

ISSN 1477-9315



JOURNAL OF
**ENVIRONMENTAL
HEALTH RESEARCH**

Journal of environmental health research. Volume 1 Issue 3 2022

ISSN 1477-9315 <http://www.jehr-online.org/>

<https://doi.org/10.5281/zenodo.7391984>

[Universal impact factor 7.2](#)

Journal of environmental health research. ISSN 1477-9315

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Journal of environmental health research.

ISSN 1477-9315 <http://www.jehr-online.org/>

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IMPROVING TRAINING CYCLE OF PRIMARY HEALTH CARE MANAGERS

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Abstract: The article deals with the issues of e-learning, with the basic Zoom tool and the Telegram channel, as an integral part of the distance form of education. In order to improve the online learning process, a survey of managers was conducted on the quality of materials provided, the content of presentations, and the feasibility of such training. The article summarizes the experience of teachers of the department and develops recommendations for optimizing the quality of the educational process.

Keywords: professional development of health care managers, medical and preventive institutions, distance learning, independent work.

Relevance: Continuous medical education provides for regular advanced training directly at specialized departments or the organization of distance learning, support, and support for independent work on the Moodle system, participation in seminars, conferences, internships at workplaces, etc.

According to the Decree of the President PP-4666 of 04/07/2020 “On measures to introduce a completely new system of training and continuous professional development of personnel in the medical and sanitary field”, annual advanced training of medical personnel is provided [1].

At the Department of Public Health and Health Management of the Center for the Development of Professional Education of Medical Workers, cycles of advanced training for heads of medical and preventive institutions of the healthcare system are provided. In particular, a program of 144 credit hours has been developed for heads of family doctor's offices, rural families, and multidisciplinary polyclinics, which includes a discussion of legal documents and materials related to primary health care. Given a large amount of work and the lack of medical personnel in rural medical institutions, the training of managers was carried out online on the Telegram channel and on the ZOOM platform. In each group, about 60 heads of a rural family and multidisciplinary polyclinics and family doctor's offices were trained.

Material and research methods. In order to improve the online learning process, we conducted a survey of managers on the quality of the provision of materials, the content of presentations, and the feasibility of such training. The questionnaire contained 15 questions, we selected 42 fully completed options.

As the results of the questionnaire showed, it turned out that 30.9% of managers improve their qualifications at our department once every 5 years, 14.3% of them every 2-4 years, half of them improve their qualifications annually, but also at

other departments (54.8%. Most of the participants liked online learning (85.7%), and the rest were partially satisfied.

When asked about the priority of online learning, the participants noted several options, 66.6% of them consider it expedient to have such on-the-job training, because. when studying with a trip to the departments, they would not be able to take part in the training. It satisfies the opportunity to study without leaving the family, which is very important for female doctors (28.5%). The absence of expenses for travel to another city, accommodation, and meals during the month of training was noted by 47.6% of participants. Online training is also convenient because the presentations are stored on a computer, you can re-read them and train the medical staff of your institution (33.3%). However, some participants also noted the negative aspects of online learning, such as the lack of interactive communication in Telegram, the occurrence of problems with the Internet during training on the ZOOM platform, the staff of the institution, and the patients being distracted during classes.

All respondents noted that they received a lot of necessary information needed in the work of the head of a medical institution, although others noted that some of the presentations contain outdated information.

“Conducting classes in ZOOM is more expedient, you can see each other, and ask questions directly to the teacher, but visitors (employees and patients) get in the way,” says half of the survey participants.

To improve the curriculum, it is necessary to take into account the wishes of leaders, and almost all participants (95.2%) noted this information about new orders, resolutions, and decrees concerning primary health care. Training in the analysis of statistical indicators was offered by 76.2% of the participants, most of the managers asked for more materials related to rural health, their working conditions, and available opportunities - 90.5%. Others suggested paying more attention to financial issues - 61.9% of trainees.

The next question was about the most effective method of teaching health management, managers chose several answers, but most of all online training - 66.6%, offline training in the department - 30.9%, distance self-learning - 23.8%, and on-the-job training - 45.2%.

Finally, the last question of the questionnaire provided feedback from trainees, and their suggestions for improving the process of training leaders. Leadership recommendations varied:

- Continue to conduct online training for heads of medical institutions.
- Introduce compulsory annual training.
- Invite leaders of the Ministry of Health's Preventive and Treatment Department to attend classes, especially on ZOOM, to discuss problems that have arisen locally.
- Improve other types of education (distance learning, self-study, on-the-job seminars and pieces of training, internships in a similar institution, etc.).
- Introduce computer literacy training into the curriculum.
- All materials - presentations, and normative documents should be provided in the state language.

- Training in the implementation of standards and protocols with they are all institutions of the PZZ.

Conclusion: Thus, in order to improve the quality of medical care, it is necessary to train competent managers with their regularly training. The most effective interactive training at the departments of advanced training of medical workers. But for universal coverage of training, it is necessary, based on the working conditions and the capabilities of rural institutions, to conduct various types of training, including online training at the workplace, without unnecessary costs and separation from the family. To improve the training program, it is necessary to conduct feedback with students in the form of a survey on the questions of the questionnaire, study and analyze the answers, and make adjustments to the materials provided.

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