

Abstract

The thesis focused on the psychological burden of students on professional practice and the related self-confidence of students.

I set myself the following **goals**:

1. To analyze the current state of the issue of mental stress of students in professional practice using scientific sources and articles in Czech and foreign literature
2. Prepare a non-standardized structured questionnaire and assign the target respondents – students of Charles University 2nd and 3rd Faculty of Medicine / Faculty of Medicine / in Prague and students of the Faculty of Health Care of the Catholic University in Slovakia
3. Identify potential differences in the identification of stressors in the course of professional practice and assessment of load by students
4. Propose recommendations for improving education and training during studies

The methodology: the work consists of data analysis obtained using a structured questionnaire, which was distributed electronically among students of General Nursing in 2nd and 3rd year in Czech Republic and in the 2nd and 3rd year in Slovakia. The final number of respondents for both universities was 66, a rate of return of 72%. MS excel 2016 spreadsheet processor and IBM SPSS Statistics software version 22 (USA) and Statistica version 12 were used for data analysis.

The hypotheses were tested by the Mann-Whitney U-test.

Results in hypotheses. We assumed a difference between students who were sufficiently addressed by the mentor during practice and those who were insufficiently addressed in the perception of traumatic events during professional practice. The hypothesis has been confirmed. We assumed that there is a difference between students from KU SK and UK CZ in the perception of traumatic events during professional practice. The hypothesis has been confirmed. For students from CZ CZ and KU SK, there is a difference in self-confidence in individualized, nursing care and after completion of practice. The hypothesis has not been confirmed. There is also no difference between students of 2.a3. grades in self-confidence.

The conclusion is a recommendation to reduce the mental burden on students through the introduction of supervisions, repeated practical exercises under the guidance of teachers, motivation of mentors and provision of online instructional videos to students.