Use of Case Problems When Training Family Physicians in Surgical Departments

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Abstract

At all the stages of a young specialist formation, the teaching staff of higher medical schools should work to improve the educational level of the future physician. For this purpose, various methods and forms of medical pedagogical practice are used. Together with the traditional approaches to training a doctor with the involvement of patients, they help educate future professionals. Case problems are one of such modern alternative methods being effective in practical classes of surgical disciplines. The use of case problems when teaching surgery of many pathological conditions to family physicians enables to expand the existing arsenal of teaching methods, contributes to the development of students' clinical thinking, reorients them to an independent level of specialist training. Such method of conducting practical classes intensifies the educational process and organizes qualitative educational activity of students.

Keywords

training method; physicians; surgery

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1. Introduction

The main task of higher medical school is to build a new system of higher education, since its ultimate goal is to implement a program of integrated professional training of a competitive specialist. At all the stages of a young specialist formation, the teaching staff of higher medical schools should work to improve the educational level of future physicians. The methods and forms of pedagogical techniques when teaching medicine which should to some extent become an alternative and partly replace the traditional approaches to training a doctor are being improved worldwide. Although no one can replace a patient. Case problems are one of such modern alternative methods being effective in practical classes of surgical disciplines [2].

2. Main part

The solution of case problems, as a process of overcoming the contradictions inherent in them, creates optimal conditions for brain strain, which is the driving force in the development of clinical thinking and skills. Therefore, in the process of a young specialist training, case problems involving surgical pathology are of special importance as the activity and regular solution of numerous tasks of the future profession are the key components of family physician training.

The use of case problems is one of the methods for implementing the interdisciplinary integration of many disciplines studied by a student earlier. Their forms can be various, namely examination of a patient, medical history, clinical and

laboratory findings, problem solving situation, management game, etc.

Case problems help students master knowledge of general surgery, surgical diseases of the internal organs, vascular pathology; their solution must be confirmed by theoretical knowledge. Using this method, the teacher can easily and effectively test students' knowledge, skills and abilities.

Case problems are one of the forms of analyzing virtual patient descriptions, when the entire group or an individual student receives the information about the patient, namely his/her complaints, the clinical course of the disease, the previous treatment, its effectiveness, the results of additional examination methods. Such tasks may be solved when in clinic there are no thematic patients, or the teacher wants to develop the discussion about different methods of treatment, indications and contraindications to a certain surgical method, etc.

Case problems should be close to the realities of modern life and relate to the theme of practical classes. Depending on their complexity, they may be designed to control the level of knowledge during practical classes, as well as to be used in thematic or final modules. Tasks can be created in the form of tests with keywords and different answer choices. More difficult task involves the substantiation of the correct answer [1].

The solution of case problems allows the student to identify clinical symptoms and syndromes being typical for surgical pathology, apply the most rational medical or non-drug therapy on the basis of evidence-based medicine, consider the individual peculiarities of the organism or the clinical course

of surgical disease, the presence of comorbidity.

Case problems contribute to the development of clinical thinking when training future general family physicians. Since patients often have a comorbid pathology with the involvement of many organs and systems, case problem of III-IV difficulty level involving the modelling of several pathological conditions allows the teacher to discuss a variety of tactics and diagnostic search, make differential diagnosis and teach a young specialist to think logically without provoking him/her to perform risky diagnostic and therapeutic manipulations and procedures.

The elements of complications and atypicality must be taken from real medical practice making the educational process as close as possible to professional activity. The less idealization in case problems, the more significant they are for the effective development of professional skills and clinical thinking of future specialists [2].

Case problems allow synthesizing theoretical and practical material to make an accurate diagnosis and choose the right treatment method while studying, develop students' creative abilities and independent decision-making in a non-standard situation during practical activity.

3. Conclusions

The use of case problems when teaching surgery of many pathological conditions to family physicians enables to expand the existing arsenal of teaching methods, contributes to the development of students' clinical thinking, reorients them to an independent level of specialist training. Such method of conducting practical classes intensifies the educational process and organizes qualitative educational activity of students.

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