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## UNIVERSITY NURSES EDUCATION AND ITS SIGNIFICANCE IN CONDITIONS ON CONTEMPORARY HEALTH CARE

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### ABSTRACT

To make theory analysis on the possibilities which universal nurses education offer to get a broad-minded knowledge and form skills to effective and highqualified helthy cares in condition on contemporary helth care. The process of globalization and tendentions for continuing growing of healthcare needs in Europe and the world, justifying the need of introducing new models for providing health care. Building skills for independent professional work, communication and team interaction in planning, organizing and carrying out preventive and curative health care are leading in training nurses. Today is enforced the notion that sisterhood is widely human occupation associated with providing care for individual people - sick or healthy, to maintain or restore health.

**Key words:** education, nursing, quality, healthcare

### INTRODUCTION

Modern health care system requires nurses professional knowledge and skills appropriate to the art of professional activity (1,2). Nursing as a profession is a very important process of preserving, strengthening and restoring helth population and society (3). In contemporary society are shaped expectations nurse, which she can respond only if a sufficient amount of knowledge and skills acquired in academic structure - Medical University. Bachelor's medical education allows future nurses to be trained as professionals, who receive an extended amount of knowledge and skills and opportunities for broad impact on patient care in the treatment process. Placed high demands in the training of nurses is an opportunity for building professionals, willing to take higher responsibility in the delivery of health care and actively participate in solving the health problem (4).

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### MATERIAL AND METHODS

-social research - anonym investigation take in 2008-2009 with completed in “Medical Nurse” specialty in Medical university - Sofia , Varna, Pleven (160) and practicing medical nurses in bases of Universal Hospital - Sofia, Varna, Pleven (170)

-documental method - It have been investigated official education documentary about teaching students in “Medical Nurse” (education plans and programs)

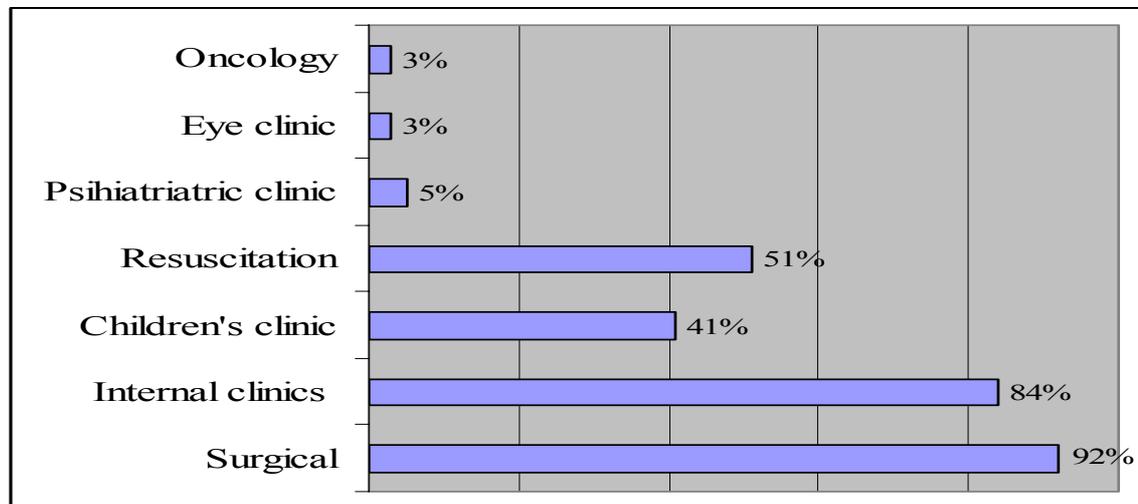
### RESULTS AND DISCUSSION

The process of globalization and tendentions for continuing growing of healthcare needs in Europe and the world, justifying the need of introducing new models for providing health care (2). Building skills for independent professional work, communication and team interaction in planning, organizing and carrying out preventive and curative health care are leading in training nurses. Today is enforced the notion that sisterhood is widely human occupation associated with providing care for individual people - sick or healthy, to maintain or restore health (3).

The new philosophy of nursing based on new concepts, as we find in the basic curriculum

courses "Philosophy and modern concepts of sisterhood. Theoretical bases" and "Practical skills" - **concept of nursing care, model of nursing, nursing process, nursing diagnosis** (4).

To increase vocational training graduates unanimously recognize **the importance of internships conducted** in Surgical (92%) and Internal clinics (84%) of the training bases, in Resuscitation and Intensive care (51%) (Figure 1)



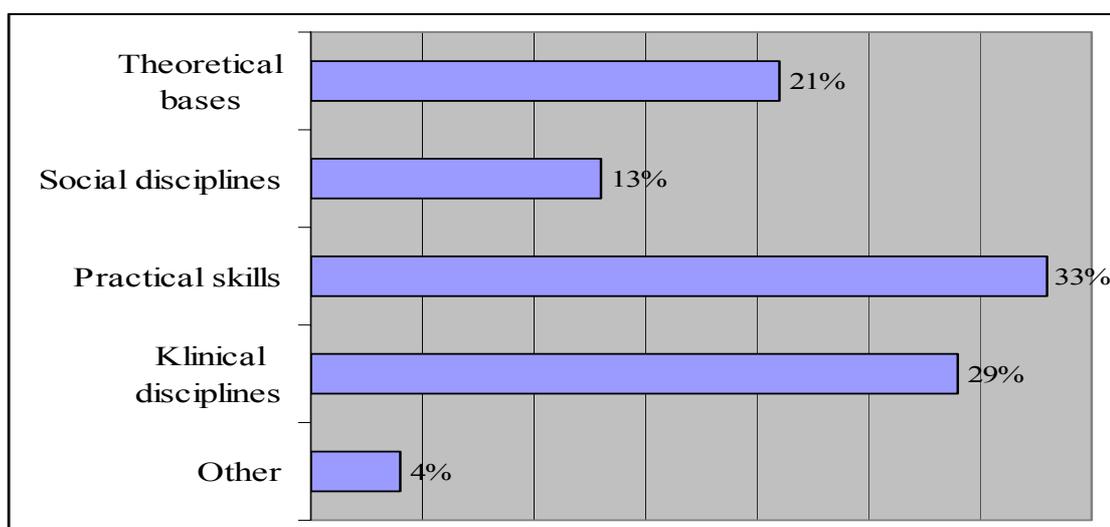
**Figure 1.** Sectors of clinical experience, giving the fullest vocational training  
Note\* % exceed one hundred because more than one answer

All graduates have indicated an average of 3.52 responses ranged in importance. This distribution is logical, since these sectors clinical training is the longest and gives students the opportunity for better implementation and validation of their ability.

The purpose of clinical practice is the construction of good manipulative technique, communication skills, teamwork and developing skills for decision making, the

effort on health care of the treated person. Appreciation placed on clinical training is supported by the fact that through this type of training enables the **application of knowledge and skills in real working environment.**

About us satisfaction is important that practitioners speak of professionals in various disciplines the preparation and practical skills of future nurses (Figure 2).



**Figure 2.** Satisfaction with the current training (as nurses)

Knowledge of pathology and the ability to work with different clinical cases are identified as key in building a major university students. Nurses surveyed identified as essential for modern practical skills training (33%) and clinical subjects (29%). Not found statistically significant differences between the views expressed by practitioners and graduate nurses ( $p = 0,47$ )

These results indicate that both practitioners and graduates interested in quality training and learning opportunity for their practical realization.

Much of the nurses interviewed expressed their satisfaction with the current training of nurses (**Table 1**).

**Table 1** Satisfaction with the current training of nurses (as education)

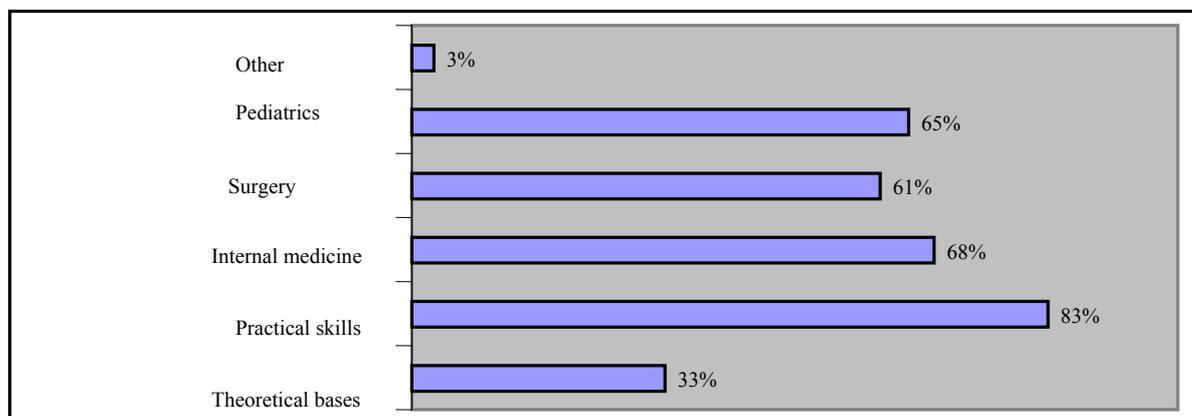
| Satisfaction  | Education      |              |           |              |          |             |                        |              | All        |            |
|---------------|----------------|--------------|-----------|--------------|----------|-------------|------------------------|--------------|------------|------------|
|               | before college |              | college   |              | bachelor |             | bachelor master degree |              |            |            |
|               | n              | %            | n         | %            | n        | %           | n                      | %            | n          | %          |
| Yes           | 14             | 22.94        | 22        | 36.07        | 3        | 4.92        | 22                     | 36.07        | 61         | 100        |
| Somewhat      | 20             | 23.26        | 51        | 59.30        | 2        | 2.32        | 13                     | 15.12        | 86         | 100        |
| Not           | 5              | 25.00        | 4         | 20.00        | 2        | 10.00       | 9                      | 45.00        | 20         | 100        |
| I do not know | 3              | 100          | 0         | 00.00        | 0        | 00.00       | 0                      | 00.00        | 3          | 100        |
| <b>Total</b>  | <b>42</b>      | <b>24.71</b> | <b>77</b> | <b>45.29</b> | <b>7</b> | <b>4.12</b> | <b>44</b>              | <b>25.88</b> | <b>170</b> | <b>100</b> |

There were no statistically significant differences in satisfaction with current training among nurses to age, experience and education ( $p > 0.05$ ).

Ability to work with patients, identifying their needs and providing comfortable stay in his hospital room talking about acquired skills relating to the proper planning of work,

organization of activities and good communicative practice (5).

From school dipstsiplinite to help in the formation of professional nurse graduates surveyed indicated "Practical Skills (83%) (**Figure 3**).



**Figure 3.** Disciplines, that form the professionalism of the nurse (as graduates)

Note\* % exceed one hundred because more than one answer

It turns out that theoretical knowledge is the basis for the development of professionalism. Next most important subjects are given "Internal Medicine" (68%), "Children's Diseases" (65%). "Surgery" (61%), followed by "Philosophy and social significance of the

sisterhood. Theoretical basis (33%). The difference between both these subjects is not statistically significant ( $p > 0.05$ ), which allows us to consider knowledge of these areas as priority in vocational training graduates. Like other small portion of respondents indicating

the subjects' Pharmacology and Ophthalmology. Interest is the comparison of views on this issue the other respondents.

Education of nurses has a definite impact on the views of nurses on those disciplines that contribute to the formation of professionalism among students. Establish a statistically

significant association between respondents expressed the view of nurses and their degree ( $\chi^2 = 25,9$ ;  $p = 0.004$ ). With an average number of interviewee answers a 3.46, almost all down the importance of practical skills. (Table 2)

**Table 2.** Subjects, that form the professionalism of the nurse (as education)

| Subjects   | Education      |              |            |              |            |              |                        |              | All        |            |
|--|----------------|--------------|------------|--------------|------------|--------------|------------------------|--------------|------------|------------|
|  | before college |              | college    |              | bachelor   |              | bachelor master degree |              |            |            |
|  | n              | %            | n          | %            | n          | %            | n                      | %            | n          | %          |
| <b>Philosophy and theoretical bases of nursing</b> | 9              | 10.35        | 19         | 21.84        | 21         | 24.13        | 38                     | 19.54        | <b>87</b>  | <b>13</b>  |
| <b>Practical skills</b>                            | 30             | 16.13        | 35         | 18.82        | 49         | 36.34        | 26                     | 13.97        | <b>186</b> | <b>28</b>  |
| <b>Internal medicine</b>                           | 22             | 14.01        | 29         | 18.47        | 36         | 22.93        | 28                     | 17.83        | <b>157</b> | <b>24</b>  |
| <b>Surgery</b>                                     | 16             | 12.90        | 22         | 17.74        | 24         | 19.35        | 19                     | 15.32        | <b>124</b> | <b>19</b>  |
| <b>Pediatrics</b>                                  | 12             | 14.12        | 13         | 15.29        | 18         | 21.18        | 14                     | 16.47        | <b>85</b>  | <b>13</b>  |
| <b>Other</b>                                       | 9              | 39.13        | 4          | 17.39        | 2          | 8.70         | 3                      | 13.04        | <b>23</b>  | <b>3</b>   |
| <b>Total</b>                                       | <b>98</b>      | <b>14.80</b> | <b>122</b> | <b>18.43</b> | <b>150</b> | <b>22.66</b> | <b>107</b>             | <b>16.16</b> | <b>662</b> | <b>100</b> |

That discipline "Philosophy and theoretical bases of nursing" is right, a considerable effect on the level of educational level of nurses surveyed ( $r = 0.68$ ;  $p < 0.001$ ). Thus, knowledge of these areas can be regarded as appreciable to the professional activities of the respondents.

We believe that these responses are consistent and confirm revised philosophy in the education of nurses, which deals with the new

role and functions of the nurse in modern healthcare. **Graduates of university nursing education have clarified that under the new conditions will require the provision of health care by highly skilled and well-trained nurse.**

In the survey conducted, respondents ranging in value offered by our **qualities, on the professional**, who must have the nurse (Table 3).

**Table 3.** Qualities, that must have nurse

Note\* % exceed one hundred because more than one answer

| Professional qualities               | Nurses |     |         |      | Graduate |     |         |      |
|--------------------------------------|--------|-----|---------|------|----------|-----|---------|------|
|                                      | n      | %   | Average | Sd   | n        | %   | Average | Sd   |
| <b>Higher medical qualifications</b> | 123    | 72% | 1.25    | 0.71 | 114      | 71% | 1.39    | 0.89 |
| <b>Psychological preparation</b>     | 76     | 45% | 2.56    | 0.84 | 57       | 36% | 2.68    | 0.95 |
| <b>Resourcefulness</b>               | 65     | 38% | 3.24    | 0.85 | 70       | 44% | 3.21    | 0.86 |
| <b>Observation</b>                   | 64     | 37% | 2.95    | 0.86 | 75       | 47% | 2.72    | 0.85 |

The majority of respondents practicing nurses determine the most significant quality, higher medical qualification (72%). The next most important quality as being a "psychological preparation" (45%), followed by "flexibility" (38%) and "weather eye" (37%).

According to respondents graduates, a good person must first have "high medical qualification (71%) and a weather eye (47%). The difference between the average of these two grades is statistically significant ( $p < 0.001$ ), which gives us grounds to say that

according to best professional graduates should have developed high medical qualification.

These qualities are not enough to build as a professional nurse and a majority of graduates interviewed put it next wits (44%) and

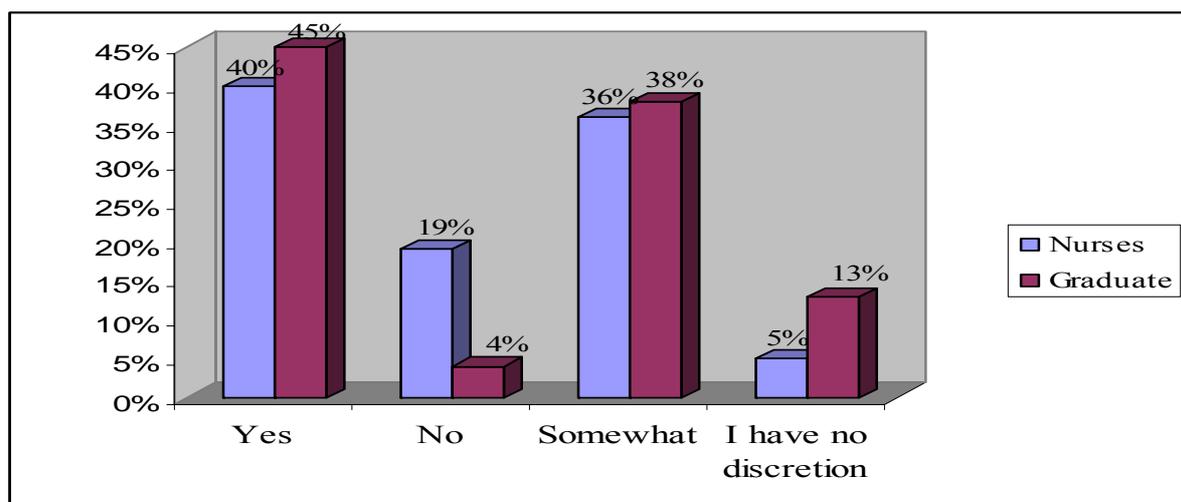
psychological preparation (36%). Comparison of average quality, which must have the nurse respondents in the group of nurses and a group of graduates was made by Independent Simple T-test (**Table 4**).

**Table 4.** Average professional qualities of the nurse

| Qualities                     | T-test for Equality of Means |         |       |                 |       |        |       |
|-------------------------------|------------------------------|---------|-------|-----------------|-------|--------|-------|
|                               | t                            | df      | p     | Mean Difference | SE    | 95% CI |       |
|                               |                              |         |       |                 |       | от     | до    |
| Higher medical qualifications | -1.56                        | 303.111 | 0.118 | -0.140          | 0.090 | -0.317 | 0.036 |
| Psychological preparation     | -1.17                        | 317.173 | 0.241 | -0.117          | 0.099 | -0.312 | 0.079 |
| Resourcefulness               | 2.4                          | 328     | 0.017 | 0.228           | 0.095 | 0.042  | 0.415 |
| Observation                   | 0.30                         | 328     | 0.762 | 0.029           | 0.095 | -0.157 | 0.215 |

Statistically significant difference in the quality assurance that must hold between nurse groups of nurses and graduates be established only for "weather eye" which gives us reason to believe that the quality of observation is what is required of every nurse.

Sought the views of graduates and nurses on the possibilities offered by **modern training to take on high professional responsibilities**. Many of the respondents reported positive importance of modern education for building professionals in health care (**Figure 4**).



**Figure 4.** Opportunities of modern education to take high professional responsibilities (comparative data)

Belief in the possibilities that modern training provides for assumption of higher responsibilities express a significant proportion of nurses surveyed (40%) and graduates (45%). Almost equivalent respondents are "somewhat" (36%, respectively. 38%). The results give us reason to believe that evaluated the importance of university education for the new role of nurse.

The analysis of dependencies between the capabilities of modern education to take higher

responsibilities and professional career of nurses found a weak correlation rights ( $r = 0.143$ ;  $p < 0.05$ ). Therefore the results in terms of service are just a landmark in the possibilities offered by education.

**To fulfill the expectations of the medical staff and community nurse training to which it ensures broad medical knowledge, combining theoretical and clinical training (6, 7).**

University nursing education possible future nurses to be trained as professionals, who receive an extended amount of knowledge and skills and opportunities for broad impact on patient care in the treatment process. **We believe that this type of training prepares nurses for the practice of sisterhood as a separate area of care for people and society. Bachelor nursing education adequately support the development of autonomous professionals with a specific professional identity that competent to take responsibility for the care and protect the boundaries of their professional role.**

#### CONCLUSION

- High requirements put in the training of nurses, creating the opportunity for building professionals willing to take higher responsibility in the delivery of health care and actively participate in solving the health problem.
- The majority of those surveyed nurses reported the role of overall training for future professionals such as nurses (80%).
- The long duration of clinical training in university education of nurses is a prerequisite

for establishing a competitive and reliable professionals in implementing the priorities of modern healthcare.

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