
FORMATING THE COMPETENCE OF THE STUDENTS OF THE "MIDWIFERY" SPECIALTY DURING THE PRACTICAL TRAINING

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Abstract: The training of students in a real hospital working environment creates the conditions for the formation of specific skills. Practical training develops personal qualities, mental activity and behavioral activity. Proper training is important for the performance of a number of activities, whose result may be tangible much later in time. Practical training, which the students receive in the clinical bases is an important factor for improving the quality of healthcare and the offered medical assistance. An important task for the medical school is to prepare the personality to life in evolving environmental requirements, to reveal the capabilities and abilities of learners to be able to demonstrate their creative potential, to self-assert and self-fulfill. The purpose of this article is to present the degree of satisfaction with the quality of training of students of the "Midwife" specialty in the clinical bases and also to reveal opportunities for increasing their motivation and their future realization. A study was conducted among 136 students of the 3rd and 4th year of the "Midwifery" course in the cities of Varna, Sliven and Pleven in Bulgaria. The methods used are documentary, sociological (direct anonymous poll) and statistical (descriptive statistics and correlation analysis). The results show that 71% of respondents appreciate communication with mentors in clinical practice as very good. As main problems of practical training they point out unclear tasks (90.4%), lack of feedback from hospital staff on duty (86%), insufficient teamwork (79.4%), conflicting and tense situation (36.8%). Students' wish is to have more exercises to reinforce learning (10%), greater autonomy in the performance of activities (58%) and opportunity for real participation in obstetric work (30%). A large proportion (60.25%) said that the lack of experience disqualified them after graduation to start work in the hospital wards, and therefore will prefer to be realized in lighter structures. The use of theoretical knowledge is meaningless if it can not be implemented in practice to care for patients. It is very important during the course of the training that the students acquire practical skills, which will give them the necessary confidence and professional self-esteem.

Keywords: training, clinical bases, students, midwife.

1. INTRODUCTION

Period of study at the University is most important for the future professional, coupled with its actual growth as a person [7]. This period is the beginning of maturation and learning professional responsibilities [5], it is characterized by the simultaneous operation of a number of specific processes, as dictated by the characteristics of the academic activity and the environment [9].

Training is not only in the University, it takes place during the clinical practice in hospital bases, while communicating with professors, tutors and patients [6], requires continuous motivation and focus on the substance of midwives [4].

For students adjusting to the obstetrical profession is associated with adaptation to the nature, content, conditions and organization of education process [2, 4], development of habits of work [3]. The overall process of training is aimed at building professional competence of future specialists in a given field, so that they can successfully carry out its primary role with subsequent professional development [8]. It is a process of partnership, in which each side has its tasks and activities [9]. When both parties change, develop and refine, as adapted to the environmental conditions [5]. It's a very stressful situations [1] in providing obstetrics and Gynecology and neonatal assistance, awareness of a number of duties and responsibilities, of which depend on people's lives. Obstetrics is not just an accumulation of routine practical activity, carrying out manipulations or the doctor's prescriptions, it is also a human profession, requiring the construction and development of specific personal and professional qualities, attitude and motivation during the training of future professionals, you will build empathy for the needs of patients will improve communication and build relationships of trust.

The purpose of the article is to present the degree of satisfaction with the quality of training of students of specialty, a midwife in the clinical bases and also reveal opportunities for increasing motivation and their future realization. A survey of 136 students of III and IV course on specialty "Midwife" in the towns of Pleven, Sliven and Varna in

Bulgaria. The methods used are documentary, sociological (direct anonymous poll) and statistical (descriptive statistics and correlation analysis). The processing of data carried out e using the statistical package SPSS ver. 19.0.

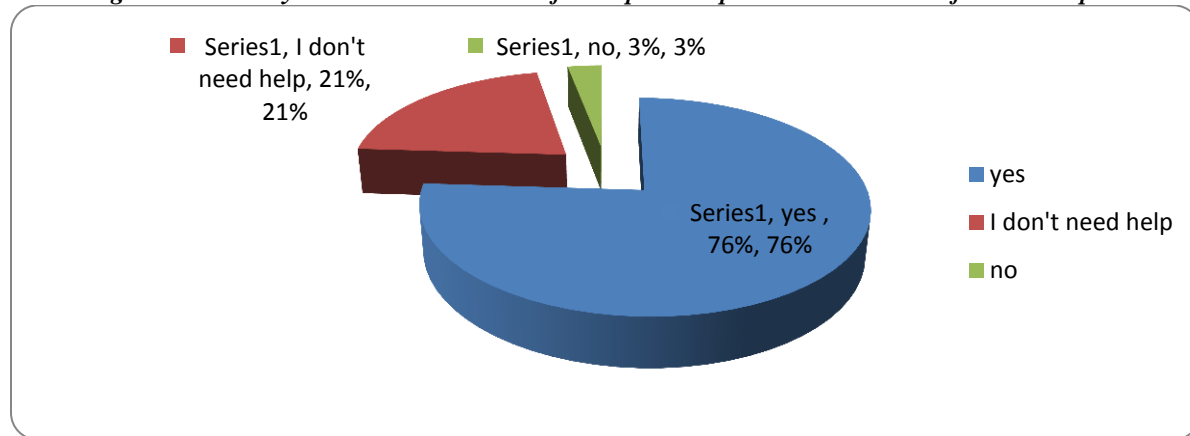
2. RESULTS AND DISCUSSION

The average age of the students in the study was $\pm 26.03 \pm 5.95$ years.

Clinical practice is associated with high responsibility, good theoretical and practical preparation of students to show competence acquired during training exercises. Training of midwives requires involvement of clinicians in the workplace. When asked to list at least 5 activities that can be carried out independently students indicated that most have mastered the activities related to the care of the newborn: from processing of the newborn after birth to feeding, swaddling, holding test breastfeeding, adoption of a woman for birth, conducting of NST (NST: Non-Stress Test; a record of children's heart tones), mentor assisted in various manipulations. Students should have the opportunity to gain skills and confidence in the implementation of a number of activities and processes to give them the necessary self-esteem during training in the performance of its tasks. It is important in the course of an activity the students can turn to someone for help, because they work and touch people's lives and it is often necessary to work with fractions of a second.

At 104 (76%) the answer is in the affirmative and they have where to turn, indicating that these are primarily teachers of clinical practice, assistants, midwives and only 4 (3%) of them indicate that there's no where to turn when the problem occurred (Figure 1).

Fig. 1. Is there any where to turn students for help with a problem in the bases for clinical practice?



Students need incentives for the active, purposeful and persistent efforts in all activities. Motivation is what makes them, transform and use require knowledge in the process of mastering of professional competencies. Communication is essential to master the knowledge and skills in the theoretical and practical training in midwife, so 97 (71%) of respondents valued the communication with the coaches of the teams of clinical practice as very good.

To build a relationship to the profession and to the working environment, it is important that students receive not only on the part of teachers, but also from the side of the workers in the bases for clinical practice. Understanding is another factor that has significance for the motivation of students and their attitude to work with patients and health care professionals. In the process of training the students may not know everything and it is in communication with teachers and tutors acquire knowledge and experience in carrying out a number of activities, such as 93 (68%) students said they always receive attention and understanding by working professionals in hospitals. An inconsiderable part of the interviewees-40 (30%) Note that you receive the proper attention by the staff of the clinical bases only sometimes. Not found statistically significant relationship between evaluation of students for communication with mentors in clinical databases and salary of them attention and understanding ($r = 0.101$, $p = 0,242$). The formation of professional communication skills in obstetrics is not yet a priority objective. This is one of the reasons, representing the lower quality of obstetric care and authority of midwives. The analysis of the survey results found that the main problems of communication in obstetric practice, according to students due to a lack of desire for its making. Generally, it is considered that most employment and workload of the specialists is a reason not to capitalize on communication as part of the overall process of care in the hospital.

Acceptance and understanding on the part of employees, employees has an impact on the maintenance of a motivation for the acquisition of professional skills and maintain interest in training. Building a relationship with employees is important in terms of the possibility for students to turn help and support during clinical practice or internship. In table 1 are shown the main problems faced by students in the clinical bases during their training.

Table. 1. Major problems in clinical practice

Major problems	Number of	Rel. share
Lack of feedback to the teacher	1	0,7%
Lack of feedback to the duty staff in the practice	117	86,0%
Lack of team spirit at work	108	79,4%
Vaguely defined responsibilities and vaguely placed tasks	123	90,4%
Confrontational and tense atmosphere	50	36,8%
Another	1	0,7%

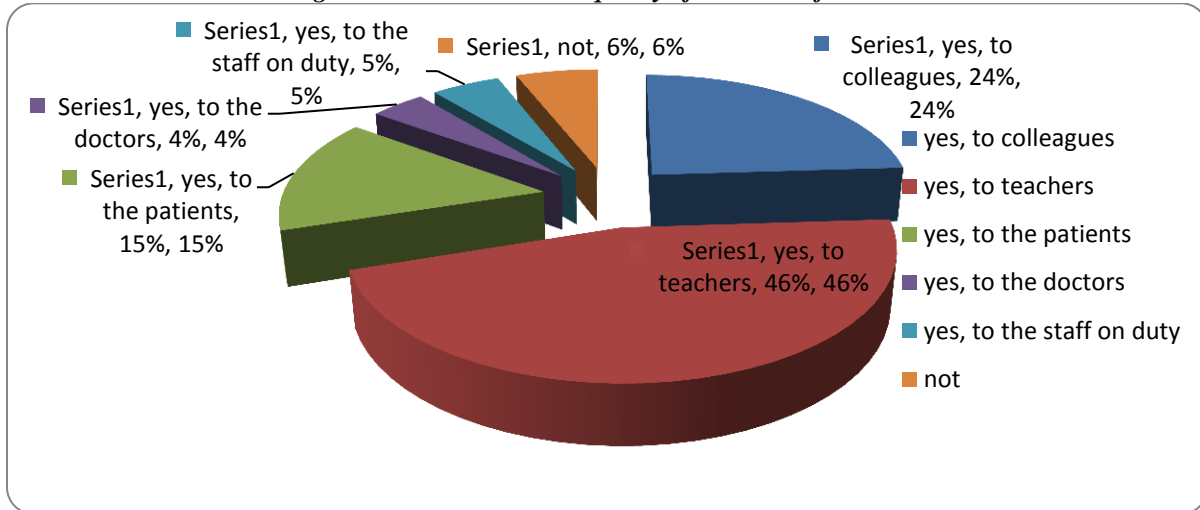
The sum of percentages is more than 100% because respondents are given more than one response.

These data show that students have a need for the formulation of clear and specific tasks in the course of clinical practice, which is feasible only if the mentors know the program for clinical training and acquired professional competence of students at various stages of their training. Coaches don't have to place tasks that students would not be able to meet due to a lack of competence to exercise control through the work and discuss with them the opportunities to prevent any errors and to clarify in time possible consequences. Students indicate in the free response lack of patience with them. They want to create an opportunity for partnership and effective interpersonal relationships with all members of the medical team.

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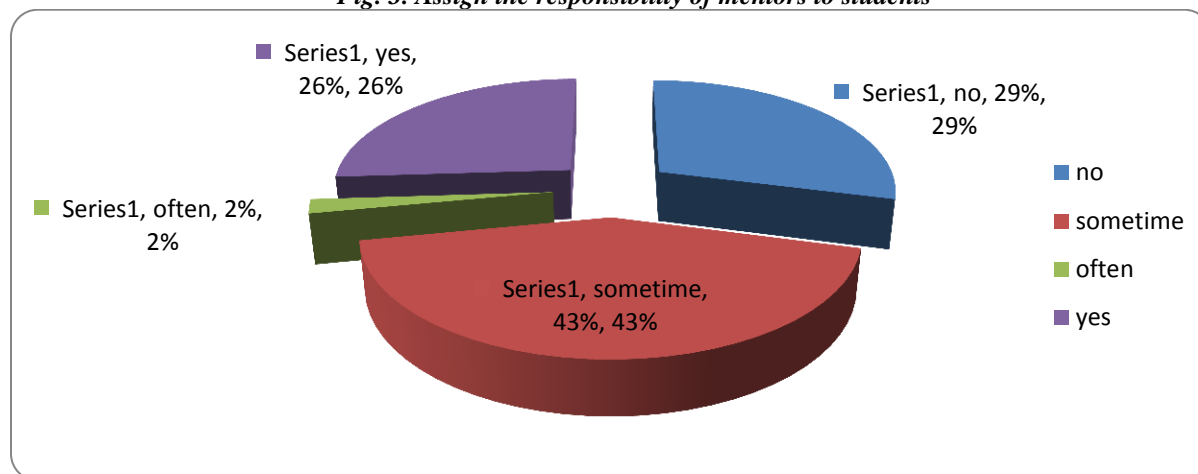
Fig. 2. Feedback about the quality of the work of the students.



Results of surveys show that students have worries and fears concerning the allocation of responsibilities and activities during clinical practice. This is due to the nature of the work, urgency and responsibility in the conduct of operations and diagnostic-therapeutic procedures in the newborn. One-third of the students share their activities and responsibilities are assigned in the course of clinical practice, and 43% noted that they only assign responsibility for performing certain actions (Figure 3).

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Fig. 3. Assign the responsibility of mentors to students



The recommendations, which give students for achieving success during clinical practice relates to:

- more autonomy in the performance of activities in more than half of respondents (58%);
- possibility for real participation in the work (30%);
- more exercises for strengthening the lessons learned (10%).

Clinical practice, and in the last course of study-Government internship, are leading to the subsequent choice of the workplace. During the practical training future professionals build a clear idea of the nature of the work. The majority of the students surveyed (70.6%) they began work immediately after completing their education, 14% share, they won't start working right away. Most of the students (60.25%) say that lack of experience and routine often discourage them to start work in hospital wards, especially highly specialised and therefore prefer to pursue a more lightweight structures. A part of them plan to be implemented abroad.

There is still no State policy for the retention and realisation of frames, which neimenuemo would lead to a collapse of the system, given the concomitant problems such as organization, financing and implementation. The increasing demands of the medium and the patients require improvement of communication skills and early identification of the problems encountered in the provision of health care in obstetric hospital setting from clinical practice.

3. CONCLUSIONS

Absorption of theoretical knowledge shall be rendered null and void, if the students are not able to implement them in practice for the care of patients. The students themselves want to have a more real experience during the training, but it depends not only on them, but also by training them.

The training of midwives in recent years became increasingly responsible account of developments in technology, but the focus has not yet been placed on the mastery of professional communication. It is important that students are able to acquire the necessary confidence and acquire professional self-esteem.

The delegation of more autonomy at work to students will enable them to form practical skills, the opportunity to test themselves in the role of a health professional in the exercise of activities and services to midwifery pregnant birth mothers and newborns. This will develop in students a culture of thinking and building individual personal qualities, to prepare them for the real work environment in hospitals and to acquire responsibilities that require precision and good knowledge of normal and pathological clinic of specific cases.

Proper and appropriate organisation of clinical practice is conducive to building a positive motivation for learning and cognitive development interests.

To be able to achieve good practical training is necessary for all actors concerned with the absorption of the practical skills to work in close collaboration.

CONCLUSION

The training of students during clinical practice in hospital structures is an important point of the overall preparation for the future professional development. The inclusion of students during their clinical practice facilitates the acquisition of practical skills, assimilating them successfully to the working environment. Introduction in hospital structures under the management of experienced specialists provides the necessary confidence of students and helps

them build their capacity for self fulfillment of a number of activities to provide obstetric care. Implementation of practical activities contribute to the commitment of students to midwives and became the main motivating factor for future implementation.

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