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## **IMPLEMENTATION OF INTERNATIONAL OSCE EXPERIENCE WITH COOPERATION SAFEMED+ PROJECT ASSISTANCE**

**Garas M.N.**

*Bukovinian State Medical University, Chernivtsi*

Objective Structured Clinical Examinations (OSCEs) are very helpful in medical education because they allow a student to practice and demonstrate clinical skills in a standardized medical scenario. Students have the opportunity to demonstrate competency in communication, history taking, physical examination, clinical reasoning, medical knowledge, and integration of these skills. It is meant to be a fair and accurate way to assess competence, as well as identify areas that need more work and practice. OSCE stations may include: clinical interactions (in-person or virtual) with standardized patients: counseling, examination, history taking, examination of mannequins and interpretation of findings, computerized cases, test interpretation, order writing [1].

OSCE is becoming more widely used for performance assessment in medicine. The Bukovinian State Medical University began incorporating the OSCE into its curriculum in 2016, when Master undergraduate degree was implemented. Conducting OSCE is based on the center of simulation medicine. In order to attract international experience in the implementation of OSCE, the grant policy department is implementing the SAFEMED grant project (EACEA Erasmus+ CBHE: SEFEMED+ (Simulation in Undergraduate MEDical Education for Improvement of SAFETy and Quality of Patient Care) № 618812-EPP-1–2020–1-GE-EPPKA2-CBHE-JP). One of the main proposals of project is to improve the curriculum of Clinical skills and its teaching/learning materials and tools in function of World Federation for Medical Education standards.

OSCE preparing discussion focuses on logistics and station design, curricular content and order, student anxiety, writing and scoring exams, and

curriculum assessment. Using an OSCE-based testing format is time-consuming and labor-intensive, but provides unprecedented feedback about students' understanding and pinpoints areas of confusion. The demands of an OSCE-based testing format reveal that students can master, to the level of competency, only a finite amount of information in a given time period. The timed, interactive aspects of the OSCE create high levels of student anxiety that must be addressed. Writing and scoring OSCE items are different from traditional test items. This review of the process of incorporating OSCEs into a curriculum is the foundation for future assessment of the OSCE and its use for curricular improvement [2].

There was overwhelming acceptance of the OSCE in with respect to the comprehensiveness, transparency, fairness and authenticity of the required tasks. However, students felt that it was a strong anxiety-producing experience. And concerns were expressed regarding the ambiguity of some questions and inadequacy of time for expected tasks [3].

The OSCE is a valuable mechanism to assess the students' progress toward competency. Student feedback was invaluable in influencing faculty teaching, curriculum direction and appreciation of student opinion. OSCE international experience is important component of implementation exam according to national standards and university rules.

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## **FEATURES OF DOCTOR TRAINING FOR DISTANCE FORM IN CONDITIONS OF QUARANTINE RESTRICTIONS**

**Godovanets O.S.**

*Bukovynian State Medical University, Chernivtsi*

Physician training is lifelong. Taking into account the requirements for continuous professional development, each doctor must be trained annually and