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IMPROVING THE DEVELOPMENT OF MANAGERIAL COMPETENCIES OF GENERAL PRACTITIONERS IN POSTGRADUATE MEDICAL EDUCATION BASED ON A COMPETENCY-BASED APPROACH

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Abstract

The article addresses current issues related to improving the development of managerial competencies among general practitioners in the context of modernization of postgraduate medical education. The necessity of implementing a competency-oriented educational model aimed at enhancing managerial thinking, decision-making skills, effective communication, and leadership within primary health care is substantiated. Existing educational approaches are analyzed, and their limitations in forming managerial competencies are identified. An optimized training model integrating clinical and managerial components and focused on practice-oriented outcomes is proposed. The results demonstrate the effectiveness and relevance of the competency-based approach in improving the quality of postgraduate medical education.

Keywords: General practitioner, managerial competencies, competency-based approach, postgraduate medical education, professional development.

СОВЕРШЕНСТВОВАНИЕ РАЗВИТИЯ УПРАВЛЕНЧЕСКИХ КОМПЕТЕНЦИЙ ВРАЧЕЙ ОБЩЕЙ ПРАКТИКИ В ПРОЦЕССЕ ПОСЛЕДИПЛОМНОГО МЕДИЦИНСКОГО ОБРАЗОВАНИЯ НА ОСНОВЕ КОМПЕТЕНТНОСТНОГО ПОДХОДА

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Аннотация

В статье рассматриваются актуальные вопросы совершенствования системы формирования управленческих компетенций у врачей общей практики в условиях модернизации последипломного медицинского образования. Обоснована необходимость внедрения компетентностно-ориентированной модели обучения, направленной на развитие управленческого мышления, навыков принятия решений, эффективной коммуникации и лидерства в системе первичной медико-санитарной помощи. Проанализированы существующие образовательные подходы, выявлены их ограничения в части формирования управленческих компетенций. Предложена оптимизированная модель подготовки врачей общей практики, интегрирующая клиническую и управленческую подготовку, а также ориентированная на практико-значимые результаты профессиональной деятельности. Полученные результаты подтверждают целесообразность использования компетентностного подхода для повышения эффективности последипломного медицинского образования.

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Ключевые слова: врач общей практики, управленческие компетенции, компетентностный подход, последипломное медицинское образование, профессиональное развитие.

Introduction

Relevance

In the current context of healthcare system reform and the transition to a patient-centered model of medical care, the role of general practitioners as a key element of primary health care is significantly increasing. Along with clinical competence, family physicians are increasingly required to possess managerial competencies, including skills in planning, organizing, and coordinating medical care, making management decisions, effective communication, and leadership in an interdisciplinary team [3, 7]. Insufficient management training of general practitioners leads to reduced efficiency of medical services, irrational use of resources, and limited opportunities for implementing innovations in healthcare practice [1, 11].

Postgraduate medical education is considered the leading mechanism for the continuous professional development of medical personnel. However, traditional educational models in the postgraduate education system are primarily focused on updating clinical knowledge and skills, while the development of managerial competencies remains fragmented and unsystematic [5, 9]. With the increasing complexity of the healthcare organizational structure and the expansion of the functional responsibilities of general practitioners, this disparity is becoming a serious constraint on improving the quality of primary care [2].

The competency-based approach, widely used in global educational practice, enables the integration of professional knowledge, practical skills, and personal qualities of specialists, focusing the learning process on achieving specific performance results [4,12]. The application of a competency-based model in postgraduate medical education creates the preconditions for the targeted

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development of managerial competencies in general practitioners, taking into account the actual needs of the healthcare system and primary care practice [6]. The relevance of optimizing the development of managerial competencies is also determined by the need to improve the effectiveness of medical management at the level of outpatient and polyclinic institutions, strengthen the role of general practitioners in disease prevention, and rationally organize medical care for the population [8,13]. In this context, the development and implementation of a competency-based model of postgraduate education aimed at developing managerial competencies is a scientifically and practically significant task that meets the current requirements of the healthcare system and medical education [10].

The research topic is relevant and in demand, as its implementation contributes to increasing the professional readiness of general practitioners to perform managerial functions, improving the quality of primary health care, and the sustainable development of the healthcare system as a whole [1,13].

Research Objective. The objective of this study is to scientifically substantiate and develop an optimized competency-based model for the development and enhancement of managerial competencies in general practitioners in the postgraduate medical education system, as well as to evaluate its effectiveness in improving the professional readiness of physicians to perform managerial functions in primary health care.

Research Materials and Methods. The study was conducted using a combination of theoretical, empirical, and statistical methods aimed at a comprehensive assessment of the development of managerial competencies among general practitioners in postgraduate medical education. The theoretical basis for the study was based on domestic and international scientific publications, regulatory documents in healthcare and medical education, and

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concepts of competency-based and systems-based approaches to the professional training of medical personnel.

The empirical data was obtained during a pedagogical experiment conducted at postgraduate medical education institutions. The study included general practitioners undergoing advanced training courses. Depending on the educational model used, students were divided into control and main groups. The main group received training using the developed competency-based model, while the control group followed a traditional postgraduate training program. To assess the development of management competencies, a questionnaire, expert assessment, testing, analysis of situational management tasks, and self-assessment of professional performance were used. Management competencies were assessed based on components such as organizational and managerial skills, communication competence, decision-making, leadership, and teamwork skills. Statistical processing of the obtained data was performed using descriptive and analytical statistics. Variance analysis, with the determination of mean values and standard deviations, was used to analyze the significance of differences between the control and treatment group indicators. The effectiveness of implementing the competency-based model was assessed based on the dynamics of management competencies before and after training.

Study Results: The study found that the implementation of the competency-based model of postgraduate medical education has a significant positive impact on the development of management competencies among general practitioners. A comparative analysis of baseline and final indicators revealed that, prior to training, both groups exhibited low to moderate levels of management competency development, indicating a lack of preparedness for physicians to perform management functions in primary care.

After completing the training, the intervention group, which utilized an optimized competency-based model, demonstrated statistically significant improvements in

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all components of management competencies. The most pronounced improvements were observed in the development of management decision-making skills, communication competence, and organizational and management skills. Physicians in the intervention group demonstrated a greater ability to analyze management situations, plan professional activities, and effectively interact with medical staff and patients.

The control group, which received the traditional program, also demonstrated improvements, but the changes were less pronounced and, in some cases, did not reach statistical significance. This indicates the limited potential of traditional forms of postgraduate education in terms of developing management competencies.

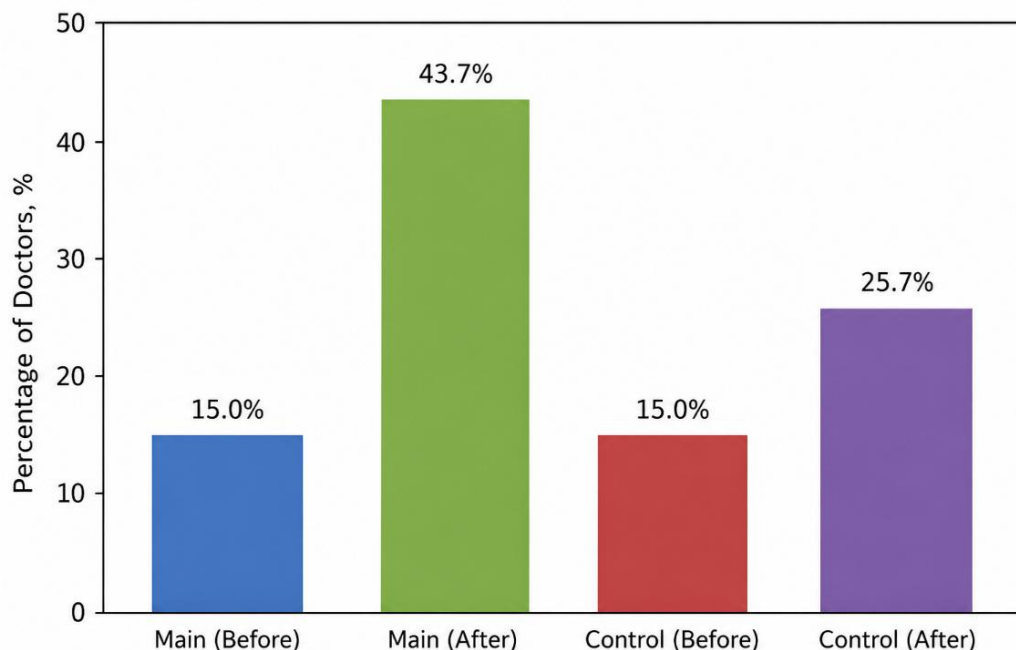


Diagram 1. Changes in the level of high management competencies among general practitioners (%).

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The summary results of the comparative analysis of the levels of management competencies among general practitioners before and after training are presented in the table.

Table 1. Changes in the levels of management competencies among general practitioners (%).

Level of management competencies	Main group (before training)	Main group (after training)	Control group (before training)	Control group (after training)
Low	48,6	14,2	47,9	32,5
Medium	36,4	42,1	37,1	41,8
High	15,0	43,7	15,0	25,7

Таким образом, полученные результаты подтверждают, что применение компетентностно-ориентированной модели последипломного медицинского образования обеспечивает более эффективное формирование управленческих компетенций у врачей общей практики по сравнению с традиционными образовательными подходами.

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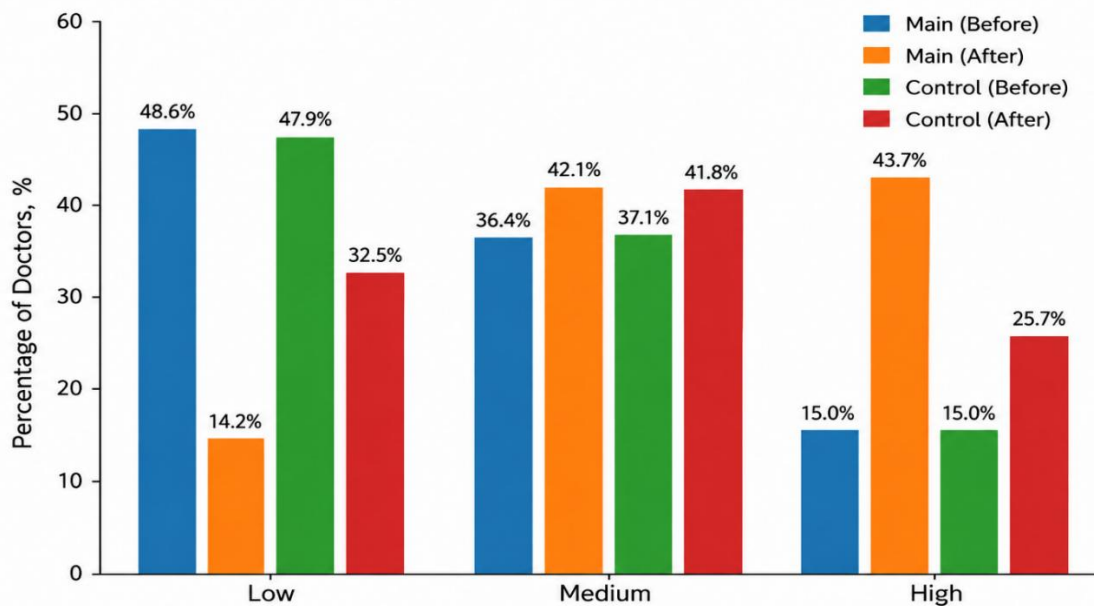


Diagram 2. Comparative Dynamics of Management Competency Levels among General Practitioners (%).

As can be seen from the data presented, prior to the start of training, low levels of management competencies predominated in the intervention and control groups (48.6% and 47.9%, respectively), while the proportion of physicians with high levels was only 15.0%. Following the implementation of the competency-based model, the intervention group saw a significant decrease in the proportion of physicians with low levels of management competencies to 14.2%, while the proportion of specialists with high levels increased to 43.7%. Positive dynamics were also observed in the control group, but were less pronounced: the proportion of physicians with high levels increased to 25.7%, while low levels remained in 32.5% of those surveyed. These results demonstrate the greater effectiveness of the competency-based model of postgraduate medical education in developing management competencies among general practitioners.

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Conclusion. The study demonstrated that developing and nurturing managerial competencies in general practitioners is essential for improving the effectiveness of primary care in the current context of healthcare system development. The introduction of a competency-based model into postgraduate medical education ensures the targeted development of managerial thinking, communication skills, decision-making abilities, and the ability to organize professional activities.

The results indicate a significant increase in the proportion of physicians with a high level of managerial competencies in the study group compared to the control group, confirming the advantages of the proposed model over traditional educational approaches.

It has been established that the use of a competency-based approach facilitates more effective integration of clinical and managerial training, enhances physicians' professional readiness to perform managerial functions, and ensures the efficient use of healthcare resources.

Therefore, optimizing the development of managerial competencies based on a competency-based model can be considered a promising approach for improving the postgraduate medical education system and enhancing the quality of healthcare for the population.

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