

临床护理师资管理和培训模式的构建与实施

Construct and implement the management of clinical nursing education and training mode

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[Abstract] Objective: To establish systematic and scientific clinical nursing education system and training mode, to improve the clinical teaching ability, ensure the effectiveness of the clinical training for the nursing students. Methods: to construct the standardized management mode of clinical nursing education in our hospital, to implement strict job qualification, standardized training system, to apply the goal posts appointment system, the quality monitoring and dynamic management. Evaluate the effect before and after the implementation. Results: after the implementation, the nursing students considers that clinical educator's teaching ability and scientific research ability significantly are improved ($P < 0.01$, $P < 0.05$); Clinical training lecture, teaching rounds score and the students' professional test, holistic nursing assessment score are all improved ($P < 0.01$). Conclusion: construct and implement the management of clinical nursing education and training mode broaden the knowledge structure of the clinical educators, provide a strong guarantee for the quality of teaching, which is an effective method to adapt the development of nursing education and improve the level of clinical teaching.

[Keywords]: nursing student; clinical teaching; educator management; educator training

The clinical practice is the key that link the theory and the practice, which fosters the comprehensive ability of nursing students [1]. Clinical education is the central connection of occupation training and social education for the students; while the educators are the main force to improve the nursing education. In China nursing development plan (2011 - 2015), it mentions that it is going to establish and improve the nursing qualification, practice management, training, assessment, promotion and the basic institutional framework for the occupation development at the end of the "Twelfth Five Year Plan". It plans to establish a high level, high-quality, clinical educator team with a strong ability, which plays an important role in improving the quality of clinical teaching. Constructing the management of clinical nursing education and training mode is meaningful to standardize the management of clinical

nursing education, improve the quality of clinical nursing teachers, [2] the quality of clinical nursing teaching. From 2011, our hospital began to establish the regular assessment and training mode for the clinical nursing educators, which provide the evidence to select the clinical educators, to ensure the high quality education, to implement regular training and assessment for the clinical educators, to promote the overall quality of educators, the process are as follows:

1 general data

2011 - 2013 our hospital received a total of 230 students, including 87 secondary school students, 87 college students, 56 university students, they are from 8 medical colleges, clinical practice consists of 10 departments, each department rotation for 4 weeks. The hospital has 18 nursing units undertakes clinical teaching tasks, and there are 156 clinical educators with college education, more than 4 years working experience, over senior titles.

2. Methods of construct and implement the management of clinical nursing education and training mode

2.1 Make a target make a target of clinical nursing education and training mode, in order to strengthen the management of clinical nursing education and training as the core, to improve the professional quality and the ideological basis of the clinical nursing educator, to develop the new working mode and operating mechanism of education management, training and evaluation; and to build a reasonable quantity, quality, optimized structure, dynamic, relatively stable, high efficiency educator team.

2.2 Set up "management of clinical nursing education and training system" according to the actual situation of our hospital to build "management of clinical nursing education and training system", including the teaching leader, qualifications and responsibilities of the educators', different level students' management system and the clinical practice plan.

2.3 Construct the management of clinical nursing education and training mode. Nursing department has established the management of clinical nursing education and perfect training system, namely responsible Director of Nursing → the nursing portion of training management group → the nurse unit manager in different ward → the clinical educators in different wards → nursing students. Management organizations at all levels have clear responsibilities and the nursing department has special responsibility for the management of clinical education; each unit has 1 education leader, create QQ group for teaching information exchange, timely and relevant dynamic nursing education.

2.3.1 Clinical nursing education management scheme

2.3.1.1 Clinical educator selection and admission selection educator is the main clinical teaching activities, which is the key to realize the education goal, the education plan, in order to meet different needs of the students with the different knowledge structure level, nursing department set up the educator qualification for college student or undergraduate, mainly on the basis of academic, professional title, clinical work time, teaching enthusiasm and ability, in addition, selected educator also requires good at expression, good communication skills. Specific for: (1) educators should have a bachelor degree or above, more than 3 years of clinical experience, or have a college degree with more than 5 years of clinical working experience. (2) Educator should have a bachelor degree or above, more than 3 years of clinical experience with clinical nursing specialty, or have a college degree, more than 4 years of clinical experience. Each year, qualified individuals submit the application, the Department democratically recommends educators' name list, the nursing department check the qualification and organize the theory and practice assessment, more than 85 points is the pass line, comprehensive quality appraisal conducts in the last merit, the result be noticed in the hospital.

2.3.1.2 Select educator leader qualified individual applies reports, pass the through teaching and teaching test, pass the democratic appraisal, finally authorized by the training management team of the nursing department.

2.3.1.3 Establish the clinical nursing educator file Clinical educators files include personal information, education background, professional title, number of lectures, teaching practice, the number of annual evaluation and comprehensive quality evaluation. All of those will be documented in the files and will be the evidence for the s evaluation.

2.3.1.4 Set up the practice examination the practice teaching forum will be held by the educator leader before the end of each rotation, feedback will be collected from students, specific quantitative indicators for the educator's professional attitude, teaching plan, theory of knowledge, interpersonal analyzing skills and communication skills, etc., will be summarized into A, B, C, D, E five grades for the quantitative evaluation, to draw the suggestion and the opinion from nursing students, to cancel qualification of educator if the performance less than or equal to the level C in many times..

2.3.1.5 Improve the incentive mechanism regular inspections, supervision of nursing students and educators in each school year. Students vote the excellent nurse

educator at the summary conference hold by nursing department before they finish the clinical practice. Educator 's praise and rewards will be given, and also it will provide more chance to get promote, which lit the clinical educator's teaching, working enthusiasm, fully mobilize the work, enhance the educator's sense of responsibility and sense of honor.

2.3.2 Clinical educator training program

2.3.2.1 Ethics training The nursing department organize "professional development, love, devotion" education program once a year ,and grant standardized training materials, teaching contents reflect the professional training aim further, including moral education, nursing education, psychology, sociology of education, teaching evaluation and measurement etc.

2.3.2.2 On-the-job training send outstanding educators to take part in different levels of training conference, and invite experts to hospital to give the nursing etiquette, rules knowledge lectures to all educators.

2.3.2.3 Institute lecture nursing department annually train clinical educators, including the management of clinical teaching system and teaching requirements, teaching skills of ward round and how to collect, collate clinical education materials and other related content.

2.3.2.4 Practical education training Practical education training is hold through the organization of teaching ward round match, different clinical forms, lectures, simulating the real class. Organize monthly observation of teaching rounds, annually competition of teaching rounds and small lecture, and teaching evaluation for all educators. Ask educators attend regular exchanges conference, learn from each other, to learn from other educator's teaching experience, improve the resent level.

2.3.2.5 Teaching ability training tutorial system implements for the education and training, the educator is responsible for one nursing students, regular inspection and examination to check the students practice schedule, solve the problems for the students, operate "hands off eyes on, one by one" model in teaching, according to the practice and teaching plan planned to evaluate teaching effect by question the students and examination.

2.4 The effect evaluation Compare the quality of teaching before(July 2011) and after(July 2013) the construction management and training mode , mainly through the 3 indicators, educator's comprehensive evaluation, student's satisfaction and 4 times nursing students comprehensive performance results. (1) the educator evaluation: conducted by the nurse unit manager, teaching secretary from the nursing department,

educator leader and the students, the evaluation content includes: moral cultivation (20 points), professional skills (30 points), teaching skills (50 points) total of 100 points. (2) education satisfaction measurement: each nursing student to each turn departments issued "the clinical nursing education satisfaction questionnaire", the contents of the questionnaire include personal basic information and education satisfaction (teaching enthusiasm, teaching methods, teacher-student relationship, total of 3 contents), using Likert 3 level evaluation: satisfactory (5 points), general (3 points), dissatisfied (1 points).

2.5 Statistical methods using SPSS 13 statistical software to analyze, the measurement data between two groups were compared using two independent samples t test, $P < 0.05$ had significant difference.

3 Results

Compare the education quality before and after constructing the management of clinical nursing education and training mode. The results had a significant difference, as table 1.

Table 1 clinical nursing teachers and training management system construction and teaching quality evaluation results of comparison ($\bar{X} \pm S, \%$)

Time	comprehensive educators evaluation (n=156)	Teaching job satisfaction assessment (n=156)	Nursing students practice results (n=230)
July 2011	81.67 ± 5.26	85.38 ± 3.31	81.67 ± 5.26
July 2013	85.38 ± 3.31	92.33 ± 2.71	86.48 ± 3.12
t	3.15	3.79	2.74
P	<0.05	<0.05	<0.05

4 Discussions

4.1 The establishment of a high-quality clinical nursing educator team. The clinical educator is an important support system for the student nurses in the training process, and is the important people influences students' professional self-concept [3]. In the clinical practice, the educator is the main learning source for the nursing students to obtain knowledge except the books, also is the main object and imitator for the students to study clinical skills. Educator's working attitude, occupation spirit as well as personal relationship principle have influenced the students, namely to clinical

work, to adapt the decisive role of pluralism. The establishment of clinical nursing education and training management system, pay more attention to the selection of clinical educators, breaking the traditional concept to select the right person according to the ward recommend, student's feedback and the assessment conducted by the Department of nursing, select the educator who is actively responsible, comprehensive knowledge in nursing, take good care of nursing students, strong sense of responsibility, good professional and communication skill, to prevent ignoring the students and make them confusing of learning. As the educator should establish the deep affection with students, learning specialized knowledge based on trust.

4.2 Provide a strong guarantee to improve the clinical education quality The result of Table 1 illustrates that construction clinical nursing education management and training system not only clear the goal and direction of clinical teaching, in the teaching process, the educator tutor the student and make the teaching plan based on a different education background, tutor the student in accordance with personal aptitude, one on one teaching, which strengthen educator's sense of responsibility, the guiding ideology of "taking quality as the core, people-oriented". During the teaching, the educator is a model for others, strictly regulate her own behavior, absorb the new professional knowledge, new skills, learn the essence, keep pace with the times, enrich professional knowledge, improve the teaching to a higher platform, develop the overall level of educator team, ensure the quality of teaching, and increase the comprehensive examine achievement. Through the investigation, it finds out that after the construction clinical nursing education management and training system, the nursing student has a higher degree of recognition for the educator, who is more satisfied with the overall nursing teaching effect. Due to the continuous improvement of the teaching quality, the nursing student's comprehensive scores have improved, which forms a virtuous circle.

4.3 Incentive mechanism is closely related to mobilize the educators

Each educator appraisal performance is closely linked with educator's reward and punishment, promotion, personal training, sense of responsibility, sense of honor and crisis that can be improved, which will naturally take the initiative, and actively do a better job, thereby creating a good atmosphere of serious and responsible, positive enterprising, caring for nursing students grow, solve the problem and meet the student's need, that guarantee to improve the teaching quality [4-5]. The Plan of selecting, employing, training, using, assessment and integrated training the clinical educator, that strengthen the construction of clinical educator team, take the mechanism of survival of the fittest, form a good atmosphere of competition.

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