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Methodology of the training in health care system for preparation of the future medical professionals to work with children and adults with special needs

Metodyka kształcenia przygotowującego przyszły
personel medyczny do pracy z dziećmi i dorosłymi
ze specjalnymi potrzebami

Abstract: Children and adults with special needs are members of our society and take their place in it. They develop themselves and live among us. Share their lives with friends, neighbors and relatives. The methodology of training in health care aims to reveal and outline the system of training of future medical specialists to work with children and adults with special needs in the high school. The study presents the process and the conditions under which the methodology is a factor in the system of training of the specialists to work with these individuals. Presented "Individual healthcare plan" contains valuable information for needy children and adults with special needs care.

Keywords: methodology of the training, an individual plan, health care, training future medical professionals, children and adults, special needs

Streszczenie: Dzieci i dorośli ze specjalnymi potrzebami są pełnoprawnymi członkami naszego społeczeństwa. Rozwijają się i żyją między nami. Dzielą swoje życie z przyjaciółmi, sąsiadami i bliskimi. Artykuł ma na celu przedstawianie zarysu systemu kształcenia przygotowującego przyszły personel medyczny do pracy z osobami ze specjalnymi potrzebami. Prezentowany "Indywidualny plan opieki zdrowotnej" zawiera cenne informacje dla dzieci i dorosłych ze specjalnymi potrzebami.

Słowa kluczowe: metodologia kształcenia, indywidualny plan, opieka zdrowotna, kształcenie przyszłego personelu medycznego, dzieci, dorośli, specjalne potrzeby

People with special needs – children or adults are members of the society in which we live and take their place in the multidimensional system called Public Health. Patients with disabilities, as a central figure in society, should be seen as an individual manned by medical professionals, understanding or misunderstanding and actively participating or not participating in the preparation of his plan for health care. Children and adults with special needs want to live and develop as part of all of us. They want to share their lives with friends, neighbors and relatives. They do not want to spend whole their life with his parents deprived of girlfriend or boyfriend and social environment. They all prefer to live independent lives, not to become a burden on society and be full part of it. In the group of children and adults with special needs are included persons with individual features: physical, sensory, intellectual, linguistic and speech disorders, multiple disabilities, autism, chronic illness and antisocial behavior [Zheleva, 2004, p. 8-9; 7-451].

The purpose of scientific report is to reveal and outline the system of training of the future medical specialists to work with children and adults with special needs in the high school by teaching methodology in health care.

The subject of the research is the process and the conditions under which teaching methodology in health care is a factor in the system of training of future specialists work with individuals with special needs.

The object of the research is realization of methods of training health care system of training of future medical specialists to work with children and adults with special needs in the high school.

During the research are used: questionnaire method, purposefully included monitoring and pedagogical experiment.

The methodology of training in health care aims to train future medical specialists to work with children and adults with special needs. The main function of the methodology is forming, as it combines the efforts of teachers and students and creates synergies in forming the personality of future medical professional in terms of working with children and adults with special needs. It performs several additional functions such as methodological, corrective, and preventive research.

Presented topics it covers the problems addressed in the course: "Practical foundations of nursing. Nursing care in children and adults with disabilities".

Healthcare professionals appear as a major, full and complete substitute for what children and adults with special needs alone can not perform due to insufficient capacity, strength, will and knowledge. They assist them with respect to the realization of their daily living habits or with respect to these activities that they perform without assistance in good health at the 14 basic needs according to Virginia Henderson and social communication, training and professional activities [Kristeva, 2005, p. 5-131].

Thanks to the medical specialists create conditions for maintaining and creating a proper health regime, which they performed unaided, whether they are strong, knowledgeable and full of love for life. The healthcare professionals are persons who are trained and have the knowledge, skills and competencies to supply 24-hour continuous care for those patients who need them. They are those that assist them to lead a full life, to deal with shortcomings or to die with dignity if death is inevitable [Zheleva, 2004, p. 8-9; 7-451].

It is known that all people have common needs, but they are not satisfied with identical patterns of life and therefore do not meet two identical pattern of life. Conducted empirical studies show that at this stage of implementation of health care for people with special needs – children or adult, can not satisfy his needs as medical professionals are not able to completely prove or establish what he needs according to his notion of being. They can only actively assist him. When children and adults with special needs are "dependent" medical professionals decide instead patient for his welfare [Kristeva, 2005, p. 5-131].

Primary health care are composed of the same parts, but medical experts have to modify and ensure taking into account the need and requirements of each person with special needs, child or adult. Basic needs of the patient that medical professionals seek to satisfy, exist independently of the assigned diagnosis, but the diagnosis is built of them [Mutafov, 1994, p. 34-49].

The analysis and assessment of the status of children and adults with special needs allow medical specialists to prepare a proper plan for health care, necessary and effective, that they should be implemented and remain in the doctor's treatment plan for the damaged person [Zheleva, 2004, p. 8-9; 7-451].

The pedagogical process during the study is organized as a creative communication between teachers and students.

Outlining the status of the research problem in teaching methodology in health care is provided "Individual plan of care" for children and adults with special needs. It contains valuable information for the person in need of care. Properly identified needs of care of the disabled person and the preparation of individual plan for them by medical professionals require individualization and personalization of care. Efforts for the needy person, thus taking care of it, they become more humane. Humanity is constant and eternal value of the individual, reflects the aspirations to humanity, good moral relationship between people is the nobility of those who exhibit and the respect of those target [Rangelova, Smantser, 2010, p. 58-71].

The individual healthcare plan includes:

INDIVIDUAL HEALTH CARE PLAN

Of.....

I. Personal data and information for family

1. Family name, name and Surname
2. Date and year of birth
3. Location
4. The medical certificate issued by the doctor - specialist

5. Data on parents/guardians

5.1. Name and surname of the mother:

5.1.1. Address:

5.1.2. Workplace:

5.1.3. Phone:

/Home, work, mobile, email/

5.1.4. Marital status.....

5.2. Name and surname of the father:

5.2.1. Address:

5.2.2. Workplace:

5.2.3. Phone:

/Home, work, mobile, email/

5.2.4. Marital status.....

5.3. Name and surname of the guardian:

5.3.1. Address:

5.3.2. Workplace:

5.3.3. Telephone link:

/Home, work, mobile, email/

5.3.4. Marital status.....

6. Marital status of adults with special needs

7. Information for GPs

7.1. Name, surname and last name.....

7.2. Address practice.

7.3. Phone:

/Home, work, mobile, email/

II. Assessment of the health status of the child / adult with special needs

1. Health problems
2. Mental processes and level of intellectual development
3. Tempering processes, behaviors and self
4. The development of speech and communication skills
5. Knowledge, skills and competences

III. Rating interests of the child / adult with special needs

IV. Assessment of the social environment of the child / adult with special needs

1. Family
2. Group
3. Class
4. Working Environment
5. Public protection

V. Potential abilities and needs of the child/adult with special needs

VI. Sections of the individual plan for care of the child/adult with special needs

Area	Purpose	Tasks	Results	Time and duration
1. Self-service				
2. Total motor development: 2.1. Rough motor skills 2.2. Fine motor skills				
3. The development of speech and communication skills				
4. Cognitive skills				
5. Emotions and behavior				
6. Social skills				
7. Training/work activity				
8. Skills in the arts 8.1. Music 8.2. Dances 8.3. Theatre 8.4. Art				
9. Labor and professional skills [Ordinance, 2015, § 19]				

VI. Planning activities in terms of adaptation, satisfaction, development and welfare of the child / adult with special needs

Short-term goals	Activity
1. Adapting to the new environment	1. Acquiring knowledge and benchmarks on the new environment
2.	2.
3.	3.
Long-term goals	Activity
1. Adapting to the new environment	1. Acquiring knowledge and benchmarks on the new environment
2.	2.
3.	3.

Daily needs			
1. Personal hygiene	By himself	With help	Dependent
2. Feeding	By himself	With help	Dependent
3. Diet	№	№	№
4. Providing a diet feeding			
5. Help in performing personal hygiene, assistance with bathing; clothing; shaving; sharp claws		Нуждае се/не се нуждае	
Health needs			
1. Research / correction of deficiencies in emotional and the voluntary sector, specific behavioral characteristics			
2. Health care		Yes	No
3. Help in performing personal hygiene, assistance with bathing; clothing; shaving; sharp claws			
Previous hospitalizations			
Educational needs			
1. Personal development potential		Yes	No
2. Balance between individual and group work			
3. Participation in organizing rituals and holidays			
4. Expanding opportunities for recreation and socialization			
Rehabilitation needs			
1. Rehabilitation		Yes	No
2. Occupational therapy			
3. Development of motor skills, hardening, occupational therapy			
4. Use of technical aids: type			
5. Ensuring the correct choice of individual labor-therapeutic activity, consistent with psychophysiological features and characteristics of users of social services			
Needs in leisure			
1. Providing opportunities for self-organizing leisure and recreation		Yes	No
2. Willingness to participate in individual recreation in the form of trips, visits to theater performances, literary readings and other			
3. Visits to relatives and socializing with other adults			

Needs of contacts with family, friends, relatives and other groups		
1. Family relationships	Yes	No
2. Friendly environment		
3. Social integration		
Removal orders and Social Inclusion		
1. Conducting interviews in the direction of bringing to a family environment	Yes	No
2. Link with relatives		

VIII. Team discussion of activities on the development, adaptation, welfare and satisfaction of the child/adult with special needs

Held team discussion for an assessment of laundry child/adult with special needs. This is for a child/adult with special needs who need assistance in meeting individual needs:

Indicators/fields	Limits/difficulties	Stored opportunities support available
1. Social support		
2. Emotional stability		
3. Interests		
4. Activities/ free time		
5. Financial position		
6. Housing		
7. Health		
8. Skills for daily activities		
9. Education, development		
10. Social networking, communication, social inclusion		
11. Work activity, employment		
12. Volitional and behavioral sphere		
13. Goals and motivation		

Date:

Agreed with the Chairman of

Compound:

Person is acquainted /child, adult with special needs/

[Yurukova, 2011, p. 114-125].

The result of the prepared individual healthcare plan and conducted planned care for children and adults with special needs is observed when they can fend for themselves or using a companion and health professionals. They should participate in the planning and implementation of health care for them according to their degree of disability. The choice is theirs and medical professionals are required only to lend the necessary support to carry out the right choice. If they win their trust and their condition is critical and can not take their own decision, but can rely on their actions, it should never feel that they are in the hands of strangers. It should not overlook the fact that children and adults with special needs must be self-aware their wish, if their state allows it to perceive useful for individual health care plan.

During the research is found that methods of training health care is a factor in the system of training of future specialists work with individuals with special needs. It is a major leading component in creating the conditions for optimal and effective learning activity. It is also used as a kind of psychological-pedagogical mechanism that assists the utmost to educate and train adequate time – qualified medical professionals. Knowing the specifics of student personality of psychological and pedagogical point, the teacher by teaching methodology in health care, properly organize and manage specific time for working with people with special needs. It thanks to its use, is able to take into account the results obtained. Outlined in the level of acquired knowledge, concepts, skills, competencies and methods of implementation of the care needed to work with children and adults with special needs. In the foreground stood out organization and autonomy.

The unity of views in the position of teaching staff on the issues of the study indicate that it is the teaching methodology in health care is a factor in the system of training of future health professionals working with people with special needs.

The pedagogical experiment also showed that the teaching community of universities that train medical professionals show continued interest in their proposed methodology for making "Individual plan for health care for children and adults with special needs".

Each student through the new technology of teaching goes through many transitions, from the simplest level of knowledge, skills and competencies to more complex. This passage leads to a more sophisticated, higher quality healthcare that is modified, transformed and enriched by direct contact and applicability to children and adults with special needs. Using their knowledge, skills and competences acquired by using the methods of training health care future medical specialists found their completion in the organization of work with children and adults with special needs. It is a basic feature of any professional, as have boundless its formation, development and improvement.

The pedagogical experiment proved positive role of the methodology of training in health care. It changes the way of training. Optimize the learning process. Using it drew the attention of the training specialists to create conditions for independent work and preliminary training, which enables them to prepare quality work with children and adults with special needs. The theoretical part of the material contained in the methodology allows its users to arm themselves with sufficient knowledge, i.e. to build their basic knowledge in the form of ideas, concepts. Acquired knowledge into practice under the direction and supervision of the teacher during independent work in educational practice session and then in everyday medical activity with the real person with special needs. Using the methodology attention will, the voluntary regulation and emotional characteristics of the actions of future specialists is directed by the teacher to promote humane style of communicating with children and adults with special needs and their families.

Special attention in the experimental work was devoted to the teaching diagnostics, i. e. the assessment of learning outcomes of future medical specialists to work with children and adults with special needs through the teaching methodology in health care. The diagnosis is established by measuring the knowledge in incoming and final inspection and testing of the knowledge, skills and habits with the right tools. The results of the evaluation of teaching methodology in health care are evidence of the high level of achievement of learning objectives and

willingness to move towards realization in the real work and hospital environment of the medical specialist.

As a consequence of the methodology used, students in second and third-year and their teachers find significant differences in preparing students for medical professionals for the semester examination in the course "Practical foundations of nursing. Nursing care in children and adults with disabilities". The increased interest in the preliminary preparation of students in teaching methodology in health care gives reason to believe that it is a condition for the rapid and qualitative preparation for the semester examination, and hence the higher educational success.

Conducted purposefully included surveillance showed the difference in the students' prior use of the methodology before and then. It was shown that it is an essential tool for implementation of the health care system of training of future medical specialists to work with children and adults with special needs in the high school.

The analysis of the results of the survey showed that the information contained in the methodology is sufficient for proper and quality conducting classes. It helps to build in future medical specialists of professional knowledge, skills and competencies to work with children and adults with special needs, the preparation of highly qualified medical professionals.

Based on the results of the survey can be concluded that the methodology of training health care system of training of future medical specialists to work with children and adults with special needs: essential to their training; valuable source of information for the application of quality health care professional; a tool for preliminary independent study; a tool for quality when it prepare for exams and build professional knowledge, skills, habits and skills in learners specialists. The implementation of the methodology of training health care system for training of future medical specialists to work with children and adults with special needs in the high school got high enough positive assessment by the user educators and learners medical specialists at universities.

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