

Analysis of the sense of legitimacy of introducing optional curriculum content into the standardized curriculum of the faculty of nursing - pro-professional module "Rights and duties of a Nurse in the Polish health care system" in the opinion of students and professionally active nurses.

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Abstract

1. Basic objectives

The analysis of the opinions of students and, for comparison, active nurses in terms of the sense of legitimacy of teaching the proposed optional curriculum content in the standardized curriculum of nursing education is an important element of the internal system of quality assessment of the education in Powiślański University . The study of the validity of introducing new content to the curriculum, related to the pro-vocational module "Rights and Responsibilities of a Nurse in the Polish Health Care System" was inspired by the needs of students, graduates, as well as employers and nursing chamber.

2. Purpose of the publication

The purpose of this article is to try to determine the sense of legitimacy of introducing optional curriculum content into the standardized curriculum of the faculty of nursing - the pro-professional module "Rights and Obligations of a Nurse in the Polish Health Care System" in the opinion of nursing students and professionally active nurses.

3. Material and methods

Pilot studies were conducted in October-December, 2019. The aim of the research was achieved using the diagnostic survey method with the use of a questionnaire technique. A questionnaire was used, entitled "Program of pro-vocational modules concerning the organization of health care and institutions connected with nursing (1st and 2nd degree studies). The research involved 46 randomly selected students of Nursing from the Faculty of Health Sciences of Powiślański University and 73 professionally active nurses/nurses of Copernicus in Gdańsk.

4. Results and conclusions

The need for the proposed optional programme content is quite high in the overall spectrum. The validity of introducing particular parts of the module was assessed in the range from 91% to 28% in the group of students and from 86% to 49% in the group of active nurses.

Keywords: standardized curriculum, nursing major, pro-vocational module.

In order to achieve learning outcomes appropriate for the field / level of study, including the acquisition of knowledge needed in professional life, it is necessary to constantly monitor the quality of education and confront the proposed curriculum with the

real needs of students and active graduates. This is particularly important for students of nursing studies, especially in view of the constantly growing professional responsibility of nurses, as well as the broadening range of professional activities. The study of the relevance of introducing new content to the programme, related to the pro-vocational module "Rights and Responsibilities of a Nurse in the Polish Health Care System" was inspired by the needs of students, graduates, as well as employers and nurse chamber.

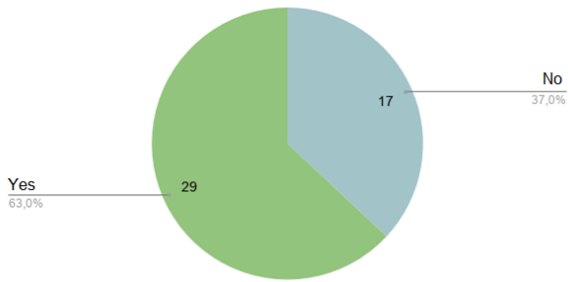
The purpose of this article shall be to foster a sense of legitimacy for the introduction of optional curriculum content into the standardized curriculum for the field of nursing - the pro-professional module "Rights and Responsibilities of a Nurse in the Polish Health Care System" in the opinion of students of the field of nursing and of professionally active nurses.

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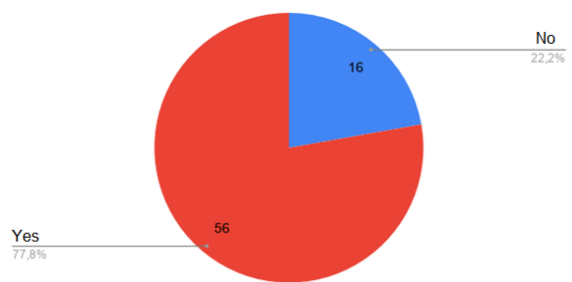
The analysis was carried out in detail on individual institutions / of the Polish health care system in terms of whether it is justified to introduce into the curriculum of the studies content related to the functioning of the above mentioned institutions / bodies, as well as whether graduates of the nursing faculty who are professionally active have knowledge on the subject. The answers to particular questions - which issues should be included in the curriculum are as follows (drawings on the left - nursing students; drawings on the right - professionally active nurses):

Fig. 1 - 19 Respondents' answers

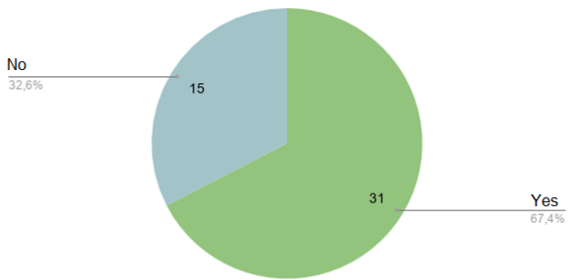
1. Health care system in Poland, Ministry of Health, Department of Nurses and Midwives



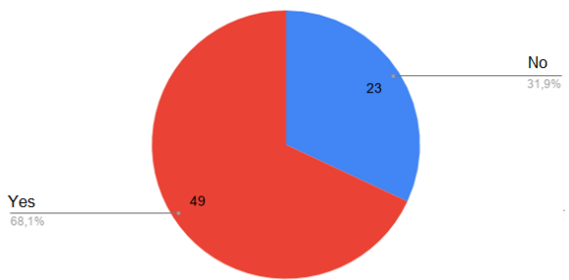
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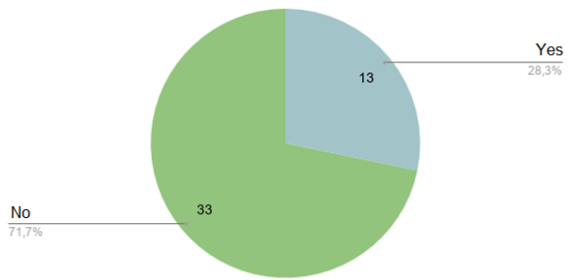
2. Educational standards for nursing, National Accreditation Board for Nurses and Midwives Schools



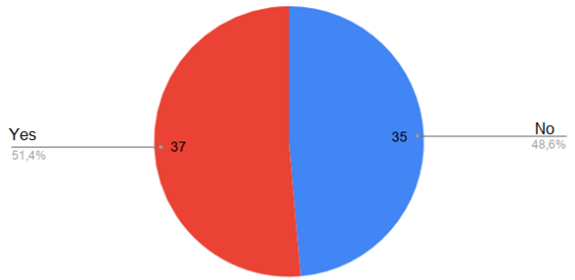
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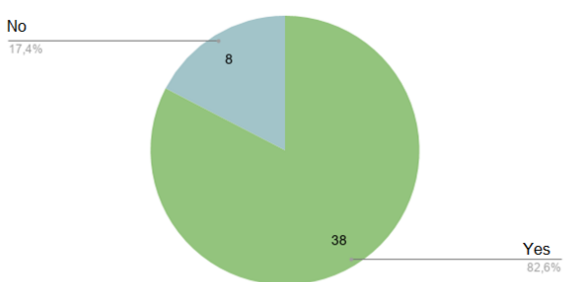
3. Duties and competences of self-government – Health Department of the Marshal's Office



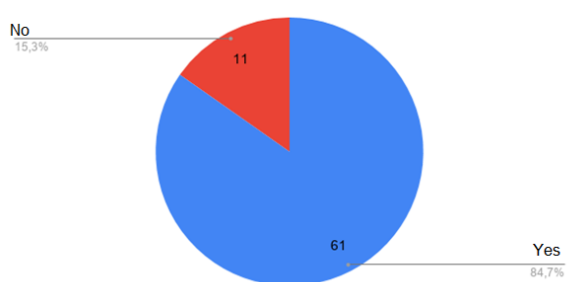
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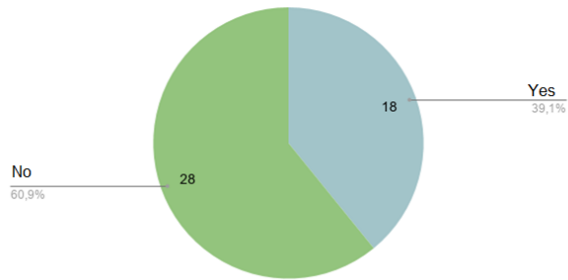
4. Recognition of Polish nurses' qualifications, General Chamber of Nurses and Midwives



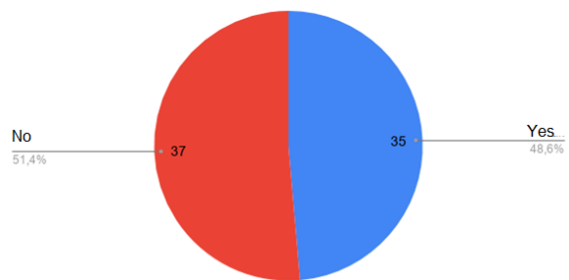
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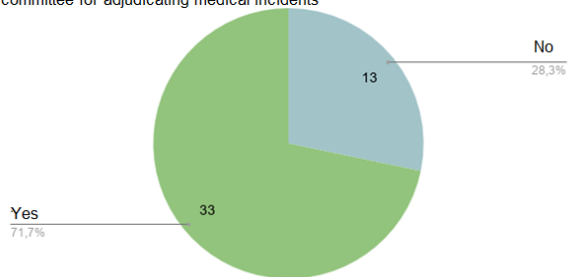
5. Duties and competences of government authorities - Health departments of the voivodship authorities



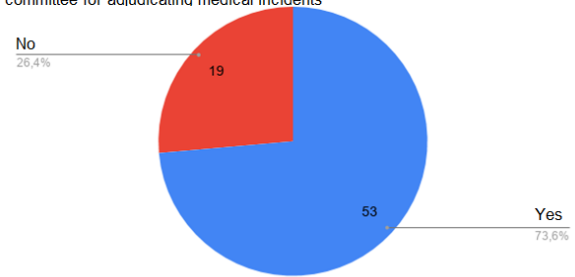
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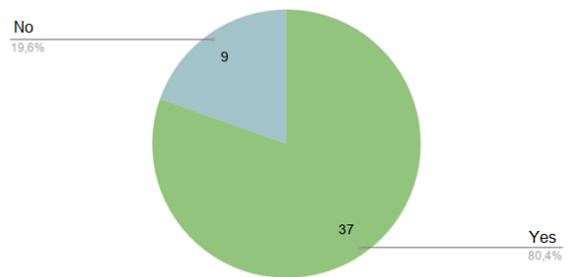
6. Committee for adjudicating medical incidents, voivodship committee for adjudicating medical incidents medical incidents, Voivodship committee for adjudicating medical incidents



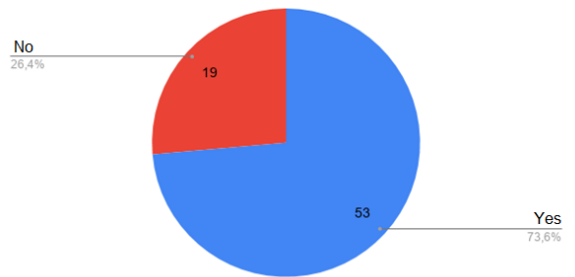
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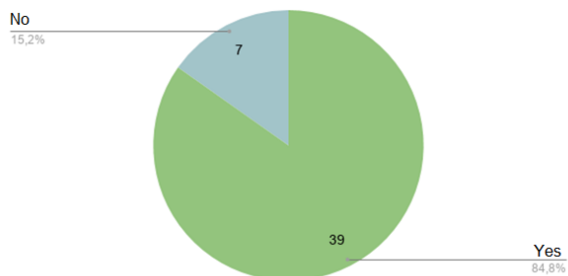
7. Roles, tasks, functioning of nurses' and midwives' Chambers in Poland, District Chamber of nurses and midwives



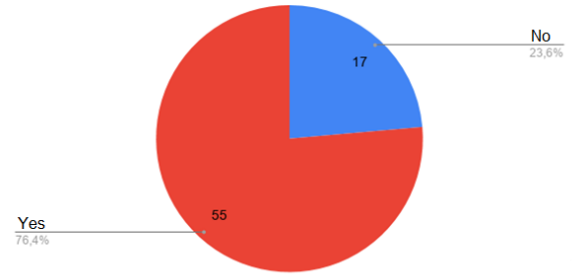
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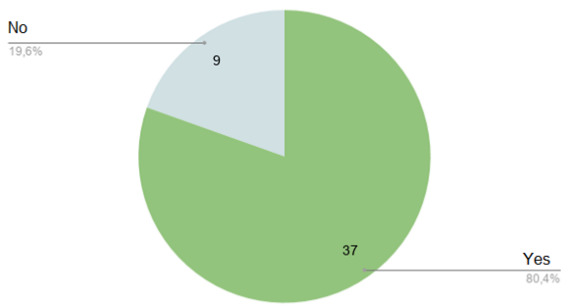
8. Professional qualifications, District Chamber for nurses and midwives



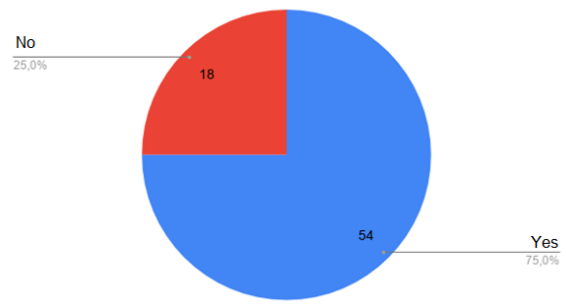
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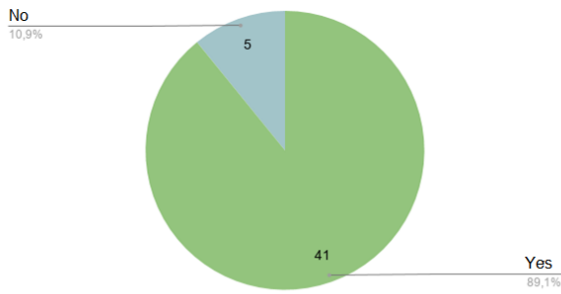
9. RODO for Nurses and Nurses



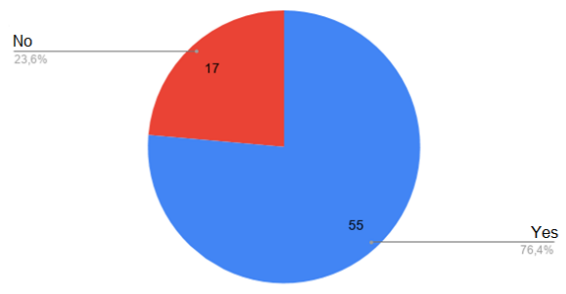
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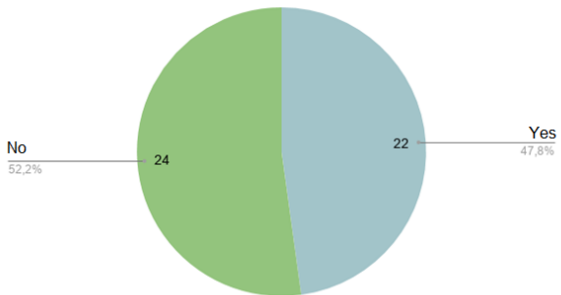
10. School medicine, competences and responsibilities of the Nurse of the teaching and edu. environment, District Chamber of Nurses and Midwives



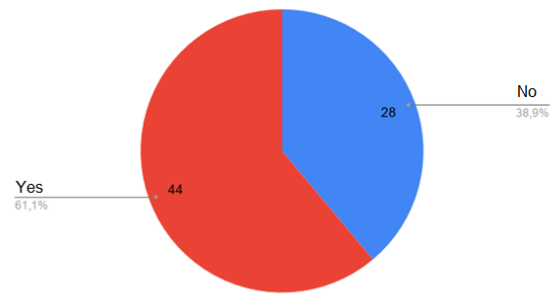
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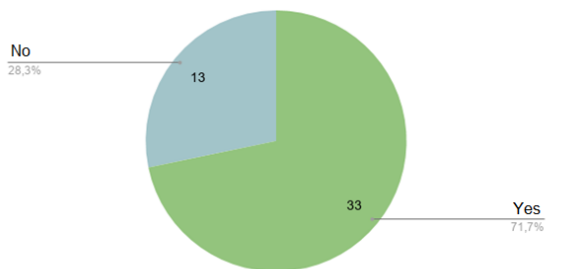
11. Education monitoring system, Ministry of Health



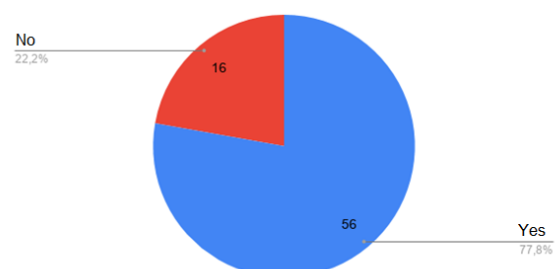
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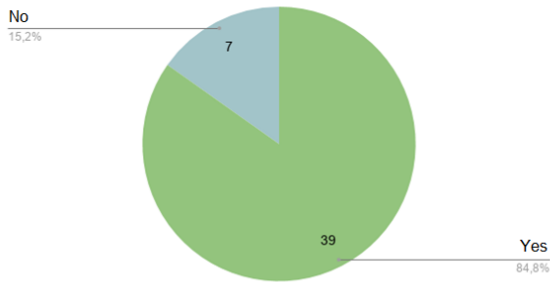
12. Individual and group practice - Necessary information, District Chamber of Nurses and Midwives



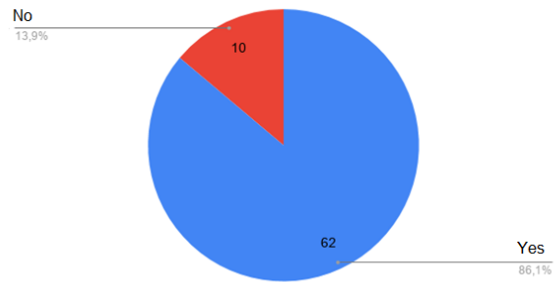
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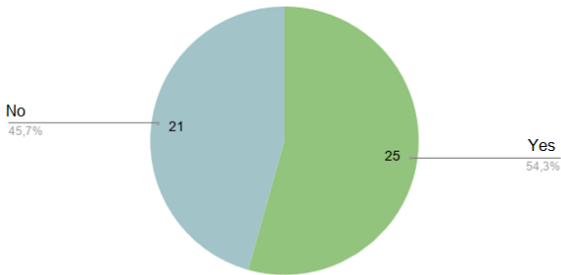
13. Professional responsibility of Nurses and Midwives. Spokesperson for professional responsibility at the Supreme Council of Nurses



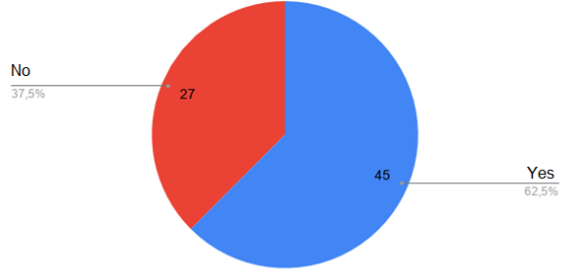
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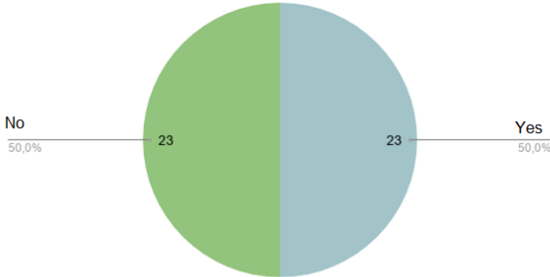
14. Trade Union of Nurses and Midwives, Voivodship Union of Nurses and Midwives



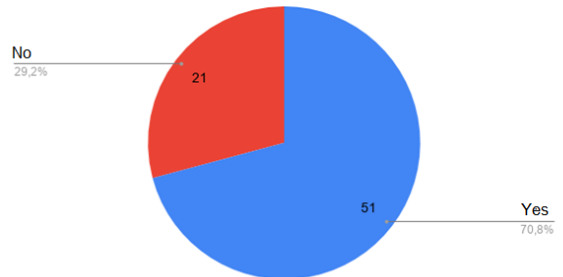
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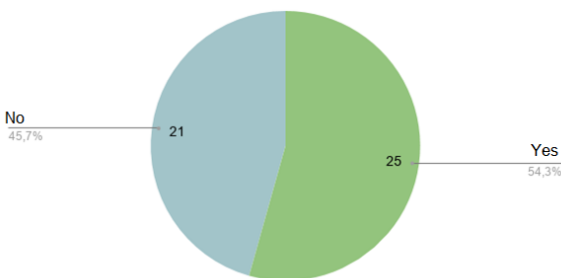
15. Role, tasks and responsibilities of voivodship consultants in the field of nursing, Voivodship Consulate of Nursing



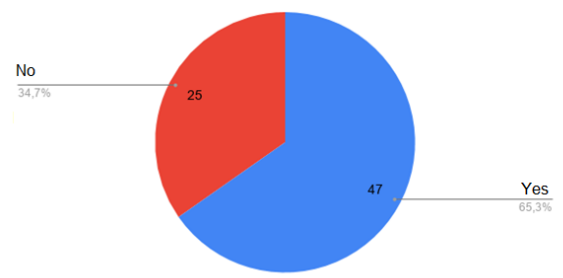
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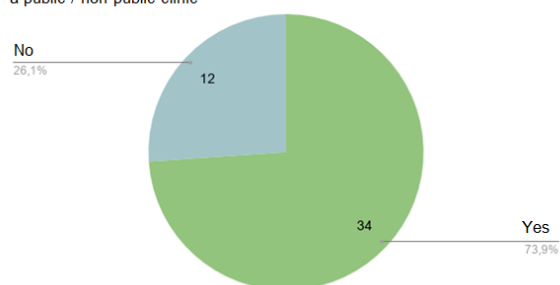
16. Competences and responsibilities of the director of nursing in public/non-public health centre



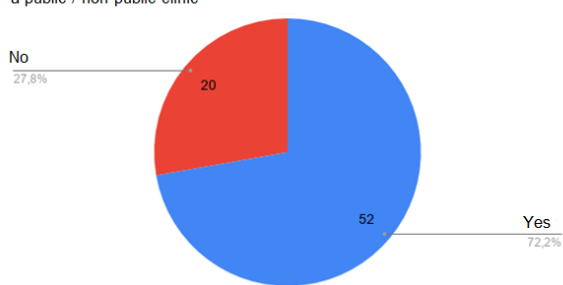
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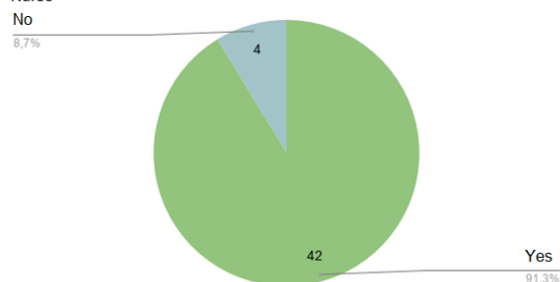
17. Competence and responsibilities of the Chief Nurse / Superior Nurse of a public / non-public clinic



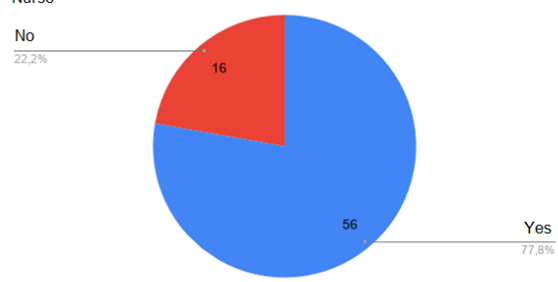
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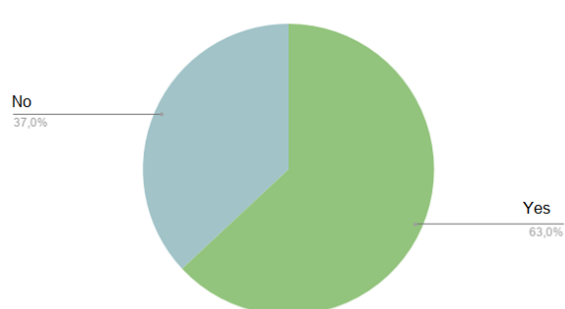
18. Competence and responsibilities of the Divisional Nurse / Coordinating Nurse



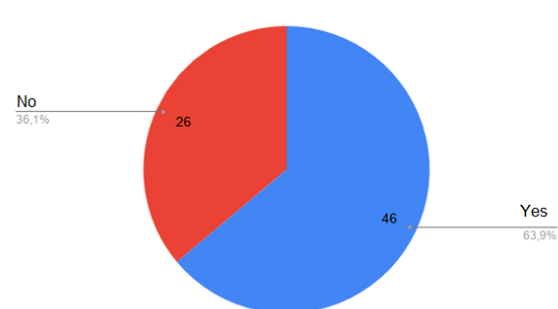
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19. Nurses' Association in Poland



19. Nurses' Association in Poland



The analysis of the answers received shows that there is a high need to introduce some of the proposed thematic modules, including in particular the following content (according to the answers of the respondents, decreasing in terms of the affirmative answers received):

1 Professional responsibility of nurses / midwives (84.8% / 86.1%; 85.45%)

2 Competence and responsibilities of the ward nurse/coordinating nurse (91.3% / 77.8%; 84.55%)

Recognition of qualifications of Polish nurses (82.6%/84.7%; 83.65%)

4 School medicine, i.e. tasks, competences and duties of a nurse of the teaching and upbringing environment (89.1%/76.4%; 82.75%)

5. professional rights (84.8%/76.4%; 80.6%)

6. Family for nurses (80.4%/75.0%; 77.7%)

7 The role, tasks and functioning of the Chambers of Nurses and Midwives in Poland (80.4%/73.6%; 77.0%)

8 Individual and group practice - essential information (71.1%/77.8%; 74.45%)

9 Competence and duties of the Chief Nurse / Superior Public Nurse / non-public clinic/advice (73.9%/72.2%; 73.05%)

10th Committee on medical incidents (71.7%/73.6%; 72.65%)

11. health care system in Poland, Ministry of Health / Department of Nurses and Midwives (63.0%/77.8%; 70.4%)

12 Education standards for the field of nursing - National Accreditation Board of Nurses and Midwives Schools (67.4%/68.1%; 67.75%)

13th Nursing Association in Poland (63.0%/63.9%; 63.45%)

14 Role, tasks and responsibilities of national / regional consultants in the field of nursing (50.0%/70.8%; 60.4%)

15 Competence and responsibilities of the Director of Public / Non-Public Health Nursing (54.3%/65.3%; 59.8%)

Nurses and Midwives Trade Union (54.3%/62.5%; 58.4%)

17. education monitoring system (47.8%/61.1%; 54.45%)

Only two of the proposed thematic areas did not receive a majority of affirmative answers, which may mean that there is no need for education in this area, namely:

1 The tasks and competences of government bodies - health departments of voivodeship offices (39.1%/48.6%; 43.85%)

2 Tasks and competences of local government bodies - health departments of Marshal Offices (28.3%/51.4%; 39.85%)

It should be noted that the need to obtain the above mentioned knowledge is significantly higher in the case of active nurses than in the case of students, which may indicate that it is only at the moment of taking up employment that the lack of knowledge and

information is noticed and there is a need to undertake education / self-education in the above mentioned subjects.

To summarize, the need to introduce proposed optional curriculum content is quite high in the general spectrum. The validity of introducing particular parts of the module was assessed in the range from 91% to 28% in the group of students and from 86% to 49% in the group of professionally active nurses.

Literature:

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