

METHOD OF EVALUATION THE LEVEL OF COMPETENCE IN BIOSTATISTICS OF THE STUDENTS OF THE HIGHER MEDICAL EDUCATIONAL INSTITUTIONS OF UKRAINE

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Introduction: Student knowledge assessment is a feedback mechanism that allows the teacher to objectively see the results of his/her activities and correct the existing problems. An important role in this process is given to the system of control, which determines the quality of acquisition of knowledge of methodological material by students, the degree of compliance of the acquired competency with the goals and objectives of the subject.

Aim: To develop a methodology for assessing the acquired competency in biostatistics by the students of higher medical educational institutions in Ukraine.

Material and methods: The paper uses bibliosemantic and analytical methods

Results: To determine the level of formation of the professional competence of medical students in Biostatistics basis, we have developed a diagnostic tool that includes criteria, indicators and levels of knowledge assessment. Motivational, cognitive, activity and reflection criteria were used to determine the level of formation of the professional competence of medical students in Biostatistics basics. The motivational criteria determines the students' motivation to master biostatistics, cognitive criteria defines the totality and quality of the received knowledge, activity criteria defines the application of the acquired knowledge in practical activities. Reflexive criteria defines the ability to analyze your activities. For each of the criteria, the indicators for assessing the level of knowledge, which are translated into quantitative indicators, have been determined. Indicators give a quantitative and qualitative definition of the level of knowledge generation, they are the basis for assessing student knowledge for each criteria. According to the proposed criteria and relevant indicators, we have identified three levels of the formation of the biostatistic competence of future doctors: low, medium and high, which have been quantified, translated into quantitative characteristics according to the developed evaluation scale. Diagnostic tools for teaching biostatistics include such elements as oral questioning, answers to test assignments, independent solving of tasks in practical classes, independent work with its presentation, final module control, self- and mutual control.

Conclusion: The system of assessment and control of the level of competence is one of the important characteristics of the educational process. The proposed diagnostic tool for evaluating the competence of the students of the higher medical educational institutions can be used to develop educational programs on biostatistics, update content and improve the quality of future doctors' training on the basics of biostatistics.

KEY WORDS: methodology, competence, biostatistic, teaching, educational process

WYBRANE WYZWANIA EPIDEMIOLOGICZNE DLA DOLNEGO ŚLĄSKA W NAJBLIŻSZYCH LATACH. MATEMATYCZNE MODELE OCENY RYZYKA

SELECTED EPIDEMIOLOGICAL CHALLENGES FOR LOWER SILESIA IN THE COMING YEARS. MATHEMATICAL RISK ASSESSMENT MODELS

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Wstęp i cel pracy: Prezentujemy listę potencjalnych zagrożeń epidemiologicznych istotnych z perspektywy zdrowia publicznego w rozumieniu *ONE Health* («Jedno Zdrowie»), dla których tworzymy cybernetyczne modele oceny ryzyka. Celem analizy jest uzupełnienie obecnego stanu wiedzy oraz przewidywanie przyszłej trajektorii wydarzeń za pomocą symulacji komputerowych i modelowania matematycznego dla następujących problemów:

- afrykański Pomór Świń (ASF) – estymujemy czas pojawienia się choroby świń dewastującej łańcuch zapotrzebowania na wieprzowiny na terenie naszego województwa (obecnie endemicznej w Polsce p1n-wsch, ale postępującej na zachód);
- *Klebsiella Pneumoniae* New Delhi (NDM) – również szacujemy czasy dojścia oraz najbardziej prawdopodobne ścieżki zawleczenia szpitalnego patogenu alarmowego (opornego praktycznie na wszystkie dostępne antybiotyki) endemicznego na Mazowszu oraz Podlasiu;