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PECULIARITIES OF TEACHING OF ELECTIVE COURSE «POSTTRAUMATIC STRESS DISORDER» FOR MAGISTERS THE SPECIALTY 223 «NURSING»

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***Summary.** The article is devoted to research the peculiarities of using the modern pedagogical methods in teaching an elective course “Posttraumatic stress disorder” for magisters the specialty 223 “Nursing”. It has been established that for mastering the practical skills and professional abilities it is the effective implementation of network information and communication, gaming- and case technologies, problem-oriented learning.*

Key words: Posttraumatic stress disorder, Nursing, Magister, E-learning.

Introduction. Population health is one of the main derivatives of life quality. Statistical data prove that 50-65% of people affected at least one traumatic event during all life and many are exposed to two or more events, such as a large disaster, war, sexual or physical abuse, accident, torture, etc., which related to the threat to his own life (or the life of another person) and caused intense fear, helplessness or horror [1]. Psychological reactions to stressful events occur in all people, but may differ in strength and severity of the consequences for the overall condition. As it is known, Posttraumatic stress disorder (PTSD) is a clinically significant condition with symptoms continuing more than one month after exposure to a trauma that has caused significant distress or impairment in social, occupational, or other important areas of functioning [2]. Now it is proved that preventive medical and psychological assistance is the most effective means of prevention the negative impact of severe trauma on mental health [3]. Modern national Normative base for PTSD includes recommendations for prevention, diagnosis, treatment and rehabilitation of patients with this type of pathology to a wide range of experts [4]. Implementation of the main provisions adapted clinical guidelines is difficult due to absence the official data on the prevalence

and morbidity of PTSD in Ukraine, and cognitive asymmetry requires improvement of the evidence base for assessing the effectiveness of educational technologies [5]. Knowledge of basic diagnostic methods, ability to apply psychological interventions and provide emergency psychological assistance, to organize care and rehabilitation of victims of PTSD are important requirements in the development and professional growth of experts the specialty 223 “Nursing” (educational level – Magister).

The main part. According to the recommendations of «VA/DoD Clinical Practice Guideline for the Management of Post-Traumatic Stress» (2010), education should include sufficient information on the manifestations of PTSD and causes of behavioral problems with family and friends, professional problems, positive messages for the timely detection and promoting positive ways to overcome PTSD describing simple strategies to cope the symptoms and problems that develop, and setting on the need for some time to master and / or recovery. In HSEE of Ukraine “Bukovinian State Medical University” teaching of an elective course “Posttraumatic stress disorder” provides for first-year students the specialty 223 “Nursing” (educational level – Magister). According to

the approved curricula for the study of this discipline 3 credits (90 hrs.) are allocated, 40 hours. (44,44%) of them are practical classes and 50 hours. (55,56%) reserved for organization of extracurricular self-preparation of students. The subject of study of discipline is learning concepts: trauma, stress, post-traumatic stress disorder and methods of a survey people with PTSD, and detection the life-threatening psychosomatic conditions that can occur in victims of effects of traumatic situation, the organization of primary care and prevention late reactions in people with PTSD. The course is based on a wide range of interdisciplinary links and provides the students to acquire the competences both general and specific (professional) as the ability to perform nursing interventions according to clinical protocols and standards of nursing activities. To control the level of knowledges acquiring in time of practical classes the various teaching methods such as interviews, debates, cases and business games, solving of tests and situational tasks have been tested. Creative and research activity of students in solving problems is encouraged in order to develop clinical thinking. Information singularity, caused by increasing of information load, and reducing of curriculum time, and difficulty of clinical situations modeling, is one of the features of the teaching this discipline. In these conditions, it is important the role of motivational component of all participants in the educational process, introduction of newest network information technologies and some elements of the problem-oriented learning.

To overcome these problems in the graduating Department of Patients Care and Higher Nursing Education the effectiveness of advanced educational technologies have been evaluated on the base of developed e-learning course (ELC) "Post-traumatic stress disorder (elective course)" for students the specialty 223 "Nursing" (educational level – Magister). Structure of ELC corresponds to approved Regulations and contains a glossary, methodical instructions, abstracts, multimedia and tests for self-control. The functional of

LMS-platform Moodle allows to provide not only the transfer of knowledge for the ontological principle, broadcast and online support, extensive using of scenario tasks and adaptive algorithms, but also to monitor the knowledges. The main advantages of the developed ELC were convenience and systemic consistency of learning content, change from one-time assessment to the monitoring and evaluation the competencies of subject of educational process and evaluation of degree of the material using to make decisions. Individual training and work in small groups helps to master the techniques of psychological interventions and to develop communication skills and organizational abilities on planning the psychosocial rehabilitation and care of persons with PTSD, which increases the availability of qualified psychological assistance.

Conclusions. Implementation of network information and communication, gaming- and case technologies, and transition to problem-oriented learning are effective for the acquirement of professional competences of magisters the specialty 223 "Nursing" from the elective course "Posttraumatic stress disorder".

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