



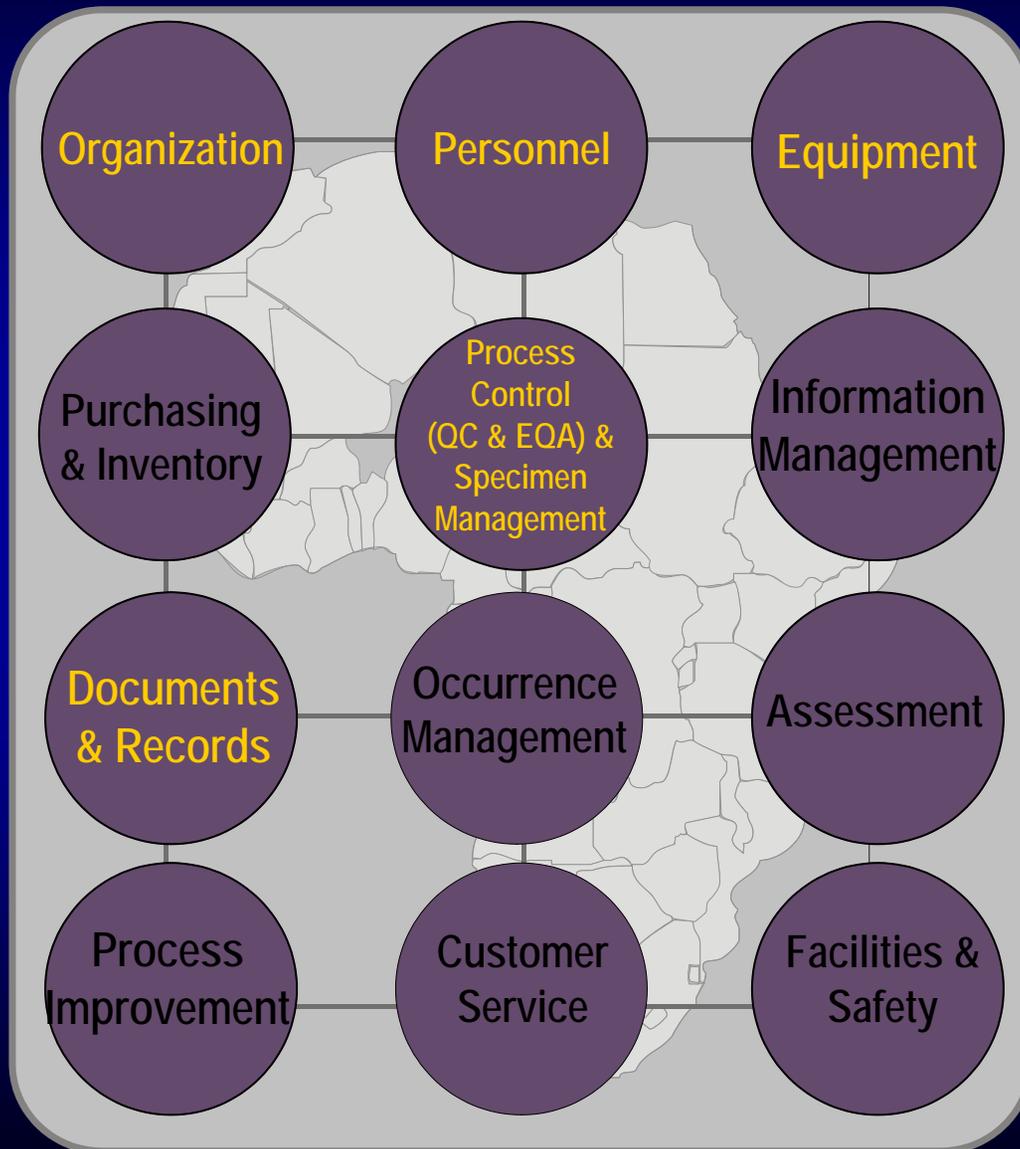
DEPARTMENT OF HEALTH AND HUMAN SERVICES

# Personnel



SAFER • HEALTHIER • PEOPLE™

# The Quality System



# The Problem

One of your senior techs has been temporarily re-assigned by the MOH to another province to assist with the back log of reading malarial smears.

Another tech has not been able to report to work due to an illness. That leaves 2 techs who must now read malarial smears, even though they have not done so since their initial training several years ago.

- What must you do to ensure that the techs are competent to process and read malarial smears?

# The Laboratory Staff

## YOU ARE:

- The most critical part of the quality system
- The laboratory's greatest asset
- An important partner in patient care

## YOU ALSO:

- Bring your integrity and professionalism to the healthcare community



Success or failure of quality system is dependent on the laboratory staff

- Knowledge and skills
- Motivation
- Commitment

# Personnel Management

- Job qualifications
- Job descriptions
- Orientation and training
- Competence assessment
- Continuing education
- Performance appraisal
- Documentation

# Job Qualifications

- Often established by the Ministry of Health
- Levels of education and training
  - Advanced degree
  - Degree
  - Non-degree, formal technical training
  - Bench training

# General Skills and Abilities:

- Problem solving
- Communication
  - Written and oral
- Mathematical
- Manual dexterity
- Color vision

# Job Descriptions

- Specify responsibilities and duties
- Reflect education, training and experience
- Incorporate activities or tasks to be performed
- Competency based
  - General skills
- Specify QA responsibilities

# Laboratory Personnel – QA Responsibility

- Implement the QA program
- Generate data and provide day-to-day documentation
- Should receive training in QA procedures
- Attitude toward QA should be part of annual performance appraisal

# Orientation and Training

- General orientation
  - Organizational information
  - Facilities
  - Safety information
- Personnel Issues
  - Ethics / confidentiality
  - Benefits
  - Emergency contacts
  - Scheduling

# Orientation and Training

- Introduction to the laboratory's operations
- Overview of the Quality System
  - Responsibilities
- Technical procedures
- Initial competency assessment

- **Competency**
  - Having the essential abilities to perform specific tasks. Tasks involve procedures throughout the specimen process
- **Competency Assessment**
  - Any system in place for measuring, documenting, or otherwise determining whether employees are able to do their job.

# Competency Assessment

- Two approaches
  - New Staff
  - Current Staff

# Competency Assessment Methods

- Directly observe test performance
- Periodically review completed work
- Give previously analyzed specimens for testing
- Provide written exercises to assess:
  - Problem solving skills
  - Knowledge
  - Interpretation

# Establishing a Competency Assessment Program

Establish an assessment plan for each employee

1. Prepare schedule – frequency and what tests or processes
2. Determine assessment method (s)
3. Assign staff responsibility for conducting assessment
4. Document and evaluate results
5. Take remedial or corrective action

# Establishing a Competency Assessment Program

- Document your competency assessment program
  - Written plan
  - Included in laboratory's quality documents
  - Periodically reviewed
  - Used for continual improvements
- Communicate the plans to the staff

# Sample Assessment Checklist

## COMPETENCY ASSESSMENT

ANALYST NAME \_\_\_\_\_ TITLE \_\_\_\_\_

EVALUATION PERIOD \_\_\_\_\_ TO \_\_\_\_\_ DATE DUE \_\_\_\_\_

METHOD/PROCEDURE \_\_\_\_\_

READING OF PERTINENT PORTIONS OF THE PROCEDURE MANUALS

YES	NO	N/A	COMMENTS

### DIRECT OBSERVATION

Safety policies followed				
Preparation of work area				
Work area neat and organized				
Follows policies, procedures and rules				

# Corrective Action Plan

- Written plan understood by employees
  - Outlines specific steps to be taken
    - Training, reassessment
  - Details resources needed
  - Includes timeframe
  - Consequence for failure

# When performance fails, consider:

- Poor initial orientation or training
- Problem with the specimen
- Problem with the equipment
- Poorly written procedure
- No documented procedure
- Difficulty in dealing with change –
  - “We’ve always done it this way”

# Continuing Education

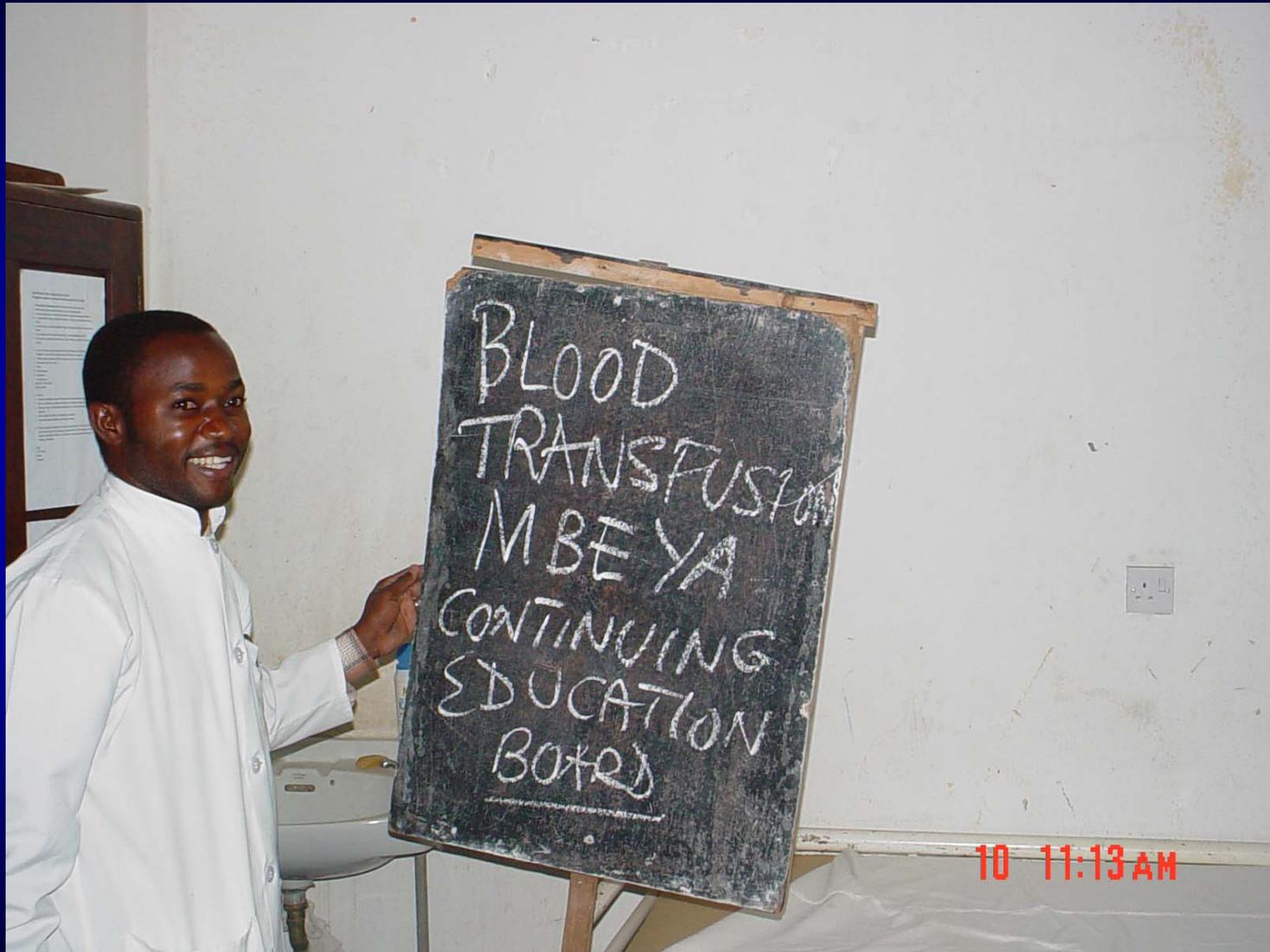
"An educational program that brings participants up-to-date in a particular area of knowledge or skills"

# Why Continuing Education?

- Important in achieving good laboratory quality
- Individual personal goals
- Nothing stays the same!
  - New tests
  - New instruments
  - New clinical programs and drugs

# Innovative ways to obtain / deliver Continuing Education

- Make it someone's responsibility !
- On-site seminars
  - Journal clubs
  - Case of the month
  - Videos
  - CD's
- Internet opportunities



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# Local Resources for Continuing Education

- QA Committee
- Clinicians
- Nurses
- Pathologists
- Infection Control
- Epidemiologists

# Performance Appraisal

- Assessing overall job performance
- Factors to evaluate:
  - Technical competencies
  - Efficiency of accomplishing work tasks
  - Observance of safety rules
  - Timeliness
  - Communication skills
  - Customer service

# Communicating with Employees

- Points to remember:
  - Emphasize positive traits
  - Consider personal issues
  - People are motivated differently
  - Be direct in discussing deficiencies

# Documentation: Personnel

- Personal details
- Employment details
  - Resume
  - Post held and dates
  - Authorized areas of testing
  - Terms and conditions of employment
- Job description
- Continuing education records
- Competency assessments
- Personnel actions
- Work injury records