

A Training Needs Analysis of Health Care Providers in the Primary Health Department: A boon or a bane?

Ms. Mariella Bombagi

Ms. Rebecca Cachia Fearne

Dr. Mario R Sammut

Overview



- ❑ Background to the study
- ❑ Aims and Objectives
- ❑ Definition of terms
- ❑ Methodology
- ❑ Discussion of findings
- ❑ Conclusion

Background to the study



- ❑ One of the major roles of the CPD Unit and the Specialist Training Programme in Family Medicine (STPFM) at Primary Health is to organise in-service training to health care providers.
- ❑ Due to low staff participation in these educational activities, and to explore how training can be delivered more effectively, the need of conducting a training needs analysis was felt.

Definition of terms



- ❑ **Training Need** is a shortage of skills or abilities, which could be reduced or eliminated by means of training and development.
- ❑ **Training Needs Analysis** is a series of activities conducted to identify problems or other issues in the workplace, and to determine whether training is an appropriate response. **Ref**

Health Care Providers



- ✓ Senior Pharmacists, Pharmacists and Pharmacist Technicians - Pharm & Pharm Tech.
- ✓ Senior Physiotherapists and Physiotherapists - Physiotherapists
- ✓ Dentists and dental hygienists - Dentists & Dental Hyg
- ✓ Nursing Officers and Deputies, enrolled and registered nurses, and midwives - Nurses & Midwives
- ✓ Consultants, Senior General Practitioners, General Practitioners and GP Trainees - Medical Practitioners
- ✓ Manager, Senior Podologists and podologists - Podologists
- ✓ Nursing Aides and Health Assistants - Auxiliary Staff
- ✓ Manager Speech Language Pathologists, senior speech language pathologists and speech language pathologists - SLP

Aim and Objectives



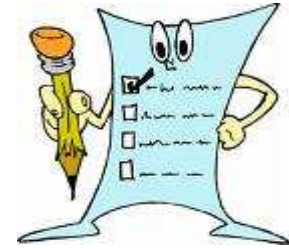
Aim

- ❑ To identify the training needs of health care providers (HCP) within the Maltese Primary Health Department.

Objectives

- ❑ To analyse the specific topics/subjects which the HCP would like to be more knowledgeable on.
- ❑ To investigate the barriers that are impeding HCP from attending in-service training.
- ❑ To explore what can be done to eliminate these barriers.
- ❑ To identify the preferred learning formats and methods by primary HCP's.

Methodology



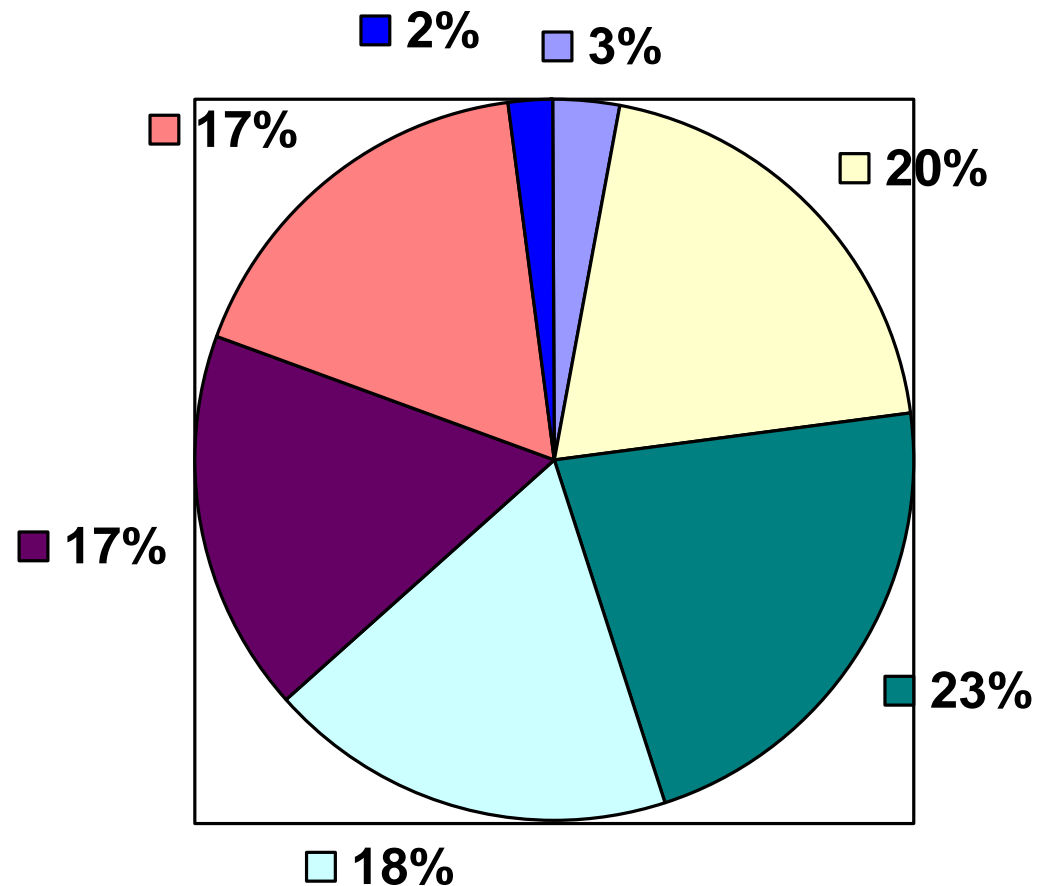
- ❑ A series of 12 questions were formulated after reviewing relevant literature. A covering letter was prepared and attached with the questionnaire.
- ❑ Approval to conduct the TNA questionnaire was sought and given by the Primary Health Director. No ethical approval was needed since no sensitive personal data were gathered.
- ❑ A pilot study was conducted in a particular health centre with a range of HCP's. Necessary changes in the tool were implemented.
- ❑ A prize raffle was used as an incentive to encourage participation in this survey.

Target Population



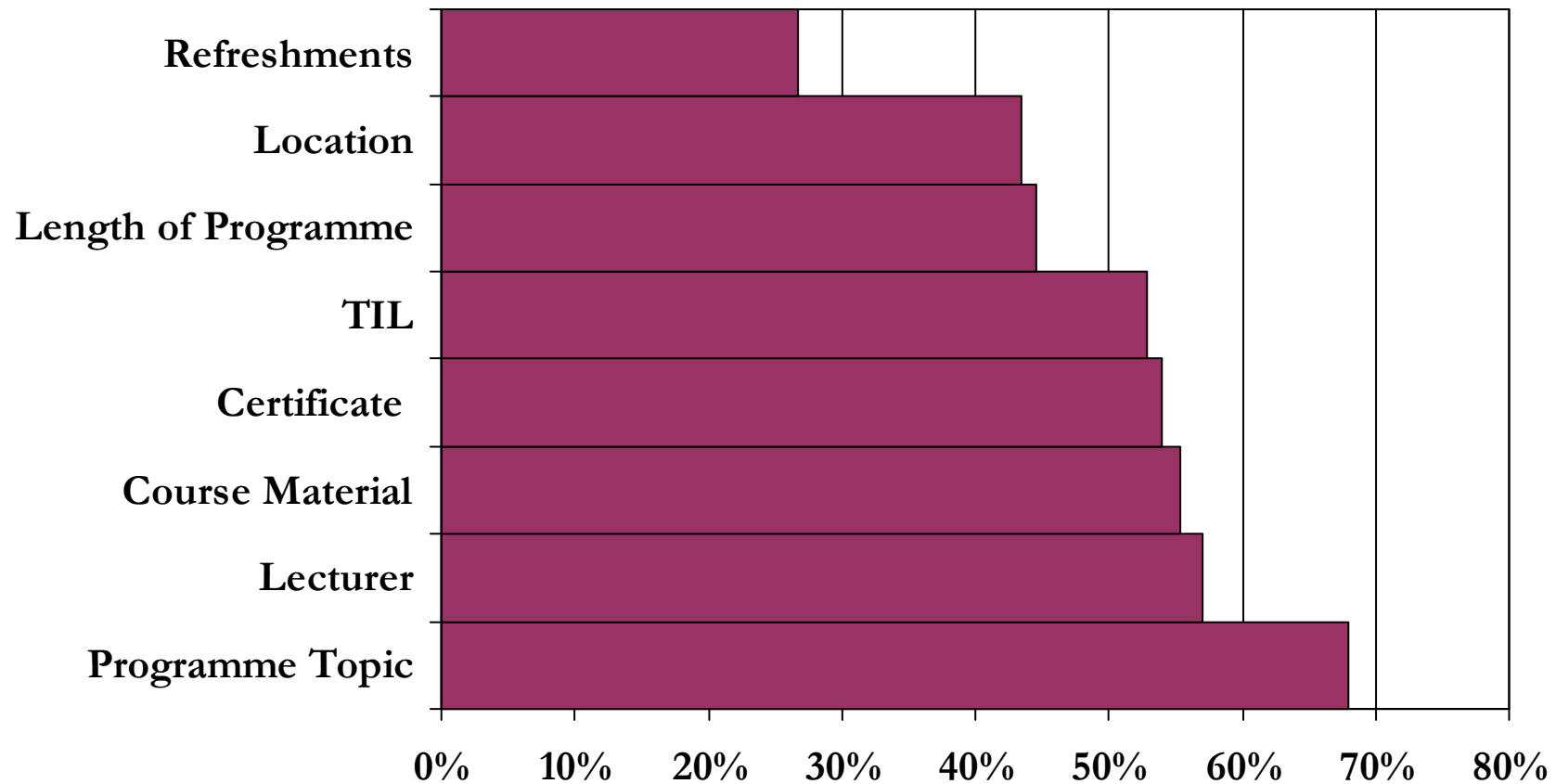
Total Number of HCP - 504		Respondents:	
		Number (n)	Percentage (%)
Physiotherapists	12	10	83
Dentists & Den. Hyg	15	9	60
Nurses & Midwives	178	99	56
Pharm & Pharm Tech.	42	21	50
Auxiliary Staff	71	31	44
Podologists	16	6	37
Medical Pract.	98	28	28
SLP	66	11	17

Length of Time for all HCP's working within Primary Health



- Less than a year
- 1- 5 yrs
- 6- 10yrs
- 11- 15yrs
- 16- 20yrs
- 21- 25yrs
- More than 26yrs

Why should I attend the course?



Why should I attend the course?



YES!.....but only if it is for.....

- ❖ *'Career Progression'*

Medical Profession ($n=3$)

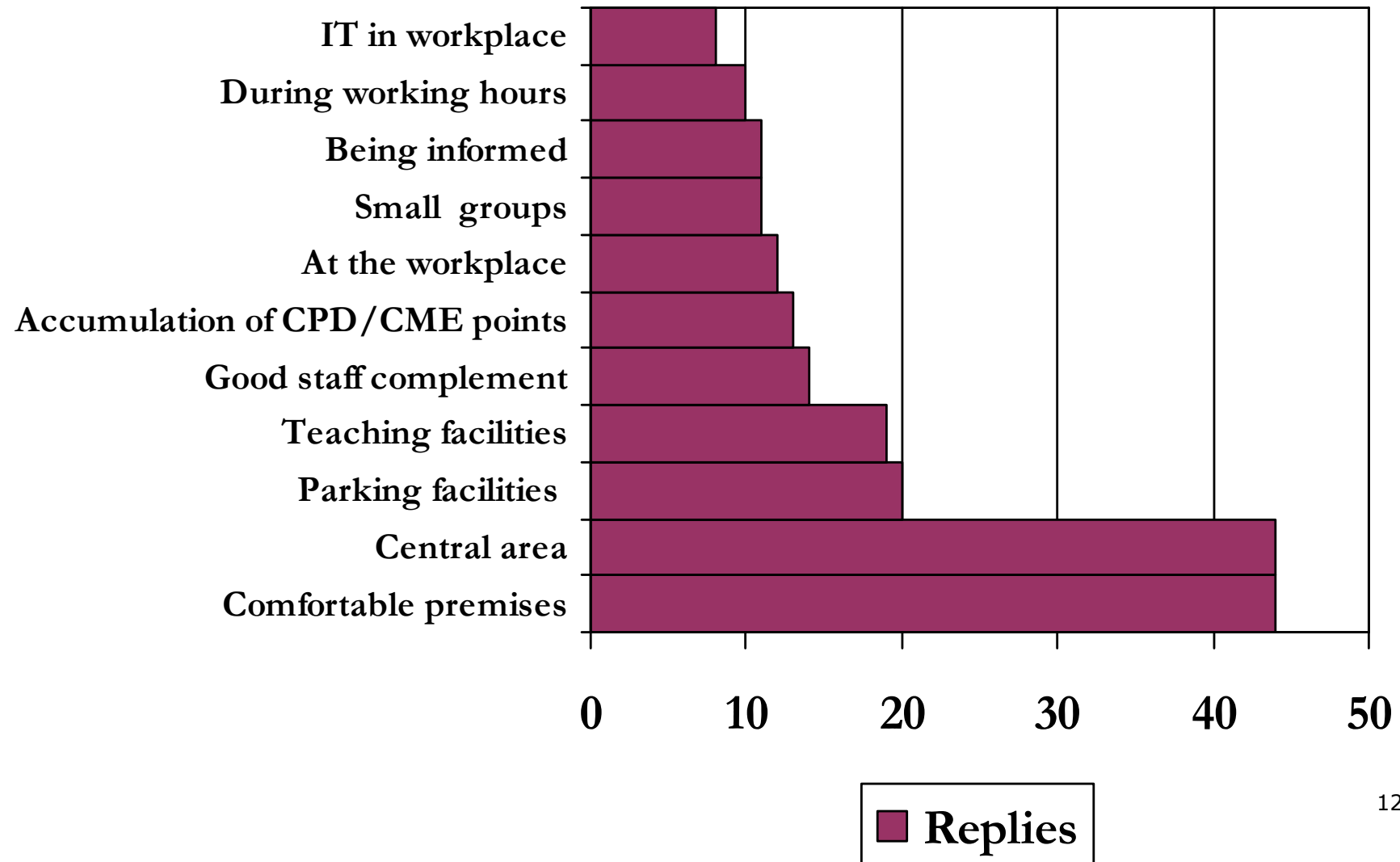
- ❖ *'Specialisation and Professional Development'*

Nursing & Midwifery Profession ($n=4$)

- ❖ *'Training on ambulance service'*

Auxiliary Staff ($n=4$)

What makes a location/atmosphere conducive to participation?



What makes a location/atmosphere conducive to participation?



Other responses according to one's practice:

'Concession to close pharmacy'

Pharm & Pharm. Tech. ($n=3$)

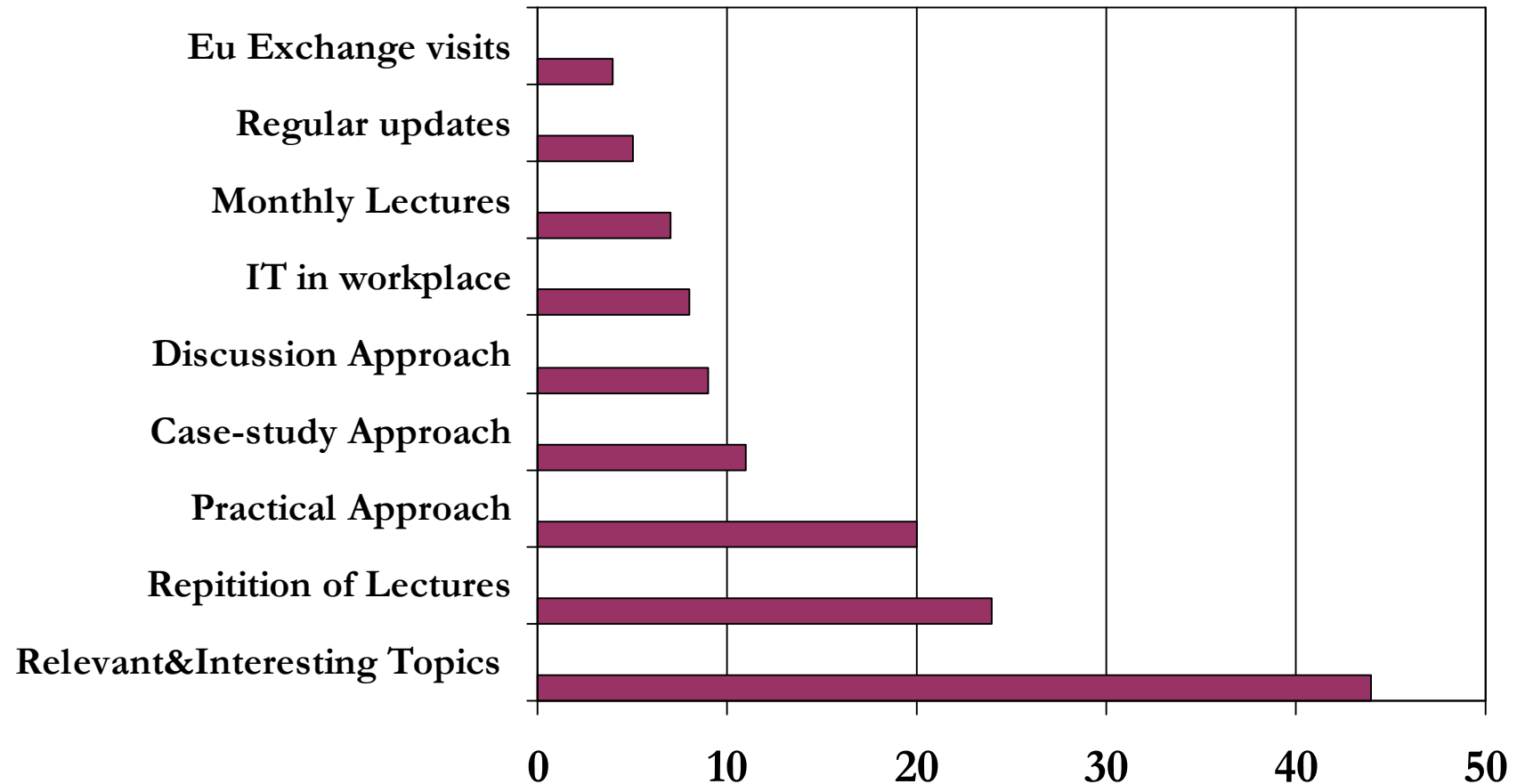
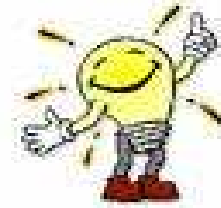
'Lectures need to be repeated'

Nurses & Midwives ($n=18$)

'Lectures need to be relevant to one's work'

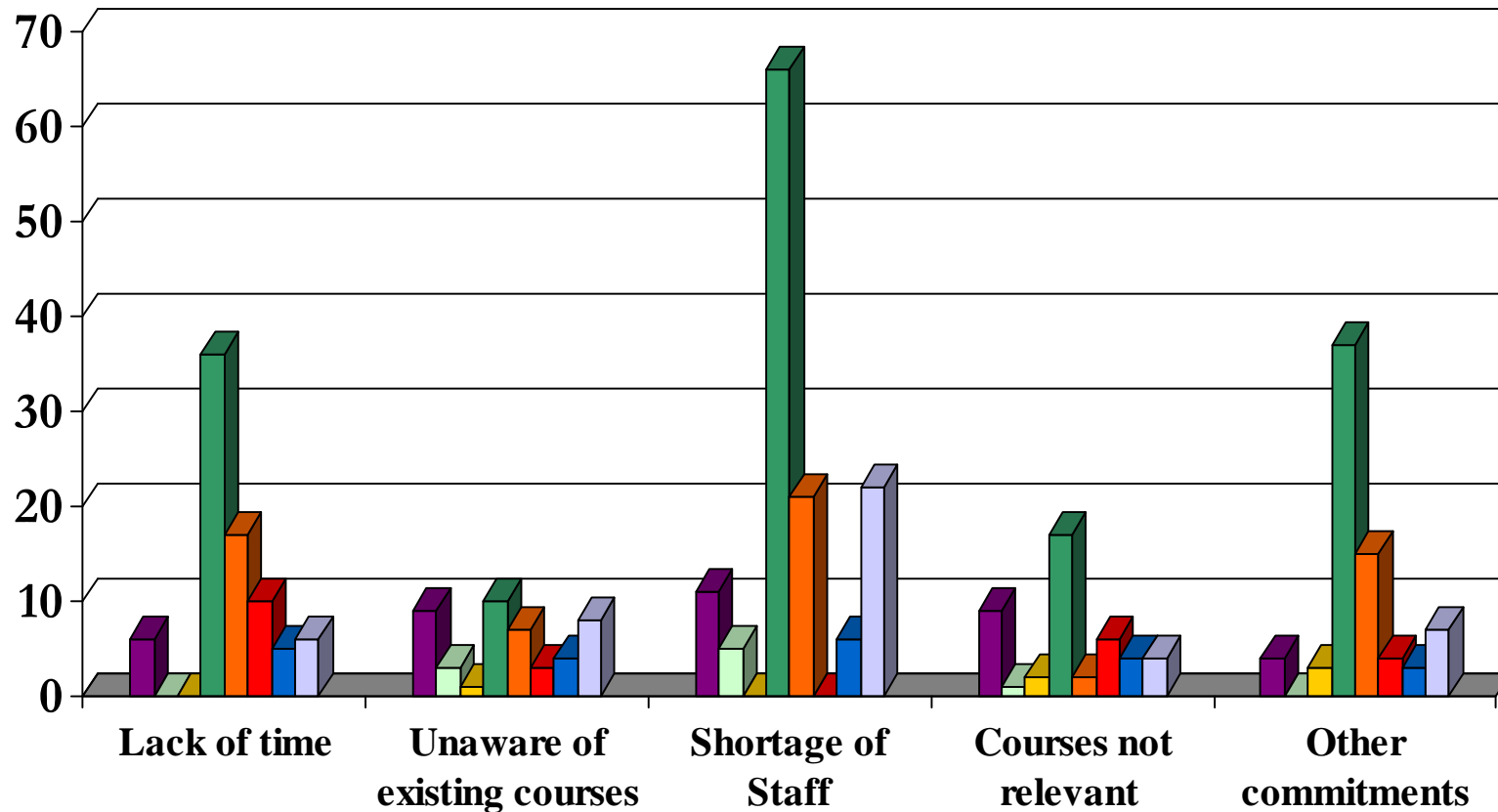
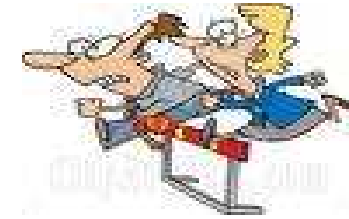
Speech Language Pathologists ($n=3$)

How can training be improved?



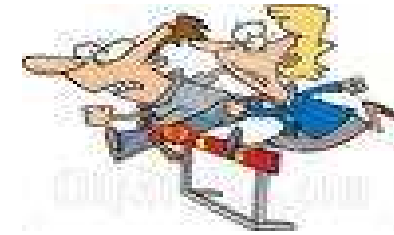
Responses for all HC workers

Obstacles to in-training participation



- | | | |
|------------------------|-------------------|--------------------|
| ■ Pharm. & Pharm Tech. | ■ Podologists | ■ Physiotherapists |
| ■ Nurses & Midwives | ■ Medical Pract. | ■ SLP |
| ■ Dent. & Dental Hyg | ■ Auxiliary Staff | |

Obstacles to in-training participation



‘Courses being held after working hours’

Pharm& Pharm Tech (1), Physiotherapists (1)

‘A large caseload that does not allow cancelling clinic or shifting of appointments’

SLP (1)

‘Work shifts, timing of lectures’

Nurses & Midwives (3)

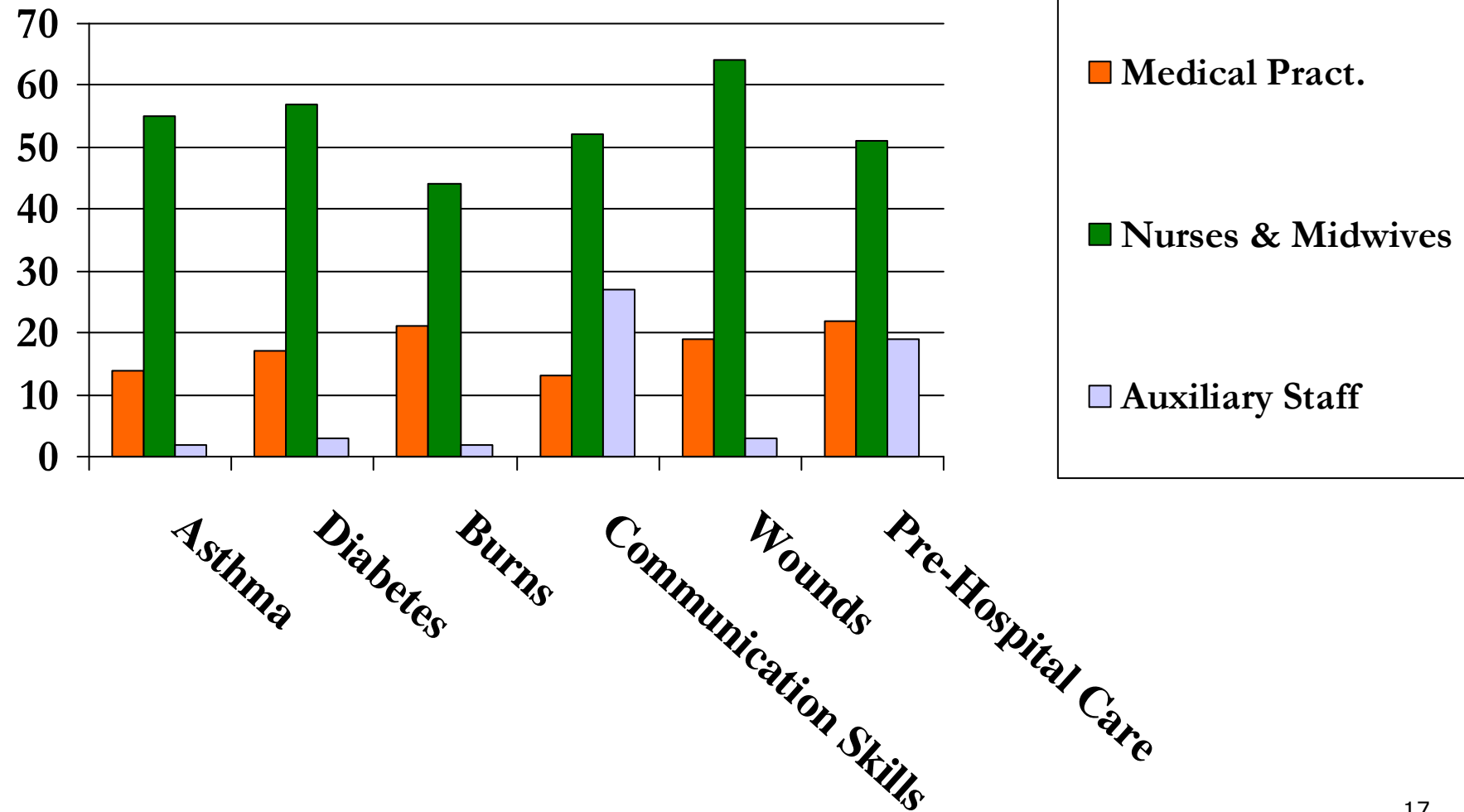
‘Unable to take time off’

Medical Pract. (1)

‘Usually courses are addressed to nurses’

Auxiliary Staff (1)

Health-related topics



Training needs according to ...

Pharmacists & Pharm. Tech.



	Number of Respondents
All topics relevant to pharmacy	4
Hypertension	2
Drug interaction	2
OCD	1
Ethical issues	1
First Aid	1
CPR	1

Training needs according to...

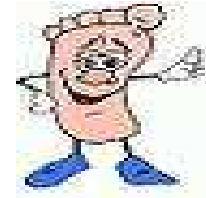
Speech Language Pathologists



	Number of Respondents
Paediatric speech language pathology subjects	1
Assertiveness courses	1
First Aid courses	1
Epilepsy	1
Communication disorders	1
Management of aphasia	1
Autism	2
Language delay	1
Down's syndrome	1
Learning disability	1
Syndromes which are not much discussed such as Pierre Robin Syndrome	1

Training needs according to...

Podologists



	Number of Respondents
Biomechanics	2
Infection control	1
Marketing	1
Procedure of patient referral	1
Sports medicine	1
Rehabilitation following foot surgery such as orthotics/accommodation	1
Prevention of wound ulcers in high risk patients	1

Training needs according to...

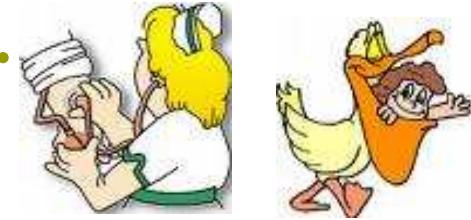
Physiotherapists



	Number of Respondents
Internal Marketing	1
Ethics	1
Musculoskeletal and rheumatology lectures	1
Traumatology lectures	1

Training needs according to..

Nurses and Midwives



	Number of Respondents
Leadership and Management Skills	3
Immunization	11
Nutrition and dietetics (in diabetes, hypertension, etc.,)	1
Team building (inter and intradisciplinary)	1
Self-Awareness	1
Community Health Needs Assessment	1
Basic and Advanced life support	4
Venepuncture	1
Men's health	1

Training needs according to...

Medical Practitioners



	Number of Respondents
Recent developments in diagnostics and therapeutics	1
Basic health economics	1
Sexually transmitted diseases	1
Ophthalmic emergencies	1
Geriatrics	1
Orthopaedics	1
Mental Health	1
Palliative Care	1

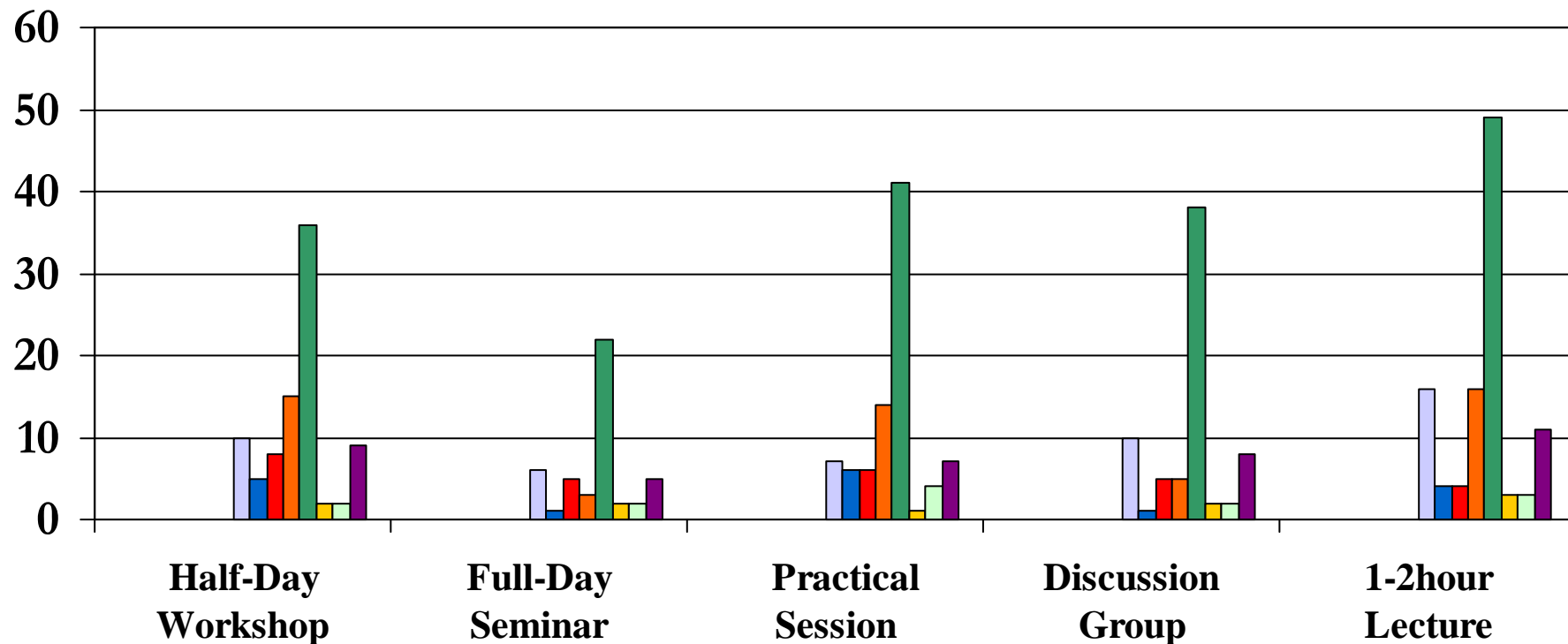
Training needs according to...

Dentists & Dental Hygienists



	Number of Respondents
Topics related to dentistry	2
Implantology	1
Orthodontics	1

Types of learning methods



Auxiliary Staff

Medical Pract.

Podologists

Dentists & Dental Hyg

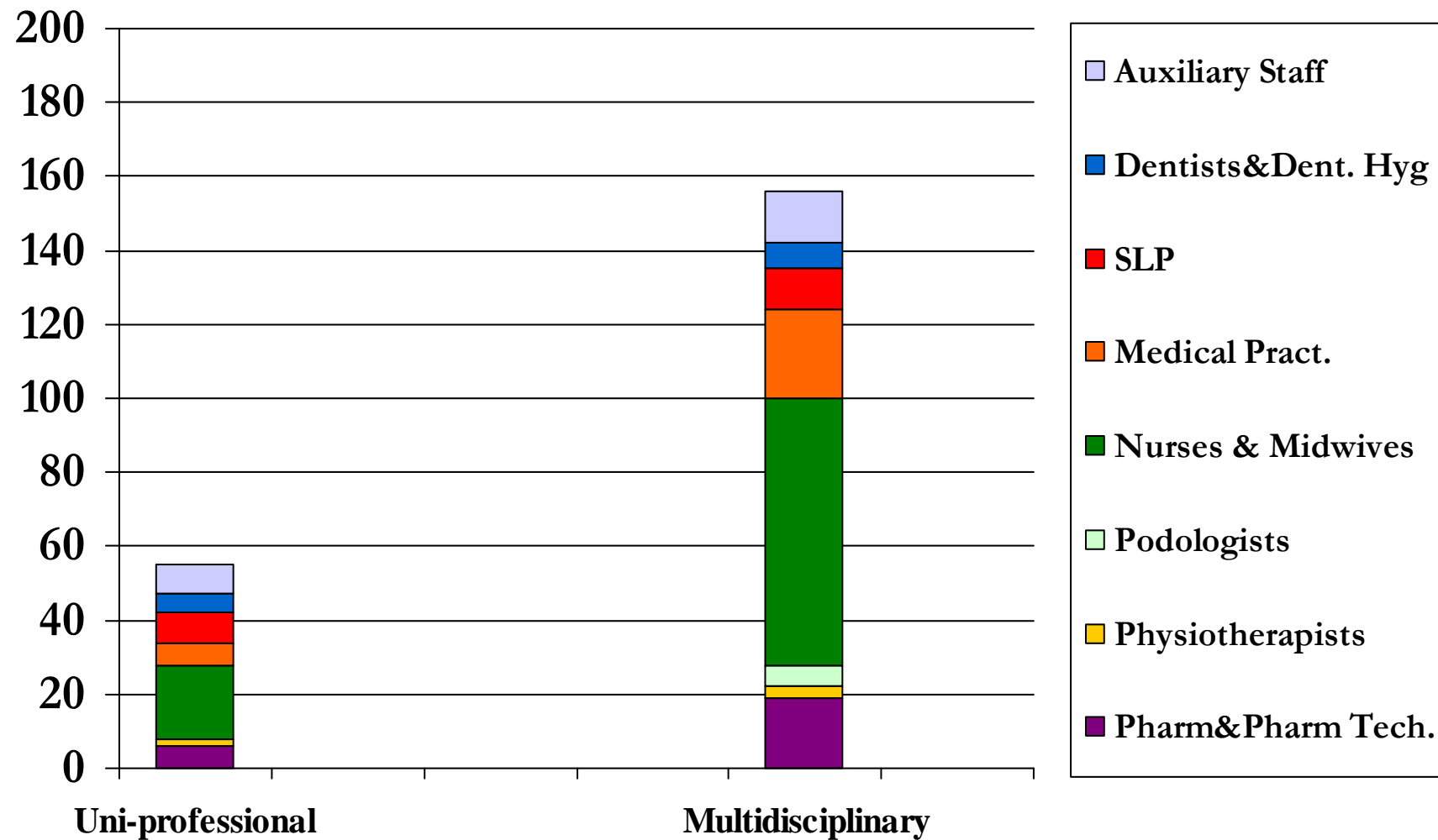
Nurses & Midwives

Pharm.& Pharm Tech

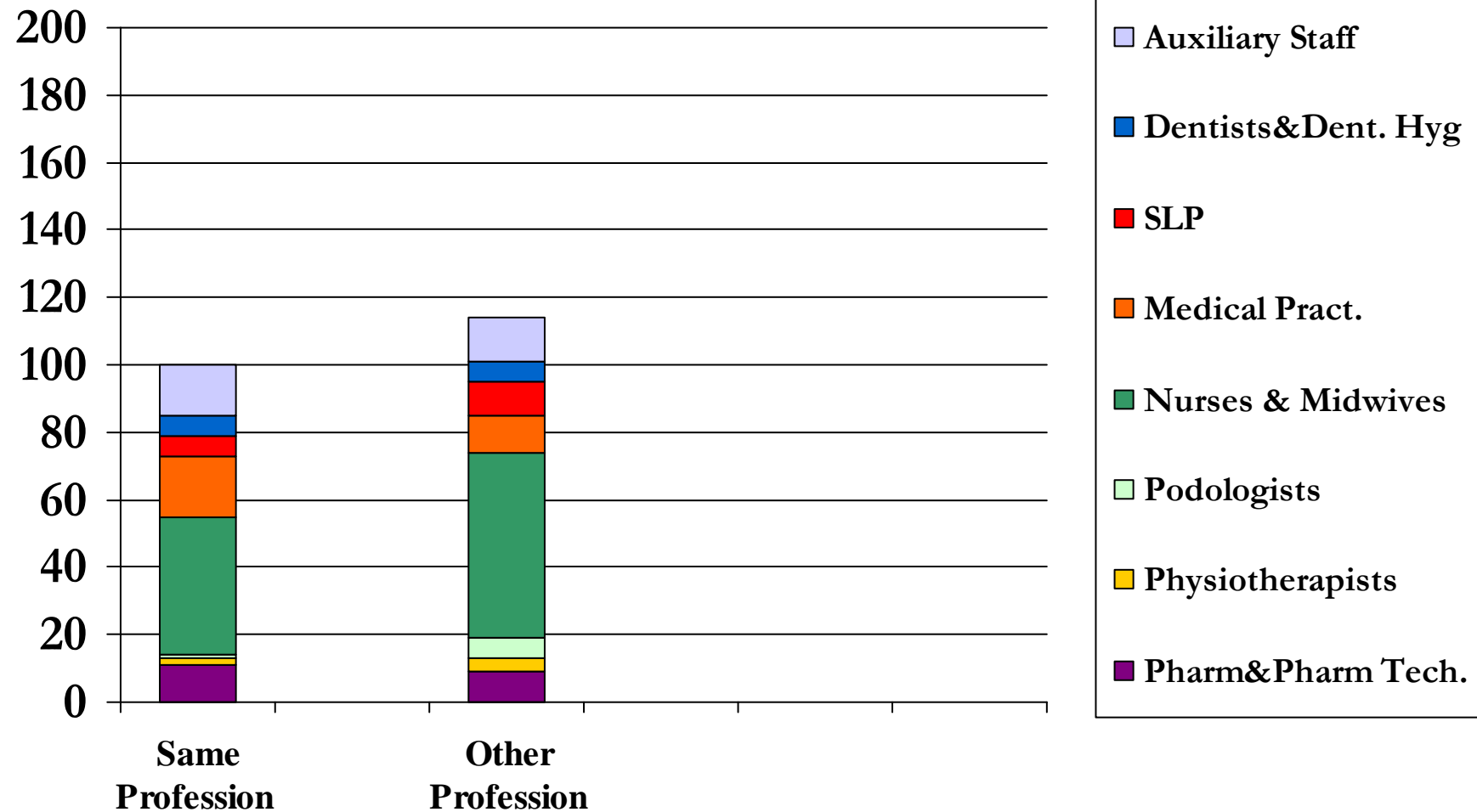
SLP

Physiotherapists

Lecture delivery



Lecture Attendance



Conclusion

- ❑ The TNA revealed information important to the PHD's training and educational strategy
 - contributing factors that hinder/facilitate one's decision to attend a training course
 - what needs to be done to improve further participation in training and development
 - what the actual training needs of the health care providers according to their discipline are
 - what are the preferred learning methods and approaches of health providers

THANK YOU

