

THE BOLOGNA PROCESS AND URGE OF CHANGES IN MEDICAL EDUCATION

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The Bologna Process relates to general high education system and designates the ongoing activities whereby the Ministries of Education in almost forty European countries proceed with mutual attempt to standardize and harmonize fundamental aspects of higher education in the involved states. The quantity of participating countries is permanently increasing with Ukraine becoming a full member of Bologna process in recent years, whilst more aspects of higher education are included and the number of activities and projects is growing. However, the medical education has been limited in the process and the curriculum and development at the medical schools has been generally outdated.

The purpose of our work is to introduce the Bologna Process in real Ukrainian setting, based on our personal experience and knowledge obtained during extensive training in Europe and participation at the Association for Medical Education in Europe (AMEE). The focus is on Bologna process background, meaning, and objectives. We want to draw attention to some of the common and specific challenges medical education in Ukraine and Bukovinian State Medical University is facing now and will encounter in the near future such as a continued medical education (CME) development based on undergraduate and graduate education, a system of easily understandable and comparable degrees and a European coordination in quality assurance of CME including a system of accreditation, certification or comparable procedures.

Although Ukraine and BSMU currently dive deeper into Bologna process while University joins the agreement this September, grand majority of both tutors and students have no clear understanding of the idea or even worse, base their activities on wrong prejudices. The only exit out of the dead-end is rapid switch to wider international exchange and cooperation.

References

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UPDATING SIMULATION TRAINING DURING THE PANDEMIC CORONAVIRUS INFECTION

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Today, the distance learning system has a wide range of platforms and tools to support the educational process in a pandemic. Due to the variety of types of communications, there is a gradual replacement of traditional forms of education with telecommunications, while maintaining effective interactive communication between teachers and students. Although medical education differed from other types of education and distance education was partially introduced, nevertheless, in conditions of total self-isolation, medical education continued to carry out the learning process, but with the help of IT resources. This required a quick reaction of employees, students and teachers to the new conditions that had been created, all internal intellectual resources were mobilized for remote communication. The Bukovina State Medical University provided full access to all library and electronic resources. Despite the existing conditions of the IT infrastructure of the university, the educational process of the simulation center faced certain barriers related to the fact that the development of practical skills is not possible with the help of theory. There was a need for careful planning of the educational process according to the schedule of practical classes.

The purpose of this work is to demonstrate the possibilities of the intellectual potential of the employees of the simulation center for the implementation of the educational process when teaching practical skills in distance learning. The study involved 15 trainers of practical skills and 120 students who provided feedback on satisfaction with the educational process in conditions of total self-isolation. Since the beginning of the quarantine, all employees of the simulation center have switched to remote work, but this did not affect the quality of the provision of