

Medical Education

Role of Postgraduate Education in the Provision of Social and Professional Mobility of Health Specialists

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Abstract

Nowadays the development of a modern information society, the intensity of accumulating the latest professional information and systematic obsolescence of professional knowledge necessitate a constant and continuous learning of a 21st-century specialist. The transition to lifelong learning, when basic education is periodically subjected to additions and adjustments that requires graduates of higher education institutions to master professional knowledge, as well as to form social and professional mobility, is now recognized by the analysts as a solution of this problem. According to researchers, social and professional mobility of health specialists consists in their ability to overcome stereotypes, assimilate new technologies and solve professional problems in accordance with modern socio-cultural and economic conditions. In Ukraine, the development of social and professional mobility of future health specialists is directly related to the implementation of the system of continuous professional development of health professionals. The introduction of the problem-solving techniques during postgraduate study enhances the professional training of doctors, that, in its turn, will allow them to effectively use knowledge gained in daily practice. Interactive methods such as case method, role playing games, management games, brainstorming, disputes, discussions, critical incident techniques, project-based learning, competitive learning, small-group learning with elements of management game or carousel strategy, method of interdisciplinary conference with elements of discussion are considered as an effective tool for problem-based learning within health professional education. Thus, the contribution of postgraduate education to the provision of continuous professional development of health professionals creates optimal conditions for the formation of social and professional mobility of health specialists.

Keywords

professional mobility; postgraduate education; health care

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Introduction

The development of a modern information society, the intensity of accumulating the latest professional information and systematic obsolescence of professional knowledge necessitate a constant and continuous learning of a 21st-century specialist. The facts that 20% of professional knowledge are updated annually and the unit of specialist's knowledge obsolescence is regarded by American researchers as

the period of the half-life of the competence, i.e. its decrease by 50% indicate the decline in professional competence almost every five years. The transition to lifelong learning, when basic education is periodically subjected to additions and adjustments that requires graduates of higher education institutions to master professional knowledge, as well as to form social and professional mobility, is now recognized by the analysts as a solution to this problem

[5].

The problem of professional mobility was firstly studied by Pitirim A. Sorokin in his fundamental work "Social Mobility" (New York, 1927). This monograph defined the conceptual apparatus and the structure of theoretical analysis that is widely used at the current stage of scientific research of both social and professional mobility as well. Pitirim A. Sorokin interpreted mobility as the transition of a social object (individuals, groups, values) from one position to another within a social space [7].

According to modern scientist Shpektorenko, professional mobility is: 1) the ability (readiness) of an individual to master new techniques and technologies rather quickly and successfully, as well as to gain knowledge and skills ensuring the effectiveness of new professionally-oriented activity; 2) the mobility of an individual; the ability to dynamically increase own resources; the ability to change; 3) the sign of career development of an individual [8].

According to researchers, social and professional mobility of health specialists consists in their ability to overcome stereotypes, assimilate new technologies and solve professional problems in accordance with modern socio-cultural and economic conditions. As a structural component of professional competence of health specialists, social and professional mobility is also considered as openness to innovations, self-confidence during the process of mastering new professional knowledge, ability to transit from one activity to another objectively assessing own professional achievements [4].

The problem of the formation of health professionals' readiness in the context of reforming the system of providing healthcare to citizens in Ukraine was studied by Ukrainian scientists Vitenko I, Volosovets O, Voronenko Yu, Zimenkovskiy A, Latyshev Ye, Maksymenko S, Oleksina N, Piatnytskyi Yu, etc. The peculiarities of using innovative learning technologies during postgraduate study were investigated by Ilnitska L, Kyrychok V, Strilchuk L, Mitina S, Shaposhnykova N.

However, the formation of social and professional mobility of health professionals as a task of modern medical education has been insufficiently studied yet.

The objective of the research was to substantiate the role of postgraduate education in the provision of social and professional mobility of health specialists.

Discussion

In Ukraine, the development of social and professional mobility of future health specialists is directly related to the implementation of the system of continuous professional development of health professionals. The Order of the Cabinet of Ministers of Ukraine of 28.03.2018 "On Approval of the System of Continuous Professional Development of Doctors" provided the functioning of the system of continuous professional development of doctors for the first time in the modern history of Ukraine. This regulatory act defined continuous professional development of health specialists as a continuous process of training and improving professional competencies of medical specialists after they received higher medical education and underwent postgraduate internship [6].

The introduction of the concept of continuous professional development of health specialists into practice is an effective factor in motivating doctors for professional self-improvement as an important component of their social and professional mobility. The results of psychological and pedagogical research substantiated the importance of motivation leading to the activation of cognitive abilities, the progress in mastering professional knowledge and skills, the creation of psychological comfort when performing professional duties for the effectiveness of learning activities [3].

It is worth saying that it is the motivation to master new knowledge and skills during postgraduate study that determines the sense of the entire educational and cognitive activity with the aim of the improvement of doctors' professional qualification. The motivation increases the interest in achieving the positive results in mastering new professional skills. Since the motivation for professional development depends on specialist's personal qualities, interests and preferences [1], the educational process at the postgraduate level should be designed

in such a manner that the achievements of a certain result would be indicated at each stage, and the specialist could clearly assess the fact of approaching the goal.

Health specialists' motivation for professional development is also realized through some actions performed by a teacher to get learners interested, as well as to initiate and activate them to solve educational tasks aimed at the provision of quality retraining and self-improvement that will contribute to efficient health care provision.

According to experts, the restructuring of postgraduate study in the context of transition from the system of pre-certification cycles to the interactive and distance forms of postgraduate study that would be interesting for doctors and pharmacists is of great relevance. Continuous professional development of doctors envisages conducting practice-oriented classes in the form of seminars and master classes, where the teacher serves as the main consultant who familiarizes learners with practical skills, as well as points to the list of information resources and learning platforms that will help them increase the level of problem awareness [6].

The introduction of the problem-solving techniques during postgraduate study enhances the professional training of doctors, that, in its turn, will allow them to effectively use knowledge gained in daily practice. Interactive methods such as the case method, role playing games, management games, brainstorming, disputes, discussions, critical incident techniques, project-based learning, competitive learning, small-group learning with elements of management game or carousel strategy, the method of interdisciplinary conference with elements of discussion are considered as an effective tool for problem-based learning within health professional education [2].

The case method relies on a single clinical case and possible contradictions in the differential diagnosis and treatment are resolved. In order to increase the level of professional mobility in providing medical care, learners are offered to conduct a comprehensive analysis of dynamic situation, consider its alternatives, choose an optimal variant from several proposed ones, develop a strategy for subse-

quent actions, etc. [6].

According to experts in the field of organizing postgraduate medical education, the advantage of the case method is its ability to generate a wide range of solutions to a professional problem.

Cases involve real case histories, while for information base, the articles, recommendations on modern diagnostic capabilities, data of an integrated approach to treatment of similar diseases, and necessary guidance materials are used. Cases may consist of: the introduction (relevance and problem statement), the main problem (complaints, anamnesis), materials for solution (structured by topics), as well as critical articles representing the opinions of various clinical schools [2].

Conclusions

Thus, postgraduate education as an important factor in providing continuous professional development of health specialists creates optimal conditions for the formation of social and professional mobility of doctors. Special conditions when learners can participate in simulated practical situations and find solutions to typical and atypical professional tasks are created. They improve clinical thinking and contribute to doctors' readiness to effectively make independent decisions in critical situations, as well as to the ability to professionally act in problematic situations with contradictory conditions and limited time in order to provide quality medical care that are important indicators of the formation of social and professional mobility of a doctor.

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