



APPLICATION OF CASE METHODS IN THE TRAINING PROCESS OF REHABILITATION NURSES

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ABSTRACT

The article presents the result of an analysis of literary sources devoted to modern interactive teaching methods in higher educational institutions, in particular case methods. An example of the application of these methods in the educational process of students of the Faculty of Higher Nursing of Samarkand State Medical University is also given.

KEYWORDS: *rehabilitation nurse, education, interactive teaching methods, case methods.*

Rehabilitation nursing is any intervention, based on clinical judgment and knowledge, that the nurse performs to improve the outcome of rehabilitation interventions to restore lost function due to various diseases and injuries [1,2].

As it's known, the work of a nurse in the field of rehabilitation requires close work. interaction with the attending physician. That is why such work is considered quite difficult, since it is the rehabilitation nurse who must help the patient comply with the prescriptions and recommendations prescribed by the doctor [1,3].

In this regard, the educational program for nurses in rehabilitation should include theoretical knowledge and practical skills that contribute to the recovery of patients after injuries and illnesses [3,4]. Among modern technologies and teaching methods, a special place in education has recently been occupied by teaching with case technology or the case method, which combines such well-proven methods as: the project method, role-playing game, situational analysis and much more [5,6].

This teaching method has a number of advantages, among which it is worth highlighting [5,6]:

- Practical orientation. The case method allows you to apply theoretical knowledge to solve practical problems. This approach compensates for exclusively academic education and gives a broader understanding of business and processes than lectures at a university or practice in a narrow area of work.
- Interactive format. The case method ensures more effective learning of the material due to high emotional involvement and active participation of students. Participants are immersed in the situation headlong: the case has a main character, in whose place the team puts itself and solves the problem on his behalf. The emphasis in training is not on mastering ready-made knowledge, but on its development.
- Specific skills. The case method allows you to improve "soft skills", which turn out to be extremely necessary in the real work process.

The use of the case method ensures:

- The Development of analysis and critical thinking skills,
- The Combination of theory and practice,
- The Presentation of examples of decisions made,
- The Demonstration of different positions and points of view,
- The Development of skills in assessing alternative options in conditions of uncertainty.

At the same time, the teacher is faced with the task of teaching students to analyze information, sort it to solve a given problem, identify key problems, generate alternative solutions and evaluate them, choose the optimal solution and formulate action programs, etc [7,8,12].

As a result, students gain communication skills; develop presentation skills; form interactive skills that allow to effectively interact and make collective decisions; acquire expert skills and abilities; study to learn, independently searching for the necessary knowledge to solve a situational problem, and change the motivation to learn [7,9,10].



Solving cases consists of several steps:

- 1) research of the proposed situation (case);
- 2) collection and analysis of missing information;
- 3) discussing possible solutions to the problem;
- 4) developing the best solution.

Cases vary in format of use and level of complexity.

1. According to the format of use they distinguish:

- Executive- cases. Participants get acquainted with the case directly at the event and solve it individually or in a discussion format with a moderator. Such cases are used to illustrate theoretical material or to test specific narrow skills.
- Thematic cases. Intended for analysis during a training session and general discussion, sometimes brief preliminary preparation of participants is assumed.
- Harvard cases. Involves independent team work over several days and presentation of a solution.

2. According to the level of complexity, cases can be:

- Highly structured. Includes a minimal amount of additional information. They contain a specific solution model, and there is an optimal solution.
- Short vignettes. Introduces only key concepts, includes 2–3 pages of appendices. Participants require additional knowledge to work.
- Large unstructured cases. These are the most difficult cases. Participants need to cope with large volumes of loosely structured data. The case may include unnecessary information and/or lack necessary data.

The classic Harvard case is a large case (20–25 pages of text plus 8–10 pages of illustrations and appendices), where there is a main character and his story. The peculiarity of using the case method at HBS is the search for the only correct solution [11,14]. The structure of the classic case method consists of a brief description of the problem situation and problem statement, a description of the group and its external environment, a description of the industry, its specifics, dynamics and current state, as well as a description of the key elements of the problem situation [11,13,15].

At the Department of Medical Rehabilitation, Sports Medicine and Traditional Medicine of Samarkand State Medical University, the case method is carried out in small groups of students, 6–8 people each, who receive the material directly in class. The case consists of 5–6 parts, which are examined sequentially in several lessons. Usually, the first part describes the initial condition of the patient and the symptoms of the disease, the second contains the results of the initial examination, the subsequent parts are usually devoted to the results of tests, the diagnosis of specialists, the prescribed treatment, the patient's response to this treatment and further progress of treatment.

During the discussion, students are not required to offer ready-made solutions. The goal is to ask further questions, formulate hypotheses, identify gaps in knowledge, and ultimately formulate a plan for self-study on a topic that students work through in the library over several days. After this, the teachers offer the next part of the case for discussion [5].

Thus, with the introduction of cases into training, students already in the initial courses are immersed in the world of medical practice instead of purely theoretical training.

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