Construction of Practical Courses for Nursing Undergraduate Nursing Students

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Abstract. To explore the method and effect of the construction of nursing undergraduate nursing practice course. The nursing undergraduate of nursing school practice teaching in the course of construction and in theory course introduced introduces Japanese support basic technical knowledge and well-being concept and Taiwan nursing philosophy teaching; geriatric nursing practice class hours and in practice in the class by situational teaching method, organize students to volunteer to homes for the elderly field visits; in course assessment increase part of practical evaluation. To study the course of the 88 undergraduate course assessment, in practice before and after the use of the attitude of the elderly questionnaire for students to investigate. The learning course 84.1% of student achievement is well above levels, the attitude score for the elderly is higher than that of the learning before (P < 0.05), after learning of undergraduate nursing students on elderly care courses are interested by 78.41% increased to 92.05%, take care of the wishes of the elderly by 71.59% to 88.64% (P < 0.05). The construction of nursing undergraduate nursing courses can effectively improve the learning interest of nursing students, improve students' attitude to the elderly, and improve the students' willingness to take care of the elderly.

Introduction

With the increase of people's average life expectancy and the increase of social welfare, the number of the elderly has increased rapidly, and the aging population has become a global trend. Aging of the population of the elderly health problems are increasing, should be based on the global population aging and the elderly care needs of the status quo, to speed up the construction and development of nursing education. As the nursing students of the future, it is very important to study the nursing of the elderly. Nursing care for the elderly is not only an interdisciplinary course, but also a practical service course, but the traditional curriculum only focus on learning in the geriatric nursing theory, content, less lessons, practice course and the contents of a single, assessment in the form of boring, resulting in students' interest in learning is not high, poor practical ability, little is known about the and in developed countries or regions geriatric nursing theory. Therefore, this study on the construction and application of the elderly nursing practice courses, designed to cultivate nursing students' elderly nursing ability.
Objects and Methods

Research Objects

Selected our nursing department of 2013 Level 2 class 88 undergraduate nursing students as the research object, which Boys 7 (7.95%), female 81 (92.05%); age of 20-39 age (21.15±1.02); students for the city of 79 (89.77%); preliminary investigation would take care of the elderly 63 (71.59%), do not want to take care of the elderly 25 (28.41%)

Course Construction

In our department the first nursing undergraduates opened geriatric nursing courses. In a review of the literature based on , with reference to the plan and curriculum setting of nursing colleges in our province found, geriatric nursing hours, teaching content in theory teaching mainly and the contents of a single, practice course. Therefore, based on the teaching outline of the geriatric nursing, we combined the development of the elderly nursing home and abroad and the current situation of the demand for the elderly nursing personnel.

Course Hours. Geriatric nursing as a required course, arranged in the first semester of the second academic year study. The general teaching hours of geriatric nursing is 36 hours, 24 hours of theoretical courses, 12 hours of practical courses. In my department, the total hours of old nursing courses are set to 54 hours, of which 24 hours of theoretical courses and 30 hours of practical courses.

Theory Course. The curriculum construction in the respect of teaching materials based on the theory teaching hours of unchanged, the introduction into the Japanese nursing development and the status quo; in common health issues and care in the elderly and the elderly common diseases and nursing care of two chapters, combined with the Japanese nursing in the corresponding technology (diet, excretion and mobile support technology, etc.) to teach; in the elderly mental health and mental health care and the elderly daily life nursing and two chapters, an increase of elderly dementia care and mental dielectric support technology content. Teaching methods used teaching method and discussion method.

The Practice Teaching Contents and Methods. The practical training of traditional Geriatric Nursing has been played teaching video, instructed teaching and instructed students to being simulate practice in the lab, the teaching contents were older' daily life nursing. The study was more passive, and couldn't inspire study positivity of students. Thus, on the basic of preserved teaching contents and methods, practice course has been increased 18 learning time, the learning times which have been increased were mainly being the situation. Simulation training about senile dementia, senile paralyze. The elderly fall, depression and some others Nursing of general disease of senile, students chooses cases by themselves and being reported about elderly general healthy issues, disease nursing and Nursing home field visits.

Situation simulation training: After teaching class, students have been divided into several groups(5~6 every group)surrounding the important knowledge which need to mastered, in the teaching outline, searching the relative literature, combined with the knowledge, developed nursing plan, writing script. Every manner after students demonstrated, teachers summary, evaluated the key of this course and nursing skills which must mastered by students. The discussing of students group, reported the acquiring knowledge and exist problems by the form of slides.

On-site visit the nursing home: Organized students being twice time to visit the nursing home in the middle and end of the semester, once, introduced and explained by caregivers of different district in our institution. The contents covered apply and function of the caregivers
daily working rules and proceeding, elderly special mental conditions and daily activities. elderly general diseases as well as Nursing measures and ways to deal with the emergency and an on. The twice, the elderly fall prevention tips and the healthy hand for elderly which designed by our students imparted to elderly, cultivating the communicating ability between students and elderly. Not only improved students interesting of autonomous learning, ut also stimulated the work willingness of students, and reached teaching goals.

Courses Examination. Practice the theory and practice of double by discussion, they were all covered half of the requirement of teaching outline, has been increased subjectives' percent of examination, clinical questions closely linked and operate demonstrate, demand children not only could being nursing operation, but also spoke out how and why being the operation, mainly checked, the ways and operative methods about nursing process of students to elderly.

Effect Evaluation

Course Assessment. Undertake to the student course evaluation students grasp the situation of curriculum content, mainly includes the theory and practice of examination. Appraisal theory mainly assessment of geriatric nursing related theory, the definition of old age common diseases clinical development and common health problems and nursing care and the elder. Practice examination is a common disease or health problems by the old student's choice to slide. By four tear hers adopt unified criteria to rate at the same time. Take divide as students' actual score. Actual grading standard for solid professional knowledge master course, analysis concept, expression is rigorous, depth conforms to the students' basic process prominent nursing measures, health promotion, etc.

The Question Survey. Basic information form: Including gender, age, domicile of origin, interest in geriatric nursing courses and care of the aged will, etc.

Kigan's Attitudes Toward Old People Scale, KAOP. The scale by the Kogan[1],in 1961 by Taiwan scholars in our country after Yen[2] revised translation into Chinese, such as scale including prejudice and appreciate the two dimensions, a total of 34 items, item 17 negative attitude, appreciate dimension 17 items.6 score method, including very much against(1 point),against(2 point),a bit against(3 point), a bit approval(5 point), very much approval(6 point),approval(7 point). Prejudice entry points, in contrast, the total score of two dimensions: 34~238,136 is neutral, more than 136 said attitude is positive. Score, the higher the attitude is more, on the contrary, the lower the score, the more negative. The scale of the content validity index is 0.92, Cronbach's the coefficient of a is 0.82.

Learning to send questionnaires to the students before and after the course, the instructor filled out by students themselves under the guidance of a vilified completed recycling questionnaires on the spot, two surveys were sent 88 questionnaires, each effective recovery rate was 100 %.

Statistical Methods

Using SPSS 18.0 statistical analysis of data entry and counting data, described as a percentage, mean and standard deviation measurement date used to describe the learning course students attitude towards the elder score before and after using t test, interest in geriatric nursing courses and comparison on the wishes of the elder care by $\chi^2$. 

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Result

Student's Course Examination Result

88 students' course examination result is 67~92 (81.76±5.13), 74 students the above is in good level(≥70). Students practice is 70~95(85.36±6.89), Theoretical result is 64~90(78.15±5.44).

The Questionnaire Results

After learning geriatric nursing students' interest in geriatric nursing courses and to the wishes of the elder care improved, interested in geriatric nursing students increased form 78.41%(69/88) to 92.04%(81/88). The difference was statistically significant (χ²=6.498, P<0.001) wished of the elder care students increased from 75.59%(63/88) to 88.64(78/88) (χ²=8.024). Students' attitude towards the elderly before and after the course score is shown in Table 1.

Table 1. Comparison of scores before and after course construction.

<table>
<thead>
<tr>
<th>Time</th>
<th>Prejudice</th>
<th>Appreciate</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the course</td>
<td>78.3±7.89</td>
<td>80.36±9.78</td>
<td>159.86±14.96</td>
</tr>
<tr>
<td>After the course</td>
<td>80.78±11.11</td>
<td>84.25±8.01</td>
<td>165.06±14.09</td>
</tr>
<tr>
<td>T</td>
<td>1.27</td>
<td>2.47</td>
<td>12.65</td>
</tr>
<tr>
<td>P</td>
<td>0.007</td>
<td>0.001</td>
<td>&lt;0.001</td>
</tr>
</tbody>
</table>

Discussion

Help Students to Master Relevant Knowledge and Aged Care Skills

Through the teaching, the result of more than 84.1% of the students in good level, shows that the courses help students master relevant knowledge and skills in aged care. Japan's interface technology improves the quality of life in the aged, which was put forward by Peng Lizhen etc.[3] who had reflections on the medium armor of Japan, and the knowledge of Japan’s medium armor should be integrated into elderly care in nursing college and undergraduate education. Synthesizing the above reasons, we put basic knowledge of Japanese medium armor and well-being idea into the teaching material content to teach students in the form of theoretic lecturing. After teaching the core theoretic knowledge, the geriatric nursing teaching in Taiwan provide students with more practice and time of autonomous learning, applying theoretical knowledge to practice[4]in time. The course construction complies with this idea, including adding training lessons up to 18 hours and each class having practice courses to review the theoretical knowledge and practice. Taking scenario training for the common diseases in the elderly care as well. Supporting by basic nursing knowledge, the heuristic teaching method is adopted to enable students to learn autonomously, search information actively, analyze cases and demonstrate the clinical manifestations of the disease and nursing measures through the form of simulation which will consolidate the theoretical knowledge and practice operations at the same time. Final examination adopts report form of PPT, stimulating the students' curiosity and desire for knowledge, training positive thinking, learning to question, and judgment. Thus, improving the students' subjective initiative and enhancing the learning experience and effect target.
Help to Improve the Student's Attitude Towards The Elderly

The improvement of nursing students attitude towards the old (P < 0.05) and the enhancement of both the interests of geriatric nursing and willingness to take care of the elderly (P < 0.05) are in accordance with the scholars’ study result[5] via studying 54 class hours of geriatric nursing. Due to the height of the aged care independence and the content of the special nursing home care, many nursing undergraduate students are reluctant to engage in aged care. Some experts believe that the low desire and interest result from elderly care in dealing with the elderly unpleasant experience in the past[6], which illustrates the willingness of the care of the elderly is somehow related to the attitude and the emotion of the elderly. Therefore, it is necessary to turn negative attitude and emotion into positive attitude and emotion towards the elderly so as to promote students’ willingness of the elderly care. Construction and implementation of Geriatric nursing curriculum are the attempts in influence on the formation of the elderly attitude. In geriatric nursing curriculum implementation, the nursing students make role-play of the elderly and the nurse through simulations, experiencing the process of aged care from different angles and both dysfunction in the elderly and the necessity of nursing, which are conducive to establish a positive attitude in the elderly and to further enhance nursing students’ ability and interests of the elderly care. To on-site visit of the nursing home, the nursing students have more opportunities to get along with the elderly and to help them master the skills of communicating with the elderly, contributing to better understanding the old's physical and mental needs and building a deep relationship with the aged to develop the formation of the care of willingness. Practice shows that we should pay much attention on penetration of humanistic knowledge in all aspects of geriatric nursing curriculum implementation. Through certain theory study in aged care, multiple and various methods of training skills and experiential activities can enrich nursing students’ knowledge of aged nursing, eliminating the bias and misunderstanding of the elderly, improving their attitude to the elderly and helping nurses to take care of the elderly will form.

In the construction of the practical courses, integrating both Japanese interface protection technology and concept and Taiwan nursing concept into the whole teaching process, and applying knowledge to practice to get great results lay the foundation of students working in the direction of pensions and aged care.

Summary

According to content of course, method and class hour, Geriatric nursing practice construction have been adjusted. These adjustments improve the learning interest of geriatric nursing students, improve student's attitude to the elderly, improve students' willingness of caring for the elderly and improve the professional quality of students.

Acknowledgment

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References


