

MASTER OF PUBLIC HEALTH

Johns Hopkins Bloomberg School of Public Health & IIHMR University

PRACTICUM REPORT

By

Nandita Bhatnagar

Cohort-9

2021 - 23

Under the Guidance of

Dr. Seema Mehta

Professor, IIHMR University

Dr. Sonu Goel

Program Director & Professor,

Department of Community Medicine, & School of Public Health,

Post Graduate Institute of Medical Education and Research, Chandigarh

Table of Contents

Certificate from Faculty Advisor	3
Certificate by Scholar	4
Certificate by Practicum advisor.....	5
About the Organization	6
Practicum Objectives	6
Project Undertakings.....	7
Physical Course.....	8
Online Course	27
Key learnings	28
References	30

TO WHOMSOEVER MAY CONCERN

This is to certify that ***Nandita Bhatnagar***, student of Master of Public Health Program offered by IIHMR University, Jaipur in cooperation with Johns Hopkins Bloomberg School of Public Health, Baltimore has undergone Practicum Training at Department of Community Medicine, & School of Public Health, Post Graduate Institute of Medical Education and Research, Chandigarh from ***01-February-2023 to 07-April-2023***.

The Candidate has successfully carried out the work designated to her during practicum training and her approach to the work has been sincere, scientific, and analytical.

The Practicum Training is in fulfillment of the course requirements.

I wish her success in all her future endeavors.

Dr. Seema Mehta
Professor, IIHMR University

CERTIFICATE BY SCHOLAR

This is to certify that the Practicum Project submitted by me, **Nandita Bhatnagar** with Enrollment No. IIMR-U/07/2021-2023/0054 under the supervision of **Dr. Sonu Goel and Dr. Seema Mehta** for award of **Master of Public Health** carried out during the period **01-February-2023 to 07-April-2023** embodies my original work and has not formed the basis for the award of any degree, diploma associate ship, fellowship, titles in this or any other Institute or other similar institution of higher learning.

Nandita Bhatnagar
MPH Cohort 9
2021-23

International Public Health Management Development Program (IPHMDP)
Department of Community Medicine and School of Public Health
Postgraduate Institute of Medical Education & Research, Chandigarh-160012(INDIA)

Prof. (Dr.) Sonu Goel

M.D., PhD
Program Director -IPHMDP
Professor, Department of Community
Medicine and School of Public Health,
PGIMER, Chandigarh



प्राध्यापक (डॉ) सोनु गोयल

एम.डी. पीएच.डी.,
प्रोग्राम डायरेक्टर - आई.पी.एच.एम.डी.पी.
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एण्ड स्कूल ऑफ पब्लिक हेल्थ
पी.जी.आई.एम.ई.आर, चण्डीगढ़

संख्या / No. 341

दिनांक / Dated .. 06-04-2023

To Whomsoever it may concern

This is to certify that Dr. Nandita Bhatnagar, student in the Master of Public Health program offered by Johns Hopkins Bloomberg School of Public Health in cooperation with IIMHR University Jaipur has successfully completed her practicum at Department of Community Medicine & School of Public Health, PGIMER Chandigarh from 1st February to 7th April 2023.

She joined the position of Program Assistant, under the International Public Health Management Development Program (IPHMDP) in Department of Community Medicine & School of Public Health, PGIMER Chandigarh. Her roles and responsibilities included assisting in the development and smooth conduction of various physical courses and on online platforms. Specifically, she was involved in preparation and uploading of resource materials on e-learning portal, liaisoning with facilitators for resource material, reviewing of literature, preparation of student guides, financial management, development of information, education and communication materials for the course, formulation and designing of reports, maintaining social media handle, coordinate and conduct media meet and supervision of volunteers under my guidance.

During her time, I found Nandita to be dedicated, hardworking, highly motivated, calm and confident. She worked efficiently and delivered all assigned activities diligently under the program. She completed the specified tasks during the practicum under my supervision and is currently completing the course prerequisites for the MPH program. Her brief presence with us was a delight, and we look forward to future collaborations with her.

I wish her all the best for her future endeavors.

Please feel free to contact me for further information or clarification.

Dr. Sonu Goel
Program Director & Professor
Department of Community Medicine & School of Public Health
PGIMER Chandigarh

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I. About the Organization

Post Graduate Institute of Medical Education and Research is an institute of national importance established in the year 1962 by Tulsi Das, Santokh Singh Anand, P N Chuttani, B N Aikat, Sant Ram Dhall and Bala Krishna(1). The motto of the institute is “*Service to the Community, Care of the Needy and Research for the Good of All*” (1). Department of Community Medicine and School of Public health focuses on the aspect of providing service to community while conducting research and looks into the successful implementation of health programs.

II. Practicum Objectives

For the fulfillment of the course, the following objectives were identified as outlined in the course titled as ‘The Tools of Public Health Practice’. Under the project International Public Health Management Development Program, I was involved in 1. Conduction of International courses on leadership and management and 2. Formulation of online course, Post Graduate Diploma in Primary Healthcare Management for Community Health Officers, the objectives fulfilled were:

1. Communication Skills

- Utilize communication skills through a variety of media.
- Explain scientific information for press and lay audience in appropriate language.
- Employ advocacy skills (e.g., advocating for change, public policy, programs, populations, etc.)

2. Cultural Competency

- Recognize the importance of culture in Public Health practice and the need for a diverse workforce.
- Interact regularly with people from diverse backgrounds.

3. Program Planning Skills

- Monitor and evaluate implemented policy programs.

III. Project Undertakings

A. Background

To improve the performance of the health care delivery system and achieve universal health coverage by 2030, it is necessary to place qualified and skilled public health professionals, particularly from developing countries and continents (such as India and other developing nations). Additionally, it is established that the Sustainable Development Goals (SDG) cannot be met without addressing the supply and distribution of qualified public health management personnel. According to the literature that is currently accessible, managerial incompetence is a common cause of the failure of health initiatives in developing nations⁽²⁾. To combat this problem, after brainstorming the experts at the Department of Community Medicine & School of Public Health, they came up with leadership and management training program for health care workers.

In conjunction with the International Union against TB and Lung Diseases, Chitkara University, and the Department of Community Medicine, the International Public Health Management Development Programme (IPHMDP) was developed in 2016. Initially, the training was conducted for national health professionals. Thereafter, an alumnus of the first training was transferred to Peru embassy, and he saw a similar need of leadership and management. He then requested the Ministry of External Affairs to conduct training for international public health professionals. This led to the birth of the International Public health management program for the member countries of International technical and economic

cooperation sponsored by Ministry of External Affairs. With the help of this programme, academicians and middle- and senior-level programme managers would be better equipped to tackle problems with public health and boost organisational effectiveness in environments with little resources. This programme was the first of its kind in the nation to be performed in a government setting, is fully non-profit and aims to improve programme managers' management skills to boost the effectiveness and productivity of their organisations.

A.1 Program Structure

Under the umbrella of the International Public Health Management Development Programme, the courses are divided into two categories, online courses and physical courses.

A.1.1 Physical course

A.1.2 Aim

The program aims to improve programme managers' skills and competencies for tackling regional public health challenges and raise organizational competency for representatives of Indian Technical & Economic cooperation member countries.

A.1.3 Description

Various types of physical courses are conducted under the program. I was part of the two 10-day International Public Health Management Development Programme. One had 37 participants from 20 member countries of Indian Technical and Economic Cooperation Programme and other was specialized course for Myanmar which consisted of 39 government health officials.



Figure 1: The participating countries in International Public health management development program.



Figure 2: Specialized course for Myanmar for government officials.

The modules covered during this extensive program focus on improving the healthcare system, including lessons learned from India, management and leadership approaches in healthcare settings, communication, and advocacy, making strategic and operational plans, monitoring

and evaluation of programs and tools, and artificial intelligence and its use in healthcare. After completing the program, each participant submits an "Action Plan" in which they prioritize the program's areas of implementation in their respective organization/country to guarantee the application of what they learned. The participants are kept in touch for three months to submit a report on the implementation of their action plan. The organizers then award the best report with a "Certificate of Appreciation."

The key highlights of the program were; its design which focused on learning through a mix of traditional formal learning methods (lecture, power point presentations, case studies) and informal learning methods (role plays, exercises, real case scenarios, and management games); its concept wherein focus was on application based learning in which the participants prepared an action plan during the program for their organization (to be implemented within 3 months); and facilitation by an elite panel of experts and facilitators from lead academic and management institutes of the country. During the training, the participants had the opportunity to meet leaders working in the field of Public Health. The active participation by delegates was ensured by presentation of the reflection of key concepts/ teaching of previous day, participation in IPHMDP contest, management games/ energisers during lunch and evening sessions, and delegating responsibility to them for organizing cultural event at gala dinner.

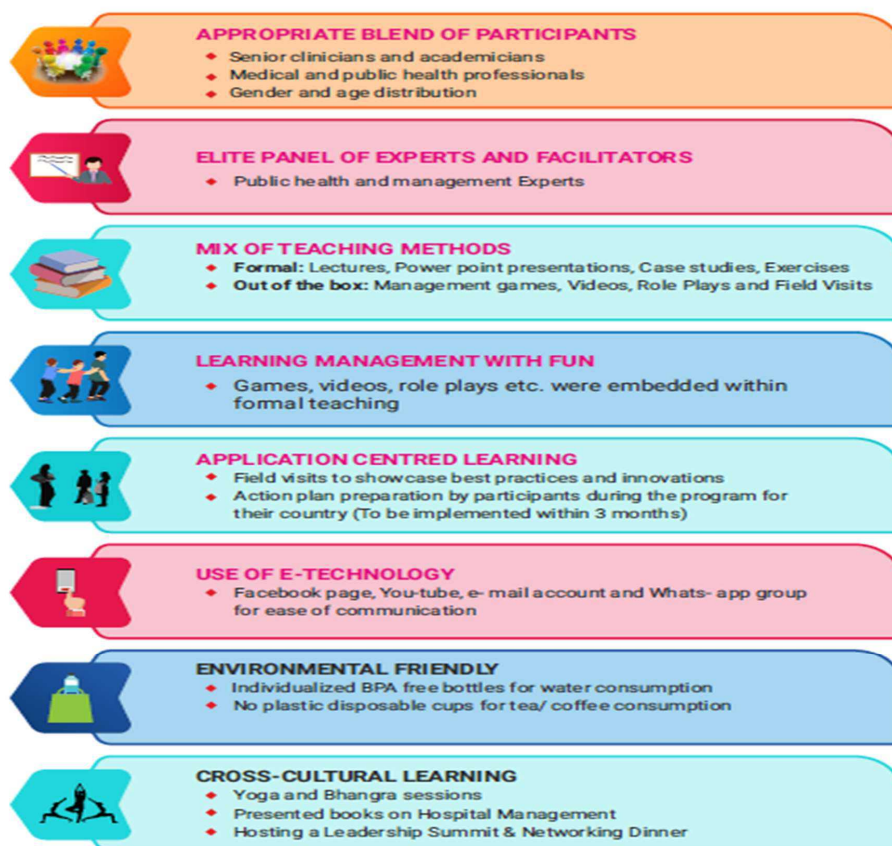


Figure 3. The key highlights of the physical course (3)

In addition to academics, a platform was offered for "cross-cultural learning" through the participants' sharing of best practices during the program, the presentation of leadership books, and hosting a cultural event with a gala dinner, where they had the opportunity to interact casually, aiding in peer learning and building networks for future endeavors.

The best resource material was curated and provided by me and my colleagues to the participants, which helps them to design similar programs in their country. All the activities during the program were actively uploaded on the IPHMDP Facebook page and Twitter page with appropriate hash tags social media (eg. #ITECNetwork, #MEA_INDIA

#MOHFW_INDIA, #IPHMDP, #INDIAINPARAGUAY, #INDIAINOMAN #PGIMER etc.).

A parallel e- mail account and WhatsApp group was also maintained by me to keep the participants updated (on daily basis) and to provide them assistance during the program.

A.1.4 Objectives met during the physical courses

- *Utilize communication skills through a variety of media-* The social media handles were used to effectively communicate the program outcomes with the stakeholders. The use of Facebook live, LinkedIn and twitter with appropriate tags apprised the stakeholders regularly about the program updates.



Figure 4: A social media post showing the appropriate tags.

- *Explain scientific information for press and lay audience in appropriate language and employ advocacy skills-* For the media, a press meet was organised during the program, where the media got a chance to interact with participants and witness the unique methodology of program. The media interviews during the program helped for the advocacy of importance of leadership and management in health care. Press

notes were designed for the media to explain the information to press for lay audience.

PRESS NOTE (Dated 5th April, 2023)

**PGIMER celebrates World Health Day with international delegates of Myanmar,
Healthy world through multi-sectoral collaborations and partnerships, said Dean
Academics, PGIMER**

**39 Senior Health Officials from Myanmar successfully completed Management and
Leadership program at PGIMER, Chandigarh**

The healthy world can be achieved through mutual understanding of contextual problems by all nations and working jointly to address it, said Dr. Rakesh Sehgal, Dean Academics, Chief Guest during the valedictory ceremony of 10-day International Public Health Management Development Program (IPHMDP) organized by PGIMER, Chandigarh in collaboration with the Indian Technical and Economic Cooperation Program under the Ministry of External Affairs, Govt. of India from 27th March to 5th April 2023 at Hotel Park View, Chandigarh. On the eve of World Health Day which coincided with valedictory ceremony of the event, he congratulated Department of Community Medicine and School of Public Health in working towards 'Health for All', the theme of WHD 2023 through such international programs focusing upon multi-sectoral collaborations. World Health Day is celebrated every year to spread awareness among general public about a specific public health issue.

Highlighting the uniqueness and salient features of the program, Shri. Kumar Gaurav Dhawan, Deputy Director Administration, Guest of Honor talked about the significance of training programmes in public health administration and leadership for physicians and other public health professionals which is a key to achieving healthy nations through effective partnerships. This program will create ambassadors of PGIMER throughout the globe and strengthen the health system of Myanmar, he said.

Dr. Vipin Koushal, Guest of Honor, Medical Superintendent, PGIMER, appreciated Department of Community Medicine and School of Public Health for its outreach through IPHMDP during last 6 years by conducting various offline and online international and national courses, which has made our institution proud. He emphasized that the program provides the participating countries with an opportunity to observe the best public health practices of PGIMER and other neighboring states at various levels of health care, which adheres to the theme for World Health Day of showcasing public health in India.

Dr. Somu Goel, Professor and Program Director, IPHMDP on the eve of World Health Day reiterated the ancient Indian philosophy of "Vasudev Katumbakam" i.e., 'the world is one

Figure 5: A press note prepared during the program for the advocacy of the program.

- *Recognize the importance of culture in Public Health practice and the need for a diverse workforce* – The program is designed for cross cultural learning, sharing the best public health practice among countries. The audience of the program is mix of public health professionals, policy makers and medical professionals. During the program, a panel discussion was organized on the topic Intersectoral Coordination- Good Replicable and Innovative Practices, in which experts from different sectors like media, environmental health, nutrition, administration were the panellists

stressing the need diverse workforce and multisectoral collaborations. The questions for the panel discussion were curated by me and my colleague.

- *Interact regularly with people from diverse backgrounds-* During the program, multiple interactions with 76 delegates and 20 faculty from diverse backgrounds of medical, public health, program officers from various organizations around the globe occurred. These interactions exposed me to various public health practices being followed at various organizations and in various countries.

- *Monitor and evaluate implemented policy programs*

A feedback form was shared online daily for the concurrent monitoring of the program. Total number of responses were 37. The participants were asked to give the feedback by rating on the scale of excellent, very good, good, fair, and poor. Then total number of responses were counted under each category and divided by the total number of responses to calculate the percentage of each category.

**20th INTERNATIONAL PUBLIC HEALTH MANAGEMENT DEVELOPMENT
PROGRAM (IPHMDP)
DEPARTMENT OF COMMUNITY MEDICINE & SCHOOL OF PUBLIC HEALTH,
PGIMER CHANDIGARH**

21st February- 2nd March, 2023

This feedback is to assess whether the learning objectives of the module were achieved. Kindly reflect carefully. Tick mark ✓ on the scale of 1 (poor) to 5 (excellent)

<u>Module Feedback Form</u>					
Particulars	Poor☹	Fair	Good	Very Good	Excellent☺
Content relevant to your current work					
Flow of the sessions					
Mixed teaching methodology					
Interaction with the participants					
Quality of session (presentation & teaching skills)					

Figure 6: Day wise feedback form for module feedback

Table 1: Feedback for day 1 (n=37).

	Yes	Excellent	Very Good	Good	Fair	Poor	Total number of responses
Content relevant to your current work	100.0						
Flow of sessions		70.3	27.0	2.7	0	0	37
Mixed Teaching methodology		75.7	21.6	2.7	0	0	37
Quality of the sessions (presentation & teaching skills) before lunch		81.1	18.9	0.0	0	0	37
Quality of the sessions (presentation & teaching skills) after lunch		67.6	32.4	0.0	0	0	37

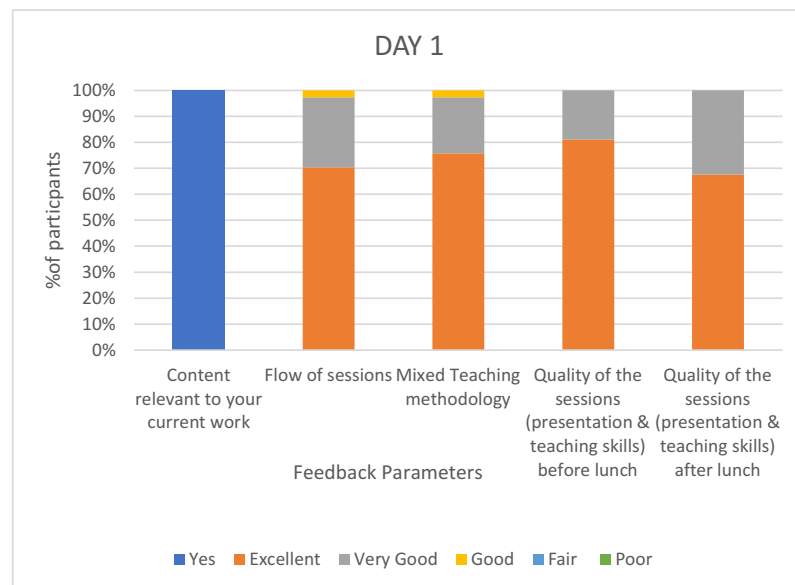


Figure 7: Graph showing the feedback for day 1.

As shown in the table 1 and figure 7, using the same methodology the feedback for each day was analysed.

Table 2: Feedback for day 2 (n=37).

Feedback parameters	Yes	Excellent	Very Good	Good	Fair	Poor
Content relevant to your current work	91.89					
Flow of sessions		81.08	13.51	5.41	0	0
Mixed Teaching methodology		70.27	27.03	2.70	0	0
Quality of the sessions (presentation & teaching skills) before lunch		75.68	24.32	0	0	0
Quality of the sessions (presentation & teaching skills) after lunch		78.38	16.22	5.41	0	0

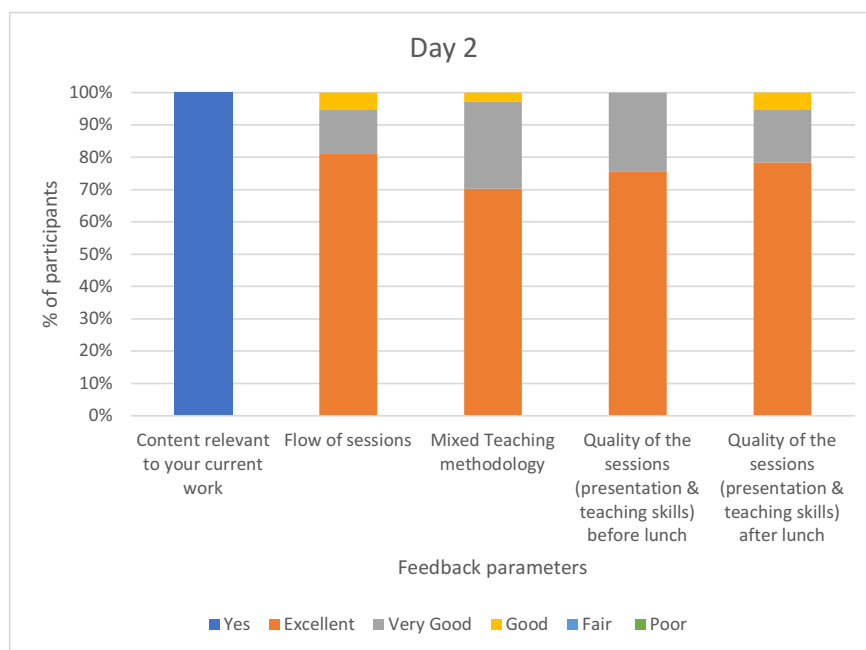


Figure 8: Graph showing the feedback for day 2.

Table 3: Feedback for day 3 (n=37).

Feedback parameters	Yes	Excellent	Very Good	Good	Fair	Poor
Content relevant to your current work	100					
Flow of sessions		81.8	15.2	3.0	0	0
Mixed Teaching methodology		75.8	24.2	0.0	0	0
Quality of the sessions (presentation & teaching skills) before lunch		75.8	18.2	6.1	0	0
Quality of the sessions (presentation & teaching skills) after lunch		72.7	27.3	0.0	0	0

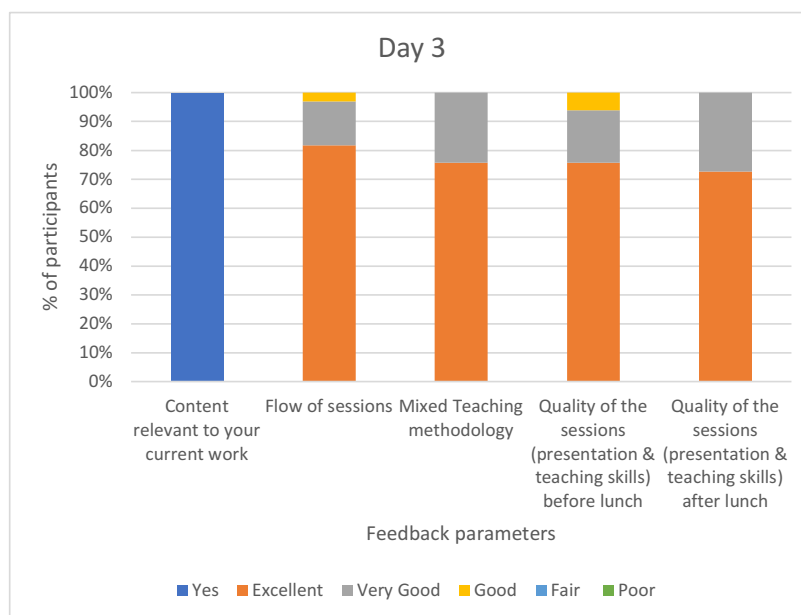


Figure 9: Graph showing the feedback for day 3.

Table 4: Feedback for day 4 (n=37).

Feedback parameters	Yes	Excellent	Very Good	Good	Fair	Poor
Content relevant to your current work	100					
Flow of sessions		80.0	20.0	0.0	0	0
Mixed Teaching methodology		100.0	0.0	0.0	0	0
Quality of the sessions (presentation & teaching skills) before lunch		57.1	14.3	28.6	0	0
Quality of the sessions (presentation & teaching skills) after lunch		80.0	20.0	0.0	0	0

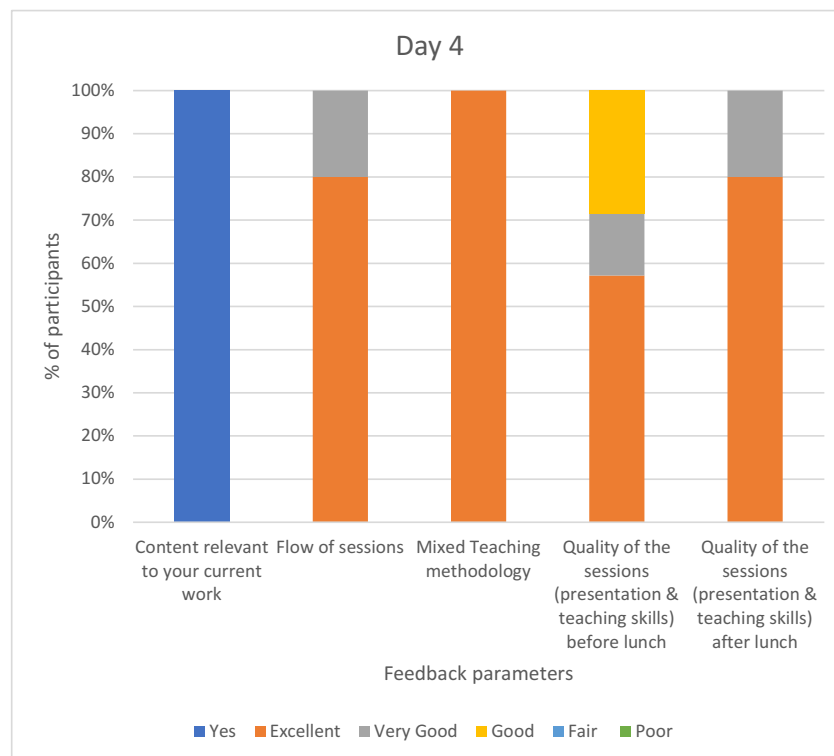


Figure 10: Graph showing the feedback for day 4.

Table 5: Feedback for day 5 (n=37).

Feedback parameters	Yes	Excellent	Very Good	Good	Fair	Poor
Content relevant to your current work	100					
Flow of sessions		58.1	38.7	3.2	0	0
Mixed Teaching methodology		45.2	45.2	9.7	0	0
Quality of the sessions (presentation & teaching skills) before lunch		61.3	25.8	12.9	0	0
Quality of the sessions (presentation & teaching skills) after lunch		58.1	35.5	6.5	0	0

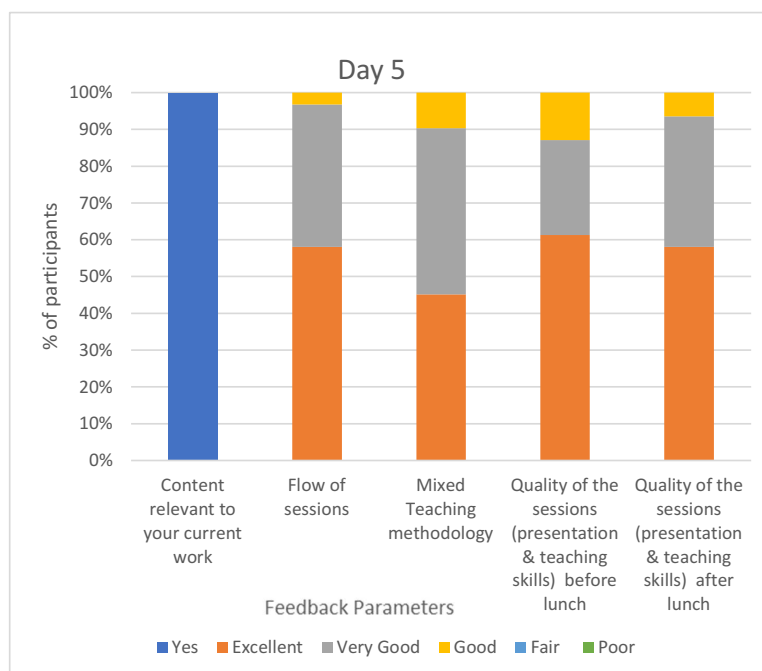


Figure 11: Graph showing the feedback for day 5.

Table 6: Feedback for day 6 (n=37).

Feedback parameters	Yes	Excellent	Very Good	Good	Fair	Poor
Content relevant to your current work	100					
Flow of sessions		62.5	37.5	0.0	0	0
Mixed Teaching methodology		68.8	18.8	12.5	0	0
Quality of the sessions (presentation & teaching skills) before lunch		68.8	31.3	0.0	0	0
Quality of the sessions (presentation & teaching skills) after lunch		75.0	25.0	0.0	0	0

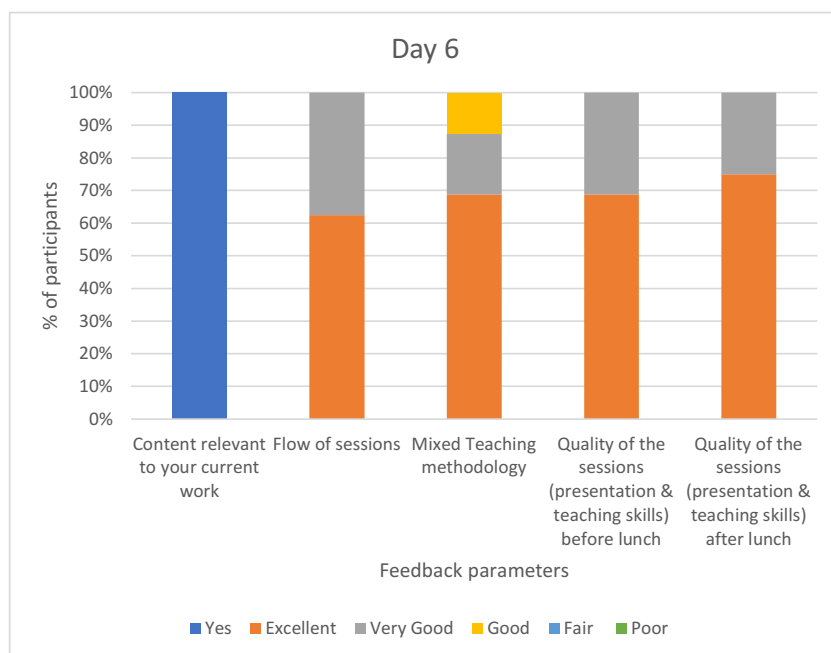


Figure 12: Graph showing the feedback for day 6.

**20th INTERNATIONAL PUBLIC HEALTH MANAGEMENT DEVELOPMENT
PROGRAM (IPHMDF)
DEPARTMENT OF COMMUNITY MEDICINE & SCHOOL OF PUBLIC HEALTH, PGIMER
CHANDIGARH**

21st February- 2nd March, 2023

This feedback is to assess whether the learning objectives of the module were achieved. Kindly reflect carefully.

Field visit Feedback Form

This feedback is to assess whether the learning objectives of the field visit was achieved. Kindly reflect carefully. Tick mark '✓' on the scale of 1(Disagree) to 3(Agree)

S.No	Particulars	1 😞	2	3 😊
1	I was well informed about the logistics and related information about the field visit			
2	I was well informed about the objective of the field visit			
3	Field <u>visit</u> were well planned and on target			
4	The <u>visit</u> started as per scheduled time			
5	There was a good interaction with the resource person during the field visit			
6	It increased my knowledge and skills in selected related to the program			
7	It <u>increased my</u> network for future collaboration			
8	It increased my familiarity with states best practices in selected areas of <u>Public</u> health Management			
9	The pace and the sequencing of the sessions facilitated easy transfer of learning inputs to me			
10	Field visit was relevant to my current work			
11	The element of Field visit can be <u>utilized in</u> my setting			
12	<u>Overall</u> the field visit meets my expectations?			

Figure 13: Feedback form for field visit.

Table 7: Feedback for field visit (n=37).

Feedback parameters	Agree	Neutral	Disagree
I was well informed about the logistics and related information about the field visit	94.74	0.0	5.3
I was well informed about the objective of the field visit	92.11	0.0	7.9
Field visit were well planned and on target	92.11	0.0	7.9
The visit started as per scheduled time	86.84	2.6	10.5
There was a good interaction with the resource person during the field visit	89.47	2.6	7.9
It increased my knowledge and skills in selected related to the program	94.74	0.0	5.3
It increased my network for future collaboration	92.11	2.6	5.3
It increased my familiarity with best practices in selected areas of Public health Management	94.74	0.0	5.3
The pace and the sequencing of the sessions facilitated easy transfer of learning inputs to me	92.11	2.6	5.3
The element of Field visit can be utilized in my setting	92.11	2.6	5.3
Overall the field visit meets my expectations?	94.74	0.0	5.3

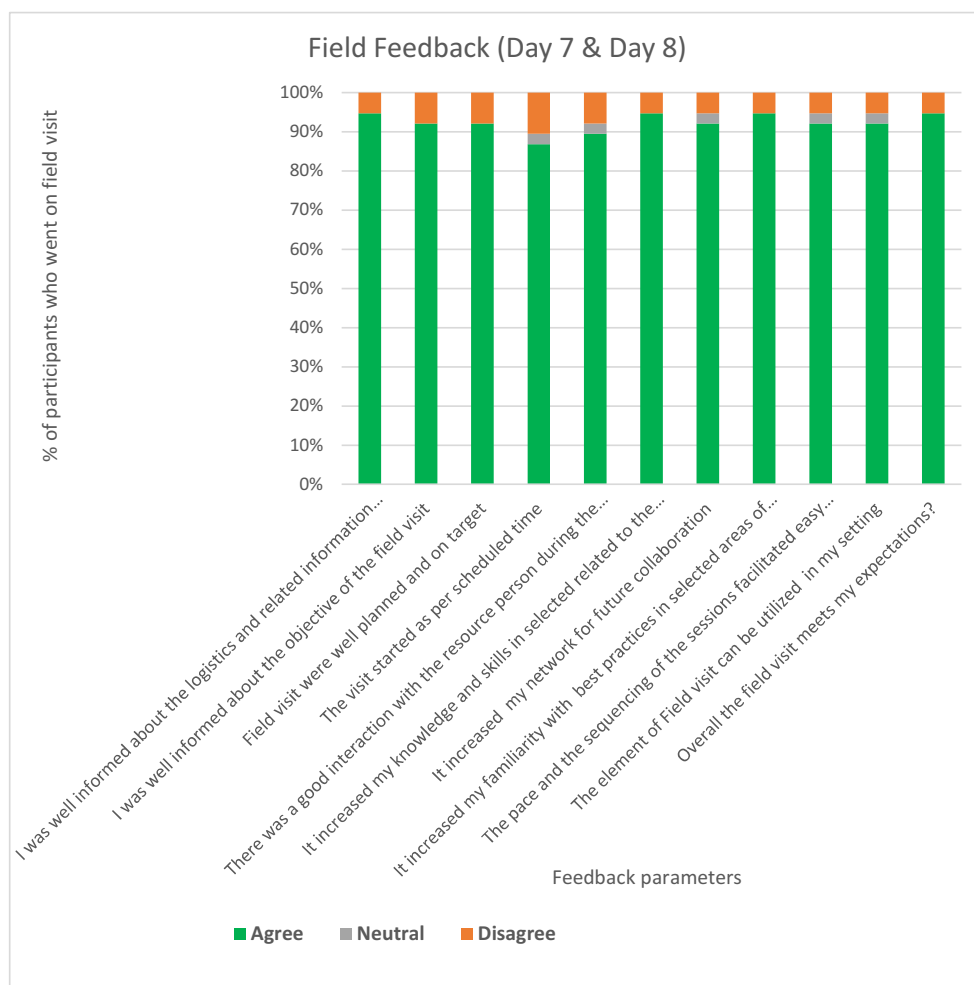


Figure 14: Graph showing the feedback for the field visit.

Table 8: Feedback for Day 9 (n=37).

Feedback parameters	Yes	Excellent	Very Good	Good	Fair	Poor
Content relevant to your current work	100					
Flow of sessions		77.8	11.1	11.1	0	0
Mixed Teaching methodology		63.0	25.9	11.1	0	0
Quality of the sessions (presentation & teaching skills) before lunch		63.0	25.9	11.1	0	0
Quality of the sessions (presentation & teaching skills) after lunch		66.7	22.2	7.4	0	0

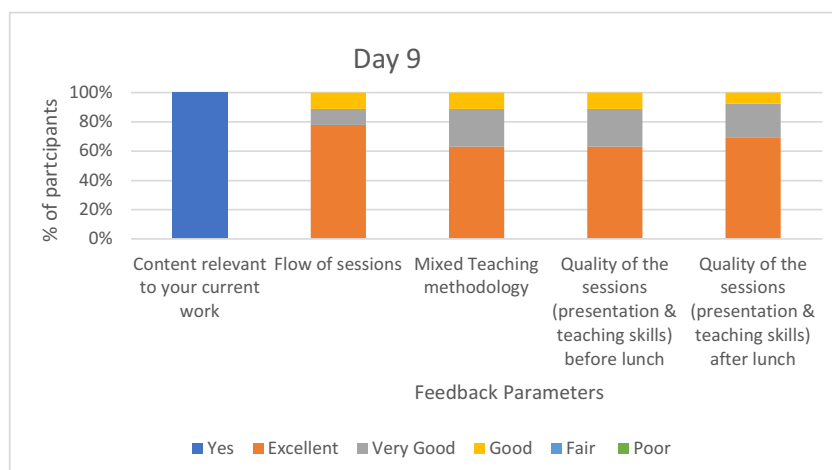


Figure 15: Graph showing the feedback for day 9.

According to the day wise module feedback, the participants found the content of the course was relevant to them. Most of the participant responded the flow of session, quality of the session and mixed teaching methodology of the sessions as excellent or very good. A separate field feedback form was also shared with the participants for their visit to health and wellness centre. 94.74% of the participants expectations were met during the field visit.

**20th INTERNATIONAL PUBLIC HEALTH MANAGEMENT DEVELOPMENT
PROGRAM (IPHMDP)
DEPARTMENT OF COMMUNITY MEDICINE & SCHOOL OF PUBLIC HEALTH,
PGIMER CHANDIGARH**

21st February- 2nd March, 2023

This feedback is to assess whether the learning objectives of the module were achieved. Kindly reflect carefully. Tick mark '✓' on the scale of 1 (Disagree) to 3 (Agree)

Overall Feedback Form				
S.No	Particulars	1 ☹	2	3 ☺
1	I was well informed about the logistics and other information about the program before I came			
2	I had the prior knowledge of what would be my "take-away" from the course			
3	The venue of the course had all the requisite facilities and necessary comforts			
4	Presentations were well prepared and on target			
5	The mix of methodologies (presentation, exercises, case studies) used in this course was effective			
6	The program overcome language & other barrier & facilitator understanding			
7	The pace and the sequencing of the sessions facilitated easy transfer of learning inputs to me			
8	The workshop program engaged me in active learning related to its goal			
9	The course met its stated objectives			
10	This course was relevant to my job responsibilities			
11	I intend to use what I learned from the course in my work			
12	The resources/material/approaches provided will be helpful in my program settings			
13	I would recommend this course to my colleagues			
14	The course help me in developing networks & relation with other participants			
15	The number of participants in the course was appropriate			
16	Increased my familiarity with state of the art/ best practices selected areas of Public Health Management			
17	Strengthened my knowledge and skills in selected area of Public Health Management			
18	Increased my knowledge and skills to develop strategies to develop in counter the Public			
19	Health problems in my country			
20	How effective was the Faculty?			
21	How effective was the Support Team?			
22	What are the three things you really like about this program?			
23	Any suggestions you would like to offer for future programs			

22. What are the three things you really like about this program?

- 1.
- 2.
- 3.

23. Any suggestions you would like to offer for future programs

Figure 17: Overall feedback form

Table 9: Overall feedback for the course (n=37).

Feedback parameters	Agree	Neutral	Disagree
I was well informed about the logistics and other information about the program before I came	75	5	20
I had the prior knowledge of what would be my "take-away" from the program	80	15	5
Presentations were well prepared and on target	90	0	10
The mix of methodologies (presentation, exercises, case studies) used in this program was effective	95	0	5
The pace and the sequencing of the sessions facilitated easy transfer of learning inputs to me	95	0	5
The program engaged me in active learning related to its goal	95	0	5
This program was relevant to my job responsibilities	90	5	5
I intend to use what I learned from the program in my work	95	0	5
I would recommend this program to my colleagues	100	0	0
Strengthened my knowledge and skills in selected area of Public Health Management	95	0	5
How effective was the Faculty?	100	0	0
How effective was the mix of academic and study tour?	100	0	0
What is your overall rating of this program?	100	0	0

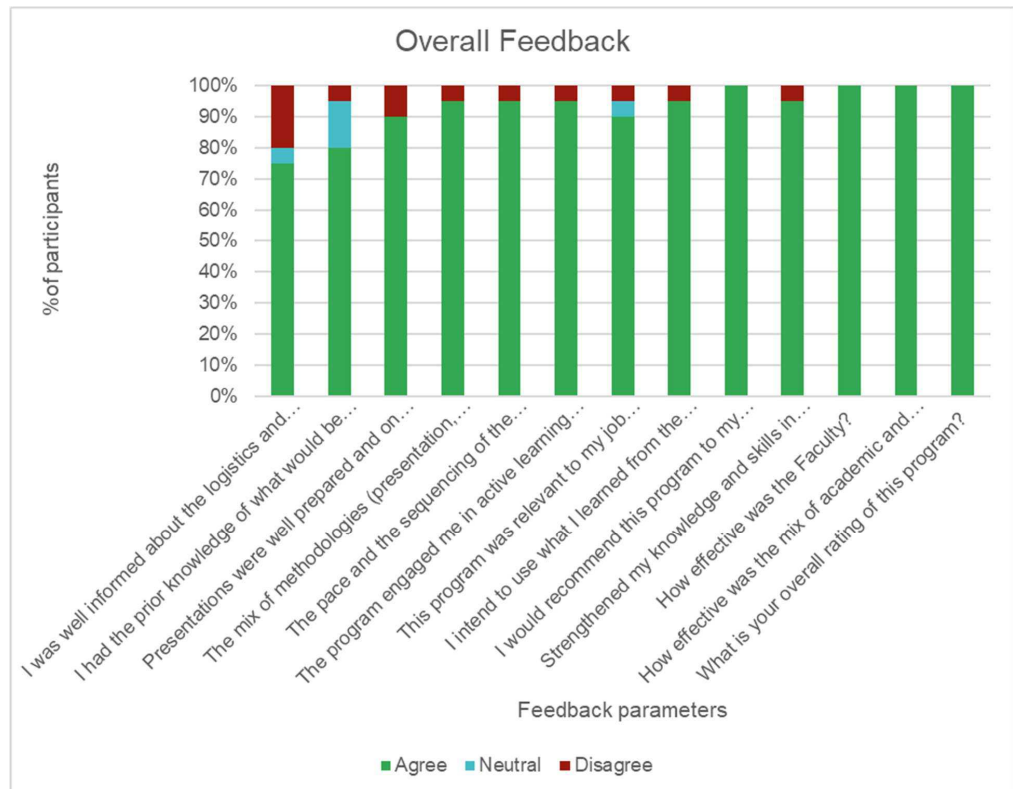


Figure 18: Graph showing the overall feedback at the end of the course.

A pre-test and post-test were also shared online at the beginning and end of the program respectively for the program evaluation. The test questionnaire consisted of multiple-choice questions based on the modules of the course, formulated by me and my colleague, which was shared to evaluate the progress in the knowledge of the participants from the beginning to the end of the program. The data was collected from the google form sheets. Then, the correct answers were coded as 1 and the incorrect responses were coded as 0. Total number of correct responses were summed up against each module. Total percentage of correct responses for each module was calculated for pre-test and post-test and was then compared. The number for responses were 37.

Table 10: The total number correct responses in pretest and posttest (n=37)

Modules	Participants responded correctly in Pre -test	Participants responded correctly in Post test
Public health management	29.82	56.67
Ancient Indian management wisdom	50.00	98.33
Role of Public Health Management and Leadership in Attaining Health Related Goals of SDG	46.05	91.67
Management and leadership on crisis situation	75.00	100.00
Team Building	28.95	65.00
Motivation and morale	50.00	78.33
Effective communication in Public Health	35.53	48.33
Material planning and Forecasting	39.47	70.00
Inventory control techniques	56.58	73.33
Budgeting planning, implementation and reporting	38.16	83.33
Costing	25.00	70.00
Human Resource Management	42.53	65.00
Training needs assessment	47.37	75.00
Quality Improvement in healthcare	57.50	74.17

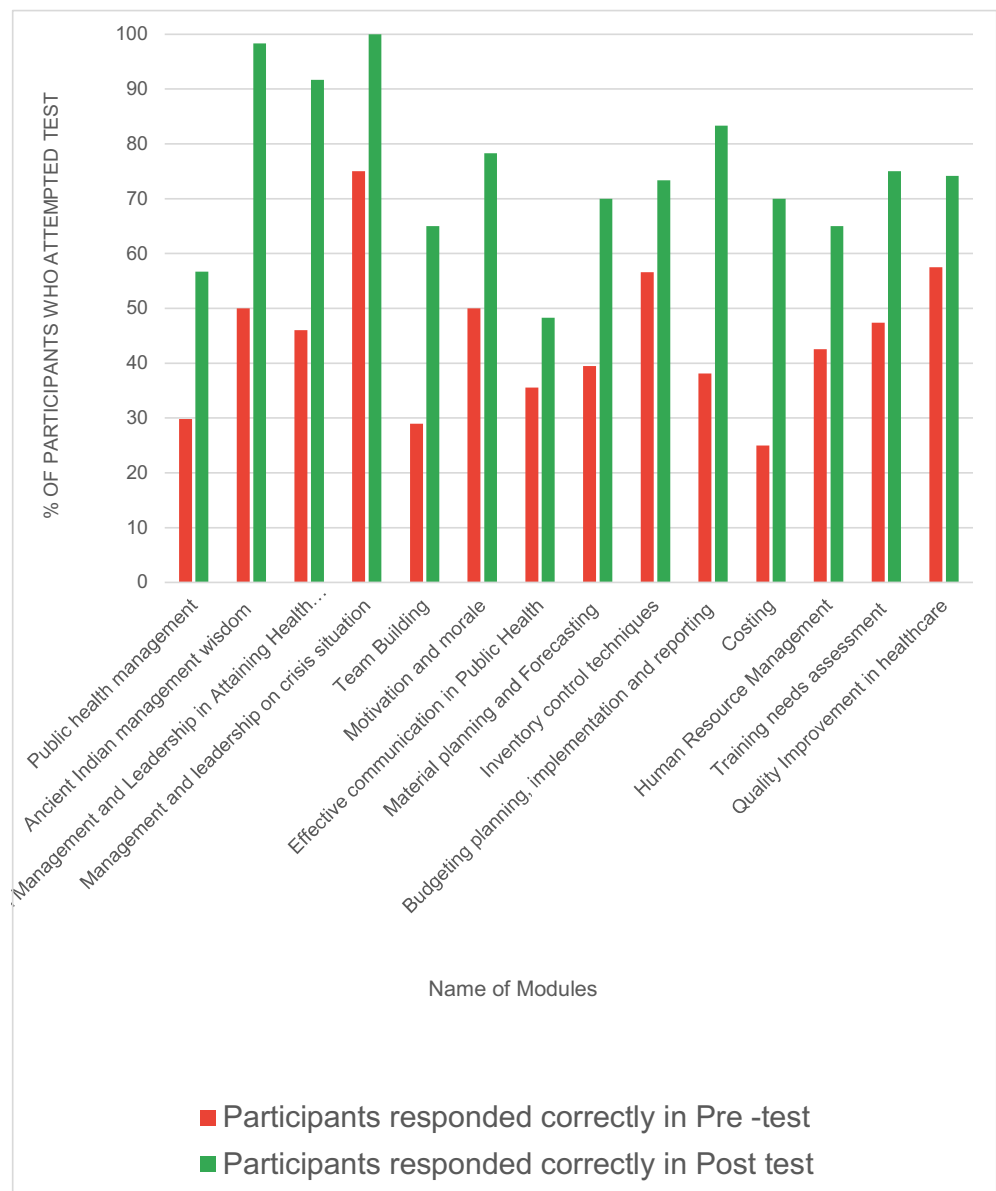


Figure 19: The evaluation of the course.

Results of the post test showed that after the course the knowledge of the participants increased in each module of the course.

A.2. Online course

A.2.1 Aim

To build capacity of the community health officers working under National Health Mission, Odisha

A.2.2 Description

The one year online post graduate diploma in primary health care management focuses on improving the clinical skills of community health officers posted in Odisha. The course is designed in such a manner which they can continue pursuing while working alongside, the classes would occur every Monday from 5 to 7 p.m. The assignment is to make a skill video demonstrating the skill using the “Objective Structured Clinical Examination” checklist. The video would then be peer-reviewed using the same checklist. Peer learning would reinforce the learnings. The module would be covered over a month and at the end of a module, there is an exit exam which needs to be cleared before going to the next module. The online course aims to train 4000 CHO’s over the period of 3 years.

B. Key learnings

While working as program assistant, the effectiveness and reach of social media in advocacy of a program and for the involvement of key stakeholders was understood. The use of feedback forms for concurrent monitoring and analyzing the data helped me to develop a greater understanding of the importance of feedback during a course. The use of pre-test and post-test for the evaluation of the course and implementation of action plan as efficacious tools to measure the success of program. I further learnt the importance of cross-cultural learning and interacting with experts from different fields, as it broadened my horizons and perspectives about public health. While assisting in the development of online course for CHO, the preparation of schedule and sourcing of resource material for the course was also an additional learning. The exposure helped me develop my communication skills, build cultural

competency, learn monitor and evaluation of ongoing program.

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