

DOI 10.36074/logos-01.10.2021.v2.18

WRITING AN ACADEMIC CASE HISTORY IS AN IMPORTANT COMPONENT OF THE PROFESSIONAL TRAINING OF A FUTURE DOCTOR

ORCID ID: 0000-0001-6708-2926

Khrystyna Nykolaichuk

assistant of lecturer,
Dermatology and Venereology Department
Ivano-Frankivsk National Medical University

Larysa Senchuk

Ph.D., assistant of lecturer,
Dermatology and Venereology Department
Ivano-Frankivsk National Medical University

Oksana Kuhta

Ph.D., assistant of lecturer,
Dermatology and Venereology Department
Ivano-Frankivsk National Medical University

UKRAINE

COVID-19 has radically changed our lives in all aspects of understanding the main activity domains. Due to this situation, higher education has faced some challenges. The learning action has transformed into an online format. Educators have reviewed the set of pedagogical tools and resources for maintaining student motivation. A reorganization of the educational process, its adaptation to new conditions were not an easy task yet. The many requirements for the educative medical system have demanded effectively coping with approaching challenges as soon as possible. And our university is no exception.

The quality of medical care for the population depends on the level of training of future doctors. A competent doctor is a future in world medicine. For this reason, the main task of the medical school is to teach medical students to think clinically, summarize and separate the main, synthesize and identify differences, analyze information received from the patient. The creation and maintenance of proper motivation for learning, development of student's professional and social competence are equally important. We can achieve it through the use of modern technologies.

A feature of practical classes at the Department of Dermatology and Venereology is the classical approach: the lesson structure builds around a realistic patient. It teaches the future family doctor clinical thinking, evaluates the obtained results, and prescribes treatment individually. It assumes that mastering the knowledge about the main clinical signs of skin and sexually transmitted diseases will enable the general practitioner to recognize the pathology timely and refer the patient to a dermatologist. Awareness of the manifestations of acute infectious diseases, sexually transmitted illnesses, papillomavirus infection, and others is the most weighty part of the training of general practitioners, and knowledge of preventive measures for these diseases is the responsibility of physicians of any specialty and specialization.

The student's work on writing a medical history (MH) is one of the examples of research and practical activities in the higher medical education system. The curriculum provides it and is mandatory for each student. Classes on curation and writing MH summarize the student's studies at the clinic. It is the first student attempt to independent clinical thinking in diagnosing, solving questions about the appropriateness of the appointment of examinations, justification of the elements of patient care, areas of treatment, disease prevention, and prognosis. The student's independent work with the patient and writing a medical history form the personality of the future family doctor, develop the ability to solve current medical problems, navigate the scientific medical literature, successfully use theoretical knowledge in practice. And these are the main requirements for graduates of higher education institutions of III-IV accreditation level.

In the context of a global pandemic and lockdown caused by COVID-19 for quality online education of medical professionals, educators had to revise the classic teaching methods, as it became impossible to communicate with a patient in a hospital. Innovative distance learning technologies used at the present stage have become a primary link in the organization of work for our 4th-course students at the Department of Dermatology and Venereology of Ivano-Frankivsk national medical university during quarantine. One such technology is the "virtual patient." This innovative interactive learning technology allows applying a computer model of a practicable clinical situation for fully immerse into the diagnostic and treatment process. It helps to make independent decisions regarding the diagnosis and treatment, see and understand the consequences of such a decision. There are also advantages of this technology. They are the encouragement of self-study, clarity, the ability to "take a break" in the working process with the patient, and getting the necessary background information.

We implemented this technology into the learning process. Our students appreciated it. The effect of their independent work was better compared with the outcome of previous years. Definitely, this tool requires improvement. Our team is working on it. But for students, this is a first-rate creative direction. The decision-making on diagnostic and medical issues or situations provides high professional training.

Conclusion. Modern requirements for the training of highly qualified, well-developed, erudite medical professionals dictate the need to improve and optimize the educational process. Writing a medical history by a student is one of the most important types of research and practical activities, where the student independently works with the patient and medical documents. Writing a medical history forms the personality of the future doctor.

Despite the challenges caused by COVID-19 in higher education, educators are struggling to overcome them by turning areas of weakness into potent points.
