

## ABSTRACT

**Introduction to the issue and the importance of the topic:** The subject of this diploma thesis is to focus on issues related to teaching methods for the practice of hand hygiene in health care professionals in medical facilities. The issue of increasing efficiency in education is today an increasingly relevant topic supporting the activity of every person. In medical facilities, we encounter a problem with employee motivation, mutual interaction and communication when practicing new nursing procedures (hand hygiene), (Cullen, 2017). Unfortunately, most lecturers still teach only traditional teaching methods and use activating methods minimally or not at all (Sitná et al., 2009). Such a stereotype in the teaching process often provides only mechanical reproduction of the learned content. There is no consideration of understanding and practical interconnection, which is often boring and cumbersome for employees (Duran et al., 2017). The lecturer should pass on theoretical knowledge and practical skills to the given employees and thus develop their attitudes necessary for the performance of their profession (Vengl, 2011). Although much attention is paid to education in the literature, the methods used are often briefly characterized and listed by the authors. The primary focus of this work is on teaching methods, as it is the most important factor influencing the effectiveness of education, and their choice is not good to underestimate. An inseparable and most important part of successful learning is the personality of the teacher and the motivation of employees (Heinová, 2008).

**Aim of the thesis and research questions:** The aim of the diploma thesis is to find out how hand hygiene lecturers, using various teaching methods, educate employees in medical facilities. At the same time to map the knowledge and experience of lecturers with teaching methods in hand hygiene and their use during training. Furthermore, to find out the perception of differences in the effectiveness of teaching the lecturer between classical and activating teaching methods and compliance with regime measures. To achieve the goal, set sub-goals are used, which are discussed in more detail in the empirical part.

**Methodology:** A qualitative research method was chosen for the own research survey, which was carried out in various medical facilities. Data collection was performed using semi-structured interviews and was terminated when data saturation was reached. Audio recording was used to record qualitative data for reasons of authenticity. The interviews were then transcribed and analyzed using open coding for a total of ten research participants. The participants in the research were elected from among the lecturers training hand hygiene who have had experience in lecturing for more than 3 years.

**Expected implementation:** The result of the diploma thesis for lecturers will be a proposal of didactic methods in a medical facility concerning the method of teaching hand hygiene for new employees in the adaptation process and at the same time for existing employees during regular reeducation.

**keywords:** teaching methods, activating methods, lecturer, nurse, hand hygiene, pedagogy, medical facility, hospital infection, nursing care, didactics, effectiveness of education, motivation of employees