



CONTEMPORARY CLINICAL PRACTICE DIMENSIONS OF THE STUDENT NURSES

N. Kostadinova, P. Ivanova*

Department of Healthcare, Faculty of Medicine, Trakia University, Stara Zagora, Bulgaria

ABSTRACT

Putting the patient in the center of attention during the training of student nurses is an important element for achieving high quality of their education.

The professors have significant potential to influence the students on interacting with actual patient who are put in the center of the training process.

Subject to future research shall be the training strong sides and weaknesses, and the emphasis shall be put on the innovative methods of teaching in an actual clinic environment and participation of professors and students in scientific research.

Key words: contemporary dimensions, clinical practice, actual patient in the center of the training process, innovative methods.

INTRODUCTION

The clinical practice of student nurses develops responsible attitude towards the practical tasks, critical thinking and competitive behavior. The students who chose to study to become nurses are optimistic about the future of their profession. During the training process the emphasis is put on practical activities and developing the personal qualities of the students, for the purpose of their successful professional realization. The development of communication skills in the training process has been studied during the years where the students successfully ask questions, show compassion in listening and summarize information. A. Andonova notes that "the most effective training tool, according to the professors, is the patient" (2, pages 341-344). It is important that the students acquire skills for efficiently control the interaction with the patient, and in interacting with the patient they shall make him feel confident and safe about the services offered.

OBJECTIVE

The objective of this research is to check

whether the patient is put in the center of attention in the process of practical training of the students, and also the responsibility that we as professors have to encourage that.

MATERIALS AND METHODS

To conduct this research we made a poll and asked for the opinion of two groups of respondents (students and professors). The results are visualized with graphic figures. The initial information has been analyzed with the Microsoft Office Excel 2003 program and the results have been discussed after conducting individual interviews with other members of the team – mentors and nurses.

RESULTS AND DISCUSSION

The preliminary preparation of the students for clinical practice consists of familiarizing the students with the curriculum, the new methodical requirements and the regulatory acts. Depending on their pedagogical skill, the professor defines forms, methods and tools for didactic interaction. According to 58% of the students, the professors present the topic in an attractive manner and provoke cognitive interest and professional motivation in the students. The professor stimulates the students to express their opinion in a well-grounded manner, he adequately controls and directs. During their first visit to the clinic the students become acquainted with the specifics of the work environment and the attitude of the

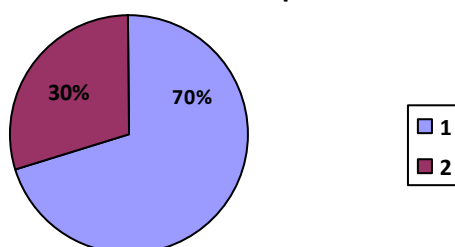
*Correspondence to: *Penka Ivanova, Trakia University – Faculty of Medicine, Department of Healthcare, 11 Armeiska Str, Stara Zagora 6000, Bulgaria, e-mail: pepa_ivanova@abv.bg*

personnel, and they observe the work. The professor, or mentor adequately controls and evaluates the students' practice, and it is considered that such evaluation shall be positive in order to stimulate the students for their future tasks. Consultations are being conducted with the students, either individually or with the entire group, the students are being instructed, in accordance with the experience and practice of the instructor, and the students are being directed towards individualization of the work. The emphasis is put on the good practices and innovations in the field. According to the professors the students have the opportunity to choose an activity in accordance with their interests and level of training: for example choose a patient to study and plan the cares.

Having students caring for the patients facilitates the nurses' work, and for the students working with actual patients means more confidence and they can also assess their own readiness to exercise the profession.

Tasks are being assigned in order to encourage putting the patient in the center of the training which includes an interview with an actual patient and all students make this exercise individually in writing. Cares are being planned and decisions are being made. Group discussion is being conducted. This way the medical training is being directed towards building communication skills. 32 (70%) of the students think that during the practice they master techniques for effective listening to an actual patient and nonverbal communication (Figure 1).

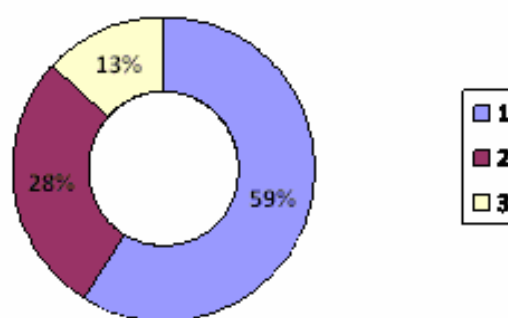
Figure 1
Mastering techniques for effective communication with an actual patient



Specific communication skills are being developed during the clinical practice for

working with psychotic, aggressive and depressed patients, patients with sexual problems, and elderly. 27 (59%) of the students think that the lack of commitment to the patients is due to a number of stressors such as lack of support on the part of the teacher and the mentors; for 13 (28%) of the students the patient is in the center of the training process in the clinic, and 6 (13%) think that they still lack the skills required for interacting with an actual patient.(Figure 2)

Figure 2
Commitment to the patient



The lack of commitment to the patient as a complete person leads to low quality of the healthcare services. The students shall be convinced that the results and safety of the patient depend on their preliminary training.

The professors who participated in the poll think that the practical training corresponds to the changes in the training process and emphasize on the good practices and innovations in the field.

CONCLUSIONS

Putting the patient in the center of attention during the students' training leads to more efficient interaction with the patient and is very important for the high quality of the nurse education.

The professors have a significant potential to influence the students and to encourage the interaction with an actual patient who is put in the center of the training process.

The clinical practice facilitates the learning process, and the clinical experience is the most important part of the nurse training.

The practical training corresponds to the changes in the education process and the dynamics of the students' needs.

Recommendations:

The professors shall direct the medical education towards developing communication skills and keep reminding the students that the patient is in the center of their activities.

Optimizing the process of putting what is learned into practice in order to facilitate the passage from the university to the actual practice, in the best interest of the patient.

Encouraging transfer of information and blurring the lines between the university and the hospital.

Evoking professional interest in the students through scientific, and not only reproductive individual work.

Emphasizing on the innovative methods of teaching; participation of professors and students in scientific research.

Improving the research activity in the hospitals in the field of healthcare.

Increasing the activity of the student nurses during their work in the clinics and flexibility in accordance with the clinical needs. Subject to future research shall be the training strong sides and weaknesses and the consequences for the practice in which the patient is put in the center of attention.

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