

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

The Best Practices in Italy

Best Practice 5

This Best Practice is related to the Training Event:

[Surgical training across the health board at the Gradenigo Hospital](#)

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

<p>Definition of target group</p>	<p>Were the target group KM training needs previously identified? If yes, how?</p> <p>They were identified by co-ordinator and shared within the target group</p> <p>Were the KM training needs of target group previously assessed? If yes, how?</p> <p>Training needs were identified by training coordinator across the health board through meeting and conference with main stakeholders (head physician, doctors, staff)</p>
<p>Identification of training staff</p>	<p>Which was the process for the selection of the trainers?</p> <p>Coherence and appropriateness in the selection was related to the professional profile with the discussed case history</p> <p>How were the skills and experiences of the trainers assessed?</p> <p>All the trainers really know their subject area well and have a long experience in the training sector. Professors who won recognition for their subject took part in this process</p>
<p>Courses methodology and material</p>	<p>Was the methodology adopted for the course consistent with the specific needs of the target group?</p> <p>Yes, all participants could be involved in the discussion of case histories bringing their contribution. Many scientific articles have been used and localized on OVID and Medline (clinical trial, literature review, etc)</p> <p>Were the training material distributed consistent with the learning needs of the target group?</p> <p>The course don't include course materials</p> <p>Were a sufficient number of practical KM examples provided during the course?</p> <p>Yes, in comparison with the complexity of case studies</p> <p>What the teaching methods were used during the Course to involve participants?</p>

	<p>Exchange of ideas between experts and participants.</p> <p>Plenary meeting focused upon topics of common interests</p>
Course contents	<p>Were the KM course contents consistent with the needs of the trainees?</p> <p>Yes</p> <p>Was the course programme organized in an effective way?</p> <p>Yes, as the case study analysis has an immediate impact on the</p> <p>The programme prepared involving trainers?</p> <p>Yes, as each trainer produces a case study through responsible involvement</p>
Results	<p>Calculation of the balance between the number of trainees enrolled / those who completed the training course / those who passed the final exam (if available)</p> <p>Not available</p> <p>Analysis of the balance between the skills the trainees had at the beginning of the training course and at the end of it</p> <p>Not available because of a lack in the evaluation system</p>
Evaluation	<p>Were the trainees asked to complete an evaluation form?</p> <p>Not part of the course</p> <p>If yes, which main aspects of the course were evaluated?</p> <p>If yes, what was the result of the evaluation made by the trainees? (If available)</p>
Reference model for the evaluation	<p>e.g.</p> <ul style="list-style-type: none"> - reaction of student (satisfaction) – what they thought and felt about the training - learning – the resulting increase in knowledge or capability - behaviour – extent of behaviour and capability improvement and implementation / application - results – the effects on the business or environment resulting from the trainees's performance <p>Satisfaction: good, evaluated on the basis of participation</p> <p>Learning: positive/effective through a practical use of the information received during the case study discussion</p> <p>Behaviours: the improvement in the exchange of ideas within the group is considered a consolidated habit</p> <p>Results: quality improvement including clinical integration within the hospital wards</p>

<p>Other elements</p>	<p>During the course, the tutor were involved?</p> <p>The dedicated role for the tutor The role of the dedicated tutor was not expected. When the teacher presented the case study, he usually played the role of the facilitator and tutor in the classroom</p> <p>There was the community online for the discussion after the end of course? Not part of the programme</p>
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