

3rd World Congress on

NURSING EDUCATION, PRACTICE & RESEARCH

May 16-17, 2018 | Montreal, Canada

Factors affecting the effectiveness of teaching biophysics in the bachelor nursing study program

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The aim of the work was to identify factors that affect the effectiveness of teaching and the level of physical knowledge of nurses. In line with our previous research, there were identified these basic factors: Student attitude - negative attitude and fears of the subject (often before starting the study). The teacher should demonstrate to the students that it is not possible to study and understand other nursing subjects (Physiology, Nursing Skills and Techniques) without elementary knowledge of Physics. If the nurse's physical knowledge is insufficient, nurse may acquire incorrect skills for nursing care and ultimately the health of the patient or nurse may be impaired (for example, when positioning the patient); Teacher's attitude - work under time pressure, requirement students to have too abstract knowledge. In the teaching of biophysics, examples from nursing practice should be used. Transfer of knowledge and their explanation should be in the direction from nursing/medical to the physical knowledge. It is necessary to teach (bio)physics with respect to the initial level of student knowledge, carefully consider the content of lessons (less is sometimes more), to use such teaching forms and methods so that the resulting teaching effect is as high as possible; Despite the recommendations of WHO, biophysics often absents in prerequisites for study and completion clinical and preclinical subjects. Unless biophysics absents in the prerequisites for taught subjects, it will remain unclear and "unnecessary" not only for students but also for teachers and practitioners.

Biography

Zuzana Balazsiova is Senior Lecturer in the Medical Faculty, Comenius University in Bratislava, Slovak Republic. In 2012, she has defended dissertation on the topic: "The conception of teaching biophysics in the Nursing Bachelor's degree program" at Comenius University in Bratislava. Currently, she works on the project - Optimization of Physics curriculum in medical and non-medical study programs. She is a co-author of five scientific monographs and four university textbooks.

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