

**МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я
БУКОВИНСЬКИЙ ДЕРЖАВНИЙ МЕДИЧНИЙ
УНІВЕРСИТЕТ**

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**МАТЕРІАЛИ
З НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ
З МІЖНАРОДНОЮ УЧАСТЮ
"МЕДИЧНА СИМУЛЯЦІЯ-
ПОГЛЯД У МАЙБУТНЄ"**



dissemination of knowledge, the refinement of internal processes, and integration into innovation ecosystems. This involves facilitating policies, regulations, and finance accessibility, elevating human resource expertise, promoting research, and cultivating a supportive culture of innovation and entrepreneurship.

Drawing from the wealth of experience and knowledge shared, an online training program, featuring blended learning options and curriculum adoption, has been developed for the sustained impact of the project. The enduring success of this initiative is further ensured by mobilizing diverse stakeholders in the knowledge triangle, creating tangible distinctions, and unveiling new possibilities for target groups and stakeholders such as students, academic and non-academic staff of HEIs, and startups. The commitment of partners is not confined to the current project; it extends to future collaborations, encompassing joint commercialization endeavours, research activities, operational management of established structures, and the continuous evolution of training courses.

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SCENARIO-BASED LEARNING EFFICIENCY FOR MILITARY TRAININGS Rogachevsky O.P., Pervak M.P.

Odesa National Medical University, Odesa

The National Emergency Association of Medical Technicians (NAEMT), Committee for Tactical Emergency Casualty Care (C-TECC) USA [1; 2], and Lithuanian University of Health Sciences (Kaunas, Republic of Lithuania) all emphasize the importance of medical training formation and development.

Mandatory training on this topic is still in its early stages, leaving structure and effectiveness analysis gaps.

The new peculiar conditions of institutions operating amid full-scale armed aggression foster the quick development of new teaching methods and techniques.

To tackle this challenge, we analyzed the experiences of various nations, particularly Kaunas Medical University in the Republic of Lithuania.

Employees of Odesa National Medical University received face-to-face training at this prestigious institution in the fall of 2022. The MARCH [3]

guideline requires teachers in NATO nations to get training on contemporary tactical medical theory. This course included a strong emphasis on practical skills.

After returning to Ukraine with modern theoretical knowledge and practical skills, qualified instructors were trained from among the teachers. They were able to train a large number of combatants and cadets simultaneously, utilizing the university's extensive material and technical base.

Our teachers obtained instructor credentials after completing NAEMT training on the TCCC module.

The authors analyzed the effectiveness of teaching cadets using self-assessment and checklists. The study included soldiers who received TCCC training in the red and yellow zones.

The evaluation was conducted based on two parameters:

1. A pre-post exam to improve the quality of passing the scenario (self-assessment).
2. Evaluate passing the scenario on a 100-point scale using the checklist for the first time and on the exam.

Combatants got confirmation of their involvement in the study prior to the commencement date.

Participants were allocated numbers based on the numbers they submitted on the GSE, pre-test, and post-test. Surveys and tests were recorded on paper and then uploaded to an electronic spreadsheet upon completion. Trainings and tests were placed in both the department's classrooms and the university courtyard. The participants have not received such instruction before.

The General Self-Efficacy (GSE) survey conducted prior to trainings demonstrated a lack of trust in medical care providers' knowledge and abilities, as well as a great understanding of the significance of training. Total complex scores increased statistically significantly from the pre-test to the post-test following the trainings (Wilcoxon W $p = 0.006$).

The average score for resolving the first-time scenario in training was 68.9 ± 8.10 (out of 100), indicating participants' lack of understanding of pre-hospital care and action protocols (TCCC).

Passing the exam script resulted in an average score of 85.8 ± 5.67 , over 17 points higher than before.

A paired t-test showed a substantial rise in scores from the first scenario ($M = 68.9$, $SD = 8.10$) to the last scenario ($M = 85.8$, $SD = 5.67$), $t(19) = -6.09$, $p < 0.001$.

Thus, the results of cadets undergoing simulation training in medical training under the TCCC program revealed that, according to the self-efficacy questionnaire, combatants gained confidence in their abilities, and according to the

scenario evaluation results, they significantly improved their skills in passing the scenarios.

This study (pre- and post-test) found a substantial increase in participants' confidence in their abilities to aid wounded soldiers on the battlefield, as well as their understanding of tactical combat assistance. This application tailors TCCC instructions based on injury models and military medical facilities in Ukraine, demonstrating its flexibility to meet individual demands.

The research was carried out as part of the project Erasmus+ KA2 CBHE № 101082077-SimS-ERASMUS-EDU-2022-CBHE Simulation medicine and Scenario-based learning for emergency care (SimS) .01.01.2023 – 31.12.2023.

It is also within the framework of the research work of the Department of Simulation Medical Technologies of ONMedU State Registration No. 0122U200307.

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