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## Evaluation of academic performance on fundamental nursing review course among nursing graduates

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The comprehensive survey of the nursing education teaching is often used in class lectures. The objective of this study was to consider whether integrated-like (students compiled and organized the important contents on fundamental nursing course) and practiced-like (students practiced and were familiar with the questions of nurse-license exams on fundamental nursing course) methods would be an influence on the students' academic performance on the each of three groups (high-range, mid-range, and low-range) between the two classes. A longitudinal analysis design was implemented. The subjects were 105 nursing graduates in two classes at a nursing college school in southern Taiwan, taught by two instructors using different teaching methods and evaluation of academic performance using three separate tests practice question examination sheet. The statistics of both the mixed model of repeated measure and two-way ANOVA by using the software SPSS version 19.0 were applied to analyze data and to execute the mutual evaluation between students' academic performance and teacher's teaching method. The results showed: The students in both classes significantly improved their test scores; as for the test scores, there was no notable difference between the two teaching methods; the mid-range group and low-range group performed better on test scores under integrated-like teaching and practiced-like teaching, respectively.

### Biography

Yu-Ching Tu has completed the PhD from School of Medicine, Kaohsiung Medical University, Kaohsiung, Taiwan. She is the Assistant Professor of Department of Nursing, College of Medicine and Life Science, Chung Hwa University of Medical Technology, Tainan, Taiwan. The study topics include women health and nursing education, and the areas of expertise are medical and surgical nursing care, clinical instruction and nursing lecture in school.

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