

UDC : 614.253.5-047.22:616.12-008.331.1-084

[https://doi.org/10.52058/2786-4952-2024-5\(39\)-982-992](https://doi.org/10.52058/2786-4952-2024-5(39)-982-992)

Mararash Halyna Hryhorivna PhD Postgraduate, Department of Social Medicine and Public Health, Bukovynian State Medical University, Chernivtsi, Chernivtsi, St. Aksenina, 7, <https://orcid.org/0000-0002-0321-6822>

Chornenka Zhanetta Anatoliivna PhD, Associate professor of the department of Social Medicine and Public Health, Bukovynian State Medical University, Chernivtsi, St. Aksenina, 7, <https://orcid.org/0000-0003-2314-1976>

Domanchuk Tetyana Illivna PhD Postgraduate, Department of Social Medicine and Public Health, Bukovynian State Medical University, Chernivtsi, Theater Square, 2, <https://orcid.org/0000-0003-1244-8702>

Mohammad Wathek O. Alsalama Associate Professor of the Department of Internal Medicine, Physical Rehabilitation, Sports Medicine, Bukovynian State Medical University, Chernivtsi, St. Heroiv Maidan, 230, <https://orcid.org/0000-0002-8150-5611>

Yakovets Karolina Ivanivna Associate Professor of the Department of Pediatric Surgery and Otolaryngology, Bukovyna State Medical University, Chernivtsi, Regional Clinical Hospital, <https://orcid.org/0000-0002-5116-2291>

FORMATION OF NURSE PROFESSIONAL COMPETENCES FOR THE ORGANIZATION OF ARTERIAL HYPERTENSION PREVENTION MEASURES

Abstract. One of the main problems of health care in the era of reform is the problem of the quality of medical care. And providing high-quality medical care requires many factors, not the least of which is well-trained medical personnel with various competencies. The ability of nurses at a critical moment, thanks to the ability to find a connection between the situation and knowledge, to make adequate decisions regarding an urgent problem, is a competence, that is, a quality of the individual, her certain asset, based on knowledge, experience, moral principles. Namely, the average medical staff, as an independent subject, is an active and equal participant in the medical and diagnostic process, the effectiveness of the treatment, rehabilitation and recovery of the patient depends on its activity.

Despite the introduction of modern treatment methods both in Ukraine and in European countries, cardiovascular diseases, in particular, arterial hypertension, remain in the focus of theoretical and practical medicine, which has gained special importance during the coronavirus pandemic. It was during this period that teaching patients with hypertension the knowledge and ability to behave in critical situations became especially important, as it increases life expectancy. By educating such patients, nurses help them adapt to the disease in order to maintain the highest possible level and quality of life.

However, the question arises whether nurses are sufficiently prepared to work in the direction of prevention with patients with hypertension. In this regard, the development, implementation and evaluation of the effectiveness of a new model of the development of professional and personal competences of nurses for the prevention of arterial hypertension and, first of all, become especially relevant all for teaching patients to use nursing techniques. An important part of the implementation of the professional and pedagogical competencies of nurses in the care of patients with hypertension is undoubtedly an integral part of their professional activity. The current trend to overcome the problems associated with ineffective treatment of hypertension is the use of preventive programs.

Young specialists - nurses who have just finished their studies, have problems with their perception as professionals and here the concept of patients' trust in nurses come into play. Nursing students also note deficiencies in communicative competence related to communication with the patient, for example, regarding prescribed medications. Fear of dealing with the patient, lack of confidence and emotional distress are the main known reasons that make nurses distance themselves from patients. Therefore, appropriate communication skills, knowledge, empathy, and the ability to feel relevant situations and emotions, as well as knowing how to understand others are the keys to a nurse's professional success in the field of nursing.

Keywords: professional competences, nurse, prevention, arterial hypertension

Марараш Галина Григорівна к.м.н., асистент кафедри соціальної медицини та організації охорони здоров'я, Буковинський державний медичний університет, м. Чернівці, вул. Аксеніна, 7, <https://orcid.org/0000-0002-0321-6822>

Чорненька Жанетта Анатоліївна к.м.н., доцент кафедри соціальної медицини та організації охорони здоров'я Буковинський державний медичний університет, м. Чернівці, вул. Аксеніна, 7, <https://orcid.org/0000-0003-2314-1976>

Доманчук Тетяна Іллівна доктор філософії (PhD), асистент кафедри соціальної медицини та організації охорони здоров'я Буковинський державний медичний університет, м. Чернівці, Театральна площа, 2, <https://orcid.org/0000-0003-1244-8702>

Журнал «Перспективи та інновації науки»
(Серія «Педагогіка», Серія «Психологія», Серія «Медицина»)
№ 5(39) 2024

Мухамед Войтек О. Алсалама доцент кафедри внутрішньої медицини, фізичної реабілітації, спортивної медицини, Буковинський державний медичний університет, м. Чернівці, вул. Героїв Майдану, 230, <https://orcid.org/0000-0002-8150-5611>

Яковець Кароліна Іванівна доцент кафедри дитячої хірургії та отоларингології, Буковинський державний медичний університет, Чернівці, Обласна клінічна лікарня, <https://orcid.org/0000-0002-5116-2291>

ФОРМУВАННЯ ПРОФЕСІЙНИХ КОМПЕТЕНЦІЙ МЕДИЧНОЇ СЕСТРИ ДЛЯ ОРГАНІЗАЦІЇ ЗАХОДІВ ПРОФІЛАКТИКИ АРТЕРІАЛЬНОЇ ГІПЕРТЕНЗІЇ

Анотація. Однією з головних проблем охорони здоров'я в епоху реформування виступає проблема якості медичної допомоги. А забезпечення якісної медичної допомоги вимагає багатьох факторів, не останнє місце серед них посідає добре підготовлений медичний персонал з різними компетенціями. Здатність медсестер у критичний момент завдяки вмінню знаходити зв'язок між ситуацією та знаннями, приймати адекватні рішення щодо нагальної проблеми і є компетентністю, тобто якістю особистості, її певне надбання, що ґрунтується на знаннях, досвіді, моральних засадах. А саме середній медичний персонал, як самостійний суб'єкт, є активним і рівноправним учасником лікувально-діагностичного процесу, від діяльності якого залежить ефективність лікування, реабілітації та одужання пацієнта.

Незважаючи на впровадження сучасних методів лікування як в Україні, так і в країнах Європи, серцево-судинні захворювання, зокрема, артеріальна гіпертензія, залишаються в центрі уваги теоретичної та практичної медицини, що набуло особливого значення під час пандемії коронавірусу. Саме в цей період особливого значення набуло навчання пацієнтів з АГ знанням та умінням поводити себе у критичних ситуаціях, оскільки воно збільшує тривалість життя. Навчаючи таких пацієнтів, медсестри допомагають їм адаптуватися до хвороби, щоб підтримувати максимально можливі рівень та якість життя.

Однак виникає питання, чи достатньо підготовлені медсестри до роботи у напрямку профілактики з пацієнтами з АГ. В зв'язку з цим особливої актуальності набувають розробка, впровадження та оцінка ефективності нової моделі розвитку професійно-особистісних компетенцій медичних сестер для профілактики артеріальної гіпертензії і, перш за все, для навчання пацієнтів використанню саме медсестринських методик. Важлива частина реалізації професійно-педагогічних компетенцій медичних сестер при догляді за

пацієнтами з АГ безперечно є складовою частиною їх професійної діяльності. Сучасною тенденцією подолання проблем, пов'язаних з неефективністю лікування гіпертонічної хвороби, є використання профілактичних програм.

Молоді фахівці - медсестри, які щойно закінчили навчання, мають проблеми зі сприйняттям їх як професіоналів, і тут виступає поняття довіри пацієнтів до медичних сестер. Студенти-медсестри також відмічають недоліки в комунікативній компетентності, що стосуються спілкування з пацієнтом, наприклад, щодо призначених ліків. Страх мати справу з пацієнтом, відсутність впевненості та емоційні переживання – основні відомі причини, які змушують медичну сестру віддалятися від пацієнтів. Отже відповідні комунікативні навички, знання, емпатія, здатність відчувати відповідні ситуації та емоції, а також знання того, як зрозуміти інших, є ключем до професійного успіху медсестри у сфері медсестринства.

Ключові слова: професійні компетентності, медична сестра, профілактика, артеріальна гіпертензія

Formulation of the problem. The problem of professional competence [1] is investigated by various scientific fields: it is presented in the framework of psychology, sociology, pedagogy, economics, and in narrower applied specialties. Today, the competence approach is defined as a strategically important vector for the development of professional training [2]. The implementation of the competence approach is an integral part of the modern innovative paradigm of education.

Competences are the indicators that allow you to determine the readiness of a student-graduate for life, his further personal development and active participation in society, and the already formed specialist - for further self-improvement, changes, flexibility in the process of self-realization [3]. Therefore, a progressive individual today faces the task of first of all forming the ability to learn.

Analysis of recent research and publications. The highest rated professional competencies of the nurse are related to the education of the patient and his relatives, the support of the patient during the recovery process and the ability to respond in time in emergency situations. In the study of Miķelsons M., Renigere R. & Dreimane S.[4], the main factors hindering the development of competences and research are mentioned - lack of motivation (stagnation), lack of self-education, lack of cooperation and support from the medical team, especially doctors, because nurses are not given the opportunity to engage in dialogue about research findings. Thus, a number of foreign studies have shown that training patients according to a special structured program on epidemiology, clinical and therapeutic aspects of hypertension in more than half of patients helps to achieve the target level of blood pressure (BP) and increase adherence to treatment [5], a reliable decrease in BP and an increase in the frequency of self-monitoring BP [6]. From the study of Hanifi N,

Parvizy S, Joolae S, Ghamari-Zare Z, Purfarzad Z, Adib-Hajbaghery M. [7,8], we note the problem of perception of a student nurse by a doctor, a practicing nurse, patients and relatives of patients. Doctors still see nurses as those who must follow doctors' orders first, and only then meet the needs of patients.

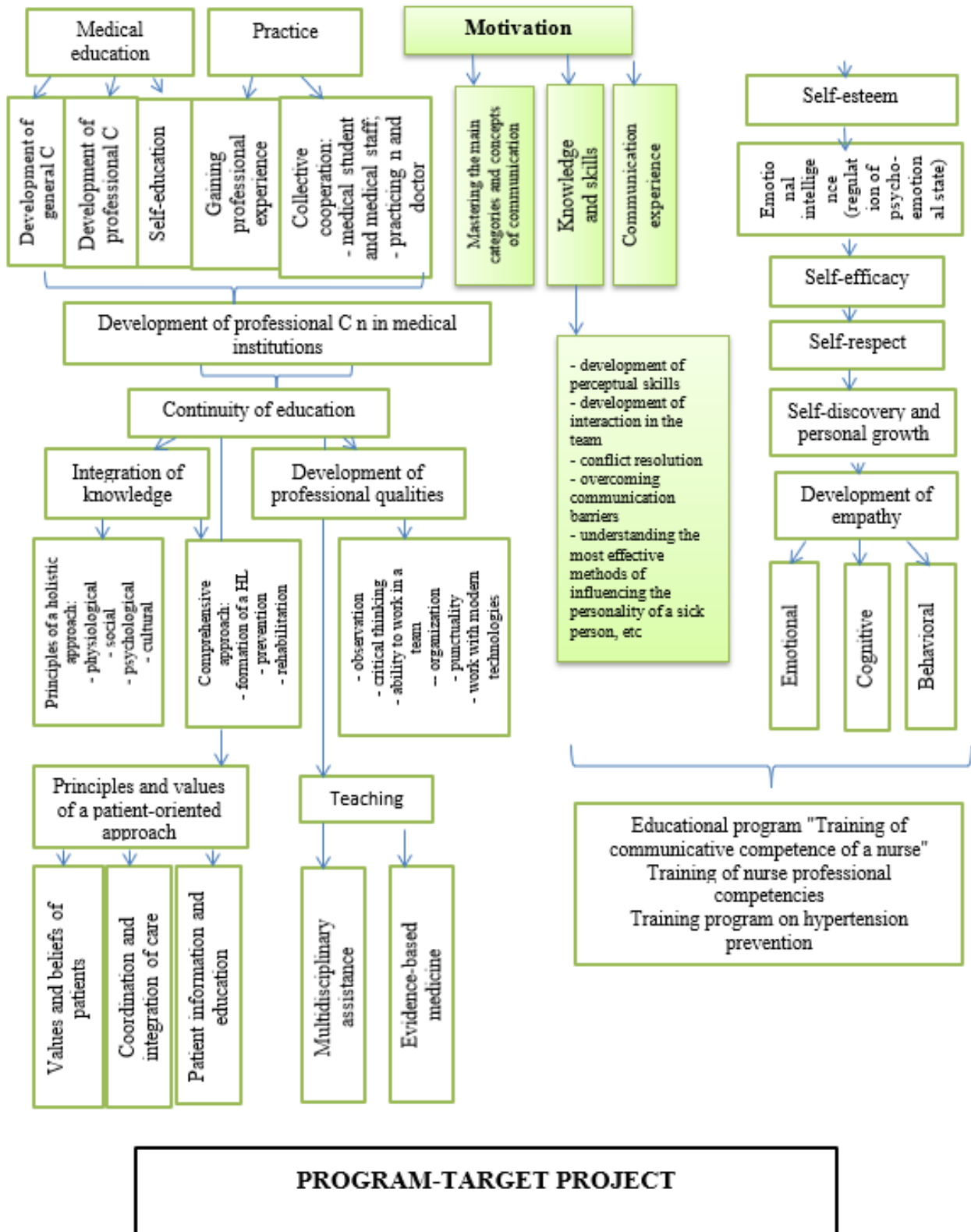
According to the recommendations of the European Society of Cardiology and the European Society of Hypertension [9, 10] for the treatment of hypertension, the important role of nurses and pharmacists in the education, support and long-term observation of patients with hypertension is emphasized as part of the overall strategy to improve blood pressure control. They consider patient education aimed at increasing their knowledge and motivation, and especially non-pharmacological treatment, as the main method of management of all patients with hypertension [11].

According to the literature, one of the main measures for the prevention of hypertension at the primary healthcare level should be to increase the level of awareness of patients and their active participation in the treatment and diagnostic process [12, 13].

The aim of the study. Evaluate the efficiency of the educational program for the formation of nurse professional competences regarding the organization of arterial hypertension prevention measures

Presenting main material. We have developed a model of factors of professional and personal competence of a nurse to improve the qualification of a nurse, to improve the training of specialists in the specialty "Nursing", namely in the direction of preventive activities among the population and patients with hypertension (Fig. 1).

For our model of development of professional and personal competencies of a nurse, we have chosen three main areas: special competencies, communicative and personal competencies.



As a tool that will allow developing the professional competencies of a nurse in the direction of prevention and treatment of patients with hypertension, we offer the Program-target project, which is presented in the following sections:

- 1) Model of factors of professional and personal competencies of a nurse;

2) Educational discipline, elective course "Nurse communicative competence training";

3) Training of professional nurse competencies;

4) Training program on hypertension prevention.

The main goal of the project was to increase the professional competencies of MS, to present a comprehensive program for the formation of MS skills in the implementation of measures to prevent hypertension and improve the health of patients.

The goal of our project is not only to transfer to future MS students and MS practitioners a set of knowledge, abilities and skills in a certain field, but also to develop a broad outlook, interdisciplinary sense, abilities for individual creative solutions, self-study, as well as the formation of humanistic values.

The conditions for the formation of professional competences of the MS and the need to prepare it for therapeutic interaction with patients diagnosed with hypertension are determined by the specifics of its activity:

- the aim of the nurse is to study the patient, his environment as objects of research to identify the attitude to health, illness, analyze their lifestyle in order to choose in the future common ways of preserving or restoring lost health;
- a necessary condition is the building of a therapeutic alliance "nurse - patient" - communicative competences allow forming the subject position of the patient in the treatment process;
- nurses have to interact with a wide variety of patients (anxious, hypochondriac, aggressive, etc.), whose psyche is affected by this or that disease, which changes their attitude to life, work, loved ones, and themselves;
- low adherence of patients to treatment, associated with many subjective and objective reasons, is recognized today by most specialists as the most significant obstacle for successful treatment of patients with hypertension;
- implementation of preventive measures.

Since competence includes the set of qualities of a nurse (knowledge, abilities, skills, methods of activity), and competence is the possession of a set of relevant competences, which includes a personal attitude towards them and the subject of activity, we believe that the quality of the formation of professional competence is based on the following factors:

- advanced studies in medical universities;
- mandatory completion of industrial practice in medical institutions;
- continuity of training and professional improvement processes;
- work according to the principles of "evidence-based medicine";
- compliance with all standards of nursing manipulations;
- principles and values of a patient-oriented approach;
- development of professional qualities, which is closely related to the development of personal competencies.

During the work of a nurse in a medical institution, it is important to take into account the continuity of the education of a nurse, an element of which is the integration of knowledge from holistic and complex approaches.

The concept of a holistic approach to training nurses (holistic education) is the creation of an educational process that reflects the integrity of information perception through a combination of physical, psychological, social, and cultural sources of information.

The application of the principles of evidence-based medicine in medical practice in various countries contributed to a significant increase in the effectiveness and safety of any medical interventions.

A comprehensive approach to training a nurse includes: knowledge of the formation of a healthy lifestyle of one's own and the patient, knowledge of preventive care and rehabilitation.

Factors affecting the effectiveness and efficiency of preventive care for patients with hypertension are inextricably linked to the quality of preventive care in general. These factors can be divided into several groups (Fig. 2):

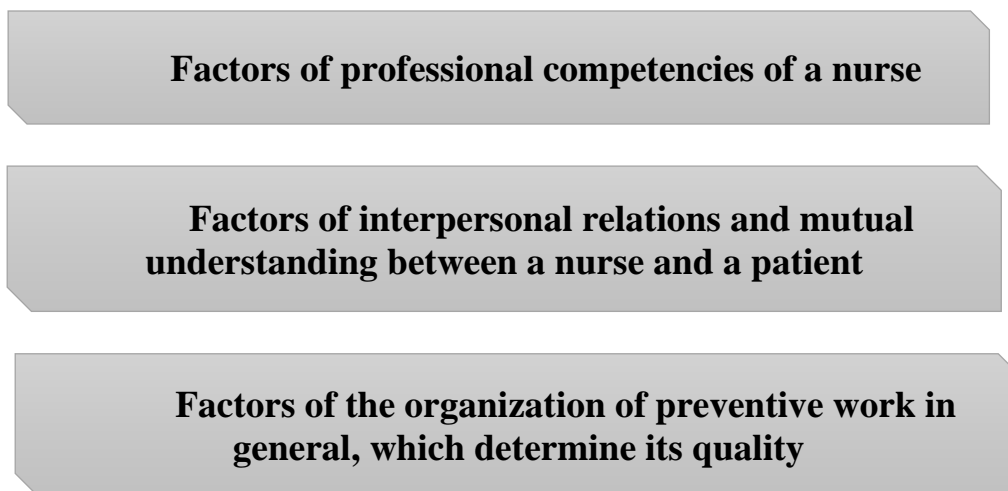


Fig.2. Factors affecting the effectiveness of preventive care for patients with hypertension

The areas of study of MS in the field of patient-oriented approach are the following:

- ✓ the topic of patients' values and beliefs;
- ✓ coordination and integration in the care process;
- ✓ information and education of patients.

Increasing the level of knowledge and skills of the nurse in matters of patient education and the further implementation of a patient-centered approach are priority and important in the process of recovery of patients and their well-being during illness.

Patient education is an important function of every nurse. After all, the patient must understand what is happening to him, which of his actions will help him recover, and which, on the contrary, will worsen his condition.

The success of a nurse's professional activity depends on personal competencies. An effective specialist is one who possesses not only professional competences, but also highly developed personal qualities:

- ✓ the ability to analyze one's own actions;
- ✓ the ability to listen and manage one's emotional states;
- ✓ self-criticism;
- ✓ capacity for self-discovery and personal growth;
- ✓ the ability to communicate with the patient in order to understand his mental state;
- ✓ the ability to act therapeutically (taking into account the understanding of the patient's psychological state).

The formed certain level of self-efficacy provides the personality with methods and leadership skills, therefore the issue of their formation both in the process of studying at a university and during the practical activities of a nurse becomes relevant.

Regarding the issue of nurse confidence, we believe that individuals with a high level of self-confidence approach complex tasks as challenges to be overcome rather than threats to be avoided. Such an effective forecast promotes independent interest and deep concentration in activities.

Actual means of helping nurses in the formation of personal competencies to overcome their own insecurity as a professional, as well as the development of self-respect and self-consistency, are defined as their active involvement in the development and implementation of corporate programs to support personal health, research, preventive, educational projects, and as a resource for the development of professional and personal competence - their optimism and altruistic motives for choosing a medical profession.

The development and transformation of the motivational structure of the subject of activity occurs in the process of mastering the profession, during training and work. This development takes place in two directions: first, general personal motives are transformed into professional ones; secondly, with a change in the level of professionalization, the very system of professional motives also changes.

The restructuring of the motivational sphere is accompanied by the formation of new interests and needs, the development of the personality as a whole. Motivation organizes holistic behavior, increases professional activity, and significantly affects the formation of a goal and the choice of ways to achieve it.

However, the patient's motivation for prevention and treatment is important. Only after receiving information about the preventive measures of hypertension and its complications, the patients' adherence to treatment increases and responsibility for their health appears. Therefore, at this level, training patients contributes to

increasing the level of knowledge, skills and abilities for quality control and monitoring of their condition.

The goal of the Training Program on the prevention of hypertension is to optimize, improve and increase the coverage, availability and quality of medical preventive care for patients with hypertension and is aimed at:

- increasing the awareness of patients with hypertension about the disease and its risk factors for development, exacerbations and complications;
- formation of patients' skills and abilities to reduce the adverse impact on their health of behavioral FR (nutrition, physical activity, stress management, giving up bad habits);
- formation of patients' abilities and skills in self-monitoring of their health, provision of first aid in cases of exacerbations and crises;
- formation of a rational and active attitude of the patient to the disease, motivation to recovery, commitment to treatment and implementation of the doctor's recommendations;
- formation of patients' practical skills in the analysis of causes, factors affecting health and teaching patients to draw up an individual recovery plan;
- increasing the patient's responsibility for preserving his health.

Conclusion. The conducted research made it possible to scientifically substantiate and develop a model for the development of professional and personal competencies of a nurse. The obtained results of the study of the readiness of the nursing staff to organize and conduct training are the basis for the development of the Program-targeted project for the training of nurses in the direction of prevention and treatment of patients with hypertension. The organization of training for patients with hypertension, aimed at increasing the level of self-control of the disease, improving compensation indicators and improving the quality of life of patients.

References:

1. Professional competence of a social pedagogue / H. G. Bondarenko // Bulletin of the Zaporizhzhya National University. Pedagogical sciences. - 2016. - No. 2. - P. 79-85. - Access mode: http://nbuv.gov.ua/UJRN/Vznu_ped_2016_2_14
2. Formation of reflexive competence in the professional training of future psychologists / S. A. Lytvynenko, V. M. Yamnytsky // Science and education. 2014. No. 10. P.9
3. Kaidalova LH. Formation of professional competence of future nurses: theoretical aspect. Scientific Bulletin of the National University of Bioresources and Nature Management of Ukraine. Series: Pedagogy, psychology, philosophy. 2017;267:80-5.
4. Miķelsone, M., Renigere, R., & Dreimane, S. (2016). Nurses' professional competence components self-assessment in building a positive health care environment. society. integration. education. Proceedings of the International Scientific Conference, 3, 486-498.
5. Cuspidi C., Lonati L., Sampieri L. et al. To better know hypertension: educational meetings for hypertensive patients // Blood Pressure. – 2000. – Vol. 9. – P. 255-259
6. Waeber B., Burnier M., Brunner H.R. How to improve adherence with prescribed treatment in hypertensive patients? // J. Cardiovasc. Pharmacol. – 2000. – Vol. 36 (Suppl. 3). – P. 23-26.
7. Hanifi N, Parvizi S, Joolae S. The Miracle of Communication as a Global Issue in Clinical Learning Motivation of Nursing Students. Procedia Soc Behav Sci. 2012;47:1775–9.

8. Ardahan M, Akcasu B, Engin E. Professional collaboration in students of Medicine Faculty and School of Nursing. *Nurse Educ Today*. 2010;30(4):350-4
9. Ionov M.V. Joint clinical recommendations of ESH/ESC 2018 on the diagnosis and management of patients with arterial hypertension: first look / M.V. Ionov, N.E. Zvartau, A.O. Conrad // *Arterial hypertensia*. – 2018. – Vol. 24, No. 3. – P. 351–358. <https://doi.org/10.18705/1607-419X-2018-24-3-351-358>
10. Recommendations of the European Society of Cardiology (ESC) and the European Society of Hypertension (ESH) on the treatment of arterial hypertension. - 2018. - No. 5. - P. 58-172.
11. Beata Jankowska-Polańska, Izabella Uchmanowicz, Krzysztof Dudek, Grzegorz Mazur Relationship between patients' knowledge and medication adherence among patients with hypertension // *Patient Preference and Adherence* 2016;10 2437–2447
12. Kyselevich M.M. Medical educational programs for patients / M.M. Kiselevich // *Medical nurse*. – 2014. – No. 5. – P. 38-40.
13. N.M. Abashnyk The role of the nurse in Ukraine and in the world / N.M. Abashnyk // *Nursing*. – 2019. – No. 4. – P. 7-10. <https://doi.org/10.11603/2411-1597.2019.4.10828>

Література:

1. Professional competence of a social pedagogue / H. G. Bondarenko // *Bulletin of the Zaporizhzhya National University. Pedagogical sciences*. - 2016. - No. 2. - P. 79-85. - Access mode: http://nbuv.gov.ua/UJRN/Vznu_ped_2016_2_14
2. Formation of reflexive competence in the professional training of future psychologists / S. A. Lytvynenko, V. M. Yamnytsky // *Science and education*. 2014. No. 10. P.9
3. Kaidalova LH. Formation of professional competence of future nurses: theoretical aspect. *Scientific Bulletin of the National University of Bioresources and Nature Management of Ukraine. Series: Pedagogy, psychology, philosophy*. 2017;267:80-5.
4. Miķelsons, M., Renigere, R., & Dreimane, S. (2016). Nurses' professional competence components self-assessment in building a positive health care environment. *society. integration. education. Proceedings of the International Scientific Conference*, 3, 486-498.
5. Cuspidi C., Lonati L., Sampieri L. et al. To better know hypertension: educational meetings for hypertensive patients // *Blood Pressure*. – 2000. – Vol. 9. – P. 255-259
6. Waeber B., Burnier M., Brunner H.R. How to improve adherence with prescribed treatment in hypertensive patients? // *J. Cardiovasc. Pharmacol*. – 2000. – Vol. 36 (Suppl. 3). – P. 23-26.
7. Hanifi N, Parvizi S, Joolae S. The Miracle of Communication as a Global Issue in Clinical Learning Motivation of Nursing Students. *Procedia Soc Behav Sci*. 2012;47:1775–9.
8. Ardahan M, Akcasu B, Engin E. Professional collaboration in students of Medicine Faculty and School of Nursing. *Nurse Educ Today*. 2010;30(4):350-4
9. Ionov M.V. Joint clinical recommendations of ESH/ESC 2018 on the diagnosis and management of patients with arterial hypertension: first look / M.V. Ionov, N.E. Zvartau, A.O. Conrad // *Arterial hypertensia*. – 2018. – Vol. 24, No. 3. – P. 351–358. <https://doi.org/10.18705/1607-419X-2018-24-3-351-358>
10. Recommendations of the European Society of Cardiology (ESC) and the European Society of Hypertension (ESH) on the treatment of arterial hypertension. - 2018. - No. 5. - P. 58-172.
11. Beata Jankowska-Polańska, Izabella Uchmanowicz, Krzysztof Dudek, Grzegorz Mazur Relationship between patients' knowledge and medication adherence among patients with hypertension // *Patient Preference and Adherence* 2016;10 2437–2447
12. Kyselevich M.M. Medical educational programs for patients / M.M. Kiselevich // *Medical nurse*. – 2014. – No. 5. – P. 38-40.
13. N.M. Abashnyk The role of the nurse in Ukraine and in the world / N.M. Abashnyk // *Nursing*. – 2019. – No. 4. – P. 7-10. <https://doi.org/10.11603/2411-1597.2019.4.10828>