

OPTIMIZATION OF INTERNAL MEDICINE LEARNING WITH A CASE-STUDY

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Abstract. *The purpose of this work was an analysis of information about the possibility of using the case study method in teaching discipline "Internal Medicine" for medical students.*

The main purpose of the case method is to conduct an analysis of a particular situation by working with a group of students. Different approaches can be used depending on the topic. Illustrative study situations, applied exercises, situations with or without problem generation, presentation of any digital data, etc. can be presented as case studies. This teaching method is very effective in the study of medical disciplines.

Application of the case method in the educational process can improve the quality of studying the teaching material, promote dialogue between the teacher and the student on an equal level, increase the interest of students in the study of the discipline "Internal Medicine".

Keywords: *Case-study, education, Internal Medicine, clinical situation, the working program.*

At present, the reform of the educational process in higher education is ongoing, including in medical institutions. This is due to the progressive development of information technology, which allows access to a huge amount of information and its processing.

In 2015, at the Zaporizhzhia State Medical University an experimental course was conducted for 2nd year students of the TEMPUS program, where case study was used as the basis for studying the material. At present, preparations are being made for the implementation of this methodology in the educational process at the Department of Internal Diseases-1.

The purpose of this work was an analysis of information about the possibility of using the case study method in teaching discipline "Internal Medicine" for medical students.

The case study method was first used in 1870 when students were studying at the Harvard Law School [1]. In 1973, the Case Clearing House of Great Britain and Ireland was created, later renamed European Case Clearing House, which is the leader in storage and distribution of cases [2]. This method of education in some institutions takes up to 90 % of the time [3].

Case-study method (method of concrete situations) - a method of learning using an active problem-situation analysis, which is based on the application of the approach to solving specific situational tasks - cases [3]. Examples based on real life situations are often used to create cases. The maximum effectiveness of this learning method can be obtained with a qualitative example for creating the case, as well as the correct method for use in the learning process.

Situation assignments are prepared on the basis of actual material for consideration during practical classes. The main purpose of the case method is to conduct an analysis of a particular situation by working with a group of students, which is given in the task, to develop various options for solving this problem, as well as to evaluate the most optimal of them.

When preparing case studies, different approaches can be used depending on the topic. Illustrative study situations, applied exercises, situations with or without problem generation, presentation of any digital data, etc. can be presented as case studies. Case studies can teach analysis and evaluation, develop decision-making skills, conceptually describe the problem and solve it. Such a variety of cases has determined the lack of clear standards in their compilation.

This teaching method is very effective in the study of medical disciplines for several reasons. The truth about medical information is predominantly pluralistic in contrast to the exact sciences, since there can be several answers to the question that are approaching the most optimal to a greater or lesser extent (for example, the application of a particular research method or an individual treatment method).

During the class, the teacher suggests examining a specific case, showing the extent to which students must take the necessary steps to cope with the task solution and gain some skills. The

instructor raises questions, comments on the answers received, suggests criticizing the answers to other students, sending a conversation, if necessary, in the right direction. During such conversations, students not only receive new knowledge and skills, they also form vital values, settings, philosophy of attitude. It is natural that in the process of joint communication there will be a bright emotional background when many students will stand up for their positions, which is not the case with the usual questioning during knowledge control. When solving a large situational problem, students have a good opportunity to integrate theoretical knowledge into practical skills. They will also need not only listen to different alternative responses but also take them into account, developing analytic and judgmental skills. As a result, the efforts of the entire group of students must be found to be the most rational way of solving each issue.

The Case-study is an interactive method of teaching, since there is a constant dialogue between the teacher and a group of students, which increases the motivation to acquire knowledge, increases the professional growth of students, expands their opportunities for obtaining information in parallel with traditional methods (reading special literature, listening to lectures, etc.). From his side, the teacher also increases his creative potential, because he constantly meets with different points of view of students, different images of their thinking.

The cases used in the course of study must meet certain requirements: to clearly correspond to the topic of practical training, to have the required degree of difficulty (do not use case studies of the same content for the 4th and 6th course students), to consider different aspects of diagnostic and therapeutic measures, to be relevant at the time of their use (to comply with applicable classifications, orders, unified protocols, etc.), consider that the most commonly encountered in medical practice on this issue is to stimulate the holding of a different the kind of analytical stages of the solution, to give an opportunity for discussion between students, to have alternative options for correct decisions for analysis.

It should be pointed out that the case can not replace other forms of training. To solve specific tasks proposed in case studies, appropriate theoretical training is required, which should be obtained during the independent work of students with literature and other informational material, listening to thematic lectures, and conducting on-line courses. Practical lessons can not be limited only to the execution of case studies, and also the work with patients in the clinic should be ensured, according to the topic of the lesson, regardless of whether this is provided in the case or not.

The working program for the training of students in internal medicine involves the study of major diseases from the organs of the gastrointestinal tract, cardiovascular, respiratory, endocrine systems, and the organs of hematopoiesis. A large number of diseases, methods of their diagnosis and treatment are being studied. When working with students, different sources of information for studying (presentations, video clips, data of instrumental and laboratory methods of research, patients in a clinic, methodical recommendations, normative documents, etc.) can be used.

Thus, application of the case method in the educational process can improve the quality of studying the teaching material, promote dialogue between the teacher and the student on an equal level, increase the interest of students in the study of the discipline "Internal Medicine".

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