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XVIII

**INTERNATIONAL SCIENTIFIC
AND PRACTICAL CONFERENCE
"THEORETICAL AND APPLIED ASPECTS OF THE
DEVELOPMENT OF SCIENCE"**

**Bilbao, Spain
May 09 - 12, 2023**

ISBN 979-8-88955-317-5

DOI 10.46299/ISG.2023.1.18

THEORETICAL AND APPLIED ASPECTS OF THE DEVELOPMENT OF SCIENCE

Proceedings of the XVIII International Scientific and Practical Conference

Bilbao, Spain
May 09 – 12, 2023

UDC 01.1

The 18th International scientific and practical conference “Theoretical and applied aspects of the development of science” (May 09 – 12, 2023) Bilbao, Spain. International Science Group. 2023. 517 p.

ISBN – 979-8-88955-317-5

DOI – 10.46299/ISG.2023.1.18

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CONDUCTING INDUSTRIAL PRACTICE OF STUDENTS OF THE 4TH COURSE IN THE CONDITIONS OF A HYBRID FORM OF EDUCATION

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The main goal of higher educational medical institutions is to achieve compliance with accreditation requirements and international standards in medical education, as well as to confirm the quality practices of their graduates. According to the ASPIRE-to-Excellence Initiative, which is an International Association for Medical Education in Europe (AMEE), comprised of representatives from more than 90 countries on 5 continents, and which promotes international excellence in undergraduate medical education, postgraduate and continuing education — it is possible to evaluate education itself, while most universities pay attention only to the results of scientific research [1]. Among the main “areas of excellence”, AMEE emphasizes the importance of obtaining practical skills through simulation, which includes technologies and educational environments that involve the use of standardized patients, specialized simulators, and mannequins [2].

According to the Order of the Cabinet of Ministers of Ukraine, 27.02.2019 № 95-r., "On approval of the Strategy for the development of medical education in Ukraine", one of the important ways and methods of solving the problem of improving the quality

of higher medical education was to create conditions for higher education learners to undergo training at base of university clinics, implementation of innovative medical developments and provision of practical training of students [3].

Taking into consideration the peculiarities and difficulties of conducting the educational process in 2022 (the third year in a row of the epidemic of coronavirus infection, martial law and the constant threat of missile attacks), forced to develop new approaches to conducting industrial practice for students in the conditions of a hybrid form of education, which includes both online and offline forms of conducting classes. A new work program for industrial practice in pediatrics in the 4th year and a competency-based syllabus was compiled, considering the new standards of higher education and international experience.

Taking into the account the fact that it is in the 4th year that students first encounter clinical activity (the course of the cycle "Pediatric Hospital Physician's Assistant"), it was decided to consider the "Principles of the organization of providing medical care to children in Ukraine, the basics of Ukrainian legislation on children's health care". In this topic, special attention is paid to the legal aspects of a doctor's work, the duties of a pediatric hospital doctor and the issue of how exactly the structure of providing medical care to children in Ukraine is built. The necessity to work with normative documents as the basis of evidence-based medicine is highlighted.

Also crucial is the topic "Principles of ethics and deontology in the practice of a doctor of a pediatric department", which examines: the concepts of "ethics" and "deontology", the ability to consider the physiological and psychological features of childhood, requirements for medical staff when working with children, ideas about the main psychotherapeutic approaches to sick children, skills of establishing psychological contact with patients and their relatives, skills of mastering basic moral and deontological principles of a medical specialist and principles of professional subordination in pediatrics. Skills are developed by solving clinical and situational problems (with detailed justification and reference to legislative acts) with collective discussion of solution options.

The implementation of the objective structured practical (clinical) examination (OSCE) as a method of evaluating graduates was taken into account in the formation of emergency care skills in pediatrics, where the OSCE preparation algorithms were used for study. To practice competences in emergency situations in pediatrics, simulators are used: Infant auscultation trainer and smartscope (LF01201 W44743), Multi-purpose pediatric care simulator (S157 W45178); CPR simulator for newborns (Susie Simon® S101), Pediatric simulator for auscultation (PAT Basic). The assimilation of the theoretical principles and practical skills of providing emergency aid in various emergency situations in children by the students of education corresponds to the current standard of higher education in the specialty 222 "Medicine" for the second (master's) level of higher education (Kyiv, 2021) considering various international protocols providing care to pediatric patients based on the principles of evidence-based medicine.

In order to acquire skills in laboratory-instrumental diagnostics in pediatrics, students are asked to compile algorithms for examining a patient according to a

previous diagnosis and to provide examples of examination results typical for the indicated nosologies. Also, sets of results of laboratory-instrumental examination of a standardized patient are provided according to the pathology of certain systems and organs.

Students study technique and make algorithms for performing manipulations according to the list of the work program. Unfortunately, there is no opportunity to work out the manipulations practically.

Analyzing the experience of conducting industrial practice in pediatrics in the 4th year of study, we should note that we encountered the indicated issues: it is extremely difficult for students to obtain a clinical interpretation of the results of the examination in those cases when the industrial practice precedes practical classes in the pediatrics cycle. Diagnosis and therapy of emergency conditions in pediatrics does not cause difficulties, students willingly practice the relevant skills on simulators. Materials on the structure of children's health care, ethics and deontology in pediatric practice are learned well, the tasks arouse interest, encourage the study of legislative acts and raise many questions.

There are peculiarities of teaching foreign students: they want to interact with patients for the maximum amount of time. Unfortunately, at the same time, their basic theoretical training is not always sufficient for a quick entry into practical activity. Insufficient psychological preparation also attracts attention: many students experience increased stress and difficulties when interviewing the patient's history, which excessively tires patients. From this point of view, it would be logical to introduce a separate course on improving communication between patients and doctors, as well as courses on public speaking and the basics of logic. We believe that such courses would significantly improve communication, increase students' self-confidence and reduce stress level.

Conclusions. Due to the developed algorithms, the goal of conducting industrial practice by students of the 4th course in the conditions of a hybrid form of education was achieved. In order to improve the quality, it is recommended to conduct industrial practice after students have acquired theoretical knowledge of the pediatrics cycle, and to pay more attention to the communication skills of English-speaking students.

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