

# Iuliia Yevtushenko

---

## Implementation of Concept of competence in the field of activity of a family physician

---

Edukacja - Technika - Informatyka nr 1(15), 170-174

---

2016

Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej [bazhum.muzhp.pl](http://bazhum.muzhp.pl), gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.



**IULIA YEVTUSHENKO**

## **Implementation of Concept of competence in the field of activity of a family physician**

Senior lecturer, Department of Medical and Biological Physics, Medical Informatics and Biostatistics SE “Lugansk State Medical University” Ukraine, Lugansk region, Rubezhnoe, Ukraine

### **Abstract**

The article analyzes various approaches to the definition of “competence”. The content of the notion “competence” is specified. The list of the competences of a family physician is considered and analyzed.

**Key words:** competence, general practitioner – family physician, medicine.

---

### **Introduction**

The state of the health of population has always been and remains one of the determinative criteria of development of any society. It should be noted that during the years of Ukraine's independence the health care system is one of the few areas which has not undergone some reforms. So the urgent need to improve the training of specialists in the system of higher medical education is firmly linked to strengthening of authority and competitiveness of our country on the labour market.

Family medicine for Ukraine is a new specialty, which is on the path of formation.

The state needs professional family physicians, competence of whom correspond to the international standards.

We must say that according with professional educational program (further PEP) professional competence of a family physician is differ from the competencies of other doctors fundamentally. A family physician is a general practitioner. He provides medical care to the patients with consideration of their family peculiarities, environment, conditions of life. In addition, he bears personal responsibility for the professional quality of the provided assistance to the community. He makes the final decision concerning diagnosing and treatment of patients at the outpatient stage, takes part in the management of patients at other stages. A family physician works independently and provides professional and

continuous medical care regardless of age and sex of the patient and the nature of the disease. Due to this activity a new type of socially oriented doctors and nurses of primary health care – family physician, general practitioner – is formed.

Theoretical and methodological bases of introduction of competence approach in higher education have been the subject of research of such scientists as U. Vasylyshyna (methodological aspects of formation of information culture as necessary condition of professional competence of a doctor-intern), M. Rozhko (methodical bases of organization of training of doctor-interns), V. Baidenko (separation of composition of competences of graduates), Fedorova N. (theoretical aspects of competence approach in professional training), Shyshkina Ie. (theoretical bases of formation of competence approach in higher professional education) and others. The works of N. Ridei, D. Shofolov are dedicated to the formation of professional and practical competence of specialists in the management of natural resources in agricultural sector.

The works of L. Vasylieva, N. Horshunova, V. Kashnytskyi, M. Tymofiiieva are dedicated to the formation of communicative competence of physicians.

Zh. Haranyna, V. Kosyrov, M. Tymofiiieva, L. Urvantsev, M. Yurovska studied psychological training of future specialists of medical specialization.

Certain aspects of professional medical training are considered in the works of A. Agarkova (formation of professional and ethical culture of future doctors), L. Dudko (formation of readiness to professional self-development of medical students), M. Lisovyi (development of professional speech of the future medical workers), M. Mruga (structural and functional model of professional competence of the future doctor), O. Nelovkina-Bernal (formation of professional orientation of students of medical specialties), I. Radziievska (formation of professional competence of future nurses), S. Tykholaz (pedagogical conditions of development of professional orientation of students of medical universities) and others.

However, despite the presence of diverse and rather extensive research in modern psychological and pedagogical literature there is not enough attention to the decision of problem of activation of professional and rehabilitation self-improvement of future family physicians in the process of their professional training.

**Formulation of purposes of article (statement of the problem).** The purpose of the article is to analyze and generalize of existing approaches to the interpretation of the concept “competence” in the system of higher medical education. The objectives were formulated to achieve this purpose articulated: to clarify the concept of “competence” and to analyze different approaches to its definition.

The object of the research is interpretation of the concept “competence” in the system of higher medical education.

The subject of the research is concept “competence”.

**Develop.** Today in Ukraine the reform of higher education is taken place, related to the requirements of the European Credit Transfer and Accumulation System. Ukraine's accession to the realization of purposes and principles of the Bologna process reinforces the relevance of the issue of formation of professional competence of a future specialist. Strengthening of European cooperation in professional education of training of specialist requires new approaches to the organization of educational process and increasing of level of culture and consciousness of experts in different areas [Rybalko 2013: 7].

The concept “competency-based education” has appeared Germany, the USA and the UK in the 60-ies of the last century, and in the 70-ies it was included to the professional educational programs in the USA, and in the 80-ies it was included to the professional training programmes in the UK and Germany” [Rybalko 2013: 44]. The concept of "competence" itself appeared during introduction and development of the competency-based approach, which started in the 70-ies of XX century in America.

Its development and further continuation competency-based approach had in 1997, in the program “Definition and selection of competencies: theoretical and conceptual foundations” (abbreviated “DeSeCo”) under the Swiss Federal Statistical Office and the National Center for Education Statistics of U.S. and Canada (Reform Strategy for Education in Ukraine, 2003).

N. Bibik, N. Kuzmina, P. Borysov, S. Shyshov, J. Raven, V. Kraievskiy, A. Khutorskiy and others studied the structure and essence of the concept “competence” in the field of education [Leontian 2012: 74].

According the Law of Ukraine “On Higher Education” (2014). “competence is a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, philosophical and civic qualities, moral and ethical values that determines a person's ability to successfully implement vocational and further training activities is the result of learning at a particular level of higher” [Vidomosti Verkhovnoi Rady 2014: 2].

In “National qualifications framework for higher education”, which is developed by Ministry of education and science of Ukraine, “competency is an individual's ability to perform a certain type of activity, which is expressed through knowledge, understanding, skills, values and other personal qualities” [National qualifications frameworks 2011: 2].

According to the Large Explanatory Dictionary of the Contemporary Ukrainian Language V. Busel “competency is knowledge, awareness, credibility” [Busel 2005: 560].

Dictionary “Vocational education” gives the following definition: “competence is a measure of the correspondence of knowledge, skills and experience of persons of a particular social and professional status to the actual level of com-

plexity of performed tasks and solved problems; the area of authority of the governing body and officials; the range of issues on which they have rights”.

Thus, having analyzed different interpretations of the concept “competence” we can say that in these interpretations their substantive basis is common: knowledge, which a future specialist should possess, the range of issues in which he should be educated, as well as experience necessary for successful performance of work.

In our opinion, the most successful definition of competence is the following: competence is experience of a person in the form of a complex of knowledge, abilities, skills, necessary for effective professional activity, the ability to analyze, to assess the situation, to think logically, to foresee consequences of professional activities, to obtain, select and analyze information; this is the level of education.

According to the order of MH of Ukraine from 28.11.2002, No. 385 (with amendments in accordance with the Orders of the Ministry of Healthcare No. 114 from 17.03.2003; No. 229 from 07.05.2004; No. 600 from 17.08.2009) “On Approval of the Register of Health Care Institutions, Medical and Pharmaceutical Positions for Junior Specialists with Pharmaceutical Education at Health Care Establishments” the medical speciality “General practice-family medicine” and a medical post that corresponds to are introduced.

According to EQC and PEP a future family doctor must possess such competencies:

- to solve both acute and chronic health problems of patients;
- to provide affordable and quality primary patient care in the health care system;
- to act a protector of the rights and interests of patients;
- to make the initial contact with the patient concerning certain regulatory issues;
- to cover the full range of problems of health of the patient;
- to use the capabilities of the health system effectively and efficiently;
- to organize medical route of the patients;
- to use consultation in the general medical practice/family medicine to create effective relationships of a doctor and a patient maintaining respect for the individuality of a patient;
- to treat diseases in the early stages of their development when they manifest themselves in undifferentiated way;
- to treat patients with mental disabilities, HIV/AIDS, asocial status tolerant;
- to use diagnostic and therapeutic methods efficiently;
- to form healthy lifestyle of population [EQC, PEP 2003].

We believe that the application of competence approach in higher medical education is oriented on comprehensive development and training of a medical

student and his professional activity not only as a competent specialist, but also as a highly educated, creative personality.

**Completion.** Summarizing everything above-mentioned, we can draw the following conclusions: different researchers have their own visions on the interpretations of the concept of “competence”, which are rather diverse, competence reveals always in the activities; the professional competence of a family doctor is differ from the competencies of other doctors fundamentally.

**Prospects for further researches** will be in analyzing of the model of professional competence of the family doctors in the system of higher medical education of Ukraine.

## Literature

Busel V. (2005), *Velykyi tlumachnyi slovnyk suchasnoi ukrainskoi movy (z dodat. i dopov.)*, ed. V.T Busel, Irpin.

*The Law of Ukraine “On Higher Education”* (2014), Vidomosti Verkhovnoi Rady (VVR) no. 37–38.

Leontian M. (2012), *Poniattia «kompetentsiia» i «kompetentnist» u teorii osvity*, ”Naukovi pratsi. Pedahohika”, випуск 176, том 188.

National Qualifications Frameworks. *Dodatok do postanovy Kabinetu Ministriv Ukrainy vid 23 lystopada 2011 r.*, no. 1341, Kyiv.

*Osvitno-profesiina prohrama pidhotovky spetsialista za spetsialnistiu 7.110101 Likuvalna sprava napriamu pidhotovky 1101 Medytsyna* (2003), Kyiv.

*Osvitno-kvalifikatsiina kharakterystyka spetsialista za spetsialnistiu 7.110101 Likuvalna sprava napriamu pidhotovky 1101 Medytsyna* (2003), Kyiv.

Rybalko Iu.V. (2013), *Formuvannia profesiinoi kompetentnosti maibutnikh ekolohiv u fakhovii pidhotovtsi u vyshchyykh ahrarnyykh navchalnykh zakladakh*, Kherson.