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Study on Higher Nursing Education  
Quality and Standard

# 审视高等护理教育 的质量与标准

曹梅娟 著



ZHEJIANG UNIVERSITY PRESS  
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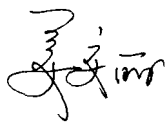
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# 序



受高等教育大众化趋势的影响,我国高等护理教育作为高等教育领域的一个组成部分,办学规模也迅速扩大。自1983年我国恢复高等护理教育以来,发展十分迅速,据有关数据统计,至2003年底,全国共有255所高等院校开设护理专科教育,133所高等院校开设护理本科教育,至2006年,全国开办本科护理教育的高等院校已达195所,护理教育已完成了中专、大专、本科及硕士、博士的全层次教育体系建设。不同层次护理教育的目标和质量标准应如何进一步界定和区分,特别是作为高等教育主体的本科层次的护理教育质量标准应如何合理定位,成为当前广大护理教育者共同关注的重要问题。

本书作者曹梅娟是我国内地自己培养的第一批护理学博士之一,在其攻读博士期间,我们选定了高等护理教育质量标准作为研究课题,通过文献研究、理论研究和调查研究等方法,对高等护理教育质量标准的内涵进行了界定,在比较和分析国际高等护理教育及其质量标准研究发展的基础上,阐释了我国高等护理教育特点及本质质量标准构建理念;以人才结构理论、教育学和心理学理论为依据,运用功能分析法,研

究创建了高等护理教育质量标准逻辑体系的基本框架,并对标准构建的原则、方法和过程进行了探讨,为下一步建立我国高等护理教育质量的具体标准体系提供了理论依据和具体指导,推动了我国护理教育与国际护理教育接轨的进程。本课题的主要研究目的有两个:一是扩展我国有关教育质量和标准方面的知识,特别是高等护理教育质量和标准方面的知识,为试图构建我国高等护理教育质量标准的行政管理部门和护理教育研究者,以及关注高等护理教育质量标准的护理教育者提供理论依据;二是解决我国高等护理教育领域关于高等护理教育质量标准的理解和运用方面存在的疑惑和问题,为我国高等护理教育行政管理部门、护理专业组织、护理教育者及其他相关部门构建高等护理教育质量标准提供实际操作框架。

本书逻辑清晰,论理透彻,文笔流畅,有理论深度和学术价值,特别是文中提出了高等护理教育应依据国际教育标准分类定位,所培养人才应定位为工程应用型的新观点,所建立的“蛛网式”高等护理教育质量标准逻辑体系的框架模型具有创意,有利于丰富我国高等护理教育理论,对高等护理教育实践也具有重要的指导意义。



## 中文摘要

科学技术的飞速发展、全球性医疗保健体制的改革,以及医学护理模式从疾病治疗转向健康促进和疾病预防,对高等护理人才的培养提出了新的质量内涵要求。经济全球化和医学教育标准的国际化带来了我国高等护理教育的国际化要求,国外高等护理教育质量标准的 Research 和发展对我国高等护理教育改革和研究起着直接的影响作用。近年来,我国高等护理教育规模迅速扩大的同时,出现了人才培养目标不明确、教育质量参差不齐的现象,也提醒人们关注护理教育质量的同步发展。研究并构建符合我国国情的高等护理教育标准,反映时代发展对高等护理人才的知识、能力和素质要求,对提高我国高等护理教育质量和促进我国高等护理教育的标准化、国际化具有重要的意义。

正确的理念是正确行动的指南,构建适合我国国情、具有科学性的高等护理教育标准需要科学的理论指导。本研究通过文献研究、理论研究和调查研究的方法,对高等护理教育质量标准的内涵进行了界定,在比较和分析国际高等护理教育及其质量标准研究发展的基础上,探讨了我国高等护理教育特点及本质质量标准构建理念,同时以人才结构理论、教育学和心理学等理论为依据,运用功能分析法,研究得出一个高等护理教育质量逻辑体系的基本框架,并对标准构建的原则、方法和过程进行了探讨,为下一步建立我国高等护理教育质量的具体标准体系提供了理论依据和方法指导。

本书共分六个章节。

第一章:导论。

首先介绍了课题选题的背景、研究意义和国内外相关研究现状。其次阐述了课题的研究思路和方法,包括:文献研究、调查研究、案例



研究相结合;定性分析与定量分析相结合;推理研究与实证研究相结合;外国研究和本国研究相结合;归纳法与演绎法相结合。

### 第二章:高等护理教育及其质量标准诠释。

高等护理教育是高等教育体系中的一个子系统,其质量观和质量标准必然受到高等教育领域实践和研究成果的影响。通过对不同学科对“质量与标准”,不同学者对“高等教育质量、质量观和质量标准”等研究的比较和分析,认为从本质上说,高等护理教育质量是指高等护理教育的固有特性满足其顾客要求的程度。这种要求主要体现在高等护理教育的产品(毕业生)满足用人单位的程度上,其核心是毕业生的质量(知识、技能、态度、价值观)满足社会需求的程度。教育质量标准有本质质量标准和过程评价质量标准之分。前者反映了教育质量独有的质的规定性,它不规定具体的评价程序,而只为这种评价提供一定程度的价值导向。后者是根据一定的指标体系对教学过程、资源以及毕业生的质量作出主客观判断,回答的是是否符合教学期望值达成要求的问题。简言之,高等护理教育质量标准可分为两大类:一类是用来描述护理学科学术和职业要求以及单个或全体学生的成就的最低要求,规定的是教育产品/毕业生应具备的知识、能力和价值观,即教育的本质质量标准;另一类是从评价的角度对护理教育办学机构及其对学生的培养过程做出一定的规定,即(过程)评价质量标准。

在当前高等教育大众化时代背景下,高等护理教育质量标准的制定要考虑各利益关系人,即与高等护理教育质量有密切利益关系的个人和群体,如政府、教育机构、学生与家长、用人单位、护理服务对象等的需要。因此,标准的构建应遵循适应社会、以人为本、注重学术和体现发展等原则。

### 第三章:国外高等护理教育及其质量标准探微。

通过对国外高等护理教育质量标准的内容体系进行梳理和分析,一方面证实了护理教育质量标准分为两大类,即本质质量标准和(过程)评价质量标准,且两者在形成标准实体时相辅相成、有机地结合在一起,共同为保障和提高本国的高等护理教育质量发挥积极作用。另



一方面得出其标准体系以本质质量(胜任力)标准为核心。接着,从标准内容体系、构建方法过程及特点和标准应用等角度,对美、英、澳等国高等护理教育(过程)评价质量标准和本质质量(胜任力)标准进行进一步剖析和比较。

#### 第四章:高等护理教育质量标准制定的理论基础。

分别从人才学、教育学、心理学等学科角度探讨了高等护理教育质量标准制定的理论基础。人才结构是随着生产发展而演变的,教育必须适应社会的实际需要,与一定时期的社会人才结构相适应。人才可以按生产或工作活动的过程和目的不同划分为学术型和应用型(包括工程型、技术型和技能型)。不同的人才类型具有不同的社会功能,不同的社会功能要求导致不同的人才知能结构,不同知能结构的人才要求有不同的教学内容及其相应的课程体系,因而决定了不同教育类型的不同质量标准。从现代护理人才的角色功能和相应的知能结构来看,将护理学人才类型归于工程应用型比单纯技术型更合适。根据“国际教育标准分类法”,将高等护理教育纳入 5A 课程计划更为合适。将素质教育理论引入高等护理教育将有利于护理人才培养质量的提高。将成功智力理论引入高等护理教育,有利于促使护理教育者更加重视对学生专业胜任力的培养,后者是帮助学生在未来现实工作世界中获得成功的根本保障。高等护理教育具有与普通高等教育不同的专业胜任力体系。

#### 第五章:国外高等护理教育标准在中国的文化适应性研究。

为了解国外高等护理教育标准在中国的文化适用性和适用程度,选择了国外高等护理教育质量标准中较有代表性的美国护理学院学会(AACN)的高等护理教育专业标准和英国护士和助产士委员会(NMC)的护理胜任力标准作为研究对象,设计了相关问卷并开展调查研究。问卷发放的对象主要为具有 5 年以上从事护理教育和相关工作的护理专业人员,共 111 名,分别来自国内 41 家开设本科护理教育的院校或承担本科护理专业临床教学带教任务的医疗机构和单位,覆盖全国 15 个省、自治区和直辖市。调查结果经 SPSS 统计软件进行数据



处理和分析。通过对以上研究结果的分析,认为国际高等护理教育质量标准对我国高等护理教育质量标准构建的启示有以下三点:一是为提高我国高等护理教育质量,我国需制定相辅相成、有机结合的护理教育标准体系;二是针对当前国内尚无全国公认的护理教育质量标准这一现状,应首先构建高等护理教育本质质量标准;三是国外高等护理教育标准的内容体系具有一定的可借鉴性,我国高等护理教育质量标准的构建应借鉴国外经验并结合本国国情。

#### 第六章:高等护理教育质量标准的构建策略及逻辑体系的形成。

从方法上看,功能分析法和以“结果”为基础的模式比传统的任务分析法和以“输入”为基础的模式更适合于高等护理教育质量标准的制定。在实现护理专业实践目标和功能的过程中,需要相关科学基础知识、护理专业基本胜任力和护理专业核心胜任力等方面的有机、综合运用。对作为质量标准核心的相关知识能力的价值取向及其价值的序列,就是本文基于研究基础上得出的“蛛网式”高等护理教育质量标准逻辑体系的基本框架。该逻辑体系框架可为高等护理教育课程的设置提供指导,可为护理院校师生提供一个较为直观的护理知识能力蓝图,可为高等护理教育质量的评估和监测提供依据,为社会提供关于高等护理教育质量标准的说明,有利于国内外护理教育同行间的交流。

总之,构建高等护理教育质量标准应以适应社会、以人为本、注重学术和体现发展等为原则,即高等护理教育质量标准的制定既要考虑社会和就业市场的需要,又要考虑受教育者的意愿和能力,考虑适合学生身心发展状况,引导和促进学生身心可持续性全面发展。同时,还要考虑高等护理教育本身的学术规范和专业价值,并需具有发展的眼光,既要考虑当前社会对护理教育质量的需求,还要考虑未来发展的需要。建议以功能分析法作为标准构建的方法模式;借鉴国外高等护理教育质量标准建设和研究成果;以政府为主导,专业人员为主体形成标准构建组织体系;标准的整个构建过程要科学化、系统化。

**关键词:** 高等护理教育 质量 标准



## Abstract

The rapid advancement of scientific technology, the worldwide transformation of the healthcare system, and the paradigm shift from disease treatment to health promotion and illness prevention, requires new qualified nurses to be trained in higher nursing education program. Globalization has been one of the driving forces not only for international economic activities, but also for the nursing profession and nursing education internationally, including China. The development of standards about nursing education in foreign countries and the establishment of International Standards in Basic Medical Education and Global Minimum Essential Requirement exert a profound influence on nursing education in China. In recent years, the enrollment of higher nursing education program keeps increasing in China, however, some problems like unclear training objectives and unsatisfactory education quality in nursing program occur, which call attentions on assurance of nursing education quality. To study and develop our national standards on higher nursing education, which reflects the requirements by social market about future nurses' knowledge, skills, values and competencies, is of great importance in improving our nursing education quality and promoting the standardization and internationalization of our nursing education.

Right thought leads to right action, the establishment of a scientific national standard on nursing education needs scientific pilot study on guideline and strategies about the construction of the standard. We try to clarify the content and classification of nursing



education standards through literature analysis and theoretical reasoning. On the basis of comparing and analyzing the development of foreign countries' standards of nursing education, an exploration on guidelines and strategies about the construction of the standards was made. Functional analysis was suggested to be a useful approach in the development of education standards for professional nursing practice. On the basis of analyzing the corresponding theories in pedagogy, psychology and social talents classification, a framework about the quality standard of higher education for professional nursing practice was constructed and the principle and process of construction of the standard was explored.

This study consists of six parts, which are shown as follows.

#### **Part One: Introduction**

Firstly, the background, the meaning, the purpose of the study and related study in this area were reviewed and discussed. Secondly, the scheme and approaches applied in the study were described, which include literature analysis, survey, interview, case study, reasoning and deduction, etc.

#### **Part Two: Explanation of higher nursing education quality standard**

As a constitute part of higher education system, the view of education quality and quality standard of higher nursing education was inevitably influenced by the opinion and research production of the parent system. After comparing the concepts about quality, standard, higher education standard, education quality standard in a multi-discipline way, we define higher nursing education quality as the extent to which higher nursing education meet the needs of its clients or stakeholders, which was shown on the quality of the products of higher nursing education—the graduates of nursing program, i. e. the extent to which the knowledge, skills, attitude and

values of the graduates meet the requirements of the stakeholders. Education quality standards can be divided into two kinds: one is natural quality standard, which represent the nature and characteristics of programs of study and training, and it does not refer to specific assessment process, but only give values and guidelines to the assessment. The other is quality assessment standard, which can be used as a means to assess the quality of resources, the curriculum, the teaching and learning process, etc. In a word, higher nursing education quality standards can be divided into two kinds: one is the natural quality standard of higher nursing education, which is to describe the nursing subject's general academic and professional characteristics, and represents general expectation about threshold standards for the award of qualifications at a given level and articulate the attributes and capabilities that those possessing such qualifications should be able to demonstrate. The other is quality assessment standard of higher nursing education, which describes the qualification of the institution, resources invested, and the training process, etc. based on the purpose of accreditation.

In the context of rapid development of higher education today, when establishing the quality standards of higher nursing education, the interests of all stakeholders, such as the government, educator, students and parents, employers, and healthcare consumers should be considered. Principles include social-fitness, human-orientation, academic-focus, and sustainable development should be taken into account.

### **Part Three: Description of higher nursing education standards in foreign countries**

To probe into the development of the foreign nursing education and its quality standards, some representative standards were

involved, such as those of the US, the UK, and Australia. It is found that two kinds of nursing education standards mentioned above work together harmoniously and give great contribution to the improvement of nursing education quality for their countries. The natural quality standards like American Association of Colleges of Nursing (AACN)'s Essential documents works as the core of whole standards entity. The approach, methods and process about standards construction were discussed.

#### **Part Four: Theoretical basis of the construction of higher nursing education quality standards**

Some theories related to pedagogy, psychology and social talents classification were discussed in the construction of higher nursing education quality standards. The structure of social talents evolves with the development of the society, and education must keep pace with the change of social talents structure. Talents in different fields have different social efficiency, the requirements for different social efficiency lead to discrepancy in the making of knowledge and ability, the expected discrepancy calls for different curriculum, and finally it is easy to understand that different types of education should have their own quality standards. From analysis of the role and characteristics, higher nursing talents would be practical engineering talents rather than simple technical workers. According to *International Education Standards Classification*, higher nursing education above baccalaureate level should be involved in 5A program. The theories about quality education and successful intelligence are all very useful resource in the improvement of higher nursing education quality. Higher nursing education has a competence system different from general higher education.



### **Part Five: A transcultural exploratory study about higher nursing education standards in foreign countries**

A survey approach was used to obtain the perceptions of Chinese nurse educators regarding the importance and cultural relevance of 40 key concepts extracted from two representative standards, i. e. AACN's *essentials* document for baccalaureate nursing students and NMC (Nursing and Midwifery Council in UK)'s national competency standards for pre-registration nursing education. In keeping with the intent of the standards documents above, this study was limited to baccalaureate nursing programs in China. Respondents used a five-point Likert-type scale for each of the 40 key concepts. 111 nurse educators from 41 nursing education institutes were involved in the survey study. Descriptive statistical analyses were performed on the demographic and quantitative data. Implications can be concluded as a result of the study above, which include: First, it is necessary to set up two kinds of nursing education standards in China to improve nursing training quality, i. e. the natural quality standard and the quality assessment standard. Second, the natural quality standard should be constructed at first. Third, the quality standards of foreign countries could be very useful resources regarding the construction of Chinese nursing education quality standards, and at the same time, keeping our nation's own cultural tradition is also very important.

### **Part Six: The strategies of higher nursing education quality standard construction and the framework of the standard's logic system**

On the basis of detailed analysis of corresponding approach, it is thought that functional analysis approach and outcome-based model should be better than the traditional task analysis approach and input-based model. To fulfill the role and purpose of nursing profession, the comprehensive application of nursing scientific foundation, the

fundamental nursing competencies and the core nursing competencies were necessary. The order of values regarding related knowledge, skills, ability, and values was served as the basis of construction of the “spider net”-shaped logic framework of the higher nursing education quality standard. The framework can work as a guideline for nursing educator to design their curriculum; provide a blueprint of required knowledge, skills and values for the nursing faculty and students; give values and guidelines to the assessment of higher nursing education quality; communicate with the public about the quality standard of nursing education; promote the communication among nursing education colleagues worldwide.

In conclusion, firstly, principles include social-fitness, human-orientation, academic-focus, and sustainable development should be taken into account when developing the higher nursing education standards. Secondly, functional analysis approach and outcome-based model could be applied to the process of standard construction. Thirdly, the quality standards of foreign countries could be very useful resources. Finally, government should lead the nursing professional to set up the standard, and the whole process of standard construction should be scientific and systematic.

**Key words:** higher nursing education; quality; standard



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