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Optimization program of initial academic education for nursing activities. Applications at UMF Cluj-Napoca

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KEY TERMS

Nursing, healthcare oriented, practice, interpersonal, problem solving, systematic, standardized case study, mnemonic words, acronym, multimedia learning, multimedia techniques, nursing plan, holistic, holistic, therapeutic, patient-centred, skill, assertiveness, performance, intermediary test, final test, clinical reasoning, the individual as a whole.

THESIS STRUCTURE AND SUMMARY

The thesis entitled "*Optimization program of initial academic education for nursing activities. Applications at UMF Cluj-Napoca*" is divided into two major parts, namely *the theoretical part and the practical part.*

In Chapter I (**Conceptual clarifications**) we wanted to highlight some of the general aspects of nursing, a brief history of the definition of nursing based on six defining characteristics, a list of definitions of nursing in classical and modern perspective.

The theoretical approach continues in chapter II (**Main milestones in the reform of Romanian medical education system for nurses**) with the presentation of initial training of the nurse before 1990 and of changes in nurse training after 1990 and up to date.

In Chapter III (**Methodological and legislative guidelines in the university training for nursing activities),** the nursing trainer currently cumulates three complementary roles: teacher, researcher and collaborator. The roles are assumed based on knowledge and skills developed according to a training model that blends ideology of vocational nursing translated into curriculum for bachelor studies.

In Chapter IV (**Teaching and learning methods in nursing**) we showed theoretical aspects regarding teaching methods used in teaching activities. The initiated research by the methods of the case study, mnemotechnics and multimedia learning, is theoretically based on active methods of teaching and learning, on exemplification and analysing teaching and learning situations built through a personal educational program based on the use of the three methods and techniques. From the perspective of analysing learning situations where the personally conceived nursing educational program is applied, this involves specific features of active-participatory teaching methods.

In Chapter V (**Targeted skills for initial training of nurses**) there are given certain skills from the perspective of some Nursing Councils. Of cognitive abilities, there are outlined critical thinking, decision making, problem solving, planning, reflective thinking, assertiveness, communication - interviewing skills, counselling and professionalism. In this chapter there are also presented skills targeted for initial training of nurses with secondary education and for higher education graduates, all taken from the Classification of occupations in Romania (COR), skills extracted from internal documents (diploma supplement for the specialization of general nursing and other internal documents) and external documents (foreign printed forms for nurses). The theoretical approach of this chapter is continued by defining the favourable contexts for training and exercising these skills.

Chapter VI (**The importance of assertiveness training and development in the context of training and educational activities aiming nursing**) describes the importance of assertiveness in the field of nursing, stressing that today's students are the core of tomorrow's nurses and it is essential to highlight the factors that can influence students to behave assertively, knowing that a traditional learning environment does not develop skills nor prepares students to become autonomous and assertive.

Part II of the thesis entitled "**Experimental approach. Presenting the research on personally conceived educational program in the field of nursing** begins with Chapter VII, the pilot study, ascertaining study, that aimed at highlighting students' views on training through the three methods and techniques and making a radiograph of available resources during implementation of this research in order to identify possible solutions to increase learning outcomes in the field of nursing. The experiment was applied after the pilot experiment, with the same coordinates, subordinates of a teaching research with some differences: reconsidering the structure of the course to be taught by introducing the case study, mnemonics and multimedia methods and techniques. The group consisted of students of the second year. Sampling was conducted on a voluntary basis, also in semester 1 the control group was made of 24 students and the experimental group was made of 20 students. In the semester 2, both the control group and the experimental group were made of the same number of subjects. The control group were taught the same training topics as the experimental group through lecture or reading.

Subchapter VII.2. presents a model for the content of nursing courses made of: representative artistic movies, specific representative acronym video films and images with

explanations, standardized or not standardized case study, articles, scientific studies from relevant journals, multiple choice questions with five possible answers and tables of contents of each course.

GENERAL CONCLUSIONS

Following the results achieved in the context of qualitative and quantitative analysis, we can formulate some conclusions:

- Summarizing the significant differences between results obtained before starting the experiential group program focused on the use in teaching activity of case study, mnemonics and multimedia learning methods and after its completion, but also between the experimental group and the control group, they are translated into the following major changes:

• the personally conceived educational program in the field of nursing by applying an optimally structured, logically articulated, medical, pedagogical and didactic learning program determined for the student a new learning student-centred experience, centred on students' transformation from object into subject of education;

• implementing educational programs conceived by teachers is a way of teaching-learning-assessment superior to the traditional learning;

• the implementation of the educational program is an approach, sometimes difficult, that with all impediments: long time allotted by the teacher, difficulties due to preparation in implementing a new educational program, is a sure way to improve students' academic results in the field of nursing;

• the developed the program encourages students to have an open attitude towards learning, it stimulates interest acting as a facilitator in understanding, not by explanations;

• the memorizing activities of the part where there is involved the mnemonic method surprise by rapidity and efficiency and inserted multimedia supports the understanding of the content and the case study develops landmarks in rendering the nursing plan.