

## APPLICATION OF KNOWLEDGE MANAGEMENT TO TRAINING AND TRAINING EVENTS IN THE HEALTH SECTOR

### The Best Practices in Italy

#### Best Practice 2

This Best Practice is related to the Training Event:

[Multidisciplinary management of the gastroenterological patient](#)

([Click here](#) to access the Form on to the Hippocrates portal)

<p><b>Definition of target group</b></p>	<p><i>Were the target group KM training needs previously identified? If yes, how?</i></p> <p>The training needs have been identified through some indicators:</p> <ul style="list-style-type: none"> <li>- predominant pathologies of afferent gastroenterology services</li> <li>- numbers of patients sent directly to general practitioners without appropriate indication of specialist</li> <li>- critical events derived from not appropriate prescribing, etc, on behalf of general practitioners</li> <li>- indications from the Piedmont Region for general practitioners education and training</li> </ul> <p><i>Were the KM training needs of target group previously assessed? If yes, how?</i></p> <p>No.</p>
<p><b>Identification of training staff</b></p>	<p><i>Which was the process for the selection of the trainers?</i></p> <p>Evaluation of competences from the coordinator of the scientific event.</p> <p>The trainers send their abbreviated curriculum vitae to the scientific coordinator making the assessment .</p> <p><i>How were the skills and experiences of the trainers assessed?</i></p> <p>Evaluating trainers' CV.</p>

<p><b>Courses methodology and material</b></p>	<p><i>Was the methodology adopted for the course consistent with the specific needs of the target group?</i></p> <p>Yes indeed, the selected methodology allowed the active participation of learners. The case history analysis was the identified didactic strategy as it was related to the training needs with the diagnostic therapeutic pathways for that particular pathology.</p> <p><i>Were the training material distributed consistent with the learning needs of the target group?</i></p> <p>Yes. The distributed material presented a synthesis of all the slides.</p> <p><i>Were a sufficient number of practical KM examples provided during the course?</i></p> <p>No</p> <p><i>What the teaching methods were used during the Course to involve participants?</i></p> <p>Yes</p>
<p><b>Course contents</b></p>	<p><i>Were the KM course contents consistent with the needs of the trainees?</i></p> <p>The course was not properly related to KM.</p> <p><i>Was the course programme organized in an effective way?</i></p> <p>Yes, but the specific aims of the course were not on KM</p> <p><i>The programme prepared involving trainers?</i></p> <p>Yes, the programme involved the trainers.</p>
<p><b>Results</b></p>	<p><i>Calculation of the balance between the number of trainees enrolled / those who completed the training course / those who passed the final exam (if available)</i></p> <p>The participants completed all aspects of the training programme and passed the final examination (multiple choice test questions. Participants' level was evaluated by calculating positive results &gt; to 75%)-</p> <p><i>Analysis of the balance between the skills the trainees had at the beginning of the training course and at the end of it</i></p> <p>Not scheduled</p>

<p><b>Evaluation</b></p>	<p><i>Were the trainees asked to complete an evaluation form?</i></p> <p>Yes.</p> <p><i>If yes, which main aspects of the course were evaluated?</i></p> <p>Participant to the learning course with multiple choice test questions and evaluation of satisfaction with the following questions:</p> <p><i>How would you describe the relevance linked to major themes covered compared to your need of updating?</i></p> <p><i>How would you describe the efficacy of the event for your Lifelong learning?</i></p> <p><i>How would you describe the education/update quality on this event?</i></p> <p><i>If yes, what was the result of the evaluation made by the trainees? (If available)</i></p> <p>Participants evaluation of the learning were positive. Each participants passed the examination.</p> <p>Evaluation of satisfaction underlined the importance of the active participation of learners, training efficacy in terms of participants' compliance compared to PDT defined during the course.</p>
<p><b>Reference model for the evaluation</b></p>	<p>e.g.</p> <ul style="list-style-type: none"> <li>- <b>reaction of student</b> (satisfaction) – what they thought and felt about the training</li> </ul> <p>Predefined model of the Ministry of Health – ECM Programme</p> <ul style="list-style-type: none"> <li>- <b>learning</b> – the resulting increase in knowledge or capability Yes, learning thesis elaborated from trainers and validated from the scientific co-ordinator</li> <li>- <b>behaviour</b> – extent of behaviour and capability improvement and implementation / application NO</li> <li>- <b>results</b> – the effects on the business or environment resulting from the trainee's performance NO</li> </ul>
<p><b>Other elements</b></p>	<p><i>During the course, the tutor were involved?</i></p> <p>Yes, a tutor in classroom was present and a specialist of the subject.</p> <p><i>There was the community online for the discussion after the end of course?</i></p> <p>No</p>
<p><b>Comments</b></p>	