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Analysis of difficult-to-learn points for beginners in self-training

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Objective: To support beginners in their learning of nursing skills, classes were designed and a practical test was conducted after revising the numbers and methods of existing knowledge-transmission oriented collective lectures and practices. Based on the results, difficult-to-learn points were analyzed for beginners and then related problems were considered.

Method: After all classes were completed, a practical test was conducted for "changing a mattress sheet with a patient lying in the bed". 17 items in six categories were set in the test. The test results of 81 first-year nursing students who gave their consent to participate in our study were used. After having divided the results of the practical test into a pass group (n=61) and a fail group (n=20), the mean value for each of 17 items to be evaluated was calculated and a t-test ($p<0.05$) was performed.

Results: No significant difference was found either in "completion of the assistance within the time limit" or "self-training" between the pass group and the fail group. Results of the t-test showed a significant difference in 10 out of 17 items. For example, they included "Being able to change positions and linen using body mechanics", "Being able to smooth out wrinkles in the mattress sheet" and so on.

Discussion: This fact indicates that students are likely to self-train during the class without checking sufficiently or remaining ambiguous with regard to the 10 items showing a significant difference. It seems difficult for students to learn them solely through self-training. Teaching of those items must be enhanced.

Biography

Kiyoka Shigetoshi worked about nine years as a nurse. After that, she got Master of education degree from Bukkyo University while teaching at school of nursing. She is a lecturer of fundamental nursing from Morinomiya University of Medical Sciences. She is continuing research on fundamental nursing education while teaching students with nursing skills.

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