

RESEARCH WORK OF NURSES AND MIDWIVES STUDENTS IN THE UNIVERSITY OF ROUSSE “ANGEL KANCHEV”

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Abstract: *The scientific report outlines the need to involve students - nurses and midwives in scientific research in higher education and indicates the difficulties faced by students and teachers. The paper describes the main tasks of research for students, as well as the ways and forms in which they are implemented. A copyright research presents the results on the most important and most interesting forms of research activity that should help present-day medical specialists and how they are perceived by young people during their training. The analysis points to conclusions that summarize the students’ research work as a continuing and expanding learning process.*

Key words: *research, training, skills, values, teachers, building skills and competencies for research students, midwives and nurses.*

Introduction:

The dynamic changes in healthcare in Bulgaria and the change in the status of specialists in the professional field of Health Care in recent years pose new challenges to students choosing to study in these fields. From 2011 Ordinance 1^[1] regulates the independent activities of health professionals as well as their research and scientific activities. This requires a change in philosophy and level of education in high schools. Today, training is directed both to the acquisition of knowledge, skills and competencies and to the forming of a need for science and research activities in students. The extension of knowledge and competencies in the students requires increasing the activity and commitment of the teaching staff from the universities with research and scientific work of future medical professionals.

All other conditions equal, the majority of European universities carry out their tasks to the extent that science has become the basis of education. Simultaneously, ongoing university research and development represent a powerful factor in improving the quality of training of specialists - nurses and midwives.

Strengthening the scientific status of the nurse and midwife through the connection formed between educational process with intensive research will allow solving problems within their competence in the field of healthcare. Acquired new knowledge in the field of research will have a revolutionary impact not only for the creation of innovative technologies, safe techniques, but also to change the minds of young people and their formation as artists. The scientific work of health care professionals will allow the expansion of proven ways to improve nursing and midwifery practice, as well as their promotion.

SUMMARY

Student research activity is one of the important forms of implementing the learning process. The inclusion of students in the activities of scientific laboratories and clubs, student societies and scientific conferences allow them to begin productive scientific work, to find classmates with the same interests, with whom they can consult and share the results of their research.

With serious scientific work are dealing only part of the students apart from their curriculum obligations . They are internally motivated, often

prefer to work alone or in small groups, determine the intensity of the work by themselves and require the results to depend on them. Students develop important future researcher qualities such as creativity, perseverance, responsibility and skills to defend their point of view. The choice of students to engage in research work is related to multiple restrictions of entertainment and limitations on their personal time. This small percentage of students has to be detected by teachers and ought to be stimulated, assisted, guided and offered support.

Without the necessary support, students especially those in the first courses of training, even if they are willing they could not engage in research alone, due to the high level of difficulty of the educational content of the courses and the large volume of new information.

In the process of learning with scientific research all students need to be engaged in it, regardless of whether they are willing or not. They would not have managed with the preparation of the course assignments and papers without having done even minimal research. Accordingly, it should become an essential element of their training. The emphasis on individual work plays an important role in attracting students to research.

In Bulgarian universities part of the overall training system includes a set of forms, types and organizational events taking place at the level of department, faculty, and also at regional and republican levels.

The main tasks of students research activities are:

- receiving help to master the profession;
- forming lasting skills for independent scientific work;
- Development of abilities to acquire theoretical knowledge in their practical activity;
- educating of cognitive demand and building skills for continuous improvement of their knowledge;
- Development of creativity and initiative in solving practical problems;
- expansion of the theoretical outlook and scientific erudition;
- education and personal development.

Students research activity involved in the learning process is carried out by:

- studying special courses: "Introduction to the specialty", "Principles and Methodology of Teaching";
- writing scientific papers and term papers on humanitarian, medical and special disciplines;
- tasks implementation, laboratory work, assignments, projects containing elements of research;
- Implementation of individual, non-typical tasks during clinical and manufacturing practice having exploratory nature;
- participation in scientific conferences and forums with reports in which students present the results of their scientific research, scientific experiments, scientific data processed under the guidance of a professor.

To form an interest for scientific research work in students, the teacher should observe the principles of consistency, which means to put responsible level of scientific research tasks, to increase gradually their complexity and to support the students at every stage.

During the completion of the coursework students make their first steps into independent scientific activity. They learn to work with scientific literature, to select, synthesize and analyze relevant information.

Working on the scientific paper is in a more advanced stage of the students who are to become researchers. Their activity is aimed at strengthening and expanding their creative thinking and profoundly studying the research problem.

Participation in scientific conferences besides implying a more serious analysis of the studied literature and possibility for their own empirical research, developing skills for using different research methods, systematizing, analyzing and interpreting the results in a scientific problem. In the period from 2013 to 2016 students in nurse and midwife specialties participated with 142 papers in Student scientific conferences organized by the University of Ruse "Angel Kanchev" printed and published [3]. With their scientific research students from both disciplines have participated in scientific conferences in the

Medical university of Varna the Medical university of Pleven.

Teachers are required pedagogical skill and mastery to motivate students to use their free time to conduct scientific research. Such students who show interest and eagerness for outside auditorium research should be encouraged and stimulated in order to internalize the principles and methods researcher in their own mind to comprehend science as a process and continue to engage in scientific work in the future, after graduation.

For creative learning process students need to understand profoundly the field of study, to learn about its development and tasks that stand before them. This is possible if they are actively involved in research work.

Increasing the activity and effectiveness of the students in research requires precise and clearly defined system of organization in the high school. This system can not be universal as it depends not only on the character of the institution, but also on the profile of the specialist, the aspect of the department, training of teachers, the level of scientific work, and the facilities.

The process of developing skills and promoting scientific research of students goes through several stages:

The first phase includes tasks aimed at students from the first and second year. The goal is to motivate the students and to design skills for independent creativity. The basic form of developing creativity in students is laboratory practical work with research character. Specific tasks are focused on the independent activities of students, in-depth study of various literature sources, developing schemes. At this stage, students must be prepared to conduct independent scientific research based on the profile of their chosen specialty - nurse or midwife.

The second stage covers students in their second and third year. Their tasks are aimed at conducting complex scientific research work. This stage should be guided and directed by the department, to be in accordance with the tasks it resolves and they to be in line with the objectives of the university and clinical database, in which practical clinical training is conducted.

A major part of the research tasks could be directed to the application of general and specific care in accredited for training clinical and social institutions. They include problem solving, optimization of activities and quality of care for pregnant women, newborns, patients with somatic and surgical diseases, social problems and in need of palliative care. Good scientific results are accomplished when students work in teams. The teacher assists in the distribution of tasks in the research project and taking responsibility of all team members. Independent work is also associated with successful implementation of research results.

When the research activity is aimed at solving practical problems, the students form a deeper interest, responsibility toward patients and sustainable use and assertion of knowledge. Satisfaction from the achieved results encourages and stimulates them. Solving the researched problems and issues associated with it ensures a certain order of knowledge in the respective area of the specialty, enables comprehensive and scientific approach to solving the particular problem and not in the last place develops contemporary skill at the students for managing the profession.

The particular forms of student participation in scientific research work are diverse.

What are the most important, most interesting forms of research that should help medical professionals today and how they are perceived by young people during their training are the two questions that this survey endeavors to answer.

Subject of analysis are the forms of the scientific research and their interiorization from the students nurses and midwives at the Department of Health Care at the University of Ruse "Angel Kanchev", defining the relations of future medical specialist to the profession and science.

Subject of study is the formation of interest, knowledge and skills to perform scientific research among medical professionals in the process of training and practical activities.

The aim of the study is based on an analysis of the current problems of scientific research in the profession of specialist health care to outline the range of important for the medical specialist forms of scientific research and opportunities for their targeted formation through training in universities.

For the realization of this study the following tasks are presented:

- establishing the main forms of scientific research for medical professionals studying at university;
- formation of practical guidelines for research students - nurses and midwives;
- studying the possibilities of developing skills to carry out scientific research in medical professionals through education in universities;

The methods used in the survey are questionnaires, results analysis, theoretical situations and sociometric method.

The empirical study of the notions for participation in scientific research of students nurses and midwives took place in December 2016. and covered 131 future medical professionals from the second and third year, divided into two groups: 85 student nurses and 46 student midwives.

For the purposes of empirical research answers have been sought to the following questions:

- 1 / What does it mean according to you to get involved in scientific research at the University?
- 2 / Which forms of scientific research activity do you know?
- 3 / What skills does the scientific research builds according to you during university?
- 4 / What professionally significant values according to your opinion forms scientific research during university?
- 5 / What problems related to the conducting research have you met in the course of university studies?
- 6 / After finishing university would you dedicate yourself to research?

Statistical data processing is carried out with a package for mathematical and statistical analysis SPSS 16.0.

Table 1. Distribution of students according to their major

Students' major	Number	Percent
Nurse	85	64,9
Midwife	46	35,1
Total	131	100

Table 2. Distribution of students according to the stage of training

Distribution of students	Number	Percent
2 nd year	67	51,1
3 rd year	64	48,9
Total	131	100

Chart 1. Presents the answers of students to the question “What is, according to them, scientific research?”

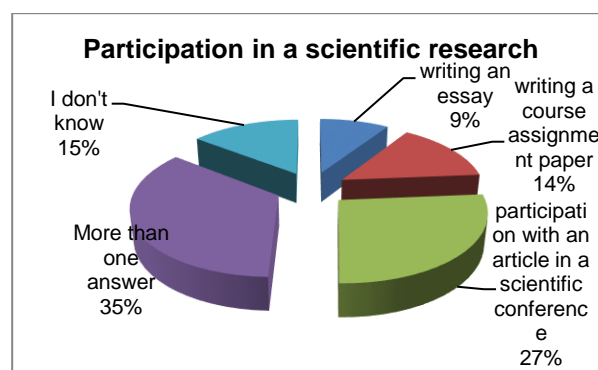


Chart 1. What does it mean to take part in scientific research at university?

Major part (27%) of the interviewed students associate scientific research only with participation in scientific conferences. This result is explicable with the fact most of the interviewed students are in their 2nd and 3rd years at university and have already participated in scientific conferences with papers.

Writing papers and articles is known to the students, but as it is not an obligatory form of the Uniform State Requirements [2], they are less covered in the curriculum of the regulated specialties, such as nurses and midwives.

Students offer more answers for the forms of scientific research already known to them. Chart 2 presents their answers.

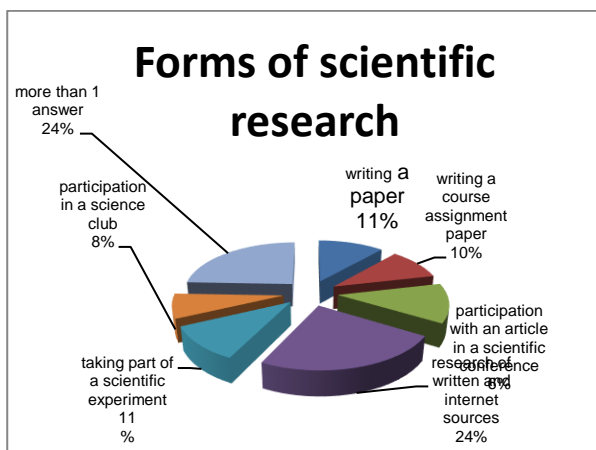


Chart 2. Which forms of scientific research do you know?

The obtained results show different answers: writing a course assignment paper, writing a paper, participation in science clubs, conferences and a considerable amount of the students who expressed interest in the study of different papers and written sources. They understand that nothing can replace the independent work with books, magazines or web-based scientific articles. We can draw the conclusion that future medical workers have built skills for independent work and skills to quickly find the necessary information which is connected to the efficiency of research on a selected topic.

According to the interviewed students scientific activity develops professional skills. The result from their opinions is shown in chart 3.



Chart 3. What skills develops scientific research during your training at the university?

The biggest share (42%) is of respondents who believe that scientific research leads to building skills for all of the answers – professional

belonging, organizational skill, discipline. Minor part of them responded that they cannot say.

Chart 4 presents the opinion of students on important professional values, formed by scientific research.

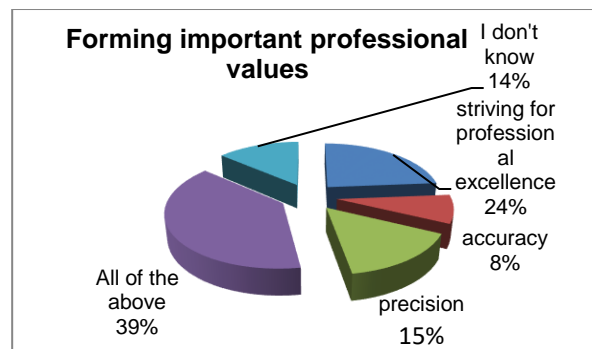


Chart 4. What professional values forms according to you scientific research during your training at university?

The obtained results clearly show that a total of 86% of the interviewed students are confident that scientific research forms important professional values: strive for professional excellence answered by 24%, accuracy answered 8% of the students, precision – 15%, and a 39% of students think that all of the above are formed.

Unfortunately, students also share problems related to scientific research. Chart 5 and chart 6 visualize the answers of the interviewed students and their future attitude toward scientific research work.

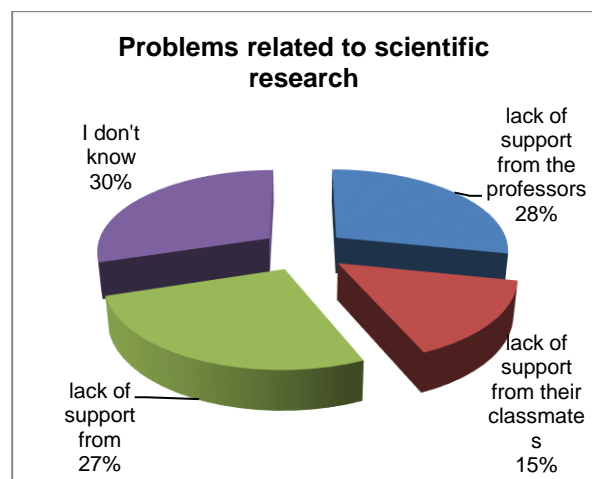


Chart 5. What problems related to participation in scientific research have you met during your courses at university?

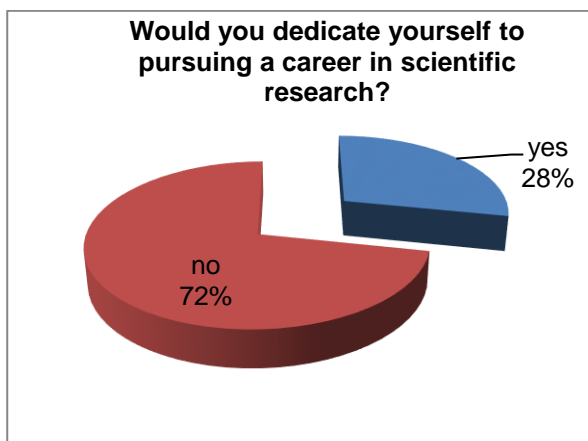


Chart 6. After finishing your degree at university, would you pursue a career in scientific research?

Alarming results reveal that 28% of students declare a problem the lack of support from teachers and classmates. A considerable part of students (27%) do not receive support from their families. Indeed, a serious research activity is accompanied with dedicating a lot of personal time and this largely explains the ample share (72%) of students are adamant that after graduating university would not pursue a career in scientific research.

A strong correlation was found between the answers of the question “What does it mean to take part in a scientific research at university and knowing the forms of scientific research activity ($p=0,005<0,05$).

A significant negative correlation was also found between the answers regarding problems that are met and related to engaging in research in the learning process at university and a will to dedicate to research after graduating, which explains the high percentage of unwilling students (72%) to pursue a career in research after finishing their degree.

Among the responses of students from both disciplines and stages of education there are no

CONCLUSIONS:

As a result of theoretical analysis and empirical research the following conclusions can be drawn:

1. In the training of nurses and midwives in University of Rousse "A. Kanchev" there are established traditions and the research work of students is an essential part of academic work.
2. Knowing the characteristics of scientific research activities and the attitudes of students is of utmost importance for its optimization.
3. The combination of theoretical, practical and scientific activities leads to the formation of valuable professional skills and important values.
4. The students' problems emerging in the process of scientific research should not be ignored, as this leads to difficulties and creates in them negative attitudes and unwillingness to participate in scientific research activities.

significant differences regarding their unwillingness to take part in research activity.

Table 3. Cross tabulation for the distribution of number of respondents who would commit to scientific research according to their stage of education in %

After graduating university would you dedicate yourself to pursuing scientific research?		Second year	Third year	Total
yes	Count	19	18	37
	% within	28,40 %	28,10 %	28,20%
	% of Total	14,50 %	13,70 %	28,20%
no	Count	48	46	94
	% within	71,60 %	71,90 %	71,80%
	% of Total	36,60 %	35,10 %	71,80%
Total	Count	67	64	131
	% within	100,0 0%	100,0 0%	100,00 %
	% of Total	51,10 %	48,90 %	100,00 %

The research work of students is a continuation and deepening of the learning process. It introduces them in the methods of research, the organization of research work and also in the development of creative skills for presenting the research results in the form of reports and articles. It develops skills and competencies for their public presentation.

5. Students who showed interest in research ought to be encouraged and motivated to continue their interest in scientific work in further education as a master's degree and doctorate.

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