

· 生物医学教学 ·

Construction Clinical Practice Patterns for Nursing Postgraduates
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ABSTRACT Objective: To construct a reasonable questionnaire of clinical practice for nursing postgraduates of professional degree and lay the foundation for further researching and investigating the clinical practice of nursing postgraduate of professional degree.

Methods: Formal questionnaire was formed after researching the literatures and theoretical analysis, which was modify after expert consultation. The reliability and validity of every index's was calculated. **Results:** Data reclaimed was processing by spss17.0. The coefficient of Cronbach's α for the questionnaire was 0.926, and the content validity was 0.951. The content validity of each group of specialists' rang from 0.741 to 1.000. **Conclusion:** Questionnaire can be used for researching the clinical practice nursing postgraduates of professional degree.

Key words: Nursing; Postgraduates; Degree; Practice

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Introduction

The professional degree is also called clinical degree, which is a kind of degree type spoke to the science degree. The purpose of the professional degree is culturing high level of applied talents with solid theoretical foundation, these talents can satisfy the actual needs of special business or profession^[1]. The emphasis for postgraduates of professional degree is studying the nursing theory and senior practice skills^[2]. The nursing postgraduates of professional degree should pay more attention to professional quality, clinical practice process, the capability to deal with problem. By the end of 2008, the government strive to develop the professional degree, there were 60 thousands students was enrolled into school by about 80 universities^[3]. Duing to the education start of nursing postgraduates of professional degree was later, so there are many unsatisfaction in these aspects of such as training target and clinical practice. Nursing is an applied science, and clinical practice play a significant part in nursing education. The development of the discipline can not leave clinical^[4].

With the transformation of health concept and medical model, the nursing working was more profound and encyclopaedia connotation. Nursing postgraduate students need to be good at clinical thinking and strong abilities of analysis and solve problems, to master the nursing operation skills in clinical practice and know international nursing trend, to carry out the holistic nursing

with nursing process, to grasp the application to a variety of the tables and the way to correctly write nursing records, to put forward treatment suggestions for difficult case in time, and to independently organize and carry out rescue work for critically patients. Clinical competence is the most basic ability in all abilities of nursing postgraduates^[5]. Clinical practice not only make nursing postgraduate students grasp operation skill and improve the abilities management, teaching and scientific research, but also provide the chance to demonstrate their abilities for nursing postgraduate students. So it is important to probe and establish a perfect cultivating pattern for improving clinical competence of nursing postgraduates.

1 Method

1.1 Designed questionnaires

Through literature review, the literatures about clinical practice for nursing postgraduates of professional degree and the current situation of clinical practice, which are published in nursing magazines for decades were collated and summarized.

Communicating with 10 nursing postgraduates and 5 tutors of nursing postgraduates who are separately from Medical College of Qingdao University, Shanxi Medical University and Shanghai JiaoTong University, then their suggestions and opinions about clinical competition were wrote down.

Based on the syllabus of clinical practice for nursing post-

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graduates of professional degree, consulting the training programs of professional degree in famous medical universities in China and specialty feature for nursing, setting questionnaires were manual, which consists of 8 first-class indexes: practice targets, practice bases, practice time, practice departments, practice forms, practice contents, practice assessment and 55 second-class indexes.

1.2 Consulting the experts

The method of Delphi was used, and the 20 experts in nursing management, nursing education and clinical care were invited, to direct the primary questionnaire, and to check the content and the expression of every index whether or not really reflect the connotation for clinical practice. All the experts have been worked for at least 10 years, the longest for 37 years. The position of the experts is consisted of 11 directors, 6 vice directors and 3 intermediate certificates. Education background is consisted of 15 university bachelor degree and 5 postgraduate degrees. 13 experts are familiar to the questionnaire and 7 experts are very familiar to the questionnaire. These experts separately from medical college of Qingdao university, affiliated hospital of medical college of Qingdao university etc. The questionnaire were sent by email or by myself.

1.3 Testing the reliability and validity of the questionnaire

The Likert's 5 point method was used for this questionnaires, prime importance is assigned 5, importance is assigned 4, general is assigned 3, unimportance is assigned 2, prime unimportance is assigned 1. Each two experts were paired respectively. If they both thought the index was important (5 or 4 or 3), then the index was assigned 1, otherwise 0.

The CVI of each index is the total scores of all indexes /the group number of the experts, and the CVI of each group was the total CVI of each index/the number of the total group. Li thought that the value of the CVI for the questionnaire is more ideal [6], meanwhile, consulting the methods of nursing predecessor dealing with the questionnaire [7], reserved these index in the paper, which the value of CVI is greater than or equal to 0.6.

2 Results

2.1 Expert consultation at first time

The collected data were analyzed by the method of the statistics, and the index "practice time in health department for four weeks" which value was 0.4. Take account of the consistence principle and the suggestion from 3 experts, these indexes including health bureau of medicine affairs of practice department and the administrative department of health of practice bases were canceled. Due to the value of other indexes were all greater than or equal to 0.6, so these indexes were reserved. There were 5 experts thought that gynaecology and obstetrical department should be added to the practice department, 6 experts thought that intensive care unit also was added to the practice department, so the two departments were added to the second expert consultation.

2.2 Expert consultation at second time

The CVI (content validity index) value of every indexes ranged from 0.716 to 1.000, and the CVI (content validity index)

value of each group expert ranged from 0.741 to 1.000, with the CVI value of the whole questionnaire was 0.951. The coefficient of Cronbach's α for the total system was 0.926. Thus the all indexes including the questionnaire were reserved.

2.3 The questionnaire uses in field investigation

3 Discussion

3.1 Continue to research schedule of this article

In recent years, China have been started to take the training for the postgraduate of professional degree seriously, but there is not specific stipulation to the clinical practice of nursing postgraduate of professional degree. This study was just a survey study, the questionnaire was designed being based on the recent clinical practice, the results were regarded as a research tool to further investigate the clinical practice of nursing postgraduate of professional degree. The talent training model is a comprehensive, dynamic and developmental concept [8], and the vital target of the training of the postgraduate of professional degree was clinical skills and clinical practice [9]. To better adapt the science and the world, the nursing postgraduate and the nursing administrator should constantly adjust and reform the training programs according to the needs of science and internationalization for talents, and discuss an effective training program for nursing postgraduate of professional degree.

According to the view from Reid, the number of the experts is between 10 to 1685 [10]. Murphy thought that the more the quantity of experts, the more reliability of the results from, but this view has not been demonstrated [11]. The large quantity of the experts will result in much different to the questionnaire processing, generally quantity of the experts is 15 to 50 [12]. Taking account of the available resource and abilities, 20 experts were selected. In Wu-Ming-long's opinion [13]. The professional degree is also called clinical degree, which is a kind of degree type spoke to the science degree. The purpose of professional degree is culturing high level of applied talents with solid theoretical foundation, these talents can satisfy the actual needs of special business or profession [1]. The emphasis for postgraduates of professional degree is studying the nursing theory and senior practice skills [2]. The nursing postgraduates of professional degree, a complete process of a questionnaire forming process, except expert consultation, should contain the pre-testing and the scene questionnaire survey. This study did an expert consultation and formed a rudimentary questionnaire, so the late-stage survey should not only be finished the pre-testing and the scene questionnaire survey, but the reliability and validity of the questionnaire.

3.2 Significance of constructing the indexes of clinical practice for nursing postgraduates of professional degree

To compare with postgraduate education in western countries, starting time of postgraduate education in China is later, and the development of the education is not perfect [14]. The starting time of professional degree in comparison to science degree is later, and the development is very slow. With the progress of medicine and converging between nursing and world, professional degree and science degree for nursing postgraduate are separately

Table 1 Investigating questionnaire

Granding index	First-class indexes	
Concrete Indexes	A Clinical practice targets	Second-class indexes
		A1 training the management ability
		A2 training the education ability
		A3 training the research ability
		A4 training the innovation ability
		A5 training the operational capability
		A6 training the thinking ability
		A7 training the emergence capability
		A8 training the communication competition
	B Clinical practice bases	
		B1 affiliated hospital
		B2 teaching hospital
		B3 nursing school
	C Clinical practice departments	
		C1 internal medicine department
		C2 surgical department
		C3 gynaecology and obstetrical department
		C4 intensive care unit
		C5 operating room
		C6 emergency department
		C7 nursing department
		C8 hemodialysis department
		C9 nursing special clinic
	D Clinical practice contents	
		D1 fundamental nursing techniques
		D2 special nursing techniques
		D3 nursing management
		D4 nursing education
		D5 nursing research
		D6 communication skill
	E Clinical practice forms	
		E1 teaching in practical department
		E2 discuss the case
		E3 nursing rounds
		E4 nursing records
		E5 nursing assessment
		E6 assisting the head of nursing to manage
		E7 health education
		E8 clinical nursing
	F Clinical practice time	

- F1 total time of clinical practice
- F2 practice time in internal department for 8 weeks
- F3 practice time in surgical department for 8 weeks
- F4 practice time ingynaecology and obstetrical department for 8 weeks
- F5 practice time in intensive care unit for 8 weeks
- F6 practice time in operating room for 8 weeks
- F7 practice time in emergency department for 8 weeks
- F8 practice time in nursing department for 8 weeks
- F9 practice time in hemodialysis department for 8 weeks
- F10 practice time in nursing special clinic for 8 weeks

G Clinical talking teach teachers

- G1 education level
- G2 title level
- G3 teaching experience
- G4 management experience

H Clinical practice assessment

- H1 oral quiz
- H2 theoretical assessment
- H3 operational assessment
- H4 assessment the alility of teaching in English
- H5 assessment scene simulation
- H6 preside care rounds

training that will become an essential trend [15]. Pay more attention to clinical practice of nursing postgraduate, which will become the development direction in future [16]. However, there is a great difference in each school to the clinical practice, there are many problems in clinical practice [2]. Clinical practice is an important part to clinical nursing teaching, which directly impact the quality of nursing talents [17]. Constructing an effective clinical practice indexes that is an important guarantee to improve the quality of nursing postgraduate of professional degree. With the high level of need to talents, professional degree emerges as the time requires. The professional degree and science degree are two kinds of training types, but they have different training emphasis [18]. Nursing postgraduate of professional degree who have independent thinking and scientific thinking ability is the theorist, practitioner and constructor in nursing[19]. Focus on training for professional degree is the application, and the emphasis of training process is the clinical practice. Nursing postgraduate enhance their sense of profession and concept of profession [20]. Therefore, it is an essential for nursing postgraduate of professional degree to constructive the indexes of clinical practice.

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专业护理硕士研究生临床实践模式指标初步构建*

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摘要 目的: 了解护理专家对专业学位护理研究生临床实践的观点, 旨在构建出一套合理的专业学位护理硕士研究生临床实践的问卷, 为进一步调查专业学位护理硕士研究生临床实践奠定基础。方法 通过文献回顾、理论分析的方法自制问卷, 自制问卷经专家函询后进行修正, 各个条目经信度和效度检验。结果: 回收的数据经 SPSS17.0 信度和效度检验后, 每组专家的内容效度在 0.741~1.000 之间, 问卷整体的内容效度(CVI)为 0.951, 问卷的信度为 0.926。结论: 最终形成的临床实践模式指标的问卷, 可以用于专业学位护理研究生临床实践的现场发放。

关键词 护理; 研究生; 学位; 实践

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