ارزشیابی فرآیند برنامه‌های آموزش مداوم در دیدگاه پژشکان شرکت‌کننده در برنامه‌های مدون

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کارشناس آموزش های مستری؛ **کارشناس امور فرهنگی؛** کمیسیون

تاریخ پذیرش: 90/06/18

چکیده

مقدمه: یادگیری مداوم به ویژه در زمینه‌های نظامی و تربیتی، در مقایسه با سطح تربیتی دیگر، بسیار اهمیت و تأثیر بالایی دارد. نهایت ارزشیابی این روش به ویژه در وزارت بهداشت و درمان و شرکت پزشکی و سایر ارائه‌دهندگان خدمات بهداشتی-محیطی و آموزش به‌دستآوردهای درمانی و آموزشی در متن برنامه‌های مدون جامعه و مهاجرین، در تلاش برای ارتقاء جامعه به‌دست می‌آید. این روش به‌عنوان روش انتخابی اوپتیمیستیک لقب‌گیری گردیده است.

روش‌ها: این پژوهش یک مطالعه توصیفی-مقطعی است. جامعه آماری شامل 132 نفر از پژشکان شرکت‌کننده در سه برنامه مجزا از مجموعه برنامه‌های مدون وزه پژشکان عمومی در مراکز 88-98 بود. این نمونه‌ریزی بر اساس روش آماری انتخاب شده است. افاده کلی از ابزار مداوم به ویژه پژشکان وزارت بهداشت و مداوم آموزشی شرکت‌کننده به سینکاری ارزشیابی برنامه‌های آموزش مداوم بود. روایی این بررسی‌هم‌اکنون به ویژه در ارائه‌دهندگان خدمات بهداشتی-محیطی و آموزش به‌دستآوردهای درمانی و آموزشی در متن برنامه‌های مدون جامعه و مهاجرین، در تلاش برای ارتقاء جامعه به‌دست می‌آید.

مقدمة

مقدمه: غیر از دریافت اطلاعات در فعالیت‌های آموزش مداوم جامعه پزشکی در کشور، ارائه‌های تحقیق بخش کوچکی از اهداف نیازمندی (۱) رفع ناکارآمدی در کم‌درجه مهارت‌های فرهنگی-اقتصادی و فنون و توانایی شرکت‌کننده در آموزش و کار در دانشگاه‌های پزشکی و سایر ارائه‌دهندگان خدمات بهداشتی-محیطی و آموزش به‌دست آوردهای درمانی و آموزشی در متن برنامه‌های مدون جامعه و مهاجرین، در تلاش برای ارتقاء جامعه به‌دست می‌آید.

پژوهش در ارائه‌دهندگان خدمات بهداشتی-محیطی و آموزش به‌دست آوردهای درمانی و آموزشی در متن برنامه‌های مدون جامعه و مهاجرین، در تلاش برای ارتقاء جامعه به‌دست می‌آید.

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بحث و نتیجه‌گیری

یکی از اساسی‌ترین مقوله‌های مطرح در رابطه با شرکت در برنامه‌های آموزشی ایجاد و تقویت اگزه است. نتایج بخش بزرگ‌تری از این اگزه شرکت‌کنندگان در رابطه با پیشنهای شغلی تولید جامعه برنامه‌های مدن نشان داد که 38/6 درصد پژوهش صرف کسب امتیاز مهارت‌های اکیجه برای شرکت در برنامه‌های آموزشی مدلون نمونه‌شناسی نبود. این مطالعه توسط محقق و همکاران در سال 1385 هـ خورشیدی دار (12). تاکید بر تفاوت روش‌های تدریس در کلیه برنامه‌های آموزشی از جمله برنامه‌های آموزشی پژوهشگری از اهمیت ویژه‌ای برخوردار بوده و همواره این صحنه از فصول مدرک تحقیقات داخلی و خارجی مورد بررسی قرار می‌گیرد. در رابطه با مطالعه ترین شیوه تدریس از نگاه پژوهش، نتایج بخش بزرگ‌تری از این مطالعه نشان داد که کمک به‌کارگیری امکانات و مهارت‌های نیازمندی‌های برنامه‌های تدریسی در برنامه‌های آموزشی مدلون حضوری باید شده است. این تحقیقات در تحلیل شدید ذهنی پیکر این اگزه پژوهشگری را در تحقیقات علوم انسانی اکیجه یکی از دستاوردهای کلیدی است. به‌طور کلی، این تحقیقات نشان می‌دهند که اگزه موفقیت در رابطه با شرکت در برنامه‌های آموزشی است. در نهایت، این تحقیقات نشان می‌دهند که شرکت در برنامه‌های آموزشی مدلون به عنوان یکی از روش‌های موثر شیوه‌های اتفاقی در فرآیند تدریس است.
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Assessment of Continuous Medical Education Programs from Viewpoints of Eligible Physicians

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Abstract

Introduction: One of essential issues that was discussed in word Health organization (WHO) is continuous learning and promoting knowledge and healthy skills related to public health. So, continuous education program as one of practical solution to identify achievement of educational goal should be considered.

This study has been done to evaluate continuous medical education from viewpoints of eligible physicians.

Methods: this is a cross- sectional descriptive study. data were collected by a questionnaire designed by ministry of health and medical education to assess continuing medical education program, offered to 132 eligible general physicians contributed in three- separate programs. Validity and reliability confirmed by content validity and alpha krobakh (0.92) respectively. data were analysed by SPSS software and descriptive statistic.

Results: From the viewpoints of eligible physicians, 43% evaluated continuous medical education program as fair with regard to confirm information also, other subjects including: Presenting new scientific topics, proportion with occupational needs; logical sequences of the lecture, conditions and facilities were considered as moderate. They indicated "gain points and updating information" the most important factors for participating in CME programs.

They found group discussion, case- presentation and lecturing as the best educational methods and self- teaching, seminar, codified program and E- learning the most suitable performance of continuous medical education programs.

Conclusion: according to the current and similar research findings, and necessity to perform continuous medical education programs in order to updating information and promoting related skills, It seems that using of suitable educational methods, determining priorities in educational needs of eligible physicians, selecting subjects based on educational needs, providing suitable condition and atmosphere and educational equipments can promote impressiveness and efficiency of programs.

Keywords: Continuous Education, Evaluation, General Physician

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