

PRE-GRADUATE INTERNSHIP OF STUDENTS FROM SPECIALTY “REHABILITATION” - INNOVATION AND MOTIVATION FOR CONDUCTING

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SUMMARY

Practical training of students from Specialty “Rehabilitation” is performed in two directions: Practical activities of students in specialized offices under the guidance of a teacher; Clinical practice and pre-graduate summer internships in academic and practical bases under the supervision of a teacher and the active participation of a mentor. Pre-graduate internship of students from Medical College - Stara Zagora is in the sixth semester and it has an academic workload of 800 hours. It is held in certain clinics according to a curriculum and it is conducted at school - practical bases. In order to improve the criteria for evaluation and monitoring of trainees a trainee record was introduced for a daily reporting of the activity and the work with different patients under a guidance of mentors.

Key words: practical training, pre-graduate internship, record of the trainee, professional competencies.

INTRODUCTION

The pre-graduate internship provides an opportunity for assimilating the acquired practical skills and habits. It is a term-time when the trainees work independently and show personal interest. The most important point in the planning, organization and implementation of the internship is related to the definition of clear indicators and criteria for the practical training and professional competence of the students [6].

The specific features of the clinical practice and pre-graduate internship at the Medical College are:

- conducted in school practical bases to the patient’s bedside;
- students work with real living object (patient) under the supervision of the teacher or a mentor;
- it provides opportunities for an application of acquired knowledge in a real working environment;
- it provides for communication at different levels - with colleagues, with the patient and his family;
- there are conditions for an application and a development of professional behavior [1].

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bases. In order to improve the criteria for evaluation and monitoring of trainees trainee record was introduced for a daily reporting of activity and work with different patients under the guidance of mentors. The teacher makes a pedagogical assessment and controls the improvement of the acquired knowledge and skills. Together with the mentor the teacher makes a complex assessment of the students work during the pre-graduate internship.

During the pre- graduate internship the students defend a Course work project based on the work with patient of their choice in the field of Kinesitherapy. It includes an experimental work on a specific patient for one course of treatment. At the start of the procedures measurements and tests are carried out to determine the rehabilitation potential of the patients and to help drawing out a comprehensive rehabilitation program. The results of the rehabilitation are reported at the end of treatment period by re-diagnosis, giving recommendations for a rehabilitation of the patients at home and in specialized centers. The evaluation of the course work is included in the complex assessment of the pre-graduate internship.

Students work together in teams with the mentors under the supervision of a doctor of Physical Medicine and Rehabilitation, in a cooperation with a doctor – clinician and a family doctor - in the recovery and the treatment of traumatic, orthopedic, children, neurological and other diseases.

A small proportion of students held their summer internships and pre-graduate internship in specialized hospitals and rehabilitation centers in the country. This is done with the consent of those hospitals and a schedule made for the students. Once the internship is completed an experts’ as-

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assessment and a certification of the courses are given, then the colloquia and the course work for pre-graduate internship take place at Medical College- Stara Zagora.

We set the following objectives in this project :

1. Determining the relationship between the formation of professional competence of students and their application in the educational and practical bases.
2. Satisfaction survey of the students in Rehabilitation of MC - Stara Zagora on the pre-graduate internship.

MATERIAL AND METHODS

An anonymous survey was conducted to the students of "Rehabilitation" training at the Medical College of Tr.U - Stara Zagora in 2010/ 2011 school year. The survey included 50 students from third grade. A mathematical - statistical treatment was applied to the results.

RESULTS AND DISCUSSIONS

The classes of clinical practice and pre-graduate internship are conducted at educational and practical bases in the municipality of Stara Zagora, at hospitals and outpatient care centers, specialized rehabilitation centers - under the guidance of mentors and teachers according to preliminary prepared schedules in compliance with the program of Clinical practice.

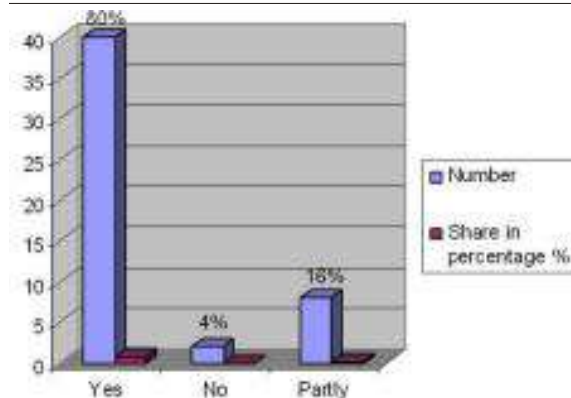


Fig.1. Is the time for conducting pre-graduate internship enough

The major bases for practical training of students are two hospitals –Hospital for active and multi treatment (HAMT) - "Prof. Stoyan Kirkovich" and University Hospital for active and multi treatment (UHAMT), which have specialized rehabilitation ward and rooms equipped with a modern equipment for Physical therapy and Kinesitherapy. Both hospitals are accredited and have a highly qualified personnel.

Other bases used for training the students are: "Diagnostically Consulting Center-1"(DCC1), Specialized centers for rehabilitation, "Medico-social care home for children" and "Home for adults with physical disabilities and rehabilitation ward." They all have specialized rooms for Physical

therapy, Kinesitherapy and Pathology in the work with children and adults.

All training - practical bases are major users of the graduates from Medical College and give a very good evaluation for the preparation of the students.

The research shows clearly that the students are satisfied with pre- graduate internship conducted at the bases for practical training. The information from Figure 1 is definite regarding the duration of the pre- graduate internship, 80% consider that the time for internship is enough.

The quality of education depends on the collaboration of students, teachers and mentors. The teamwork between the students, mentors, doctors and other professionals is very important as a strategy for clinical training and as a factor enhancing the quality of clinical practice[2].

The activities of the mentors are aimed at professional impact on the students in order to achieve the necessary competencies to practice the profession, skills and habits, style of work, responsibility and discipline at work, teamwork with other specialists (Figure 2).

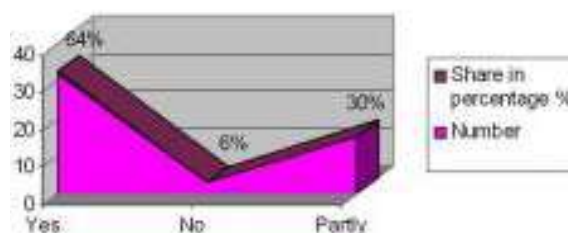


Fig.2. Satisfaction from organizing the teamwork during the pre-graduate internship

The majority of the surveyed students approved the work in a team - 64% and 30% indicate new opportunities for improving the organization of work, providing more opportunities for independent work by students during the pre-graduate internship.

In a team people rely on their cooperation to achieve maximum success and fulfillment of their objects. The secret of teamwork is to find a balance of skills and behaviors in a team as they are complementary [7]. During the clinical experience and pre-graduate internship students from the specialty assimilate and improve the following professional competences:

- Active participation in the rehabilitation team together with other specialists;
- Prevention, health maintenance and recovery of the patient;
- Performing functional diagnosis in various diseases;
- Preparation and conducting Kinesitherapy treatment on different diseases of the muscular skeletal system, nervous system, respiratory and cardiovascular systems in children and adults;
- Applying methods of proprioceptive neuromuscular facilitation, (Methods of Kabat, Bobat and Vojta);
- Applying classical massage on different parts of the body;

- Knowledge and study of reflex zones subject to massage action;
- Knowledge and application of massage techniques for various diseases;
- Knowledge and application of natural and performirani fizialni factors for treatment and prophylactic;
- Appling basic techniques of Electrotherapy and Light treatment;
- Appling basic local and reflective methods of Electrotherapy and Light treatment;
- Appling electro stimulation on diseases of the central and peripheral nervous systems;
- Knowledge and application of work rules and safety in specialized rooms for Kinesitherapy, Physical Therapy and Therapeutic Massage.

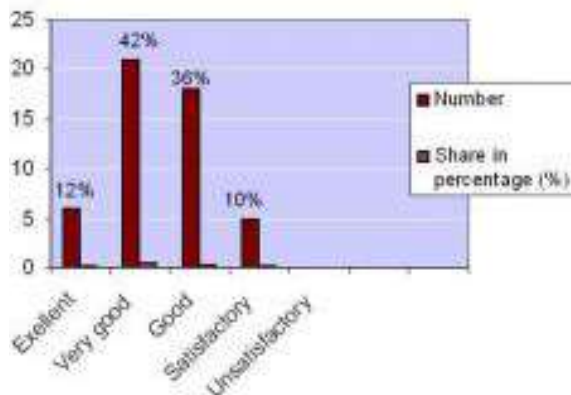


Fig.3. Evaluation of the professional competences

These competencies are essential for the practical work of students in educational and practical bases and the self-sufficient work with specific patient during the preparation for the course work. The results of Fig. 3 are clear evidence that the respondents are satisfied with the professional competencies, as 54% of them put an excellent and a very good assessment on their professional skills, and 36% put a good one. A lower assessment is given by only 10% of respondents. This is essential for their motivation to participate in the pre-graduate internship, for the application of theoretical and practical knowledge in the educational and practical bases, for their future career.

Professional competencies owned by the health professionals have been set in their qualifying characteristic, which is a key document of the school records and is consistent with the Regulation of the professional competence of the specialists in "Health Care" professional field, adopted in 2011 [3].

An evidence for improving the professional skills of students during pre-graduate internship is the information from Fig. 4, where 90% of respondents were satisfied with the knowledge and skills and they were able to work on their own with patients. They have regularly recorded carried out activities in a "Diary of the trainee" for a supervision and evaluation of individual work with different patients under the guidance of mentors. As guarantor of this is team work together with tutors supervised by a doctor of

Physical Medicine and Rehabilitation, in a gravitational doctor - clinician, family doctor - in the recovery and treatment of traumatic, orthopedic, children, neurological and others diseases.

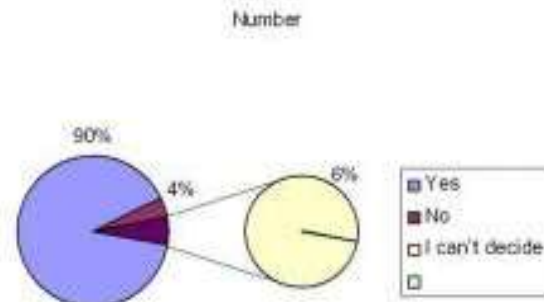


Fig.4. Improving professional skills

The mentor is a central figure in the practical training of students of the specialty. Their main task is to help the students in acquiring the medical profession, to familiarize them with laws and conditions for providing a quality health care, with the mistakes in the healing process and ability to correct them. The mentor should assist the students to form professional competences and ethical attitude towards the patient and his relatives.

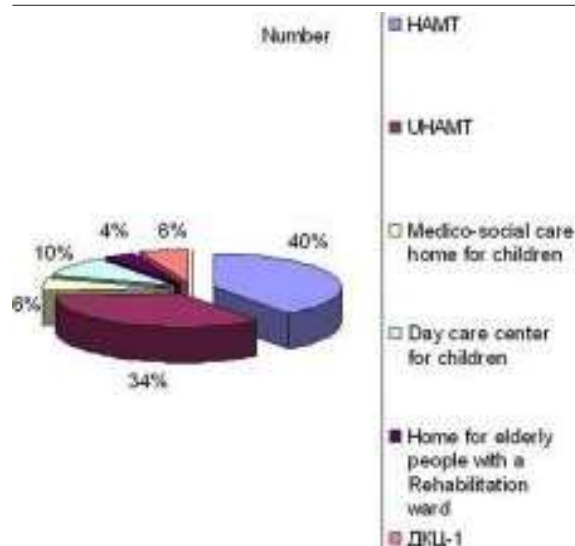


Fig.5. Bases for practical training of students, providing the best conditions for conducting the pre-graduate internship

Improving the quality of practical training had led to enlarging the number of educational practical bases and including specialized rehabilitation centers and Spa-health centers for training students of specialty "Rehabilitation". 40% of the respondents put at first place HAMT- "Prof. Stoyan Kirkovich" regarding the organizing of pre-graduate internship at the practical training bases, at the second place- UHAMT with 34%, while 26% of respondents are satisfied from the remaining bases (Figure

5). The students are satisfied with pre-graduate internship held in specialized "Day care center for children and youngsters with mental retardation," which is one of the few in the country, equipped thanks to international projects with rooms for Kinesitherapy, Physical Therapy, Occupational Therapy, special sensor and sound rooms, halls for Play Therapy and water treatment. There, with the help of mentors the training is conducted in special methods of Kinesitherapy for children with Cerebral palsy. The contemporary medical professionals have a new vision and confidence based on the quality of professional training which they obtain at the Medical College. During the training they form not only their professional competence but the personal qualities needed in the profession [3]. Therefore, the respondents indicate firstly the professional competencies - 32%, secondly the desire for work - 22% and thirdly the ambition - 20%, as qualities needed for a success (Fig. 6). They define the other two qualities as very important too - the communication skills-16% and the adaptability - 10%.

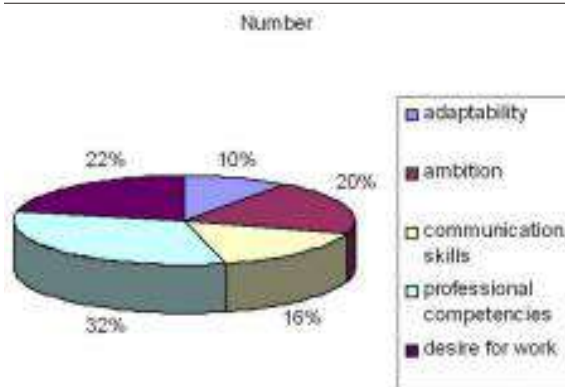


Fig.6. Qualities for a successful professional realization

All the respondents were definite about the need for all qualities - professional competence, desire to work, ambition, communication skills and adaptability for a successful career.

CONCLUSION

Computed results show that the conducting of pre-graduate internship of the students from third grade is at a high level, it responds to the Ordinance for Unified State Requirements for the specialty "Rehabilitation" and it is held in the training practical bases [5]. The guarantee for the quality of the students' education is the application of acquired knowledge, theoretical and practical skills at the practical bases under the guidance of a teacher and together with the mentors. That way the professional competences of the future rehabilitators are being improved and their application in the real working environment is guaranteed.

The good professional training and positive personal qualities of students are achieved through a high quality practical training and self-educating of the future specialists from specialty "Rehabilitation" in the health care system.

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