

SUMMARY

Introduction: Readiness for learning and development of educated and trained adults is linked to the concept of lifelong learning. Permanent acquisition of knowledge and skill development is a condition for effective functioning in a changing reality that demands never ending training. The continuous development of medical science, the introduction of new diagnostic and therapeutic methods using specialized equipment, as well as the development of nursing make the knowledge possessed during the studies no longer sufficient. As a result pursuing the profession of a nurse in accordance with the indications of the current knowledge obliges nurses to improve professional qualifications and acquire new competences.

The presented thesis addresses the topic of nurse readiness for learning and development in the context of new nursing mandates for prescribing.

The aim of study: The purpose of the study was to analyze the diversity of nurses' readiness to administer medication and to write prescriptions depending on selected sociodemographic and psychosocial factors.

Material and methods: The research problems were related to the influence of selected sociodemographic factors (age, length of service, place of work and residence, health status, education, additional qualifications) and to psychosocial ones (readiness for learning and development, professional burnout, satisfaction of life) and concerned the willingness of nurses to prescribe drugs and to write prescriptions.

The study was conducted among 414 POZ nurses and 342 AOS nurses in the Podkarpackie voivodship. Four diagnostic tools were used. Nurses' readiness for prescribing was tested using the GPUR - 2012 Readiness to Learn and Development Questionnaire. The professional burnout measurement was performed using the LBQ Occupational Exposure Questionnaire. The level of life satisfaction in the study group was determined using the SWLS. Using the Self-Assessment Questionnaire, selected sociodemographic data of respondents was obtained together with data on the extension of nursing powers in the field of drug regulation and prescription.

Results: Our own research has shown that among the socio-demographic factors, age, educational attainment and additional entitlement have significantly influenced nurses'

readiness to administer medication. Moreover, the analysis of the results showed that for all levels of readiness for learning and development, the average results were predominantly related to the perceptions of the community of educational and vocational goals (D2 - 591 (78.2%)) and the perceived effectiveness of in - service training at work (F6 - Thus, the willingness of nurses to learn and develop was related to the professional readiness of the respondents.

Studies show that among the surveyed POZ and AOS nurses prevalence of persons with average and low level of life satisfaction prevailed, which together accounted for almost 75% of the examined group. The level of satisfaction significantly influenced nurses' readiness to administer drugs and to write prescriptions. Nurses who had a higher level of life satisfaction were also more prepared to administer food for special nutritional purposes ($\rho = 0.095$; $p = 0.0092$), medical devices ($\rho = 0.117$; $p = 0.0012$), potent $\rho = 0.138$; $p = 0.0001$), narcotic drugs ($\rho = 0.078$; $p = 0.0311$) and psychotropic drugs ($\rho = 0.085$; $p = 0.0196$).

Self-reported analysis revealed that significantly higher levels of occupational burns related to lack of efficacy were associated with more POZ nurses than AOS nurses, with less willingness to administer these drugs in all areas of professional burnout.

Conclusions: Among the factors influencing the readiness to administer drugs, the possession of a course in nursing, life satisfaction and selected scales of readiness for learning and development have been found as essential. The lack of additional qualifications, an older age, and the degree of burnout associated with lack of engagement in the relationship can be attributed to the factors that reduce nursing readiness for prescribing, prescribing and referral.

The study shows the influence of selected sociodemographic and psychosocial factors on the readiness of the examined nurses to administer the drugs and to write the prescriptions.

The results can be used to plan training and courses, and to develop special pro-development programs, which can increase the involvement of nurses in personal and professional development. They will also allow to verify the validity of the introduced law extending the competencies of nurses in Poland.

Key words: nurse, prescribing drugs, prescribing, readiness for learning and development, professional burnout, life satisfaction.