

THE ROLE OF NURSE IN PALLIATIVE MEDICINE

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***Summary.** The article highlights the role of a nurse in the implementation of general and special care for seriously ill, incurable and agonizing patients, deontological aspects of professional communication.*

Keywords: deontological aspects, seriously ill, incurable, ahonuyuchi patients, nurse.

Introduction. Hospice and palliative medicine is professional medical and psychological help for patients with severe incurable diseases and limited duration of life. People are given hospice help at home or in medical institutions [1].

Problem of development of hospice and palliative help is one of the most actual and valuable social-economic and medical problems nowadays [1]. The main objective of hospice and palliative is support of patient's quality of life in final period of disease, maximum relief of physical and moral suffering of sick person and his relatives, preservation of human dignity of the patient [2].

The role of nurse in palliative medicine is very responsible because she has the greatest contact with patient and his family and does the most part of work. In many Western-European hospices nurse is the main coordinator of team's actions and central decision-maker.

In order to better understand the philosophy of palliative help it will be great example of Virginia Henderson's definition of nurse role: “The unique role of nurse is to help a person – sick or healthy – to either maintain or restore health, or promote peaceful death and because Man could do it himself, without any help, if he had necessary forces, freedom and knowledge”.

Nurse, that gives palliative patients help has to be theoretically and practically be prepared to work in certain area already within the educational institution. Palliative competence forms in process of professional training of future medic and requires systematic knowledge, skills and abilities from different disciplines, the ability to successfully act on the basis of practical experience. Possession of palliative competence as an integral part of the professional competence of a future nurse is necessary at the present stage of devel-

opment of medical education [3].

So, an important part of the system of professional training of the nurse is the system of practical training, which allows the student to gain experience in professional activities, to form his professional qualities of the person and appropriate attitude to the profession.

The main part. Modern medicine requires specialists who have modern technologies for patient care and medical services in accordance with European standards. In recent years, an important role is played by studying the features of general and special care for seriously ill, incurable and agonizing patients of all ages. That is why it was expedient to include the main provisions of palliative medicine and the basic principles of the treatment of chronic pain in general education programs of all health professionals.

The most effective form of preparation at the undergraduate level, taking into account the multifactorial, multidimensional manifestations of the problem of palliative and hospice care, is the preparation of future nurses on the principles of the through-formation of integral knowledge within the subjects taught at higher medical educational institutions.

Modern medicine has a large arsenal of new laboratory and technical means of patient examination, and the task of the future medic – to be professionally / competent in accordance with European standards. That's is why considerable attention is paid to teaching students the basic principles of organization of practical work in therapeutic departments, and the

ability to identify and diagnose functional and organic responses of a person to existing and potential health problems, the ability to provide qualified emergency medical care to a patient and to provide medical care appropriate to the profile pathology of the patient.

For a nurse specializing in the provision of palliative care, the most important part of her profession is to care for the patient in the process of his dying. It is important to work the nurses in the specialized departments of the hospital directly at the patient's bed. Students get acquainted with the basic principles of organization of work of inpatient medical institutions and their functional units; Learn to maintain sanitary-hygienic, hospital and hospital-protective regimes; In the admissions department – to receive and register patients, carry out pre-examination and transport patients to the hospital department.

One of the components of professional development is the mastery of knowledge and skills of working with people, psychological readiness to work in market conditions and be responsible for the results of their work. That is why great attention is paid to the development of practical skills. Future nurses will master the skills of conducting patient interviews and the rules for determining the main indicators of life, and mastering the skills of caring for patients with fever; Learn to apply simple physiotherapy procedures; We master the skills of providing personal hygiene for patients and caring for seriously ill and agonistic, taking into account the princi-

ples of medical ethics and deontology; He learns to conduct the simplest resuscitation measures on a souvenir, studying the peculiarities of the professional activity of a nurse with inactive patients of all ages and their relatives.

Palliative care can be provided taking into account the needs and consent of a particular patient at home, at the clinic or in inpatient treatment and prevention institutions of any form of ownership, using various organizational forms of medical care, including day care facilities, specialized hospitals (hospices or offices palliative care). For example, if a patient wants to receive palliative care at home, the nurses can teach their relatives, or neighbours who care for him, properly give him prescribed medications, and provide other medical and psychological care [4]. That is why much attention is paid to the peculiarities of general and special care for seriously ill, incurable and agonizing patients of all ages in therapeutic, surgical and pediatric practice. At the same time the attention of students is drawn to the psychological, spiritual and social issues of palliative care for incurable patients and their relatives, especially the management of patients and children of childhood in the terminal stage of the disease. Provision of emotional and practical support to relatives of the patient, training in the basics of care, clarification of treatment plans and changes taking place in the patient's condition, maintaining in the near confidence that the patient is behaving as best as possible – all this alleviates the stress of the relatives, And prevents their increased morbidity in the period of

loss. The peculiarity of the relationship between the patient, his family and the medical staff in the field of palliative medicine is that they are based on the principles of mutual cooperation. With the patient and his relatives, possible options for treatment and care are discussed, decisions on the adoption of the most acceptable of them are taken together. The activity of the nurse contributing to the recovery of the patient in the palliative care industry is minimal, but it should always be remembered that a significant number of cases of spontaneous healing have been described when a patient with a terminal stage of oncological disease suddenly recover, even without receiving antitumor treatment.

It is important to familiarize nurses with specific applications of the main types of anesthetic drugs for chronic pain syndrome, food in the context of incurable diseases; study of specific emergency aid and resuscitation of the simplest incurable patients.

Caring for seriously ill patients will enable future nurses to recognize their own motives training to facilitate better motivation in learning, understanding the correct choice of future profession and determine their values (shape moral character towards education charity, humanity, empathy, responsibility and obligations 'connection custody of patients) and will increase the level of professional competence.

Conclusion. Study on hospice and palliative care helps create a competent, tolerant, with high moral values and capable of self-improvement expert.

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EFFICIENCY OF SOME COMPONENTS OF INTERACTIVE TECHNOLOGIES IN TEACHING OF PROPEDEUTICS OF INTERNAL MEDICINE

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***SUMMARY** The use of some interactive teaching methods in the teaching of propedeutics of internal medicine is analyzed. The implementation of these methods in practical classes has a positive influence on understanding of teaching materials by students and stimulates effectiveness of learning.*

Keywords: interactive teaching methods, propedeutics of internal medicine, educational technology.

Interactive learning technology is a special form of cognitive activity. It has a specific and predictable goal to create a comfortable learning condition in which everyone increases personal success and intellectual abilities. These methods are more suitable for student-centered approach, as they involve collective learning of a teacher in collaboration with the student. When using interactive teaching methods a teacher required to apply a creative approach to the organization of the practical classes and always acts as an organizer of the learning process and have to be the condition's creator of the students' initiative. Using a combination of these methods helps students to become active participants in discussion and will improve knowledge, practical skills, logical clinical thinking.

Traditional technologies include teaching and learning 'at the bedside' with patients under the supervision of a teach-

er [1]. Teacher improves students' skills in thematic debate that include subjective examination (collection of patient's complaints, history of diseases and life), objective examination of the patient, formulation of diagnostic plan, main and concomitant diagnosis.

We use one of the methods of imitation training – situational teaching methodology (case-method) in our work with students. Using of this method provides a transition from the method of knowledge accumulation to active and practically-oriented approach relatively to real student activity [2, 3]. The purpose of this method is to teach students to analyze information, identify key problems, choose alternative ways of solutions, evaluate them and formulate a program of action.

The first stage of work is the organization of the case. The teacher planning and organize a teaching session, choosing a