

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

The Best Practices in Lithuania

Best Practice 3

This Best Practice is related to the Training Event:

[Market-Oriented Hospital Management](#)

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

<p>Definition of target group</p>	<p><i>Were the target group KM training needs previously identified? If yes, how?</i></p> <p>There is an urgent need for adopting a professional approach towards health KM administration of institutions of higher education in the country.</p> <p>This course is offered to local government health officials, policymakers, consultants, researchers and professors of training institutions , who are interested in development challenges and issues related to rapidly changed health sector situation in Lithuania and aroused natural risk of knowledge management.</p> <p><i>Were the KM training needs of target group previously assessed? If yes, how?</i></p> <p>No</p>
<p>Identification of training staff</p>	<p><i>Which was the process for the selection of the trainers?</i></p> <p>Organization has a regular trainer's staff medical adviser committee which members are well known professors, doctors and other medical specialties people-who are invited to present seminars to the different European symposiums.</p> <p><i>How were the skills and experiences of the trainers assessed?</i></p> <p>The key was how trainer feels project aims and recommendations from the institutions of their competence to be able to create free and open atmosphere. .</p> <p>Additionally we look on previous questionnaires how trainers were ale to relate their training materials into lectures that emphasize trainees.Also how they are flexible and adapt to the different types of persons they train.</p>

<p>Courses methodology and material</p>	<p><i>Was the methodology adopted for the course consistent with the specific needs of the target group?</i></p> <p>The purpose of this programme was to evaluate the outcomes of a health training service-learning course on special needs people who have graduate but not enough skills and lack of practical information and in a qualitative analysis>Also to open eyes about health policy to the people who,s decisions makes health reforms (sometimes not popular)</p> <p><i>Were the training material distributed consistent with the learning needs of the target group?</i></p> <p>No</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. After the first workshop sessions trainers asked to fill in questionnaire.</p>
<p>Course contents</p>	<p><i>Were the KM course contents consistent with the needs of the trainees?</i></p> <p>Trainers allotted time for one-on-one consultations, as requested by participants.</p> <p>The first day, participants and implementing partners were introduced with a project issues.</p> <p>Then, trainers group of 3, initiated discussion on the differences between “social change in health promotion”-type courses (e.g.LLL trainings) and academic courses. In this way, participants were invited to consider how values might be incorporated into a course on public health environment administration.</p> <p>To arise an interest and to transfer rapidly changed information from a worldwide trainers used different types of media that could be digitized and sent across the Internet. This opens up a wide range of materials to the instructional designer – video, print,textbooks, magazines, slides,.</p> <p><i>Was the course programme organized in an effective way?</i></p> <p>The more post graduate students –health specialists learn about the knowledge management in health sector and of public relations, the more they will find out what a creative and intellectually stimulating communications discipline it is Health policy makers got direct information from the trainers practitioners and got possibility to listen and discussed on every concrete question. <i>The programme prepared involving trainers?</i></p> <p>Yes, together with our organization’s medical committee with a help of the health research Institute of Lithuania.</p>

<p>Results</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. Almost 95% were regular trainees; just 2% were not able to continue studios as young specialists moved to Britain for the better salary.</p> <p>The trainers showed a big tolerance faced to the trainees and used to change place and time in accordance not to interrupt timetable of the topics,</p>
<p>Evaluation</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>involving questions which were given to all trainees currently enrolled in the course ...</p> <p><i>If yes, what was the result of the evaluation made by the trainees? (If available)</i></p> <p>Evaluations help to measure knowledge gap by determining the value and effectiveness of a learning program. It uses assessment and validation tools to provide data for the evaluation. Assessment is the measurement of the practical results of the training in the health work environment; while validation determines if the objectives of the training goal were met. What it could change? What support they need- to achieve these changes?</p>

<p>Reference model for the evaluation</p>	<p>e.g.</p> <ul style="list-style-type: none"> - reaction of student (satisfaction) – what they thought and felt about the training <p>This level was measured with attitude questionnaires that are passed out after most training group. This level measures one thing: the learner's perception (reaction) of the course. As I have mentioned before the number of examined trainees (which is 95%) shows a satisfaction of the workshop. topics.</p> <p>learning – the resulting increase in knowledge or capability</p> <p>Questionnaires answered the level of learning measure :What knowledge was acquired? What skills were developed or enhanced? What attitudes were changed?</p> <p>The answers of all these questions were most positive (85% expressed – full satisfaction, 12%-not enough, 3%-dissatisfaction ??? without explanation.</p> <ul style="list-style-type: none"> - behaviour – extent of behaviour and capability improvement and implementation / application - In the discussions after the courses trainers got a sense of the behavior was tolerated - results – the effects on the business or environment resulting from the trainees's performance <p>The best result of training courses are sharing minds, experience and best practices is 'on the job' and so communities and personal contact with others who have used the best practice is key.</p>
<p>Other elements</p>	<p><i>During the course, the tutor were involved?</i></p> <p>Yes.</p> <p>It helps to create <i>schedule</i></p> <p><i>Were was the community online for the discussion after the end of course?</i></p>
<p>Comments</p>	<p>The course consists of presentations at the Conference “Actualities on post graduate training in health sector “</p> <p>TV channel “ABC” health</p>