

ABSTRACT BOOK

**INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE,
DEDICATED TO THE WORLD HEALTH DAY 2021**

APRIL 2, 2021, BOGOMOLETS NATIONAL MEDICAL UNIVERSITY, KYIV, UKRAINE

DOI: 10.36740/WLek202103242

ABSTRACTS WERE PUBLISHED IN THE ALPHABETICAL ORDER OF AUTHORS' LAST NAMES

BIostatistics KNOWLEDGE SELF-ASSESSMENT PERFORMED BY MEDICAL STUDENTS AS A MOTIVATIONAL FACTOR OF THE EDUCATIONAL PROCESS

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Introduction: The system of knowledge evaluation and checkup, including and self-assessment is a vital component of the educational process. This system allows you to set quantitative and qualitative measures of learning technology and manage the learning process. It also acts as an integral part of the process of diagnosing the acquired knowledge of learning subjects. As a didactic tool for learning management, it is aimed at ensuring the effectiveness of the formation of competencies, their effective application in practice, motivating learning activities and the formation of the need for self-education.

The aim of the study was to examine the issue of biostatistics knowledge self-assessment, performed by medical students who studied in various educational programs, its time consumption and efforts to master it.

Materials and methods: The information source is the results of a sociological survey of students of Bogomolets National Medical University, who successfully mastered the biostatistics educational course in various programs during the 2014–2016 academic year and 2018/2019 academic years. Experimental (EG) (n = 272) and control groups (CG) (n = 257) were formed and a pedagogical experiment was performed. EG students studied under the new program, which took twice as much time to master.

The study was conducted using analytical, sociological and statistical methods.

Results: In the course of the experiment, questions of students' self-assessment of their knowledge of the basics of biostatistics were studied. A score of 2 to 5 points was offered. The survey showed that students are critical enough in assessing their subject knowledge, especially this concerns the students of EG. 11.6 ± 1.9 per 100 EG respondents and 10.9 ± 1.9 per 100 CG respondents rated their knowledge as «excellent». Regarding the assessment of knowledge as «good», this indicator is 53.1 ± 3.0 per 100 respondents in EG and is lower by 16.4% than in the CG of students – 63.5 ± 3.0 . 29.0 ± 2.8 per 100 EC students rated their knowledge as «satisfactory», which is 24.5% higher than 23.3 ± 2.6 among CG students. It is believed that, 6.1 ± 1.5 per 100 students of EG and 2.3 ± 0.9 per 100 students of CG have not mastered this subject during its studying.

Respondents were asked about the evaluation of teaching of biostatistics at the Department of Social Medicine and Public Health. It was suggested to rate the teaching level in grades of 1 to 5. It is gratifying to note that the vast majority of students in both groups rated the quality of teaching in this subject, mainly at 4 and 5 points. The difference is that 34.2 ± 2.9 per 100 EG students gave a score of 4 points, which was 28.2% less than in CG – 47.6 ± 3.1 . At the same time, 57.0 ± 3.0 per 100 EG students believed that teaching at the department was 5 points. This indicator was 26.7% higher than in CG – 45.4 ± 3.1 per 100 respondents.

During the research work, questions on the time and effort spent by students to prepare for the subject were raised. 58.8 ± 3.0 per 100 interviewed in EG and 57.7 ± 3.1 per 100 interviewed in CG considered that they had given sufficient time and made good efforts to master the biostatistics. 25.6 ± 2.6 per 100 students in EG and 28.5 ± 2.8 per 100 students in CG, which is 11.8% more than in the same EG index, recognized that not enough time and attention was paid to mastering biostatistics.

Conclusions: Biostatistics knowledge self-assessment performed by medical students shows that training in an extended program with a much larger amount of educational content, promotes better learning and preservation of knowledge, awareness of the importance of biostatistics as a complex but essential subject, and more adequate assessment of their knowledge.

KEY WORDS: biostatistics, self-assessment of knowledge, pedagogical experiment.

PREVENTIVE MEASURES FOR COVID-19 CLOSE CONTACTS

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Introduction: During COVID-19 pandemic it is extremely important to use effective post-exposure prophylaxis methods which are safe for mucous membranes and have virulicide activity against coronaviruses. The SARS-CoV-2 enters the human organism through mucous membranes of nasopharynx and eyes. A person infected by SARS-CoV-2 is the most contagious during the incubation period of the disease when viral shedding is the highest. Also it is known that high nasopharyngeal viral loads correlate with disease severity, poorer outcomes, and mortality. Recommendations for COVID-19 close contacts include general prevention measures. However, just following public health measures does not have a direct effect on the virus. To date, it has been proven that decamethoxin solution in concentration $41.8\text{--}62.5 \mu\text{g} / \text{ml}$ (0.004–0.006% solution) and ultraviolet radiation (UV) with wavelength 222–230 nm have virulicide effect against coronaviruses.