



*Original Contribution*

---

## CLINICAL PRACTICE ORGANIZATIONAL ASPECTS IN THE TRAINING OF STUDENTS OF SPECIALITY “MIDWIFE”

**K. Miteva\***

Department of Health Care, Medical Faculty, Trakia University, Stara Zagora, Bulgaria

### ABSTRACT

Optimal organization of clinical practice training in the structures of obstetric-gynaecological health care is a precondition for shaping professional competences of students of speciality “midwife”. Clinical practice creates conditions for mastering and perfecting midwife competences, as well as setting up professionally significant personal qualities and behaviour. The purpose of the present study is to reveal the resources for optimizing the clinical organization in the training of the students – midwives. The results of the study are analyzed according to the following basic problems: students’ satisfaction of the distribution of clinical practice exercises; students’ satisfaction of the clinical practice quality; students’ satisfaction of the organization of clinical practice implementation.

**Key words:** organization, clinical practice, students, midwife.

### INTRODUCTION

Organizational aspects of the practical training of the future midwives are an important component of the entire educative process in the higher medical school. Optimal organization of clinical practice training in the structures of obstetric-gynaecological health care is a precondition for shaping professional competences of students of speciality “midwife”.

One of the organizational forms of midwife practical training is the clinical educative practice. According to the unified state requirements for training students of speciality “midwife”, clinical practice is organized and carried out in faculties and/or branches of high schools in conformity with the curriculum and in medical institutions which received positive accredited assessment. Practical training is carried out under the guidance of lecturers /mentors/ with speciality “midwife”, with educational-qualification degree “bachelor” or “master” of specialty “Health care management” from professional direction “Public health” with professional qualification “Tutor of health care and practice lecturer”.

Clinical practice is carried out from the first to the sixth semester inclusive and lasts not less than 1140 hours (1).

Clinical practice is specific and unique for the higher school organizational form of training students of speciality “midwife”. Practice training basic purpose is to contribute to qualitative setting up of professional knowledge, skills and competences directed towards satisfying necessities of health care for gynaecological patients, pregnant, lying-in women and young mothers, new-born children.

In the clinical bases the students observe directly the treatment process, establish the characteristics of professional duties of the medical team, the coordination of the actions between separate hospital units, the duties and responsibilities of the team members, participate in implementation of the patient care. Therefore, clinical practice creates optimal conditions for mastering and perfecting midwife competences as well as setting up professionally significant personal qualities and behavior.

That is why A. Andonova notes that, “the use in utmost degree of the occupational environment guarantees the personality of the medical specialist and builds up an attitude towards the profession, patients and their own

---

\*Correspondence to: *Kremena Miteva, PhD, Trakia University, Medical Faculty, Department of Health Care, 6000 Stara Zagora, Bulgaria, 11 Atmeiskastr. Phone: +359887611936, Email: kremena.miteva@abv.bg*

preparation” (2). Implementation training basis of clinical

practice for students of speciality “midwife” are the clinics of Obstetrics and gynaecology, gynaecological wards at Consultative oncological centre, gynaecological surgeries of out-patient health care.

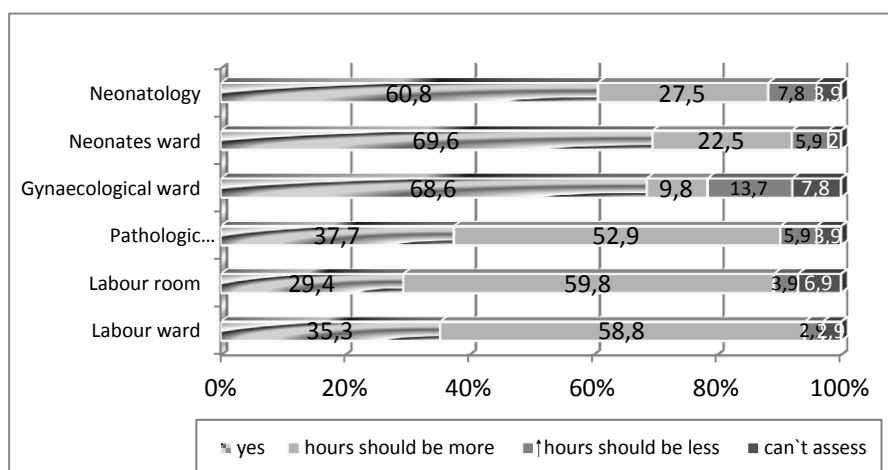
## MATERIAL AND METHODS

The purpose of the present study is to reveal the resources for optimizing the clinical practice organization in the training of students – midwives. About its implementation-anonymous questionnaire is held with 102 students of second, third and fourth year, speciality “midwife”, trained in Medical faculty, Stara Zagora. The study is held during 2012/2013 and 2013/2014 academic years. The results of the study are analyzed according to following basic problems: students’ satisfaction of clinical practice distribution of

hours in wards/clinics; students’ satisfaction of practical training quality in the different wards/clinics; students’ satisfaction of the organization of clinical practice implementation. Data are worked up by computer programme SPSS.

## RESULTS AND DISCUSSION

The distribution of clinical practice hours in wards/clinics should provide systematically and gradually mastering of knowledge, skills and competences by the students. On the other hand their distribution in semesters should be conformed with the stage of training and the level of mastered professional competences by means of the different educational forms/lectures and educational-practical exercises/. The student opinion of speciality “midwife” on this indicator represents an interest for the study (**Figure 1**):



**Figure 1.** Students satisfaction of the distribution of clinical practice hours in wards/clinics

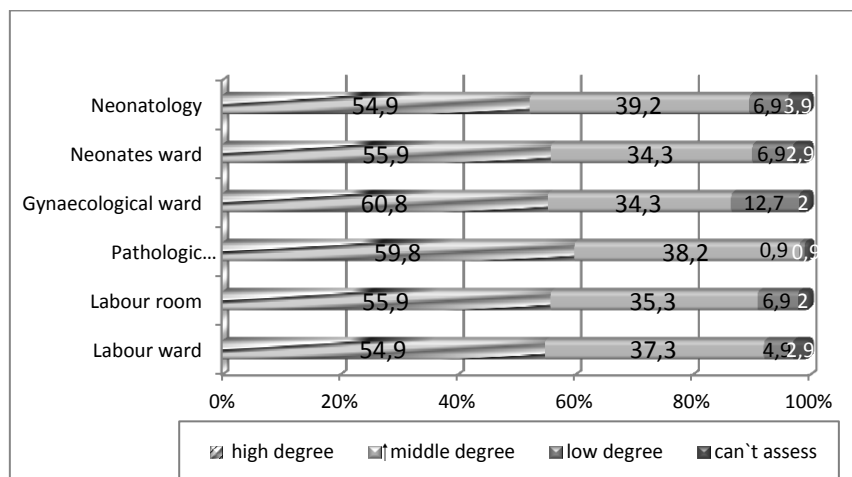
Data of **Figure 1** indicate that the biggest relative part of respondents is satisfied with distribution and hours for clinical practice in Neonate children ward /NCW/, Gynaecological ward /GW/ and Neonatology. At the same time most students /13,7%/ consider that practical training hours in Gynaecological ward should be less than planned in the curriculum.

After more than the half of students-midwives clinical practice hours in Labour room /LR/, Labour ward /LW/ and Pathologic pregnancy ward/PPW/ should be more. In this relation it should be indicated that hours in these bases constitute for LR-31,6%, for LW-16% and for PPW-11,2% of the total hours for clinical practice during the entire period of training.

However mdata confirm the importance of practical preparation in the indicated clinical

bases. Exactly these ones give optimal conditions for setting up professional knowledge and skills of midwife to implement health care of pregnant women and young mothers. On the other hand the specificity of the work in these ones and the contingent of patients are associated invariably with the essence of midwife profession.

The training of “Clinical practice” at students of speciality “midwife” should provide qualitative setting up of professional knowledge, skills and competences. It necessitates a constant aspiration on the part of the lecturers for providing optimal organization and methods of carrying out clinical practice, as well as systematic control of the degree of mastered knowledge and skills. The students determine practical training quality in the different clinical bases in the following way (**Figure 2**).

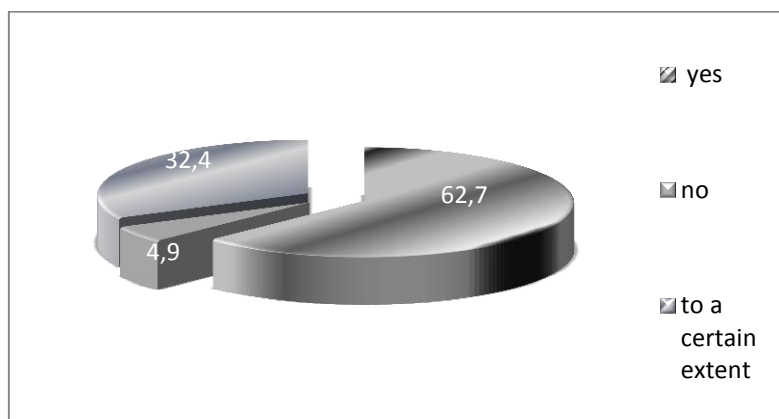


**Figure 2.** Practical training effectiveness in clinical bases after students

The results of the index clinical practice effectiveness in the training bases are close, because of this, it is good to interpret them together (**Figure 2**). The relative part of the students who are satisfied with the clinical practice organization in all indicated clinical bases is the highest /at the rate of 57%/. More than one third /36,4%/, however consider that clinical practice training is effective in a middle degree. The result to a certain extent corresponds with a study carried out by A. Andonova in 2010. The author finds out that 67, 28% of questionnaire students of speciality “midwife” define the training carried out in the

clinical basis as highly effective for mastering professional skills necessary for the medical specialist (3).

Significant part of the respondents /62,7% are satisfied with the entire organization of clinical practice carrying out in the wards of obstetric-gynaecological clinic (**Figure 3**). It should not be ignored the fact that almost one third of the students of speciality “midwife” assess the clinical practice organization, as a partly effective for setting up their professional competences.



**Figure 3.** Students' satisfaction with organization of clinical practice carrying out

Data permit to affirm that pedagogical and organizational activities are necessary for optimization of practical training effectiveness. The students give the following recommendations for effective practical training organization:

- Clinical practice should be carried out obligatory under the guidance of lecturers /70,6%;
- Practical training hours in labour room and labour ward should be increased /59,8%;

- Time for clinical practice should be used effectively /52,9%/;
- Students groups should not be composed of more than 8 students /35,3%/;
- Lecturers/mentors should exercise a constant control on students /34,4%/.

## CONCLUSIONS

The carried out study permits to outline some directions for optimizing organizational aspects of clinical practice in the training of students of specialty "midwife":

- Students opinion about the effectiveness of training in clinical practice imposes the position that pedagogical and organizational activities are necessary for its optimization;

- Clinical practice optimal carrying out condition is the lecturers aspiration for providing organization ensuring setting up training and perfecting the components of future midwife professional competences;

- Full value acquisition of knowledge, skills and competences for work with pregnant, lying-in women and gynaecological patients imposes to up-date the clinical practice curriculum by increasing the hours in some training clinical bases;

- Systematic control on the lecturers part is a precondition for optimal setting up of students professional competences.

## REFERENCES

1. Regulation of the unified state requirements for acquisition of higher education on specialities nurse and midwife for educational-qualificative degree "bachelor". 2010.
2. Andonova, A., *Nursing training. The role of motivation /one experimental study in the field of health care/*. StaraZagora, 2013.
3. Andonova, A., About practical training of students in the field of health care. *J."Nursing"*, № 3-4, Sofia, p. 3-7, 2011.

