

UDC 618:378

ASSURING QUALITY IN MEDICAL EDUCATION FOR OBSTETRICS AND GYNECOLOGY

ОБЕСПЕЧЕНИЕ КАЧЕСТВА МЕДИЦИНСКОГО ОБРАЗОВАНИЯ В АКУШЕРСТВЕ И ГИНЕКОЛОГИИ

I.A. Ancheva

MD, PhD

*Odessa National Medical University,
Department of Obstetrics & Gynecology
No1, associate professor
Valikhovsky lane 2, Odessa, Ukraine, 65028*

И.А. Анчева

к.мед.н.

*Одесский национальный медицинский
университет, кафедра акушерства и
гинекологии №1, доцент
Пер. Валиховский 2, г. Одесса, Украина, 65028*

Abstract. This study was aimed to determine the perspectives of the quality assurance systems in education process for obstetrics and gynecology. The experience of assurance of quality performance and care in the medical education was analysed. There was shown that quality assurance in teaching obstetrics and gynecology helps to promote good academic performance and increase competitiveness of medical students.

Key words: quality assurance, quality management, medical education, obstetrics, gynecology.

Аннотация. Целью исследования было определить перспективы развития систем обеспечения качества в процессе преподавания акушерства и гинекологии. Показано что использование систем обеспечения качества преподавания позволяет улучшить академическую успеваемость и повысить профессиональный уровень студентов медицинского ВУЗа.

Ключевые слова: обеспечение качества, управление качеством, медицинское образование, акушерство, гинекология.

The quality assurance system of education - a set of organizational structures, activities, methods, measurements, indicators and control objects interacting with each other, reflecting the extent to which educational activities and services the needs of society, all contribute to raising the level of training [1-3].

Organization quality management training is based on a systematic approach, covering all areas of the high school that affect the level of educational services [1, 2].

This study was aimed to determine the perspectives of the quality assurance systems in education process for obstetrics and gynecology Methods. The search strategy was based on the Boolean logics and following key words were searched in the specialized databases (Medline, CINAHL, Ovid, Cochrane Review Database and HINARI), web-sites of national and international agencies and Google search engine: "quality assurance", "quality management", "medical education", "obstetrics", "gynecology".

Results. The majority of revised sources of information argued that quality management in high school to be built on the principle of "everyone if involved" aimed at the development of interest in quality work. In this case, an important role is played by the responsibility of management, which includes the function of policy and strategic decision-making, planning and organization of educational process, staff motivation, interaction with the environment.

Under the quality management system we understand the set of organizational structure of the university, the documentation (internal regulations, orders documented procedures, guidelines, work instructions), processes and resources needed to implement quality management.

There are three types of internal control assuring the quality of teaching: self-control, quality control of students' knowledge and control of educational programs. Self-control - a self-analysis and self-assessment activities students and teachers, providing for the level of student mastery of the material through the trial test, educational software, workshops, individual clinical work.

On the basis of self-control activities at different levels of the organization it makes to be possible identifying the best development strategy based on risk analysis and error, short-term and long-term requirements for training.

Quality control of students' knowledge is carried out in the form of the current certification that takes into account the student's work during the semester, as well as interim certification carried out in the form of module controls and MCQ testing, as well as the final state certification.

The role of quality assurance in the educational process is shown at Fig. 1. The main principle of medical education is following: *Quality Education, Quality Training, and Quality Assurance Lead to Quality Performance and Care.*



Fig. 1 Quality Performance and Care in the medical education.

Control of educational programs provides an assessment of curricula, as well as work programs and methodological developments in the context of disciplines. External control is exercised by the government and the NGOs.

State control provides: assessment of students to determine the level of residual knowledge; state certification and accreditation of the medical university. University carried out the parent organization to confirm the right of educational activities; planned certification of individual specialties in order to determine the ranking of the university. Public control includes: assessment of knowledge of graduates by employers; assessment of students' knowledge leaders training and production practices; accredited public university; gathering the views of the media and others.

We believe it is appropriate to study the students first course gynecology, i.e. basic anatomical and physiological characteristics of the female body and diseases of the reproductive system, and then later to teach them in obstetrics and reproductology. This is also evidenced by international experience, which is taught to gynecology obstetrics and sometimes in parallel with it [1, 3].

Quality of the training of students and graduates attested basic educational program is carried out by the organization of interviews and tests in a specially organized random sampling. When the sample used funds control tasks both interdisciplinary and disciplinary, as well as funds provided by the state inspectorate.

When conducting examinations or testing is required to participate at least 90% of the selected number of students [1]. Determining when assessing the quality of training there are conducted final certification of graduates, as well as the assessment of their work after graduation in the internship and mastership. Further information can be used for employment of graduates, preparing contracts and other follow-up information.

Conclusion:

1. Quality assurance in teaching obstetrics and gynecology helps to promote good academic performance and increase competitiveness of medical students.
2. Both lecturers and students need to be aware of the quality control frameworks during the rotations on obstetrics and gynecology for high school

References:

1. Duffy S, Jha V, Kaufmann S. The Yorkshire Modular Training Programme: a model for structured training and quality assurance in obstetrics and gynaecology. *Med Teach*. 2004 26(6):540-4.
2. Silberman L. Quality assurance in obstetrics: a model. *Obstet Gynecol*. 1990 76(3 Pt 1):466-70.
3. Grunebaum A. Error reduction and quality assurance in obstetrics. *Clin Perinatol*. 2007 34(3):489-502