

The average score on the theoretical questions was also significantly higher among students in the main group, at 4.25 ± 0.15 points, whereas in the comparison group, this figure was 3.7 ± 0.14 points. The identified differences are statistically significant ($p < 0.01$) and indicate a higher level of theoretical knowledge among students in the main group.

Discussion

The results indicate that training students in the Department of Pediatrics and Pediatric Infectious Diseases using simulation technologies contributes to a higher level of practical skills and theoretical knowledge, which is likely due to the fact that recognizing their practical value changes the approach: students do not simply memorize facts but recognize their practical significance.

Conclusions

The use of simulation techniques helps create a safe learning environment necessary for developing professional competencies and enhances the readiness of future pediatricians for real-world practice in accordance with the current requirements of the modern healthcare system.

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EXPERIENCE IN IMPLEMENTING THE INNOVATIVE PROJECT "SCHOOL OF SURGEONS"

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Abstract. Perm State Medical University named after Academician E.A. Wagner is implementing an innovative project called "School of Surgeons." Over the past three years, 300 students have completed the course. Thanks to a mentorship system and the development of individualized educational pathways, graduates not only make more informed choices regarding their surgical specialization for further training but also demonstrate a seamless transition to independent professional practice, exhibiting a level of manual skills comparable to that of practicing physicians.

Scientific specialty: 3.2.3. Public Health and Health Care Organization, Sociology, and History of Medicine.

Relevance

An important feature of surgery is the need to synthesize in-depth theoretical knowledge with impeccable surgical technique. Given the intense pace of training, it is extremely difficult to find time to hone manual skills, which creates risks when transitioning to actual clinical work. At the Perm State Medical University named after Academician E. A. Wagner, an innovative approach has been developed that ensures the confident development of manual skills and their successful transfer to real-world clinical practice.

Objective

To analyze the results of the three-year "School of Surgeons" project as a tool for in-depth student training, the development of individualized educational trajectories, informed specialization choices, and successful adaptation to independent medical practice.

Materials and Methods

Since 2023, the university has been implementing the "School of Surgeons" project, which is open to sixth-year students in the Faculties of General Medicine and Pediatrics who plan to enter residency programs in surgical specialties. The Department of Clinical and Operative Surgery, in collaboration with the Federal Accreditation Center, provides a supportive environment for personalized career development and mentorship.

Results

At the beginning of the academic year, students design their own individual educational path by selecting an optimal set of courses. This profile includes three courses combined into the "School of Surgeons" program: fundamentals of surgical techniques for vascular surgery, modern intra-cavity endoscopic technologies, and the theory and practice of manual techniques in modern abdominal surgery.

Instruction is led by highly qualified practicing surgeons who act not merely as instructors but as mentors. They share real-world clinical experience, inspire students, and help them make more informed decisions about their future specialization, while also conducting master classes in various fields.

A key feature is simulation-based training in conditions that closely resemble real-world scenarios: classes are held in training operating rooms, and students work with biological materials. This approach ensures a smooth transition for recent graduates into independent professional practice. The students' performance is comparable to that of practicing physicians: they can perform a sealed intestinal anastomosis in 30 minutes, an antithrombogenic vascular suture in 20 minutes, and a reliable laparoscopic repair of a perforation.

Over the past three years, 300 students have graduated from the "School of Surgeons," including 60 who studied in English. The percentage of graduates from this innovative project who have entered residency programs in "surgical" specialties reaches 96%. It is worth noting that approximately 3–4% of graduates, during the course of their training, come to realize that work involving surgery does not meet their expectations and choose a medical specialty instead. This confirms the course's high effectiveness in career guidance and allows students to chart their individual career paths with the greatest possible awareness.

Discussion

The innovative "School of Surgeons" course is a highly effective method for developing manual skills among sixth-year medical students, serving up to 100 graduates annually. The project has demonstrated that the combination of individualized career paths and a mentorship program is critical for the adaptation of young physicians. Today, there is a trend toward the digitization of practi-

cal training processes — the development of necessary skills using virtual surgical simulators. Nevertheless, it is important to remember that a surgeon works with real biological tissues and must take into account tissue resistance and architecture — aspects that are difficult to train on virtual simulators. From this perspective, it is important to combine both approaches in the training of future surgeons.

Conclusions

The innovative “School of Surgeons” project successfully addresses the challenges of helping students acquire manual surgical skills and make an informed choice of specialization; graduates undergo a thorough transition to independent professional practice. A high level of manual skills allows young physicians, from the very first days of their residency, to focus on treatment strategies and perioperative patient care without wasting effort on mastering basic surgical skills, and mentors can entrust them with performing specific stages of operations or procedures as a whole.

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AN EVALUATION OF FIRST AID TRAINING FOR DRIVERS IN DRIVING SCHOOLS

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Abstract. The training program at driving schools includes a module on first aid, as all drivers are required to provide it.

Scientific specialty: 3.2.3. Public Health and Health Care Organization, Sociology, and History of Medicine.

Relevance

The relevance of this research topic stems from three interrelated factors: the scale of traffic-related injuries in Russia; the critical gap between the formal content of first aid training in driving schools and the actual needs of road safety; and the shift in government policy toward the practical implementation of driver training reform.

Objective

To assess the preparedness of future drivers of motor vehicles to provide first aid.

Materials and Methods

The study included 80 respondents who had completed training at various driving schools in Moscow and successfully obtained a Class B driver's license.

The training was evaluated through self-assessment by each respondent. Feedback was collected via a survey using Yandex Forms.

Each respondent was asked to answer questions about the training method (theory only, theory with practical exercises, or no first aid training at all) and to rate their level of confidence in providing first aid, their knowledge of first aid protocols, and their ability to call an ambulance.

Results

It was found that only 15% (n = 12) clearly remembered covering the topic of first aid, 18% (n = 15) were unsure whether the topic had been covered, and 66% (n = 53) clearly remembered that the topic had not been addressed at all in class.

At the same time, only 17% (n = 2) had both theoretical instruction and practical training using simulators. 83% (n = 10) covered only the theory without practicing the skills.

86% (n = 69) know how to correctly call for emergency medical services, while 14% (n = 11) doubt that they would be able to do everything correctly. Some do not know the emergency medical services number or confuse it with the international emergency number (trying to call 911). Meanwhile, 81% (n = 65) indicated in the CPR algorithm that it is essential to check for a pulse.

When assessing their readiness to provide first aid, 36% (n = 29) know something but are afraid of making a mistake. Only 6% (n = 5) are confidently ready to provide first aid. 58% (n = 46) doubt themselves and their knowledge. 38% (n = 30) are clearly confident in themselves and know the correct sequence of steps for cardiopulmonary resuscitation. 34% (n = 27) have doubts about their knowledge. 30% (n = 23) do not know what to do or how to do it when providing first aid.

When asked when first aid is most needed, 83% (n = 66) answered that it is in traffic accident situations.

66% (n = 53) are willing to undergo additional first aid training right now.

80% (n = 64) believe that the training sessions should include time set aside for hands-on practice of skills and various scenario-based exercises. 20% (n = 16) believe that, in principle, theory alone is sufficient.

Discussion

A comprehensive assessment of the effectiveness of the existing model for teaching first aid to drivers is necessary given that:

- road traffic injuries continue to have high mortality rates outside urban areas;
- the content and assessment of the training are recognized as outdated and perfunctory;
- the government is moving toward legally establishing practical requirements;
- there is a lack of domestic empirical data on the effectiveness of various training formats.

Conclusions

The study shows that the level of training among future drivers is below average. Most often, driving schools take a superficial approach to teaching first aid, limiting the subject to a theoretical overview without giving sufficient attention to developing practical skills.

Drivers' readiness to provide first aid is also below average: they are willing to call an ambulance, but there are gaps in their procedures and common mistakes persist.

Thus, the most effective way to boost future drivers' confidence and readiness to provide first aid is through practicing practical skills on simulators and analyzing various situational scenarios. Formal training that consists solely of theoretical instruction can only serve to reinforce mistakes.

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