

Why Do I Need Medical Students for an Individual Plan of a Training Process?

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Abstract: Individual plan of a training process for medical students contains:

1. Theme and list of training elements, content modules and modules.
2. Forms of control on individual elements of the educational process.
3. Reference balls for individual and total elements of the educational process.
4. Actual scores received by the student for his personal control of the level of knowledge for individual learning elements and the total level.
5. The individual plan should become a motivating factor for improving knowledge of the individual components of the curriculum.
6. Its content should be used in self-preparation of the student for the lesson.

Medical students in the course of training should analyze the mistakes made and fill in the gaps in their knowledge, as self-control is the basis of cognitive activity, reasonable independence, disciplines the student, develops a critical attitude towards oneself, being motivated to better education. The results indicate increase objectivity in the control of knowledge from teachers and students to increase interest in teach a subject that is allowed to integrate in medical education and, in future, in practical public health of Ukraine and other countries. Diagnosis is based on the comparison of resembling signs of a disease, in an examined patient, with manifestations of all the diseases with similar clinical presentation. In consideration of the importance of preparing qualified specialists, it's natural to increase quality of education in medical institution, so it's necessary to embody the credit transfer system in training course of surgery in Ukraine by preparation physician – general practitioners.

Keywords: Individual plan, Training process, Medical students

Introduction

Individual plan of a training process for medical students contains:

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Such statement of a question, the higher medical education of independent Ukraine to return to the solution of a difficult pedagogical task - urgently and systemically to pass from classical methods of teaching of subject

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matters to post-classical that would allow at catastrophically accruing volume of medical information various organizations' and administrative and medical (preventive, diagnostic, medical, rehabilitation), and also scientific genesis to turn it into knowledge of the student, and the theoretical knowledge received by the same student, to transform to his professional skills and abilities.

All this together outlines the importance of the scientific and methodical research executed by us and does it actual in own contents. Such system and methodical transition would allow forming at the same time among medical students and motives to aspiration to study, to ability and desire to work, investigate and learn.

Taking into account that the level of qualification of the doctor is in the first place in various gradational system of educational societies it's understood the necessity to improve the quality of the doctor in institutes of higher education, in which directed implementation of the credit-module system to the educational process.

Preparation of doctors of the general practice is the principal task of the medical institution of higher education, and therefore the proper teaching of surgery in the whole complex of other disciplines will create conditions for quality medical practice doctor in the future, especially for those professionals who plan to work as surgeons in around world of countries.

The doctors of the general medical practice tasks determinates basic requirements of scope of knowledge and practical skills for graduating of foreign student of institute of higher education of IV level of accreditation: goal-directed methodic algorithm of questioning of the patient (getting anamnesis), physical examination, substantiation of provisional diagnosis, determinate algorithm of additional methods of investigations with analysis of received results, differential diagnosis, forming clinical diagnosis, substantiation of treatment program and its implementation.

Method

Medical students in the course of training should analyze the mistakes made and fill in the gaps in their knowledge, as self-control is the basis of cognitive activity, reasonable independence, disciplines the student, develops a critical attitude towards oneself, being motivated to better education. To implement the system of planning, monitoring and evaluation of the education quality for a real degree of assimilation of foreign students with specific components of the program during the academic year of surgery training and discipline for module "Abdominal surgery" in general based on the cumulative number of ranking points for the European Credit Transfer System (ECTS).

This will improve the quality of learning discipline among the four-year of foreign students of enrolled this year, and develop common indicators for professionally-oriented exam after 6 year of study to get a general level of theoretical and practical knowledge and skills of foreign physicians interns of surgery. The structured, multifactor planning of the educational process and implementation of various forms of staging control were conducted. Based on the standard curriculum and learning plan was created the Working program that regulates specific activities by teachers and students to achieve as a theoretical and practical knowledge required for this sequence of technological resources and action items using the credit-module system. The calculated threshold standards levels of education (sum of estimates after the module translates the 200-point scale ECTS) and communicated to students to stimulate their enthusiasm for learning to the maximum level.

Main objective of this passive method of training – lectures, is formation of an orientation basis for further assimilation by students of a training material, then when a source in this method of training is the word of the teacher that directly reflects its language of culture pedagogical professionalism. Besides, today lecture - as the passive method of study strengthened by such methods of presentation as an illustration (tables, schemes, presentations and so forth) and demonstration (slides, video movies).

It is important to note that in the course of application of a lecture method in the course of training students act as "object" of study - as passive listeners who have to acquire and recreate a lecture material which moves them the teacher - a source of knowledge.

The Department of Surgery № 1 (in 2017 – 95 years founded) of the State Organization "Dnipropetrovsk Medical Academy Ministry Health of Ukraine" (in 2016 – 100 years founded) was conduct structured, multiple planning of the study process and the use of different forms of the staging control. Taking into account the

Standard program of the discipline, curriculum, working program for the department was create the specific actions by teachers, of foreign students and of foreign interns of surgery to achieve theoretical and practical knowledge, necessary resources and sequence of technological operations with the use of credit-modular system.

Thus, there were additionally created classes for training with medical mannequin and simulators to master the practical skills of foreign students in educational time and time for self-preparation on products firm “3B Scientific”.

In 2011 on Department of Surgery № 1 of the State Organization “Dnipropetrovs’k Medical Academy Ministry Health of Ukraine” was founded Ukraine's first training center “Endoscopic technologies in medicine”, bases on which of foreign interns learn to use mini invasive operating technologies in surgery. This center was open thanks to involving special training and instruments of the company “Karl Storz-Endoscope” and “Ethicon Endosurgery” (subsection “Ethicon a Johnson and Johnson Company”).

Nosological principle of training that exists in most clinical departments, unfortunately, does not meet the practical work of a doctor, so we came to forming the curriculum by the syndrome principle: a practical training combines several pathological conditions, with oriental features, such as the module “Abdominal surgery”, consists of two modules of content (substantial modules): “Urgent abdominal surgery” and “Surgical Gastroenterology and Proctology”.

Thus, the substantial module “Surgical Gastroenterology and Proctology” includes “Syndrome of chronic pain in the upper region of abdominal cavity”, “Syndrome of mechanical jaundice”, “Syndrome of an acute pain in perianal area”, “Syndrome of rectal prolepses” and “Diarrheic-inflammatory syndrome”, combining similar diseases or their complications in the form of so-called educational elements, where, for example, a practice training for “Syndrome acute pain in perianal region” contains “Acute hemorrhoids”, “Acute anal fissures”, “Acute paraproctitis” and “Inflammation of the epithelial coccygeal passage”.

Results and Discussion

The results indicate increase objectivity in the control of knowledge from teachers and students to increase interest in teach a subject that is allowed to integrate in medical education and, in future, in practical public health of Ukraine and other countries. Experience of using credit-modular system in teaching and measuring knowledge of surgery since 2005 suggests that this approach is effective.

Received results underscore the increased objectivity in the control of knowledge on the part of teachers' interest and increasing of foreign students and of foreign medical interns' interest to master a subject, that allowed to prepare a general practitioner in surgery and surgeons, and integrate in the future in practical public health in worldwide.

Conclusion

Diagnosis is based on the comparison of resembling signs of a disease, in an examined patient, with manifestations of all the diseases with similar clinical presentation. In consideration of the importance of preparing qualified specialists, it's natural to increase quality of education in medical institution, so it's necessary to embody the credit transfer system in training course of surgery in Ukraine by preparation physician – general practitioners. It is necessary the cooperation of the educational institution, clinical department and companies - manufacturers of medical and educational equipment, as in our case, working with “3B Scientific” and “Karl Storz-Endoscope”, “Ethicon Endosurgery” (subsection “Ethicon a Johnson and Johnson Company”).

Use of medical simulators and training mannequins for acquiring practical skills and new technologies of operative interventions using modern endoscopic equipment, tools, and simulators allows imitating the real clinical situation during operative interventions and learning steps to resolve it.

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