term home care refers to any therapeutic, diagnostic, or social support service provided in an individual's home. Home health care is a component of a continuum of comprehensive health care that promotes, maintains, or restores health or maximizes the level of independence while minimizing the effects of disability and illness. (Balinsky, 2017).

Home care allows for continued medical treatment in a comfortable, familiar environment in home. It keeps families together while helping them adjust to a new lifestyle and maintains a sense of dignity for the patient. Home care representatives are dedicated to meet patient health care needs. (Alsagheir, 2017).

Home Healthcare provides a wide spectrum of services that are provided by a variety of health care professionals. Home health staff provides and coordinates the care and/or therapy primary physician ordered. (Alsagheir, 2017).

E-Learning is the delivery of a learning, training or education program by electronic means. E-learning involves the use of a computer or electronic device (e.g. a mobile phone) in some way to provide training, educational or learning material. (Stockley D 2003).

HHC comprises a vast collection of knowledge, skills and attitudes. The trainee practitioner must achieve a large number of learning objectives within each of these so-called domains of learning to be considered competent to practice. (Stockley D 2003).

E-learning and computers are increasingly used in medical education. Electronic learning (e-learning) is moving from textbooks in electronic format (that are increasingly enhanced by the use of multimedia adjuncts) to a truly interactive medium that can be delivered to meet the educational needs of HHC staff. (Stockley D 2003).

Importance of Training in HHC program:

Education plays an important role in achieving organizational goals through a combination of organizational and workforce interests. Nowadays, training is an essential factor contributing to the greater efficiency of the staff and organizations. In fact, it is a vital investment that will lead to internal promotion, staff development and success of organizational plans. (Murad M, Varkey P, 2008).

Training is an investment in achieving productivity and employee retention by providing career development and job

satisfaction in the long run. Training programs are essential for the survival and viability of the organization in the competition arena. (Murad M, Varkey P, 2008).

In order to expand the capacities and improve educational outputs, it is crucial to develop and adopt new models of clinical education for staff. In addition to the theoretical knowledge, vocational training should enhance the technical capacity and quality of services, leading to innovation. Training programs must be organized in such a way that they enhance the beneficial capabilities of employees. (Monajati F., Moradi A., Khayeri B., 2013).

The difference between knowledge, skills, and competencies:

- Knowledge is an important component of competence.
- Knowledge can be described as knowing facts, being able to handle different situations or understanding the consequences of actions. (Granberg O, 2014).
- Competencies are essential part of the practice of a profession.
- Competence includes both theoretical and practical knowledge. (Ellenbecker, Carol H, Margaret J, 2008).

E-Learning in Training of HHC Staff during and after COVID 19:

E-Learning is beneficial because it is useful during times of crises such as work absences or pandemics. Though pandemics often result in people staying home for long periods of time, work has not stopped during the coronavirus pandemic. This is largely due to the implementation of telework by large and small companies alike. As with jobs, educational and training pursuits in HHC and should not cease because of the pandemic. It is not necessary, especially since there are tools, such as video conferencing systems, that can ensure the continuity of training in HHC. (CAE Team Mar 16, 2020).

Educators can use virtual classrooms to teach from home with all the necessary tools at their disposal. This renders their online sessions to be just as effective as traditional ones and even more advantageous since they can offer a great deal of content, interaction, reinforcement, and real-time feedback during virtual sessions. (CAE Team Mar 16, 2020).

The Virus that Accelerated Changes in the Educational and Training System in HHC:

The spread of COVID-19 has led to the closure of educational and training programs all over the world. Such

closure accelerated the development of the online learning environments within those institutions so that learning would not be disrupted. (CAE Team Mar 16, 2020)

The coronavirus pandemic has tested the readiness of HHC centers to deal with a crisis that requires online and remote measures. (CAE Team Mar 16, 2020).

HHC program continues the training by offering technological solutions that solve real problems of training during COVID 19. (CAE Team Mar 16, 2020).

Importance and Advantages of the E-learning in HHC program:

- It is flexible when issues of time and place are taken into consideration.
- E-learning is cost-effective.
- Always takes into consideration the individual learners' differences.
- E-learning helps compensate for the scarcities of academic staff.
- High Learning Retention.
- Greater ability to apply the new knowledge or processes on the job.
- Increase in the number of learners who achieve 'mastery' level.
- E-learning enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information.
- Better attitude toward the e-learning format and training in general.
- It is a very mobile method.
- Improved Pedagogy.
- The use of e-Learning allows self-pacing.
- Learners are responsible for their own education.
- Improved computer skills.
- Faster Delivery.
- Help staff develops time management, study, and organizational skills.
- Allow students to work together as group work.
- Create learning opportunities that are active, collaborative, and promote learning relationships.
- Using e-learning allows educators to achieve a great degree of coverage for their target audience.
- Create useful and relevant learning experiences and Create an experience.
- Accommodate individual interests and career goals.
- Immediate updates.
- Increases satisfaction and decreases stress.
- Making training more available to learners.
- Easier to monitor progress.
- Motivate interactions between learners.
- Improve Feedback. (Ferriman J, December 2013, Arkorful V. and Abaidoo N., 2015, Clover I, 2017).

2. Feedback

Feedback is an interactive process which aims to provide learners with insight into their performance. And should be based on observations made while working with a student in practice. (Clynes, M., 2008, Wiggins, G.P 1993).

Feedback on clinical performance is essential for effective student learning in clinical practice. And it is a vital part of education and training which, if carried out well, helps motivate and develop learners' knowledge, information, behaviors, and skills. (Clynes, M., 2008, Eraut, M., 2006).

Strategies for giving effective feedback in HHC program:

- Establish a respectful learning environment.
- Communicate goals and objectives for feedback.
- Base feedback on direct observation.
- Make feedback timely and a regular occurrence.
- Begin the session with the learner's self-assessment.
- Confirm the learner's understanding and facilitate acceptance.
- Conclude with an action plan.
- Reflect on your feedback skills.
- Create staff-development opportunities.
- Make feedback part of the institutional culture. (Ramani S, Krackov SK, 2012, Ende J , 1983)

3. Principles of Effective Feedback

- Goal-Referenced.
- Tangible and Transparent.
- Actionable.
- User-Friendly.
- Timely.
- Ongoing.
- Consistent.
- Engagement is promoted.
- Quality is maintained.
- Communication to the staff. (Wiggins G , September 2012, Brookhart S , 2007).

4. Benefits of Effective Feedback

- The impact of constructive feedback extends beyond the teaching and learning process.
- Feedback is essential for the student's growth provides direction and helps to boost confidence.
- Increase motivation and self-esteem.
- It can help the staff rate their clinical practice realistically.
- It provides a means by which the staff can fit in and contributes to warding activity in a useful manner.
- Skill development and enhanced clinical performance.
- Helps to promote learning and ensures that standards are met.
- Feedback can improve learning outcomes and enable students to develop an analytical approach to education.
- It can also enhance competence.
- Refine practice efficiency and effectiveness.
- Promote increasing clinical independence.
- Prepare staff for optimal health outcomes for patients. (Greenwood, J, Winifreyda, A., 1995, Atkins, S.A., Williams, A., 1995)

5. Disadvantages of the E-learning

- Lack of interaction or relation.

- The learning process is much easier with the use of the face to face.
- Computer Competency, Some employees might not be too comfortable using computers.
- May lead to congestion or heavy use of some websites.
- Too much time spent in front of a computer screen may be harmful.
- Slow or unreliable Internet connections can be frustrating. (Arkorful, V. and Abaidoo, N., 2015, Clover I, 2017).

Strategies to enhance the motivation and engagement in E learning Staff in HHC:

- Flexibility of time.
- Flexibility of curriculum.
- Social interaction.
- Give feedback and offer chances to improve and ask for feedback.
- Positive comments.
- Add suspense.
- Stimulate your learners.
- Get Emotional.
- Use good design principles.
- Respect the audience.
- Recognize and enhance one's mental and physical stability.
- Accommodate individual interests and career goals.
- Provide learners online support system Such as wikis and micro blogging technologies in the workplace.
- Facilitate exploration such as videos, power point lectures and reading material.
- Allow students to work together as a group work.
- Define the objectives and Present the benefits of undertaking the course.
- Create useful and relevant learning experiences and create an experience, not just a course. (Connell, J., & Wellborn, J. 1991, Martin, A. 2006, Zepke, N., and Leach, L. 2010).

6. Conclusion

- The coronavirus pandemic has tested the readiness of HHC centers to deal with a crisis that requires online and remote measures. (CAE Team Mar 16, 2020)
- HHC program continues the training by offering technological solutions that solve real problems of training during COVID 19. (CAE Team Mar 16, 2020)

The benefits of E-Learning in Training Of HHC Staff during COVID 19 such as Offer highly effective learning environments, Offer flexible scheduling, Available in any location, with an internet connection; HHC staff can attend using their devices (e.g., computers, tablets, etc.), use of instructor time and Direct educator feedback. (CAE Team Mar 16, 2020).

References

- [1] Alsagheir, A (2017) Home Health Care Current situation & future direction Ministry of Health's Home Medical care Program.
- [2] Arkorful, V. and Abaidoo, N., 2015. The role of e-learning, advantages and disadvantages of its adoption in higher education. International Journal of Instructional Technology and Distance Learning, 12 (1), pp.29-42.
- [3] Atkins, S.A., Williams, A., 1995. Registered nurses experience of mentoring undergraduate nursing students. Journal of Advanced Nursing 21 (5), 1006-1015.
- [4] Balinsky W. (2017) Economic impact of homecare. In: Rothkopf M, ed. Standards and Practice of Homecare Therapeutics. 2nd ed., 91-106. Department of Health and Human Services.
- [5] Brookhart S , 2007, How To Give To Your Student Effective Feedback, Second Edition. is available online at <http://www.ascd.org/publications/books/116066.aspx>.
- [6] CAE Team Mar 16, 2020 .COVID-19 Virus: Changes in Education, Online language training. At <https://www.cae.net/covid-19-virus-changes-in-education>.
- [7] Clover I, Advantages And Disadvantages Of e Learning, 2017, e Learning Basics, is available online at <https://elearningindustry.com/advantages-and-disadvantages-of-elearning>.
- [8] Clynes, M., 2008. Providing feedback on clinical performance to student nurses in children's nursing: challenges facing pre-ceptors. Journal of Children's and Young People's Nursing 2 (1), 29-35.
- [9] Connell, J., & Wellborn, J. (1991). Competence, autonomy, and relatedness: A motivational analysis of self-system processes. In M. R. Gunnar, & L. A. Sroufe (Eds.), Self process in development: Minnesota Symposium of Child Psychology (Vol 29. pp. 244-254). Hillsdale, NJ: Lawrence Erlbaum Associates.
- [10] Ellenbecker, Carol Hall; Samia, Linda; Cushman, Margaret J.; Alster, Kristine (2008). "Patient Safety and Quality in Home Health Care". National Center for Biotechnology Information. Agency for Healthcare Research and Quality (US). Retrieved 24 September 2017.
- [11] Ende J, 1983, Feedback in Clinical Medical Education, JAMA P777-781. is available online at http://www.columbia.edu/itc/hs/medical/clerkships/peds/Faculty_Information/ende.pdf.
- [12] Erait, M., 2006. Feedback. Learning in Health and Social Care 5 (3), 111-118.
- [13] Ferriman J, December 2013, Seven Awesome Advantages of E Learning, is available online at <https://www.learndash.com/7-awesome-advantages-of-elearning/>.
- [14] Granberg O (2014). Learn or learn: about skills and education planning in working life (in Swedish) Lund: Studentlitteratur.
- [15] Greenwood, J., n'haWinifreyda, A., 1995. Two strategies for promoting clinical competence in pre-registration nursing students. Nurse Education Today 15, 184-189.
- [16] Martin, A. (2006). The relationship between teachers' perceptions of student motivation and engagement and teachers' enjoyment of and confidence in teaching. Asia-Pacific Journal of Teacher Education, 34 (1), 73-93.
- [17] Monajati F, Moradi A, Khayeri B (2013). The relationship between In-Service training for nursing

staff working in Isfahan medical sciences university hospitals and occupational outcomes. Iranian Journal of Medical Education.;14 (6):495–506. Persian.

- [18] Murad M, Varkey P (.2008), Self-directed learning in health professions education. Ann Acad Med Singapore; 37 (7): 580–90.
- [19] Ramani S, Krackov SK, 2012, Twelve tips for giving feedback effectively in the clinical environment. Med Teach. is available online at <https://www.ncbi.nlm.nih.gov/pubmed/22730899>.
- [20] Stockley, & Derek. (2003). e-Learning Definition and Explanation. Retrieved February 19, 2010, from Derek Stockley' human Resources Development: <http://www.derekstockley.com.au/elearning-definition.html>.
- [21] Wiggins G, September 2012, Seven Keys to Effective Feedback, Feedback for Learning Volume 70, P10-16 is available online at, <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback>.
- [22] Wiggins, G.P., 1993. Assessing Student. Performance Exploring the Purpose and Limits of Testing. Jossey-Bass, San Francisco.
- [23] Zepke, N., and Leach, L. (2010). Improving student engagement: Ten proposals for action. Active Learning in Higher Education, 11 (3), 167-177.

Author Profile



Ibrahim Kamil Luttfi received the MBBS from University of Shandi in Sudan, Passed examination of part one clinical immunology at Sudan Medical Specialization Board, M.Sc. in Health Professions Education, Fellowship in Social Accountability Health Professions Education from University of Gezira in Sudan, Essential Certificate in Geriatric Medicine from Arab Institute for Continuing Professional Development (AICPD) in Egypt and HEAL Certificate in wound management from the European Wound Management Association (EWMA). Currently. Studying to obtain a Ph.D. degree in Community health at Gezira University in Sudan and a Master's degree in Clinical Epidemiology And Clinical Trials Management from Suez Canal University in Egypt. Published four medical education scientific papers in IJSR. Now, he working as Medical Supervisor of Home Health Care unit at King Salman Hospital in Riyadh – Kingdom of Saudi Arabia , Trainer and supervisor of Home Health Care staff in Riyadh – Kingdom of Saudi Arabia.