

## URGENCY OF IMPLEMENTATION OF SIMULATION LEARNING IN THE EDUCATIONAL PROCESS

**Disar D.S., Tsarynna T.Y., Kashperuk-Karpiuk I.S.**

*Bukovynian State Medical University, Chernivtsi*

The system of medical education in Ukraine, of course, needs to be improved in order to improve the professional level of doctors and medical staff in general. Many practitioners admit that they lack teamwork skills and confidence in emergency situations, so new approaches are needed to improve their technical and verbal skills.

Medical staff note that simulation training can significantly contribute to the achievement of learning objectives. This is due to the fact that this type of training has several significant advantages: clinical experience in a virtual environment without risk to the patient; objective assessment of the achieved level of skill; unlimited number of repetitions to practice skills; practice of actions at rare and life-threatening pathologies; reduced stress during the first independent manipulations; development of both individual skills and abilities of team interaction.

An important component of the simulation training technique is debriefing. It allows students to analyze the pros and cons of their actions and discuss their experiences. This type of activity provides feedback to assess the quality of the simulation task and consolidate the acquired skills and knowledge. Therefore, it is through debriefing that the simulation experience is transformed into a conscious practice, which will ultimately help the student to prepare both emotionally and physically for future professional activities.

Of course, no less important aspect in simulation training is training, which allows you to work out the algorithm in a particular clinical situation in all medical fields. In this case, with the gradual development of events, for example, starting from the situation at home, continuing to provide care in the reception, operating room or intensive care unit, or simulate a completely unusual situation in which the first priority is not the volume and quality of care but for example, ethical or legal issues, etc.

Thus, simulation training is an integral part of improving the professionalism of physicians. Thanks to such training, medical staff increases the range of their skills, and therefore improves medicine in general.

### References

1. Запорожан В.М., Тарабрін О.О. Симуляційна медицина. Досвід. Здобуття. Перспективи. Практичний poradnik. Суми: Видавництво «Університетська книга», 2018. 240 с

2. <https://egolovlikar.mcfr.ua/475341>
3. В. В. Артеменко, С. С. Семченко, О. С. Егоренко, Д. А. Новиков, Д. Ф. Караконстантин, Л. И. Берлинская. Симуляционное обучение в медицине: международный и отечественный опыт.
4. Guillaume Alinier. A typology of educationally focused medical simulation tools. *Medical Teacher*. 2007; 29: 243–250.
5. Heitz C., Eyck R. T., Smith M., Fitch M. Simulation in medical student education: survey of clerkship directors in emergency medicine. *Western Journal of Emergency Medicine*; 2011; 12(4): 455–60
5. Spiteri A. V., Aggarwal R., Kersey T. L. et al. Development of a virtual reality training curriculum for phacoemulsification surgery. *Eye (Lond)*; 2014;28(1):78–84.

## **CONDUCTING OBJECTIVE STRUCTURED CLINICAL EXAMINATION IN THE COVID-19 ERA: EXAMPLES OF INTERNATIONAL EXPERIENCE**

**Garas M.N.**

*Bukovinian State Medical University, Chernivtsi*

Throughout history, clinical competence has been evaluated using instruments such as an examination before a real patient. This traditional form of evaluation, however, makes it difficult to explicitly assess all components that comprise clinical competence<sup>1</sup>. In 1975, Harden began direct observation through multiple structured stations with a list of assessable aspects: the Objective Structured Clinical Examination (OSCE) [1]. The OSCE, a tool to objectively and fairly assess medical students' clinical competences, has become widely used in medical education worldwide [2]. The OSCE is an assessment tool based on the principles of objectivity and standardization in which candidates move through a circuit of time-limited stations in a simulated environment to determine professional performance [3]. The OSCE is becoming more prevalent within healthcare education programmes, because it is regarded as a useful method for assessing skills and underpinning knowledge required for practice. The OSCE is an assessment technique in which students demonstrate their competence under a variety of simulated conditions. Thus, providing evidence that students are competent in those specific skills tested within the exam context. However, the OSCE is a very different experience for students, in comparison to more established methods of assessment, for example: written assignments and continuous assessment in practice [4].