

NGO "Science and Education without Boundaries"

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Toronto, Canada

**INNOVATIVE SOLUTIONS  
IN SCIENCE AND EDUCATION**

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**NGO “SCIENCE AND EDUCATION WITHOUT BOUNDARIES”**

# **Innovative Solutions in Science and Education**

**Conference Proceedings of the 1<sup>st</sup> International Conference**

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**APPLICATION OF STANDARDIZED PATIENT TRAININGS WHEN  
STUDYING THE COURSE OF INTERNAL MEDICINE BY SENIOR YEAR  
STUDENTS**

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The modern labor market places high demands on the training of competitive, highly qualified specialists. Therefore, the problem of insufficient professional competence of medical graduates is very relevant today (Trishch, 2020).

One of the main reasons for this situation is that educational institutions do not pay enough attention to solving practical problems in the future professional activities of specialists. This problem was greatly exacerbated during the COVID 19 pandemic, when students studied remotely and, of course, could not improve and master their practical skills. In this regard, it became necessary to change the approaches to the organization of the learning process in educational institutions (Pinchuk, 2020).

The ultimate goal of the educational process today is to train a qualified specialist who has modern theoretical knowledge and sufficient level of practical skills, as well

as the ability and desire for self-improvement. Given this, the main task of teaching internal medicine is the development of students' clinical thinking, which is achieved by synthesizing deep theoretical knowledge, practical skills, and clinical experience (Khaniukov, 2019).

An essential component of teaching students in higher medical education is mastering the practical skills required in working with a patient, namely the student must be able to collect complaints, past medical history, medical case history, conduct medical examinations, prescribe the necessary laboratory and instrumental examinations and interpret their results, make a provisional clinical diagnosis and a differential diagnosis, determine the algorithm of therapeutic measures and the principles of primary and secondary prevention, as well as to detect emergencies conditions and provide emergency response (Mudryk, 2020).

Simulation training is a successful alternative to patient education. Simulation teaching aids, technologies, and techniques are still used today and have a long history. However, there has been an increase in simulation teaching techniques used in medical education in the last decade. A growing number of medical universities are equipped with simulation centers of various levels, creating multiple clinical situations with a high degree of realism. A lot of experience has been accumulated, proving the effectiveness of this method (Khaniukov, 2019).

Currently, in the study of internal medicine at the department, the "standard patient" teaching method is actively used on the example of various situational tasks with the involvement of the so-called standardized patients. Their roles are played by volunteers or specially trained students. According to the terminology, a standardized patient (SP) is a person trained to take on the characteristics of a real patient that even an experienced clinician cannot notice such simulation. In the simulation, the SP simulates not only the history and symptoms but also the behavior, emotional and personal characteristics of the patient. A standardized patient (acts a role) simulates a clinical case according to a given clinical scenario (Dochshanov, 2015).

Translated from English, "standard" – hence "standardized," i.e., the patient must strictly adhere to and simulate a particular clinical case strictly within the "gold standard" prescribed in the clinical scenario. This technique of standardized patients allows not only to inform the student about the presence of specific symptoms but also to reproduce the history of the disease, body reactions, physical findings, as well as emotional characteristics and personality traits inherent in the real patient (Dochshanov, 2014).

The use of standardized patients in the study of branches of internal medicine allows teachers to assess the clinical skills of students in a safe environment, eliminating the possibility of causing potential harm to a real patient. Using this method, students learn to take a patient's history, conduct a physical examination in a structured and effective manner, ask questions about medical and social history, plan laboratory and instrumental research methods, and prescribe appropriate treatment (Shahidullah, 2017).

Thus, the use of simulation educational technologies in the training of physicians with the ability to objectively assess the acquisition of professional skills will undoubtedly lead to a significant increase in the skills of medical professionals and the level of readiness to use them in clinical practice.

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