

NGO "Science and Education without Boundaries"

2021

Conference Proceedings

February 10-12,
2021

Dublin, Ireland

**EMERGING TRENDS
IN ACADEMIC RESEARCH**

1st International Conference

ISBN 978-1-63795-218-4





NGO “SCIENCE AND EDUCATION WITHOUT BOUNDARIES”

Emerging Trends in Academic Research

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UDC 0.82

E 50

E 50 Emerging Trends in Academic Research: Conference Proceedings of the 1st International Conference, February 10-12, 2021. Dublin, Ireland, Primedia elaunch LLC, p. 197.

ISBN 978-1-63795-218-4

All extended abstracts / papers of 1st International Conference on Emerging Trends in Academic Research, held in Dublin, Ireland, on February 10-12, 2021 are published in the Conference Proceedings.

The recommended citation for this publication is:

Petrenko, A. B., & Ivanov, B. B. (2021). Improving and standardizing evaluation reports of web-based and mobile health interventions. *Conference Proceedings of the 1st International Conference on Emerging Trends in Academic Research*. Dublin, Ireland, 10-12 February 2021. (pp. 20-26).

https://ispic.ngo-seb.com/assets/files/1_conf_10_12.02.2021.pdf

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UDC 0.82

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ISBN 978-1-63795-218-4

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PEDAGOGICAL SCIENCES AND EDUCATION

APPLICATION OF CLINICAL SITUATIONAL TASKS IN THE STUDY OF ELECTIVE COURSE "AGE ASPECTS OF PHARMACOTHERAPY"

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An elective course "Age aspects of pharmacotherapy" as a subject aimed to train specialists who have sufficient theoretical knowledge and practical skills to conduct the most rational drug therapy for a patient taking into account his age characteristics. They also should be aware of methodology for selecting the most effective and safe drugs and their combinations, taking considering the individual characteristics of the

organism, the course and the form of the disease, the presence of concomitant pathology based on the principles of evidence-based medicine (Коковська та ін., 2019; Купновицька та ін., 2015).

Pharmacotherapy is an integrated concept that defines a set of treatments based on the use of drugs as well as the science of rational treatment of the patient (disease) with drugs. An integral part of rational pharmacotherapy is the acquisition of evidence-based medicine, the availability of clinical guidelines (recommendations, protocols) for the provision of medical care for certain diseases (Жураківська, 2015).

The ultimate goals of the discipline are set based on educational and qualification characteristics as well as on educational and professional training of doctors in the specialty and are the foundation stone for building the content of the discipline, namely: the formation of a holistic system of theoretical foundations of age aspects of pharmacotherapy; ability to make a pharmacotherapy plan taking into account the age, sex of the patient, stage, phase, course, the severity of the disease, the presence of complications and comorbidities (Купновицька та ін., 2015).

Classical forms of organization of the educational process give students the opportunity to accumulate theoretical knowledge, which, unfortunately, in the future, as experience shows, they cannot use in real conditions when interacting with the patient. That is why the accumulation of theoretical knowledge without practicing practical skills loses sense in the training of young professionals. This problem can be solved only by the introduction of interactive methods in the educational process, which allows modeling clinical situations (Мілерян, 2006).

One of the necessary components of training future doctors during the course "Age aspects of pharmacotherapy" is the development of clinical thinking, namely, the ability to transform the acquired knowledge into the ability to apply them in practice, and especially in emergency care. Our experience with the use of situational tasks in practical classes shows that the earlier you apply situational tasks, the faster future doctors develop elements of clinical thinking. At the same time, when it is the 5th year

taken, it is more effective to solve problems on the topic under study (Назаренко, 2005).

The basis for situational tasks in pharmacotherapy are tasks on the following topics: pharmacotherapy in pulmonology, cardiology, gastroenterology, rheumatology and nephrology. In the situational task, you can program all the information that the student must learn on the topic being studied, or passed the sections of the curriculum. Solving situational tasks creates conditions for the active development of flexible, variable skills of professional thinking that are the most necessary components of the modern specialist's model (Казаков та ін., 2007).

The situational tasks in pharmacotherapy, created for each of the topics, are related to different sections of disease diagnosis, their syndromic management, clinical pharmacology of drugs of different pharmacological groups, are solved by students at the final stage of the lesson (Чекман, & Горчакова, 2008).

Solving situational problems allows the student to identify characteristic clinical symptoms and syndromes of the most common diseases, apply the most rational drug therapy in a particular patient based on evidence-based medicine, choose the most effective and safe drugs, adequate dosage form and dosage regimen, interpret and take into account the features of clinical pharmacokinetics, pharmacodynamics, side effects and interaction of the main groups of drugs, considering the individual characteristics of the organism, the course and form of the disease, the presence of concomitant pathology in the clinical practice (Тетєнев та ін., 2008).

When solving atypical problems, students have the opportunity to master the skills of selecting the best drug for a patient, learn how to apply in practice the algorithm of treatment of some categories of patients (elderly, children, pregnant women) which require special attention from doctors, since the risk of side effects of drugs is much higher and the health consequences can be more severe than for an "average" patient (Назаренко, 2005)

Regarding the level of difficulty of educational tasks, it should be noted that it is largely defined by the complexity and number of unresolved professional problems included in the context of the content of the learning activity (Пішак та ін., 2013).

In educational tasks, especially text, as a rule, the principal part of these problems is removed by the problem situation itself. For example, in educational test tasks the anamnesis data, clinical data, results of laboratory, instrumental researches, dynamics of a course of a disease, etc., as a general guide, are set in a condition (search is not required). Only part of the problem remains to be solved on its own: to determine the symptoms, syndromes of the disease, to develop an algorithm for further tactics of patient management: requires immediate first aid, doctor's consultation or possible self-medication, prescription of over-the-counter drugs, rational drug therapy (Кульчицький, 2012).

Summarizing the above, we emphasize that the level of problem of the problem is determined not only by the number of issues contained in its context but also, of course, the level of their complexity and non-standard solutions. Only through thoughtful compilation and review can misunderstandings that arise in the actual application of situational tasks in learning and knowledge control. It is no coincidence that 95 % of students surveyed indicate that solving situational problems arises interest, awakens activity to classes, makes them discuss and allows them to better remember the material (Чернишова, & Акулюшина, 2013; Максименко, & Філоненко, 2014).

Conclusions. Applying situational tasks to control knowledge was more productive than traditional surveys and tests. The interview with students was more meaningful, as it was conducted in a specific clinical situation, instilled skills and abilities to apply the acquired knowledge in practice.

The use of atypical situational tasks makes it possible to intensify the educational process in the study of the discipline "Age aspects of pharmacotherapy" and to organize quality educational activities for students.

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