

**U.S. IMMIGRATION AND CUSTOMS ENFORCEMENT
ENFORCEMENT AND REMOVAL OPERATIONS
ICE HEALTH SERVICE CORPS**

MEDICAL EDUCATION AND DEVELOPMENT

**IHSC Directive: 01-04
ERO Directive Number: 11703.1
Federal Enterprise Architecture Number: 306-112-002b
Effective Date: March 25, 2016
Revision Date: November 22, 2022**

**By Order of the Assistant Director
Stewart D. Smith, DHSc, FACHE**

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1. **PURPOSE:** The purpose of this directive is to establish policies and procedures for standardizing the design and delivery of U.S. Immigration and Customs Enforcement (ICE) Health Service Corps (IHSC) trainings.
 2. **APPLICABILITY:** This directive applies to all IHSC personnel, including but not limited to U.S. Public Health Service (PHS) officers, civil service employees, and contract personnel. It applies to IHSC Headquarters (HQ) staff and IHSC personnel supporting health care operations in ICE-owned and contracted detention facilities.
 3. **AUTHORITIES AND REFERENCES:**
 - 3-1. Government Organizations and Employees 5 US Code Chapter 41, Training.
 - 3-2. Administrative Personnel. 5 C.F.R Part 410, Training.
 - 3-3. ICE Directive 6003.1: Unified Training Strategy and Functions of the Office of Training and Development, August 27, 2010.
 - 3-4. ICE Office of Leadership and Career Development (OLCD) E-Learning Courseware Development and Style Guide.
 4. **POLICY:** IHSC course providers design, develop, and deliver IHSC trainings in accordance with applicable accreditation standards, IHSC policy, adult learning principles, and IHSC Quality Training Standards. Upon notification of a new training requirement, IHSC staff must complete the mandatory training within the prescribed time frame.
 - 4-1. Medical Education Development Unit (MEDU) staff identify mandatory IHSC trainings for all IHSC staff.

- 4-2. IHSC course providers develop discipline-specific mandatory trainings for IHSC staff within their area of responsibility, discipline, or unit.
- 4-3. IHSC staff who do not complete IHSC mandatory trainings are ineligible to receive agency support for internal and external trainings, or professional development opportunities, excluding mission essential trainings requiring Executive Governing Board (EGB) approval.

5. RESPONSIBILITIES:

5-1. IHSC Assistant Director provides guidance for establishing training priorities.

5-2. Deputy Assistant Director (DAD) of Administration.

5-2.1 Coordinates with the EGB to establish training priorities for IHSC.

5-2.2 Reviews and approves mandatory training for all IHSC staff and the timeline for completion.

5-3. Executive Governance Board.

5-3.1 Oversees and reviews training priorities within their area of responsibility.

5-3.2 Approves mission essential training.

5-3.3 Advises the DAD of Administration.

5-4. Medical Education and Development Unit.

5-4.1 MEDU chief.

5-4.1.a Leads IHSC's effort to comply with training requirements, as directed by health care detention standards and national detention standards.

5-4.1.b Determines the schedule and frequency of mandatory trainings for all IHSC staff.

5-4.2 MEDU staff.

5-4.2.a Support IHSC's compliance for training requirements, as outlined in health care detention standards and directed by external review bodies.

5-4.2.b Provide comprehensive training, facilitation, and consultation to enhance IHSC staff professional education.

5-4.2.c Ensure maximum use of learning management system for acquisition of continuing education.

- 5-4.2.d Maintain up to date knowledge of learning management system to ensure learners and course providers have access to the program.
- 5-4.2.e Provide IHSC-wide support and assistance to staff who submit training requests, received through the MEDU service request portal.
- 5-4.2.f Create and collaborate on education and trainings with course providers and training super users.

5-5. IHSC Communications Unit (ICU).

- 5-5.1 Leads the content review and clearance of all training materials prior to their upload to the learning management system for use with audiences internal and external to IHSC.
- 5-5.2 Advises staff on the use of writing guidelines found in the IHSC Style Guide and their application for presentations and trainings.

5-6. Unit Chiefs/Discipline Leads.

- 5-6.1 Appoint a designee(s) to serve as unit- or discipline-specific course provider(s).
- 5-6.2 Review, and approve or deny, course providers' training consultation requests.
- 5-6.3 Review and approve mandatory trainings developed by course providers for content accuracy and alignment with detention health care standards, IHSC policy and clinical practice guidelines.

5-7. IHSC Course Providers.

- 5-7.1 Serve as subject matter experts (SME) for their unit or discipline.
- 5-7.2 Serve as MEDU points of contact for mandatory trainings as outlined in detention health standards and review MEDU TRAIN resources.
- 5-7.3 Create educational offerings via the Analyze, Design, Development, Implementation, Evaluation (ADDIE) Model for their respective unit, discipline, and associated multidisciplinary opportunities using the IHSC Quality Training Standards.
- 5-7.4 Review existing unit or discipline-specific trainings annually to ensure content and points of contact are current and aligned with the latest version(s) of the IHSC Style Guide, clinical practice guidelines, and/or other relevant guidance.

- 5-7.5 Post and manage courses on IHSC TRAIN.
- 5-7.6 Create and post course or training assessments and evaluations.
- 5-7.7 Provide certificates to staff who complete courses or training.
- 5-7.8 Assign discipline or unit-specific courses to a training track through the ICE Instructor Development Course (IDC).
- 5-7.9 Run course or training reports to ensure respective staff have completed the training post course delivery at least annually through the IDC.
- 5-7.10 Analyze course or training data, at least annually, for continuous improvement of content and the delivery of future training at least.
- 5-7.11 Advise MEDU on interprofessional educational content needed to train respective staff, program, or discipline for mandated training.
- 5-7.12 Collaborate and attend meetings on education and training with MEDU and the other course providers.
- 5-7.13 Complete the IDC.

5-8. Training Super Users.

- 5-8.1 Serve as primary point of contact for training and education matters at the IHSC field detention facilities and headquarters.
- 5-8.2 Assist local field detention facility staff with questions IHSC TRAIN users may have.
- 5-8.3 Maintain training records for the IHSC field detention facility.
- 5-8.4 Run IHSC TRAIN training reports for their assigned IHSC field detention facility for scheduled accreditation surveys, inspections and annually for facility tracking. Provide TRAIN training reports to HSA or designee.
- 5-8.5 Access training resources for the needs of their field detention facility.
- 5-8.6 Collaborate and attend meetings on education and training with MEDU and the other training super users as outlined in the Training Super User Collaborative Charter.

5-9. All IHSC Staff (PHS, civil service, contractors).

- 5-9.1 Maintain an updated IHSC TRAIN account.
- 5-9.2 Complete IHSC mandatory trainings in accordance with the established completion deadline.

5-9.3 Maintain a current and accurate record of all courses completed.

6. PROCEDURES:

6-1. Internal IHSC Trainings – For new and existing trainings, all course providers must apply the ADDIE model and refer to IHSC TRAIN SharePoint site for creating new or revising existing trainings.

6-1.1 Analyze: Complete a needs assessment and alignment with the most current applicable policy, directive, or guide, and in consultation with course provider and MEDU.

6-1.2 Design: Create instructional design methods, alignment with stakeholders, learning objectives, a maintenance plan, and in consultation with Course Provider and MEDU.

6-1.3 Development: Create training using quality training standards, adult learning principals, and development of learning technology, and in consultation with course provider and MEDU.

6-1.4 Implementation: Develop communication plan, training delivery and participation, placement on IHSC TRAIN platform, if appropriate, and in consultation with course provider and MEDU.

6-1.5 Evaluation: Execute a formal evaluation, continuous learning, and in consultation with course provider and MEDU.

6-2. External Training – Follow guidance provided in IHSC Directive 01-47, *Continuing Professional Education Program*.

7. HISTORICAL NOTES:

7-1. This directive replaces IHSC Directive 01-04, *Medical Education and Development*, dated March 25, 2016.

7-2. Summary of Changes:

7-2.1 Revised the purpose and policy statements to include training design, development, and delivery.

7-2.2 Added the requirements for IHSC TRAIN, and responsibilities for course providers and training super users, to replace the ICE Learning Management System.

7-2.3 Removed the responsibilities for DHS and ICE trainings and inapplicable authorities, references, and standards.

7-2.4 MEDU no longer posts trainings. OLCD posts all Department of Homeland Security and ICE trainings to the Mandatory and Orientation Training site.

8. **DEFINITIONS:** The following definitions apply for purposes of this directive:
- 8-1. **Adult learning principles:** Fundamental components of any learning environment that incorporate scientifically based theories and techniques to effectively educate adults.
 - 8-2. **Course provider:** IHSC subject matter expert who designs, develops, and delivers quality trainings to build knowledge, skills, or competencies in one or more subject areas.
 - 8-3. **External IHSC trainings:** Trainings developed or hosted outside of IHSC that require IHSC staff's adherence to the vendor, organizational, or external agency policies as well as ICE and IHSC policies.
 - 8-4. **IHSC Digital Training Library:** A collection of digital training resources that may have existed only in digital form or have been converted from another form to digital. These resources are stored in a broad range of formats and can be accessed by users on IHSC TRAIN, SharePoint, Microsoft Teams.
 - 8-5. **Instructional system design:** The practice of systematically designing, developing, and delivering instructional materials and experiences, both digital and physical, in a consistent and reliable fashion toward an efficient, effective, appealing, engaging, and inspiring acquisition of knowledge.
 - 8-6. **Instructional design methods:** The approach a designer takes when developing a new system of instruction, such as implementation of the ADDIE model.
 - 8-7. **Internal IHSC trainings:** All trainings developed by IHSC staff and designed for IHSC staff that support IHSC Headquarters and field detention facilities.
 - 8-8. **Mandatory or required trainings:** Trainings that are dictated by policy, accreditation, or regulation to meet a legal or ethical mandate. IHSC has mandatory trainings that all IHSC staff must complete by a designated date.
 - 8-9. **Quality training standards:** Guidelines used to ensure trainings are fit for the intended purpose. A quality training must meet all eight standards: training needs assessment; learning objectives; accurate and relevant content; learner engagement; usability and accessibility; evaluation; learner assessment; and follow-up support. These standards are grounded in education and science and support. The standards ensure quality in every phase of training, including development, delivery or purchasing.
 - 8-10. **Training:** An organized activity that provides information and instruction to help a learner attain knowledge and/or skill. The goal of training is to improve the learner's competence, capacity, and performance.

8-11. Training super user: A primary and alternate representative at each IHSC field detention facility that serves as the point of contact for simple end user training matters. The training super user will also serve on the training super user collaborative meetings, led by MEDU.

9. APPLICABLE STANDARDS:

9-1. Performance-Based National Detention Standards (PBNDS), 2011, Revised 2016:

9-1.1 Part 7: Administration and Management; Section 7.3 Staff Training

9-2. Family Residential Standards, 2020:

9-2.1 Part 7: Administration & Management, Section 7.3 Staff Training

9-3. American Correctional Association (ACA) 4th Edition.

9-3.1 4-ALDF-7B-05 Training and Staff Development

9-4. National Commission on Correctional Health Care (NCCHC) Standards for Health Services in Jails, 2018:

9-4.1 J-C-03 Professional Development (Compliance indicators are addressed in IHSC directive 01-44, *IHSC Credentialing and Privileging.*)

10. PRIVACY AND RECORDKEEPING: IHSC limits access to information related to employees' training records to those individuals who need to know the information for the performance of their official duties and who have appropriate clearances or permissions.

10-1. IHSC secures paper records in a locked cabinet or room when not under the direct control of an officer or employee with a need for the paper record to perform their duties.

10-2. All relevant documents produced or provided in accordance with this Directive must be maintained in accordance with an applicable National Archives and Records Administration (NARA) General Records Schedule (GRS) or a NARA-approved agency-specific records control schedule. If the records are not subject to a records schedule, they must be maintained indefinitely by the agency. In the event the records are subject to a litigation hold, they may not be disposed of under a records schedule until further notification. Prior to the disposition of any records referenced in this directive, ICE Records Officer approval must be obtained.

11. NO PRIVATE RIGHT STATEMENT. This directive is an internal policy statement of IHSC. It is not intended to, and does not create any rights, privileges, or benefits, substantive or procedural, enforceable against the United States; its

departments, agencies, or other entities; its officers or employees; or any other person.

12. POINT OF CONTACT: Chief, Medical Education and Development Unit.