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Wpływ pracy w zawodzie podczas studiów na kierunku Pielęgniarstwo na samoocenę przygotowania zawodowego studentów

Streszczenie

Wstęp. Według obowiązujących w Polsce od roku akademickiego 2012/2013 Krajowych Ram Kwalifikacji analiza samooceny studentów będzie jednym z obowiązkowych elementów oceny efektów kształcenia.

Cel. Celem pracy była analiza samooceny przygotowania zawodowego studentów Pielęgniarstwa WUM oraz porównanie samooceny studentów, którzy podjęli i nie podjęli pracy w wybranym zawodzie.

Materiał i metody. W badaniu wzięło udział 573 studentów Pielęgniarstwa WNoZ WUM (74,4% studentów); 39% studentów I roku i 55% II roku. Kobiety stanowiły 96%. Grupę I (446 osoby, 78%) stanowiły osoby pracujące w zawodzie pielęgniarki a Grupę II (126 osoby, 22%) – osoby nie pracujące w tym zawodzie. Jako metodę badań wybrano anonimowy, dobrowolny, samodzielnie skonstruowany kwestionariusz, spersonalizowany link do ankiety <http://www.ankieter.pl/wypelnij/ankiete/id/5612/>. Do analizy statystycznej wykorzystano nieparametryczny test statystyczny U Manna-Whitneya ($p < 0,05$).

Wyniki. Samoocena studentów w zakresie kompetencji ogólnozawodowych i specyficznych nie różniła się istotnie pomiędzy osobami pracującymi i nie pracującymi w zawodzie ($p = NS$). Studenci chcą uczestniczyć w kursach doskonalenia zawodowego (mediana: 5, modalna: 5) ($p = NS$).

Wnioski. Podjęcie pracy w zawodzie pielęgniarki nie wpłynęło na samoocenę przygotowania zawodowego oraz ocenę kompetencji zawodowych w badanej grupie studentów. Wysoka ocena przygotowania zawodowego w badanej grupie studentów pielęgniarstwa była wysoka, co może świadczyć o spełnieniu ich oczekiwań wobec wybranego kierunku studiów, oferowanych przez uczelnię programów i treści kształcenia oraz dobrym poziomie kształcenia. W badanej grupie studentek pielęgniarstwa podjęcie podczas studiów pracy związanej z kierunkiem studiów nie wpłynęło na spadek samooceny kompetencji specyficznych dla wykonywania zawodu, co świadczyć może o wystarczającym przygotowaniu do zawodu już podczas studiów I stopnia.

Effects of working in the studied profession during a Master's degree Nursing course on self-assessment of vocational preparation of students

Abstract

Introduction. According to the National Qualification Framework (binding in Poland since the academic year 2012/2013), the analysis of self-assessment of students shall be one of mandatory components of evaluation of outcomes of education.

Aim. The aim of the study was to analyse the self-assessment of nursing students of WMU regarding their vocational preparation as well as to compare the self-assessment of students who have taken on employment in their profession and those who have not.

Material and methods. A group of 573 nursing students of the Faculty of Health Science, WMU (74.4% of students); 39% of the first year students and 55% of the second year students; women: 96%. Group 1 (446 persons, 78%) comprised those who were working as nurses; Group 2 (126 persons, 22%) included those who were not working as nurses. An anonymous, voluntary questionnaire developed by the authors, a personalized link to the questionnaire <http://www.ankieter.pl/wypelnij/ankiete/id/5612/>. A non-parametric statistical Mann-Whitney U test was used for statistical analysis ($p < 0.05$).

Results. The self-assessment of the students regarding their general professional and specific competences did not vary significantly between persons working and those not working in their profession ($p = NS$).

Conclusions. Among the study group of students, taking on employment in the profession of a nurse did not influence the self-assessment of their vocational preparation or their professional competences. The self-assessment of vocational preparation among the study group of nursing students was high, which may be a sign that their expectations concerning the chosen major, curricula, and teaching content offered by the university were met and that the quality of teaching was high. Among the study group of nursing students, taking on employment in their profession during the studies did not decrease the self-assessment of the competences typical of the profession. This may be suggestive of sufficient vocational preparation acquired as early as during a Bachelor's degree course.

Słowa kluczowe: samoocena, praca zawodowa, pielęgniarstwo.

Keywords: self-assessment, professional activity, nursing.

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INTRODUCTION

Professional development depends substantially on individual decisions, actions, motivation, and willingness and is connected with the necessity to obtain high professional qualifications and possibly efficient use of opportunities for improvement of professional competences [1-6].

Self-assessment of professional competences of nursing students is associated with evaluation of individual knowledge, skills, and abilities and refers to the expected effects of clinical cases; it gives considerable opportunities of recognising their own efficiency as well as strengths and weaknesses of actions performed [1-6].

Self-assessment of nursing students regarding their vocational preparation gives a significant information not only to academic teachers, but also to the entire staff involved in management, post-graduation trainings, and professional development of nurses [1-6]. An analysis of self-assessment may help to improve the curricula of the subjects in which students do not feel sufficiently prepared for work after graduation from a Bachelor's degree course. The analysis of the opinions of the students who had already taken on employment is even more important since these persons had already verified the level of their professional competences in the labour market [1-6].

Studies on self-assessment of professional competences of Nursing and Midwifery students have been conducted at the Faculty of Health Science, Warsaw Medical University (WMU) since 2007 [7-9]. The team of academics of WMU has been preparing for introduction of a new system of education compliant with the National Qualification Framework (according to which the analysis of self-assessment of students shall be one of mandatory components necessary for evaluation of outcomes of education) in the academic year 2012/2013, so the research studies shall be continued in the following years. The beginning of research in 2007 allowed for improvement of the research tool presented in this article and performance of comparative analysis of self-assessment of students who had graduated in the previous years.

AIM

The aim of the study was to:

- analyse the self-assessment of professional competences of first year and second year full-time and part-time students of a Master's degree course in Nursing at the Faculty of Health Science, WMU,
- compare differences in self-assessment of professional competences among students who took on employment in their profession and those who did not, and evaluate how the fact of working in the nursing profession influenced the self-assessment of vocational preparation among the study group of students.

MATERIAL AND METHODS

Study material

All first and second year full-time and part-time students of a Master's degree course in Nursing at the Faculty of Health Science in the academic year 2010/2011 were invited

to the study. The total number of students of the above-mentioned years of studies and modes of study in the academic year 2010/2011 amounted to 770 (380 first and second year full-time students and 390 first and second year part-time students).

A group of 573 nursing students of the Faculty of Health Science, WMU took part in the study, accounting for 74.4% of all Master's degree Nursing students.

The study involved 39% (255 persons) of the first year students and 55% (318 persons) of the second year students. Women constituted most of the study group (96% – 552 persons). Men represented only 4% (21 persons) of the total that completed the questionnaire. The mean age of the study group was 27 years (min. 24, max. 37, SD=2.871).

Among the study group, 78% of the students worked in their profession and the remaining 22% either worked in another profession or did not work at all: 8% were looking for a job as a nurse, 6% worked in another profession, 6% were not working and were not looking for a job, and 1% were searching for a job in another profession.

The largest number of students (35% of the study participants) were looking for a job for less than a month and 19% of the total were searching for a job up to 6 months after graduation from a Master's degree course.

A vast majority of the study participants were working in the public sector (70% of the total), 11% were working in the private sector, and 8% were working in both sectors. More than a half of the study students (60%) were working with adults, 15% were working with children, and 14% were working both with adults and children.

The study participants were divided into two subgroups, depending on being employed as a nurse: Group 1 (446 persons, 78%) comprised those who were working as a nurse; Group 2 (126 persons, 22%) included those who were not working as a nurse. Groups 1 and 2 did not differ significantly in terms of age and gender ($p=NS$).

Study methods

The questionnaire study aiming to evaluate the influence of starting work as a nurse on self-assessment of vocational preparation was conducted in the academic year 2010/2011 (since February to May 2011). The anonymous questionnaire developed by the authors was uploaded in a site www.ankieter.pl and was available at the below address: <http://www.ankieter.pl/wypelnij/ankiete/id/5612/>. Participation in the study was voluntary. A personalized link to the questionnaire was sent to all first and second year full-time and part-time students by Dean's Office staff of the Faculty of Health Science, WMU, using the University Central Students Database. The questionnaire was not available to persons who did not receive a personalized link from the Dean's Office. Therefore, the questionnaire was impossible to be completed by any third party.

The questionnaire comprised three parts. In the first part of the questionnaire, the students assessed their general professional competences (e.g. ability to work in the profession, involvement in activities) on a scale from 2 (the lowest grade) to 5 (the highest grade) as well as their features and skills. The study participants also assessed their skills connected with the profession of a nurse and cooperation in a team. In the second part of the questionnaire, on a scale

from 1 (strongly disagree) to 5 (strongly agree), the respondents expressed to which extent they agree or disagree with a given statement regarding the nursing profession. The third part of the questionnaire dealt with competences typical of the profession of a nurse. On a scale from 2 (the lowest grade) to 5 (the highest grade), the students assessed their competences including all elements connected with the profession (state of knowledge, skills, abilities). In the demographics questions, the respondents provided information on taking on employment and type of employment by answering close-ended (single or multiple choice) and open-ended questions.

Statistical analysis of the study results

StatSoft STATISTICA 10.0 program (licensed to Warsaw Medical University) was used for statistical analysis of the results [10]. Due to the nature of the data (qualitative, non-parametric data without normal distribution – $p > 0.05$ – analysed with the use of Shapiro-Wilk test), non-parametric statistical Mann-Whitney U test was used for statistical analysis. The significance level was established at $p < 0.05$ [10].

RESULTS

The self-assessment of the study group of nursing students with regard to general professional competences did not differ significantly between persons working and those not working in their profession. Irrespective of taking on employment in their profession, all study participants were willing to take part in professional development courses

TABLE 1. Self-assessment of nursing students regarding general professional competences.

General professional competences*	The entire group		Group 1		Group 2		p
	Median	Mode	Median	Mode	Median	Mode	
I can work in a team	4	5	4	5	4	5	NS
I am engaged in the work performed	5	4	5	4	5	4	NS
I feel responsible for the activities performed	5	4	4,5	5	4	4	NS
I fulfill the tasks entrusted to me without the necessity of supervision	4	5	4,5	5	4	4	NS
I can make decisions in stressful conditions	4	5	4	5	4	5	NS
I am mentally strong	5	4	5	4	5	4	NS
I am patient	4	3	4	4	4	3	NS
I am conscientious	4	4	4	4	4	4	NS
I am creative	4	4	4	4	4	4	NS
I plan / organise my work well	4	4	4	5	4	4	NS
I want to participate in professional development courses	5	5	5	5	5	5	NS
I share my knowledge and skills with others	5	5	4	4	5	5	NS
I can speak a conversational level of a foreign language	4	5	3	3	4	5	NS
I have knowledge necessary to perform tasks at the position held	4	3	4	4	4	3	NS
I have practical preparation for the tasks performed	4	3	4	4	4	3	NS

(median: 5, mode: 5). The knowledge necessary to perform tasks in the position held (median: 3) and practical preparation for work (median: 3) were rated lowest by all study participants. See Tables 1 and 2 for detailed data (Table 1,2).

The self-assessment of the study group of students with regard to the competences typical of the nursing profession did not differ significantly between persons working and those not working in their profession. Among best rated skills, the students listed the following: safe and effective measurement of the parameters: temperature, heart rate, breath, and blood pressure, knowledge of the principles of making intracutaneous, subcutaneous, and intramuscular injections as well as possibility to secure as much privacy and dignity to patients as possible (median: 5, mode: 5). See Table 3 for detailed data (Table 3).

DISCUSSION

The available Polish literature (Polish Medical Bibliography) (keywords: self-assessment, students, nursing, articles from the past 10 years) presents publications concerning self-assessment of professional competences of nursing students and practising nurses [7-9,11-24]. However, most of them present results of different authors obtained using

TABLE 2. Professional preferences of nursing students.

Statements describing professional preferences*	The entire group		Group 1		Group 2		p
	Median	Mode	Median	Mode	Median	Mode	
I like being in charge of a team	4	5	4	5	4	5	NS
I always try to cope with problems	5	4	5	4	5	4	NS
I like doing my best at work	4	4	4	4	4	4	NS
I often give ground to others	3	5	5	5	3	4	NS
I always try to fulfill my duties	5	4	2,5	1	5	5	0,05
I always try to solve the problem whenever it occurs	4	5	5	5	4	4	NS
I do not tolerate any objections	2	2	2	1	3	2	NS
I often find something to do myself	4	4	2	2	4	4	0,05
Successes give me more energy to work	5	5	4	4	5	5	NS
I often tend to impose my opinion on others	3	4	2	1	3	4	NS
In a difficult situation, I focus my whole energy on what has to be done	4	4	3	4	4	4	NS
I make new friends easily	4	4	5	5	4	4	NS
I keep looking for new challenges at work	4	4	4	4	4	4	NS
I am interested in scientific work	4	5	4	5	4	5	NS
My friends say I am hard working	5	4	5	4	5	4	NS
I like learning new things	5	5	4	4	4	4	NS
I try to do my best when I perform the tasks entrusted to me	5	5	2,5	2	5	5	0,05
I know how to forget about stress	4	4	5	5	4	4	NS
I can motivate myself to work	4	4	4	3	4	4	NS
I always try to plan my time effectively	5	5	5	5	4	4	NS

various research tools, which definitely hinders a comparison of the results [11-24]. Moreover, our study results are not compared here to results of foreign authors due to the specific character of the nursing profession in Poland as compared to other countries.

The present study results were similar to our previous study results on self-assessment of professional competences of Nursing and Midwifery students [7-9]. With reference to the assessment of their preparation for work as a nurse and midwife, the students reported being well prepared to work on their own and having sufficient practical and theoretical knowledge to perform particular tasks in the position held [7-9]. A sustained tendency towards high self-assessment of students regarding their professional competences proves that the quality of teaching in our Warsaw University is unchangeable and the attitude towards students' expectations is appropriate [7-9].

TABLE 3. Self-assessment of the study group of students regarding the competences typical of the nursing profession.

Competences typical of the nursing profession	The entire group		Group 1		Group 2		P
	Median	Mode	Median	Mode	Median	Mode	
I am prepared to work as a nurse unassisted	4	4	4	4	4	4	NS
I always react to a patient's call	5	5	5	5	4	5	NS
I attach importance to opinions of patients on the quality of my work	5	5	5	5	4	4	NS
I try to secure as much privacy and dignity to my patients as possible	5	5	5	5	5	5	NS
I can recognise nursing needs of my patients	5	5	5	5	4	5	NS
I can make an individual plan of nursing care for a patient	4	4	4	4	4	4	NS
I can recognise potential threats to a patient, therapeutic team, and myself	4	4	4	4	4	4	NS
I can safely and effectively check the parameters: temperature, heart rate, breath, and blood pressure	5	5	5	5	5	5	NS
I know groups of medicines and their mechanisms	4	4	4	4	4	4	NS
I can recount doses of medicines	4	5	4	5	4	5	NS
I can list legislative acts connected with my profession	4	4	3	3	4	4	NS
I know the principles of making intracutaneous, subcutaneous, and intramuscular injections	5	5	5	5	5	5	NS
I am knowledgeable about providing services, promotion and preservation of health, and prevention of diseases	3	4	2	1	3	4	NS
I can interpret human physiological processes	4	4	3	4	4	4	NS
I have the knowledge necessary to recognise basic physiological disorders	4	4	5	5	4	4	NS
I have the knowledge necessary to identify psychological problems and reactions in persons in difficult and critical situations – particularly in diseases and during treatment	3	4	2	1	3	4	NS

An analysis of self-assessment of professional competences of Nursing students of the Faculty of Health Science, WMU performed during the final semester of a Master's degree course in the academic year 2005/2006 demonstrated that Nursing students rated their vocational preparation high [7]. All professional competences evaluated in the study were rated above 4, with the mean grade of 4.50. Competences connected with mediation and negotiation skills were rated lowest (4.06) and those referring to a practical ability to measure such parameters as temperature, heart rate, breath, and blood pressure safely and efficiently were rated highest (4.90). The statistical analysis of the results by taking on employment by students in their profession demonstrated that differences in self-assessment of professional competences were statistically insignificant with respect to most study parameters (36 out of 54). Only 18 elements differed significantly: 15 of them were significant at the level of 0.05 and only 3 study parameters differed at the level of significance of 0.001 [7].

In the study of professional competences of midwifery students carried out in the same centre, students assessed their vocational preparation high [8]. Almost all professional competences evaluated in the study were graded above 4 (mediation and negotiation skills was the only one assessed below 4 – at 3.96), with the mean grade of 4.51. Competences connected with mediation and negotiation skills were rated lowest (3.96) and those referring to an ability to shape health-seeking behaviour among patients were rated highest (4.93). The statistical analysis of the results demonstrated that differences in self-assessment of professional competences were statistically insignificant with respect to the vast majority of study parameters and only one element differed significantly, with significance at the level of 0.003. Fulfilling the tasks entrusted without the necessity of supervision constituted this particular element. The analysis showed that taking on employment by the Midwifery students in their profession has not decreased their self-assessment of vocational preparation.

This may suggest that the specific character of the chosen profession has been sufficiently acquired as early as during the practical classes during the studies and that the students are well prepared for practical work in the profession. Those students who had found employment as a midwife, positively verified their competences and their self-assessment did not decrease compared to their colleagues who had worked in another profession or had not been working at all. The study results may indirectly confirm a good quality of teaching in the major of Midwifery at our Warsaw University.

Similar results were obtained by the author in the study conducted in 2010 [9]. A significant proportion of all professional competences included in the questionnaire developed by the author was rated by the students above 4. Competences connected with intolerance of objection were rated lowest (2) and those referring to an ability to measure vital signs such as temperature, heart rate, breath, and blood pressure safely and efficiently were rated highest. The analysis of the remaining study results demonstrated that taking on employment by the students in the profession of a midwife has not decreased their self-assessment of vocational preparation and professional competences [9].

A majority of publications from the available literature devoted to self-assessment of students is concerned with particular subjects and skills [11-25]. In these studies, self-assessment of students comprises beliefs and opinions concerning their knowledge and practical skills and self-evaluation of own abilities constitutes a brand new, positive experience for students, which is emphasized in most of the studies [11-25].

The study by Górajek-Jóźwik [11] analysed the self-assessment of students regarding the nursing process of patients and the prevailing grades were good and more than good. In the academic year 1988/89, as many as 37 persons out of 60 rated themselves well and 34 out of 67 persons evaluated themselves as more than well [11].

The study of 1996 conducted by Rodak et al. [19] analysed which tasks are really performed by Masters of Nursing in their professional activity and which they propose. The study results showed that Masters of Nursing performed the same tasks compared to persons with secondary education, despite their wider range of knowledge and skills [19]. The study also analysed the ability to use the knowledge acquired during the Nursing studies in the professional activity. The study participants recognised instrumental skills as the most important ones. According to 82% of the study participants, the use of medical equipment and interpretation of laboratory studies were the most important abilities. For 83% of the total group, self-reliance in performing nursing procedures was most important, 79% of the total indicated solving health problems as most crucial, and 80% reported that recognising health needs of a single patient and putting forward particular nursing solutions constituted the most important skills [19]. The study results by Rodak et al. coincide with the findings of the present study.

In the study by Wołowicka et al. [20] conducted among graduates from Nursing Faculty in Poznań, the respondents were expressing their opinions on the chosen profession and professional activities after several up to a dozen or so years following commencement of the studies. The study participants (54.6%) reported that they would have chosen a Nursing course again, mostly because of "choosing a good profession, good preparation for work, a lot of knowledge and new interesting experiences, as well as prestige of this profession" [20]. However, 37.2% of the study participants would not have chosen the same course because of unemployment among nurses, difficult start in the profession, and impossibility of using the knowledge acquired during the studies at work. At the same time, most of the study participants said that a positive or negative assessment of a Master of Nursing depends mostly on his or her competence and quality of work [20].

The study by Głowacka [13] analysed areas of knowledge in which nurses lack the knowledge necessary to perform their professional activities. The study revealed a distinct correlation between the knowledge searched and the length of service [13]. Persons with a short length of service wanted to gain information closely connected with the knowledge of medicines, AIDS hazard, safety and hygiene as well as nursing methods and techniques. The knowledge associated with pedagogy, psychology, and sociology was less important for this group of respondents. In the case of persons with a longer

seniority, the results were opposite [13]. Moreover, a short seniority and little professional experience increase the level of self-control, which encourages the study population in the quest and professional development [13].

The above-mentioned results were also confirmed in the study by Szymczak [14]. This study proved that nurses most often resigned from their job within the first 5 years of working in the profession. The first period of working in the profession is of great importance and the adaptation process is usually hindered by a cold reception by a therapeutic team, unreliable information, leaving a new employee without attendance by other nurses, and the problem of "what to do with nurses with a higher education degree" that appears in hospitals [14].

Additionally, difficulties in adaptation to work result from differences between the theory learned during the studies and practice [14]. A study on the causes of stress among nurses was conducted in the Independent Public Regional Hospital in Suwałki. The study enrolled 77 nurses employed in 7 basic departments. According to 72 nurses (93%), the work with patients constituted a serious mental strain for them and only 5 nurses (7%) reported that the work with patients did not contribute to their mental strain [25]. Our questionnaire produced opposite results concerning mental strength [13]. Only 9% of the respondents reported that they were mentally strong. In their professional activity, nurses often encounter stressful situations that require their immediate intervention. During their internships as well as at work students face, among others, the death of patients and meet families in grief. There are no ready answers to such situations and thus mental strength and self-control are crucial to succeed in this profession [25].

Orzechowska et al. conducted a study on the professional burnout syndrome among doctors and nurses employed in a residential care home. One of the questions concerned the involvement in professional activity. Sixty percent of the nurses indicated their involvement in professional activity as low [26]. In our study, the nurses assessed their involvement as high, which might have resulted from a shorter length of service. The involvement of nursing staff in performance of their tasks greatly influences taking proper actions by employees and creating a positive atmosphere in the department. Better mood of patients during hospitalization is also noticeable. The opposite results concerning the involvement in work may suggest that a majority of respondents participating in our study comprised persons with a short length of service who started working in their profession just after graduation from a Bachelor's degree course [26].

The study by Skowron [27] analysed the efficiency of a method of the management of working hours consisting in the criterion of medical duty. The study revealed that medical duties have no influence on the provision of health care services, which is also greatly associated with satisfaction of patients. The study also demonstrated that all methods of management of working hours were imposed on employees and thus limited the possibility of achieving personal goals [27]. In the study conducted among the students of Warsaw Medical University, working time planning/management and assessment of work in a team were taken into account. The respondents assessed their ability of working time

planning/management as high. Efficient use of working time supports better use of resources available to employees.

Intensive and organized work allows for better concentration on a task, which significantly decreases or entirely eliminates the possibility of making a mistake. The work of nurses in hospital departments and outpatient clinics is precisely organized by their superiors. Some nurses work in teams and some have to cope with their duties on their own. The choice between team work and individual work depends mostly on the character and personality of an employee.

The study by Gawel et al. on the awareness of nurses concerning professional responsibility revealed that two thirds of the respondents were aware of their professional responsibility [28]. Seventy-seven percent of the study participants knew how to define the term of responsibility. Our study verified the opinions of the students on taking responsibility for their activities, handing over supervision to other persons, and making individual decisions.

The nursing profession involves great responsibility for the actions performed as patient's life and health are involved. Persons without any experience who start work right after graduation are particularly afraid of their professional responsibility because they carry out many activities for the first time. These nurses prefer to have some supervision while performing their nursing tasks, often giving the control to their colleagues with a longer length of service. What is more, at the beginning of their first job, they prefer not to make individual decisions concerning the patient's care. The situation changes as they gain experience. Sometimes just a few months at work is enough for nurses to change their attitude towards the professional responsibility and making own decisions. Therefore, the answers concerning these issues were diverse.

Taking into consideration our results and the results published in the available literature, a vast majority of nurses assess their vocational preparation and professional competences well [7-24]. The course in Nursing offers a number of theoretical and practical classes as well as seminars aiming at giving the most essential knowledge on medical science, development of practical skills, and, most of all, the training of the nursing staff. The above-mentioned objectives are accomplished by academic teachers. Students themselves play an important role in the training of the nursing staff. The training of healthcare professionals depends to a great extent on the willingness, motivation, involvement, and discipline of students themselves [7-24].

CONCLUSIONS

1. Among the study group of students, taking on employment in the profession of a nurse did not influence the self-assessment of their vocational preparation or their professional competences.
2. The assessment of vocational preparation among the study group of Nursing students was high, which may be a sign that their expectations concerning the chosen major, curricula, and teaching content offered by the university were met and that the quality of teaching is high.
3. Among the study group of nursing students, taking on employment in their profession during the studies did not decrease the self-assessment of the competences typical of the profession. This may be suggestive of sufficient vocational preparation acquired as early as during a Bachelor's degree course.

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