



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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THE SIMULATION TRAINING AS A MOTIVATIONAL COMPONENT OF THE FORMATION OF DOCTOR'S COMPETENCIES(BSMU EXPERIENCE).

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Today's realities force students to show high activity and independence in the process of acquiring knowledge and skills, which requires the introduction of new modern technologies in higher medical educational institutions.

One of the main tasks of higher education institutions is the formation of nobility to apply the acquired knowledge and skills in professional activities, i namely competencies. During practical classes, teachers of clinical departments are often faced with the opportunity to provide the student with direct contact with patients.

That's why today it's important to introduce virtual technologies into the educational process, which involve modeling various clinical scenarios. This technique gives students the opportunity to make decisions independently and perform certain manipulations in conditions close to real, and also improves the mastery and acquisition of the necessary practical skills. Reproduction (simulation) of situational scenarios not only improves professional skills, but also provides an opportunity to learn coordinated teamwork.

We evaluated the quality of knowledge survival in 5th year students of Bukovinan State Medical University with English-language form of education after the involvement of simulation technologies in the process of their education.

A survey of 74 students of the medical faculty №3 with English-language form of education was conducted 2 weeks after the practical lesson on the module №2 "Neonatology". The first group consisted of 34 students who had simulations of the clinical situation during classis. The second group included 40 students who were taught according to traditional methods. All students were in the same conditions during the survey, namely they did not have the opportunity to prepare in advance for testing and use gadgets during the survey.

The results of the comparison groups of both groups did not differ, $57.5 \pm 8.4\%$ and $55.8 \pm 7.8\%$ ($p > 0.05$), respectively. However, the number of students whose result exceeded 60% of the correct answers in the group that underwent the stimulus scenario was significantly higher ($23.5 \pm 7.2\%$ and $7.5 \pm 4.1\%$, ($p\phi < 0.05$)). At students of the first group the relative risk of preservation of qualitative knowledge ($> 60\%$ of correct answers) was equal 1,2 (95% CI 0,3-4,2) at a ratio of chances - 1,9 (95% CI 0,3-4,2).

Thus, simulation training is a powerful tool for modern medical education. The development of simulation training will increase the competitiveness of medical education. Simulation scenarios considerably increase the motivation and interest of students in practical skills and their ability to implement these skills in their further professional activities. The using of stimulation technologies during practical training greatly enhance the survival of student's knowledge.

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ASSESSMENT OF THE EFFICIENCY OF SELF-TRAINING FOR THE DISCIPLINE “PAEDIATRICS, CHILDRENS’ INFECTIONS” AMONG GRADUATING MEDICAL STUDENTS UNDER IMPLEMENTATION OF THE SIMULATION- AND PROBLEM-BASED LEARNING

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Formation of a constructive active personality, creative and non-standard thinking, the ability to quickly assess the situation and make specific decisions are valuable qualities of future professionals that will help them to adapt quickly in the labor market

Generalized model of innovative tutoring technologies involves the active participation of the students in the learning process, the formation of the subject’s sufficient level of skills and knowledge for their further application in real conditions, expanding the horizons of information space, the ability to work in a team and the desire for continuous self-improvement.

The current trends of the innovative educational models are simulation- and problem-based learning (SBL and PBL), which are based on usage within educational and tutorial programs of gaming simulation of those processes that take place in the real system. Both learning models, PBL and SBL have been actively implemented into the educational process at the Department of Pediatrics and Pediatric Infectious Diseases of the Bukovinian State Medical University (BSMU).

The aim of the survey was to evaluate the effectiveness of the broad background training for the discipline «Pediatrics, infectious disease» of the 5th and 6th courses students specialized in Pediatrics. On the base of the Department of Pediatrics and Pediatric Infectious Diseases of the BSMU, within the framework of the TAME project (Training Against Medical Error), a comparative assessment of the effectiveness of the preparation of 80 students (I group - 36 students of the 5th course and II group - 44 students of the 6th course), specialized in Pediatrics, has been done.

Anonymous questioning were conducted for all students using the questionnaire, which contained 12 questions related to the tutoring methods in the discipline "Pediatrics, children’s infectious diseases", students' general attitudes to studying and to different educational and tutorial forms and methods, including usage of new informational resources, as well as individual self-assessment of their individual readiness for professional activity