

case of future general practice physicians (undergraduate medical students) and surgical residents during internship (postgraduate training). Summarizing the results shows that both simulation methods are new, rarely used in Ukraine and are comparable in their duration and diagnostic relevance. Proportion of «highly relevant» information presentation was a little bit higher in the «VIPs» World Wide Web based interactive computerized format. Compared to the StandPat format, it was collected sooner, leading to a faster and accurate response and diagnosis. Meanwhile, the proportion of useful information elicited in both formats by user increased with its relevance, reaching up to 70 % ($p < 0,001$) for «highly relevant» information. World Wide Web based interactive computerized simulation is able to reproduce the cognitive process of clinical reasoning observed in StandPat simulations. It offers a visible alternative to StandPat simulation as a tool to train and test clinical thinking. Naturally, broadband online access and PC literacy are essential.

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HOSPITAL SETTING IMITATION FOR EDUCATION OF MEDICAL STUDENTS: A STORY ABOUT ROLE-PLAYING GAMES IN GENERAL SURGERY DEPARTMENT

**Sydorchuk R.I., Khomko O.Y., Sydorchuk L.P., Grodetskyi V.K.,
Kyfiak P.V., Volyanyuk P.M., Knut R.P.**

Bukovinian State Medical University, Chernivtsi

This idea is focused on the usefulness and how-to-do of Surgical Department imitation, considering its use to improve further introduction of

medical students into clinical settings, before they could become ascribed and accepted by other medical professionals to the role of real physician or at least candidate status.

Basic principles and essential ground rules and behavior in hospital imitation are to be employed during the role playing games in general surgery, while participants (both tutors and students) are guided through the process of creating individual personality and train at least few basic techniques under different modeled circumstances during each conducted class. Additionally, to different content provisions, we guide participating students thru, starting with the process of their personality creating the passport data similarly to the history case including name, occupation, psychological character, and makeover. Acting on behalf of their clown — grouping and developing of activities; experimenting clowning — surgical ward issues and real of imaged situations, patients' privacy and personal creativity. Optionally we consider being a wider audience covering the whole students' group demonstration of the imitational activity and simultaneous discussion. The possible benefits for all students participating in such situational classes is application of situation based learning by doing and by having created an interest while going away to learn more about real hospital situations. Participating students get the opportunity to start personal ideas about the projects in their medical education and where to look for assistance. Clinical imitations focusing on surgical situation provide students with better understanding of real clinical difficulties they may encounter during their future carrier.

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