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PROBLEMS AT THE POST-GRADUATE MEDICAL EDUCATION: HOW TO IMPROVE LEADER SKILLS OF JUNIOR DOCTORS IN INFECTIOUS DISEASES SPECIALTY?64



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циалистов, к изменению нормативных требований к их профессиональной деятельности и личности. Заметно противоречие между сформировавшимся в обществе запросом на свободную, социально-ответственную демократичную эффективную личность и уровнем профессиональной деятельности значительной части специалистов. Усложняются требования к уровню сформированности профессиональной личности и профессионального сознания специалистов, к усвоению ими сложной системы антропологических научных знаний, психолого-педагогических понятий и категорий.

Перспективы дальнейшего исследования. Описанные нами подходы к обновлению содержания подготовки специалиста дошкольного образования в вузе способствуют качественно иной системе отношений между взрослыми и детьми, создают ситуацию

личностного и интеллектуального саморазвития ребенка и становления профессиональной индивидуальности будущего педагога. Рефлексивно-развивающие формы занятий в вузе являются основой для постоянного конструирования в будущем новых педагогических технологий работы с детьми в соответствии с расширением их Я-концепции, рефлексивного сознания и опыта взаимодействия с другими, моделированием для этого коммуникативного пространства, что характеризует качественно новый уровень профессиональной подготовки будущего педагога.

В перспективах своего дальнейшего исследования мы видим, прежде всего, разработку комплекса методической литературы для обновления содержания подготовки специалиста дошкольного образования с учетом ФГОС ДО.

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PROBLEMS AT THE POST-GRADUATE MEDICAL EDUCATION: HOW TO IMPROVE LEADER SKILLS OF JUNIOR DOCTORS IN INFECTIOUS DISEASES SPECIALTY?

ПРОБЛЕМИ ПІСЛЯДИПЛОМНОЇ МЕДИЧНОЇ ОСВІТИ: ЯК РОЗВИВАТИ ЛІДЕРСЬКІ ЯКОСТІ МОЛОДИХ ЛІКАРІВ ЗІ СПЕЦІАЛЬНОСТІ «ІНФЕКЦІЙНІ ХВОРОБИ»?

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Summary. The article describes opportunities for the development of leadership qualities of junior doctor from «Infectious diseases» specialty, or specialized study in courses of thematic improvement at post-graduate level of medical education. The review used elements of literature data with the descriptive analysis of own experience in conducting seminars and practical classes with junior doctors at the Department of Infectious diseases and epidemiology at the Higher state educational establishment «Bukovina State Medical University» (Chernivtsi, Western Ukraine, Eastern Europe). Creative thinking of the leader is a necessary and important part of the innovative pedagogy nowadays. Leadership skills and creative thinking are crucial for quality medical education. Elements of the philosophy of the ancient Greek thinker Marcus Aurelius appropriate to use in the process of postgraduate education and can be successfully implemented in the daily clinical work of a resident or junior doctor. **Key words:** postgraduate medical education, leader, personality, betterment, Mark Aurelius, creative thinking, Bukovina State Medical University.

Резюме. У статті охарактеризовано можливості розвитку лідерських якостей у молодого лікаря зі спеціальності «Інфекційні хвороби», що спеціалізується або ж навчається на курсах тематичного удосконалення на післядипломному рівні медичної освіти. Використані оглядові дані з елементами дескриптивного аналізу власного досвіду проведення семінарських і практичних занять з лікарями-слухачами на кафедрі інфекційних хвороб та епідеміології у вищому державному закладі «Буковинський державний медичний університет» (Чернівці, Західна Україна, Східна Європа). Креативне мислення лідера є необхідною і важливою частиною інноваційної педагогіки сьогодення. Лідерські навички і творче мислення є орієнтирами для якісної медичної освіти. Елементи філософії древньогрецького мислителя Марка Ауреліуса доцільно використовувати в процесі післядипломної освіти та можуть бути успішно імplementовані до щоденної клінічної роботи резидента чи клінічного ординатора.

Ключові слова: післядипломна освіта, лідер, особистість, розвиток, Марк Ауреліус, креативне мислення, Буковинський державний медичний університет.

Introduction. Medicine is an art and was taught as one up until about 100 years ago. Clinical practitioners are creative in using their skills of observation and intuition to make diagnosis and in suggesting treatments that may go beyond science. A practitioner, like a writer, has to be «someone on whom nothing is lost» (Henry James) and in this way mirrors the creativity of the artist.

Within current reforming of Ukrainian public health system and by the National curriculum of high medical education, students have to learn medical disciplines within six years of pre-diploma level, and up to six years of postgraduate education depending on the specialty. The main clinical discipline is internal medicine that included narrow subject like «Infectious diseases pathology». Furthermore, problem-based approach in studying of infectious diseases is very useful [1].

Nowadays, interactive learning methods implemented into educational process, and this technology is popular in Great Britain, USA, Germany, Denmark, and nowadays in Ukraine too. One of them is «case study» as method of analysis of real situation, which encourages students to think and take an active position with leader behavior. This method like one famous of the possible innovative technology include concept of development of intellectual abilities [4].

The aim is to analyze the ways of betterment of leadership skills and creative thinking of junior doctors, residents and fellows-in-training, including teaching elements of Greek stoic philosopher Marcus Aurelius within learning «Infectious diseases».

Research method. Present paper designed as descriptive analysis based upon the literature review and own experience with postgraduate medical students who specialized like residents or being working as junior doctors in «Infectious diseases» at the Higher state educational establishment «Bukovina State Medical University» (Chernivtsi city, Western Ukraine, Eastern Europe).

Basic research. Achieving high quality health care against a background of continual change, increasing demand, and shrinking financial resource is a major challenge. Moreover, there is significant international evidence that when clinicians use their voices and values to engage with system delivery, operational efficiency and care outcomes are improved.

Leadership is a vital part of the doctor's daily repertoire. Management in the medicine is necessary to provide the high quality medical care. By the John Maxwell, there are 5 levels of leadership: first level is about position, when staff must obey because the leader has position of a chief, head etc. Second level based on the permission, by J. Maxwell, where relationship of a leader with others is crucial, because leader connected with people, so they are followed him. Third level correlated with production, where key word is «result». So a leader should be effective and productive. Next level meant formation of a leader who develops people in the best way. The last fifth level is formation of respectful leader as he worked so long and so effective that so many people follow him [5].

Creative thinking for junior doctor included fluency and speed of mak-

ing decisions with originality, flexibility and imagination. Basic practical skill is supervision of patient at the stationary during clinical curation. There are multifold tasks for junior doctor at the postgraduate level: firstly, to reliably determine the genesis of infectious illness; secondly, to diagnose the mechanism of infection; thirdly, to form a likely preliminary clinical diagnosis taking into account the available supporting and guiding syndromes and symptoms.

Leadership skills included next important ones: be a better in communication, always be confident, be honest, have ability to delegate, have a good sense of humor, be committed, visualize your goals, have strong determination, be innovative, lead the team from the front, inspire team members, have open mind, create good work culture, identify strengths and weaknesses, face threats and explore opportunities, guide your team, give credit where credit is due, never forget your work, monitor and be a motivator and mentor. Usually a person become a leader when he encourage performers and exercise tough empathy towards non-performers, do the right things in right way, promise less and deliver more, lead a holistically fulfilled life. Here authors continue with recommendations for successful betterment a leader thinking: always remember that good is enemy of great, you must have a vision, energize team to work with passion, build your team with character, convey a positive and dynamic attitude in everything you do, treat each person as an individual, share the success and own the failures of the team, say «We» instead of «I», be cool under pressure, empower your team, share vision and actions with your team, be firm but fair, display emotional maturity, exercise good judgement, believe and live what you say, keep learning, growing and improving, follow through the excellence, accomplish more than expected.

By literature data and own experience, case study method for learning «Infectious diseases» with residents and junior doctors helped to develop communication skills, open-minded thinking and others cognitive processes. Case study method in particular when learning human infectious pathology give possibility to detailed study individual natural story case of a patient closely related to real life situation. When teacher «open up» a new case junior doctors start to discuss it actively and, usually, non-formal group leader with high speedy thinking start to generate ideas according to giving questions. Thus, every day within clinical round observation with teacher (residents' mentor) junior doctor has a possibility to improve his own leader skills as mentioned above and «out of the box» clinical thinking. Simultaneously, interactive case study method used by teacher at seminar class will create more confident behavior with clinical situations.

Greek ancient philosophy provided by one of the most famous teacher Mark Aurelius teaches the development of self-control. It enables a junior doctor to develop clear judgment, and inner calm [2]. This is especially needed, when a doctor is dealing with a patient in intensive emergency situation, like infectious-toxic shock caused by leptospirosis, typhoid fever, diphtheria, acute dehydration caused by cholera,

salmonellosis, intestinal yersiniosis, acute liver failure as result of Rey syndrome, leptospirosis, viral hepatitis, acute kidney failure caused by malaria, cholera, intestinal food-borne infections, acute hemorrhagic shock accompanied Ebola fever, intestinal perforation in enteric fever complicated patients etc.

Generally next elements of Marcus Aurelius teaching are useful for junior doctors and may help them to improve leadership skills for future carrier:

1. Concentrate every minute like Roman on doing what's in front of you with precise and genuine seriousness, tenderly, willingly, with justice;
2. If you don't have a consistent goal in life, you can't live it in a consistent way;
3. Let the spirit in you represent a man, an adult, a citizen, a ruler. Taking up his post like a soldier;
4. That every event is the right one. Look closely and you'll see. Not just the right one overall, but right. As if someone had weighed it out with scales. Keep looking closely like that, and embody it in your actions: goodness – what defines a good person. Keep to it in everything you do;
5. Our inward power turns obstacles into fuel. As a fire overwhelms what would have quenched a lamp. What's thrown on top of the conflagration is absorbed, consumed by it – and makes it burn still higher;
6. To welcome with affection what is sent by fate. Not to stain or disturb the spirit within him with a mess of false beliefs. Instead, to preserve it faithfully, by calmly obeying God – saying nothing untrue, doing nothing unjust;
7. Love the discipline you know, and let it support you. Entrust everything willingly to the gods, and then make your way through life – no one's master and no one's slave;
8. Keep in mind how fast things pass by and are gone – those that are now, and those to come. Existence flows past us like a river: the «what» is in constant flux, the «why» has a thousand variations. Nothing is stable, not even what's right here. So it would take an idiot to feel self-importance or distress. As if things that irritate us lasted.
9. No matter what anyone says or does, my task is to be good. Like gold or emerald or purple repeating to itself. No matter what anyone says or does, my task is to be emerald, my color undiminished;
10. Take refuge in these two things: Nothing that can happen to me that isn't natural; I can keep from doing anything that God and my own spirit don't approve. No one can force me to.

Many leadership programs already exist and widely used for junior doctors. For instance, in UK by General Medical Council provided «The Leadership and Management for All Doctors» program [3]. Being a good medical doctor means more than simply being a good clinician. In their day-to-day role, doctors can provide leadership to their colleagues and vision for the organizations in which they work and for the profession as a whole. However, unless doctors are willing to contribute to improve the quality of medical service and to speak up when things are wrong, patient care is likely to suffer. That doctor guidance sets out the wider management and leadership responsibilities of doctors in the workplace, including:

1. Responsibilities relating to employment issues;
2. Teaching and training;
3. Planning, using and managing resources;
4. Raising and acting on concerns;
5. Helping to develop and improve services.

Medical practitioners mostly at the postgraduate level of medical education are creative in a number of ways:

1. Through their communications with patients and their relatives;
2. In communication with other members of their interdisciplinary team;
3. Determining referral pathways;
4. Teaching and coaching;
5. Their own further education, which may be unique to them;
6. Diagnosis, choice of diagnostic tools and the way they are used.

Conclusion.

1. Really, teacher is teaching from heart, not only from a book. Since respectful teacher is the leader and could lead others residents and fellows-in-training to succeed in their medical carrier. Daily clinical practice strongly needed diligent work of junior doctor. Nevertheless, he must demonstrates the best leader creative thinking skills – communication, honesty, delegation of obligations, confidence, commitment, positive attitude, creativity, intuition, inspiration, individual approach, integrity of team to achieve a main goal.
2. Elements of Greek stoic philosopher Mark Aurelius could be considered as a necessary part of medical education, included in the Leadership Doctor program that supported former students and present junior doctors of the specialty «Infectious Diseases».

Prospects of further scientific researches. The most compelling is evidence of plan writing to implement training of medical leaders, especially within entire reforming of Ukrainian public health system.

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