

VISOKA ZDRAVSTVENA ŠOLA V CELJU

DIPLOMSKO DELO

**POTREBE DIJAKOV ZDRAVSTVENE NEGE PO IZOBRAŽEVALNIH
VSEBINAH PALIATIVNE OSKRBE**

**THE NEEDS OF SECONDARY NURSING SCHOOL STUDENTS
FOR EDUCATIONAL CONTENTS OF PALLIATIVE CARE**

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POVZETEK

Uvod: Paliativna oskrba je namenjena pacientom z napredujočo neozdravljivo kronično boleznijo. Za kakovostno, celostno in kontinuirano obravnavo pacienta je potrebno imeti strokovno znanje, komunikacijske spretnosti ter pozitiven pristop do paliativne oskrbe. Z raziskavo smo želeli ugotoviti potrebe dijakov zdravstvene nege po izobraževalnih vsebinah paliativne oskrbe ob zaključku njihovega srednješolskega izobraževanja. Zanimalo nas je, kakšne težave in stiske doživljajo dijaki, ko se pri praktičnem pouku srečajo z neozdravljivo bolnim umirajočim pacientom, ter kako ocenjujejo svoje znanje in usposobljenost za delo s paliativnim pacientom.

Metoda: Raziskava je temeljila na kvantitativni metodi raziskovanja. Podatki so bili zbrani s tehniko anketiranja. Uporabili smo metode deskripcije, kompilacije in sinteze. Vzorec 205 dijakov zdravstvene nege na osmih slovenskih zdravstvenih šolah je bil neslučajnostni namenski. Dijaki zaključnih letnikov so izpolnili spletni vprašalnik, ki smo ga po pregledu literature delno povzeli ter prilagodili za naše potrebe. Rezultate smo statistično analizirali s programom SPSS 23.0.

Rezultati: Kot temelj kakovostne, celostne in kontinuirane obravnave pacienta, dijaki zdravstvene nege želijo ($PV = 3,97$) in potrebujejo več znanja in praktičnih izkušenj pri paliativni oskrbi ($p = 0,000$). Pri oceni odnosa do umiranja in smrti so rezultati pokazali negativen odnos ($p = 0,000$), ki pa ni statistično značilen s spolom dijaka ($p = 0,588$) in poznavanjem paliativne oskrbe ($p = 0,118$). Dobre ali zelo dobre izkušnje pa imajo za posledico tudi bolj pozitiven odnos dijakov do umiranja in smrti ($p = 0,024$).

Razprava: Potrdili smo ugotovitve slovenskih in tujih raziskav, da je za kakovostno, celostno obravnavo pacienta z napredujočo neozdravljivo boleznijo v času izobraževanja potrebno poglobiti teoretično znanje in pridobiti praktične izkušnje iz paliativne oskrbe. Da bi olajšali čustvene stiske in tesnobo dijakov ob stiku z umirajočim, je v izobraževalne programe potrebno dodati teoretične vsebine paliativne oskrbe in jih v času praktičnega pouka pripraviti za prihodnji poklic.

Originalnost: Dijaki zdravstvene nege se med opravljanjem praktičnega pouka soočajo z neozdravljivo bolnimi umirajočimi pacienti, kar jim zbuja strah in neprijetne občutke. Rezultati raziskave kažejo na nujnost vzpostavitve srednješolskega izobraževalnega sistema, v katerem bodo dijaki vsebine paliativne oskrbe spoznali že pred prvim stikom z umirajočim pacientom v bolnišničnem okolju. V poučevanje pa je potrebno vključiti sodobne pristope poučevanja in pridobivanja komunikacijskih veščin.

Omejitve/nadaljnje raziskovanje: V raziskavi ni metodološkega pluralizma, vključeni so le dijaki zdravstvene nege v Sloveniji. Področje je na nivoju srednješolskega izobraževanja v slovenskem prostoru slabo raziskano, ni novejših raziskav, zato ponuja možnosti za nadaljnje raziskovalno delo. Zanimive bi bile primerjave pri dijakih na začetku in koncu izobraževanja ter med dijakih in študenti zdravstvene nege.

Ključne besede: paliativna oskrba, dijaki zdravstvene nege, izobraževanje, umiranje.

SUMMARY

Introduction: Palliative care is intended for patients with progressive incurable chronic disease. Expert knowledge, communicative skills and a positive attitude towards palliative care are required in order to provide a quality, holistic as well as continuous patient treatment. The purpose of the study was to establish the needs of secondary nursing school students regarding the educational contents on palliative care at the end of their secondary education. We were interested in the issues and distress students experience while working with a terminally ill and dying patient as well as in how they estimate their knowledge and qualifications to work with palliative patients.

Method: The study was based on quantitative method of research. Data were collected by means of the questionnaire technique. The method of description, compilation and synthesis was used. The sample of 205 health care students at eight Slovene secondary nursing schools was purpose orientated and targeted. The students of the final year filled out an on-line questionnaire, which after having reviewed the literature, was partly summarised and adjusted according to our needs. The results were statistically analysed with the programme SPSS 23.0.

Results: As the basis for a quality, holistic and continuous patient treatment the secondary nursing school students require (MV=3.97) and need more knowledge and practical experience in palliative care ($P=0.000$). When estimating the attitude towards dying and death, the results showed a negative attitude ($P=0.000$), which is statistically not characteristic of the student's gender ($P=0.588$) and the student's knowledge of palliative care ($P=0.118$). Good or excellent experience results in a more positive attitude of the secondary nursing school students ($P=0.024$).

Discussion: We confirmed the findings of Slovene and foreign research, that is to say, a quality, holistic treatment of a patient with progressive incurable disease requires deepening the theoretical knowledge as well as gaining practical experience in palliative care within the educational period. In order to relieve students' emotional distress and anxiety when in contact with the dying, it is necessary to include the theoretical contents of palliative care into educational programmes and prepare the students for their future profession within their practical lessons.

Originality: Secondary nursing school students within their practical lessons face terminally ill and dying patients, which provokes fear and unpleasant feelings. The research results show the necessity of establishing a secondary educational system, where students will acquire the contents of palliative care prior to their first contact with a terminally ill patient in the hospital environment. The process of education needs to include modern teaching approaches and gaining communicative skills.

Limitations/further study: There is no methodological pluralism in the study, Slovene secondary nursing school students are included. The area regarding the secondary education level in Slovenia is not studied sufficiently; there are no latest studies, which offers a possibility for a further study research. It would be interesting to compare the initial and final stages of education of secondary nursing school students and to compare secondary nursing school students to health care students.

Key words: palliative care, secondary nursing school students, education, dying.