

Nursing Planning and Implementation Practice and Research of Curriculum Reform

“护理计划与实施” 课程改革实践与研究

主 编 Marcia Petrini

李斯俭

翻 译 张贻瑾



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主 编 Marcia Petrini 李斯俭

副主编 张青 欧阳艳琼

编 者 (按姓氏拼音为序)

蔡春风 陈晓莉 范湘鸿 裴先波 沈瑞年 王爱玲

王晓琴 喻惠丹 余立平 喻思红 赵小红 朱小平

翻 译 张贻瑾

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「内容提要」

“护理计划与实施”是以概念为基础 (conceptually based course)、以临床实践学习为中心、理论与实践紧密相结合的一门护理临床专业课程。课程以全人、健康和护理为指导思想,采用护理程序的方法,对护理对象及其家人提供全人、整体的照顾模式。本书分为两大部分:第一部分系统介绍了“护理计划与实施”理论与临床学习内容,含 4 个理论单元及 9 个临床单元;第二部分为对本课程的研究与评价,旨在总结武汉大学 HOPE 护理学院护理课程改革实践经验和借鉴国内外先进护理教育理念的基础上,运用个案研究法,评价护理专业本科生在三年级上学期学习“护理计划与实施”及采用概念式教学方法的学习效果。书后附有本研究的相关资料。

Preface

Baccalaureate nursing education was reinstituted in China in the 1980s shortly after nursing education was reinstituted following the Cultural Revolution. The original twelve baccalaureate programs were under the major of clinical medicine. In China degrees are determined by legislation approved by the Ministry of Education. There is no formal degree for nursing, it is under medicine. The original programs required the students to complete the entire medical curriculum and in addition nursing courses in fundamentals of nursing, medical nursing, surgical nursing, pediatric nursing and obstetrical nursing and other courses in the first four years with a fifth year of clinical practice before graduation.

In 2000, Hubei Medical College merged with Wuhan University. In December 2001 Project HOPE signed an agreement with Wuhan University. One of the programs that was requested by Wuhan University was to assist in revising the nursing curriculum to a four year program that would fit within the Wuhan University framework. In 2002 Lily Hsu, Maggie Chen, Yu Sihong and Chen Xiaoli met with nursing faculty to begin looking at the curriculum to determine what changes needed to be made and to look at the content. In 2003 Li Sijian and I were asked to assist with the curriculum revisions. At the time there were over 250 credits required in many courses. The university wanted the curriculum to be similar to other programs with closer to 160 credits and follow the Wuhan University curriculum of one third required courses, one third major courses and one third electives. Also the courses had to follow the university guidelines of 1 credit equals 36 hours and 1 clinical credit is equal to 72 hours.

These new mandates required more review and a new approach to teaching. For example Fundamentals of Nursing has 36 hours for teaching. To cover all the content required a new approach to teaching as well as the development of courses had to be pursued. Therefore the courses were analyzed for the content and from this analysis the major concepts were extracted. The curriculum was then developed based on the nursing process. The courses were based on common concepts that cross all clinical areas. Basic to the courses was drawing information from the basic science and humanity courses required in the general education portion of the curriculum developed by Wuhan University. The teaching of the courses require faculty to facilitate the learning of students rather than to lecture the content which they believe essential. The students are active in the learning process as cases are introduced and students analyze the cases and determine nursing action to be taken. In addition the students concurrently go to the hospital with the clinical courses to reinforce in the same week the didactic content that they have learned and discussed in class. In the clinical setting students are caring for a variety of patients are various clinical units.

Daily they are questioned about their plans for the day and at the end of the day the clinical faculty asks them what they have learned in clinical today. This allows each student to be aware of their learning and progression. Once a week there is a clinical conference in which the students gather to discuss a concept and how each student saw that concept reflected in their patient. This helps students to see how concepts vary in manifestation but exist in all clinical areas.

Faculty workshops for both academic and clinical faculty have been conducted to assist the faculty to develop the didactic materials for class, discuss various media to use to illustrate the concepts, class activities, and new approaches to clinical supervision and conducting clinical conferences. It has been a challenge to faculty and students. Many students are accustomed to sitting in a lecture and giving back lecture notes for an exam and now the students are being asked to think and analyze, to reach and evaluate what they read and how it applies to their situation and their patient.

Madam Lin Juying and Zhang Yijin have translated the course materials into Chinese and also made sure that the cases studies are relevant to China. After teaching the course in the fall the faculty was able to add additional case situations from student experiences. The advantage of this curriculum format is that it is dynamic and the cases used for each concept are best drawn from the faculty experience so that they can facilitate more dynamic class discussions. Eventually they will have a large bank of cases as recourses that can be used in the courses.

Included in this booklet are the syllabus for the course in both English and Chinese and comments from students and faculty from teaching the course in the fall. We are grateful for the support of the administration and of the clinical faculty and hospital administration for introducing the students to the clinical area on a regular basis from the second year. Comments have been positive from the clinical settings and some doctors have said the nursing students can answer question that the medical students cannot. With this new approach to teaching, the students will be better able to address the complexities of nursing practice in this century as the requirement for critical thinking and priority setting will be more critical as medicine becomes more complex.

Marcia Petrini

April 20, 2006

前 言

目前,我国高等护理教育取得了很大的进步,许多护理院校在课程设置、教学方法等方面进行了一些改革,但仍存在着以教师为中心、学生被动参与、理论与临床实践严重脱节、课程设置陈旧、培养目标滞后等弊端,不能满足 21 世纪社会对高层次护理人才的需求。实行护理教育与护理课程体系的全面改革,不仅是社会、经济、文化发展的需要,也是提供高品质临床护理服务、提升护理专业学科价值、弘扬南丁格尔护理精神、建立并完善护理专业学科价值的需要,是培养新世纪高级护理人才不可忽视的关键环节。

武汉大学与美国世界健康基金会联合创办的武汉大学 HOPE 护理学院,在美国护理专家玛莎(Marcia Petrini)院长的指导下,学习和借鉴国内外先进的教育理念,积极探索高等护理教育的教学模式、课程体系和教学内容,选用北美优质课程,采用理论与实践相结合的同步式教学模式,对护理专业本科五年制课程设置进行了一系列改革,旨在为社会培养知识与能力协调发展、生理与心理和谐统一的、具有时代特征和中国特色的高级护理人才。

改革后的护理核心课程“护理计划与实施”,是以概念为基础(conceptually based course)、以临床实践为中心、理论与实践紧密结合的一门专业必修课。课程以全人、健康和护理为指导思想,采用护理程序的方法,对护理对象及其家人提供全人、整体的照顾。“护理计划与实施”全新的课程及教学模式,帮助学生学会既重视理论知识,又重视感性经验。在实践中验证从书本上学习的知识,同时也补充了课堂上没有讲到的内容。通过临床实践,很好地锻炼了学生理论联系实际的能力、自我指导性学习能力、独立分析和解决问题的能力、同他人交流与合作的能力及批判性思维能力。

书中“护理计划与实施”概念式教学法学习效果的评价,采用 Yin 的单个个案研究法,对在校护生的理论和临床考核成绩及其临床学习经历等资料进行分析,以期为进一步深化“护理计划与实施”课程改革提供科学、合理的依据。本书还将课程实施中的理论教学课表、临床实习轮转表等资料附后,诚挚地希望与各位同仁就课程改革的一些共同性问题进行探讨。

《“护理计划与实施”课程改革实践与研究》的出版发行,将进一步完善我国高等护理教育课程体系,促进护理教育与国际接轨,加快护理教育的国际化进程,为高等护理教育课程改革提供参考,对提高我国护理教育整体水平和质量,具有较高的学术价值和社会效益。限于水平和时间,错误之处在所难免,恳请各位同仁不吝斧正。

李斯俭

2006 年 3 月

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第一部分

护理计划与实施

Chapter 1

Example of Conceptually Based Theory Course

TIME/ HOURS 72 hours

PRE-REQUISITES Nursing Assessment

COURSE DESCRIPTION

The focus of the course will be on the implementation and evaluation phases of the nursing process. Case studies will be utilized to facilitate the analysis of care given in a range of clients conditions, ages, and family structures.

COURSE OVERVIEW

Nursing Implementation is a second semester junior level course. It is designed to expand upon the implementation phase of the nursing process and the beginning evaluation of the effectiveness of nursing actions. Nursing Implementation is presented in four modules.

Module 1 presents the elements of decision-making and various factors that influence the decision-making process of the implementation of nursing care, speaks to adaptive responses of clients of all ages experiencing psychological alteration, the types of therapeutic communication skills applicable to mental health nursing are discussed. Appropriate interventions/treatment modalities are incorporated into modular written work and class activities.

Module 2 discusses nursing care of clients with genetic/chronic alterations.

Module 3 develops a plan of care and a teaching-learning plan for clients with physiological alteration from diseases due to fluid and electrolyte imbalances, dietary imbalances, and alterations related to aging.

Module 4 introduces the student to the impact surgery may have on the client. Students learn holistic approaches to educate the client and family to the surgical experience and alterations which occur.

RELATIONSHIP TO ORGANIZE FRAMEWORK

Humanity: The concept of individual is defined as the participant/recipient of holistic nursing care. Assessments of the client's life-process/developmental level, health patterns and learning needs are discussed.

Health: Alterations in physiological and psychological health or disease and prized personal health patterns serve as a basis for the formulation of nursing strategies designed to move the client and family toward well-being.

Nursing: Nursing process, with the major focus upon implementation of nursing care, is addressed in relationship to alterations in physiological and psychological health status. Nursing theories are applied to the individual and the family. Simulated personalized health care plans are formulated.

SUPPORTING THEORETICAL PERSPECTIVES

Communication: A beginning understanding of therapeutic communication skills is demonstrated.

Decision making: The elements of decision making, as related to each component of the nursing process, are discussed.

General Systems: Systems theory as related to the family is explored.

Learning: Teaching, as an integral part of nursing practice, is introduced with the identification of teaching/learning principles. Simulated teaching health care plans are developed.

Life process/simulated personalized health care plans based upon:

- **Development:** Variations in clients' individual life process/developmental level are formulated.
- **Nursing Theories:** Nursing theorists are utilized as the basis to develop simulated personalized health care plan.
- **Perception:** Perceptual concepts are synthesized through role playing of selective situations.
- **Stress:** Stress concepts continue to be developed as they related to the family perspective.
- **Transcultural Concepts:** Culture of the clients, their values, beliefs and customs, are incorporated into plan of nursing care.
- **Holism:** Holism continues to be emphasized as the underlying theory for nursing program.

COURSE OBJECTIVES

At the end of the course, the student will be able to:

- ◇ discuss the care to be given to clients based on physiological alterations.
- ◇ present alternatives of care for specific physiological alterations based on body systems.
- ◇ analyze adaptive responses of clients with psychological alterations.
- ◇ evaluate care given to clients for its effect upon resolution of clients' problem(s).
- ◇ teach clients content appropriate to individual level of comprehension about personal health, disease, diet, medications, treatment, etc.
- ◇ evaluate the implementation of care in given situations based upon a nursing theory.

TOPICAL OUTLINE

The content of this course will include:

Weeks 1 ~ 4, Module 1: Nursing care of the clients with Altered Psychological Status.

Weeks 5 ~ 8, Module 2: Nursing care of the clients with Genetic /Chronic Alterations.

Weeks 9 ~ 12, Module 3: Nursing care of the clients with physiological alterations from disease, diet and deterioration.

Weeks 13 ~ 16, Module 4: Nursing care of the clients experiencing surgical Alterations.

TEACHING STRATEGICS

The course will utilize a modular approach to instruction Teaching methods will include discussion, student presentations, case studies, lecture and audio-visual materials such as films, video, and audio tapes.

EVALUATION METHODS

Evaluation will be based upon satisfactory completion of modules, active participation in classroom discussions, and activities course examinations including a comprehensive final and completion of peer and faculty evaluations.

GRADING

The course grade will be calculated as follows:

Exam I	50 points
Exam II	50 points
Exam III	50 points
Comprehensive Final	100 points
Modules	40 points
Class Participation	10 points
300 points	total possible points

GRADING SCALE

A	93 ~ 100
B	85 ~ 92
C	75 ~ 84
D	74 ~ 65
F	64 and below

RESPONSIBILITIES OF THE FACULTY

- ◇ provide course materials
- ◇ provide students guidance
- ◇ read and evaluate written assignments
- ◇ facilitate students to learn

RESPONSIBILITIES OF THE LEARNER

- ◇ be prepared for all classroom discussion and presentations
- ◇ submit coursework for module when due
- ◇ complete all written work at a satisfactory level

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Module 1

Nursing Care of Patients with Altered Psychological Status

COURSE OBJECTIVES

1. Analyze adaptive responses of clients with psychological alternations.
2. Evaluate care given to clients for its effect upon resolution of clients problem(s).

3. Teach clients content appropriate to their level of comprehension about their health, diagnosis, diet medications, treatment, etc.
4. Evaluate the implementation of care in a given situation based upon a nursing theory.

MODULE OBJECTIVES

At the end of this module, the student will be able to:

1. Articulate the importance of self-awareness in mental health nursing.
2. Identify the types of therapeutic communication applicable to mental health nursing.
3. Discuss treatment modalities utilized with clients who are experiencing alternations in mental health.
4. Identify ineffective coping behavioral patterns in clients of all ages.
5. Discuss appropriate therapeutic interventions for individuals portraying ineffective behavior.
6. Relate patterns of ineffective coping in clients with psychological alternations.

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CRITERION REFERENCED INSTRUMENTS

OBJECTIVE 1

Articulate the importance of self-awareness in mental health nursing.

- 1.1 Briefly describe the importance of self-awareness in mental health nursing.
- 1.2 Give an example of how you recently discovered something about yourself that you had not been aware of previously.
- 1.3 How do you feel that knowing more about yourself will help you in working with other people?

OBJECTIVE 2

Identifying the types of therapeutic communication skills applicable to mental health nursing. Therapeutic communication skills are the basis for the nurse/client relationship. It assists the clients to learn new interpersonal skills, to explore personal feelings and to express these feelings in an adaptive manner. Identifying the appropriate therapeutic communication skill from the definitions given for the crossword puzzle.

ACROSS

1. Attending closely to all that the client is communicating, verbally and non-verbally.
2. Repeating the essence of the message, re-phrasing it in your own words.
3. Facilitating the client's expression.
4. Encouraging the client to select topics to discuss.
5. Attempting to find the meaning of the communicated message.
6. Concentrating on a specific thought or feeling.
7. Repeating what the client has just said using client's own words.
8. Confirming one's observations and interpretations.

DOWN

1. Communication without verbalization.
2. Natural expressions which encourage the client to continue talking.
3. Communicating facts to the client.
4. Developing a concise resume of the communicated message.
5. Describing of what is happening, clarifying the client's non-verbal behavior.

OBJECTIVE 3

Discuss treatment modalities utilized with clients who are experiencing alternations in mental health.

3.1 In each of the following situations, identifying the ego defense employed. Use the following legend for the ego defense employed.

- | | |
|--------------------|-----------------|
| c—compensation | s—symbolization |
| de—denial | re—repression |
| co—conversion | d—displacement |
| ra—rationalization | p—projection |
| r—regression | u—undoing |

- a. An individual with a physical defect excels academically.
- b. Li Yan was verbalizing to the nurse how upset her young sons were going to be because she thought they would not be able to tolerate their Grandmother's behavior when she visited.
- c. Liu Liang, a college freshman fails his first accounting exam. He goes to take his next exam and his arm is limp and he is unable to hold the pen or pencil. He is a foreign student and the family believes his grades are reflection of them.
- d. Song Tao can't remember attempting to commit suicide.

3.2 Give one example for each of the defenses not illustrated.

- e.
- f.
- g.