

**mgr Lucyna Kwiećkowska**

## **SELF-AWARENESS IN THE MODEL OF DEVELOPMENT OF SOCIAL COMPETENCE INDISPENSABLE IN EVIDENCE-BASED NURSING PRACTICE**

**Keywords:** communication skills, social skills, professional competence, nursing, attitude, evidence-based nursing practice.

### **Streszczenie w języku angielskim (English summary)**

Communicative skills of the nursing personnel form competencies which significantly affect the efficiency of the therapeutic process conducted by the interdisciplinary team. Conscious skills development contributes to a more efficient communication among therapeutic team members and to work in the highest possible standard in line with good clinical practices based on latest scientific evidence. Contemporary views on teaching social skills such as communicative competence point to the necessity of shaping an attitude approving the significance of the skills in nursing practice. The process should be executed both in the course of occupational learning, and during professional development.

The dissertation focuses on a broadly understood issue of shaping positive attitudes towards learning communicative skills based on the learner's awareness of the necessity of continuous development of competencies. Evaluation of attitudes in groups of students and professionally active nurses was performed in the framework of the research conducted. For the first time, Communication Skills Attitude Scale (CSAS-P), an adapted and validated Polish tool was used for this purpose. Furthermore, a model of factors determining attitude towards learning communicative competence among nurses terminating their speciality training was subject to empirical verification.

Study results indicate that both students and professionally active nurses demonstrate a generally fairly positive attitude towards learning communicative skills. However, the reported relatively low level of attitudes in certain groups of nurses examined may be directly connected with the nature of work performed (quick decision-making and limited time devoted to the patient). Besides, the attitude may be affected by such factors

as: the nature of the workplace, psychological dispositions (agreeableness and empathic tendencies) and professional experience.

The above mentioned results emphasize the need of introducing thoughtful learning targeted at shaping attitudes and raising awareness in the field of self-improvement. Additionally, they indicate the necessity of personalized instruction, where the needs and expectations of the learner, as well as circumstances linked to the workplace must be considered.