

PROBLEMS EXPERIENCED BY INTERNS AFTER GRADUATION FROM MEDICAL UNIVERSITY

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According to the present day requirements, the modern system of postgraduate medical education should be recognised by the international community, as Ukraine is establishing itself as an independent and equal state. In view of this, the training of specialists at the postgraduate stage should be maximally concentrated and adapted using modern information and telecommunication technologies.

The objective - to analyse the problems faced by interns during their internship.

Conclusions. Summarising the above mentioned opinions, we would like to emphasise that there were some positive results, but also some problems emerged in the process of teaching the subject of oncology. In particular, there are no clinics and medical centres at the university; a small teaching load in related disciplines leads to poor training of future doctors; due to the fierce competition, young doctors are not able to actively participate in the treatment and surgery of cancer patients. Another issue is the lack of modern diagnostic and medical equipment for training specialists, which leads to the need to train them outside the department, or in some cases even abroad.

Key words: further education, interns, oncology, problems.

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ПРОБЛЕМИ, З ЯКИМИ СТИКАЮТЬСЯ ЛІКАРІ-ІНТЕРНИ ПІСЛЯ ЗАКІНЧЕННЯ МЕДИЧНОГО УНІВЕРСИТЕТУ

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Згідно вимог сьогодення, сучасна система післядипломної медичної освіти повинна бути визнана світовим співтовариством, оскільки Україна утверджується як незалежна та рівноправна держава. Зважаючи на це, підготовка спеціалістів на післядипломному етапі повинна бути максимально сконцентрована на використанні сучасних інформаційних та телекомунікаційних технологій і адаптована до них.

Мета – проаналізувати проблеми, з якими стикаються лікарі-інтерни під час навчання в інтернатурі з онкології.

Висновки. Використання навчальних відеофільмів, інтернет-ресурсів та бази даних, комп'ютерного забезпечення, тренажерів, сучасних інформаційних технологій, навчальних програм, мультимедійного забезпечення, фантомів, підвищує мотивацію до навчання на післядипломному етапі та полегшує отримання знань, які у подальшому будуть використані у лікарській практиці. Водночас під час вивчення лікарями-інтернами предмету «Онкологія» виникали і проблеми. Зокрема, профільні клініки і медичні центри в університеті відсутні; обмежена кількість годин із суміжних дисциплін призводить до недостатньої базової підготовки майбутніх лікарів; у зв'язку з умовами жорсткої конкуренції молоді лікарі не мають достатньо можливостей брати активну участь у процесі лікування онкологічних хворих та оперативних втручаннях. Ще однією проблемою є брак сучасного діагностичного та медичного обладнання для підготовки спеціалістів, що призводить до необхідності їх навчання поза кафедрою, а в деяких випадках – навіть за кордоном.

Ключові слова: післядипломна освіта, інтерни, онкологія, проблеми.

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Introduction

The training of a medical intern is closely linked to the quality of the student's training at a college or a university: the better the university training, the better the professional opportunities for the intern. The knowledge of a student and a doctor is not always identical [1]. Often, an average student becomes a good physician, and worse if it is inversely, when a diploma with honours becomes end in itself, and not a criterion of actual knowledge. Providing the population with quality medical care depends on the level of doctor training. In

this regard, the professional training of doctors in medical higher education institutions depends on many factors, including current challenges [4]. For example, the COVID-19 pandemic and the war waged by Russia against Ukraine have had a significant impact on the training of doctors and made them more motivated. It is well known that the competence of a scientific and pedagogical worker and his/her practical experience influences decision-making on the adaptation of a specialist. In this regard, it is the academic staff who assumes responsibility for improving the professional

training of doctors in medical higher education institutions in accordance with modern European and world standards. On this basis, the scope of activities of interns increases and they acquire practical skills in professional activities outside the internship programme as a form of their primary specialisation. To increase motivation to study at the postgraduate stage and facilitate the acquisition of knowledge, it is necessary to use modern information technologies: computer support for the diagnostic process, training videos, multimedia support for training programmes, electronic drawings, modern simulators, phantoms, the Internet, etc. In order to expand theoretical knowledge and acquire practical skills, the curriculum should include video fragments of complex clinical cases and unique surgical interventions (diagrams with comments). Such visibility in the acquisition of knowledge and skills forms modern concepts in interns and stimulates creative thinking.

Main part

The educational work at the Department of Oncology and Radiology includes the training of interns in oncology, conducting pre-certification and thematic improvement cycles for oncologists.

Pre-certification cycles have become a mandatory type of training for specialists before the next certification for a medical qualification category. During the training period, the interns (or in some jurisdiction resident physicians, house officers, or trainees) work in the university's medical library, prepare abstracts on planned topics, and compile individual files on cancer. The students have access to the department's computer database, which contains lectures on oncology, materials from congresses and conferences, and standards for the diagnosis and treatment of cancer. In addition to seminars, the lectures use multimedia presentations to demonstrate those oncological diseases that cannot be demonstrated in the clinic due to the absence of patients. This training ends with a unified test exam and assessment of skills and mastery of professional practical skills for compliance with a certain medical qualification category.

One of the conditions for the formation of professional competence in the process of training of doctors is professional development, which begins from the moment of studying in a medical higher education institution and should continue throughout the entire professional career. In most cases, the continuous professional education, which is a system of formation and development of professional competence of future specialists, is a crucial factor in postgraduate education system. This process is based on the unity of goals, content, technologies and performance criteria for doctors' professional development in terms of professional and practical activities, cognitive, simulation and modelling, which form the basis for the formation of professional competence of a doctor. The formation of a competent doctor is a long and complex process that begins with the first years of study in a higher education institution and continues throughout a doctor's life.

In connection with the implementation of the medical reform, the development of professional competence is of particular importance, which encourages academic

faculty to improve professional and practical training and introduce modern technologies, forms, methods of teaching interns at the Faculty of Further Education. More recently, the main tasks of postgraduate education of doctors were to improve the quality of educational activities, actively involve specialists in independent work, introduce distance learning and prepare interns for the requirements of continuous professional development. However, in our time, all this has not lost its relevance, but, based on the analysis of scientific research in this area and the study of professional and practical training of interns, we can state that today there are problems that need to be addressed, namely, there are contradictions between the quality of professional training at the theoretical level and the needs of interns [3]. Since the postgraduate training faculty has a close connection with the medical school where the intern continues to receive the professional knowledge that he or she needs for the chosen speciality, an intern cannot have any gaps in knowledge, as this can lead to negative consequences.

A new stage in further training was the conduction of thematic improvement courses for doctors [2]. The thematic improvement takes into account current issues of cancer care for residents of the city and the oblast, with each intern completing their final work and implementing it in healthcare facilities in the oblast. Throughout all cycles of thematic improvement, in accordance with the principles of evidence-based medicine, interns are trained in modern laboratory diagnostic methods and evaluate modern examination methods. All this allows for effective monitoring of knowledge and practical skills, and increases the interest of managers of healthcare facilities in the participation of doctors in the courses. In order to improve the diagnosis and treatment of precancerous diseases of the female genital area, mastering screening diagnostic methods, a cycle of thematic lectures for improvement was introduced for obstetricians, gynaecologists, and family doctors on 'Diagnosis and Treatment of Pre-tumour Diseases and Malignant Tumours of the Female Genital Area with the Basics of Colposcopy'.

As one of the methods of individual training of interns in the speciality 'oncology', we have introduced scientific and practical conferences on the most important issues of diagnosis, treatment and prevention of cancer. The topics of the conferences are determined by the calendar and thematic plans, recommendations of professors and practitioners of the departments that are the clinical bases of the department, and the interns' own wishes. Interns prepare abstracts to participate in the scientific and practical conference. Each speaker is assigned a reviewer from the Department's faculty. In the process of preparing the report, interns work independently on the literature and summarise their professional skills when examining patients. This way of learning helps them not only to find the necessary information, but also to be able to analyse it, express their opinions, learn to listen to other points of view, and always be ready for a discussion.

Taking into account modern requirements, the faculty of the department has built a system of doctor training. The focus should be given to the clinic, the patient and only then the data of laboratory and instrumental methods

should be considered. Modern research methods should not replace clinical thinking. Today, there are no effective clinical diagnostic computer programmes.

In the educational process, the Department's professors use a huge arsenal of tools for the interns to master both theoretical knowledge and practical skills (recorded videos for self-study, prepared curricula in accordance with the requirements of the Ministry of Health of Ukraine, classrooms equipped with modern computers, etc.). Seminar classes are held using a multimedia projector and slide presentations. The interns' deeper learning of the subject is facilitated by completing situational tasks and tests in accordance with the topic of the class. In our opinion, the following educational methods should be used at the Faculty of Further Education, namely: creative tasks for interns, role-playing, business and educational games, and the project method. At the same time, theoretical material should be worked out by interns independently. In this regard, it is necessary to create electronic tools for interns based on *Moodle* platforms, including lectures with the use of interactive technologies, the use and analysis of video and audio materials and test control of the level of professional knowledge and skills of medical interns.

At the same time, the faculty member of the department should organise the independent work of interns at the methodological level and monitor its implementation. The application of the 'self-study' method will allow interns to actively acquire, transform and implement educational information to solve a problem at the professional level, which is presented with simulation modelling. In addition, in the conditions of teaching by the 'case study' method, the professor should focus on the organisation of constructive interaction and assistance to interns in carrying out their activities.

Interns take part in the medical process, which includes participation in rounds, clinical reviews, diagnostic manipulations, dressings, surgical interventions, and pathological anatomical conferences.

Conclusions

Summarising the above mentioned opinions, we would like to emphasise that there were some positive results, but also some problems emerged in the process of teaching the subject of oncology. In particular, there are no clinics and medical centres at the university; a small teaching load in related disciplines leads to poor training of future doctors; due to the fierce competition, young doctors are not able to actively participate in the treatment and surgery of cancer patients. Another issue is the lack of modern diagnostic and medical equipment for training specialists, which leads to the need to train them

outside the department, or in some cases even abroad. There are also few opportunities to practice some diagnostic manipulations and surgical techniques on animals and cadavers in pathology departments as a result of new regulations on bioethics.

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