

Pojęcie osobistego i zawodowego upodmiotowienia pielęgniarek

The concept of personal and professional empowerment of nurses

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STRESZCZENIE

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Wstęp. Odpowiedź na wyzwania współczesnej praktyki zawodowej w czasie intensywnych przemian społecznych, rozwoju nauki i wielokulturowości, wymaga nowej jakości w działaniach zawodowych. W celu przezwyciężenia takich sytuacji w zawodzie pielęgniarki jak niskie kompetencje w zakresie podejmowania decyzji z jednej strony i wysokie wymagania, co do odpowiedzialności z drugiej strony, istnieje konieczność przyjęcia koncepcji osobistego i zawodowego upodmiotowienia pielęgniarki w rozwoju i umacnianiu tożsamości zawodowej oraz w zachowaniu profesjonalnej autonomii.

Cel. Celem niniejszej prezentacji jest pokazanie znaczenia koncepcji osobistego i zawodowego upodmiotowienia pielęgniarek oraz rozwoju i realizacji programów w tej dziedzinie.

Metoda. Podejście opisowo-analityczne.

Wyniki. W pracy przedstawiono najważniejsze elementy kompetencji zawodowych pielęgniarek podkreślając znaczenie programu motywacyjnego na rzecz rozwoju umiejętności społecznych (poczucie własnej wartości i samo-uznania); wielokulturowość, CPD – kontynuowanie rozwoju zawodowego w celu włączenia pielęgniarstwa do współczesnej nauki i działalności społecznej.

Wnioski. Poprzez wspieranie i inwestowanie w zaplecze edukacyjne pielęgniarstwa tworzymy podstawy dla kształtowania niezależnych, uniwersalnych, kompetentnych i kreatywnych osób reprezentujących ten zawód. Tożsamość zawodowa współczesnego pielęgniarstwa może być zbudowana na fundamentach szeroko rozumianych umiejętności społecznych i zawodowych, co stanowi warunek wstępny budowania potencjału własnej osobowości. Koncepcja osobistego i zawodowego upodmiotowienia jest drogą do społecznego, zawodowego i moralnego rozwoju pielęgniarek.

Słowa kluczowe: pielęgniarstwo, upodmiotowienie, umiejętności społeczne, samoocena

ABSTRACT

The concept of personal and professional empowerment of nurses

Introduction. The response to the challenges of contemporary professional nursing practice in a time of intense social changes, scientific developments and multicultural environment requires a new quality of professional activities. In order to overcome the current decline in nursing profession, such as low competence for decision-making on the one hand and a high level requirements and high responsibilities on the other hand, the issue imposes the necessity of adopting the concept of personal and professional empowerment of nurses in the development and strengthening of professional identity and the preservation of professional autonomy.

Aim. To show the importance of adopting the concept of personal and professional empowerment of nurses, as well as developing and implementing programs in this field.

Methods: Descriptive analytical approach.

Results. The work summarizes the most important elements of professional competence in nursing, stressing the importance of developing an incentive program for the development of social skills, self-concept (self-esteem, self-acknowledgement), interculturalism, and continuous professional development, in order to involve the nursing into contemporary science and social activities.

Conclusions. With encouraging and investing in educational facilities of nursing profession the pre requirements have been created for an independent, versatile, competent, innovative and creative individuals to represent it. Professional identity of modern nursing could be built on foundations of broad social and professional skills, which is a prerequisite for serious work on building their own personality. The concept of personal and professional empowerment is the path to social, professional and moral development of nurses.

Key words: nursing, empowerment, social skills, self-concept

INTRODUCTION

The response to the challenges of contemporary professional nursing practice at the time of intense social changes, scientific developments and multicultural environment imposes the need for a new quality of professional activities. Professional identity of modern nursing could be built on foundations of broad social and professional skills, which is a prerequisite for serious work on building their own personality.

Social competence

Social competence is defined as the practical efficiency of the individual in a social context, or the ability of an individual for successful functioning in social situations in everyday life.

The precondition for social competence is not just the cognitive potential, but personality as a whole. Constructs of social competency are:

- a) knowledge of the actors of social interaction;
- b) ability of the actors for social interaction (social skills);
- c) behaviour of the actors in social interaction (attainment, motivation) [1].

There are numerous programs in the world, which promote social competence. One of them is the Primary National Strategy SEAL (Social and Emotional Aspects of Learning), of Department of Education and Skills- UK [2].

Programs of this type should cover the following areas:

The development of "self-concept" (self-awareness)

Direct contacts with others is an inevitable part of the professional work of health workers, and therefore the social perception is an important element of professional efficiency. Its basis consists of the perception of behaviour and knowledge of other actors in social interactions, and perceptions of one's own personality and self-acknowledgement.

- Self-acknowledgement

Self-acknowledgement presents an organized pattern of experience that people have about themselves. It is the product of the interaction of the development of cognitive capacities and social experience. It includes self-image and self-esteem [3].

- Self-image

Self-image is person's beliefs about their abilities or roles, regardless of whether they are objectively based. It's created through the life long experience. Interaction with others is important in its construction. It is said that there are three types of self-image: the one that we created, the one constructed by others and one we see in other's constructions [4]. How would other people perceive us, i.e. what kind of our picture they will create and what kind of relationship they will build with us in social interaction will depend on the manner and the information about ourselves that we pass through self-revealing, self-presentation and self-observation.

In the profession of health-workers self-revealing is a part of reciprocal relationship with patients, colleagues

and associates. It is a precondition for the development of mutual trust, respect and understanding [3,5].

The aim of self- presentation is the control of our picture in the eyes of others. Self-presentation can be the cause of social anxiety, when there is a strong desire to leave a positive impact on the environment and at the same time uncertainty and doubt that it will succeed. This makes social interaction aggravate. Only when a person is feeling comfortable in interpersonal situation, without having need to appeal to someone "at any cost", can make a full professional contribution. Expressing and representing one's own views, feelings and opinions, without fear of creating a negative image of themselves, will avoid falling into the trap of incompetence, unprofessionalism and superficiality, which lurks in the need to fit at all costs and be accepted in a social setting, even when that is a source of bad professional activity [3,5].

For successful social interaction, in professional activity, the phenomenon of self-observation is equally important. It means paying attention to our own behaviour and to the reactions of others to our behaviour. Persons, who pay attention to the meaning of their actions, tend to follow and evaluate the reactions of other people, and then adapt their behaviour accordingly. Therefore, they are perceived as friendly, considerate, communicative and reliable by other people, which paves the way for successful cooperation, mutual trust and respect [3].

Persons with negative self-image often have a sense of worthlessness, helplessness, apathy and incompetence. These feelings are being designed and built in , unconsciously, into relationships with other people, which significantly affects their social perception and communication by making them difficult, and thereby disturbing their professional effectiveness [5].

- Self-respect

Opačić defines self- respect as the value judgments that are associated with elements of self-image. The human need to harmonize with its surroundings is provided by information which individual receives about himself from other people through social reflection and through success or failure in various activities. The person will be better adjusted if its self-image is more harmonized with reality [3].

Low self- respect can be a major problem in social interaction. Selective information processing, halo effect, prejudice, autistic hostility are some of its consequences. It leads to a wrong perception and evaluation of social situation, errors in the actors' opinion and conflicts, inevitably collapsing professional activities of health workers [5].

The increase of mental stability

Mental stability is related with the whole mental state, but primarily with the good emotional control. It consists of four aspects [6]:

1. Emotional flexibility (the ability to confront unexpected emotional changes while maintaining mental balance);
2. Emotional responsiveness (the ability to maintain emotional control under pressure);
3. Emotional strength (keeping fighting and competitive spirit);

4. Emotional recovery (the ability of rapid recovery and returning to a positive emotional state after an error or oversight).

Feelings, expression management (anxiety, anger ...), awareness of own emotions and mental toughness are of great importance for the professional activities of health workers. The concept of *mental strength* (hardiness) unites: responsibility, control and challenge [6]. "Solid" personalities are effectively dealing with stress, which is often associated with a high degree of confidence and the use of strategies to resolve the conflict.

Encouraging and the development of *empathy* should take a key position in development of social competence of health workers. It includes the ability to understand the feelings of others; anticipation and prediction of their emotions, thoughts and observations. It includes the ability for decentralization (seeing things from the perspective of another person) too, and modification of their own response [7].

The development of communication competence

The culture of communication is part of general culture, and therefore the changes in the system of social values and norms are reflected in the quality and level of professional communication. Conflicts are becoming part of everyday life within the health service teams. The first step in establishing a positive interaction is the constructive management of conflict situations and the choice of appropriate response style (cooperation, compromise, adjustment, competition, withdrawal). Communication competencies of nurses include different kinds of knowledge, sensitivity for values and sociability [8].

Individuals and society in general differ in the level of *intercultural sensitivity*, apropos in the ability to recognize and accept cultural differences. It is an important element of communication competence, developed over a lifetime, through several stadia - from the denial of the differences-extreme ethnocentrism, to the stadium of observance and acceptance of cultural differences- ethno relativism [9]. Promoting equality and confronting discrimination and injustice we support the values upon which are built the respect for human rights and awareness that diversity enriches human life. Intercultural sensitivity is a challenge for the development of personal identity. A person who has developed an intercultural identity is self-conscious, flexible, tolerant, and is accepting existing and new cultural elements [10].

The development of communication competence allows us the development of *reflective capacity*. These include personal and interpersonal components that enable understanding and learning from social emotional experiences. Increased awareness of own communication enables the choice of communications type, the value system in which to communicate, and the choice of communication skills. By expanding communication skills and controlling behaviour, health worker affects and change the behaviour of other participants in social interaction [1].

Professional development of nurses

Professional competencies include:

- general knowledge level,
- ability to plan and execute tasks,
- participation in projects,
- self-assessment and self-evaluation,
- professional development.

In practical terms, professional competence is:

- quality of work,
- commitment to work,
- cooperation skills and teamwork,
- a sense of responsibility,
- diligence – taking responsibility,
- focus on aims initiative,
- optimism – the inner motivation and willingness to work,
- general communication and language literacy,
- knowledge of English and another foreign language.

Precondition for professional competence is the corresponding personal qualities of professional roles holders and *continuous professional education*. The continuous professional development of nurses involves the monitoring, the adoption and application of modern achievements in science and practice with the aim of realization of the objectives and tasks of nursing practice.

Professional development is focused on:

1. Training for greater autonomy in planning and implementation of health care;
2. The acquisition and innovation of expertise that support the continuous professional development in course of work;
3. Development and improvement in the areas of:
 - consideration of personal characteristics and needs of health care user depending on their age;
 - the development of abilities and skills to participate in teamwork and effective communication, developing and sustaining an atmosphere of understanding and respect;
 - the development of willingness and capability for continuous process of self-evaluation, monitoring and improving of practice;
 - training for monitoring and implementation of new educational technologies;
 - the establishment of cooperation with the community;
 - sharing experiences, promoting the profession and advancing in the profession.

Encouraging motivation

Motivation enables taking an active attitude in the education and professional advancement, distinguishing and drawing conclusions from the learning process, development of independent and personal organization of work.

Sources of motivation can be internal (personal preferences, satisfaction, desire for challenge, exploration, learning, etc.) and external (rewards, penalties, obligations, rules). Many studies emphasize the influence of motivation combined with the ability and personality traits as a prerequisite for successful and qualitative professional effects [11]. The health care system, being more and more complicated and complex system, requires a different ap-

proach in its work, because health activity is very intensive by nature. In addition, operating costs in this sector have a legitimate tendency of progressive growth. And finally, the satisfaction of the service end user of this activity is highly correlated with the quality of its services, so there is a strong need for good guidance, but also for the indispensable motivational variables so that employees in health care organizations provide higher effectiveness and efficiency in the provision of services aimed at the users of health services. Process models of motivation are focused on the psychological processes that motivate employees in a particular behaviour [12].

CONCLUSIONS

Traditionally, the inferior status of nurses [13] in providing health care services has experienced radical changes during last few decades. In order to overcome the current mismatch of nursing profession, such as low competence of decision-making and a high level requirements and responsibilities on the other hand, imposes the necessity of adopting the concept of personal and professional empowerment of nurses in the development and strengthening of professional identity and the preservation of professional autonomy. By encouraging and investing in the nursing profession, the prerequisites for an independent, versatile, competent, innovative and creative nursing individual are being created.

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