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## PRINCIPLE OF REALIZATION OF THE PRACTICE SESSIONS OF MODULE 5 “RECONSTRUCTIVE SURGERY OF THE MAXILLOFACIAL AREA” IN TERMS OF CREDIT-MODULAR EDUCATIONAL SYSTEM

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### Abstract

The article highlights the methodology of realization of the practice sessions of module 5 «Reconstructive surgery of maxillofacial area» for students other 5th year, dental faculty, in the Higher State Educational Establishment of Ukraine «Bukovinian State Medical University».

**Key words:** credit-modular system, surgical dentistry.

### Резюме

У статті висвітлено методику проведення практичних занять з модуля 5 «Реконструктивно-відновна хірургія щелепно-лицевої ділянки» для студентів 5 курсу стоматологічного факультету у вищому державному закладі України «Буковинський державний медичний університет».

**Ключові слова:** кредитно-модульна система навчання, хірургічна стоматологія.

Modernization of system of higher education, aimed at training of high-level professionals is an important prerequisite for socio-economic and political reorganization of the Ukrainian society and Ukraine's entry into the world community. Today the training of medical personnel in high medical schools of Ukraine is being done at the credit-modular system in accordance with the requirements of the Bologna Declaration. Credit-modular system of organization of educational process as the basis of the European Credit Transfer and accumulating System - ECTS, aims to: increasing of the capacity of students' mobility, achieving of the compatibility of the training programs and qualification programs, providing of training of the students for individual variable part of educational and professional programs, improvement of the quality of training the specialists and their competitiveness, implementation of access to labor markets, enhancing the prestige of higher education in Ukraine.

European Credit Transfer System is aimed at optimizing the learning process, which is associated with the growth of requirements to the student, his ability to analyze and digest large amounts of information in a limited period while the formation of practical skills and abilities [1, pp. 37-39, 2, pp. 5-13, 3, pp. 172].

Therefore, the main task of credit-modular system of organization of educational process is selection of the forms and methods that can not only provide students with new knowledge, but also to engage students into the system of continuous professional education and self-education.

Reforming educational system for students of dental faculties according to the credit-module system requires the increasing of the role of training the future doctors [1, pp. 37-39, 4, pp. 69-72].

Specificity of dental education is that besides theoretical knowledge student need the formation of different manual skills [5, pp. 89-90].

Surgical dentistry is one of the independent clinical disciplines of dentistry that studies surgical diseases and damage of the teeth, organs of the oral cavity, face and neck, bones of facial skeleton in which the complex treatment is necessary. Among the methods of such treatment the surgical are leading. Surgical dentistry and maxillofacial surgery have a close relationship with other dental specialties - therapy, orthopedics, pediatric dentistry and share with them methods of diagnostics and treatment. It is based on basic medical professions - therapy, surgery and use achievements of natural science and many sections of basic medicine; it is also associated with otorhinolaryngology, ophthalmology, neurology, radiation

diagnosis, therapy and others. These relationships reveal more options for its development and improvement.

IX semester of studying at the Department of Surgical and Pediatric Dentistry is dedicated to the study of ankyloses of temporomandibular joint, contractures and dislocation of the mandible, pain dysfunction syndrome of temporomandibular joint, plastic and aesthetic surgery of the face, deformations or bone defects of the facial skeleton, dental implants, periodontal surgery, neurology of maxillofacial area and also the deepening of clinical thinking of students, improving of practical skills that were acquired in previous semesters.

In the highest state educational institution of Ukraine «Bukovinian State Medical University» the teaching of the discipline «Surgical dentistry» at the 5th year is carried out by the method of «cyclic classes» according to the curriculum for the credit system [6, 7].

According to the standard curriculum for the studying of module «Reconstructive surgery of the maxillofacial area» it is given 165 hours, including 24 hours of lectures, 86 - practical lessons and 55 – self-dependent students' work. At the end of the cycle, each student should pass final module control that proceeds after the end of studying all the themes of the module on the last session. Final module control establishes the knowledge that students have learned in lectures, practice sessions, while performing individual work, shows the depth of possession of the material, makes it possible to show creative decisions when performing certain tasks, developing clinical thinking, shows the mastery of practical skills.

For qualitative study of the subject every teacher and every student has access to the server of distance learning «Moodle» that allows students to broaden and deepen their knowledge [8, pp. 64-67, 9, pp. 72-75].

To facilitate the orientation of students in the curriculum of the course «Surgical dentistry» there are schedule of lectures, thematic plan of practical lessons, guidance, videos, tests in the «Moodle».

Practice sessions are conducted in each group during a cycle consisting of 14 days from 8<sup>30</sup> to 13<sup>15</sup>, or from 8<sup>30</sup> to 14<sup>00</sup> due to the theme of practical lesson (5 or 6 hours of classroom academic load). Classes are held at the clinical bases of the Department of Surgical and Pediatric Dentistry. Students have chance to perform practical work, to master the practical skills thoroughly, to pay a lot of time to curation of patients that is important for improving the dental practice.

At the beginning of the session teacher emphasizes the most important points of the theme of the lesson, determines the input level of students' knowledge. Then oral interviews are conducted.

The theoretical part of the course is conducted in the form of debates, discussions. Students discuss the complex issues of the topic together with a teacher, analyze the case situations.

Subject to the sufficient theoretical preparedness students are allowed to practical work of a session. Students conduct a survey of the thematic patients, perform medical manipulations, write medical documentation of a dental patient under the supervision of a teacher, and after that analyze the information that was obtained during the practical training. In the absence of thematic patients teachers demonstrate and explain to students the practical skills on phantoms, mocks.

For the best learning of the theoretical material there is held the view of videos on the topic of the lesson on the each session for students of the 5th year during the studying of the module "Reconstructive surgery of the maxillofacial area".

For the development of clinical thinking, improving the quality of mastering the theoretical questions, filling the deficit of the visual aids there is paid special attention to analysis of illustrated case tasks.

Case tasks consist of text and illustrated parts. In the text part all the necessary passport details of the patient, his complaints, history of life, disease, and other information necessary for the proper solution of the problem are submitted in a traditional form. Illustrated part can contain different visual materials: photograph of the appearance of the patient, a set of X-rays and so on. To create illustrated part of a task it can be used a variety of materials - drawings and photographs from manuals, textbooks, monographs, atlases, articles from magazines and materials of the own clinical observations.

Students need to make a diagnosis, a plan of examination with using of additional methods and explaining of their necessity, to conduct a differential diagnosis of a disease, make the plan of therapy.

Control of final level of students' knowledge is carried by spelling test control, case tasks and so on.

At the end of each practice session a teacher with students analyze the tests of integrated licensing examination «Step-2. Dentistry», as it is a part of state certification of future dentists and determines the level of theoretical knowledge of students and their ability to logical thinking by solving tests of the fundamental sciences.

**Conclusion.** Using this method within the credit-module system is effective for teaching the students of 5th year of the dental faculty, promotes thorough learning of theoretical issues of module 5 «Reconstructive surgery of the maxillofacial area», gives a

possibility to conduct the curation of dental patients with surgical pathology of the maxillofacial area, to maintain medical records, to master and to learn the practical skills closely, to prepare students to writing an integrated licensing examination «Step-2. Dentistry» and state graduation exam, but also contributes to the ultimate goal of education - training of qualified competitive specialists.

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