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COMBINED FORMS OF EDUCATION: EXPERIENCE OF THE DEPARTMENT OF OBSTETRICS AND GYNECOLOGY

Abstract. *The article examines the impact of wartime on medical education and the role of combined forms of education. Experience from the Department of Obstetrics and Gynecology at Zaporizhzhia State Medical and Pharmaceutical University highlights the effectiveness of integrating online learning and simulation technology in wartime conditions, offering innovative solutions to maintain education quality despite challenges.*

Introduction

Healthcare workers are among the first civilian specialists to directly face the devastating consequences of crises associated with martial law. In the context of such an extraordinary situation, numerous social studies have shown that healthcare workers suffer not only physical but also profound psychological trauma. This impacts their professional lives and personal well-being, emphasizing the significance and complexity of their role in restoring health and well-being in post-conflict situations.

There is a need to develop strategies that will help healthcare workers effectively cope with extreme conditions, including emotional support and team cohesion. Recognizing and valuing their efforts are critical aspects that contribute not only to improving patient care but also to boosting the morale of healthcare staff during a crisis [1].

A critical factor affecting the health of Ukraine's population during wartime is the situation in medical and pharmaceutical supplies. The analysis of the 2022 experience points to the unpreparedness of the medical and pharmaceutical sectors for challenges related to the pandemic and martial law, which directly affected the availability of medicines and the health of citizens [2].

Given the challenges of wartime crises, a key factor is the preparation of teachers to integrate the experience of healthcare workers who performed their duties during the war into the learning process. This approach enriches the education of future medical professionals, ensures more effective preparation, and increases the health system's readiness for unforeseen challenges.

In the conditions of the war in Ukraine, the activities of teachers and students acquire distinctive features, primarily related to limited opportunities for personal communication. According to the recommendations of the Ministry of Health and the Ministry of Education, medical universities transferred students from clinical rotations to online learning. This transition highlights the key role of education in the mission of academic medical centers and its importance for the future of our healthcare system [3,4].

Distance learning, initially introduced during the pandemic and now in the context of martial law due to the ongoing military conflict in Ukraine, has become an extremely important tool for students, teachers, and researchers. There is no doubt that providing students, teachers, and researchers with information and access to resources is one of the key elements in education and work [5].

The main task of higher education is to improve the quality of specialist training. For healthcare workers, this means not only developing professional theoretical knowledge but also practical skills to solve various professional tasks, including complex and non-standard situations [6].

Main Part

During the restrictions related to martial law in our country, Zaporizhzhia State Medical and Pharmaceutical University (ZSMPPhU) actively integrated information technology into the educational process for medical students. These technologies are a promising way to improve the quality of higher medical education, meeting modern requirements. This includes enhancing online learning, electronic educational resources and documentation (the university's website and departments' electronic resources), and improving knowledge transfer through simulators, virtual programs, and developing digital skills for future professionals [7].

In 2020, in response to the pandemic, our university was one of the first to introduce online state certification of graduates using comprehensive testing through MS Forms [8]. Influenced by wartime restrictions, we expanded and improved this practice by applying a combined approach to the final exams in the Department of Obstetrics and Gynecology.

The process now consists of MS Forms testing and an oral part in MS Teams, allowing the assessment of students' basic knowledge and clinical thinking. This evolution of the approach to online learning reflects our ongoing commitment to improving the quality of education. Teachers hold online consultations, thoroughly explaining the curriculum and assessment criteria. The online format aims to ensure objectivity, create a supportive atmosphere, and reduce students' stress. This effectively optimizes the educational process and helps students work with realistic professional scenarios, developing their skills to solve practical tasks.

According to modern requirements, the number of practical skills and abilities medical professionals need to master is rapidly growing, and in the educational process, it is not always possible to provide students with thematic patients to practice these skills [9]. Given the current difficulties with students working at patients' bedsides in healthcare facilities, simulation-based training using phantoms and virtual simulators is becoming increasingly relevant [10].

The Department of Obstetrics and Gynecology provides pregraduate training for professionals at the second (master's) level of higher education, including resident physicians and postgraduate students specializing in obstetrics and gynecology. The university's comprehensive facilities fully support the implementation of cutting edge educational projects. These facilities are available across all university departments, including the Department of Obstetrics and Gynecology.

Specifically, the department has training centers that are integral to the educational process for future medical professionals in a combined learning environment. Through training phantoms and simulators, students can practice skills repeatedly until they become second nature. During practical sessions, students refine their skills in obstetrics, gynecology, and other disciplines.

Simulation technology in medical education significantly enhances student engagement and plays an essential component in developing future doctors' professional skills. Scheduled practical classes for domestic and international students are held both at the department's clinical bases and in the Interdepartmental Training Center of ZSMPhU and Training, Research, and Treatment Center of ZSMPhU. Here, future medical professionals experience conditions closely resembling those in obstetric clinics, allowing them to apply their theoretical knowledge, develop practical skills, and gain teamwork experience.

Conclusions

War presents numerous challenges to healthcare workers, affecting their professional activities and personal lives. The experience of working in conflict zones underscores the importance of emotional resilience, team support, and critical thinking for effective adaptation.

Zaporizhzhia State Medical and Pharmaceutical University has successfully adapted its educational process to wartime conditions by implementing online learning using modern information technology.

One of the components of the education quality and activity system is the constant monitoring of the educational process. The university's robust technical capabilities, particularly the use of the Microsoft 365 software suite and the MS Teams application by the university community, as well as work in training centers, make it possible to ensure uninterrupted learning during martial law and to objectively and transparently assess the level of knowledge acquired by students.

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