

The specific in the training of healthcare specialists for children and adults with special needs

Особенности обучения специалистов здравоохранения для работы с детьми и взрослыми со особыми потребностями

Abstract: The learning process in the higher school has the important social task of preparing specialists capable of carrying out quality professional work with built virtues. The training of specialists in health care for work with children and adults with special needs is carried out in the higher school in accordance with the Unified State Requirements. The expected outcomes of the training of health care professionals to work with children and adults with special needs can be represented by: obtaining the necessary scientific information on the problems of the theory and the practical direction of health care for children and adults with disabilities; to form knowledge, skills, and competencies about the need to put right, quality and scientifically-based health care for the needy; to build up the necessary moral – ethical qualities for future healthcare specialists.

Keywords: *training, healthcare specialists, children and adults with special needs*

Аннотация: В учебном процессе в высшей школе важна социальная задача подготовки специалистов, способных выполнять качественную профессиональную работу со встроенными добродетелями. Подготовка специалистов в области здравоохранения для работы с детьми и взрослыми с особыми потребностями осуществляется в высшей школе в соответствии с Единными государственными требованиями. Ожидаемые результаты подготовки специалистов здравоохранения для работы с детьми и взрослыми с особыми потребностями получить необходимую научную информацию по проблемам теории и практического направления здравоохранения для детей и взрослых с ограниченными возможностями; формировать знания, навыки и компетенции в отношении необходимости оказания надлежащего, качественного и научно обоснованного медицинского обслуживания нуждающемуся человеку; сформировать необходимые морально-этические качества для будущих медицинских работников.

Ключевые слова: *обучение, медицинские работники, дети и взрослые с особыми потребностями*

Introduction

Globalization processes put an increasing challenge to the training of healthcare professionals to work with children and adults with special needs. The learning process in the higher school has the important social task of preparing specialists capable of carrying out quality professional work with built virtues. The training of specialists in healthcare for work with children and adults with special needs is carried out at the higher school in accordance with the Unified State Requirements. To identify, perform and evaluate activities related to the role of future specialists in caring for a disabled person, a child or an adult, they need to have a high professional qualification. Their preparation focuses on the health problem that brought the person with special needs to his hospitalization at the medical establishment [Jeleva 2004].

The specificity of training for healthcare professionals helps to gather the necessary information, to process and to specify through appropriate interventions and subsequently to evaluate the results. Health care requires logic and system to address the health problem of the sick person [Krusteva and college, 2005]. In their day-to-day work, health care professionals meet and work with children and adults with special needs. This implies that they know the disabilities and anomalies of the human organism in order to be able to work effectively with them. Due to this need, the Unified State Requirements of Health Care Professionals - Nursing includes the practical discipline "Practical Basics of Nursing Care. Nursing care for children and adults with disabilities". The aim of the course is to reveal the general and specific health care for people with special needs as well as the specifics in the training of future specialists. The objectives of the course are: to outline the scientific status of the theory of health care for children and adults with disabilities; to reveal the nature and necessity of these specific health care for people with special needs; to acquire the necessary knowledge to prepare the disability patient for the upcoming research as well as their active medical observation and treatment; to acquire practical knowledge, skills and competencies to care for children and adults with special needs.

The expected outcomes of the training of health care professionals to work with children and adults with special needs can be represented by: obtaining the necessary scientific information on the problems of the theory and the practical direction of health care for children and adults with disabilities; to form knowledge, skills, and competencies about the need to put right, quality and

scientifically-based health care for the needy; to build up the necessary moral - ethical qualities for future healthcare professionals [Mutafov S. and team, 1994].

The specifics in training health care professionals to work with children and adults with special needs require their theoretical and practical training on the problems of defectology. It deals with the specific peculiarities in development, education, training, home-work and vocational training and the all-round social adaptation of persons with different psycho-physical defects in sensomotrics, intellect, speech and behavior. It has a close connection with medicine, its six major defect blocks are bordering on and directly related to its specialties. They are the subject of healthcare provided to children and adults with specific needs [Mutafov and team, 1994].

The specific nature of training for health care professionals to work with children and adults with special needs includes the study of general and specialized health education. Students form knowledge, skills and competences for the health education of all children and adults who are completely somatic-psychologically normal and clinically healthy. And specialized health education requires knowledge, skills and competencies for its main components: somatic-functional, neuro-analytical, social-adaptation, sexual-generational, domestic-ecological, ergo-professional education. It occurs in children, adolescents, adolescents and adults with various anomalies, defects, disabilities and disturbances in their psycho-physical development. In the deviation in human development there are qualitative changes of the psychic processes caused by the long-lasting influence of the factors of the environment, having a negative impact on the processes of the behavior of the individual and his socialization [Krusteva and college, 2005].

Purpose

The purpose of the scientific communication is to reveal and outline the organizational pedagogical conditions and the efficiency of the implementation of training of the health care specialists in the higher education institution for full professional realization in working with children and adults with special needs.

Material and methods

The tasks of the study are: to reveal the role and specifics of the training of healthcare professionals for work with children and adults with special

needs; to investigate the effectiveness and significance of the compulsory discipline "Practical foundations of nursing care" included in the Uniform State Treaties. Nursing care for children and adults with disabilities "; to establish the level of satisfaction in the preparation of students for work with children and adults with special needs. Methods were used in the survey: survey, program interview, purposefully included observation and pedagogical experiment. The subject of the study is the students of specialty "nursing" of Medical University-Varna, Branch-Sliven and working specialists in healthcare with persons with special needs in the town of Sliven. The subject of the study is the process and conditions in which the training of specialists in health care for work with children and adults with special needs is a condition and a factor for the formation of professional knowledge, skills and competences and for full professional realization.

Results and discussion

The analysis of the conducted study shows that the specifics in the training of specialists in healthcare for work with children and adults with special needs provide 100% awareness that children and adults with special needs are members of the society in which we live and occupy their place in the multidimensional a system called public health. 98% of respondents say that a disability patient, as a central figure in society, should be seen as a person served by health care professionals who understand / do not understand and is actively involved / does not participate in the preparation of the health care plan.

The percentage of those positively thinking that the outcome of the planned care for the patient with special needs is high, when he can take care of himself / herself or with the assistance of the attendant / healthcare professional. The patient must, as far as possible, be involved in the planning and implementation of healthcare, depending on the degree of disability. His is the choice for them, and the healthcare professional is obliged to give him the necessary help to make the right choice. If he gains his trust and his condition is critical and can not make a decision by himself, he can count on his actions, but he never has to feel that he is in the hands of strangers. It should not be overlooked that the disability patient should be aware of his or her desire if the condition allows him / her to adopt his / her health-conscious health plan.

95% of the participants in the pedagogical experiment say that learning feedback shows that healthcare professionals are a basic, complete and com-

plete substitute for what the patient can not do on his own due to insufficient opportunities, powers, will and knowledge. They support him in the implementation of his daily living habits or in terms of those activities he performs without good health on the 14 basic needs, according to Virginia Henderson and his social communication, training and professional activities.

The study carried out among the working specialists in health care with persons with special needs makes it possible to draw conclusions: thanks to the good theoretical and practical training of the specialists, the conditions for establishing and maintaining a proper health regime are created; they are the people who are trained and have this knowledge, skills and competencies to offer 24-hour continuous care for the needy patients. They are the one who helps them to lead a life full of life, to deal with their disabilities or to die with dignity when death is inevitable.

The survey has shown that basic health care is made up of the same parts, but the healthcare professional needs to change and provide them, taking into account the needs and requirements of every person with special needs – a child or an adult. 100% share that their basic vital needs, which the health care professional seeks to satisfy, exist regardless of the diagnosis, but they are also being built.

The results of the programmed interview conducted show that the analysis and assessment of the situation of the patient with special needs allows drawing up the right plan for the necessary and effective health care to be administered to the patient and to stay within the medical treatment plan the injured person.

100% of targeted survey participants are of the opinion that the specifics of healthcare professionals' training for working with children and adults with special needs have a major occupational task to protect the health of children and adults, and this is achieved by planning, organizing and the provision of quality health care for them. Protecting the health and life of the nation is a priority task of health care. Children and adults with disabilities are subject to the healthcare provided by medical teams working in specialized medical establishments. In order to be cared for effectively and properly, health care professionals should be aware of the basic disabilities and abnormalities of the various organs and systems in the human body, as human disabilities are of varying degrees and nature.

It has been found that the specifics of training specialists in healthcare for work with children and adults with special needs aim at early childhood to offer the person the necessary health knowledge and to form his / her beliefs,

skills, habits and habits as well and to provide him / her with normal physical, mental, sexual and social development, i.e. to build a high health-prophylactic culture and behavior. This goal in its realization guarantees health and working capacity.

Respondents' opinion is that people with special needs need active monitoring, care and treatment in special establishments and institutions on a stationary or daily basis, regardless of the intensity of care. Medication, orthopedic, dietary treatment, and more are included. The remaining medical care is realized in three directions: physical therapy, kinesitherapy and occupational therapy. In order to achieve this, it is necessary to train health care professionals to work with children and adults with special needs.

The specificity in the training of healthcare professionals for working with children and adults with special needs helps to determine the specific intervention for the disability patient. Healthcare professionals replace, in full or in part, fill, add, reinforce or increase the activity that one would perform on his own, if he has the necessary opportunity, strength, knowledge and will, that is, his or her role as helpers of the addicted person. Their actions are aimed at influencing the factors conducive to the healing process, and in cases where they can not influence them, they direct their actions to the problem and carry out the activities that the sick person can not perform alone.

Conclusion

The specificity in training health care professionals to work with children and adults with special needs requires individualization and personalization of care for the needy. Humanity is a permanent and enduring value to the person. Determining the needs of the patient with healthcare disabilities and drawing up the plan are taken into account: the main symptoms and syndromes of the disease; mental depression; paralysis; water-electrolyte disorder; the age of the patient; the cultural level of the patient; the emotional balance of the patient; socio-cultural and economic status of the patient; the physical and intellectual capabilities of the patient; the environment in which such care is provided.

The specificity in the training of health care professionals to work with children and adults with special needs has an impact on the quality of care. Theoretical and practical training forms the ability of professionals to build a model of care. Every health care is a creative element, thanks to which special-

ists draw up an individual care plan for each patient. Healthcare provided for children and adults with special needs should always be planned, arranged in writing in a sequence, depending on their performance. The plan is dynamic and changes according to the condition of the person with special needs.

Inferences

The specificity in the training of specialists in health care for work with children and adults with special needs implies that the volume of the acquired basic theoretical and practical knowledge, skills and competencies allow them to perform the following activities: special care for children and adults with disabilities; with intellectual / mental / deficiency and their families; with speech disorders and their families; with visual disturbances and their families; hearing impaired people and their families; with abnormal behavior and their families; with physical disabilities and their families; with autism; skills and competences to implement social adaptation, rehabilitation and habilitation in patients with special needs.

The training in the provision of health care for children and adults with special needs requires good theoretical and practical training, motivation to work, broad educational and socio-therapeutic practice.

The specificity in the training of healthcare professionals to work with children and adults with special needs has shown that it is known that all people have common needs, but they are not satisfied with the same patterns of life and therefore do not meet two identical models of life. Applied health care for a person with special needs – a child or an adult – can not meet his or her needs as the healthcare professional is not able to fully prove or find out what he needs according to his / her notion of well-being.

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