

TALLINN HEALTH CARE COLLEGE



**Bridging  
between Education  
and Health Services**

“Bridging between Education and Health Services”  
Tallinn Health Care College International Week Conference  
Tallinn and Kohtla-Järve, Estonia  
May 17-21, 2010

Thesis review board:

Pille Javed

Tiina Juhansoo

Urve Kaasik - Aaslav

Tõnu Kauba

Karin Lilienberg

Lilian Ruuben

Piret Tamme

Vootele Tamme

Mare Tupits

Edited by Tiina Juhansoo

Corrector: Gunnar Riisenberg

© Tallinn Health Care College and Authors

Materials from the book can be used with references for educational purposes

Print: Auratrükk

ISBN: 978 – 9985 – 9907 – 8 – 0

Printed with support from Lifelong Learning Programme/ERASMUS



TALLINN HEALTH CARE COLLEGE



# **Bridging between Education and Health Services**

**Tallinn 2010**



# Welcome

As Vice-Rector of Tallinn Health Care College, it is my pleasure to welcome you on the traditional International Week Conference of Tallinn Health Care College „Bridging between Education and Health Services“, May 17-21, 2010.

Knowledge in the field of health care and welfare is constantly changing thanks to the research and analyzing of clinical experiences. Today we have new challenges. We are talking about multidisciplinary cooperation and research made by health professionals, students and teaching staff.

To get familiar with the activities and best practice of our partners and to introduce what is made in our college, the coming week gives possibilities to everybody to find the most important research results, to discuss new methods or important fields for the future development and cooperation, and to achieve more successfully our individual goals as a student, teacher or researcher in the field.

I wish you a successful conference week and pleasant stay in Tallinn!

Tiina Juhansoo

Vice-Rector of Development and International Relations of Tallinn Health Care College

Tallinn, May 2010

## User guide

In the Thesis Book of Tallinn Health Care College International Week Conference "Bridging between Education and Health Services" you will find thesis in the alphabetical order.

The number before heading is also the number of the poster. Poster presentation will be in room No 115 and is open during the week.

To get more information about the subject you are interested, you have a possibility to use internet connection in the same room and contact the first author for future discussions or agree a meeting.

At the end of the thesis you can find additional information: O.P - oral presentation, P – poster presentation.

Index of authors is at the end of book.

Detailed program of the week and list of participants is on our college homepage: <http://www.ttk.ee> – Cooperation – Conference 2010 and on the information table in the lobby.

# Contents

<b>1. WHAT DO STUDENTS PREFER OF LEISURE ACTIVITIES?</b>	<b>7</b>
Arturs Balasonoks, Linda Celmina, Baiba Judina, Kristine Cernaka, 2 <sup>nd</sup> year occupational therapy students, Riga Stradins University, Latvia	
<b>2. NURSING COMMUNICATION DURING PATIENT HANDOVER AND ITS OPTIMIZING METHODS</b>	<b>8</b>
Olga Bljaškina, 4 <sup>th</sup> year nursing student, Tallinn Health Care College, North Estonia Medical Centre, Estonia. Mentors: Milvi Moks, PhD, Ene Kotkas, Tallinn Health Care College, Estonia	
<b>3. PROJECT/SEMINAR "AIDS &amp; MOBILITY EUROPE"</b>	<b>9</b>
Tatjana Bragina, 4 <sup>th</sup> year nursing student at Tallinn Health Care College, Estonia	
<b>4. THE ASSESSMENT OF CLINICAL GUIDES ON THE PROSTHETIC FIELD OF THE REMOVABLE PARTIAL DENTURE FOR THE SET-UP OF REPLACEMENT TEETH</b>	<b>10</b>
Inese Bunga, Zane Korņeva, Riga 1st Medical College, Latvia; Aldis Vidžis, Rīga Stradiņš University, Latvia	
<b>5. MODERN PATIENT INFORMATION SOURCES – HELPFUL OR HARMFUL?</b>	<b>11</b>
Jane Freimann, 1 <sup>st</sup> year MSc student of nursing sciences at University of Tartu, Estonia Mentor: Alar Sepp, MD, MA, Tallinn Health Care College, Estonia	
<b>6. TRAINING AND LEARNING METHODS FOR THE SUBJECT „VIOLENCE AGAINST WOMEN“</b>	<b>12</b>
Tiina Juhansoo, MD, PhD, Mare Tupits, RN, MSc, Tallinn Health Care College, Estonia	
<b>7. PREPARATION OF LEARNING MATERIALS FOR GRUNDTWIG PROGRAMME PROJECT „IMPROVING LEARNING CAPACITIES AND MENTAL HEALTH OF ELDER PEOPLE - MINDWELLNESS“</b>	<b>13</b>
Tiina Juhansoo, MD, PhD, Ülle Kivisild, MA, Eda Mürsepp, RN, MA Zelda Fain, Tallinn Health Care College, Estonia	
<b>8. DEVELOPMENT OF THE STUDENTS' CAREER BUILDING SKILLS AT UTENA COLLEGE</b>	<b>14</b>
Ruta Jurgelioniene, MEd, Utena College, Lithuania	
<b>9. THE IMPACT OF TEMPORAL AND ENVIRONMENTAL CONTEXT ON STUDY PROCESS AT UNIVERSITY</b>	<b>15</b>
Lelde Kalvane, Vita Slavinska, Margarita Paeglite, Lotars Freivalds, Santa Trofimova-Trofimovica, Olga Jakovleva, 2 <sup>nd</sup> year occupational therapy students, Riga Stradins University, Latvia	
<b>10. WAYS OF DEVELOPING THE ARRANGEMENT OF NURSE'S CARE IN THE TREATMENT AND REHABILITATION OF CHRONIC CARDIAC DEFICIENCY PATIENTS</b>	<b>16</b>
Igor Kamayev, MD, DMSc, Irina Petelina, MD, Larisa Kopteva, MD, State Medical Academy Nizhniy Novgorod, Russia	

<b>11. LECTURERS` VIEWPOINTS ON CLIENT-CENTRED SERVICE IN NURSING IN HEALTH CARE COLLEGES</b>	<b>17</b>
Marika Karell, MSc, University of Tartu, Tallinn Health Care College, Estonia; Ly Kalam-Salminen, PhD, MNSc, Helsinki Metropolia University of Applied Sciences, Finland; Ilme Aro, MSc, University of Tartu, Estonia	
<b>12. ACTIVATION OF DIGITAL PRESCRIPTION IN ESTONIA</b>	<b>18</b>
Merle Kiloman, MSc, Tallinn Health Care College, Estonia	
<b>13. PREOPERATIVE NURSING CARE FOR A PATIENT WITH CEREBRAL ARTERY ANEURYSM RUPTURE</b>	<b>19</b>
Ljubov Kinner, North Estonia Medical Centre, Estonia. Mentor: Eha Hörrak, MA, Tallinn Health Care College, Estonia	
<b>14. CAUSES OF MEDICATION ADMINISTRATION ERRORS AND NURSING ACTION IN REPORTING AND PREVENTING ERRORS</b>	<b>20</b>
Kaire Kirikmäe, 4 <sup>th</sup> year nursing student at Tallinn Health Care College, Estonia	
<b>15. THE TUITION OF PHARMACY IN TALLINN HEALTH CARE COLLEGE IN 1940-2010</b>	<b>21</b>
Helve Kirm, MSc, Merle Kiloman, MSc, Tallinn Health Care College, Estonia	
<b>16. WHAT IT LIMITS MOTIVATION OF CZECH NURSES IN HEALTH AND SOCIAL SERVICES TO EDUCATE THEMSELVES IN PALLIATIVE CARE</b>	<b>22</b>
Helena Kisvetrová, Mgr, Jana Kutnohorská, Doc PhDr, PhD, Palacky University in Olomouc, Czech Republic	
<b>17. MIDWIVES` RIGHT TO PROVIDE SERVICES INDEPENDENTLY IN ESTONIA</b>	<b>23</b>
Katrin Klein, RM, 1 <sup>st</sup> year MSc student of nursing sciences, University of Tartu, Midwife at Fertilitas Ltd, Estonia. Mentor: Alar Sepp, MD, MA, Tallinn Health Care College, Estonia	
<b>18. ERASMUS PROGRAMME INTERNSHIP</b>	<b>24</b>
Ave Kõrve, RM, Chair of Midwifery, Tallinn Health Care College, Estonia	
<b>19. HEALTH PROMOTION AS A PART OF HEALTH POLICY AND SALUTOGENESIS AS A MODEL OF HEALTH PROMOTION</b>	<b>25</b>
Marge Kulev, RN, Tartu Mental Health Clinic, Estonia Mentor: Alar Sepp, MD, MA, Tallinn Health Care College, Estonia	
<b>20. EDUCATION OF SENIOR CITIZENS IN RELATION TO HEALTH AT UNIVERSITIES OF THE THIRD AGE</b>	<b>26</b>
Jana Kutnohorská, Doc PhDr, PhD, Helena Kisvetrová, Mgr, Palacky University in Olomouc, Czech Republic	
<b>21. TEACHING EXPERIENCES IN TURKU FINLAND VIA ERASMUS PROGRAMME</b>	<b>27</b>
Annely Kärema, RM, Tallinn Health Care College, Estonia	
<b>22. PREECLAMPSIA IN PREGNANCY AND MIDWIFERY</b>	<b>28</b>
Kertu Lemberg, RM, East-Tallinn Central Hospital, Estonia. Mentor: Urve Kaasik-Aaslav, MD, MA, Tallinn Health Care College, Estonia	



23. **SCHOOL-AGED CHILD WITH PROBLEMS POINTING TO OBSESSIVE-COMPULSIVE DISORDER IN THE FAMILY AND AT SCHOOL, AND NURSING CARE** 29  
 Kairi Loit, 4<sup>th</sup> year nursing student at Tallinn Health Care College, Estonia.  
 Mentor: Eda Mürsepp, RN, MA, Tallinn Health Care College, Estonia
24. **STUDENT'S PERCEPTIONS OF NURSING CARE MANAGEMENT STRATEGIES IN EVIDENCE-BASED PRACTICE** 30  
 Aljona Mets, Anna Muromskaja, Ljudmila Dejeva, 3<sup>rd</sup> year nursing students at Tallinn Health Care College, Estonia.  
 Mentor: Eda Mürsepp, RN, MA, Tallinn Health Care College, Estonia
25. **THE ROLE OF NURSES IN IMPLEMENTATION OF PREVENTION PROGRAMS** 31  
 Veera Noskova, MSc, Tatjana Pozdeeva, DMSc, Aleksander Petrov, Cand.MSc, Nizhny Novgorod State Medical Academy, Russia
26. **ERGONOMICAL SURVEY OF OPTICAL LABORATORY IN TALLINN HEALTH CARE COLLEGE** 32  
 Birgit Nurme, 1<sup>st</sup> year optometry student at Tallinn Health Care College, Estonia.  
 Mentors: Milvi Moks, PhD, Ene Kotkas, Tallinn Health Care College, Estonia
27. **ASTHMA DURING PREGNANCY AND MIDWIFERY OF PREGNANT ASTHMATIC WOMEN** 33  
 Ave Orav, RM, RN, BA, West-Tallinn Central Hospital, Estonia.  
 Mentor: Mare Vanatoa, MD, Tallinn Health Care College, Estonia
28. **TOXOPLASMOSIS AND MIDWIFERY** 34  
 Jekaterina Osadtšaja, RM, East-Tallinn Central Hospital, Estonia; Irena Bartels, RM, Tallinn Health Care College, Estonia
29. **PRESENTATION OF THE PROJECT "CLIENT-CENTEREDNESS IN HEALTH CARE EDUCATION IN FINLAND AND ESTONIA"** 35  
 Silva Puukko, Raisa Vehviläinen, 4<sup>th</sup> year nurse-midwife-students, Helsinki Metropolia University of Applied Sciences, Finland.  
 Mentor: Ly Kalam-Salminen, PhD, Helsinki Metropolia University of Applied Sciences, Finland
30. **THE RESEARCH AREAS IN THE PROJECT "CLIENT-CENTEREDNESS IN THE HEALTH CARE EDUCATION IN FINLAND AND ESTONIA"** 36  
 Silva Puukko, Raisa Vehviläinen, 4<sup>th</sup> year nurse-midwife-students, Helsinki Metropolia University of Applied Sciences, Finland.  
 Mentor: Ly Kalam-Salminen, PhD, Helsinki Metropolia University of Applied Sciences, Finland
31. **SMOKING DURING PREGNANCY** 37  
 Kärt Raadik, Juliana Talašok, 4<sup>th</sup> year midwifery students at Tallinn Health Care College, Estonia.  
 Mentors: Urve Kaasik-Aaslav, MD, MA, Mare Vanatoa, MD, Tallinn Health Care College, Estonia
32. **FALLS PREVENTION AND OCCUPATIONAL THERAPY** 38  
 Mariliis Romandi, University of Tartu Hospital, Estonia

<b>33. COMPARATIVE ANALYSIS OF CURRICULA IN PHARMACY IN TALLINN HEALTH CARE COLLEGE AND RIGA 1<sup>st</sup> MEDICAL COLLEGE</b>	<b>39</b>
Lilian Ruuben, MSc, Alar Sepp, MD, MA, Tallinn Health Care College, Estonia; Velga Sütmane, Riga 1 <sup>st</sup> Medical College, Latvia	
<b>34. DOCTOR 2010: QUESTIONNAIRE SURVEY TO PHYSICIANS QUALIFIED IN 1997-2006</b>	<b>40</b>
Alar Sepp, MD, MA, University of Tampere, Finland; Tallinn Health Care College, Estonia; Irma Virjo, MD, PhD, University of Tampere, Finland; Kari Mattila, MD, PhD, University of Tampere, Finland	
<b>35. ASSESSMENT OF ADVANCED NURSING CLINICAL COMPETENCE</b>	<b>41</b>
Danguole Sevconiene, BSc in nursing, Utena College, Lithuania	
<b>36. THE ROLE OF A MIDWIFE IN PREPARING A PREGNANT TEENAGER FOR PREGNANCY AND CHILDBIRTH</b>	<b>42</b>
Kaire Sildver, RM, Irena Bartels, RM, Tallinn Health Care College, Estonia	
<b>37. THE EXPANSION COMPARISON OF THREE GYPSUM PRODUCTS USED IN DENTAL TECHNOLOGY</b>	<b>43</b>
Britta Šafranovski, 3 <sup>rd</sup> year dental technology student at Tallinn Health Care College, Estonia; Tõnu Kauba, PhD, Tallinn Health Care College, Estonia; Toomas Pihl, PhD, Tallinna Tehnikakõrgkool/University of Applied Sciences, Estonia	
<b>38. EXPERIENCES FROM LIFELONG LEARNING PROGRAMME/ERASMUS INTENSIVE COURSE ON PALLIATIVE AND END OF LIFE CARE</b>	<b>44</b>
Veera Schmyreitschik, 2 <sup>nd</sup> year occupational therapy student at Tallinn Health Care College, Estonia; Madina Saifudinova, Yana Kobrieva, 3 <sup>rd</sup> year pharmacy students at Tallinn Health Care College, Estonia. Mentor: Karin Lilienberg, MD, MSc, Tallinn Health Care College, Estonia	
<b>39. CONTEMPORARY NURSING AND CLINICAL SUPERVISION IN THE CZECH REPUBLIC</b>	<b>45</b>
Lenka Špirudová, Mgr, PhD, RN, Palacký University in Olomouc, Czech Republic	
<b>40. OUTPATIENT LONG-TERM NURSING IN ESTONIA</b>	<b>46</b>
Kadi Tarasova, RN, BSc, Tartu Health Care College, Estonia. Mentor: Alar Sepp, MD, MA, Tallinn Health Care College, Estonia	
<b>41. THE COMPARISON OF SOLDERED JOINTS OF ORTHODONTIC WIRES</b>	<b>47</b>
Tuuli Toom, 3 <sup>rd</sup> year dental technology student at Tallinn Health Care College, Estonia; Tõnu Kauba, PhD, Tallinn Health Care College, Estonia; Toomas Pihl, PhD, Tallinna Tehnikakõrgkool/University of Applied Sciences, Estonia	
<b>42. THE COMPARISON OF DENTAL SERVICE MANAGEMENT IN EU COUNTRIES</b>	<b>48</b>
Andry Tulp, Mihhail Beloussov, 2 <sup>nd</sup> year dental technology students at Tallinn Health Care College, Estonia. Mentor: Tõnu Kauba, PhD, Tallinn Health Care College, Estonia	
<b>43. STUDENT'S STRESS AND PECULIARITIES OF ITS OVERCOMES</b>	<b>49</b>
Zita Zajankauskiene, MEd, Daiva Treiniene, MEd, Utena College, Lithuania	
<b>44. INDEX</b>	<b>50</b>

# WHAT DO STUDENTS PREFER OF LEISURE ACTIVITIES?

Arturs Balasonoks, Linda Celmina, Baiba Judina, Kristine Cernaka,  
2<sup>nd</sup> year occupational therapy students, Riga Stradins University, Latvia

**Background:** According to the information from Ministry of Education and Science, there are about 113 000 students in total at universities in 2010 in Latvia. Entering studies, a lot of young people should change their place of residence and modify their daily rhythm.

**Objective:** To ascertain young people's experience about changes in their leisure-time activities, including physical activity during studies.

**Methods:** 107 first year university students were surveyed by using a questionnaire and 6 students were interviewed to obtain more information.

**Results and conclusions:** The majority of first year students reported on changes in their repertoire of leisure activities – 66% of respondents reported that they resigned their leisure activities because of shortage of time, 16% of respondents – found some new activities. There was a small number of students who continued their previous leisure activities. During the study, information about the characteristics of students' leisure time activities was acquired and about the factors that influence changes in the repertoire of leisure activities as well.

**Keywords:** students, activities, leisure time, physical activity.

Contact: artursergo@inbox.lv

P.

# **NURSING COMMUNICATION DURING PATIENT HANDOVER AND ITS OPTIMIZING METHODS**

Olga Bljaškina, 4<sup>th</sup> year nursing student, Tallinn Health Care College;  
North-Estonia Medical Centre, Estonia

Mentors: Milvi Moks, PhD, Ene Kotkas, Tallinn Health Care College, Estonia

The aim of this research is to describe nurses' communication associated with a patient being handed over from one department to another, and its optimizing methods.

Method: This research is a qualitative one, which is based on literature review. Information retrieval was accomplished in EBSCOhost and OVID databases and sources of literature in Tallinn Health Care College and Satakunta Central Hospital libraries were used.

The conclusions of this research are: nurses' communication is an important part in a patient handovering process from one department to another. The aim of nurses' communication is to give and receive accurate patient information, which provides safe nursing care and avoidance of errors. Nurses can use different communication methods, like verbal, written, electronic or their combination, to achieve more effective outcomes. But some barriers can influence the way nurses communicate. Requirements for effective nurses' communication and their work productivity improvement are: taking into consideration barriers, reducing their negative impact, and optimizing nurses' communication.

Contact: [olaika@hotmail.ee](mailto:olaika@hotmail.ee)

O.P.

# **PROJECT/SEMINAR “AIDS & MOBILITY EUROPE”**

Tatjana Bragina, 4<sup>th</sup> year nursing student at Tallinn Health Care College, Estonia

National minorities have a high degree of vulnerability to sexually transmitted infections including HIV. By the age of 16, around 50% of young people have already had sex. But when it comes to understanding the risks involved - to themselves and others - many teenagers are just fumbling in the dark. This is exactly where sexual ill health thrives.

The idea of the project is to teach sexual health and sexually transmitted diseases to national minorities (16-25 years old).

The main themes explained and discussed through film and interactive games were: AIDS (spreading of AIDS/HIV, prevention, testing) and sexual health (Sexually transmitted infections: vaccinations, prevention, symptoms).

The project “AIDS & mobility Europe” is funded by the Executive Agency for Health and Consumers (EAHC) at the European Commission.

Contact: [soleambre@mail.ru](mailto:soleambre@mail.ru)

O.P., P.

# **THE ASSESSMENT OF CLINICAL GUIDES ON THE PROSTHETIC FIELD OF THE REMOVABLE PARTIAL DENTURE FOR THE SET-UP OF REPLACEMENT TEETH**

Inese Bunga, Zane Korņeva, Riga 1st Medical College, Latvia  
Aldis Vidžis, Rīga Stradiņš University, Latvia

The principles of replacement teeth set-up have been widely discussed by many authors and are also applied in daily practice by dental technicians. When producing both removable partial and complete dentures, every dental technician uses such guides as the height and the inclination of the occlusal plane, the midline of the face, as well as smile and canine lines. According to the recommendations that are mentioned in various sources of literature, it is always necessary to begin the designing of occlusal rims with mandibula by setting the rims in the middle of alveolar ridge and taking into account the form and the vestibular rim of alveolar ridge. This kind of occlusal rim position is closely connected with the type of alveolar bone resorption.

The dental technician uses such clinical guides as incisal papilla, rugae palatina and the position of maxillary ridges in order to set up the maxillary occlusal rims. Taking into account these anatomical guides that can be easily found on any master cast, the dental technician is able to obtain vestibular arrangement of occlusion rims that is of a very good quality. When setting up artificial teeth on a removable partial denture or a complete denture, it is necessary for dental technician to follow the guidelines for artificial teeth set-up, bearing in mind the features of centric occlusion and central relation and observe the specific clinical guides that have been marked by the dentist and indicate the position of the anterior teeth.

Contact: medskola@medskola.lv

O.P., P.

# **MODERN PATIENT INFORMATION SOURCES – HELPFUL OR HARMFUL?**

Jane Freimann, 1<sup>st</sup> year MSc student of nursing sciences at University of Tartu, Estonia  
Mentor: Alar Sepp, MD, MA, Tallinn Health Care College, Estonia

Over the last decades several changes have affected health care: the emergence of chronic diseases, technological evolution, shorter hospital stays or clinic visits and the shift from biomedical model towards holistic model. At the same time, patients need more and more information about their health condition and want to participate in decisions concerning their health. Patients need information to be actively involved in their health care. Where do they get that information from? According to the study of Ministry of Social Affairs in 2009, more than half of people (55%) under age 35 search information about health and diseases from the Internet. At the same time most of people aged 50 and older search information from newspapers and magazines. These information sources include evidence based information but there is also a lot of information that can lead to misunderstandings. When people get wrong information they may underestimate their symptoms and postpone their doctor's appointment. On the other hand, adequate information can be helpful in health promotion, disease prevention, solving minor health problems, preventing complications or disease intensification etc. Patients do need guidance from healthcare organizations and from professionals to receive evidence based and helpful health related information.

Contact: jane.freimann@kliinikum.ee

O.P.

# **TRAINING AND LEARNING METHODS FOR THE SUBJECT „VIOLENCE AGAINST WOMEN“**

Tiina Juhansoo, MD, PhD, Mare Tupits, RN, MSc,  
Tallinn Health Care College, Estonia

All human beings are born free and equal in dignity and rights /.../, everyone has the right to life, liberty and security of person (The Universal Declaration of Human Rights, 1948). Violence against women constitutes a violation of the rights and fundamental freedoms of woman (United Nations Declaration on the Elimination of Violence against Women, 1993).

Estonia has planned developments to reduce the violence against women. One of the ways of changing the current situation is training the teaching staff to be better prepared for teaching this sensitive subject to new specialists in the field of social-, health care and medicine.

In the framework of the Leonardo da Vinci programme project “Social and Health Care Teachers against Violence - HEVI”, Tallinn Health Care College together with project partners, has prepared a teacher training course and analyzed the used learning and training methods (supervised independent learning, lecture, seminar, case study solving, words` method and multidisciplinary conference), using questionnaires prepared for the project by Fundeni Nursing Post High School, Bucharest, Romania together with University of Helsinki, Palmenia Centre for Continuing Education, Finland. Materials of the analysis will be presented.

Contact: tiina.juhansoo@ttk.ee

O.P., P.



# **PREPARATION OF LEARNING MATERIALS FOR GRUNDTWIG PROGRAMME PROJECT „IMPROVING LEARNING CAPACITIES AND MENTAL HEALTH OF ELDER PEOPLE - MINDWELLNESS“**

Tiina Juhansoo, MD, PhD, Ülle Kivisild, MA,  
Eda Mürsepp, RN, MA, Zeldia Fain, Tallinn Health Care College, Estonia

Grundtwig programme project „Improving learning capacities and mental health of elder people – MINDWELLNESS“ is a two year international project with eleven partners from nine countries: Austria, Denmark, Estonia, Italy, Germany, Hungary, Poland, Spain and United Kingdom and one associated partner from Switzerland (see: <http://www.ttk.ee> – cooperation – Grundtwig – Adult education/stuff training – Mindwellness... and <http://www.mindwellness.eu/formation.html>). The project engages specialists from adult education, pedagogics, medicine, modern info-technology and social science with the aim to develop innovative training material aimed for elderly people to help them retain mental flexibility and to provide them new opportunities, to meet and share activities in a useful and entertaining way, and to provide access to brain training activities in the web.

MINDWELLNESS learning material reflecting the situation of elder people in partner countries (book), and a web-page elaborated by project members comprising online training material for elder people helping to maintain body and mind flexibility and preserving their independence, will be presented during the conference.

Contact: [tiina.juhansoo@ttk.ee](mailto:tiina.juhansoo@ttk.ee)

P.

# **DEVELOPMENT OF THE STUDENTS' CAREER BUILDING SKILLS AT UTENA COLLEGE**

Ruta Jurgelioniene, MEd, Utena College, Lithuania

Today, more than ever, most people are responsible for building their own careers. The world is constantly changing, and everybody is looking for new ways of doing business. Career planning is a lifelong process, which includes choosing an occupation, getting a job, growing in our job, possibly changing careers, and eventually retiring. Development of career planning skills is very important in the process of preparation students for labour market.

For students of Utena College, Lithuania, a free elective course „Career planning“ is offered for helping them to prepare themselves for labour market and the world of work.

During our lectures we explore the world of jobs, write resume and cover letters, and learn how to decode bogus job ads, to prepare for interviews and answer interview questions, types and conditions of employment contracts and everything related to job search and starting one's job.

Contact: [jurgelioniener@gmail.com](mailto:jurgelioniener@gmail.com)

O.P.

# THE IMPACT OF TEMPORAL AND ENVIRONMENTAL CONTEXT ON STUDY PROCESS AT UNIVERSITY

Lelde Kalvane, Vita Slavinska, Margarita Paeglite, Lotars Freivalds, Santa Trofimova-Trofimovica, Olga Jakovleva, 2<sup>nd</sup> year occupational therapy students, Riga Stradins University, Latvia

**Actuality:** There are about 42 students per 10 000 inhabitants of Latvia in academic year 2009/2010. 63% of students are studying at full time study programmes, others at part time study programmes. From perspective of International Classification of Functioning, Disability and Health (ICF), such contextual factors as learning environment at university and time context has to support participation at study process.

**Aim:** To clarify students' opinion about impact of time and environmental context at university on study process.

**Methods:** Altogether 100 university students (28 males and 72 female) from different study programmes took part in the study. Quantitative and qualitative methods were used to obtain data.

**Results and conclusions:** results showed that most of respondents recognized the importance of learning environment but students mostly are dissatisfied with it and perceived as barrier to participate effectively in study process. Students felt weak in time management and asked for possibilities to acquire and practice these skills under supervision.

**Key words:** students, learning environment, time management.

**Contact:** lelde.kalvane@gmail.com

P.

# **WAYS OF DEVELOPING THE ARRANGEMENT OF NURSE'S CARE IN THE TREATMENT AND REHABILITATION OF CHRONIC CARDIAC DEFICIENCY PATIENTS**

Igor Kamayev, MD, DMSc, Irina Petelina, MD, Larisa Kopteva, MD,  
State Medical Academy Nizhniy Novgorod, Russia

The general ageing of population in developed countries, progress in treatment of acute myocardium infarction, increase in number of arterial hypertension and cardiomyopathy patients result in a sharp rise of the number of cardiac deficiency invalids.

Protracted staying of in-patients in hospital, department reanimation including, frequent repeated hospitalization and application of expensive instrumental and medicine methods of treatment significantly increase the state's expenses for both medical care and social rehabilitation of these patients.

The subject of our research implies development, optimization and further implementation of a system of the nurse's care at the stages of hospital and out-patient (policlinic) medical service on the basis of complex social-hygienic examination of chronic cardiac deficiency patients.

Contact: [pozdeevatv@inbox.ru](mailto:pozdeevatv@inbox.ru)

P.

# **LECTURERS` VIEWPOINTS ON CLIENT-CENTRED SERVICE IN NURSING IN HEALTH CARE COLLEGES**

Marika Karell, MSc, University of Tartu, Tallinn Health Care College, Estonia  
Ly Kalam-Salminen, PhD, MNSc, Helsinki Metropolia University of Applied Sciences, Finland  
Ilme Aro, MSc, University of Tartu, Estonia

The aim of the research: to describe lecturers` viewpoints on client-centred service in nursing in health care colleges.

17 ordinary lecturers from health care colleges in Estonia carrying out educational and developmental work related to nursing curriculum were interviewed for the research. For collecting data, a half- structured interview has been used. Deductive content analysis has been used in order to analyze the data.

Client-centred values: the uniqueness, enfranchisedness, advice-giving collaboration.

Client in nursing: unique, social and independent, having cultural and family background, health care service customer, representative of a certain area.

Client-centred nursing: communicative, collaborative, value of an individual, providing suitable environment, creating client-centred organisation.

Client-centred nurse: dedicated to the client, cooperative, professional, empathic, skilled communicator, committed to the speciality, able to adapt and develop.

Contact: marika.karell@ttk.ee

P.

# ACTIVATION OF DIGITAL PRESCRIPTION IN ESTONIA

Merle Kiloman, MSc, Tallinn Health Care College, Estonia

Digital prescription is one of the four patient-targeted supranational services of e-Health (digital health record, digital record office, digital picture and digital prescription).

Digital prescription – an electronic prescription which the doctor prescribes to the patient via online computer. Prescriptions are not printed out, they are not handwritten or on paper.

From January 1<sup>st</sup>, 2010 the digital prescription is legally valid.

Very high security measures are used in IT-solutions of prescription centre, to avoid errors both, the doctors issuing prescriptions, as well as pharmacies giving out medicines.

Doctors and pharmacists will spend significantly less time on issuing prescriptions. Doctors will get feedback as to whether the medication was actually bought out by the patient. Patients no longer have to worry about carrying the paper prescription around nor losing their prescription.

Contact: [merle.kiloman@ttk.ee](mailto:merle.kiloman@ttk.ee)

P.

# **PREOPERATIVE NURSING CARE FOR A PATIENT WITH CEREBRAL ARTERY ANEURYSM RUPTURE**

Ljubov Kinner, North Estonia Medical Centre, Estonia  
Mentor: Eha Hõrrak, MA, Tallinn Health Care College, Estonia

The aim of the presentation is focused on the fact that cerebral aneurysm occurs to 3-5% of the general population. In neurosurgery unit of the North Estonia Medical Centre, 120 subarachnoid haemorrhage cases and 5 unruptured aneurysm cases were registered in the year 2008.

Nursing problems in preoperative period are headaches, low back pain, stiff neck, nausea, vomiting, cloudiness of consciousness, photophobia, seizures which can cause injury, numbness or decreased sensitivity of body parts, speech disorder, self care deficit and constipation, worry due to adjustment difficulties.

Preoperative nursing care include: ensuring a peaceful and secure environment, the provision of information and its related risk factors to patient and his/her relatives, patient teaching and motivating; prevention of constipation and arterial blood pressure increase; monitoring of arterial blood pressure level, consciousness, body temperature maintenance, physical activity limitations, diet performance; clarification of preoperative nursing principles and information about the operation nature, the possible surgery risks and the possible patient appearance changes.

Contact: [ljubakinner@hotmail.ee](mailto:ljubakinner@hotmail.ee)

O.P., P.

# **CAUSES OF MEDICATION ADMINISTRATION ERRORS AND NURSING ACTION IN REPORTING AND PREVENTING ERRORS**

Kaire Kirikmäe, 4<sup>th</sup> year nursing student at Tallinn Health Care College, Estonia

The research discusses some of the reasons for medication errors, and the risk factors, consequences and specific nursing strategies to prevent errors from occurring.

The research showed that medication errors result from many different causes like work dynamics, team-work, person-centred factors, underlying system factors, or the professional qualification of nursing team.

The classifications of errors can be psychological, according to consequences or the period in which errors occurred. The main causes of medication administration errors were omitting drugs, wrong selection of drugs, wrong timing of drug administration, wrong patient error.

To prevent incidents from reoccurring, it is necessary to have an understanding of the nature of errors and any contributing factors: education and training, researches, directions, computerized documentation and calculation systems, use of pharmacists, bar-coding system, medical administration records, single checking and the use of automated dispensing.

Contact: [kaire.kirikmae.001@mail.ee](mailto:kaire.kirikmae.001@mail.ee)

O.P.



# **THE TUITION OF PHARMACY IN TALLINN HEALTH CARE COLLEGE IN 1940-2010**

Helve Kirm, MSc, Merle Kiloman, MSc, Tallinn Health Care College, Estonia

Teaching of pharmacists in Tallinn Health Care College began in 1945, when 20 first students started their stationary study in this specialty. During the next three years, 30-35 pharmacy students were immatriculated annually. Their training was carried out on the basis of seven year education acquired from high school. Special tuition lasted three years and the graduates received the qualification of drug-store assistant.

In 1949-1953 new pharmacy students were not immatriculated, yet their teaching started again in 1954. At first it did not happen every year, however, beginning from 1972 it became permanent. Since 1954 the college studies of pharmacy have been carried out on the basis of secondary education.

In 1991 the duration of tuition time was increased from two to two and a half years. The last change in the study programme of pharmacy took place in 1998. Since that year the tuition period in the specialty was prolonged to three years. In 2005 the curriculum of pharmacy was completely approved by International Expert Committee and received full accreditation as the curriculum of applied higher education. So the Tallinn Health Care College has consistently been schooling qualified specialists on pharmacy for already 66 years, and during that long period over 1300 graduates have received the corresponding professional education.

Contact: helve.kirm@ttk.ee

P.

# **WHAT IT LIMITS MOTIVATION OF CZECH NURSES IN HEALTH AND SOCIAL SERVICES TO EDUCATE THEMSELVES IN PALLIATIVE CARE**

Helena Kisvetrová, Mgr, Jana Kutnohorská, Doc PhDr, PhD,  
Palacky University in Olomouc, Czech Republic

In the Czech Republic, caring is also provided for the terminally ill by Old people homes and Institutes for long-term patients. The quality of palliative nursing is substantially influenced by the deficit in knowledge, motivation and communicative competence of nurses. The former system of education of Czech nurses takes a share in this, as only since the 1990s palliative care has gradually been included also into the education of nurses.

The goal of the realized research study in 2008 was to identify what limits the motivation of Czech nurses in health and social services to lifelong education in palliative care. 153 nurses from 14 facilities (5 Facilities for long-term ill patients, 9 Old people homes) took part in the research.

The results of the research show the factors which figure prominently in the nurses' attitude towards lifelong education: deficit of education in palliative care, vague idea of high-quality palliative care, satisfaction with offered care, underestimation of the benefit of education to own practice, neglecting of benchmarking (the measuring of performance and activity), syndrome of burning out and preferring performances to direct communication: nurse – dying patient.

The results of the research also referred to the fact that nurses take a dying person's anxiety as the problem which makes their personal care for a dying person the most difficult.

Contact: [helena.kisvetrova@upol.cz](mailto:helena.kisvetrova@upol.cz)

P.

# **MIDWIVES' RIGHT TO PROVIDE SERVICES INDEPENDENTLY IN ESTONIA**

Katrin Klein, RM, 1<sup>st</sup> year MSc student of nursing sciences,  
University of Tartu, Midwife at Fertilitas Ltd, Estonia  
Mentor: Alar Sepp, MD, MA, Tallinn Health Care College, Estonia

Pursuant to the Act on Amendments to the Health Care Services Organization Act and Other Related Acts adopted on 21<sup>st</sup> May 2009, the package of legislative amendments and regulations governing midwifery care took effect on the 1<sup>st</sup> April 2010 which regulates the midwives' right to provide services independently in Estonia.

The content of independently provided midwifery care service is as follows:

1. Midwifery care services provided in the form of outpatient services, including ascertaining pregnancy and the determination of the estimated time of delivery.
2. Limited right to issue prescriptions.
3. The right to issue certificates for sick leave when granting permission to go on pregnancy and maternity leave as regards the temporary easement of working conditions or transfer to other work.

The inclusion of midwifery care services in the list of primary health care services primarily helps to reduce the work load of family physicians and especially gynaecologists, and terminates the current restriction on midwives' activities based on which the independent provision of services which conform to midwives' training has not been regulated.

Contact: [katrinklein@hotmail.ee](mailto:katrinklein@hotmail.ee)

O.P., P.

## **ERASMUS PROGRAMME INTERNSHIP**

Ave Kõrve, RM, Chair of Midwifery, Tallinn Health Care College, Estonia

Increased attention to international midwifery has lead to the development of study abroad programs for students. Estonia has the opportunity to follow ERASMUS-program internship abroad.

Participants in such programs describe the experiences as positive. According to those who participated in an international student midwife exchange program demonstrated significantly more growth than those who did not. Midwifery students in general view this as a unique experience – as “Take control of your future!”

Contact: [ave.korve@ttk.ee](mailto:ave.korve@ttk.ee)

P.

# **HEALTH PROMOTION AS A PART OF HEALTH POLICY AND SALUTOGENESIS AS A MODEL OF HEALTH PROMOTION**

Marge Kulev, RN, Tartu Mental Health Clinic, Estonia  
Mentor: Alar Sepp, MD, MA, Tallinn Health Care College, Estonia

The purpose of health policy is to create an environment that helps people to maintain and promote health. This can be achieved by making political decisions that do not regulate only the health care field, but also the whole physical and social environment. Salutogenesis focuses on „positive health“ practices and resources that help to maintain health and promote coping. I also want to bring an example of a successful method of promoting mental health – implementing the principles of salutogenesis in group therapy for people with mental health problems to improve their coping skills.

I will focus on health promotion as a part of health policy and salutogenesis as a model of health promotion.

Contact: [margeku@gmail.com](mailto:margeku@gmail.com)

O.P.

# **EDUCATION OF SENIOR CITIZENS IN RELATION TO HEALTH AT UNIVERSITIES OF THE THIRD AGE**

Jana Kutnohorská, Doc PhDr, PhD, Helena Kisvetrová, Mgr,  
Palacky University in Olomouc, Czech Republic

Respect for dignity and uniqueness of a man belongs to important ethical principles. The extent of their use reflects also the level of senior citizens' life. The system of care for old people has gone through big changes after the fall of communism in 1989 in the Czech society. According to demographic prognosis processed by the Czech Statistical Office, there will live approximately half a million people at the age over 85 (in comparison with 101 718 old people in the year 2006), and 31,3% citizens over the age of 65 in the year 2050 in the Czech Republic. In 2008, the Czech Government Resolution accepted "National Programme of Preparation for Ageing for the Period of 2008–2012". People have the possibility to live longer lives and old age becomes a straight experience for bigger and bigger number of people. Realized investigations in Czech Republic state that senior citizens consider good health as the most important value of life. According to WHO, the Universities of the Third Age have a big share on the quality of life of senior citizens and on the activation of health definition, offering a wide range of educational activities, the leading topics of which are: Man in Health and Illness, Spiritual Dimension of a Person, Recovery of Human Organism by Motion. According to investigations more than 52% of addressed senior citizens are willing to dedicate 1–5% of their income to education.

Contact: [jana.kutnohorska@upol.cz](mailto:jana.kutnohorska@upol.cz)

P.

# TEACHING EXPERIENCES IN TURKU FINLAND VIA ERASMUS PROGRAMME

Annely Kärema, RM, Tallinn Health Care College, Estonia

In spring 2009 I worked as an exchange teacher via Lifelong Learning Programme/ Erasmus programme at Turku University of Applied Sciences, Finland. My subjects were gynaecology, delivery, postnatal care and newborn care. My aim was to educate midwives who would be capable of taking on independent responsibility for following up the normal processes of pregnancy and delivery - to understand the importance of independency in midwifery care! My missions were to give students information about independent midwifery, to improve my language skills, to discover a different culture and gain an international perspective.

My activities:

1. I gave lessons to pregnancy and delivery modules.
2. I did auditory work and seminars with students.
3. Practical work was carried out in a study environment in the form of practical course and training lesson.

Main objective: the unit's main speciality means specialization as a result of which a student acquires the knowledge, skills and attitudes. The students have competence for family planning and advice services including draw up programs for parents-to-be to prepare for their future role.

They can establish pregnancy, monitor normal pregnancies, and undertake the examinations of normal pregnancies. After the lessons the students have acquired a minimum level of competence to start up and practice with families and pregnant woman.

Contact: annely.karema@itk.ee

P.

# **PREECLAMPSIA IN PREGNANCY AND MIDWIFERY**

Kertu Lemberg, RM, East-Tallinn Central Hospital, Estonia

Mentor: Urve Kaasik-Aaslav, MD, MA, Tallinn Health Care College, Estonia

Preeclampsia is a frequent pathology, which causes complications in pregnancy, delivery and postpartum period. Preeclampsia occurs 5-8% of pregnant women. Ending the pregnancy/delivery is a selective method of treatment.

Preeclampsia is a specific condition in pregnancy, when during the second half of the pregnancy high blood pressure or proteinuria appears first. It appears to pregnant women whose blood pressure has been normal during the first 20 weeks of pregnancy. The diagnose of preeclampsia is based on developing of hypertension (systolic blood pressure  $\geq 140$  mmHg or diastolic  $\geq 90$  mmHg) or proteinuria, which is in 24-hour urine  $\geq 300$  mg.

In case of preeclampsia, changes in organ systems, including placenta occur. Complications in pregnancy: haemorrhage, insult, lung oedema, damage to kidneys, rupture of the liver, trombocytopenia, eclampsia and death. Fetal complications: growth retardation of the fetus, delivery distress, preterm delivery and death.

Due to progressive independence of midwives, it is a midwife's responsibility to watch for any abnormalities related to preeclampsia in pregnancy and act as the condition requires.

Contact: kertu\_lemberg@hotmail.ee

O.P.



# **SCHOOL-AGED CHILD WITH PROBLEMS POINTING TO OBSESSIVE-COMPULSIVE DISORDER IN THE FAMILY AND AT SCHOOL, AND NURSING CARE**

Kairi Loit, 4<sup>th</sup> year nursing student at Tallinn Health Care College, Estonia  
Mentor: Eda Mürsepp, RN, MA, Tallinn Health Care College, Estonia

The purpose of the research is to describe the problems of a school-aged child indicating to obsessive compulsive disorder (OCD) in the family and at school, and nursing care.

The literature overview was compiled of research material which comprises subject-related articles, informative evidence-based material acquired from databases EBSCO: Medline, Health Source: Nursing /Academic Edition; Interscience Wiley and database CINAHL, specialized books and reports, following the purpose and tasks set for the research.

Problems of a school-aged child referring to OCD are recurrent compulsory thoughts and/or actions which the child is not able to control, and this is exhausting, inflicting different fears and stress. Everyday family routine is disturbed, causing nervousness to all family members and incapability to find solutions to the problems. The school-aged child with problems pointing to OCD has difficulties in studying and can be socially rejected.

The nurse has different roles: as a teacher at school in raising the knowledge of school-personnel, screening, instructing parents and advising family where and how to get professional help.

Contact: kairi.loit@mail.ee

P.

# **STUDENT'S PERCEPTIONS OF NURSING CARE MANAGEMENT STRATEGIES IN EVIDENCE-BASED PRACTICE**

Aljona Mets, Anna Muromskaja, Ljudmila Dejeva,  
3<sup>rd</sup> year nursing students at Tallinn Health Care College, Estonia  
Mentor: Eda Mürsepp, RN, MA, Tallinn Health Care College, Estonia

The aim of the work is to describe the understanding of third year nursing students about the strategies of managing nursing care in evidence-based practice. The subject „Management and enterprise“ is based on student's independent work.

A literature overview was compiled (EBSCO).

The techniques of evidence-based practices in clinical nursing practice are characterized by: finding the best evidence-based material in relation to prevention, diagnoses, nursing diagnosis and treatments, basing on which it would be possible to formulate practical solutions in offering quality nursing care to the patient. The skilful and knowledgeable applying of management strategies in evidence-based nursing care is the obligation and responsibility of each nurse.

Contact: [aljona.mets@mail.ee](mailto:aljona.mets@mail.ee)

P.

# **THE ROLE OF NURSES IN IMPLEMENTATION OF PREVENTION PROGRAMS**

**Veera Noskova, MSc, Tatjana Pozdeeva, DMSc, Aleksander Petrov, Cand.MSc,  
Nizhny Novgorod State Medical Academy, Russia**

Prevention and treatment of chronic illnesses are problems in today's medicine. It requires education of patients about rules of control of their disease. So far as national healthcare has a lack of medical personnel, especially specialized one and is characterized by high workload – integration of nursing specialists with higher education into the structure of staff implementing prevention programs can increase accessibility and quality of healthcare.

Development and implementation of organizational model of therapeutic education of patients with diabetes requires medico-social research of life quality of diabetic patients, their requirements in therapeutic education due to the presence of chronic illness and also studying of readiness of nurses receiving higher education to organize and conduct therapeutic education.

As sample for research we used 91 3<sup>rd</sup>-5<sup>th</sup> year students of the higher nursing education faculty of Nizhny Novgorod State Medical Academy.

Conclusions: 1. Evaluation of knowledge and skills by experts admits 85% of students to conduct therapeutic education. 2. Not sufficient level of psychology-pedagogical training and knowledge about illness are present in study group. 3. Most of questioned students agree that therapeutic education of students can be conducted by nursing staff and view it as part of their professional activities.

Contact: pozdeevatv@inbox.ru

P.

# **ERGONOMICAL SURVEY OF OPTICAL LABORATORY IN TALLINN HEALTH CARE COLLEGE**

Birgit Nurme, 1<sup>st</sup> year optometry student at Tallinn Health Care College, Estonia  
Mentors: Milvi Moks, PhD, Ene Kotkas, Tallinn Health Care College, Estonia

The purpose of the current paper is to give a survey of optical laboratory work and work environment conditions, risk factors and precautions applied.

Method: The current research is based on an evaluation and analysis of data received by ergonomical survey about work and work environment of the optical laboratory.

Results: Design of the optical laboratory corresponds to ergonomical requirements - work places are considered to be adjustable, depending on the need for sitting or standing, lighting is sufficient, moving is free, there is no special levels on the floor etc. Easily volatile and inflammable chemicals (acetone and spirits) are used in the laboratory. Information about hazardous chemicals on safety cards has been handed out to students. The nature of students' work in optical laboratory is variable (work in a sitting position varies with work in a standing position including limited moving in the laboratory). Performing different work tasks, short-time uncomfortable loaded positions and movements occur. The following precautions are applied in the laboratory: corresponding information is available near to work place, the means of protection are used, work instructions are followed when dealing with appliances, which have rotating details.

Contact: [bnurme@gmail.com](mailto:bnurme@gmail.com)

P.

# **ASTHMA DURING PREGNANCY AND MIDWIFERY OF PREGNANT ASTHMATIC WOMEN**

Ave Orav, RM, RN, BA, West-Tallinn Central Hospital, Estonia  
Mentor: Mare Vanatoa, MD, Tallinn Health Care College, Estonia

The objects of research were the condition of suffering from asthma during pregnancy, and the midwifery of pregnant asthmatic women.

Qualitative research method was used and an overview of literature was composed.

Evidence based literature indicated that good asthma control reduces the risks complicating asthmatic women's pregnancy and the pregnancy outcome. One of the results of observing literature was that there is a consensus among authors of different relevant scientific sources that good asthma control during pregnancy reduces maternal and fetal risks and complications, making patient education an important aspect of midwives' tasks. It is important to achieve well-controlled asthma before and during pregnancy. Relevant fetal monitoring depends on asthma severity, time of gestation and other possible pregnancy complications.

Contact: [ave.orav@gmail.com](mailto:ave.orav@gmail.com)

P.

# TOXOPLASMOSIS AND MIDWIFERY

Jekaterina Osadtšaja, RM, East-Tallinn Central Hospital, Estonia  
Irena Bartels, RM, Tallinn Health Care College, Estonia

Toxoplasmosis is a multi-systematic and parasitic disease, which is widely spread in nature, except in the mountains and the deserts. It is caused by protozan *Toxoplasma gondii* and the primary hosts are domestic animals. Humans are infected when they eat raw or partly cooked meat, unwashed fruits or vegetables. Transmission may occur also through ingestion of contaminated cat feces.

The aim of the literature research was to describe toxoplasmosis, its impact on pregnancy, fetus, newborn and midwife's care for pregnant women with toxoplasmosis infection. As a result of the research the following conclusions were made:

1. Toxoplasmosis during pregnancy can cause continual miscarriages in the early stage of pregnancy and also preterm delivery. *Toxoplasma gondii* cysts can be transmitted to the fetus via placenta, causing congenital infection and manifestations.
2. The midwife should instruct the woman about nutrition, travelling and taking care of pets during pregnancy. A lot of attention should be paid to woman's personal hygiene, especially to hand wash, food handling and maintenance of cooking surfaces. Midwife should suggest pregnant woman to use self-protective devices during housework.

Contact: katya18@hotmail.ee

P.

# **PRESENTATION OF THE PROJECT “CLIENT-CENTEREDNESS IN HEALTH CARE EDUCATION IN FINLAND AND ESTONIA”**

Silva Puukko, Raisa Vehviläinen, 4<sup>th</sup> year nurse-midwife-students, Helsinki Metropolia University of Applied Sciences, Finland

Mentor: Ly Kalam-Salminen, PhD, Helsinki Metropolia University of Applied Sciences, Finland

“Client-centeredness in health-care education in Finland and Estonia”-project is part of the larger project-complexion: “Client centeredness in adult intensive care, elderly care and health-care education”. The general objective of this international scientific project is the development of client-centered health care services in various areas of health care in Estonia, Finland and Lithuania.

In this presentation we describe the action of the project “Client-centeredness in health-care education in Finland and Estonia”. The project was founded with co-operation between four Universities of Applied Sciences: two of them from Finland and two from Estonia, and one University from Estonia. The research-areas in the project have concerned the health-care students’ skills in client-centeredness and the factors connected with that. The aim of the project is to develop an action-model to enhance the know-how about client-centeredness. In this presentation we describe the action inside the project during different phases of it.

Contact: [silva.puukko@metropolia.fi](mailto:silva.puukko@metropolia.fi)

O.P.

# **THE RESEARCH AREAS IN THE PROJECT “CLIENT-CENTEREDNESS IN THE HEALTH CARE EDUCATION IN FINLAND AND ESTONIA**

Silva Puukko, Raisa Vehviläinen, 4<sup>th</sup> nurse-midwife-students, Helsinki Metropolia  
University of Applied Sciences, Finland

Mentor: Ly Kalam-Salminen, PhD, Helsinki Metropolia University of Applied Sciences,  
Finland

Health care needs professionals with client-centred know-how. There does not exist enough information of the health care students' client-centeredness-skills. We need more information of what kind of students graduate from the education institution and how well does the education response to the challenges of the client-centeredness.

The meaning of this poster is to introduce the research areas of the “Client-centeredness in health-care education in Finland and Estonia”-project. We focus at this presentation on the research that is already been made in the first stage and we will show where the results are available at. So far there has been made research about the health-care students, their teachers and clinical-practice-tutors, both in Finland and Estonia. The research-area has been the students' client-centeredness and the factors connected with it. The results that have been reported can be utilized in developing the health-care education.

Contact: [silva.puukko@metropolia.fi](mailto:silva.puukko@metropolia.fi)

P.



# SMOKING DURING PREGNANCY

Kärt Raadik, Juliana Talašok, 4<sup>th</sup> year midwifery students at Tallinn Health Care College, Estonia

Mentors: Urve Kaasik-Aaslav, MD, MA, Mare Vanatoa, MD, Tallinn Health Care College, Estonia

According to Estonian National Institute for Health Development Medical birth registry, 8,7% (1357 out of 13053) of pregnant women smoked during pregnancy; only 1,8% of pregnant quit smoking during first trimester of pregnancy in 2007.

Smoking during pregnancy harms not only the smoker, but also the unborn child. The risks can be classified into prenatal, perinatal and postnatal health hazards. Pregnancy is a strong incentive to change a women's smoking behaviour. Pregnancy and the postpartum period provide a window of opportunity to promote smoking cessation and smoke free families. It is important to understand the experience of quitting smoking during pregnancy. Understanding obstacles and pathways for pregnancy and postpartum smoking cessation can guide in the implementation of effective activities, helping women quit smoking and families staying tobacco free. Recommendations include promoting cessation before and at the beginning of pregnancy, helping intervention assisted quitters to remain tobacco free postpartum.

Contact: raadik\_k@hotmail.com

O.P.

# FALLS PREVENTION AND OCCUPATIONAL THERAPY

Mariliis Romandi, University of Tartu Hospital, Estonia

Occupational therapists know that physical environment influences a person's occupational performance. The influence can be positive – supporting, facilitating performance but also negative – creating obstacles and even putting people in great risk of traumas.

One of those aspects is falls. There are number of patients who are at risk of falling – the elderly, chronically ill, people who take certain medicines. However there are many environmental factors we can change and thus providing a safer environment.

This presentation shortly describes physical environment as a factor influencing a person's occupational performance. Statistics will be provided, considering groups who are at risk of falls. An overview will be given also about environmental risk factors and some practical methods to reduce the risk of falling.

Contact: [mariliis.romandi@mail.ee](mailto:mariliis.romandi@mail.ee)

O.P.

# COMPARATIVE ANALYSIS OF CURRICULA IN PHARMACY IN TALLINN HEALTH CARE COLLEGE AND RIGA 1<sup>st</sup> MEDICAL COLLEGE

Lilian Ruuben, MSc, Alar Sepp, MD, MA, Tallinn Health Care College, Estonia  
Velga Sütmane, Riga 1<sup>st</sup> Medical College, Latvia

The Chair of Pharmacy in Tallinn Health Care College (THCC) is co-operating with Riga 1<sup>st</sup> Medical College (R1MC). In order to get more familiar to the co-operation partner, we conducted a comparative analysis of curricula in pharmacy. Based on the curricula in pharmacy of R1MC the tuition takes 2.5 years, 150 ECTS and is completed by receiving the qualification of Pharmacist assistant. In THCC the tuition takes 3 years, 180 ECTS and is completed by receiving the qualification of Assistant Pharmacist. The results of comparative analysis are in Table 1.

**Table 1. The differences in components of curricula in pharmacy between THCC and R1MC in 2010.**

<i><b>College</b></i>	<i><b>Basic Subjects</b></i>	<i><b>Special Subjects</b></i>	<i><b>Practice</b></i>	<i><b>Exam</b></i>	<i><b>Elective Subjects</b></i>
THCC	45 ECTS	120 ECTS	38 ECTS	5 ECTS	10 ECTS
R1MC	30 ECTS	75 ECTS	25.5 ECTS	12 ECTS	21 ECTS
Gap between THCC/R1MC	-15 ECTS	-45 ECTS	-12.5 ECTS	+7 ECTS	+ 11 ECTS

The tuition in THCC consists remarkably more of Special Subjects (120 ECTS vs 75 ECTS), as well as Basic Subjects (45 ECTS vs 30 ECTS) and Practice (38 ECTS vs 25.5 ECTS). The capacity of exam/final paper is smaller in THCC (5 ECTS vs 12 ECTS), as well as Elective Subjects. On the other hand, Elective Subjects in R1MC contains „sport“ (7.5 ECTS).

Contact: lilian.ruuben@ttk.ee

P.

# **DOCTOR 2010: QUESTIONNAIRE SURVEY TO PHYSICIANS QUALIFIED IN 1997-2006**

Alar Sepp, MD, MA, University of Tampere, Finland; Tallinn Health Care College, Estonia

Irma Virjo, MD, PhD, University of Tampere, Finland

Kari Mattila, MD, PhD, University of Tampere, Finland

The Physician 2010 survey is a continuation of the studies Young Physician 1995, Physician 2000 and Physician 2005. The survey population consists of the physicians licensed in 1997–2006.

Almost all young physicians aim to take a specialist degree in medicine. In 2005, young doctors felt that they received too little training in management and administrative work in their specialization education. They were very satisfied with the teaching they received in clinical work. Working conditions have more impact than before on young doctors' career choices. Young doctors felt that they were the least appreciated by national and local decision-makers. Doctor 2010 will be carried out by the University of Tampere and the Estonian Medical Association.

Contact: [alar.sepp@ttk.ee](mailto:alar.sepp@ttk.ee)

O.P.

# **ASSESSMENT OF ADVANCED NURSING CLINICAL COMPETENCE**

Danguole Sevconiene, BSc in nursing, Utena College, Lithuania

The aim of this study: to measure advanced nursing clinical competence by describing the professional skills, compared to different educational and work experience groups. Nurse clinical competence scale can help nurses assess their theoretical knowledge, clinical experience, professional development, quality assurance.

The objectives of the study:

1. Set the level of nursing competence.
2. To investigate the importance of activities carried out by nurses.
3. Distinguish the main features of advanced clinical competence.
4. Relationships between nurses' responsibility and the level of competence.

For problematic issues: how to measure the competence of a nurse, what instrument to study? The answers would be - Nurse Clinical Competence Scale.

Contact: sevcove@gmail.com

O.P.

# **THE ROLE OF A MIDWIFE IN PREPARING A PREGNANT TEENAGER FOR PREGNANCY AND CHILDBIRTH**

Kaire Sildver, RM, Irena Bartels, RM, Tallinn Health Care College, Estonia

The aim of the research is to describe the preparedness of teenagers for pregnancy, problems and the role of a midwife in preparing a teenager for pregnancy and childbirth.

The conclusive results of the research:

- 1) A teenage pregnant woman is considered a risk as teenage physiology, psyche and social status have not yet developed to full extent and the young person is not ready for pregnancy, childbirth and the role of a parent.
- 2) The teenage body is not yet fully ready to carry and give birth to a child and therefore a pregnancy can cause health problems. In addition, a young person is not responsible for her health behavior and actions, which can become a problem when raising a child.
- 3) The role of a midwife in teenage pregnancy is to be supportive, guiding and helpful. A midwife should certainly explain the severity of the situation to the teenager and present it as realistically as possible.

Contact: kairetoiste18@hotmail.com

P.

# **THE EXPANSION COMPARISON OF THREE GYPSUM PRODUCTS USED IN DENTAL TECHNOLOGY**

Britta Šafranovski, 3<sup>rd</sup> year dental technology student at Tallinn Health Care College, Estonia

Tõnu Kauba, PhD, Tallinn Health Care College, Estonia

Toomas Pihl, PhD, Tallinna Tehnikakõrgkool/University of Applied Sciences, Estonia

Statement of problem: Gypsum does not expand more than it is made possible by manufacturer.

Objective: The objective of this study was to compare the expansion of type II and type III gypsum products with correct water ratio and gypsum powder; with incorrect water ratio and gypsum powder, and when moisture is added, after two hours of setting.

Material and methods: The gypsum products tested in this study were Plaster of Paris and Model Plaster. Both materials were mechanically mixed under vacuum for 45 seconds. After mixing, the mixes were immediately poured into specimen form. The expansion values were recorded after 2 hours, first with a feeler gauge and later under a microscope.

Results: The expansion of type III Model Plaster was higher than foreseen by manufacturer, the average expansion was 0,23% (correct w/p ratio); with wrong ratio of water and gypsum powder the average expansion was 0,2% and with moisture added 0,27%.

The average expansion of the Plaster of Paris was 0,19% (w/p ratio); with wrong ratio of water and gypsum powder the average expansion was 0,17% and with moisture added 0,16%.

Conclusion: type III gypsum demonstrated higher expansion values than type II products.

Contact: [brittasafranovski@gmail.com](mailto:brittasafranovski@gmail.com)

O.P., P.

## **EXPERIENCES FROM LIFELONG LEARNING PROGRAMME/ERASMUS INTENSIVE COURSE ON PALLIATIVE AND END OF LIFE CARE**

Veera Schmyreitshik, 2<sup>nd</sup> year occupational therapy student at Tallinn Health Care College, Estonia

Madina Saifudinova, Yana Kobrieva, 3<sup>rd</sup> year pharmacy students at Tallinn Health Care College, Estonia

Mentor: Karin Lilienberg, MD, MSc, Tallinn Health Care College, Estonia

Tallinn Health Care College among seven European countries and institutions has been partner in Lifelong Learning Programme/Erasmus programme – Interdisciplinary Programme on Palliative and End-of-Life Care (IPPE) since 2007. This time the intensive course took place in Gent and Dworp, Belgium from 17-29 January 2010. The module focused on end-of-life issues to meet physical, psychological, social, spiritual and practical needs of clients and caregivers.

The aim of the programme was the professional and personal development of students within health care and rehabilitation in order to give more comfort to people in their last phase of their lives. One of the main assumptions in the project was the use of interdisciplinary approach, cooperation between different professions in health care. Our college had a great opportunity to represent occupational therapy and pharmacy part in this field.

In poster presentation, the experiences from students working in interdisciplinary and international team are presented.

Contact: [veera.shmyreitshik@gmail.com](mailto:veera.shmyreitshik@gmail.com)

P.



# **CONTEMPORARY NURSING AND CLINICAL SUPERVISION IN THE CZECH REPUBLIC**

Lenka Špirudová, Mgr, PhD, RN, Palacký University in Olomouc, Czech Republic

Clinical supervision in nursing is one of the possible methods to help nurses and to support particularly in the field of mental health and comfort. Czech medical personnel (doctors and nurses) are not normally accustomed to meet with supervision, so they can observe a relatively strong opposition with suspicion and sense of threat ("More threatening and restrictive control"). The author explains the possibilities and limits of supervision in nursing.

Contact: spirudo@seznam.cz

P.

# OUTPATIENT LONG-TERM NURSING IN ESTONIA

Kadi Tarasova, RN, BSc, Tartu Health Care College, Estonia  
Mentor: Alar Sepp, MD, MA, Tallinn Health Care College, Estonia

The long-term nursing services funded by the Estonian Health Insurance Fund include home nursing, geriatric assessment, cancer patient support treatment and inpatient recovery treatment. The target group of long-term nursing treatment includes all patients with permanent functional damage to health who need permanent or temporary nursing and welfare services. It is estimated that by 2014 the proportion of old people would amount to 17% of the population. A typical individual in need of long-term nursing is aged 65 or more; suffers from several chronic diseases, needs assistance in treatment procedures and is unable to take care of herself or himself. In general, these people are adults with several coping skills, or in other words, geriatric patients. In recent years the volume of home nursing treatment will grow along with inpatient long-term nursing and a network of daytime nursing services will be established. So far the availability and quality of long-term nursing services has been limited, because welfare services and the health care system have been funded from different sources, i.e. from the state budget and by the Health Insurance Fund. In order to react more effectively to the needs of the elderly and people with multiple problems, the services aimed at the elderly should be better integrated and coordinated. This presentation provides an overview of the development plan of the network of long-term nursing and the current situation of home nursing in Estonia.

Contact: kadi.tarasova@kliinikum.ee

O.P., P.

# **THE COMPARISON OF SOLDERED JOINTS OF ORTHODONTIC WIRES**

Tuuli Toom, 3<sup>rd</sup> year dental technology student at Tallinn Health Care College, Estonia  
Tõnu Kauba, PhD, Tallinn Health Care College, Estonia  
Toomas Pihl, PhD, Tallinna Tehnikakõrgkool/University of Applied Sciences, Estonia

Objective of the research: to compare the strength of soldered joints resulting from soldering orthodontic wire with different soldering techniques.

Hypothesis: the technique of roughening wires affects the strength of soldered joints. The soldered joints have higher endurable mechanic strength features when soldering wires with flux and solder, than soldering with paste.

Course of work: test bodies were produced by soldering wires, using 5 cm long wires with 1 mm diameter. During the soldering of wires, the following appliances were used: 1) silver solder paste; 2) flux and solder. For roughening wire tops, 6 test bodies were roughened with sandblast and 6 test bodies with milling. Tensile strength tests were conducted with universal material testing equipment.

Conclusion: soldered joints roughened with sandblast tops and connected with flux and solder had the highest tensile strength. Soldered joints roughened with sandblast tops and soldered with silver solder paste had the lowest tensile strength.

Contact: [tuulitoom@gmail.com](mailto:tuulitoom@gmail.com)

O.P., P.

# **THE COMPARISON OF DENTAL SERVICE MANAGEMENT IN EU COUNTRIES**

Andry Tulp, Mihhail Beloussov, 2<sup>nd</sup> year dental technology students at  
Tallinn Health Care College, Estonia  
Mentor: Tõnu Kauba, PhD, Tallinn Health Care College, Estonia

The balance in health care systems of European countries is attempted to achieve between two principles: system sustainability and solidarity of financing. Most western European countries have maintained a relatively high level of solidarity. Dental service is mostly being financed by state-regulations or compulsory social security in the following „old“ EU countries: Austria, Belgium, France, Germany, Luxembourg and The Netherlands. Scandinavia and United Kingdom have the obligation connected with citizenship, guaranteed by the state tax system, and organized health services. In southern Europe and Ireland, most of the dental services are paid by patients, supported by case-based compensation through (private) insurance. In these countries there are also some money for public-funded services, but it is intended for a specific population group (children, the unemployed, etc.).

Similarly, the majority of eastern European countries seek to maintain the principle of solidarity, but the difficulty seems to be following the principles of financing.

Contact: andry.tulp@gmail.com

O.P.

# **STUDENT'S STRESS AND PECULIARITIES OF ITS OVERCOMES**

Zita Zajanckauskiene, MEd, Daiva Treiniene, MEd, Utena College, Lithuania

Every-day stress becomes a usual issue in our life. Everyday we meet various difficulties which arise the uncomfortable condition – the state of stress. There are various situations which cause stress to the students. As of some causes, we can mention adaptation, studying load, and assessment of studies, which arouse fear of exams, disagreement with lectures, mentors or patients, financial problems. For the students arriving from other districts, the changing of living places causes stress, too.

These stress conditions raise depression, changes of mood, self-assessment, and self-doubt. It is necessary to present the student's possible outcomes of such situation. It is very important to ensure timely help to these students.

In the theoretical part of this study, the definition of stress, reasons, factors and methods of its elimination is summarized.

In the practical part, stress in the period of studies and overcoming methods are analyzed.

Contact: [zitaz@utenos-kolegija.lt](mailto:zitaz@utenos-kolegija.lt)

P.

# INDEX

Aro, Ilme 17

Balasonoks, Arturs 7  
Bartels, Irena 34, 42  
Beloussov, Mihhail 48  
Bljaškina, Olga 8  
Bragina, Tatjana 9  
Bunga, Inese 10

Celmina, Linda 7  
Cernaka, Kristine 7

Dejeva, Ljudmila 30

Fain, Zeld 13  
Freimann, Jane 11  
Freivalds, Lotars 15

Hörrak, Eha 19

Jakovleva, Olga 15  
Judina, Baiba 7  
Juhansoo, Tiina 12, 13  
Jurgelioniene, Ruta 14

Kaasik-Aaslav, Urve 28, 37  
Kalam-Salminen, Ly 17, 35, 36  
Kalvane, Lelde 15  
Kamayev, Igor 16  
Karell, Marika 17  
Kauba, Tõnu 43, 47, 48  
Kiloman, Merle 18, 21  
Kinner, Ljubov 19  
Kirikmäe, Kaire 20  
Kirm, Helve 21  
Kisvetrová, Helena 22, 26  
Kivisild, Ülle 13  
Klein, Katrin 23  
Kobrieva, Yana 44  
Kopteva, Larisa 16  
Korņeva, Zane 10  
Kotkas, Ene 8, 32  
Kulev, Marge 25  
Kutnohorská, Jana 22, 26  
Kõrve, Ave 24  
Kärema, Annely 27

Lemberg, Kertu 28  
Lilienberg, Karin 44  
Loit, Kairi 29

Mattila, Kari 40  
Mets, Aljona 30  
Moks, Milvi 8, 32  
Muromskaja, Anna 30  
Mürsepp, Eda 13, 29, 30

Noskova, Veera 31  
Nurme, Birgit 32

Orav, Ave 33  
Osadtšaja, Jekaterina 34

Paeglite, Margarita 15  
Petelina, Irina 16  
Petrov, Aleksander 31  
Pihl, Toomas 33, 47  
Pozdeeva, Tatjana 31  
Puukko, Silva 35, 36

Raadik, Kärt 37  
Romandi, Mariliis 38  
Ruuben, Lilian 39

Saifudinova, Madina 44  
Schmyreitschik, Veera 44  
Sepp, Alar 11, 23, 25, 39, 40, 46  
Sevconiene, Danguole 41  
Sildver, Kaire 42  
Slavinska, Vita 15  
Sütmane, Velga 39

Šafranovski, Britta 43  
Špirudová, Lenka 45

Talašok, Juliana 37  
Tarasova, Kadi 46  
Toom, Tuuli 47  
Trofimova-Trofimovica, Santa 15  
Treiniene, Daiva 49  
Tupits, Mare 12  
Tulp, Andry 48

Vanatoa, Mare 33, 37  
Vehviläinen, Raisa 35, 36  
Vidžis, Aldis 10  
Virjo, Irma 40

Zajanckauskiene, Zita 49