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Optimization of interns' training at the departments of postgraduate education

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Abstract

The author of the article has analyzed surgical interns' training and has concluded that the activity of the teacher at the postgraduate stage of training and his pedagogical technologies must ensure the formation of a professional, competent, successful, dedicated specialist. It is necessary to constantly influence the motivational, volitional and emotional environment of interns in the course of training as well as to provide favorable conditions for the individual formation of professional interest in order to develop respect for their profession. It is the individual work with interns and a personal example of the teacher that provides an opportunity to pay maximum attention to the formation of ethical values and deontological relationships between the physician and the patient, relatives of the patient and colleagues.

Keywords: Interns, training, education

1. Introduction

The main goal of receiving degree in "Surgery" is training and education of a qualified surgeon who must independently and successfully solve the professional tasks that he faces in the clinic on the basis of sufficient amount of theoretical knowledge (general cultural and professional one), be able to conduct differential diagnosis including mastering all skills of preventive, diagnostic, therapeutic, organizational and managerial and rehabilitation plan of actions in order to save the life and health of a patient in the clinic.

Nowadays, medical universities in our country do everything for an intern to be not only a professional in his field of work and to know all the specifics of the medical service but also to be a strong personality ready to overcome professional barriers and respect his profession.

Young colleagues should know that a department of postgraduate education is an intermediate stage separating medical graduates from obtaining a certificate of a medical specialist ^[1].

The purpose of this article is experience of optimization of Interns' Training at the Departments of Postgraduate Education.

2. Material and Methods

In this article we reviewed of different methods of optimization of Interns' Training at the Departments of Postgraduate Education.

3. Results and Discussion

The quality of the training process organization at our department determines an intern's mastering of professional skills and skills of a surgeon as well as teaches him or her social aspects of behavior in various situations related to the professional activities, teaches how to make important decisions correctly and in a short time. Every young intern must remember a list that consists of five main tasks of internship:

1. Acquaintance with issues of surgical care organization for the population, medical documentation, hospitalization of patients to hospitals;
2. Development and improvement of professional skills in surgery;
3. Study of the clinical presentation of surgical diseases, the basics of diagnosis, differential diagnosis and surgical approach in case of these diseases;
4. Mastering the technique of basic surgical interventions;
5. An Intern must master the legal basis of a surgeon's profession as well as the norms of medical ethics and deontology in addition to knowledge in the medical field.

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The truth is that with the rapid development of science and technology, the industry of medical equipment develops also rather rapidly. It provides qualitatively new, high-precision diagnostic capabilities, reduces the risk of making a false diagnose to a minimum, and gives an impetus to the development of advanced surgical techniques. In this regard, the staff of our department develops new requirements for the qualitative level of young interns' training. A noteworthy detail is that personal motivation, aiming at improvement and self-education of the intern is first and foremost important in the acquisition of knowledge and skills. A teacher in his turn should organize, control and direct the process of knowledge acquiring in a certain way [2].

Going back even further, according to historical data, we may see that the branch of education and science has experienced various influences of pedagogical systems with their advantages and disadvantages. However, the eventual result has been the transition to the Bologna system which allows the maximum unification and standardization of the requirements for an intern and graduates of higher educational establishments in general [3].

We consider that teaching of surgery as a subject should include a complex of different pedagogical systems and techniques, since each person is a personality. In order to fulfill potential and realize the ambitions of each of our interns, we must apply an individual approach in teaching of those who have come to obtain knowledge at our department. One of the main goals of our department is the development of individual opportunities. It involves not only the accumulation and mastering of the theoretical material by interns but also the ability to apply the acquired knowledge and skills in the provision of medical care in the clinic and in every day emergency situations timely and, most importantly, profitably.

Remember that training with a specialization in "Surgery" is a difficult burden that every prospective medical specialist tries to carry during 3 years of studying at the department of postgraduate education. Therefore, it is important to be constantly interested in the emotional state and provide motivational advice to interns in the course of learning process in order to maintain professional interest. Thus, various technical means have become widely used at our department during the process of material presentation. For example, multimedia presentations provide an opportunity to get acquainted with both textual and graphic information, medical video and photographs of the topics that coincide with the topic of the class.

Improving practical classes, we do not exclude such an important aspect of medical material presentation as lectures which include both learning and educational functions.

We use a variety of modern technical means including multimedia projectors and interactive whiteboards for better material presentation during lectures. They allow interns to focus more on the topic and structure of the lecture. Moreover, a teacher gets an opportunity to simplify the presentation of the material greatly, delivering it in summary on the slides, freely forming the sequence of their display, and adhere to the proven schedule of presentation and teaching of the lecture material to the full extent. Finally, we should note that each teacher (faculty supervisor) together with the intern should develop an individual plan of training and submit it for approval by the head of the department in order to achieve the maximum effect from training at the department of postgraduate education. The teacher should also provide daily

assistance to the intern in acquiring professional knowledge and skills, organize and supervise the work of an intern in accordance with an individual training plan, conduct overview conversation on safe methods and techniques of surgical work and assessment of knowledge of professional safety issues.

We should remember that detailed analysis of patients' complaints and their diseases in combination with interns' active participation in board of doctors as well as the possibility to participate directly in surgeries provide significant motivation for improvement of surgical interns' work. Meanwhile, the teacher gets priceless gratitude and respect from the younger generation.

4. Conclusions

Thus, active use of various ways of increase in motivation, considering individual and typological features and abilities of interns provides an opportunity to develop and acquire professional skills contributing to the formation of clinical thinking and personal development of future specialists.

5. References

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