

FEATURES OF TEACHING A DISCIPLINE «FIRST PRE-MEDICAL AID» FOR STUDENTS UNIVERSITY OF PHARMACY

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Summary. The requirement of systematic assimilation of educational material aimed at the formation of professional competencies of the future pharmacist determines the problem of improving the teaching of discipline "First pre-medical aid". The article presents a model of teaching discipline that allows students to form not only theoretical knowledge, but practical skills and abilities to provide assistance in extreme situations also, meets the professional and organizational competencies of the future pharmacist.

Key words: first pre-medical aid, competencies.

Особливості викладання дисципліни «Перша долікарська допомога» для студентів фармацевтичного університету

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Резюме. Вимога системного засвоєння навчального матеріалу спрямоване на формування професійних компетентностей майбутнього провізора обумовлює наявність проблеми удосконалення викладання дисципліни «Перша долікарська допомога». В статті наведено модель викладання дисципліни яка дозволяє сформувати у студента не тільки теоретичні знання, а й практичні навички та вміння надавати допомогу в екстремальних ситуаціях, що відповідає професійним за загально організаційним компетенціям майбутнього провізора.

Ключові слова: перша долікарська допомога, компетенції.

Особенности преподавания дисциплины «Первая доврачебная помощь» студентам фармацевтического университета

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Резюме. Требование системного усвоения учебного материала, направленное на формирование профессиональных компетенций будущего провизора, обуславливает наличие проблемы совершенствования

преподавания дисциплины «Первая доврачебная помощь». В статье приведена модель преподавания дисциплины, которая позволяет сформировать у студента не только теоретические знания, но и практические навыки и умения оказывать помощь в экстремальных ситуациях, и отвечает профессиональным и общеорганизационным компетенциям будущего провизора.

Ключевые слова: первая доврачебная помощь, компетенции.

Formulation of the problem. The ability to provide first aid has become particularly acute and relevant in the context of the modern life of Ukraine and the world community as a whole. From the timely provision of the first pre-medical aid, not only health depends, but in most cases, the life of the victim. World practice has been proved, if a third of citizens have skills of providing premedical aid, the death rate from accidents is reduced by half. In 2012, the Law of Ukraine "On Emergency Medical Aid" was adopted. According to Article 12 of this law, premedical aid to persons in urgent situations is obliged to provide persons who don't have medical education, but in their official duties must have practical skills in providing premedical aid. Such categories of people include not only the workers of the emergency services, the state fire and police units, but also the pharmacists [1]. The mastery of the skills of providing the first pre-medical aid to different layers of the population is paid much attention not only in Ukraine but also abroad. In England, an online ProTrainings course is created to enable every student to learn how to provide first aid in emergencies [2]. In Scotland, in accordance with the law regulating providing first pre-medical aid in the workplace, employers must ensure that first-aid courses are carried out by staff [3]. In the USA, Michigan, all teachers must provide a certificate of completion of courses on the providing of first premedical care to Michigan Department of Education [4]. But in most cases, unlike in Ukraine, first pre-medical aid courses have a commercial basis and are not included in educational programs.

Ukraine is one of the countries that joined the European Educational Society in order to implement the basic principles of the Bologna Declaration. Therefore, according to the order of the Ministry of Health of Ukraine in the National Pharmaceutical University from September 1, 2005, credit-modular systems of education were introduced [5]. The current development of pharmaceutical education in Ukraine, in accordance with the main provisions of the Bologna Declaration, ensures the conformity and the possibility of academic recognition of qualifications and competences at the European and international level. The success of a specialist in professional and social life is determined by the level of development of key, including professional competencies. The high level of professional requirements for the pharmacist highlights the problem of high-quality professional training, the formation of professional competence of future pharmacists.

Discipline "First pre-medical aid", which is included in the basic training of pharmacists in Ukraine, is characterized by multiple systemic links, which simultaneously requires the availability of basic knowledge and outlining the links with the practical part of the training. So, how much will be mastered the educational material on discipline "First pre-medical aid", the formed value orientations in this subject plane, so further may be fruitful further professional practice of the pharmacist.

The requirement for systematic mastering of educational material aimed at forming professional competencies of the future pharmacist causes the problem of improving the teaching of the discipline "First pre-medical aid" to students of the National University of Pharmacy.

Analysis of recent research and publications. In spite of the fact that "First pre-medical aid" is the basic discipline for future pharmacists, the organization of its teaching is devoted to insufficient attention. Analysing the literature, we received information on the availability of discipline "Premedical Aid in Extreme Situations" in the educational field "Medicine" [6]. Much attention is paid to the methodology of teaching "Safety of Life" in higher

education institutions [7, 8] and discussing the competence approach in teaching this discipline [9]. Questions of professional training on the basis of a competence approach are also considered in the works Minyaeva, Plyaka, Tolochko, Gumenyuk and others. Abroad developed standards that regulate the list of competences that should be mastered by the future pharmacist [10, 11, 12]. One of the competences relating to the safe and rational use of medical products is the ability to provide the first medical aid when needed and to organize further assistance to the victim [10].

The purpose of our work is to share the experience of organizing the teaching of "First pre-medical aid" courses at the Department of Pharmacotherapy at the National University of Pharmacy in the conditions of the credit-module system of training, outline the problem points and possible ways of their solution.

Presentation of the main material. Discipline "First pre-medical aid" is included in the curriculum for the specialty "Pharmacy, Industrial Pharmacy" of the following educational programs: Pharmacy, Clinical Pharmacy, Pharmaceuticals Technologies, and Perfumery and Cosmetics Technologies. In accordance with the principles of the accumulating European Credit Transfer System, the Department of Pharmacotherapy developed a typical curriculum of discipline, designed for 2,5 credits and consists of two content modules, a calendar plan of teaching discipline, compiled test assignments for Bloom taxonomy for the control of knowledge for content and final modules, situational tasks were developed, plans of independent work of students were drawn up, lists of practical skills, which students should master.

The main types of classes in the discipline "First pre-medical aid" include lectures, practical classes and independent work of the student. The lecture is the main form of conducting training sessions in higher education institutions and is intended to master theoretical material, but it is not just a method and means of informing information, it is a process during which the motivation of learning is intensified, mental activity is activated, there is a need for constant mastery of

knowledge [13]. As a rule, a lecture is an element of a system of knowledge, which covers the main theoretical material of a particular or several topics of discipline. Lectures on "First pre-medical aid" according to the method of their organization envisage the students studying the main clinical manifestations of various urgent states and algorithms of providing the first pre-medical aid in these conditions. Practical class is a form of educational process in which the teacher organizes a detailed study by the students of certain theoretical positions of the discipline and forms the skills of their practical application by individual execution in accordance with the tasks set forth [13]. Practical classes are aimed at deepening the theoretical material and the formation of practical skills, as well as the ability to apply the knowledge gained to accomplish practical tasks [14].

We have developed a model for each practical lesson that has a cyclic structure [15]. At the preparatory stage, the goal is formulated. The main stage of the class consists of three parts. Part 1 of the practical lesson is the actualization of basic knowledge of students. The basic preparation for the study of the first premedical care is knowledge of the human anatomy and physiology, the biology that students receive in the first year of study. This knowledge reflects interdisciplinary relationships. This phase was implemented through a frontal survey of students and/or (in the event of difficulties for students) to reconsider the teacher using visual material (tables and videos of anatomy and physiology). Part 2 of the lesson is the formation of new concepts and algorithms of action on the subject of the class by providing the teacher with a new information material. Part 3 of the lesson is "actualization of theoretical knowledge". At this stage, the formation of practical abilities and skills and consolidation of the studied material took place, with actualization of theoretical knowledge of students, which reflected intersubject links. In order to develop practical skills in this part of the lesson, demonstrations of practical skills (with the help of video materials, personally by teacher using dummies and other visual materials) and their working out by students were conducted. For a better training skills students at the Department of Pharmacotherapy created a training

class, equipped with the necessary dummies, materials and tools, visual material, algorithms for implementing practical skills for the first pre-medical aid. According to the rules, 55% of the time allocated for this part of the practical training. To fix the studied material, it was suggested to solve situational tasks, in which each student had to provide an answer in the form of an algorithm for providing the first pre-medical aid to the victim with various types of injuries. Solution of situational tasks, in accordance with the rules of practical classes, took 20% of the time and allowed to update the theoretical knowledge of students, which reflect inter-subject links. The use in the pedagogical process of situational tasks and the development of practical skills ensures the connection of training with practical professional activities [16]. At the final stage of the practical lesson, the level of students' knowledge is monitored. To monitor the learning outcomes and the quality of educational activity at the department, test assignments were developed according to the taxonomy of pedagogical goals in the cognitive field of Bloom. The huge training potential of test tasks is used to quantify students' skills at all levels of knowledge acquisition: the ability to identify objects (concepts and definitions, laws, theories); ability to provide aid with a known algorithm; the ability to analyse a situational task, to derive an algorithm that allows you to get a solution to the problem (providing the first pre-medical aid in various extreme situations); ability to find original solutions [17].

Thus, the teaching of the discipline "First Premedical Aid" in the form of practical classes is the most effective for the development of skills for the provision of medical assistance.

The current development of pharmaceutical education in Ukraine, in accordance with the main provisions of the Bologna Declaration, ensures the conformity and the possibility of academic recognition of qualifications and competences at the European and international level. The success of a specialist in professional and social life is determined by the level of development of key, including professional competencies. The high level of professional

requirements to pharmacist highlights the problem of high-quality vocational training, the formation of professional competence of future pharmacists. According to the results of research and requirements of WHO, the professional competencies of pharmacists include: provision of pharmaceutical and first premedical aid to any person who needs it; knowledge, skills and competences from a professional field; communicative skills and skills, etc. [18].

The study of the discipline "First Pre-medical aid" allows students to form not only theoretical knowledge, but also practical skills and ability to provide first pre-medical aid in extreme situations in accordance with approved algorithms. Such readiness to perform the task according to the set standards is characteristic for skilled competitive professionals capable of perceiving and using in practice their knowledge, skills and experience.

Conclusions. Discipline "First Pre-medical Aid" is included in the curriculum of the students of the specialty "Pharmacy, Industrial Pharmacy", taught in accordance with the requirements of the credit-module system and competency approaches to teaching in higher education institutions. The Department of Pharmacotherapy developed a model of practical lessons, which allows students to form not only theoretical knowledge, but also practical skills and ability to provide first pre-medical aid in extreme situations. The ability to provide the first pre-medical aid corresponds to the professional competence related to the safe and rational use of medical products, and the general organizational competence - "patient orientation".

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