

www.jmscr.igmpublication.org

Impact Factor 3.79

ISSN (e)-2347-176x



Journal Of Medical Science And Clinical Research

An Official Publication Of IGM Publication

Effective Training – Road to Quality Health Care

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Abstract

Human resources are the most valuable assets of any organization although other resources are also important, but nothing can be compared to human resources i.e. mean manpower. But this human resource needs utmost refining so that man power can be put to use in most substantial form. Thus training for both professional and Para -professional staff is indispensable, but trained paramedical staff can only provide better primary health care in rural and tribal population if the training is of high quality and according to the requirement of the need for the general population. The entire training program must be submitted with training needs assessment. However now a days training program is mostly related to the new program and project, so this aspect of the training is ignored in the training process. In training, role of the participants should be active and not passive. Effective training occurs, if classroom training is followed by a practical orientation on the job or health organization. Induction training is provided to the new entrants, while other type of training is needed to time for the employees. Assessment of training is of two types one is immediate i.e. post training test to test the knowledge; the other should be in objective form to test behavioral and skill terms

Key words: - Attitude, Effective, Job, quality, staff,

Introduction

Every country has unique health care delivery system, which is complex in nature and labor

intensive. In the present scenario; there is a demand for good quality health care. The health system includes two major components, the

human component and non- human. The Human Resource Component of the Health organization comprises of different categories of employees and employers. If the employees and employers of any health organization are insufficiently trained, then health organization suffers on its behalf.

Training is an essential part of capacity development of the human resources. It is a systematic process through which an organization's human resources gain knowledge and develop skills by instruction and practical activities that result in improved corporate performance. It is a critical step to perform day to day activities effectively. In current scenario, the importance of training is universally acknowledged.

Training is short-term, task-oriented and targeted at achieving a change of attitude, skills and knowledge in a specific area and is usually job related.¹ Objective of the training is to improve the knowledge of the employees regarding the specific tasks, but it should be more than simply improving the knowledge. A broad aim is to inculcate a work culture and change the behavior of the employees and employers of the organization. So that organization can achieve a defined goal and objectives. A training need assessment is the process of identifying job responsibilities and their performances and the "gap" "between what performances are required and what presently exists."²

As training is a lifelong learning process. Training could be a planned formal or informal learning process in which a person is ready for carrying out

certain functions. Training is actively involved and not passive one. This is possible, if initial training is followed by a practical orientation. People learn more from informal or on –the job training than from classroom teaching. Classroom teaching gives people an overview of theories and why it is significant? They are much less effective in the working environment, when you often don't know what you need to know until you need to know it. The objectives of training should be SMART i.e. is specific, measurable, achievable realistic and time bound that's when informal training comes into play.

Each health personnel in the health sector require some type of training every time, as it is a lifelong process. Training, means need to develop program to fill the gap. There are different types of training:-

Induction Training:- This type of training is very much required for the new employees. Previously it was believed that training is not required. This school of thought says that manager is made not born. Nevertheless, now training is considered to be required.

Basic training:- a planned training program, including theory and supervised practice that is given before the person begins to work in the profession or service concerned.

In-service training:- a planned formal training, programming, given after the person has completed basic training and during his period of employment.

Post basic training:- a planned training program given after basic training and before the person

begins to work in the profession or service concerned.

In our health system the training is centralized. Generally, module or manual (a book for instruction for training) is set at a central level in English. Even sometimes, the translation of the original document becomes so complicated that it is hard to comprehend.

Decentralization of training does not only mean to know the need assessment, but here trainer decides the content of training for his own. The thorough training program must be initiated with training needs assessment, but now a days training program is mostly related to the new program and project, so this aspect of the training is neglected in the training process. Purpose and functions of training must be clear before we start training.

Previously, most of the training was imparted by the public health training institutes, but now new training institutes have opened under a public-private partnership.

Training is a one kind of adult learning. Training is what trainer performs for organizing; learning experiences, as well as for acting as a supportive environment crucial for effective learning. However, for this interest and intrinsic motivation for learning are essential. The execution part must be instilled along with the training aspect of the program.

Training is an art and science of learning /teaching identified as pedagogy. Pedagogy covers lesson plan, teaching, technology, evaluation of the session and impact on learning. Training methods are classroom activities, mentoring, coaching, role playing, simulations, distance learning and video

conferencing, e- learning, on the –job training, internship training. Methods and procedures of training vary according to the contents, peer groups and the availability of the learning materials. All these methods require specific types of skills and techniques.

Previously training was in the didactic type classroom, but it is now it is interactive type with the use of various technologies during training. The lecture is still a teaching method in training, but during training we should encourage a participatory method of learning. All the discussion should be problem-oriented and client based.

Daily Recap of the training is also favorable, so that trainees remain in touch with the training. The training program should be taken in such a manner in which the routine work of the trainees and trainers must not suffer. Also, regional rituals and festivals should be kept in mind while preparing the training program.

For effective training, the trainer should have operational, administrative, managerial, communication and supervisory skills. Nonetheless, they are not formally trained as a trainer, but short term training is only given at the time of training as training for trainers. Nevertheless, comprehensive training is necessary for the faculty employee. Paucity of experts in the training field is an essential concern. Faculties for the training should be permanent, not on adhoc basis from general cadre, especially at the time of retirement, they joined as faculty staff. This is especially valuable if the outside training provides

expertise, equipment, or sharing of experiences that are not available within the organization.³

Training is normally the job related. Cognitive is part of theoretical training to the trainees. e.g. lecture discussion and demonstration methods. Behavioral training is a practical training for the trainees. The training received by the employees should be used by the organization besides enhancing the employee's skills and knowledge. Training is not just playing a role in improving knowledge and skill, but more important to change the behavior of the trainee. Hence, training is successfully done only when behavior changes. Training is not indispensable for trainees, but also for trainers, especially in training institutes faculty. Hence is critical to faculty to have elementary knowledge of education and training methodology.

Once the training is expected to be accomplished. The activity of the 'on the job evaluation' must be accomplished. This is the only way we can know the effectiveness of the training. Training has some general and some specific objectives to achieve.

Sometimes trainees of the training chosen in such a way that training is not concerned with job responsibilities of the trainees. Hence, it is important to select the trainees who actually require training and not only to meet the target. This may be done by, writing the questionnaire, by talking to prospective trainees or their supervisors and by actually observing how their tasks in the actual job situation do. As the public health approach is distinct from the clinical approach in that it usually refers to the population

approach to health. Training for both medical and paramedical staff is indispensable, but trained paramedical staff can provide primary health care in rural and tribal population if the training is of high quality and according to the requirement of the need for the general population. To enhance the quality of staff activities, training is very much required.

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