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FEEDBACK AFTER DIFFERENT TYPES OF CLINICAL CASE STUDIES TRAINING IN THE DISCIPLINE "CLINICAL CHEMISTRY"

Fedorova Hanna O.

PhD, senior teacher

Donetsk National Medical University Ukraine, Kropyvnytskyi

Fokina Nataliia O.

PhD, senior teacher

Donetsk National Medical University Ukraine, Kropyvnytskyi

Yankova Svitlana O.

Assistant

Donetsk National Medical University Ukraine, Kropyvnytskyi

SCIENTIFIC SUPERVISOR:

Bogatyrova Olena V.

PhD, docent

Department of biomedical disciplines

Donetsk National Medical University Ukraine, Kropyvnytskyi

UKRAINE

The purpose of the research was to get feedback from students of the "medicine" specialty about the effectiveness of different types of clinical case studies in clinical chemistry.

There are three types of clinical case studies incorporated into the educational process in higher educational medical institution [1]:

- 1) case-bedside teaching;
- 2) case-didactic teaching;
- 3) case-iterative teaching

The study of the elective discipline "clinical chemistry" by the 6th year students of the specialty "medicine" allows to develop the skills of prescribing and interpreting the results of clinical chemical testes in various pathologies [2]. Accordingly, it is expedient to solve different types of clinical case studies in practical classes to ensure the acquisition of practical skills during the formation of professional competence in making a provisional diagnosis and confirming the working diagnosis on the basis of clinical chemistry data.

To obtain feedback we conducted a survey of two groups of students (17 persons) to assess the effectiveness of different types of clinical case studies in clinical chemistry learning.

70.6 % of respondents consider case-iterative teaching the most useful for building skills in clinical chemistry. The solution of such cases requires their gradual analysis step by step. 17.6 % of respondents chose case-didactic teaching according to the topic of the class and 11.8% - multiple choice questions.

58.8 students admitted that case-iterative teaching hadn't been clear for self-solution without the help of the teacher. 11.8% of respondents needed help for solving

a case-didactic teaching, 29.4 % needed a teacher's hint to answer multiple choice questions.

Conclusion. Applicants of higher medical education highly appreciated the effectiveness of case-iterative teaching in clinical chemistry for acquiring knowledge and forming professional competences, while recognizing their complexity in comparison with other types of tasks. The wide implementation of this type of tasks will make the elective discipline "clinical biochemistry" more attractive and useful for students of the specialty "medicine".

References:

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