



Матеріали

науково-практичної конференції
з міжнародною участю

“Симуляційна медицина погляд в майбутнє”

(впровадження інноваційних технологій
у вищу медичну освіту України)

м. Чернівці
19 лютого 2021



МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ
БУКОВИНСЬКИЙ ДЕРЖАВНИЙ МЕДИЧНИЙ УНІВЕРСИТЕТ

МАТЕРІАЛИ

НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ

З МІЖНАРОДНОЮ УЧАСТЮ,

“МЕДИЧНА СИМУЛЯЦІЯ - ПОГЛЯД В МАЙБУТНЄ”

*(впровадження інноваційних технологій
у вищу медичну освіту України)*

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У тезах доповідей науково-практичної конференції з міжнародною участю лікарів, науковців та молодих вчених, подаються стислі відомості щодо результатів наукової роботи, виконаної учасниками конференції.

С 37 **Медична симуляція – погляд у майбутнє (впровадження інноваційних технологій у вищу медичну освіту України)** (для лікарів, науковців та молодих вчених) : наук.-практ. конф. з міжнар. участю. Чернівці, 19.02.2021 року: тези доп. / Чернівці: БДМУ. – 267 с.

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followed by assessment of the 10-year risk of fatal events from cardiovascular disease on the SCORE chart and the choice of intervention strategies in the simulated patient".

Most students appreciated the use of simulation-based training and expressed the wish to increase the number of practice-oriented simulations. However, to get all the benefits of the proposed training method, the student must be carefully prepared in advance.

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SIMULATION TRAINING AS A MODERN METHOD OF EDUCATION IN HIGHER MEDICAL EDUCATIONAL ESTABLISHMENTS

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Simulation training provides the solution to the problem of qualitative mastery of practical skills and teamwork in providing emergency pre-hospital and medical help. Simulation training is a modern technology for the acquisition of practical skills and knowledge based on

realistic modeling and simulation of the clinical situation using a variety of modern training equipment [1, 2].

The main features of simulation training are: availability of an artificially created simulated learning environment; ability to use dummies for completeness and realistic modeling of an object in a particular situation; training specific practical skills using modern equipment without harming human health; working out team work in a simulated specific situation; availability of experienced teachers (instructors) who have extensive experience in medical and educational work [1-3].

Additionally, within any of the domains of competence, we can assess learners at 4 different levels, according to the pyramid model conceptualized by Miller [4]. These levels are:

- a) person knows (knowledge) – recall of basic facts, principles, and theories;
- b) person knows how (applied knowledge) – ability to solve problems, make decisions, and describe procedures;
- c) person shows how (performance) – demonstration of skills in a controlled setting;
- d) person does (action) – behavior in real practice.

Various assessment methods are more or less well suited to evaluation at these different levels of competence; for example, written instruments, such as exams consisting of multiple-choice questions, are efficient tools for assessing what a student «knows». Conversely, it makes little sense (despite longstanding custom) to test the ability to perform a procedure by writing about it. Rather, for evaluation of those outcomes that require trainees to demonstrate or «show how» they are competent to perform various skills [5].

The Center of Simulation Medicine is a special structure that has the necessary equipment to immerse the learner in an emergency situation as close to real as possible [6]. For the effective work of the Center is necessary the interaction and cooperation with university theoretical departments, clinics, hospitals and medical centers, local and regional health departments, the public, leading associations of medical workers, leading world training simulation centers and other organizations [6].

A training simulation course is a practical work program organized through the student's participation in activities that mimic professional activity, using technical means, if there is control and time to form a stable skill for performing manipulations. The simulation course is one of the most important parts of the system of training certified and accredited healthcare professionals; it forms the basis for further improvement of acquired skills in future practical work of doctors. Simulation training course is a separate component of the curriculum, providing the opportunity for practical training of a specialist for professional activities in conditions close to real ones; satisfies the needs of the student in professional development, contributes to the accumulation, augmentation of medical knowledge, improves the quality of public services [7].

At training «at the bedside of the patient», the priority is in treating of the patient, not training students skills. In addition, in the process learning will not work second condition - responsibility for their actions. On the simulation training the priority is in educational task, in the process of which we admit the negative outcome of care to the student felt everything a measure of their responsibility [7].

The task of the simulation is to ensure that students believe that the dummy on which they practice the task is the real patient and they are responsible for his treatment. Following actions of students depend on this. Having a mannequin that blinks and speaks is wonderful, but for many students this is not enough to overcome the barrier of game feeling. The content of the scenario needs to be clinically realistic. The professional attitude of teachers is also important. It

must be remembered that the level of realism depends on the level of knowledge and skills of the student. In the clinical setting, errors must be prevented or terminated immediately by supervisors to protect the patient. In contrast, in a simulated environment, errors can be allowed to progress to teach the trainee the implications of the error and allow reactions to rectify deviations. Learning from errors is a key component of improving expertise and serves to organize future behavior [1].

Simulation approaches provide additional means for exploring vulnerabilities in health care delivery and for using that information to improve the competence of providers, the system of care, and interaction between the two. Examples of systems-level applications of simulation include uniform training for interdisciplinary in-hospital resuscitation teams and the increasingly relevant assessment of technology, information systems, and procedures.

Therefore, introduction of simulation training courses into the medical training process must help to reduce medical errors, reduce complications and increase quality of health care delivery to the population.

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BRIEF OVERVIEW OF THE SIMULATION-BASED MEDICAL EDUCATION

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Importance of the simulation-based medical education may be easily illustrated by the words of D.B. Gaba (2004): "Simulation has the potential to revolutionize health care and address the patient safety issues if appropriately utilized and integrated into the educational and organizational improvement process." Simulation-based medical education is widely accepted as