



## 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)*

**м. Чернівці**

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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.

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Consent” from the University Hospitals with an additional position, regarding agreement of patients for their examination and the performing medical procedures by students.

Threats. (1) The actual form of “Informed Consent” does not include patient’s permission for examination and / or manipulation, including invasive ones, by SUMPh students. (2) The performance of invasive procedures by students can lead to increased morbidity, and, respectively, to the dissatisfaction (resistance) of the hospital authorities and healthcare staff. (3) Procurement of new simulators, manikins and supplies, manufactured abroad, and their more intense use can significantly increase the overall costs of medical education. (4) The inability to consolidate simulator-obtained practical skills in real clinical conditions can lead to their loss during subsequent years of study.

Conclusions. Education process enhanced by simulation elements allows students to acquire basic medical and surgical practical skills, wherein to maintain patients’ safety and to minimize the medical risk.

However, in contrast to the evident advantages of simulation training, significant risks were identified associated with the complexity of the constant supply and maintenance of simulators in working order, as well as the transfer of acquired practical skills into clinical practice.

The assimilation of practical skills by medical students is a continuous process, with a progressive increase in the level of responsibility, constant development and gradual approach to real clinical conditions, and requires close supervision by mentors.

Medical simulation has been shown to be a “salvage” measure during the COVID-19 pandemic, allowing to maintain an acceptable level of practical skills assimilation by students in a safe epidemiological condition, outside of the potentially hazardous hospital area.

## **HEALTHCARE DEVELOPMENT CONCEPT**

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The concept has identified priorities for reforming higher education in Uzbekistan until 2030.

Presidential decrees and decrees, which are the legal basis for reforming the higher education system, are aimed at modernizing higher education in accordance with modern requirements, training highly qualified personnel, introducing advanced technologies, further improving the quality and efficiency of educational processes. Among them is the Decree of the President of the Republic of Uzbekistan PF-5847, signed on October 8, 2019, approving the concept of development of higher education in the country until 2030. The results of the analysis of this decree and concept are therefore described below.

By 2020, the number of higher education institutions in the country has reached 115. Of these, 94 are located in the regions (local). 21 higher education institutions are foreign or their affiliates.

In 2019-2020 alone, 59 higher education institutions will provide part-time education, and 10 will provide evening education. There are 410,000 undergraduates and 13,000 graduate students. This figure has increased 1.7 times in the last 3 years.

At a time when the number of students admitted to higher education institutions in the 2019-2020 academic year amounted to 121 thousand people, this figure increased by 92% compared to 2016 and by 18% compared to last year.

Starting from the 2018-2019 academic year, 16 higher education institutions in Uzbekistan have organized training and retraining of personnel using educational programs with the participation of foreign universities.

At the same time, a number of modern scientific and practical centers have been established in the Republic. The Center for the Development of Nanotechnology, the Research Institute of Semiconductor Physics and Microelectronics, the University of Biophysics and Biotechnology, and the Research and Practice Center for Intelligent Software Systems have been launched at the National University of Uzbekistan.

The number of special scientific councils presenting academic degrees in the higher education system of the country has reached 84, which increased from 48 to 36 in 2017. The number of teachers who have defended their doctoral dissertations in the last three years has been 1,693. The total number of people with academic degrees reached 9636 people, including 2130 doctors of sciences and 7506 candidates of sciences. As a result, the scientific potential of higher education institutions in the country increased by 5.1%. During this period, the number of interns and teachers of higher education institutions abroad was 1,611, the number of those admitted to the master's degree was 112, and the number of doctoral students was 51. The majority of those admitted are young people. The number of qualified teachers and scientists invited to our country visited 1154 educational institutions, including 94 from the United States, 445 from Europe, 299 from Asia and 316 from the Commonwealth of Independent States. In addition, there are unresolved issues, problems and shortcomings in the field of higher education.

In particular, the enrollment rate of young people in higher education institutions is much lower.

Currently, the qualification requirements for interns, prepared curricula, programs are not enough content for graduates to acquire theoretical knowledge and practical skills. In them, the share of non-major subjects is much higher.

Cooperation between higher education institutions and employers in the training of specialists is not well established. It is not enough for college students to think independently enough, to search for and process information and data.

The potential of the graduates is not up to today's requirements of the labor exchange. Due to the lack of knowledge of foreign languages by teachers, the low level of use of information and communication technologies, their professional skills do not meet today's requirements.

The problem is further complicated by the lack of textbooks (textbooks, e-books, monographs, teaching aids, lecture collections, etc.), the fact that most of them do not meet today's requirements, the lack of opportunities for the use of foreign literature. Recruitment of talented and educated young people to universities is not in demand. The quality and efficiency of postgraduate education of university teachers is low. The level of professional development is high, the participation of potential professors and teachers remains low.

The scientific potential of educational institutions in the country is low and does not exceed 34.4%. The average age of professors with academic degrees is high, 49. The average age of doctors of science of retirement age is 56 years, doctors of philosophy and candidates of science 43 years, and the share of doctors of science of retirement age is 45%, which is a very high figure. Adequate conditions are not created in the existing dormitories, libraries, training

workshops and laboratories of higher education institutions. Furnaces of physical activity, sports, wellness are not in line with modern requirements. Their material and technical base is not sufficient.

None of the higher education institutions of the country is included in the list of the first thousand in the ranking of institutions of international importance. Curricula are not based on modern requirements. Methods of assessing the level of knowledge of students do not comply with international standards.

The concept also identified strategic goals and objectives for the development of higher education.

The concept identified key areas for improving the quality and efficiency of highly qualified personnel in the country, developing intellectual property in accordance with the requirements of the labor exchange, creating a healthy competitive environment in higher education, achieving global attractiveness and competitiveness. According to him, increasing the involvement of higher education in the country, further improving the quality and efficiency of training. The system is designed to support the use of digital technologies and methods that meet modern requirements. It is planned to introduce a new system of financing the higher education system, ie to give them financial independence, to further strengthen the material and technical base of universities, to achieve their international recognition and competitiveness.

The country has seven research institutes in the field of higher education, including "Cell and Molecular Biotechnology", "Medical Genetics", "Ecophysiology", "Materials Science", "Energy-Saving Technologies, Control Measurement and Automated Systems", "Building Materials". »And« Food products and technology ».

Gradual development of foreign cooperation in the field, especially to achieve close relations with prestigious foreign universities of the Academy of Sciences of Uzbekistan. Improving the quality and effectiveness of research by reducing the number of notebooks, journals and other methodological documents that teachers need to keep in the educational process. Selective placement of educated young people in academic lyceums, followed by selection for higher education and training in in-depth training programs. Further improvement of the field of training of personnel engaged in scientific and scientific-pedagogical activities of higher education institutions through the involvement in targeted doctoral studies. Further improvement of postgraduate higher education institutions on the basis of international experience, further improvement of the work of scientific councils and defense of scientific dissertations on this basis. Deep reform of the system of awarding academic degrees and titles, the gradual transfer of these powers to special councils established under higher education institutions. Implement all drastic measures aimed at ensuring transparency of activities and combating corruption. Further intensification of the implementation of the project "Sector without corruption" will further strengthen the measures to eradicate this scourge.

A number of positive results are expected to be achieved after the implementation of the concept of further development of the higher education system for the period up to 2030. In particular, the involvement in higher education will be increased by more than 50%. The National University of Uzbekistan will become one of the leading institutions of higher education in the country. Ten higher education institutions operating in our country will be included in the list of the first 1000 internationally recognized organizations. The National University of Uzbekistan and Samarkand State University will take the first 500 places. The teaching process of higher education institutions will be gradually transferred to credit-module forms. Higher education is organized on the basis of international standards.

#### Conclusions:

1. The concept identified long-term directions for the implementation of strategic tasks.
2. A number of positive results are expected to be achieved after the implementation of the concept of further development of the higher education system for the period up to 2030.
3. Ten higher education institutions operating in our country will be included in the list of the first 1000 internationally recognized organizations. The National University of Uzbekistan and Samarkand State University will take the first 500 places.

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### **LEARNING THROUGH SIMULATION IN OBSTETRIC EMERGENCIES**

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During the period of highly developed technologies, obstetric management requires high quality providing of services. In this context, the constant improvement and acquisition of knowledge and practical skills is necessary. It is also needed to have an appropriate approach in the medical act to guarantee efficient fulfillment of the attributions by the providers. Simulation in obstetric emergencies is the art of transposing, through scenarios, the evolution of important clinical cases or rarely encountered in practice. The simulation allows the acquisition of new knowledge through interactive communication between the trainer(s) and the team, and the management of errors. Communication facilitates the understanding of team members and contributes to the quick resolution of clinical situations, representing a complex process of providing information, exposing ideas and feelings, and allows better interrelationship between people at the communicative, interactive, and perceptual levels.

The study aimed to assess the importance of simulation, multidisciplinary teamwork, and communication for the training of obstetric emergency service providers.

The training experienced by simulation in obstetric emergencies, of a total number of 196 people is presented. A number of 18 courses were spent, of 3 days each, within the Simulation Center, at the 3<sup>rd</sup> Level Perinatal Center, Institute of Mother and Child, from Chisinau, Republic of Moldova. The simulation was a complex training, keeping the principle "at the patient's bedside" and ended always in a positive way. A number of 78 people were surveyed, of which 41 doctors (52.6%) and 37 nurses (47.4%), who accepted without hesitation to participate.

Multidisciplinary teams included doctors obstetricians and anesthesiologists, midwives, and nurses in anesthesia and intensive care. A number of five scenarios were presented: fetal distress and vacuum/forceps extraction; shoulder dystocia; severe preeclampsia/eclampsia; postpartum hemorrhage, and maternal cardiac arrest. The cognitive learning model was