

## EVALUATION IN CLINICAL STUDY SUBJECTS NURSING IN GYNECOLOGY AND OBSTETRICS

Eva Červeňanová<sup>1</sup>

<sup>1</sup> Faculty of Healthcare, Alexander Dubček University of Trenčín, Študentská 2, 911 01  
Trenčín, Slovak Republic

\* Corresponding author E-mail address: eva.cervenanova@tnuni.sk

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### Abstract

The author of this report represents own knowledge and experience of teaching nursing students - full-time nurses in the study, the subject of clinical nursing in obstetrics and gynecology. It represents the time and content fixation of seminars conducted directly through internships in clinical conditions and results of surveys in which students have the opportunity to assess satisfaction with teaching in this way, to express their opinions and give suggestions for improvement.

### Key words:

nurse, nursing and midwifery in gynecology, internships, clinical environment, teaching

### Introduction

In Slovakia, the education of nurses in the studying program Nursing is realized on colleges and universities in the first, second and third degree of higher education. The graduate of the first degree (bachelor) has theoretical knowledges of nursing theory, the nursing process, theories and models in nursing, of communication, management, social and behavioral disciplines, practical abilities and skills in primary and secondary health care. She can applicate the nursing models in practice, she can work with nursing documentation, nursing difficulties in monitoring and providing individualized nursing care method, nursing process. In collaboration with the client she can use computer and information technology. Graduates of studuing program Nursing can work in a team and continue their own professional development to applying ethical principles in nursing practice, to use knowledge of psychology, sociology and pedagogy in education of clients [1,2].

The objective of this report is to present the knowledge and experience of nurses - teacher of the learning process for future nurses in clinical settings, with a focus on linking theoretical knowledge and first experiences with students in the realization of seminars through internships in clinical settings. The aim of the teacher - nurse is to learn students of nursing how to applicate the theoretical knowledge and use it in a particular situation in practice.

The subject Nursing in obstetrics and gynecology is one of the most important subjects of knowledge in the first degree of university study. It is devided in two parts. The clinical section, which consists of lectures in obstetrics and gynecology is lectured by physician. The second part is realized in the form of seminars, which are taught by assistant – nurse. This part is focused on the specific treatment of female gynecological disorders and specific treatment of women in obstetrics. It is necessary to emphasize that this part of study is represented by a separate union of nurses, i.e. midwives. In nursing preparation subject has defined certain contant. The number of lessons, lectures and seminars are 13 per semester, and total of 26 lessons. The choice of suitable methods and forms of teaching are for teacher very important, in response to knowledge and experience with students about the possibilities of interpretation and demonstrations in specific situations.

A student can not pass the object and be evaluated without finished completed courses like Anatomy, Physiology, Nursing process, Nursing theory, Pathological anatomy and Physiology, Nursing procedures and techniques, Health education, Clinical Medicine, Latin language, i.e. conducive subjects.

### **Objective of lecture course**

- interpret knowledge obtained from other clinical and pre clinical subjects with emphasis on the clinic, diagnostic and therapeutic methods in obstetrics and gynecology
- use appropriate scientific terminology
- establish a baseline level of clinical knowledge base object Gynecology and Obstetrics follow-up seminars for nursing practice in the clinical conditions Gynecology – Obstetrics [3].

### **The workshop objectives**

- transform knowledge from other subjects, with an emphasis on clinic diagnostic and therapeutic methods in treatment in obstetrics and gynecology
- work with the nursing process method selected and the most occurring diseases, conditions, mistakes and injuries (model situation, case reports)
- use selected theories and models in the treatment of patients in obstetrics and gynecology
- use appropriate documentation in the nursing process
- clarify the standards of treatment of patients in obstetrics and gynecology, and to assess the quality treatment
- propose and justify the management of the nursing process in the workplace in obstetrics and gynecology nursing [3]

### **Theoretical focus of subject**

**Nursing in obstetrics and gynecology - lectures:** Obstetrics and Gynaecology (OBGYN) as a clinical part, Inflammatory diseases of female genital endometriosis - tumor disease of female genitals, sudden events in gynecology, physiological pregnancy, normal childbirth and puerperium, disorders of pregnancy and fetal anomalies egg fetus at risk during pregnancy and childbirth, pediatric gynecology, education for responsible parenthood.

**Nursing in obstetrics and gynecology - seminars:** Characteristics gynecologist nursing, nursing process specifics. Nursing management in the workplace gynecology and obstetrics. Treatment of women with inflammatory diseases of the female genital organs. Treatment of women with endometriosis. Treatment of women with malignant diseases of the female genital organs. Treatment of women in emergencies in obstetrics. Treatment of women during physiological pregnancy, normal childbirth and puerperium. Treating women with disorders of pregnancy and fetal egg irregularities. Treatment of women at risk of pregnancy and the fetus during labor. Specifics of nursing in pediatric gynecology. Education for responsible parenthood.

**Implementation of seminars in clinical settings:** Before the start of the semester, students will get information on their own website, about the groups, in which they will take a part during the semester, the content, the role and the rights and responsibilities of the student during the internship in clinical conditions. From the student is required 100% participation in the excused absence. It is a substitute for consultation with teachers. Each student pass three four-hours internships at the gynecological departments, puerperium and delivery room. Each

internship is divided into two sections for individual activity. The second group is associated with the presentation of their work.

The aim is to recognize clinical placements work, working with the documentation necessary to analyze information, synthesize knowledge, to deduce important and essential source of knowledge and information, to exploit knowledge of complex clinical nursing subjects and objects, and to the anatomy, physiology, pharmacology, and pathology of the Latin language. The actual course of internship begins checking attendance, and students finish their medical fitness. At the gynecological department every student receives patient's medical record from the teacher and from the head nurse, and at the Department of lying-in medical record of pregnant woman or woman in lying-in. Student has the right to obtain additional information from nurses and doctors, and also communicate with the patient, pregnant or woman in lying-in. After finishing individual work the student goes into the classroom, where according to the teacher's guidelines synthesizes the information and prepare them for abstracting, the second part of the internship.

A group of students and teachers arrive to the birth room, where every student gets clean maternity record book and learn how to fill it in. Excursion of individual spaces (entrance room, examination rooms, rooms for waiting, complements, birthing rooms, operating room and foyer, working part midwives room on the first neonatal treatment). There are all the tools, equipment and tools. Interpretation and explanation of the teacher being a form of dialogue and adapts to the timeliness of the operation. Given that fertility begins to rise again, always with the consent of mothers, students have the opportunity to watch CTG record itself childbirth and newborn first treatment. Often witnesses are presented at the birth of the child together with father and consequently with the parents enjoy soul newborn. Support and guidance in these situations is always on the teacher.

After the break the second part occurs, where students are introduced to each course placement. First, students from birthing rooms each individually and then present their patient, pregnant or woman in lying-in. Follow a predetermined structure, age, date of hospitalization, day surgery / childbirth, all history (personal, family, gynecological, pharmacological, social and current), medical diagnosis, surgery, treatment, vital signs, tests and so on. Suggest intervention nurse / midwife in the current day and analyze the needs of hospital of women.

For many students it is problem to complet bigger amount of information, technical terminology, reading and pronunciation of medical diagnoses in Latin, each associated with screening and treatment of nursing practice. It is important to guide from the teacher. Other students engaging and recommended additional resources and literature. It's quite challenging and therefore students are continuing to work. Outputs of internships after finalizing the complete and bring to the oral examination. So the students have the opportunity to prepare for the exam seriously, not only for the clinical portion, which draws upon the question of gynecology and obstetrics, but especially the opportunity presented by a particular part of the nursing case histories, which is accompanied by a draft of the nursing process.

Depletion of stress tests of verbal expression should be the goal of every teacher and also to create an appropriate atmosphere for resulting students preparation, not only before the actual test, but during the whole semester.

### **Evaluation - survey**

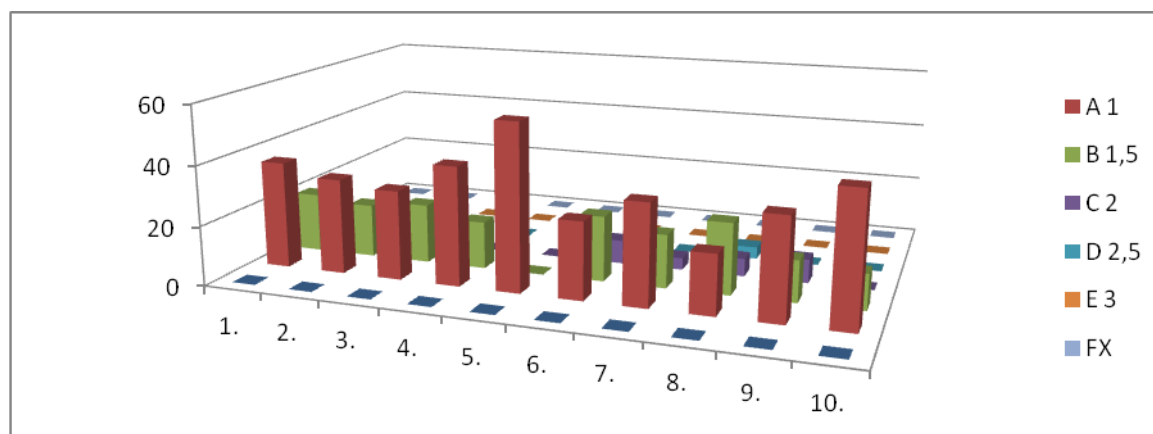
The aim of the study was to assess the satisfaction of nursing students with workshops through internships undertaken in the Gynecology and Obstetrics of Faculty Hospital in Trenčín.

Survey included 10 closed questions with identical classification scale assessment and evaluation from A to Fx, and 5 open questions, the possibility of free expression.

Respondents were students of the second year of nursing study. All of them were full-time students with completed course in Nursing in obstetrics and gynecology in an academic year 2010/2011.

**Table 1**

	question / opinion	A	B	C	D	E	FX
		1	1,5	2	2,5	3	
1.	I am satisfied / t the level seminars - a comprehensive view	36	20	0	0	0	0
2.	Guest lectures on the following seminars	32	18	6	0	0	0
3.	Yield and efficient use of time in workshops	30	20	4	0	0	0
4.	Help students to teacher autonomy, creativity and professionalism	40	16	0	0	0	0
5.	The behavior of the teacher is declared in accordance with ethical The Code of the University	56	0	0	0	0	0
6.	Seminars are available suitable teaching aids	26	22	8	0	0	0
7.	Welcome / and I support multimedia technology seminar	34	18	4	0	0	0
8.	Active involvement of other students in seminars	20	24	6	4	0	0
9.	Seminars are linked to practice	34	14	8	0	0	0
10.	Activities case reports, studies, experience, or examples of the seminars	44	12	0	0	0	0



**Graph 1**

11th What do you like in seminars / internships? :

The whole leadership seminar that we can go to department directly to patients, meeting with real patients and their problems, cooperation with the teacher, we get to a place where I would not get otherwise, demonstrations, specific case studies, access and work with documentation in the news field, a reasonable explanation, we discuss the diagnosis of patients and discover new things and respect, everything is fine for me, I'm happy / t...

12th What do you dislike about seminars / internships? :

It lasts a long time that are required, I have no objections, I like it, non-cooperation and unwillingness of some nurses, I love it our seminars are perfect...

13th What's new you would like to introduce:

No, I am pleased to participate gynecological surgery, optional attendance, I have no objections, the willingness of nurses in case reports, more time...

14th What would you like to remove?:

Nothing, everything I like, I'm happy, I have no objections, the length of the seminar, nothing ...

15th What improvements would you suggest?:

decrease group, nothing I can think of, I have no objections, I'm happy, no maximum it suits me more multimedia tools ...

## Discussion

Based on the above, we can conclude that the forms of seminars, internship in clinical environment fulfill the purpose, whether by the teacher - nurse, but also by students, future nurses. Use the of subject relationships linking theoretical knowledge and skills in a particular situation allows students to tasks the problem solve, shape their personality traits and attitudes. Objective assessment of students gives pedagogues possibility of continuous improvement and creativity. Himself an educator, the teacher thus this method allows evaluation of nursing students only once during testing, but the possibility of ongoing assessment and monitoring of the achievement of educational outcomes, as shown by Professor Skalková [4].

The object of teaching, assessment and evaluation of students is educational and learning process results. It is an important part of the overall educational assessment and evaluation [4].

## Conclusion

Priority in the education of nurses is the formation of student personality, with emphasis on the knowledge, skills, attitudes and habits, regarding the expertise and also with respect to the bio-psycho-social aspect.

Direct contact with the student teachers, continuity theory and practice can have a positive impact on the psyche of the student, as well as to develop their confidence and communication skills in the field, which is also a considerable aspect of education. Without feedback from the test are opportunities to manage and improve teacher pedagogical process illusory [5].

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