

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

### The Best Practices in Lithuania

#### Best Practice 2

This Best Practice is related to the Training Event:

[Where theory and practice meet: our study programmes](#)

([Click here](#) to access the related 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>This course is offered to students who are granted the public health master diplomas.</p> <p><i>Were the KM training needs of target group previously assessed? If yes, how?</i></p> <p>On the chat forum University web. Site. <a href="http://www.kmu.lt">www.kmu.lt</a></p>
<p><b>Identification of training staff</b></p>	<p><i>Which was the process for the selection of the trainers?</i></p> <p>We addressed to the Institute of Lithuanian public health education asking about recommendations with the possibility to study CV.</p> <p><i>But we lost the fact that trainers could be very busy and have no interest to join the project. (Many of them refused our proposal to join the project of this reason, even their CV and recommendations are perfect)</i></p> <p>Motivation of trainers-doctors became included financial (even small), status/respectability, a desire to teach, a desire to learn.</p> <p><i>How were the skills and experiences of the trainers assessed?</i></p> <p>In fact we had no big choice, as there has aroused a problem of the wastage of specialists (medical workers are leaving abroad) but the main aspects points to the criteria as: clinical competence, quality of care, experience more than 3 years, ability to communicate, preparation for teaching, teaching skills, evaluation of teaching schedule.</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>Methodology adapted of trainees <b>needs</b>, easily learned, rapidly <b>adopted</b> and highly efficient.</p> <p>The trainers asked of trainees a way to align the terms and organization of the training programme with those expectations, resulting in a better transfer from theory to practice.</p> <p>This method examines how the target group would use a proposed training material. Through focus groups and interviews, the reactions of the target group to potential functions and features direct further planning and development of the training issues. Target group exploration is also a reliable technique for user profiling in future.</p> <p><i>Was the training material distributed consistent with the learning needs of the target group?</i></p> <p>During the training courses of all the slides.</p> <p><i>.What the teaching methods were used during the Course to involve participants?</i></p> <p>Participants were required to submit basic data about their educational and professional backgrounds, proficiency, a short essay about their interests in attending the health workshop, and an outline of the course to be revised during the course of the workshop.</p>
<p><b>Course contents</b></p>	<p><i>Were the KM course contents consistent with the needs of the trainees?</i></p> <p>KM courses showed that <b>course content</b> and trainer's performance met the <b>trainees' needs</b> but not enough to acquire the necessary knowledge and skills.</p> <p><i>Was the course programme organized in an effective way?</i></p> <p>Everybody needs "a home and warm" teaching atmosphere In this connection trainers tried to organize courses at the hospital green garden with sounds of water and birds.</p> <p>At the end of courses trainees admitted about open and free discussions, freely put arguments.</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 check-list was completed at the beginning of the every training course. After completed the training course during the analysis of the results the trainers did another summary test.</p> <p>May be young age (as mostly trainees were students) target group was changing: from 55 persons at the beginning; 62 –during middle course time and 50 at the end. Trainers explained it as instability of mood .</p>
<p><b>Evaluation</b></p>	<p><i>Were the trainees asked to complete an evaluation form?</i></p> <p>The trainees were evaluated through needs reports they wrote in the beginning</p> <p><i>If yes, which main aspects of the course were evaluated?</i></p> <p>First of all detailed schedule for lectures, seminars, discussion groups and other events. Type and volume of trainees needs analysis; training mythology, form of assessment also was described as necessary to touch.</p> <p><i>If yes, what was the result of the evaluation made by the trainees? (If available)</i></p> <p>It is often difficult to isolate <b>the results</b> of a <b>training</b> and what the trainees learns.</p> <p>In this course trainers used a formative evaluation which accumulated a series of components of new materials, skills, and problems into an ultimate meaningful.</p>

<p><b>Reference model for the evaluation</b></p>	<p>e.g.</p> <ul style="list-style-type: none"> <li>- reaction of student (satisfaction) – what they thought and felt about the training</li> </ul> <p>As previous stated in the balance of trainees number between beginning and the end, we could say that reaction was positive, moreover trainees asked about the possibility to continue training .</p> <p>learning – the resulting increase in knowledge or capability</p> <p>As trainers did not use examination form it is difficult to calculate how many trainees developed to a higher level of knowledge.</p> <ul style="list-style-type: none"> <li>- behaviour – extent of behaviour and capability improvement and implementation / application</li> <li>- The discussions surrounding well-established entries, including ones that are controversial, so they could get a sense of what types of behaviors are tolerated</li> <li>- results – the effects on the business or environment resulting from the trainees’s performance</li> </ul> <p>According trainees (students) the best result achieved during this course was that they became more closely to the medical leading figures ,well known people in Lithuania and removed barriers in communication; got the permission to the newest scientific information spread at the European conferences and symposiums.</p>
<p><b>Other elements</b></p>	<p><i>During the course, the tutor were involved?</i></p> <p>no.</p> <p><i>Were was the community online for the discussion after the end of course?</i></p> <p>No</p>
<p><b>Comments</b></p>	<p>The needs of trainers and trainees are still focused on diversification of learning content. The needs reflect the changing roles of medical trainers in the consequence of development of health knowledge training context itself.</p>