

THE READINESS OF THE TRAINEE-NURSES FOR PROFESSIONAL REALIZATION IN HOMES FOR THE ELDERLY

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ABSTRACT

By decision of the European Parliament and the Council of the European Union, and proposal from the European Commission (COM (2010)) 462-THIS YEAR 2012) is designated as a “European year of the active life of older people and solidarity between generations”. Undoubtedly the training of professionals in health care must be bound and with this fact.

Key words: students, training, care for the elderly

INTRODUCTION:

By decision of the European Parliament and the Council of the European Union, and proposal from the European Commission (COM (2010)) 462-THIS YEAR 2012) is designated as a “European year of the active life of older people and solidarity between generations”.

This solidarity between the generations offers a valuable opportunity to discuss the barriers between elderly and an active life. Conduct of various initiatives during the year will promote the positive vision for the people of the third age, taking into account their contribution to society and the economy. Its also encourage them for a healthy life and independence.

This initiative will help to form a positive attitude in medical specialists to work with the people in the third age accommodated in social care providers for persons over 65. Undoubtedly the training of professionals in health care must be bound and with this fact. As indicated by B. Torniova “the education is still linked primarily with teaching and the reproduction of knowledge and experience but there is not reported the analysis and synthesis, discovering, set questions and creative answers.” As a result the students get difficulty with different situations and communicate to the elderly (4).

MATERIALS AND METHODS

There was conducted anonymously survey with 50 students from “nurse” specialty in Tracian University, Medical Faculty.

TARGET

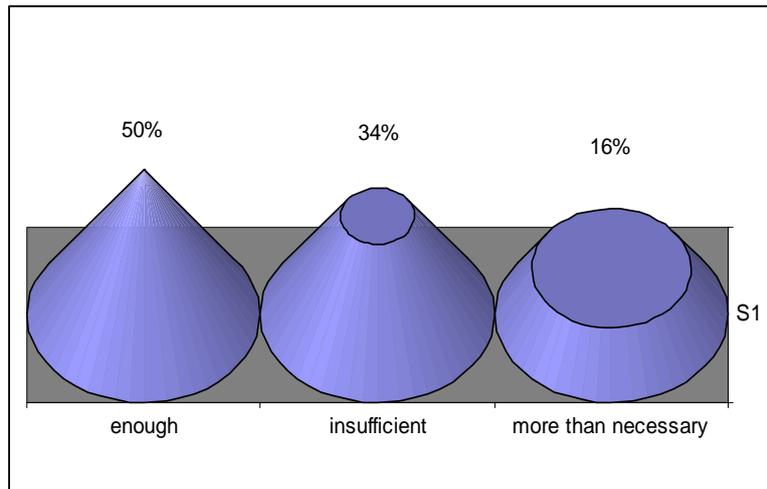
The point is to establish the opinion of the students about their education.

DISCUSSION

The education schedule included subjects dealing with the problems of people in their third age-Geriatric Nursing for the elderly. The part of the other subjects has included topics covering health and social problems of the elderly. The purpose of the training is to formed competence for prevention and treatment of major diseases and problems of the people in the third age.

There was a question about the adequacy of the hours on various subjects dealing with the problems of the elderly.

Fig. 1 Students of sufficiency of hours



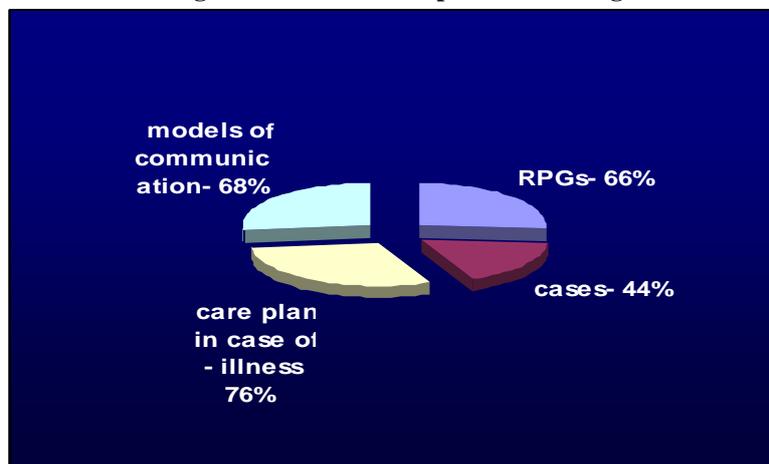
About 50% of the students indicate that times are sufficient, 34% want more hours, and another 16% of the trainees think that the time expended for the problems of the elderly is completely sufficient. Part of the asked students justifies their responses. About the theoretical training in educational disciplines—the students (88%) wish in their training to include more cases and role-playing games for the acquisition of skills for communication and solving of problems arising into the process of work.

At her study about the methods of training-B.Torniova indicate similar results .The same author argues that “ use only traditional methods in training in health care is not possible to understand , to reconsider and revise the information about the specific practical purposes and does not lead to the desired results. It is necessary and of non-traditional (interactive) methods in training which refer to cases and role-playing games” (5, p.142).

P. Balkanska offers practical guidelines for professional communication with the patient. The author examines the ability for active listening as one of the most important skills of the medical specialist and offers techniques of active listening (3, p.122-129).

Other students consider their training in various subjects for enough .As most preferred by the students’ methods of theoretical training glimpse the “role-playing games”-66%, for the other 44% is cases. Other methods almost not mentioned by respondents. Most multiple is the group of students (76%) wishing that the training process to offer sample plans, models for solving the most common health problems of the elderly.

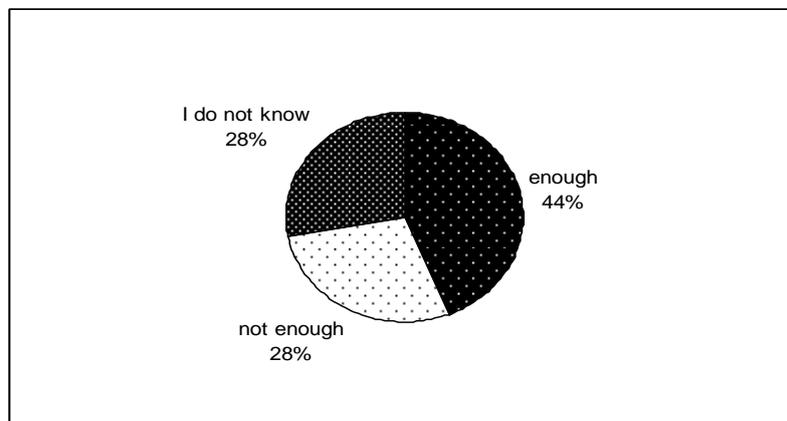
Fig. 2 The students to optimize learning



Other 68% wish for basic models of communications with the patients. P.Balkanska marks that controlling and applying the means of communication at the therapeutic practice is a way to impact on the behavior of the patients and the support for the process. She refers to a certain practical rules for communicating between the specialist and a patient (3, p.12).

About 68% of the trainees think that the diseases characteristic of people in third age are treated exhaustively. 24% of them answered – “I can’t decide”. Another 40% indicate that they wish to receive more information about Social services financed by the State and 30% for non-governmental organizations working in this field. About the practical training students exhibit activity and give detailed answers to the question about adequacy of the times. 44 % considered sufficient hours, 28% - as insufficient and the rest may not consider.

Fig. 3 Students about the sufficiency of time for practical training



Students make suggestions for to optimize the practical training.

First group wish for more sectors in their practical training which cared for the elderly (homes for old people) and it mainly during their practice before graduation.

The second group considers that the hours of practice in hospice are enough. Part of the students note that practice at hospice is unnecessary.

The third group indicates that the practice in homes for the elderly should be only as “freely selectable sector” and not obligation for every student.

The fourth group thinks that at this time the distribution of training and clinical practice is balanced and should not be changed.

The first group is the most minorities, it can therefore be concluded that students do not wish to work with the elderly and seriously ill patients.

CONCLUSION

50% of the students perceive that the hours for the problems of the elderly are enough.

2/3 considered that the subjects in the theoretical training are exhaustive.

About 2/3 interested on information for governmental and non-governmental organizations offering services in care of adults.

Students want acquire practical skills for working with patients. The majority of the respondents wish for more cases and role-playing games in their education for a better communication with the patients. Their answers show us that the young people not being willing to work with people in the third age.

Theoretical and practical training of future nurses must be combined with adequate techniques and approaches to improve their motivation for work with the seniors.

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