



2014
Pre-ICN Nursing Student Assembly
Global Nursing Education
- Challenges for Change

Date | December 22 Monday, 2014

Place | 2nd Fl. Auditorium, National Assembly Members' Office Building

Organizer | Organizing Committee of ICN Conference & CNR 2015 Seoul

2014 Pre-ICN Nursing Student Assembly

■ Purpose

The 2014 Pre-ICN Nursing Student Assembly under the theme of Global Nursing Education-Challenges for Change is preliminarily held in order to host ICN Nursing Student Assembly successfully on June 19, 2015.

Four students are invited from Korea, China, Japan, and Netherlands. They will make oral presentations on their country's nursing education systems with relation to curriculum, National Licensure Examination for Registered Nurse, faculty ratio, and so on. After that, enthusiastic discussion will be made among the speakers to figure out the outline of a global nursing education system.

This preparatory conference will be made the foundation of building the international standards of nursing education system, as well as supported to host ICN nursing Student Assembly at the ICN Conference and CNR 2015 Seoul next year.

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Education institutions	Types of educational institution, etc
National Licensure Examination for Registered Nurse	Qualifications, Examination subjects, etc
Curriculum	Courses and credits, Practicum, etc.
Health care system	Health care system and policy
Faculty	Ratio of teachers and student, etc.

Program

13:00~13:30	Registration
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15:20~15:40	Award Ceremony for Excellence of Poster
15:40~16:00	Break Time
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17:00~17:30	Discussion
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Congratulatory Address

Kyung Rim Shin, Ed.D, RN, FAAN

Chairperson

Organizing Committee of ICN Conference and CNR 2015 Seoul

Today's event, held under the theme of 'Global Nursing Education: Challenges for Change,' offers a great chance to prepare for a successful hosting of the 2015 ICN Nursing Student Assembly and to enhance cooperation and exchanges among nursing students from different parts of the world. This assembly is especially meaningful in that it was organized by students' proactive involvement and engagement.

As the world is moving towards globalization, the healthcare sector is faced with many changes. The advent of an aging society and associated changes in illnesses as results of demographic transition have led to a paradigm shift in healthcare towards prevention and management of chronic diseases which warrants our attention. Such a change is and should be led by nurses.

Enabling nurses to play key roles in this changing environment as well as to enhance their professionalism requires a global standard in nursing education.

Nursing education, including practicum, theories and infrastructure, needs to be transformed in line with the paradigm shift in healthcare. Countries all across the world are advised to learn best practices from one another to develop a global standard in nursing education.

Korea laid the foundation for standardization of nursing education as a 4-year curriculum in 2011, an admirable project to be completed in 2018. I believe this can serve as a good example in establishing a global standard in nursing education.

I think all nursing students, no matter where they come from, share similar concerns. I look forward to this gathering serving as a good opportunity for you to explore and share your thoughts on how to develop nursing education in your countries as well as a cornerstone of success for the 2015 ICN Nursing Student Assembly.

Ladies and gentlemen,

You are the future and hope of the global nursing society. Be proud of yourselves and work together for the growth of nursing education and success of the 2015 ICN Nursing Student Assembly. Thank you.

December 22, 2014

Congratulatory Address

Oksoo Kim, PhD, RN
President
Korean Nurses Association

On behalf of Korean Nurses Association, it is my great pleasure to have you all, to mark this special occasion, 2014 Pre-ICN Nursing Student Assembly.

ICN Conference and CNR 2015 Seoul is hosted by Korean Nurses Association and conducted by International Council of Nurses. Nursing representatives from 135 countries and 20,000 registered nurses and nursing students from all over the world will gather in Seoul for this conference. It is the Nursing Olympics, as one might say.

192 nursing students from 97 universities in Korea have organized a Preparation Planning Group and have been preparing for the ICN Nursing Student Assembly which will be held during ICN conference and CNR 2015 Seoul. We anticipate that 150 nursing student representatives from each country will attend at the assembly next year.

I believe that 2014 Pre-ICN Nursing Student Assembly and the 2015 ICN Nursing Student Assembly will give an opportunity to build up a network among each student across nations. I also believe that this occasion will take you one step further in becoming a future global nursing leader.

I would like to express my heartfelt gratitude to four speakers from China, Japan, the Netherlands, and Korea for giving presentations about their countries' nursing education. And also I would like to thank the Preparation Planning Group for this event today.

Since today's theme is 'Global Nursing Education for Challenges for Change', I encourage you to discuss global nursing education. Your interest and support will bring a successful 2015 ICN Nursing Student Assembly.

December 22, 2014

Congratulatory Address

Bok Rye Jeong, PhD, RN

committeeperson

Nursing Student Assembly Committee

Organizing Committee of ICN Conference and CNR 2015 Seoul

Good Afternoon. It is a great pleasure to be here on behalf of the committeeperson of the ICN Nursing Student Assembly Committee.

It is already December closing the year and the busiest month for everyone. This month is not only for wrapping up the one year, but also for preparing a whole new year. As a committeeperson of the ICN Nursing Student Assembly Committee, it is pleasure to host this assembly to have nursing students discuss about the future of nursing education.

The 2014 Pre-ICN Nursing Student Assembly is a preliminary event to hold the 2015 ICN Nursing Student Assembly next year. I sincerely appreciate 192 students who were recommended by 97 colleges each and have actively participated in preparing for it as a planning team in spite of limited time due to schooling. And also I am extremely grateful to all presenter who is each representative of Korea, China, Japan, and Netherlands.

Korea had undergone a meaningful transformation from aid recipient country to aid donor country, and now Korea became one of the advanced countries being equipped with the highest human resources and IT infrastructure. Especially the 4-year-interdisciplinary unification in nursing education has been started since 2011. The 4-year-interdisciplinary unification will be achieved when all nursing education institution in Korea is completed to be accredited by 2018. I truly believe the realization of the unification will prove that the Korean nursing education is going to be the one of the best education programs in the world.

ICN Conference and CNR 2015 and ICN Nursing Student Assembly held in Seoul next year will be the one of good examples of how the status of Korean nurses has been improved. Especially, the 2015 ICN Nursing Student Assembly will be the one of the meaningful assembly overall, as all nursing students from 135 different countries will gather in one place. They will discuss and present their nursing education systems, theories, as well as clinical practice education. All student will be given an opportunity to think and discuss about the innovative future plans on standardization of international nursing educations through their own perspectives as next generation leaders.

Each country has own their nursing education systems, theories, and clinical practice education programs, but nursing students over the world will have same passions and concerns on nursing education. I sincerely hope that all of you will be able to share your passions and thoughts each other, and also have a precious time to discuss about the universal nursing educational standards today. The Global Nursing Education-Challenges for Change as theme of ICN Nursing Assembly is on your shoulders. All of you here today is the future of nursing.

Thank you.

December 22. 2014



[Presentation Papers]

- **Korea**
Na Yeon Lee | Kyungpook National University
 - **China**
Wang Rui | Peking Union Medical College
 - **Japan**
Mieko Omura | Yamaguchi University
 - **Netherlands**
Max van Megen | University of Applied Science Utrecht
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Nursing Education Current Status Statement in Republic of Korea

Introduction

This statement presents the current status of Korean nursing education and national examination for nurse, nursing theory and clinical practice, university faculty staff focusing on law system and the evaluation authentication of KABON; Korea Accreditation Board of Nursing.

- First, the important legal status related to nursing educational system and national nurse examination is 「The Higher Education Act」, 「The Medical Service Act」 and it is regulated by the associated lower statute. Related to clinical nursing practice and the university faculty members, it is based on 「University Establishment and administration regulation」, 「Regulation associated with personnel qualification standard of university faculty members.
- Second, law system related to nursing theory, clinical practice and university faculty members is slight for nursing when it comes to carrying legal binding force. However, the standard of nursing theory, clinical practice, university faculty members, etc was suggested by KABON, which has been designated as the rating agency for 4 year college of nursing.
 - ※ Korea Accreditation Board of Nursing
 - In 2000, KNA; Korea Nurses Association was appeared and KABON was founded. In 2012, they changed its name as KABON.
 - In 2011, KABON was designated for 4 year college of nursing by the minister of MEST; Ministry of Education, Science and Technology and approved as Rating Certification authority, that has legal authority at the very first in health and medical institution.
 - In 2014, partially revised bill of the higher act for obligating the rating and certification of all nursing education organizations has been moved to Congress.
 - The judgment by KABON is "Certified, Conditional certified, and Uncertified." 24 of 32 evaluation items should be met by the rating scale 'Fulfilled, Under fulfilled, Unfulfilled'. That is, 8 items can be certified even though it is 'under fulfilled' or 'unfulfilled', another evaluation to decide if it is certified or not.

- This statement suggests 13 of 32 evaluation items as appraisal certification standard of KABON associated with nursing theory, clinical practice and university faculty members.
- Education process (6 items): ① Completed subject system and credits. ② theory education administration. ③ Clinical practice education administration, ④ Laboratory administration, ⑤ Guidance on clinical nursing practice, ⑥ laboratory fee per 1 student.
- Faculty(4 items): ① Secure full-time faculty members, ② Class time number and be in charge of their major of faculty members. ③ Secure faculty members for clinical nursing practice and field guidance, ④ Faculty evaluation
- Installation and Maintenance (2 items): ① Secure laboratory and materials, ② Secure period of clinical practice,
- Result of Education (1 item): ① Evaluate core basic nursing skills

I. Nursing educational system and the national examination for nurse

■ The educational system of nursing education

• *Bachelor of Nursing Program*

- With gist of educational program unification of four years of nursing education Higher Education Act amendment was partly passed in 2011 at the National Assembly, in 2018 the educational program of the Republic of Korea nursing education of all nursing education institutions will be changed to the bachelor's degree course of a 4-year.
- History of nursing educational system
 - 1903: Started from 「Bo-gu-Yeo-Gwan Nursing Department Academy」
 - 1946: After 「Nursing High School」 has been established, it renamed in 1953 as "High Technical School of Nursing". Then, all courses of nursing high school has obsolete in 1974, and nursing courses has been developed in the course of university.
 - 1955: The first 4-year nursing program established at Ewha Womans University
 - 1959: Nursing education started with junior college educational system at National Medical Center School of Nursing. The years required for completing of nursing course adjust in 1971 to 3 years.
 - 1979: The college nursing program changed to 3 year.
(The junior college has changed to the college)
 - 2011: The bill of the Higher Education Act are partial revised that after the 3 year college nursing programs approved by the evaluation authentication of Presidential

Decree and the Republic of Korea nursing education evaluation Institute, they can change their 3 year program to a bachelor's degree course of 4 year.

In 2011, the Medical Act has partly revised, which start from 2018, only a person who got four years course of bachelor's degree from university education in nursing certified by the Korean Accreditation Board of Nursing Education, is qualified for the national nursing examination. Also in 2018, all nursing college programs unify to a course of 4 year.

- 2014, present: Only 15 College of Nursing schools out of 202 College of Nursing schools have been operating in a 3-year course, however these schools are planned to be changed to a 4-year course all in 2018 or earlier.

Division	2010	2011	2012	2013	2014	2015	2016
4 years	102	109	145	154	162	174	187
3 years	71	74	55	46	40	28	15

- significance of the 4-year unification of nursing education
 - Institutionalize international standard of nursing education program to improve status of Korean nursing
 - To ensure professionalism in nurses and to improve nursing service quality
 - The improvement of the quality of nursing education by applying the evaluation system and having a legal standard of a four-year educational system of nursing education
 - Establishment nursing education programs which corresponding to the paradigm changes in the world health care
- *Masters degree and PhD program of nursing*
 - Educational system and institution of an advanced practice nurse(APN)
 - In 2006: 「The rule of an acceptance of certification of an advanced practice nurse」 is given.
 - Qualifications of an advanced practice nurse : a registered nurse + 3 years career in specific fields within 10 years is needed at the time of application of the education system of advanced practice nurse within 10 years + masters degree in postgraduate course + National qualification exam for the enforcement of the Minister of Health and Welfare
 - In 2014 the field of an advanced practice nurse is divided into 13 parts (Public Health, Anesthesia, Psychiatric mental Health, Home health nursing, Infection Control, Occupational Health, Emergency Care, Gerontological Nursing, Critical Care, Hospice, Oncological Nursing, Adult Nursing, and Pediatric Nursing)
 - But the independent practice area of an advanced practice nurse, except for the nurses

specialized in home health, is not being enacted in the field of law

- Present Education status of an advanced practice nurse: 12,994 people are advanced practice nurses in 2013, Public Health(2,052 people), Anesthesia(614 people), Psychiatric mental Health(430 people), Home Health(6401 people), Infection Control(208 people), Occupational Health(119 people), Emergency Care(221 people), Gerontological Nursing (1769), Critical Care(523 people), Hospice(361 people), Oncological Nursing(555 people), Adult Health(147 people), Child Health(44 people).

- Status of Masters degree and PhD of nursing

- Masters Degree courses in Nursing is a 2-years program. The master courses divided into advanced practice nurse in specific postgraduate course and major in nurse in normal postgraduate course. The PhD course in major of nursing is also a 2-year program.
- The first Master's degree in Nursing was produced in 1962, and there have been 11,431 masters of Nursing until 2014. The Ph.D. degree in Nursing was first produced in 1982, and total of 1,999 nurses have got the Doctor's degree until 2014.

■ National Examination for Nurse

- Enforcement institution: National Health Personnel Licensing Examination Board.

- Article 4 of enforcement ordinance of the Medical Service Act (enforcement and announcement of national exam) promoted national exam in National Health Personnel Licensing Examination Board.
- National Health Personnel Licensing Examination Board promotes national exam mandated with the law for doctors, dentists, a medical acupuncturist in addition.

- Application qualifications

- In 2011 Article 7 of the Medical Service Act had been promulgated. From February 2017, only a person who got four years course of bachelor's degree from university education in nursing certified by the Korean Accreditation Board of Nursing Education, is qualified for the national nursing examination.
- On the basis of Article 7 of the Medical Service Act currently, a person who graduated from nursing colleges or universities or graduated from nursing colleges in overseas universities certified by the Minister of Health and Welfare can get certified by the Minister of Health and Welfare through National Nursing Examination

- Acceptance criterion : Passing marks are 60% or higher of the total score, and 40% or higher for each subject. Applicants without qualification for examination will not be accepted even after final announcement.

<Table 3> Candidates and acceptance rate of the national nursing examination in resent 5 years

Year	Number of applications	Number of applicants	Number of applicants who pass	the ratio of applicants who pass
2010	12,886	12,738	11,857	93.1
2011	13,516	13,358	12,519	93.7
2012	13,694	13,536	12,840	94.9
2013	13,966	13,799	13,065	94.7
2014	16,249	16,079	15,458	96.1

- The test format is a five-choice method, and the examination is consist of total 330 questions of 8 subjects which includes 7 major courses(Adult Nursing, Maternity Nursing, Pediatrics Nursing, Community Nursing, Psychiatric Nursing, Nursing Management, Basic Nursing) and Regulations related to health and medicine.
- National Examination for Medical Practitioners in republic of Korea has two parts which are a practical test and theoretical test. However other health care providers (dentist, oriental doctor and nurse) do not have a practical test.

<Table 4>

Subject	Number of problems	Field
Adult Nursing	80	Demands for safety and security, Nursing of Evacuation and nutritional metabolism, Nursing of activity and relaxing, Sensitive nursing of cognitive control
Maternity nursing	40	Understanding of women's health, Women's turning point period, health preservation and improvement for developmental stages, Health recovery of children
Pediatric nursing	40	Concept of children's nursing, children's Growth and Development, Children's helth improvement, health Preservation and promotion for developmental stages, children's health recovery
Community nursing	40	Assessment of community heath demand, Health service planning and resource use, health improvement and sustainment for population, Safety and environmental management
Psychiatric nursing	40	Mental health, Nursing of mental health,, Mental health of community, Nursing of mental disorder
Nursing management	40	Understanding of professional nurse, planning, organization, Human resourse management, leading, control, Nursing unit management
Basic Nursing	30	Oxygen demand, Nutrient demand, Excretory demand, Activity and Exercising demand, Safety demand, Security demand

Subject	Number of problems	Field
Regulations related to Health and medicine	20	Medical law, Law about Infectious disease prevention and management, The Quarantine Act, Prevention of AIDS, National Health Insurance Act, Community health act, Law about drug management, Law about emergency mendical treatment, Health and Medical Services Act, National Health Promotion Act, Blood Management Act
Total	330	

II. NURSING THEORY · PRACTICAL EDUCATION FACULTY

■ Nursing theory education

- About nursing theory education, college had autonomy of teaching without a legal basis. However, students who do not have bachelor of nursing authorized by Korea Institute for nursing education are disqualified for the nurse examination. It provides a legal basis on nursing education.
- The Nursing Education Concept Korea Institute for Nursing Education suggests.

<Table 5>

category	appraisal standards	example subjects
liberal arts requirements	12credits	Essay, English, Computer, etc
elective liberal arts	18credits	(No example)
Basic major subjects	20credits(18-26credits) humanities and social sciences subjects (over 8 credits)	human structure and function, pathological physiology, pharmacotherapy, infection-microbiology & biochemistry, communication theory, human relations approach, growth and development, understanding of human psychology
required major subjects	65credits	Introduction of Nursing, basic science of nursing, health assessment, nursing research, nursing care of adult patient, maternity nursing, pediatric nursing, community health nursing, mental nursing, nursing management, health & medical regulation, gerontological nursing, etc
optional major subjects	25credits	nursing leadership, multicultural nursing, Complementary therapies, international overview of nursing, nursing statistics, nursing ethics, Integrated practicum, etc

■ Nursing Practical Education

- According to the Medical Service Act, it prescribes doctor, dentist, oriental medical doctor, nurse, midwife as health care providers. However, on 「Regulation of university foundation & management」 it defines nursing as natural science, instead of health care providers. It allows universities to set up nursing department without hospitals in affiliation, and this process is easily conducted.
- Due to lack of adequate provision on nursing education, polarization of nursing practical education occurs regardless of where educational institutes are and regardless of if they have hospitals in affiliation.
- As it was shown, there are appraisal standards of Korea Institute for nursing education.
 - Evaluation-authentication required documents of proper clinical practice institutions: agreements between practice institution and nursing college(recent 2 semesters), evidential material for hospitals in affiliation, hospitals which is based on foundation, documents that show cooperation records between nursing colleges and practice institutions, nursing practical management regulation, securing space for student nurses.
 - Evaluation and certification documents that prove the presence of proper practicing classroom and practicing equipment : regulations of practicing rooms and practicing equipment, floor plan for practicing rooms, utilization log of practicing room(recent 2 years), practicing equipment(including simulation equipment) use-records(recent 2years), used budget of nursing practice fee(recent 2years).
- Korea Institute for Nursing Education suggests that 4years nursing colleges should have at least 1,000hours practice. But simulation practice is limited for 10percent of clinical practicing hours.
- Korea Institute for Nursing Education would randomly choose 3 students in the senior students to have them practice 1 item. Korea Institute for Nursing Education evaluates them and the students should get over 80points in each 3 items and over 70 points in 3 items.

※ evaluation items : vital sign measure, oral administration, intramuscular injection, subcutaneous injection, intradermal injection, intravenous fluid infusion, blood management, intermittent gavage, simple / indwelling urethral catheterization, enema, pre-operational nursing, post-operational nursing, hospitalization management, protective device and waste management for entrance quiet room, management of oxygen saturation & monitoring ECG, oxygen treatment with nasal cannula, Endotracheal suctioning, intubation tube management, CPR(cardiopulmonary resuscitation)

III. NURSING EDUCATION FACULTY

- As nursing in republic of Korea is defined as natural science by Korea Institute for Nursing Education, nursing colleges have 20 students per a professor compared to medical field has 8 students per a professor.

Category	humanities · social studies	natural science	engineering	art	medical
number of students per a professor	25	20	20	20	8

- According to 「faculty qualification standard of Korea Institute for Nursing Education」, professors should have 4years education record of research and 6years education training.

<Table 7> regulation of faculty computation

	college graduates or those with equivalent degrees	Associate of Arts or those with equivalent degrees				
	Education record of research	Education training	total	Education record of research	Education training	total
Professor	4	6	10	5	8	13
associate professor	3	4	7	4	6	10
assistant professor	2	2	4	3	4	7
teaching assistant	teaching assistants have the same graduates with the school level or those with equivalent degrees					

- Of the law and system, it does not have separate provisions about nursing and medical study.
- Korea Institute for Nursing Education suggests evaluation&authorization of nursing faculty as below.
 - Evaluation-authentication required documents of providing full-time professor : a list of the faculty for the year and teacher certification documents (papers which shows career, degree, position), a document about appointment and dismissal of University faculty staff, employment-rules and regulations for university human resources and each departments, standard for entrusting professor and part time professors, certification documents for professor and part time professors (papers which shows degree, career ect),

professors' working hours and their major subject (time tables for each department over recent 2 years, documents that demonstrate rules or regulation for professor's working hours)

- Evaluation-authentication required documents of clinical practicing teaching assistant and field leaders : clinical practice allotment, documents for identifying clinical practice faculty career, practice teaching agenda(recent 2 years, fieldwork guideline)
- valuation-authentication required documents of identifying professor career : faculty research assessment standard or regulation, evidential material of professor career, professor research paper, writing&translation list, activities of professor in professional organization, evidential document about professor development activities.



Brief Introduction of Nursing Education in Mainland China

Abstract

According to the National Registered Nurse Information Dataset, there were more than 250 million registered nurses in mainland China in 2012. With the large number of registered nurses and the rapidly increasing rate of registered nurses, nursing colleges/schools have to take the responsibilities for cultivating nursing talents, in order to meet the big needs of medical fields. For now, nursing education has been elevated to the first-level discipline, therefore, nursing education will face more challenges on the discipline construction. This article is mainly referred to history of Chinese education, education system, practicum, national nursing exam for nursing license and faculty of Chinese nursing.

Key words

nursing education; nursing practicum; faculty; nursing education system.

■ HISTORY OF THE CHINESE NURSING EDUCATION

The path taken by nurse education in mainland China has been greatly influenced by sociopolitical and economic factors. China has a long history of nursing education which commenced as early as in 1835.

In 1835, the United States missionaries introduced modern nursing education based on western sciences to China, and set up the first western hospital in Guangzhou. And in 1837, they started to hold nursing short term class, to foster lots of nurses for the hospital.

In 1887, a United State nurse started nursing exercise class in Shanghai.

In 1888, the first nursing school was opened in Fuzhou by Johnson.

In 1920, Anna Wolf, another US nurse, was instrumental in the establishment of the first collegiate nursing program at Peking Union Medical College (PUMC), a milestone in the history of higher nursing education in China. It was the only nursing school that

conferred baccalaureate level nursing program in Asia at that time. It set an example for the higher nursing education in china.

Unfortunately, in 1951, college and university nursing schools were discontinued for financial reasons. At that time, all baccalaureate nursing programs were downgraded to a secondary level of nursing education.

Then, for more than 30 years, there were no baccalaureate nursing programs available in China. During the Cultural Revolution, from 1966 to 1976, nursing education was deemed nonessential and nearly all nursing schools were closed.

In 1978, China adopted an Open Policy, as the Chinese government witnessed rapid growth of higher education in developed countries and consequently acknowledged the need to upgrade nursing education.

In 1983, the first university nursing school was allowed to reopen at the Tianjin Medical University. Later on, more and more nursing schools at the university level were established.

During the past 2 decades, China has experienced rapid economic growth, technological advances, and globalization. With that has come escalated standards of living, and expectations for higher quality of service in all sectors, including health, will inevitably increase. Other factors, such as demographic changes such as the population aging, an increased level of patient knowledge and decision making, and increased complexities in care delivery have created an urgent need for nurses to lead interdisciplinary efforts to address the nation's changing health care needs. As a result, nursing education in China has undergone rapid and significant transformation.

In 1992, the first master of nursing program was established by the Second Military Medical University and the school of Nursing PUMC.

In 2004, the first doctoral program in nursing began to run by the Second Military Medical University.

Since then, a full-scale, nationwide education system has been established, including technical secondary education, associate degree, baccalaureate degree, master's degree, and doctoral nursing programs.

■ EDUCATION SYSTEM OF CHINESE NURSING

I . Philosophy of nursing education

To meet the social popular needs, fostering applied talents with the ability of discovering, analyzing and solving the problems in nursing specialty, colleges/schools in China pay attention to integrated development of a student. In educating students as a fundamental, in imparting knowledge as a central, and in love as a initiatory, colleges devote to educate students in

specialized and social knowledge, ability of clinical practice, consciousness of innovation and the value conception system striving to the whole development of the national health security system and the national medical treatment and public health system.

The setting of the curriculum follows the guideline of holistic care and specializes in the student-centered and teacher-leading model. It highlights the training of life-long learning. The curriculum diminishes the boundaries of different disciplines and emphasis the cultivation of students' learning ability, which enables them to conduct clinical practical much earlier.

II. The types of education system

For now, there are three types education system in China: Basic education, Postgraduate Education, Continuing Education.

1. Basic education is mainly included: Technical secondary education, Associate degree and Bachelor degree.

1.1 Technical secondary education

It's reported that there are about 72.4 percent of the total nursing enrollment in 2002, which shows that technical secondary education occupied a major rate in the whole education system, and in some degree, it restricts the development of advanced education for its limitation in education theory, teaching methods, clinical practice, faculty and so on.

1.2 Associate degree and Bachelor degree

Some reports display that the rate of the total nursing enrollment in associate degree and bachelor degree is increasing constantly these years. Associate degree nurses and baccalaureate degree nurses are now the majority power of the clinical nursing staff and they stand for the holistic level of clinical nursing team. Since the associate degree and bachelor degree education have been generalized in China, the amount of technical secondary educational students reduced gradually. It improves the holistic nursing education system to a higher stage and it will definitely increase the status of nursing in medical field.

<Table 1> Nursing programs in China

Type	Period (years)	Qualification	School	Terminal examination	Status
Technical Secondary School	3-4	Junior high school Graduates	Health School, Nursing School	National Nurses Registration Examination	Forster primary nursing technical talents
AND (Associate Degree)	3-5	Senior high school, Junior high school graduates	University / College		Forster applied clinical nursing talents
BSN (Bachelor Degree)	4-5	Senior high school	University		Forster the combination of academic and applied clinical nursing talents
Master	2-3	Bachelor	University		Forster academic talents in nursing education, research, management and clinical nursing specialist.
Doctor	3-4	Master	University		Deeply understand the international and national current situation, development trend, the international front field; Own the independent research ability; Higher ability of nursing education, research, management and clinical nursing.

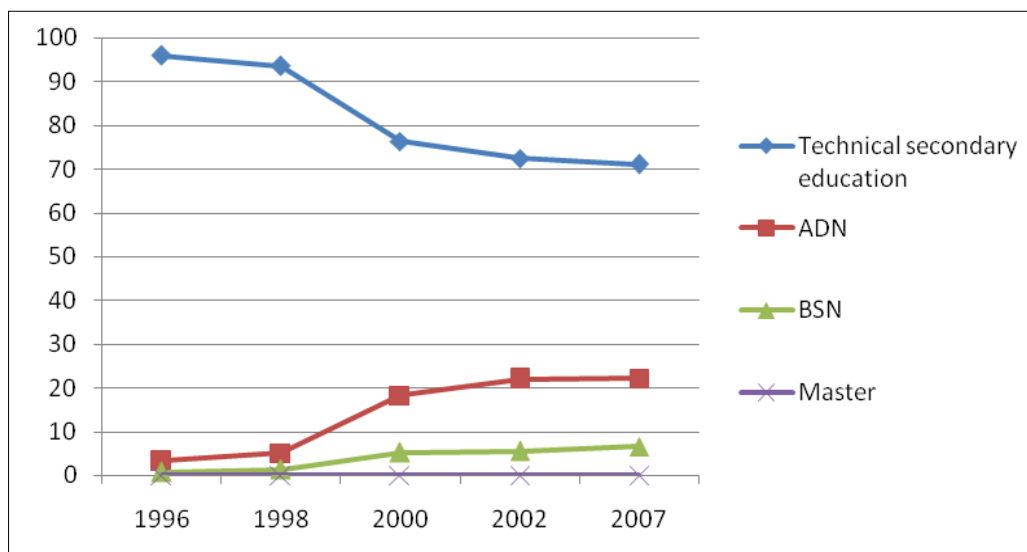
<Table 2> Number of national nursing student recruits, graduates and schools in year 2007

Type	Graduates	Recruits	Schools
Technical Secondary School	153778	277704	862
AND(Associate Degree)	74744	86828	307
BSN(Bachelor Degree)	11952	26097	201
Master	208	341	52
Doctor	0	13	4

<Table 3> Number of nursing student enrollment (1996 - 2007)

Year	Technical secondary education	Rate (%)	ADN	Rate (%)	BSN	Rate (%)	Master	Rate (%)	Total
1996	57010	95.96	1916	3.26	476	0.80	7	0.012	59409
1997	59587	95.17	2270	3.63	745	1.19	8	0.013	62610
1998	64836	93.47	3546	5.11	957	1.38	28	0.040	69367
1999	62866	87.67	6493	9.05	2332	3.25	20	0.028	71711
2000	65125	76.37	15622	18.32	4454	5.22	77	0.090	85278
2001	74978	70.36	25052	23.51	6490	6.09	44	0.041	106565
2002	102397	72.45	31095	22.00	7793	5.51	52	0.037	141337
2007	277704	71.03	86828	22.21	26097	6.67	341	0.087	390970

< Table 4> Trend of nursing student enrollment (1996 - 2007)



2. Postgraduate Education is mainly included: Master degree and Doctoral degree. Graduate education is a developing trend of the national career of nursing and it also stands for the level on the advanced nursing education and the nursing research. In 1992, the first master of nursing program was established by the Second Military Medical University and the school of Nursing PUMC. In 2004, the first doctoral program in nursing began to run by the Second Military Medical University. With the years of actively exploring and constantly accumulating, the pattern of the graduate education has come into a mature steady stage.

2.1 Master's Programs

Master's programs in China began in 1992 at Beijing Medical University (now Peking University Health Science Center) and the Second Military Medical University, increasing to 5 in 1998, 30 in 2003, 58 in 2007, and 65 in 2009. According to the China Graduate Admissions Website, around 600 students are expected to be enrolled in master of nursing programs in 2010, an increase of 5 times the original number, compared to 5 years ago.

Initially, the aim of the master of nursing programs was to prepare nurse educators and educate nurse researchers, administrators, and experts, with a strong emphasis on health promotion and disease prevention. Research topics pertaining to education and management were popular at that time. However, after doctoral programs started in 2003, the focus shifted from preparation of nurse educators and nurse administrators at the master's level to preparing clinical experts. According to the Academic Degrees Committee of the State Council (ADCSC) in China, there are 2 kinds of master programs: the research program, which focuses on research training, and the clinical program, which emphasizes advanced clinical practice.

2.2 Doctoral Programs

Doctoral nursing education is a relatively new phenomenon in China. Before 2003, nurses in China could only obtain their doctoral degree in nursing abroad or in Hong Kong. In 2003, the Second Military Medical University was the first to be given the authority to conduct a doctoral program in nursing. One year later, 2 additional doctoral programs were established. One was at PUMC in Beijing in collaboration with Johns Hopkins University, supported by the China Medical Board of New York (CMB), while the other was at SunYat-Sen University in Guangzhou. The number of programs in China has grown to 22 in the 5 years since the first doctoral program officially began. The overall aim of the doctoral nursing program is to prepare nursing leaders in research, education, administration, and policymaking. As in the United States and the United Kingdom, nursing doctoral programs in China are either research-based or clinically-based.

<Table 5> Current status of Graduate Nursing Education in Mainland China

	Master's Program	Doctoral Program
Start Year	1992	2003
Number of programs (in 2009)	65	22
Purpose	Prepare clinical experts	Prepare nursing leaders in research, education, administration, and policy-making.
Education Focus	Research type, Clinical type	Research type, Clinical type
Program Length	3 years (full time), 2-4 years (part time)	3 years (full time)
Clinical Practice time (for clinical type)	Not less than 2.5 years	Not less than 2 years
Advisors	Nurses with a minimum of a master's degree in nursing	Nurses with a minimum of a master's degree in nursing, with a doctorate degree preferred Physician
Admission Requirements	1. Bachelor degree (or equivalent qualification) 2. Master eligibility examination 3. GPA in undergraduate program 4. Letters of recommendation 5. Interview	1. Master's degree (or equivalent qualification) 2. Doctoral eligibility examination 3. GPA in master's program 4. Letters of recommendation 5. Interview
Credits Required	< Table 11-12 >	
Courses	English, Politics, Advanced research methods, Epidemiology and statistics, Nursing theory, Nursing management, Nursing education and Professional development	English, Politics, Advanced research methods, Epidemiology and statistics
Publication Requirement	At least one article based on the research in a Chinese journal	Research type: at least 1 article based on their research in a journal listed in the Scientific Citation Index. Clinical type: at least 1 article in a highly rated Chinese journal.

	Master's Program	Doctoral Program
Midterm (comprehensive) examination (Taken at the middle of second year)	Assess: 1. Study attitude; 2. Coursework performance; 3. Research competence: preliminary oral examination, review article Clinical: emphasizes assessing clinical skill (writing a medical report, clinical skill evaluation, and clinical decision-making)	Same with Master's Program

3. Continuing Education: Continuing Education is mainly included: Adult higher education, Continuing education credits and Self-taught higher education testing.

III. Curriculum system

School's curriculum system mainly reflects the person's integrity and outstand the features of the nursing specialty. This system intensifies the training objectives and emphasizes the training on student quality. Curriculum system settings are decided by the cultivating objects, philosophy of nursing education, values of teaching, resources and potential student groups.

1. The system basically includes three parts: public and humanities curriculum group, professional group of foundation courses and specialized courses group of nursing.

1.1 Public and humanities curriculum group

The main purpose and function of public and humanities curriculum group is to improve students' cultural literacy. This group helps the students to get the knowledge to understand the service objects and form the attitude to respect patients. It aims at cultivating students' sense of social responsibility and having the ability to communicate and cooperate with people. It also makes students to have the basic ability to understand the different language culture as well as a good physique.

1.2 Professional group of foundation courses

The main purpose and function of professional group of foundation courses is to equip students with basic knowledge of nursing professionals, such as the body's structure, function and the changes brought by the stimulation of human biology. The basic course is set selectively on the basis of the standard of nursing training objectives. It is differ from the medical basic course for medical professional, including the courses ranging from normal morphology and function of the human body, to the pathophysiological changes in tissue abnormalities.

1.3 Specialized courses group of nursing

Specialized courses group of nursing is the main course of training nursing talents. The main purpose and function is to enable students to learn basic nursing tasks, the main methods of work, the nursing measures to meet the health need of different individuals and groups under different health status. And it also cultivates the ability of sustainable development as nursing professionals.

2. The curriculum contents of different levels nursing colleges/schools.

2.1 Technical secondary educational curriculum system

<Table 6> Technical secondary educational curriculum contents

Curriculums	Contents of curriculum
Public compulsory curriculum group	English, relative courses of Political, computer fundamental, Nursing Psychology, Nursing Ethics and so on.
Professional group of foundation courses	Physiology, Systematic Anatomy, Histology and Embryology, Immunology, Microbiology, Pharmacology, Pathology and Pathophysiology and so on.
Specialized courses group of nursing	Fundamentals of Nursing, Health Assessment, Clinical Nursing and so on.

2.2 Associate degree educational curriculum system

<Table 7> Associate degree educational curriculum contents

Curriculums	Contents of curriculum
Public compulsory curriculum group	English, relative courses of Political, PE, Interpersonal Communication, Nursing Psychology, Nursing Ethics and so on.
Professional group of foundation courses	Physiology, Systematic Anatomy, Biochemistry, Histology and Embryology, Immunology, Microbiology, Pharmacology, Pathology and Pathophysiology, Nursing Psychology, Nursing Ethics and so on.
Specialized courses group of nursing	Fundamentals of Nursing, Health Assessment, Clinical Nursing and so on.

2.3 Bachelor degree educational curriculum system

<Table 8> Bachelor degree educational curriculum contents

Curriculums	Contents of curriculum
Public and humanities curriculum group	Psychology of Nursing, Contemporary History, Development of Human Beings and Philosophy, Interpersonal Communication, Bioethics and Jurisprudence, English, Informatics, Aesthetics, Hygiene, Medical Statistics, Epidemiological, PE and so on.

Curriculums	Contents of curriculum
Professional group of foundation courses	Physiology, Systematic Anatomy, Histology and Embryology, Immunology, Microbiology, Parasitology, Nutrition, Biochemistry, Pharmacology, Pathology and Pathophysiology, Traditional Chinese Medicine, Growth and Development and so on.
Specialized courses group of nursing.	Fundamentals of Nursing, Clinical Nursing, Community Nursing, Nursing Education, Nursing Research, Nursing Management, the Development of the Nursing Specialty, Health Assessment, and so on.

There are two kinds of curriculum divisions in clinical nursing. One is arranged in accordance with the functions and needs of human being and the Bio-Psycho-Social model. It is divided as the Introduction of Clinical Nursing: Human and the Society, Clinical Nursing: Reproduction, Clinical Nursing: Oxygenation, Clinical Nursing: Activity and Rest, Clinical Nursing: Cognitive and Sensory. The other is general used in the majority schools of nursing. It is divided as medical nursing, surgical nursing, obstetrics and gynecology nursing, pediatrics nursing etc.

2.4 Postgraduate educational curriculum system

It is divided to compulsory courses and optional courses. For the fundamental of bachelor degree education, it has higher commands for the ability of learners in thinking pattern, practical ability and innovation spirit, as well as it has higher standard for the credits qualification.

2.4.1 Master's degree curriculum system

<Table 9> Master's degree educational curriculum contents

Compulsory course	Contents of curriculum	Optional course	Contents of curriculum
Public compulsory courses	Chinese Characteristic Socialism, Philosophy of Science and Technology, Public English	Public optional courses	Medical Photography, Chinese history, Medical Presentation Skills, Evidence-Based Medicine and systematic reviews
Degree compulsory courses	Epidemiological basis, Nursing theory, Nursing Management, Nursing research	Degree optional courses	Medical Statistics, Case Study of Epidemiological studies And SAS Applications, Social Medicine, Overview of the Development of Medical Informatics at home and abroad, Clinical Humanities and medical psychology
Degree specialty courses			

2.4.2 Doctoral degree curriculum system

<Table 10> Doctoral degree educational curriculum contents

Compulsory course	Contents of curriculum	Optional course	Contents of curriculum
Public compulsory courses	Marxism in contemporary, Selected Readings in Marxist Classics, English	Public optional courses	
Degree compulsory courses	Epidemiological basis, Nursing Research, Case Study of Epidemiological studies And SAS Applications, Nursing Management	Degree optional courses	Nursing theory, Medical Statistics, Classic English literature reading skills
Degree specialty courses			

IV. Credit system

The credit system of basic education in China has not put into practice broadly yet, for the curriculum system setting-up is different among schools and colleges, the level of nursing education systems is various and it's hardly to union all of them in a specific and strict standard. For now, some advanced vocational nursing colleges adopt credit system to evaluate studying quality, with the accordance of curriculum settings. But most schools and colleges have adopted class-hours system as an evaluation method. After the whole class finished, students have to take part in the terminal examination for each semester. The total marks are based on theoretical study and performance of clinical internship. The required class hours/credits and eligible marks for courses are the essential qualifications for the graduated diploma.

The credit system for master's degree program and doctoral degree program are systematical used broadly in most colleges and they are differed by the types of education program levels. There are compulsory courses and optional courses. Each course has its total credit and demanded credit, and different education program level has different qualification of credit.

<Table 11> Credit systems of Master's degree and Doctoral degree (1)

Education program levels	Total credit (demanded credit)	Compulsory course credit	Optional course credit
Master's Degree Program (academic)	32(25)	22	10
Master's Degree Program (clinical)	17(13)	15	2
Doctoral Program (recommendatory)	33(26)	24	9
Doctoral Program (academic)	20(13)	17	3
Doctoral Program (clinical)	13(9)	10	3

<Table 12> Credit systems of Master's degree and Doctoral degree (2)

Education program levels	Compulsory course contents (credit)	Optional course contents (credit)
Master's Degree Program (academic)	Public compulsory courses(7), degree compulsory courses(≥ 8), degree specialty courses(7)	Public optional courses(1), degree optional courses(9)
Master's Degree Program (clinical)	Public compulsory courses(7), degree compulsory courses(≥ 4), degree specialty courses(4)	Public optional courses(0.5), degree optional courses(1.5)
Doctoral Program (recommendatory)	Public compulsory courses(7), degree compulsory courses(≥ 10)	degree optional courses(9)
Doctoral Program (academic)	Public compulsory courses(7), degree compulsory courses(≥ 3)	degree optional courses(3)
Doctoral Program (clinical)	Public compulsory courses(4), degree compulsory courses(≥ 2)	Public optional courses(0.5), degree optional courses(2.5)

V. Quality-oriented education

Some advanced vocational nursing schools/colleges always attach great importance to cultivating the professional ethics. Cultivating the highly-qualified nursing talents has been the prerequisite for the course. Quality-oriented education centers on the quality education and cultivates the students to learn how to learn, to think and to live. Students can receive education on professional cognition, career planning and psychological health while they are at college or aboard. Quality-oriented education in Schools/colleges is basically consists of exchange study, construction of campus culture and secondary classes.

To educate the specialized levels and the research abilities of students, schools/colleges create many chances for students to study outside, not only for reinforcing the knowledge, more for stimulating new ideas of nursing development tendency. Exchange study can be developed in both native and abroad, in order to exchange the theories of nursing education, class teaching methods, curriculum system, internship experience, and some constructive suggests from other school.

To enrich students' extracurricular activities, students' organizations in schools/colleges establish series of lessons, like chorus, guitar lessons, photography foundation lessons, drama performance, making-up lessons. Corporative activity is a big success among students, and it can help students to improve humanistic quality and foster interests. And what's more, schools set up counseling centers, students can speak to what they confused about their lives and studies to the teacher, and defeat these negative emotions together with teacher. There are also social activities for students, like Health education for the school of migrant workers, volunteers for the blood-collecting vehicle, volunteers for the hospitals and volunteers for social welfare institute.

■ PRACTICUM OF CHINESE NURSING

I . Standards

- There must be at least one practicum institution accord with the standard of grade A tertiary teaching hospital.
- The proportion of students and patients amounts should be 1: 1.
- Colleges/schools must build relevant departments to administrate clinical teaching quality, and practicum institution must build relevant departments with professional staff, to be in charge for clinical teaching work, and to supervise clinical teaching quality and nursing specialty clinical technique examine.
- Nursing colleges/schools should set up community nursing teaching and practicing institution, like community health center.
- Medical basic curriculums should include specific experimental hours, and nursing specialty curriculums should include specific laboratory exercise hours and teaching/clinical practicum as well.
- Colleges/schools should also arrange training class of research study, to foster fundamental research abilities of students. For it's a good way to improve students' abilities of discovery-settlement-evaluation problems in clinical practice.

II . Stages of practicum

Practicum is as important as curriculum study for a medical student. The first chance to contact with the nursing specialty techniques is from the laboratory. Students can learn, imitate, role play, firsthand experience nursing technique and reinforce the point of knowledge in there. The first step is the basis of all study and plays important role in the whole practicum. From the first to the third year (or the second year, or the fourth year) in the college/school, there should be one to four weeks for teaching practicum and clinical practicum each semester after learning related lessons, in order to get familiar with the function and flow of nursing, learn how to operate a nursing technique to a real patient rather than just learning from books, and have more opportunities to go to different clinical sections. The last year in college/school, students are out of class formally and start to complete clinical comprehensive practicum for at least nine months (thirty six weeks): twelve weeks for medical-surgical ward, four weeks for ophthalmology/ otorhinolaryngology/ stomatology ward, four weeks for obstetrics and gynecology / pediatrics ward, four weeks for critical care medicine, four weeks for operating room, four weeks for emergency and four weeks for community hospital.

III. Status of practicum

Practicum has a high status in our four-year study, it occupies high ratio of the total scores, about 40 percent to 60 percent of each nursing specialty curriculum, and it also decides whether we can get diploma according to the credits of the courses and the performance through the clinical internship. In my perspective, practicum is an efficient method to not only study a disease from its definition to therapy and nursing measure, but get more connection to the clinical gradually and recognize the real society. Although the weeks of clinical internship are busy and nervous, we can only sleep for six hours a day, we enrich ourselves with specialty knowledge, a twist of the wrist, flexible ability of communication, imperturbable coping capacity and abundant experience.

For me, the experience of clinical comprehensive internship is a big challenge, no matter what mistake I've ever made or what operation I've failed, they all went to the past and became my treasure experience, which always knock me that the same mistake cannot happen again. What's impress me most is from the patients, for their encouragement, tolerance, understand and concern. They know your name and they often call you "little girl", "sweetie", they ask for your help, they tell you to care about yourself, they comfort you when you make mistakes or you are blamed by others and they thank you for looking after them carefully although you cannot bring them more in the medical field. I often think about we student worth, we can do less on what we concern more, like difficult nursing technique, medical knowledge that can speak immediately without any books. But we also forget that nursing means not only to cure the disease, more to help, more to comfort, more to love. Thanks to the student we are, we contribute what we have and what we can do, that is love, sincerity, respect and smile. The society, I have faith in, is more moving and comprehensive rather than grim and dangerous.

■ NATIONAL NURSING EXAM FOR NURSING LICENSE

I. The purpose of national nursing exam

The national nursing exam for nursing license is a method to evaluate the applicants whether they master the specialized knowledge and equip the ability as an eligible nurse.

II. The qualification for the applicants

The qualification for the applicants has strict requirements: you should work in nursing specialty at the qualified medical and health institutions of the country or the department

government, or you should be a graduated student who study nursing specialty or aidstodelivery specialty lessons for three years in secondary vocational nursing school or advanced vocational nursing school and must complete the clinical internship for more than eight months in teaching or comprehensive hospital and have the diploma.

III. The subjects of examination

There are two major subjects of the exam: specialized practice and the ability of specialized practice. Specialized practice checks the applicants to complete the nursing work efficient and safe by using the relevant specialized knowledge, including: the medical knowledge of health and disease, basic nursing technical ability, social humanistic knowledge related to the nursing specialty. The ability of specialized practice checks the applicants to complete the nursing mission with the specialized knowledge and technical ability, including: clinical manifestation of disease, therapeutic principle of disease, health assessment, nursing progress, skills of nursing specialty, health education.

Each subject has 120-160questions which are all optional questions, divided into four classes: A1, A2, A3, A4. Each question has a declarative sentence with five options, but only one answer is right. The specific content of class A1-A4 is listed as below:

<Table 13> The type and function of questions forclass A1-A4

Class	Type of questions and function of questions
A1	Come up with a question briefly to check if the examinee has mastered the single point.
A2	Come up with a case of disease briefly to check the ability of analyzing and judging for the case.
A3	Come up with a clinical circumstance by the center of the patient first, and then present 2-3independent questions around it.
A4	Come up with a clinical circumstance by the center of a single patient or a family first, and then present 4-6 independent questions which add some new information with the development of the patient's condition, to check the comprehensive ability.

IV. The eligible line and the amount of passing the national nursing exam

<Table 14> The eligible line of national nursing exam for nursing license from 2010-2013

Year	Subject	Standard(mark)
2013	Specialized practice	76
	The ability of specialized practice	78
2012	Specialized practice	80
	The ability of specialized practice	80

Year	Subject	Standard(mark)
2011	Specialized practice	77
	The ability of specialized practice	76
2010	Specialized practice	60
	The ability of specialized practice	60

<Table15> The amount of passing the national nursing exam for nursing license from 2001-2007

Year	2001	2002	2003	2004	2005	2006	2007	Total
Population of passing the exam(thousand)	21.4	22.4	85.7	122.2	167.9	182.2	193.7	795.5

■ FACULTY OF CHINESE NURSING EDUCATION

I . Qualification of faculty

- Colleges/schools should equip a reasonable, relatively stable and higher level faculty team in accordance with the scale and target location of colleges/schools, to meet the needs of teaching, research and teaching reforms.
- The proportion of students and teachers should no more than 15:1.
- There should be an authoritative leader who has deeper experience in academics, and there should be at least two professional lecturers per course for the major nursing specialty curriculum.
- Teachers of nursing specialty should have practical experience in clinical or community, and specialized teachers must have qualification of nursing license and teaching license. And they have to join professional training class, exchange plan and some examination periodical.
- Colleges/schools must guaranty a number of full-time teachers and part-time teachers, and the rate of advanced professional teachers no less than 30 percent.

II. Consist of nursing colleges/schools' faculty

Colleges/schools' faculty is mainly consist of full-time teachers who work in nursing colleges/schools, part-time teachers who are clinical teachers working at different hospitals, and for some advanced nursing colleges/schools, there are a number of visiting professors from all over the world.

III. An example of faculty in school of nursing PUMC

The specific data of population in national nursing colleges/schools' faculty has not been calculated accurately. There is an example of the school of nursing PUMC to have a generalization:

The PUMC School of Nursing attaches great importance to the teambuilding of faculty. For the development of the discipline of nursing, the school invites talents from famous universities at home and abroad and encourages its teachers to receive further training on teaching, practice and research. After years of hard work, the school is staffed with highly competent teachers who are experienced in both teaching and research and boasts an excellent teaching environment.

<Table 16> Faculty in school of nursing PUMC-teacher

	Full-time teacher	Part-time teacher	Visiting professor
Resources	The School of Nursing PUMC	Clinical teacher working at different hospitals	The United States, Australia
Amounts	31	83	4

<Table 17> Faculty in school of nursing PUMC-student

	Junior college students	Baccalaureate degree students	Master degree students	Doctor degree students
Amount	236	232	41	6
Ratio	1: 10		1:2-1:5	1:2

The population of full-time teachers now in the PUMC School of Nursing is about 31 people: there are about 10 professors, 9 associate professors, 12 lecturers and 1 teaching assistant.

The population of tutor for the master degree is 10 people, and the doctor degree is 3 people. All of the tutors are involving in all kinds of nursing fields: Medical-Surgical nursing, Pediatric nursing, Management of nursing, Adult nursing, Community nursing, Psychiatric nursing, Obstetrics and Gynecology nursing, etc. For now, the total amount of postgraduates is 47, and the amount of enrollment is around 12 per year.

IV. Problems for the national faculty of nursing education

- The high proportion of nursing teachers' educational diploma is focus on bachelor degree.
- There are only a few teachers with master's and doctoral degree and these outstanding

teachers almost work in advanced nursing colleges/schools.

- Clinical nursing teachers usually have abundant experience and strong practical abilities, but they are often lack of systematic theoretical knowledge.
- Some clinical doctors take responsibilities to teach fundamental medical knowledge, but they don't know about nursing. So they can't find connection between both of medical theory and nursing theory.
- Some nursing educational teachers start to teach when graduating from colleges, so they have little in either clinical or teaching.

■ CONCLUSION

This article has summarized the history of Chinese education, education system, practicum, national nursing exam for nursing license and faculty of nursing in mainland China. As a developing country, Chinese nursing education system is building step by step. To meet the social popular needs, fostering applied talents and academic talents with the ability of discovering, analyzing and solving the problems in nursing specialty, and achieve the goal on transforming from secondary education to advanced education. The development of Chinese nursing education is full of challenges, but it will be regarded as the primary task for the native public health.



Brief Introduction of Nursing Education in Japan

■ Introduction

Japan is an unprecedented example of a developed country undergoing societal change due to its rapidly aging population and has been attracting attention from the world as a model of a super-aged society. In 2030, one third of the Japanese population will be over 65 years of age and one fifth over 75 years of age (Nikkei business publication, 2014). The nursing profession in Japan has been responding to this challenge by its involvement in policy decision-making and by improving the nursing education (Primomo, 2000). However, there is further need of enhancement in Japanese nursing education to meet these challenges for change.

In this paper, current state and issues of nursing education in Japan are described; these include the nursing education system, theory of nursing education, nursing practicum, national nursing examination for nursing license and faculty.

■ Background

After the Meiji government introduced Western medicine in 1874, modern nursing in Japan began with midwifery education, licensing and training in accordance with the Medical Regulation (Japan Nursing Association (JNA), 2011). The first nursing school based on the concept of Nightingale was established in 1885 (Primomo, 2000). Subsequent Midwives Rules, Nurses Rules, and Public Health Nurses Rules established the professional qualifications of midwives, nurses and public health nurses. Further, the National Healthcare Act recognized nurses as health care professionals along with doctors and dentists in 1942 (JNA, 2011).

After World War II, the Act on Public Health Nurses, Midwives and Nurses in 1948 unified existing rules and instituted educational requirements for nurses and standards for nursing examinations and licensure (Primomo, 2000). A nursing division was also installed in the

Ministry of Health and Welfare to direct nursing administration by nurses themselves and nursing education in the university setting is established to professionalize and advance the profession (JNA, 2011).

In recent years, nursing profession has been required to meet the diversified healthcare needs of the aging population. The amendment for the Act in 2009 made it possible for students to undertake 4-year public health nurse and midwife courses at universities. Further efforts are being made in order to improve nursing education (JNA, 2011).

■ Nursing Education System

Type of Educational Institution

There are several types of educational institutions in Japan. Following high school education, a 4-year nursing degree is provided at universities and 3-year qualifications at junior colleges under the jurisdiction of Ministry of Education, Culture, Sports, Science and Technology (MEXT) or training schools under the jurisdiction of Ministry of Health, Labor and Welfare (MHLW) (JNA, 2011). Education for public health nurses and midwives is delivered at universities, one-year colleges or training schools, and some master's programs at graduate schools. Graduates from a 4-year university degree like Yamaguchi University that offers the program for public health nurses and/or midwives are eligible for the national examination for public health nurses and/or midwives as well as a nurse's license (JNA, 2011).

Additionally, Enrolled Nurses provide nursing care under the supervision of a medical doctor, dentist or Registered Nurse after two years of training in designated schools. They can work anywhere in Japan although their licenses are issued by prefectural governors. However, there have been calls for abolishment of this system and unification of nursing education system into a 4-year university level qualification as nursing becomes more complicated and diversified (Kojima, 1987).

■ The Nursing Education Curriculum

Subjects in nursing education required to qualify for the national examination are set by the MHLW and MEXT. There may be need for unification of jurisdictions in future; however, standards of education are uniform regardless of the type of educational institutions offering the main courses (JNA, 2014).

<Table 1> Education curriculum of nursing schools

	Content	Credits
Foundation studies	Basics of scientific thinking	13
	Understanding of humans, living and society	
Specialized Basic studies	Human body structure and functions	15
	Diseases mechanism and recovery promotion	6
	Health support and social security system	
Specializations I	Basic nursing	10
	Clinical training: Basic nursing	3
Specializations II	Adult health nursing	6
	Gerontological nursing	4
	Child health nursing	4
	Maternal nursing	4
	Mental health and psychiatric nursing	4
	Clinical training: Adult health nursing	6
	Gerontological nursing	4
	Child health nursing	2
	Maternal nursing	2
	Mental health and psychiatric nursing	2
Integration	Home care nursing	4
	Nursing integration and practice	4
	Clinical training: Home care nursing theory	2
	Nursing integration and practice	2
Total		97

(JNA, 2011)

Internationalization

Today, Japanese universities have to compete globally and meet international standards of education and research and there are many moves towards internationalizing the curriculum and student experience. Yamaguchi University, for example, offers the subjects in international nursing as well as Medical English/Conversation by a native English-speaking professor. Also, the university is a part of Asia Pacific Alliance of Health Leaders consists of five universities in four countries and its students and faculty members exchange information at a yearly forum. International research collaborations have resulted from this endeavor. Further, Yamaguchi University hosts Nursing & Health Sciences, a premier international journal focusing on the exchange of knowledge between the East and West (Yamaguchi University, 2014).

■ Nursing Practicum

An example of clinical practicum hours in university is shown in the table below.

<Table 2> Hours of clinical practicum

Clinical Practicum	Unit	Hours
Basic Nursing I	1	90
Basic Nursing II	2	90
Adult Nursing I (acute, convalescent phase)	3	135
Adult Nursing II (Chronic, palliative phase)	3	135
Adult Nursing III (Critical nursing)	1	45
Pediatric Nursing	2	90
Maternal Nursing	2	90
(Midwifery)	(10)	(450)
Gerontological Nursing	3	135
Home Nursing	1	45
Public Health Nursing	3	135

(Yamaguchi University, 2014)

Available medical institutions for nursing practicum

Only part of the nursing practicum can be undertaken at the University-affiliated hospital. Today's nursing education needs the cooperation of the wide range of medical facilities, health and welfare facilities in the local community. There is competition between educational institutions to secure the available medical facilities.

Nursing practicum status in the school of nursing

There are a variety of challenges to develop a clinical education system based on the agreement between the universities and the training facilities. Todayan increasing number of patients require advanced treatment and invasive surgical procedures. Students must have opportunities for acquiring clinical skills whilstensuring patients' rights to receive a high quality service. Also, aging population and the expansion of the nursing role demands increased trainingin the field of non-medical facilities such as welfare and home care where a proven track record of nursing practice has not yet been well establishedin Japan(MEXT, 2002).

In addition, teachers and clinicians may not share a common understanding about the development of students' ability due to their different positions and responsibilities. Because clinical nurse educators are not always available, there are concerns that accepting students may disturb ward routines and increase nursing workload, and that their existing nursing practices

may become the subject of criticism (MEXT, 2002). Hence, each faculty member at Yamaguchi University is assigned to support 3 or 4 students during their clinical practicum. However, there is a concern that this may not help students to gain independence.

■ National Nursing Examination for Nursing License

The following candidates are eligible to take National Nursing Examination.

- A graduate of a university who completed subjects specified by the School Education Law of Education, Culture, Sports, Science Minister(1947 Law No. 26) to conform to the standards prescribed by Ministry of Education, Culture, Sports, Science(MEXT), and the Ministry of Health, Labor and Welfare(MHLW)
- A person who completed three years of nursing education in a school specified by the MEXT
- A person who was graduated from a nurse training school specified by the MHLW
- An Enrolled Nurse who practiced more than three years after obtaining a license, and an Enrolled Nurse who carried out more than two years of study at the designated university, school or training school
- A graduate from an overseas school or training school defined in foreign health nurse midwife nurse Law Article 5, or a person who has the equivalent license in a foreign country and recognized as having equal or greater knowledge and skills with those listed in (1) to (3) above by the MHLW
- Based on the agreement between Japan and the Republic of Indonesia / the Republic of the Philippines / the Socialist Republic of Vietnam, candidates who have undergone language training and introductory nursing training, and are working under the supervision of a nurse in a hospital for the qualification, and also recognized as having equal or greater knowledge and skills with those listed in (1) to (3) above by the MHLW(MHLW, 2014)

A nursing qualification in Japan lasts for a lifetime. A renewal system may need to be implemented to ensure the quality of nursing services although the qualification may be removed if professional dignity is compromised(JNA, 2011).

Subjects for examination

Subjects for examination include human body structure and function, pathophysiology and promotion of recovery, health assistance and social security system, basic nursing, adult nursing, gerontological nursing, pediatric nursing, maternity nursing, mental health nursing,

home nursing theory and nursing integration and practice(MHLW, 2014).

Examination

The examination consists of compulsory questions, general questions and situation setting questions. They are in the form of multiple choice questions (1 in 4, 1 in 5, and 2 in 5) and drug calculation questions.

■ Faculty of Nursing Institutions

Ratio of teacher and students

Using Yamaguchi University as an example of national universities, there are currently 35 members of nursing faculty including 14 professors in 4 divisions for 320 undergraduate student capacity in Yamaguchi University.

<Table 3> Number of Nursing Faculty

	Fundamental Nursing	Clinical Nursing	Maternal Pediatric	Community / Gerontological	Total
Professor	4	4	2	4	14
Associate Professor	1	0	1	2	4
Lecturer	1	2	1	1	5
Assistant Lecturer	2	4	2	2	10
Teaching Assistant	0	1	1	0	2
Total	8	11	7	9	35

(Yamaguchi University, 2014)

Qualification for faculty

Qualifications required for nursing faculty members vary between educational institutions. It is necessary to have a nursing license, a degree and more than five years of clinical experience to become a nursing faculty in a University. Nursing schools require candidates to undergo a nursing teacher training course that is conducted by the prefectures(MHLW, 2009)

■ Summary

There are several types of educational institutions under two different Ministries in Japan. The standard of education is equal regardless of the type of educational institution offering the main courses. The cooperation of the wide range of medical facilities, health and welfare facilities in the local community is essential for students to learn from clinical practicum. Efforts to enhance nursing education are being made in order to meet the needs of a rapidly aging Japanese society as well as the international community.

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Nursing education in the Netherlands

■ History of Nursing education and different education programs

In the Netherlands there are two levels of nurses, the first and second level nurses. The first level nurse is a higher level nurse who is capable of assessing the whole nurse situation and deciding the appropriate level of nurse care. The first level nurse will also direct the second level nurses. Nurses of both levels (first level and second level) are expected to recognise and analyse “actual threatening consequences of physical, mental pathological processes, disabilities or develop mental disorders on the individuals vital functions as well as counseling and assisting the individual in such conditions”.

In the Netherlands education is divided into several streams. The general secondary educational system has three main options, the MAVO (four years), the HAVO (five years) and the VWO (six years), the latter being the entry requirement to university degrees. Professional education has two main options: the MBO (secondary professional education) which can be entered after MAVO and the HBO (higher professional education) which can be entered after HAVO and VWO. Training of nurses is provided through both these systems (MBO and HBO).

Until 1972 we had only the so called in-service training. This meant that Nurses learned during working, back then we didn't have Nursing schools and universities yet. In-service training was possible in three different fields: general nurse (A), psychiatric nurse (B) or nurse for the mentally handicapped (Z). For in-service training had to be applied at a hospital or care center, which directly made you an employee while still being a trainee. In this in-service program future nurses would learn while working at the institution itself. After this program the trainee would be a registered Nurse and most of the times assured of having a job at the institution where they did their in-service education. The in-service program ended in 1997, as it had become quite old-fashioned.

From 1972 the first educational institutions opened. Two different levels of Nursing were

offered, a four year study at a Nursing School to become a so called first level Nurse and a four year study program at University, after which you will become a registered second level Nurse (Bachelor of Nursing). The difference between those two is that the second level studies are more scientific based, but both levels give you the title of “Registered Nurse” for life after graduation. After becoming a first level nurse, it is possible to attend a two year study program at University to become a second level nurse. You will need a second level diploma (Bachelor of Nursing) to do a Masters.

■ Organisation of our university study program

Nursing curriculum (240 EC)

1st year			
A: Gerontology (15 EC)	B: Mental Health (15 EC)	C: Intensive Clinical Health (15 EC)	D: Intership 40 days (15 EC)
Anatomy	Anatomy	Anatomy	Reflection
Physiology	Physiology	Physiology	
Pathology	Pathology	Pathology	
Pharmacology	Pharmacology	Pharmacology	
Communication skills	Communication skills	Communication skills	
Technical/practical skills	Technical/practical skills	Technical/practical skills	

2nd year			
A: Chronically ill (15 EC)	B: Peditry (15 EC)	C: Internship 40 days (15 EC)	D: Intership 40 days (15 EC)
Anatomy	Anatomy	Reflection	Reflection
Physiology	Physiology		
Pathology	Pathology		
Pharmacology	Pharmacology		
Communication skills	Communication skills		
Technical/practical skills	Technical/practical skills		

3rd year			
A: Minor (15 EC)	B: Minor (15 EC)	C: Internship 40 days (15 EC)	D: Intership 40 days (15 EC)
Self profiling	Self profiling	Reflection	Reflection

4th year			
A: Research (15 EC)	B: Research (15 EC)	C: Internship 40 days (15 EC)	D: Intership 40 days (15 EC)
Personal research	Personal research	Reflection	Reflection

- *Theoretical courses*: In general classrooms, about anatomy, physiology, pathology and pharmacology. There are also courses about general and society points of view on different patients groups.
- *Practical courses*: In practical classrooms. During the first years students learn easy things like injections, how to take care of non-complicated wounds, how measuring temperature, heart rate and blood pressure etc. During the following years students learn to perform more complicated actions, like administering a bladder catheter, stomach catheter, how to administer an infusion etc.
- *Communication skill courses*: During those classes students practice on trained simulation patients. These are hired actors, who for example play a patient who suffers from schizophrenia, dementia or another medical or psychological problem. This is the main way of learning how to communicate with a patient in different conditions, before having to work with them on our internship.
- *Minor*: In the 3rd year, Nursing students have one semester to choose their own courses. There is a wide range of courses students can choose from, so they can pick subjects which they are specially interested in and in which they want to profile themselves.
- *Internships*: Each year students have a long full-time internship, in their first year 10 weeks, the second, third and fourth 20 weeks. There are a lot of care homes in the Netherlands, normally students do their first and second year internship in a care home for elderly people, people with somatic disorders or disabled people. During those internships they are only allowed to perform easy or non-complicated medical actions. Third and fourth year internships can be in hospitals or psychiatric care centers, during those internships students are allowed to perform the more complicated medical actions. These internships places are arranged by the university. The students can give a preference at what kind of health institution they want to do their internship. The university will contact health institutions in their region to arrange an internship spot for every student.

Basically, Nursing students are almost half of the time on internship during their studies. It is often said that Dutch nursing students preserve 90% of their skills by being able to work under supervision of a Nurse in different kind of healthcare institutions, where their able to practice a lot of communication and technical Nursing skills. For most of the Nursing students at university really counts, is that they learn the most from being able to apply the skills they have learned in university to the patients they work with during our internship.

- *Internship reflection*: Reflection in Nursing studies is really important in the Netherlands. Nursing students have to write a lot of assignments about their personal growth and experiences at internship and what they have learned from them. During the internship students have a class day once a week at University. During that day students have a reflection class where they discuss their experiences, how to deal with situations that occurred at their internship and give each other opinions of how they could have acted or solved things differently.

Learning wards

Since 2005, as a response to the lack of internship spots for students, a new kind of nursing wards were developed by healthcare institutions, so called learning wards. At such a learning ward a minimum of eight students take part during their internship. What is special about those wards is that the students are actually the ones in charge and running the ward. They work together with only a few registered nurses, who will be supervising the nursing students. In such a learning ward students from different grades can be placed, the higher the grade the student is in, the more responsibilities the student has. In this situation students are able to learn a lot from each other.

This structure is based on the idea that students learn to work in a team by working together in the ward, that they get more acquainted to what it is like to work in the field and that after their studies they will have more practical experience.

Working-learning in a hospital or care home

There are hospitals and care homes which offer learning while working programs, in co-operation with different universities. For such a program should be applied at the hospital itself, when accepted the future nurse will follow a three year program, in which they will be working four days a week and will attend university one day per week. After finishing this program they are likely to get offered a job at this health institution.

Further education after becoming a registered nurse

After becoming a registered nurse, there are different possibilities to specialise. Specialist nurse training is aiming on obtaining extra competencies and qualifications on professional specific skills. It is not possible to obtain those skills with clinical experience only. A substantial theoretical training and clinical training is necessary. Examples of specialisations are oncology nursing or intensive care nursing, to enter those kind of programs, the nurse needs at least 2 years of working experience as a general registered nurse and is mostly intended by the

institution the nurse is working for. During these specialisation programs the nurses will work at the department which they are specialising in and they attend a theoretical course once a week. The institution the nurse is working for will be financially responsible for this education program. The same kind of structure applies to the Master of Nurse Practitioner, which was introduced in 1999.

It is also possible to attend the Master of Nursing Sciences, which is a two years part-time Masters program that nurses can directly start after graduating the Bachelor of Nursing.

Facts about Nursing education in the Netherlands

- In total we have 15 different Universities that offer second level studies and over 45 Nursing schools that offer first level studies.
- On average 263 new students start at 15 different universities each year, around 4000 in total.
- The average of contact (class) hours students have is only 15 hours per week.
- 32% of the nursing students at university quits within the first year.
- The (full-time)teacher-student ratio at university is 1:23.
- On average only 5% of the students choose to continue studying by doing a Masters.
- In the Netherlands we don't have the possibility to get a PhD in Nursing.

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[Abstract]

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Professional Self-Concept among Junior Nursing Students

Min Ji Kang, Yu Jin Kim
Kyung Hee University

Purpose

The purpose of this study was to evaluate professional self-concept of junior nursing students at the completion of global health leadership program at the University of Illinois at Chicago (UIC) in USA.

Methods

A survey design was used. 12 junior nursing students who attended UIC global health leadership program were recruited from a university in Seoul, Korea. Professional Self-Concept of Nurses Instrument (PSCNI) is composed of 27 items with the 4 Likert scale. Cronbach's alpha of PSCNI was 0.85. Data were collected on November 26th, 2014. Global Health Leadership Program consists of didactic and clinical courses for 3 months. Data were analyzed by descriptive statistics using SPSS program.

Results

The mean age of participants was 22.5 years old. The total score of PSCNI was 73 (67.6%) out of 108. Mean score of the instrument was 2.70 (SD = 1.01.). Item 21, "Nursing is a rewarding career", showed the highest mean score of 4 (SD = 0). Item 50, "My flexible approach brings out the best in my patients", had the lowest mean score of 1.3 (SD = 0.47)

Conclusion

The score of PSCNI was not high enough to regard students have professional self-concept. However, students' job expectation of nursing is high, as the score of item 21 is the highest.

Correlates of Self-Efficacy of Employment among Nursing Students

Hye Jin Ko

Kyungpook National University

Purpose

The purpose of his cross-sectional study was to investigate factors affecting self-efficacy of employment among nursing students.

Methods

Participants were 170 nursing students in their third or fourth year of study. Data were collected from July 1 to 31, 2014. The questionnaire used contained items on self-efficacy of employment, employment strategy, employment anxiety, employment stress, satisfaction with study major, and nursing performance ability. Pearson's correlation coefficients and stepwise multiple regression analysis were performed using the SAS 9.3 statistical program.

Results

Stepwise multiple regression analysis showed that the factors affecting self-efficacy of employment were planning job search and nursing ability improvement in employment strategy, perception of the importance of appearance management in employment, and employment anxiety. These variables explained 35.7% of the variance in self-efficacy of employment.

Conclusion

The present study indicated that planning job search, nursing ability improvement, and building nursing skill from the first year of training should be considered in future employment management programs for nursing students.

Public's Knowledge about Cough Etiquette and Fulfillment Level

Kyung Mi Kim
Semyung University

Purpose

The purpose of the study was to examine cough etiquette's knowledge, fulfillment of cough etiquette for the general public, and we provided base line data to establish respiratory infection prevention strategy.

Methods

Between July 1, 2014 and July 30, 2014, using questionnaire, we researched knowledge about cough etiquette and fulfillment level with 950 people living all over the country from the ages of 20s to 60s.

Results

Knowledge score about cough etiquette was 6.73 ± 2.39 (≤ 12 points), a percentage of correct answers was 56.1 percentage points. 'If you expectorate phlegm turns to toilet paper.' is the highest level of knowledge of the sub-items (0.91 ± 0.29), Inverse question is 'Must hide that mouth when you cough.' the lowest (0.14 ± 0.35). Implementation was about to cough etiquette is 23.7 ± 4.17 (40point scale).

Knowledge level about cough etiquette was a significant difference according to age ($p = .000$), gender ($p = .000$), whether you have a tissue or not ($p = .000$), the number of hand washing in a day ($p = .000$), cough etiquette education ($p = .000$), the location that received the cough etiquette education ($p = .000$).

Fulfillment level of cough etiquette was a significant difference according to gender ($p = .000$), whether you have handkerchief ($p = .000$), whether you have a tissue ($p = .000$), whether you have hand sanitizers ($p = .000$), the number of hand washing a day ($p = .000$), cough etiquette education ($p = .000$), the location that received the cough etiquette education ($p = .000$). cough-etiquette knowledge is quantitatively related to its compliance level ($r = .25$, $p < .001$).

Conclusion

The results of the study show that a person's etiquette knowledge and his/her compliance level are not very high. The higher cough-etiquette knowledge level the higher compliance level. so it is required to strengthen promotion and education about cough etiquette.

The Perceived Cognitive Functions and Associated Factors in Korean Undergraduate Nursing Students

Me Youn Kim

Chungnam National University

Purpose

The Attention Restoration Theory (ART, Kaplan, 1989) suggests that people have limited cognitive capacities. The cognitive deficits may occur, when individuals encounter mental demands requiring to overuse cognitive efforts. Overall, undergraduate nursing students may be vulnerable to cognitive deficits induced by excessive academic duties and newly imposed clinical training. These demands may work as factors that need to use mental efforts in school life, leading to cognitive deficits. The cognitive deficits can be compensated by mental restoration. However, students do not have enough time for it to restore. The purposes of this study was to investigate perceived cognitive function and associated factors (fatigue, sleep disturbance, and restorative activities) and to examine the relationships between these outcomes.

Methods

The cross-sectional and correlational design which was used in this study was with 100 undergraduate nursing students (2nd grade = 46, 3rd grade = 54) in South Korea. The perceived cognitive function was measured with Attentional Function Index. The other factors including fatigue, sleep disturbance, restorative activities, and demographic characteristics were assessed with self-report questionnaires. The comparative (Analysis of variance and t-test) and correlational analyses were performed by using SPSS.

Results

There were no significant differences in demographic characteristics apart from age (2nd grade = 21.53, 3rd grade = 22.71) between the two groups. Also, comparative statistics revealed that both groups did not show significant differences in fatigue, sleep disturbance, and restorative activities. This indicated that both groups have similar amounts of stress.

Lower effectiveness in cognitive function was associated with greater fatigue and higher levels of sleep disturbance. Besides, nature-exposed activities have a positive effect on perceived cognitive function, while personal and social activities did not make any noticeable influence on the cognition.

Conclusion

Cognitive function was associated with fatigue, sleep disturbance, and nature-exposed restoration in all participants. Effective interventions are needed to reduce fatigue and sleep disturbances in order to improve undergraduate nursing students' cognitive health. Moreover, the study found that restorative activities can be used as efficacious treatment.

Perception on Patient Safety of Undergraduate Nursing Students

Kyo Jin Koo, Min Jung Kim, Sung A Yoon
Ji Hyeon Yoon, Da Yoon Jeon

Daegu University

Purpose

The purpose of this study is to investigate nursing students' perception on patient safety and thus to provide a scaffolding, which will contribute to establishing systematic nursing education.

Methods

This is a preliminary descriptive and quantitative study. The participants were 34 students who have been enrolled to a Nursing College located in D city, South Korea. The survey questionnaire about patient safety from the Joint Guideline was revised and 26 questions were used. The measurement was 5 points Likert-scale. Data were analyzed by using t-test, one-way ANOVA, and Scheffe test to achieve the goal of this study.

Results

The perception of nursing students on patient safety was, generally, moderate to high in score. Specifically, the senior students, students with multiple experience of practicum, student who completed safety training perceived the importance of identifying patient and infection control more than the other.

Conclusion

Delivery of a systematic nursing education on patient safety is required for nursing students to provide safe nursing care/intervention for patients. This study warrants future studies tailored to developing education programs on safety of nursing care. Further, this study results suggest that the time point of safety training should be adjusted.

Influences of Knowledge about Breast Cancer and Breast Self-Examination and Health Belief on Practice of Breast Self-Examination among Female Nursing Students

Min Ji Kim, Seon Yun Min, Ji Yeon Lee, Min Hee Jo, Hye Eun Shin
Ah Reum Kim, Won Gu, Hye Ri Hwang, Gyeong Min Kim
Jeong Eun Jeon, Seul Gi Lee, So Hui Park, Mi Hyeon Kang

Catholic University of Daegu

Purpose

A nurse has a higher incidence of breast cancer compared to other women. An education of Breast Self-Examination (BSE) is needed for female nursing students. The purpose of this study was to identify the effects of knowledge about breast cancer and breast self-examination (BSE) and health belief on practice of BSE.

Methods

This study was a cross-sectional and descriptive research design. Data were collected from 184 unmarried female nursing students via self-administered questionnaire, which included demographic characteristics, scale for knowledge about breast cancer and BSE, Champion Health Belief Scale, scale for practice of BSE. Descriptive statistics, T-test, One-way ANOVA, Pearson's correlation coefficient, and Stepwise regression were used to analyze the data.

Results

Mean of knowledge about breast cancer and BSE was 9.1 (± 3.8) out of 17 and in the intermediate level. Mean of health belief has shown as follows; Confidence (30.9), Barrier (11.3), Sensibility (9.6), Severity (21.1), Benefits (16.1), Health motivation (13.4). Mean of practice of BSE was 7.7 (± 3.6) out of 24. There were significantly differences of practice of BSE according to age ($p < .001$), grade ($p < .001$). Female nursing students educated BSE were significantly higher practice of BSE than those who did not ($p < .001$). Practice of BSE was correlated with knowledge about breast cancer and BSE, confidence, benefits,

and barriers of health belief. Specifically, stepwise regression analysis revealed that influence factors on practice of BSE were confidence ($B = .176$) and barrier ($B = -.123$) of health belief, age ($B = 1.508$), and grade ($B = 1.327$). The regression model explained 43.5% of practice of BSE.

Conclusion

Influence factors on practice of BSE were confidence and barrier of health belief, age, and grade. It is necessary for female nursing students to develop a BSE education program. And then BSE education should be periodically provided to female nursing students. In the future, we should identify specificity about confidence and barrier of health belief of nursing student and apply those to BSE education program.

The Effectiveness of International Exchange Program from Undergraduate Students in Aspects of Cultural Diversity and Attitude toward Studies of Nursing

Se Ju Kim, Song Yi Lee, Su Kyung Baek

Seoul National University

Purpose

This study was performed to investigate and analyze how international exchange programs effected on nursing students in terms of cultural perspectives and attitudes toward nursing. From this study, international exchange programs in nursing schools are expected to be enlarged, more intensified, and beneficial for future nursing school students.

Methods

The data was collected from 14 nursing undergraduate students who had participated in international exchange programs provided by 'S' university in Seoul, South Korea. 7 students stayed in the United States for a month while other 7 students were in Japan for a week. The data was collected from 2014.10.27 to 2014.11.5 and each interviews were proceeded with 8 different questions such as 'what kind of cultural diversity they had experienced' and 'how programs made them change their way of studying after they came back to Korea'. All interviews were performed in Korean, recorded, transcribed and analyzed. In analyzing process, similar words were selected among each interviews.

Results

Every interviewees (100%) had same goals that not only they wanted to experience cultural activities but also wanted to learn difference on nursing environment settings and share knowledge about nursing with other foreign students. Everyone replied that they achieved cultural competency by comparing clinical practice settings and taking short lectures. 10 students (64%) mentioned that programs changed them to concentrate on their studies more than before and their experience would affect their career decision positively.

Conclusion

The result from this research proves that those programs developed undergraduate students to understand cultural diversity in depth as well as encouraged them to get involved in their studies more actively after the program. It can be also expected that this study result would stimulate nursing schools to reinforce quality of international exchange programs and enlarge students' opportunities to participate in programs which would enhance students to widen and globalize their perspectives of nursing.

Relationship between Usage of SNS, Mental Health and Life Adaptation in Undergraduate Students

A Yeong Kim

Kunsan National University

Purpose

Lately SNS is rapidly spreading with the development of information and communications and appearance of smart phones, promoting convenience of life. However, overusing smart phones can incur interpersonal problem and mental health problem. These phenomena show us that Korean undergraduate students are suffered from crisis of university life adaptation. So we conducted the research to support undergraduate students' university life adaptation by developing program that can make the best use of prevention and instruction, searching the influences that.

Methods

We worked with 200 undergraduate students be in attendance at 5 schools located in Jeollabuk-do from 2014 July to October. Then we exclude 3 people who answered the questions insincerely or did not answer to the end. We use Student Adaptation to College Questionnaire: SACQ, 38questions 5points scale, for charting the degree of university life adaptation. We changed short form of adolescent internet addiction self-diagnosis scale, 20questions, into for adults, 15questions, for charting SNS usage, and use this shortened form for adults. People who under 39points are general user group and people who above 40points are latent risk group. We use Korean-General Health Questionnaire: KGHQ, 12questions 4points scale, for charting mental health.

Results

The higher one get mental health score, the higher on adapt the university life. The higher on use SNS, the higher on adapt the university life. There is no relationship between mental health and SNS usage.

Conclusion

In conclusion, the relationship between mental health and university life adaptation is stronger than relationship between SNS usage and university life adaptation. Therefore, the strategy is needed to adapt university life by developing interventions to know importance of mental health and factors that can influence their own mental health for undergraduate students.

Urban and Rural Korean Elders' Knowledge of Osteoporosis, Self-Efficacy, and Preventive Health-Promoting Behaviors

Seul Gi Kang, Ji Won Kang, Yuna Kim
Ga Hee Min, Yeon Jeong Park, Jee Won Baek
Mi Jeong Shim, Jee Young You, Su Hyun Yoon

Ewha Womans University

Purpose

This study investigated differences in osteoporosis knowledge, self-efficacy, and preventive health-promoting behaviors among elders in rural and urban areas of Korea.

Methods

Convenience sampling was used (urban elderly = 127, rural elderly = 112). The Osteoporosis Quiz, Osteoporosis Self-Efficacy scale, and Health Promotion Inventory for the Prevention of Osteoporosis were used to collect data. Data were analyzed using chi-square, *t*-tests, two-way ANOVAs, and multiple linear regression.

Results

Elders residing in rural areas had significantly less knowledge of osteoporosis ($t = -4.884$, $p < .001$), self-efficacy ($t = -6.153$, $p < .001$), and preventive health-promoting behaviors ($t = -5.710$, $p < .001$). Multiple-regression analysis showed osteoporosis self-efficacy ($p = .002$) and the presence of chronic disease ($p = .027$) were significant predictors of preventive health-promoting behaviors for elders in urban areas. In rural areas, osteoporosis knowledge ($p = .002$), osteoporosis self-efficacy ($p < .001$), and regular health examinations ($p = .014$) were significant predictors of preventive health-promoting behaviors.

Conclusion

Promoting osteoporosis knowledge and self-efficacy may be significant in improving preventive health-promoting behaviors. Also, nursing interventions suitable for rural elders should be developed to increase their level of preventive health-promoting behaviors.

Advanced Practice Nursing: An Integrative Approach

Yuna Kim, Yeon Jeong Park
Ewha Womans University

Purpose

Many studies have documented the high quality of care and cost-effectiveness of Advanced Practice Registered Nurses (APRNs) in healthcare setting.

Methods

This study discusses findings from a literature review pertaining to the role performance and education of hospice and geriatrics nursing professionals in advanced practice.

Results

1. World Health Organization (WHO) anticipates the proportion of the world's population over 60 years will approximately reach from about 11% to 22% between 2000 and 2050, with the absolute number of the older people skyrocketing from 605 million up to 2 billion over the same period.
2. Korean ministry of health and welfare reports Over 75% of terminal cancer patients with intermediate-severe degree of pain turned to favorable state after receiving hospice · palliative care service for a week.

Conclusion

1. Along with the exponential growths in number and proportion of older adults around the globe, the discipline of nursing science has to prepare to meet the needs of an aging population and to improve the health of the elderly and senior citizens for the future.
2. Ageing should never be perceived only as a simple process of degeneration or decline, but also as a further stage of individual growth. It is recommended for nurses to identify age-related health changes in older adults and conceptualize life course approaches to perform evidence-based practice, which leads to effective advances in geriatric pro-

fessional practices and improvement in elderly patients' quality of life. In addition, the new advanced role of clinical nurse specialist and general expansion of nurses' powers possibly contribute to a rosy future in terms of high turnover rates, low morale, burnout, and job dissatisfaction among nurses

3. As we are getting into ageing society, the occurrence of terminally ill patients has increased. These patients and their family members are in deep grief and their Quality of life deteriorates. Hospice nursing practitioner helps patient and family to redirect their goal from cure to palliation and accept dying as a part of life. Even though demand for hospice nursing has increased, the systematic 'hospice nursing curriculum' is deficient so the development and generalizing systematic 'hospice nursing practitioner' curriculum and law is needed.

A Study on Self-Esteem, Perception of Body Weight, Dissatisfaction of Appearance, and Weight Control Behavior of Middle-Aged Women in Korea

Ju Ra Kim

Chungbuk National University

Purpose

The purpose of study is to develop an effective education on body-mage and to offer fundamental information of women who are in middle age by examining the correlation between self-esteem, perception of body weight, dissatisfaction of appearance, and weight control behavior.

Methods

This study is to investigate a relationship between self-esteem, weight perception, body dissatisfaction, and weight control behavior of middle aged women. The study was conducted with middle age women from 35 to 59 with a sample size of 285. SPSS / win 22 program was used for data analysis. The correlation of descriptive statistics, t-test, one way ANOVA, and person was used for analyzing the data.

Results

Mostly, the similar behavior was observed depending on age($P=0.006$), number of birth ($p = .042$), an economic level ($p = .003$), Self-Rated Health status ($p = .003$). The weight control behavior was positively correlated with one's self-esteem ($r = .61$, $p < 0.00$), and negatively correlated with the weight perception ($r = -.161$, $p = 0.006$), body dissatisfaction ($r = -.299$, $p < 0.00$). Accordingly, it was defined that individuals have propensity to control body weight more as they have a higher self-esteem, perceive short on their body weight, have lesser dissatisfaction on their image.

Conclusion

It can be concluded that the investigators need a profound consideration on age, times of delivery, perception of one's health condition when developing an effective education on body image. In particular, the attention of health care of low income households have been shown to be poor due to their economic status, therefore it is necessary to develop a low cost program. Furthermore, it is critical to point out the importance of obese prevention at the residential health care center where people can have easy access to. Moreover, it is important to educate people to have positive view on their own health since it highly effects them to control their body weight as an outcome. In essence, education on perception of their weight, satisfaction of body image, and self-esteem should play a critical role when setting up the program for middle aged women. All the behaviors above are shown uniquely from the middle aged women so it is important to re-examine the outcome and see if there is any further examination needed.

Nurses' Image Perceived by Nursing and Health Allied University Students

Ju Hyeon Kim
Gimcheon University

Purpose

This study was to compare and analyze the nurses' image perceived by nursing and health allied university students. And, To formulate the positive image of nurses by reflecting the result of study.

Methods

The data was collected from Oct 14th to 18th, 2013. Subjects were composed of 356 students in four departments. The data was analyzed by SPSS 20.0. The difference of nurses' image among department was analyzed by t-test, ANOVA.

Results

The image for the nurses' was analyzed to 8 domains. Among the 8 domains the highest score was 'Duty' and the lowest score was 'Role'. Also, department of nursing students was showed the highest score at Attitude, Qualification, Work ethic, Professionalism, Duty, Social activities, General questions, except role. Compared a difference of the Attitude ($F = 12.516$, $p = .000$), Qualification ($F = 12.516$, $p = .000$), Duty ($F = 6.825$, $p = .000$), Role ($F = 22.771$, $p = .000$), Social activities ($F = 6.825$, $p = .000$) were significant differed according to the department.

Conclusion

This research is significant increases in the positive image of nurses' students still assume this occupation as involving arduous work and exposing stressful situation. Nurses' image should be improved through not only participating in social activities, also performing duties as a positive and consistent attitude.

A Study on Social Comparison Orientation, Depression, and Self-Esteem according to Facebook User's Behavior in the Twenties

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Ji Won Kim, Gung Bin Nam, Hae Jeong An
Soo In Lee, Ye Seul Han, Jin Seong Heo

Ewha Womans University

Purpose

The purpose of this study was to explore the relationships between social comparison orientation and Facebook usage patterns among Facebook users' in their 20s.

Methods

Participants were 332 Facebook users in their 20s. Data collection took place between August 21 and 27, 2014. Questionnaires were the Iowa-Netherlands Comparison Orientation Measure (revised), Center for Epidemiologic Studies Depression Scale, and Rosenberg Self-Esteem Scale. Data were statistically analyzed using *t*-tests, ANOVAs, and correlation coefficient.

Results

The mean score of social comparison was 26.04 ± 6.82 . Participants utilized Facebook for 32.81 ± 15.25 months, 88.6% of them connected Facebook more than once a day, and per one time, 53.6% connected Facebook for 10 minutes above. 56.6% of participants assessed themselves using Facebook more often. Significant differences emerged between the degree of social comparison and the following Facebook usage variables: average single-connection time to Facebook ($F=3.570, p=.007$) and self-evaluation of Facebook usage behavior ($F=6.203, p<.001$).

Conclusion

The results of this study suggested that Facebook users in their 20s who access Facebook for long periods and assess themselves as using it more often had a high score of comparison orientation. In-depth studies are needed to search social comparison to pattern of Facebook usage among.

Knowledge and Attitude toward Emergency Contraceptive Pills among Female University Students

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Kyungpook National University

Purpose

The purpose of this descriptive, cross-sectional study was twofold: (1) to assess knowledge and attitude toward emergency contraceptive pills (ECPs) among female university students in general and (2) more specifically to compare the differences between nursing students and students with other majors.

Methods

A total of 229 female university students (114 nursing students & 115 students with other majors) at one university in the metropolitan area completed a pack of self-report questionnaires including two open-ended questions (attitudes toward ECPs and educational needs). Descriptive statistics, t-test, one-way ANOVA, and content analysis for open-ended questions were used to analyze the data.

Results

About 94% of participants reported that they heard about ECPs before; however, 46% of them did not have a chance to learn about ECPs. If needed, 69% of participants reported that they would use ECPs. Nursing students reported higher knowledge scores. Moreover they reported more positive attitude toward using ECPs than students with other majors. Considerable number of students particularly wanted to learn more about mechanism of ECPs, medication regimen, and side effects including the effects of ECPs on future pregnancy.

Conclusion

Female university students in this study showed strong desire to use ECPs and thus health care providers need to educate them based on their educational needs. Nursing students as future nurses need to comprehensively understand ECPs regarding effectiveness and side effects.

Comparison of Satisfaction in Major and Attitude toward Jobs between Nursing Students by the Grades

Hyun Yong Kim
Sahmyook University

Purpose

The purposes of this study were to compare the satisfaction in major and attitude toward jobs among the each grade of college nursing students.

Methods

This study adopted the descriptive comparative design. Subjects were 225 students from two nursing schools in the Seoul city. The instruments used for this study were a self-report questionnaire. Data were analyzed by descriptive statistics, t-test, one way ANOVA, Duncan multiple range test, and Pearson correlation coefficient using the SPSS WIN 18.0 program.

Results

There were significant differences in motives of nursing major between the freshmen and rest of the classes. Freshmen students showed higher motives in guaranteed employment, while the rest grades valued higher motives in the profession. The scores were significantly different in satisfaction of major by ± 10.40 , when average score was 67.17 among all the students. There were no significant differences in the attitude toward jobs among all the students. There were significant correlations between the satisfaction of major and attitude toward jobs.

Conclusion

Based on the results, satisfaction of major had significant correlations with the attitude toward jobs among the students. Which proves that the scores of major's satisfaction has its effects on the students' values of the profession. Therefore, new education system is must needed for each grade in order for students to gain satisfaction in their major, which will improve the nature of future nursing environment and their working values.

The Analysis about Research Trends in Clinical Practice of Nursing Students

Hyeon Ji Kim
Gimcheon University

Purpose

This study analyze survey researchestooffer basic material of clinical practice experience and nursing education study by apprehending research trends about clinical practice of nursing students.

Methods

Target papers involve 118 national papers between 1970 and 2013 satisfying criteria among clinical practice theses of nursing students. Data collection proceeds from 2013 to 2014. The data are analyzed as the each variable's frequency and percentage according to analytical frame.

Results

This study analyzes the number of year-on-year published clinical practice theses, presentationtypes, conductiontypes, subjects, and concept.

The analysis from 1980, domestic researches about nursing students'clinical practice starting, shows researches have stimulated; 25 theses (21.2%) between 1991 and 2000, and 64 (54.2%) between 2001 and 2010.

The theses were presented in Korean Journal of Nursing Education (37%), school journals (14%), Fundamentals of Nursing, and Nursing Administration.

58 survey researches (49.5%), 26 correlational research (22.0%), and 18 experimental research (15.2%) were conducted.

The subjects were mainly nursing students, and analyzed by grades, 32 theses were with out writing grades (27.1%), 18 targeting junior and senior (15.2%).

Clinical practice was the most concept (83 articles, 41.9%) among total research lists, nursing students the second (52, 26.1%).

Conclusion

Throughout 43 years, many nursing student clinical practice researches were conducted about nursing education and by junior and senior nursing students, however, ones with various studies, about clinical practice by field, male nursing students, professors and clinical instructors are insufficient.

Correlation on Smartphone Addiction between Peer Relationship and Depression on Seniors In Elementary School

Hye Jin Kim

Armed Forces Nursing Academy

Purpose

This research is implemented to find out correlation between smart phone addiction and depression for elementary school students. As smart phone users has increased sharply, smart phone addiction rate also indicate much higher than that of the Internet. This shows smart phone addiction is now settled down to social problem. However, it is true that superficial relationships on online affect one's building an social relationship. This is because "peer group" is a vital being for a child to cultivate their sociality and achieve their identity. As senior students in elementary school are expected to experience frequent emotional change, we are willing to help developing mental-health and peer relationship programs by drawing out a research results.

Methods

This research which used self-diagnosis criteria on smart phone addiction developed by Korea Internet Addiction Center (2012) and criteria to analyze child's cognitive, emotional, behavioral symptoms developed by Kovacs and Beck (1977) and Network of relationship Inventory (NRI) developed by Furman (1985) is adapted by Han Jung-Hye. Also, this research is helped by supplementing the peer-relation criteria (Park In-Sook 2009). Based on G-power program, we handed out 300 questionnaires to 8 different elementary school. Excluding 5 no answers and insincere answers, we analyzed 210 collected papers. The processing method was to put analyzable data on the computer and computer-processed by using SPSS 18.0 program.

Results

Among the 210 senior subjects (grade 5-6), 20 students are in the high-risk and potential risk group whereas 190 students are in the normal group. In the former group, the score

they got on peer relation was 72.60 average (total 100), 13.55 average on depression (total 54). In the latter group, the score they got on peer relation was 79.09 average and 7.06 average on depression. It did not show clear distinction among general factors: grade, gender, living with parents, whether parents have jobs, numbers of 학원 a child belong to, smart phone using period, time, function, satisfaction. However, it statically showed positive correlation between the time they use smart phone in a day and addiction tendency on smart phone ($t = 2.168$, $p = 0.031$). In addition, addiction tendency on smart phone and peer relationship showed negative correlation ($t = -2.251$, $p = 0.025$), and positive correlation ($t = 4.127$, $p < 0.001$) between addiction tendency on smart phone and depression.

Conclusion

We could figure out that students who have long dependency and have a addiction on smart phones showed low peer relationship satisfaction and high depression rates. This research is utilizable for seniors in elementary school to develop a peer relationship or mental health as a baseline data as well as a reference for education. However, it is undeniable that this research has been conducted only in 8 randomly chosen schools. So, we can not generalize the results up to entire seniors in elementary school. Therefore, I suggest you to do further extensive work. Lastly, it is necessary to research continuously on general factors which did not showed clear distinction this time.

Nursing Students' Educational Needs for an Academic Electronic Medical Record System to Prepare Clinical Practicum

Ho Heon Kim

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Purpose

Clinical nurses are rapidly converting to electronic medical records (EMR) systems due to the needs both within and outside hospitals. Compared to the clinical rapid changes, nursing education is often behind. The purpose of the research was to explore the current educations for EMR use, and students' satisfaction on it, and their needs for new educational tools.

Methods

A cross-sectional telephone survey was conducted for 111 bachelor programs during November, 2014. We asked a student representative of junior or senior to participate voluntarily in interview using a questionnaire developed by the researcher and an informatics professor. Finally 48 schools (43.2%) responded to the interview and the data was analyzed by statistical test.

Results

Among the 48 schools, 78% did not have formal sessions introducing EMR before practicum. Only 8% provided an introductory lecture by faculty members. Average score of students' self-confidence on nursing documentation was 62 out of 100, which was not different by schools having an educational hospital or not ($t = 0.96$, $p = 0.3400$). Almost half of students have felt difficulties in use of clinical EMR and their main reason was lack of prior experience. For an academic EMR, over 85% students expected average 19% ($SD = 12.78$) improvement of their confidence on nursing documentation and ability of assessing patients.

Conclusion

To satisfy students' educational needs for clinical EMR use in practicum, current nursing programs have many improvement opportunities. Academic EMR simulating clinical EMR system could be a necessary tool to prepare students for clinical practicum.

Effects of Death Preparation Education on Awareness of Hospice Palliative Care and Withdrawing Life Sustaining Treatment in the Aged

Lee Nam

Sahmyook University

Purpose

This study was done to analyze how a death preparation education program have the effects on awareness of hospice palliative care and withdrawing life sustaining treatment in older adults.

Methods

The research design for this study was a non-equivalent control group quasi-experimental design. The participants were 35 elders for the experimental group, and 40 elders for the control group. The death preparation program consisted of five sessions was given for two hours per every week and the program ran for 5 weeks. Data were analyzed by descriptive statistics, t-test, χ^2 test, Fisher's exact test, and ANCOVA using SPSS version 18.0.

Results

The mean age of participants was 66.2 years old. There was statistically significant difference between the experimental and control group for withdrawing life sustaining treatment ($F = 3.380, p = .040$). However, no significant difference was found between the two groups for awareness of hospice palliative care ($F = .163, p = .850$).

Conclusion

This result indicate that the death preparation is effective in cognition of withdrawing life sustaining treatment. More studies on death preparation education for all ages are needed to collect objective and solid data to prove the effectiveness of the program.

Relationship between Psychosocial Factors and Happiness in Male Nursing Undergraduate Students

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Kunsan National University

Purpose

The research that works with male nursing undergraduate students is in very poor situation despite recent expansion of nursing professionalism and increase of male students who apply for nursing. According to mobile Ksurvey, that work with Korean age 10s to 60s in 2014, Korean's average happiness index is 5.95, but, age 20s is 5.72, showing lower happiness index than any other ages. It is very important that nursing students reason earnestly about happy life and have human nature creating value in happiness. So we conducted this study to prepare base data to seek to make male nursing undergraduate students' happy feeling high by searching factors which related to their happiness.

Methods

We worked with age 20s male nursing undergraduate students be in attendance at 4 4-yeat-course college located in K city and J city in Jeollabuk_do. Frist, we contact applicable universities' student representatives from 2014 September 30 to October 24 and explain the purpose of this study. Then we distribute mobile questionnaire through SNS to students who agree to come in this study.

Results

It has positive relationship between self-worth and personal relationship and people's happiness degree. The higher one get self-worth and the better one get personal relationship, the higher on feel happy. However, it has negative relationship between happiness and melancholy. The lower on feel melancholy, the higher one feel happy.

Conclusion

We can figure it out that male nursing undergraduate students' happiness has a strong and positive relationship with self-worth and personal relationship, and has a strong and negative relationship with melancholy. So we have to elevate male nursing undergraduate students' self-worth, improve their personal relationship and decrease their melancholy in order to promote their happiness. The strategy will be needed by considering above factors. Also, this study has meaning that contribute to make data base to prepare approach way to promoting male nursing undergraduate students' happiness.

Nursing Undergraduates' Intentions and Perceptions to Use Educational Mobile-Applications for Clinical Nursing-Practice Training

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Sue Jin Jung, Yun Jung Cho, Yeong Soon Kim
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Ewha Womans University

Purpose

This study examined perceptions and intentions of nursing undergraduates to use educational mobile applications for clinical nursing-practice training.

Methods

Participants were 189 junior and senior nursing undergraduates from 14 Korean universities, experienced in clinical practice and educational nursing mobile applications. Using a convenience sampling method, the questionnaire was Sim's Perceptions and Intentions tool. Statistical analyses were conducted by *t*-test, one-way ANOVA, correlation, and multiple regression analysis with SPSS 22.0 Windows software.

Results

Statistically significant differences emerged between those who used smartphones for more than 4 hours (18.56 ± 4.58) and less than 2 hours (15.84 ± 4.35) per day ($F = 3.25$, $p = .041$). Perception and intention of educational-applications use correlated positively ($r = .723$, $p < .001$). Performance expectancy ($\beta = .225$, $p = .002$), attitude toward technology ($\beta = .446$, $p < .001$), facilitating condition ($\beta = .132$, $p = .022$), and self-efficacy ($\beta = .168$, $p = .008$) were statistically significant predictors of intention to use educational mobile applications (Adjusted $R^2 = .616$, $p < .001$).

Conclusion

Attitude toward using technology, performance expectancy, and self-efficacy will improve use of nursing educational mobile applications for clinical nursing-practice training. Developers should consider students' experience in clinical-nursing practice and readiness to use mobile technology.

The Relationship between the Critical Thinking Disposition and the Clinical Training Performance of Cadets in the Korea Armed Forces Nursing Academy

Sung A Byun

Armed Forces Nursing Academy

Purpose

This study was done to suggest constructive measures for improving the clinical training performance of Cadets in the Korea Armed Forces Nursing Academy by comprehending these Cadets' critical thinking disposition and the levels of their clinical training performances; by examining the relationship between their thinking disposition and training performances.

Methods

This study includes the third and fourth grade students who have experienced the clinical training from the Korea Armed Forces Nursing Academy to measure their critical thinking disposition by using a tool which was invented by the professor Kwon In-Soo (2006). Also, their clinical training performances were measured by a tool, invented by Lee Won-Hee in 1990, modified by Choi Mi-Sook in 2005. The 129 collected data were analyzed by using the SPSS 22.0. version program to see the relationship between their critical thinking disposition and clinical training performance.

Results

The score for the critical thinking disposition of the third and fourth grade cadets was 3.30 ± 0.38 points out of 5 points, and the clinical training performance scored 3.65 ± 0.40 out of 5 points. There were statistically significant differences in the critical thinking disposition according to their ages, educational levels, and total numbers of experiences in the independent commanding works. Also, their clinical performance according to background factors statistically showed significant differences in accordance with their grades, total number of experiences in the independent commanding works, PBL group activity

satisfaction, clinical performance satisfaction. There were significant positive correlations between their critical thinking disposition and clinical training performance.

Conclusion

The findings of this study indicate that the critical thinking disposition and clinical training performance are positively correlated. Based on the precedent research of Son & Song (2012) which shows that the PBL group activity increases the critical thinking disposition, PBL activity class, still presenting in the Korea Armed Forces Nursing Academy must be activated to improve the cadets' clinical training performances.

A Study on the Nursing Students' Attitude toward Death, Ethical Attitudes about DNR and Spirituality

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Jeong Ju Seo, Ji Eun Heo, Gyu Ri Park, So Hee Sim

Chungbuk National University

Purpose

The purpose of this study was to identify major factor affecting nursing student' attitude toward death, ethical attitude about DNR and spirituality, and evaluate their correlation.

Methods

The subjects were 299 nursing students in 12 different university located in Seoul, Gyeonggi-do, Chungcheongbuk-do, Chungcheongnam-do, Jeollabuk-do and Jeollanam-do. Attitude toward death was measured by using the questionnaire developed by Collett-Lester and simplified by Ko-Seungduk (1999); Ethical attitude about DNR was measured by using the questionnaire developed by Park-Gyeseon (2002) and modified by Byun- Eunkyung (2003); and spirituality was measured by using Korean spirituality scale developed by Lee-Kyeongyeol (2003).

With the help of SPSS 21, the author took the statistics of Frequency, Percentage, Means, Standard deviation, t-test, ANOVA, and correlation with the collected data.

Results

As the result of this study the religion of Nursing Students ($F = 3.337, p = .020$), Critical Care Nursing Course Status ($F = 2.139, p = .034$) were significant differences in attitudes toward death. Grade ($F = 5.154, p = .002$), the absence of clinical practice experience ($t = 3.063, p = .002$) and attendance to the lecture about death ($t = 2.651, p = .008$) are the factors that make difference to the ethical attitudes about DNR. Spirituality has significant differences depending on gender ($t = 2.216, p = .029$), religion ($F = 10.806, p = .000$) and satisfaction of major ($F = 5.437, p = .000$). Attitude toward death was correlated with ethical attitude about DNR ($r = -.124, p = .032$); the more positive about death, the more agreed to DNR.

Conclusion

As a result of this study, factors affecting attitude toward death are religion, critical care nursing course status; ethical attitudes about DNR was grade, the absence of clinical practice experience and lecture about death; spirituality was gender, religion and satisfaction of major. Therefore, it is necessary to develop and implement practical preparatory for nursing students to help them form a positive attitude toward death before going into clinical practice. The program should also include the training program to promote a positive ethical attitude about DNR and spiritual well-being.

Contents Analysis on the Image of Nurses in the Korea Drama

Bo Ram Shin
Gimcheon University

Purpose

This study aims to lead the public to the right understanding on nurses as it discusses images of the nurses appearing in TV dramas in South Korea.

Methods

As a descriptive research, the study selected a total of 112 TV dramas as research subjects, and three researchers took time to re-watch the dramas. By revising the analytic grouping and classifying method used by LIM Mi-rim (1996), the study analyzed the images of the nurses found in these 238 scenes through Excel program.

Results

In terms of the work attitude, the 'concentration' of the factors to describe the images of the nurses came up with 164 (68.9%) which was the highest point, and regarding the activity contents of the nurses, the 'proactive professional nursing performance' gained the greatest point, 304 (85.2%). As for the main targets whom the nurses would work with, the 'patients' achieved the point of 92 (38.7%) followed by the 'doctors' who earned the point of 72 (30.2%). In regard to the external characteristics of the nurses, when it comes to the body figure, being 'slim' achieved 150 points (63%) as being 'neat' presented the point of 213 (89.5%). The factor of their 'not wearing fancy accessories' came up with 238 (100%) points. Their being 'proactive' of all the other factors to describe the personality of the nurses gained 145 points (60.9%) which was the highest figure.

Conclusion

When comparing to those in the old times, the images of the nurses of these times are changing to be stronger, proactive and intelligent image as well. In addition, as one independent profession, the nurses had secured their own separate duties. The study, consequently, believes that what has been discussed so far will make even more positive changes in the images of the nurses that have been perceived by the public.

Factors Affecting Depression in Menopausal Women

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Chungbuk National University

Purpose

The purpose of this study was to identify major factor affecting depression in menopausal women among menopause symptoms, obesity, health perception, stress and social capital.

Methods

The subjects were 320 women between 45 years and 59 years old in Seoul, Gyeonggi-do, Gyeongsangbuk-do, Chungcheongbuk-do, Chungcheongnam-do and Daejeon.

Depression was measured by CES-D, Menopausal symptoms levels were measured using MRS, Obesity was measured by a body mass index, Health perception was measured using scale that developed by Mossey, JM, & Shapiro, E (1982), Stress was measured using Perceived Stress Scale, Social capital was measured by examining the number of people who trust and frequency of contact with them, frequency of visits of them.

Collected data were analyzed by correlation analysis, step-by-step regression analysis through SPSS 21.

Results

1. Age and monthly income level were associated with depression among the general characteristics.
2. Menopausal women's depression was correlated with Menopause symptoms ($r = .649$, $p < .01$), perceived health ($r = .539$, $p < .01$), stress and social capital ($r = -.166$, $p < .01$).
3. The statistically significant factors affecting depression were menopausal symptoms ($\beta = .444$, $p = .000$), perceived health ($\beta = .221$, $p = .000$), stress ($\beta = .190$, $p = .000$) and social capital ($\beta = -.102$, $p = .011$).

Conclusion

Factors affecting depression in menopausal women are age, monthly income level, menopausal symptoms, perceived health, stress and social capital. Among these, menopausal symptom is the most affecting factor to menopausal women's depression. So, intervention programs for decreasing depression of menopausal women should be focused on relieving menopausal symptoms.

(The) Effect of Nursing College Student's Major Flow Experience on Career Decision-Making Self-Efficacy and Career Attitude Maturity

Hye Jeong Shin

Gimcheon University

Purpose

The purpose of study was to inspect relation between major flow experience and career decision-making self efficacy of students of college of nursing, and to give materials of career consulting and career program development of college students.

Methods

The subject was 300 college students in their 3rd and 4th year at college of nursing at Daegu, Gyeongsangbuk-do, Gyeonggi-do and Seoul who experienced clinical practice who listened to purposes of the study to agree with.

Results

The nursing students were satisfied with department of college (81.6%) and clinical practice (83.1%) to be high: The nursing students thought of intermediate give up (80.3%) to be high because of 'academic records' and 'aptitude' and others.

The nursing students had the most difference of major flow experience depending upon 'difficulty at learning of major' and decision-making self efficacy depending upon 'score'.

The nursing students' major flow experience had influence upon career decision-making self efficacy. The students who had high level of major flow experience had confidence of the major to select suitable major and to search for career actively.

Conclusion

Many students of college of nursing had difficulty at adaptation to the department of nursing and career decision-making and needed support of various kinds of educational programs. Therefore, adaptation to the department and career counseling program that reflected the students' needs should be developed and used.

Correlation between Nursing Professionalism and Cultural Competency in Nursing Students

Yoo Ji Sim, Eun Ju Oh, Jae Young Song

Hoseo University

Purpose

The purpose of this study was to identify the levels and to analyze their correlation of nursing professionalism and cultural competency in nursing students.

Methods

Data were collected from 198 of university students in C and A cities. The constructed questionnaire included items on nursing professionalism and cultural competency. Data were analyzed with descriptive statistics, t-test, One-way ANOVA, and Pearson correlation using PASW / WIN 20.0 version.

Results

First, nursing professionalism of nursing students was 3.33 and cultural competency was 2.96 on 1 to 5 point scale. Second, nursing professionalism was different according to grade ($p = .042$) and major satisfaction ($p < .001$). And cultural competency was different according to grade ($p = .045$), foreign language frequency ($p = .030$), experience of interaction with foreigners ($p = .003$), foreign friends ($p = .009$), and necessity to multicultural education ($p = .018$). Third, relationships between nursing professionalism and cultural competency showed a statistically significant positive correlations ($r = .45$, $p < .001$).

Conclusion

Findings of this study may be useful in understanding the importance of cultural competency in order to increase nursing professionalism, and thus developing more specific strategies for intervention programs to increase cultural competency in university.

Clinical Practice Experiences of Nursing Students

Da Som Yang

Gwangyang Health College

Purpose

This study is to understand how nursing students (3rd grade) to experience their clinical practice for 4 weeks in their clinical setting.

Methods

This study was analyzed by 26 narratives of practice experience written by 10 nursing students who were in 3rd grade of nursing college.

Results

The essential meanings of clinical practice experiences of nursing students were as following;

- 'Being stressful and difficult in mind and body',
- 'Looking forward to new experiences',
- 'Difficulty in interpersonal relationship between them and patients or care givers',
- 'Realizing differ theories from clinical'',
- 'Feeling accumulation of various and vivid knowledges',
- 'Making sure themselves for more being skillful',
- 'Discovery of themselves becoming development'.

Conclusion

The result of this study would provide for basic data of clinical education program development to minimize problems related to clinical practice, and would contribute to understand clinical practice experiences of nursing students (3rd grade) in nursing college.

Research of the Demand of Smartphone Applications on Nursing Studies for Nursing students

Ji Sun Lee, Ji Hye Yang, Su Ji Kwon, Prof. Yeo Leo Chun
Gimcheon University

Purpose

This research is on the demand of smart phone applications on nursing in order to receive information to develop such applications for nursing students.

Methods

The collection of data for this research was held from 2013.11.18 to 2013.11.29 to nursing school students at 'G' university in using 172 responses out of 200 excluding the 22 unreliable responses. Questionnaires were made based on those of the Korea Communications Commission and Korea Internet and Security Agency (2012) having 39 questions. Data analysis was done by SPSS 18.0 analyzing frequency, percentage, average and standard deviation.

Results

First, The reason for usage was highest with because of other's use with 33.1%. The usage of SNS was highest of the functions by 50.9%. Changes of life after using, acquisition of new information was the highest with 4.19 ± 0.75 . Second, in the usage of internet and satisfaction, 88.4% used their phones more than once a day, the time was highest at 1-2 hours by 27.3%, and they were mostly satisfied with the functions with 3.87 ± 0.71 . Third, in the usage of applications, 92.4% downloaded one last month, the number 2.29 ± 3.66 per week, the number of applications usually used were 7.15 ± 6.30 , 76.2% about music. Lastly, 28.5% experienced nursing related applications, 94.2% agreed to the usage of these applications. The price was highest with 48.8% at 1001-2000 won, UCC was highest with 50%.

Conclusion

This research will effect composition, design and guidelines of nursing applications.

Knowledge, Attitudes, Usage Status and Misuse of Over-the-Counter Drugs in Convenience Stores-among Undergraduates in Seoul

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Ji Eun Lee, Ha Na Lee, Ji Hyun Choi

Korean Bible University

Purpose

The purpose of this study was to examine knowledge, attitudes, usage status and misuse of over-the-counter (OTC) drugs in convenience stores in Seoul.

Methods

A descriptive research design was used. Six universities were randomly selected among 47 universities in Seoul. Data was collected from 200 students. The data was analyzed using t-test, χ^2 -test, ANOVA and correlation.

Results

The percentage of students who purchase of the OTC drugs was 46%. Most of them (93.5%) did not get information about the OTC drugs.

There were significant differences in knowledge, attitudes towards OTC drugs according to majors. The students who received drug-related education reported significantly higher knowledge scores. Non-smokers and non-drinkers showed significantly more positive attitudes than smokers and drinkers. Students who purchased drugs more often showed significantly more misuse. 93% of students have experienced forgetting their dose and their attitude scores were significantly higher than students who have not. The percent of students who reduced their dose or number of uses when symptoms subsided was 74%. Also they reported significantly higher knowledge and attitudes.

Conclusion

It is difficult to explain drug misuse by analyzing only knowledge and attitudes of OTC drugs users. Therefore, it is very important to provide more proper education including not only knowledge and attitude but information related to factors underlying the misuse of OTC drugs.

The Perceptions on Korean Nursing Law Legislation of Nursing Students and Nurses

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Jung Hyuk Jang, Jeong Mi Seo

Mokpo Catholic University

Purpose

The purpose of this study was to examine the perceptions on nursing law legislation in nursing students and nurses, what affects their perception, how they have acquired information, and how they would like to get them in the future.

Methods

The data were collected by questionnaires from 523 nursing students and 70 nurses in Jeonnam area, by Lee and Kang (2006) with permission. The reliability of the scale was Cronbach's of .849. This was analyzed using SPSS 18 descriptive statistics and t-test.

Results

The mean score of perceptions was 66.07 ± 9.74 out of 95. Nursing students with more than 3.5 gpa had statistically significant ($P = .004$) higher perception than that of below 3.5 gpa. Participants with higher interest in nursing law legislation showed statistically significant higher perception ($P < .001$). Most of participants had received the information on nursing law legislation from KNA media, homepage and internet news of other associations. Majority of participants answered that they would like to get information about nursing law legislation by KNA media in the future.

Conclusion

Results indicate that nursing students and nurses with higher interest in nursing law legislation showed higher perceptions. Like so, to elevate the perception, more nursing students and nurses need to be interested in nursing law and to do so, periodic advertisement and information by KNA media is needed.

Characteristic of Economic Level, Obesity and Diabetes of the Hwanghak, Korea

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Ji In Kim, Jae Ha Ryu, Sun Young Park
Sun Young Yun, Kyun Geun Oh, Jin Hee Jeong

Seoul National University

Purpose

Recently, population of the obesity is rising sharply. Furthermore, problems related to the obesity of low income bracket are on the raise according to the WHO (World Health Organization). The purpose of this study is to investigate the characteristic of economic level, obesity and diabetes of the Hwanghak and to compare with current statement of WHO.

Methods

The survey was targeted residents of Hwanghak. The contents of the questionnaire dealt with the population, health, resources and the environment. Standardized rate was calculated for analyzing, after the frequency analysis for each questionnaire.

Results

1. The income level over three million won of the Hwanghak is lower than the national. Whereas, the income level under three million won of the Hwanghak is about 15% higher than the national.
2. Standardized obesity rate and population prevalence of diabetes of Hwanghak is higher than the rate of Seoul and Jung-gu.
3. In cross analysis processing with obesity rate and population prevalence of diabetes, diagnostic rate of exposure group was 25.42% whereas diagnostic rate of unexposed group was 24.75%. Its Odds ratio was 1.04.

Conclusion

The result shows that the health status of individuals is linked to economic disparities. It was found that obese people of low-income applied in Seoul, Korea, as presented in the WHO. Therefore, managing about metabolic syndrome such as the obesity targeting low-income residents is necessary

Correlations between Sexual Communication with Sexual Attitude, Sexual Autonomy, and Sexual Satisfaction among Korean College-Student Couples

Si Won Kang, Dong Mi Kim, So Yeon Kim, Yae Chan Park
So Hyun Bang, Eun Ha Lee, Jee Yeon Lee
Ji Young Cheong, Hye Min Ji, Hyun Min Han

Ewha Womans University

Purpose

The purpose of this study is to investigate sexual communication among college-student couples to analyze the relationship among sexual communication, sexual attitude, sexual autonomy, and sexual satisfaction.

Methods

Using a descriptive correlation study design, data were collected from 281 college-student couples in Seoul between September and October, 2014. Data were analyzed using *t*-tests, ANOVAs, Scheffe tests and Pearson's correlation using SPSS 21.0.

Results

In men, women, and couples, high scores for sexual communication related to sexual openness ($p < .01$) higher sexual satisfaction, and sexual autonomy ($p < .01$). Among sub-categories of sexual attitude, sexual pleasure related to sexual communication most in all three groups (men, women, and couples). Among the subcategories of sexual satisfaction, psychological factors related to sexual communication most in the male group ($p < .01$) and an interactive factor related to sexual communication most in the female group ($p < .01$) and among couples ($p < .01$).

Conclusion

These results indicate the importance of sexual communication between couples, which will lead to healthier and better quality sexual relationships. Therefore, a communication-skills program should be provided to college-student couples.

Factors Influencing Nursing Clinical Self-Efficacy among Nursing Students

Hyun Ji Lee, Song Eun Oh

Hoseo University

Purpose

The purpose of study was to identify nursing students' clinical self-efficacy and clarify factors influencing it.

Methods

The research design was a descriptive study using a self-report questionnaire. A total of 192 nursing students were recruited from the 2 university using a convenient sampling method. Measures were nursing clinical self-efficacy, nursing professionalism and characteristic on nursing education. Data were analyzed with descriptive statistics, t-test, One-way ANOVA, Pearson correlation, and multiple regression with PASW / WIN 20.0 version.

Results

As a result, first, the score of the subjects' nursing clinical self-efficacy was 7.24 on a 1 to 10 point scale. Second, significant positive correlations with nursing clinical self-efficacy were shown by grade ($p = .006$), nursing practice experience ($p = .004$), satisfaction on theory training ($p = .001$), satisfaction on major ($p = .013$), self-concept of profession ($p < .001$), social recognition ($p = .013$), and professionalism ($p < .001$). Third, the explanatory power of the predictive model involving all the nursing education-related factors and nursing professionalism was 19.3% ($p < .001$), and the subjects' professionalism was identified as main factors that have influence ($p = .015$).

Conclusion

This study found that nursing professionalism was the major impact factors on nursing students' clinical self-efficacy. Accordingly, in order to produce graduates equipped with nursing practical ability, nursing educators need to put efforts in improving nursing students' nursing professionalism.

Finding the Right of the Hospital Nursing Practice Students (ver. Gachon Univ.)

Hee Ra Lee

Gachon University

Purpose

We choose this study because we want to compare our university students' practice environment with 'The hospital apprentices environment survey' nationally implemented in 2014. And we hope that our practice environment improve by this study.

Methods

The Experimental tool was reconstituted from questionnaire carried out in 2012, 'Finding a hospital nursing practice students' right'. Questionnaires are consisted with the questions measuring the general characteristic, practice training program, practice environment. We choose 50 junior majoring in nursing randomly who practiced six weeks in 2014.

Results

1. The two samples were both answered that the training program for the department is lack and many students don't have education nurse. Instead of that, a head nurse supervises the students and they ask some questions to other nurses by reading their face. Also, many students answered that the University goal of practice is not matched with the clinical practice contents.
2. Many students claimed that they are so exhausted and hard to focus on the practice due to the commute by using the first train or bus. The 50% (national) answered that they have no individual lockers and our Univ. students answered that it depends on the hospital. Less than 10% of both nationwide and Gachon Univ. students have another break room for them. That means it is necessary that the rest room which they can relax in a stable manner.
3. 46% of our university students answered 'Yes' about the question 'Dose the feedback of practice between Univ. and hospital go well?' (72% of national students answered

‘Yes’). But in the case of our Univ. the number of students per a professor is lower than national. So we have the high quality of education and can give more intensive guidance to the students individually.

Conclusion

In conclusion, we found that it is necessary to find the right of students through systematization of practice education program and improvement of poor practice environment. Through this study, we concluded that students, hospitals and schools have to work together to develop the nursing practice program and improve the practice environment in the better way. With the change of nursing practice environment both national and Gachon University, we hope many nursing students have more self-esteem and confidence on their practice at the hospital.

Turnover Experience of Novice Nurses who worked in General Hospital

Bo Mi Im

Sahmyook University

Purpose

The purpose of this study was to identify novice nurses' experience about turnover.

Methods

Data were collected from June to August, 2014 through in-depth interview and E-mail. Twelve novice nurses who have turnover experiences were selected through snowball sampling method. All interviews were recorded with MP3 recorder and transcribed for analyzing by Van Kaam method of phenomenology.

Results

The results were divided into 4 categories and 20 themes related to turnover experience. These four categories were 'Excessively heavy working environment', 'Relationship problem', 'Total exhaustion', 'Realizing the absence of goal in life'.

Conclusion

The result of this study will offer anticipatory informations to understand of novice nurses' difficulties and to prevent their turnover. And these findings can be used for nursing administrators to design a turnover prevention program more effective for nurses.

The Reality of Smartphone Addiction in Health Science Department Students

Hyun Joo Lim

Dongyang University

Purpose

The purpose of this study was to investigate reality of smart phone addiction in health science department students. So we try to give them awareness smart phone addiction that has a negative impact on student learning, health and interpersonal relations.

Methods

The subjects of this study was 50 male and 50 female undergraduate health science department student in 'D' University in Korea. Data were collected by using a self-reported questionnaire. Duration of collection was a day, Oct 31th, 2013. Questionnaire is made up 36 questions for general features 10 questions, measurement of smart phone addiction 23 questions (five-point scale). Collections is treated by statistical analysis using SPSS /WIN 18.0 in agreement with purpose. Measurement of smart phone addiction's reliability was Cronbach's $\alpha = .924$.

Results

Smart phone addiction score in health science department students was 2.45 on a five-point scale. The result is average. General features have an effect on Smart phone addiction was sex, age, smart phone importance in daily life. Female score was higher than male ($t = -2.041, p = .044$), under 18 higher than upper 19 ($t = 1.984, p = .050$), and the higher proportion accounted for smart phone in their daily lives were higher ($F = 9.364, p = .000$).

Conclusion

We have to prevent physically, psychological, academic problem result from smart phone addiction by spreading awareness and understanding of health science department students' smart phone addiction.

The Relationship among Major Satisfaction, Nursing Professionalism, Positive Psychological Capital and Career Preparation Behavior of nursing college students

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Bo Ram Lee, Seung Eun Beak, Un Gyeom Cha
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Konyang University

Purpose

The study is for understanding professional occupational view and investigating satisfaction of major and preparing behavior of career

Methods

The subjects for study are nursing university students. And we select 470 members by Accessible extraction method.

Subjects are explained the object of study, authority of subject etc. if they agree study, we got the agreement by paper and then we gave questionnaire. Study tool is 29 questions about Psychological Capital Questionnaire (PCQ) which was developed by Yoon eun ja etc (2005) and adjusted to our korean university student situation by Han hye young (2013), 18 questions about major satisfaction by Lee dong jae (2004) selected in 34 questions by Ha hyesuk, 16 questions tool for measuring career preparation action developed by kim bong hyan (1997). The collected data were analyzed by using the SPSS / WIN 21.0 program with data t-test, ANOVA, Scheffe (post-analysis if necessary), Pearson's correlation, multiple regression analysis.

Results

The study shows female students have more nursing professional occupational sense than male students. And average of career preparation behavior were correlate in major satis

faction according to grades howe din creasing trend by grade level. Results of this analysis of the major motivations and satisfaction, motivation showed a significant difference in major satis faction of nursing students, nursing specialty and professional intuition satis faction, positive psychological capital has the strong est correlation with major quantitative satis faction.

Conclusion

Given the results of this study in the college of nursing career preparation boosts the majors at is faction through proper care professional intuition, establishment of proper care professional intuition and positive psychological capital, depending on the specialty satis faction because this career preparation behavior can be influenced this is important.

A Study on Dietary Behavior and Food Intake State in Female Nursing University Students according to Stress

Soo Young Jun
Daegu University

Purpose

Stress has an effect on physical and psychological health and it affects students' academic progress. It is reported that those who get more stressed take more food and form the dietary habit through the imbalanced dietary behavior. As a result, the purpose of this study was performed to investigate stress degree, dietary behavior, dietary habit and food intake state of female nursing university students in D's university and analyze the change of dietary behavior and food intake state after stress.

Methods

The research design was descriptive correlation study. The period of research is from November 25, 2013 to November 27 and the data as collected via structured questionnaires from 30 female nursing university students in 2nd grade in D's university. Variables included as follows: general characteristics (residence types, monthly allowance, the proportion of diet of monthly allowance, eating out in a month), dietary habit, dietary behavior, food intake state and stress. The collected data were analyzed by descriptive statistics and t-test using the SPSS ver. 18.0 program.

Results

There were 76.7% of subjects who live with their families and 46.7% got paid from 200,000 to 300,000 won. Subjects spent 40 to 50% or 50 to 60% on food. 33% of subjects had experience on going out 1 to 3 times in a month. In the dietary habit, subjects had a meal twice a day so they didn't have regular diet.

In the dietary behavior via Likert 5-point scale measurement, they had eating behavior problems above the average and showed highest scoring in drinking as 3.57. In the investigation of the usual food intake state through Likert 5-point scale measurement, subjects

had 'rice' more above the average and 'meat and fish', 'vegetable and fruits', 'cookies and bread', 'candies and chocolates', 'noodle and instant food', 'alcohol and soft drink' less. According to the level of stress, 70% of the subjects got stressed usually. As for the investigation of the factors on stress with measurement by VAS scale, subjects were under stress by study as 8.37, future career, weight gain or loss and economics conditions in order of mean score.

In the analysis of the change of dietary behavior after stress, skipping a meal, going out, eating too much, and late-night meal showed no significant difference. While overeating ($p < 0.001$) and drinking ($p < 0.05$) showed a significant difference.

According to the change of food intake state after stress, there were no significant difference in 'rice' even though the intake of it was more increased than before stress. However, 'meat and fish' ($p < 0.001$), 'vegetable and fruits' ($p < 0.001$), 'cookies and bread' ($p < 0.001$), 'candies and chocolates' ($p < 0.001$), 'noodle and instant food' ($p < 0.001$), 'alcohol and soft drink' ($p < 0.05$) more increased than before stress so they showed a significant correlation with the change of food intake state and stress.

Conclusion

Accordingly, in order to improve dietary behavior and food take state of university students, they should understand the importance of healthy dietary life style. It is suggested that nutrition education for university students need to be developed. Through guidelines for diet support, they can maintain to keep a right eating behavior and make healthy dietary habit. It helps them to become professional self-dieticians.

SNS User Behavior, Self-Esteem and Depression in Nursing Students

Ye In Jeon
Konyang University

Purpose

This study was aimed to consider the problems with nursing students' overuse of Social Networking Service as the perspective of Self-esteem and Depression, analyze the relationships among SNS User Behavior, Self-esteem and Depression, investigate what effects each of these variables had on each other and provide empirical evidence for nursing practice like Nursing Counseling with a SNS addict.

Methods

In this correlation study, data for 187 nursing students were analyzed using the SPSS / WIN 18.0 version program. There are 6 questions to find out SNS User Behavior, asking about SNS usage and kinds, frequency and hours of use. Self-esteem was measured by a tool, named of Rosenberg Self-Esteem Scale (RSES), modified by JeonByeong Jae (1974). And depression was measured by The Center for Epidemiologic Studies-Depression Scale which was adapted to Korean circumstances by JeonGyeomGu (2013).

Results

SNS user behavior doesn't affect user's self-esteem and depression, whereas self-esteem showed a significant negative correlation with depression ($p < 0.05$).

Conclusion

The results of this study have significance for an evidence of the fact that there were no differences in self-esteem and depression according to SNS user behavior. This findings also confront mass media's messages saying SNS usage negatively affects users' emotion and boost to activate Smart Education System which is being developed in the era of "Smart".

The Relationship between Self-Directed Learning Ability, Creativity and Creative Leadership in Nursing Student

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Ga Young Yoon, Hye Young Na, Jong Myung Bae

Yeungnam University

Purpose

The purpose of this study was to figure out the relationships on nursing student's self-directed learning ability, creativity and creative leadership and to contribute the development of effective nursing education; developing of nursing education process, rational making of teaching strategies for increasing self-directed learning ability in nursing students.

Methods

This descriptive correlational study was conducted with 199 nursing students. The data were collected during the period from 10th to 16th of November, 2014. They responded to questionnaires that included measures of self-directed learning ability, creativity and creative leadership. The data were analyzed by the descriptive statistics, t-test, ANOVA, and Pearson's correlation coefficients using IBMSPSS 21.0.

Results

Compared to creativity and creative leadership, the average level of self-directed learning ability was lower. Positive correlations were found for self-directed learning ability with creativity and creative leadership. The level of self-directed learning ability, creativity and creative leadership were significant in college life satisfaction, major satisfaction, experience of problem coping and experience of leader.

Conclusion

This study suggests that there is need to develop the nursing education process and teaching strategies for improving the creativity, creative leadership. And ultimately, these results should be reflected in an evaluation and development of self-directed learning ability in nursing students.

Convergent Nurse Education' is Necessary ; Research based on Analysis of 'Multi-Cultural Family's Children Health'

Jae Hyun Jung
Kyunghee University

Purpose

The importance of 'holistic nursing' has been emphasized as high goal of nursing. This research will investigate nowadays nursing education is fit to that goal. Especially, this research will deal with multi-cultural family child's health. Nowadays we can see rapidly increased number of them so that emphasizing this is also important issue in Global Nursing area in Korea. Nurses should know what the real problem of clients is and health related factors. And its key-point is about 'education'. This research will suggest necessity of the education that can make 'convergent nurse'.

Methods

'System dynamics analysis' is major method of this research. 'System Dynamics' is method which can suggest ultimate solution through analyzing diverse economic, social, political system.

Comparison and analysis, evaluation will be done by previous research. (Comparison: 'nursing intervention and predicted nursing outcome' which is based on 'integrated understanding for clients' or not.)

Results

There is a big difference between interventions which are based on proper understanding of client's socio-economic status or not. Especially, It indicates that nurse's 'advocacy' for health threatening socio-economic factors can be included in 'nursing intervention'.

Conclusion

Nursing educational sector must include growth of 'interdisciplinary convergent nurse'. It will make nurse a competent profession in terms of providing not only physiologically but also socio-economically evidence-based nursing. Finally, It will lead 'Health issue' settled as more important issue in politics through nurses'advocacy and social participation.

Depression, Loneliness, and Social Support of Older Adults using Smartphones

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Hye Lin Yang, Se Mi Lee, Hye Won Jang
Yeo Ju Jung, You Ri Jung, Ji Hye Jung

Ewha Womans University

Purpose

This study investigated the relationship among depression, loneliness, and social-support status for the older adults using smartphones in Korea.

Methods

In this descriptive design study, 100 elderly people who use smartphones were recruited through convenience sampling method in August and September, 2014. Questionnaires used for this study were the Center for Epidemiological Studies-Depression Scale, University of California at Los Angeles Loneliness Scale, and a social-support scale. Data were analyzed using SPSS 22.0 with descriptive statistics, independent *t*-tests, a one-way ANOVA with Scheffe's test, and χ^2 -tests.

Results

The duration of smartphone use is significantly related to the level of depression ($t = 8.229$, $p < .001$) and loneliness ($t = 6.364$, $p = .001$) among older adults. Depression scores of the recent users (those who use smartphones less than 6 months) were significantly higher than the longer users (those who use smartphones more than 2 years) ($p = .004$). Loneliness scores of participants using smartphone 6 months to 1 year were higher than the scores of the participants using phones more than 2 years ($p = .001$).

Conclusion

Results suggest smartphone-usage duration is significantly related to depression and loneliness of elders. Therefore, a smartphone use and the adequate education program of smartphone use would be a helpful intervention to manage the depression and the loneliness for older adults.

Relationship between Problem Gambling, Depression, and Stress among Female College Students

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Se Bin Jo, Esther Cho, Min Ju Cha
Ju Hee Ha, So Ri Hong, Jung Min Hwang
Ewha Womans University

Purpose

This study examined correlations among problem gambling, depression, and stress among female college students.

Methods

In this cross-sectional-design study, participants were 325 female college students in Seoul. Data were collected from September to October, 2014. To analyze data, *t*-tests, ANOVAs, and chi-square test were used.

Results

About 58.5% of participants had experience gambling; lottery was the most frequently used gambling method among participants. Analysis categories were no-problem, low-risk, moderate-risk, and high-risk). Of participants, 36 (11.1%) were problem gamblers. Correlation between smoking status and the problem-gambler group was statistically significant. Also, a statistically significant correlation emerged for problem gamblers in depression and stress. The problem-gambler group had significantly higher trait stress scores compared to the normal group.

Conclusion

Female college students who experience problem gambling are at high risk for depression and stress. These results indicated a need to provide female college students with a depression- and stress-management program to improve their problem gambling behavior.

Hope of Hospice the Patients

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Hyun Jeong Jeong, Jin Hye Joo
Kyungpook National University

Purpose

The purpose of this study is to explore and explain the hope of the hospice patients who were admitted in the hospice wards.

Methods

Subjects: Research participants were 8, 8 hospice patients who were admitted in the K University Hospital in D city.

Data were collected by in-depth interviews from July to August 2014. Interview questions were "What's on your mind right now that you are craving for?", "What do you most want to do?" Data were analyzed by Krippendorff's content analysis method.

Results

There were 69 meaningful statements, with 5 topics and 11 categories. The first topic was about the conditions of the patients themselves, covering the categories of 'want to live longer', 'want to convalesce', 'not want to be in pain'. The second topic was on the things the patients want to do, divided into categories of 'want to go back to the old days', 'want to enjoy life as others', 'want to learn'. The third topic was related to the family life, consisting of categories 'Health of the family', 'My Wishes from the family', 'things I want to do to the family'. Both the fourth and the fifth topics had only one category each, "Regret and Remorse from the past", "Vanishing of Hope" respectively.

Conclusion

'Hope' may not be able to heal the fundamental disease but is capable of provoking the will the live in situations accompanying high mental distress and physical pain brought about by the disease. It could also provide both the practical and mental ways of overcoming the disease. This descriptive study would be contributed for the nurse and the nursing students to understand the hope of hospice patients. And also the results of this study could be applied in hospice care.

A Study on Correlation among Quality of Life, Depression, and Ego-Resilience of Menopausal Women

Hye Ri Ji
Gimcheon University

Purpose

This research is a descriptive correlation research which was conducted to comprehend the relation between menopausal women's quality of life, depression and ego resilience.

Methods

Research objects were 150 menopausal women of B metropolitan city and G-si, data collection was conducted from November, 2013 to January, 2014. As the research tool, quality of life 23 questions, depression 20 questions, ego resilience 26 questions were used. And the researcher analyzed average, standard deviation, t-test, ANOVA, Pearson's Correlation Coefficient, etc. by using SPSS 17.0.

Results

Average of menopausal women's quality of life appeared 155.47 among 230, depression average was normal category, i.e. 13.91, and ego resilience average appeared 90.67 among 130. Quality of life along with menopausal women's general characteristic displayed meaningful difference in family type, however depression showed no meaningful difference. Ego resilience had meaningful difference in age, family type, and monthly income. As the result of testing the relation between menopausal women's quality of life, depression, and ego resilience, quality of life and depression showed negative correlation, quality of life and ego resilience showed affirmative correlation, and ego resilience and depression showed negative correlation.

Conclusion

In order to improve the quality of women's life at menopause, it is important to develop programmes which help prevent or treat depression and strengthen their self-resilience.

Co-relation between Narcissistic tendencies and Satisfactions in Romantic Relationships among College Students

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Soo Young Park, Seong Hui An, Yun Hee Kim

Baekseok University

Purpose

The Purpose of this study was to explore the co-relation between narcissistic tendencies and satisfaction in romantic relationships among college students.

Methods

Data was collected through a self-reported structured questionnaire from 160 Korean college students using a convenient sampling method from May 2014 to June 2014. The data was analyzed using descriptive statistics, Pearson's correlation coefficient and multiple regression analysis.

Results

Overt narcissistic tendencies were higher than covert narcissistic tendencies among college students. Not only 'sensitive' but 'self-pity', lower factors of covert narcissistic tendencies, had a significant positive co-relation on satisfaction in romantic relationships ($r=.179$, $p < .05$, $r = .332$ $p < .01$). Covert narcissistic tendencies had effect on satisfaction in romantic relationships ($r = .243$, $p < .01$). Students with sensitive, self-pity (extremely careful) personalities exhibited higher satisfactions than others in romantic relationships. ($t = 11.323$, $F = 13.363$, $p < .01$)

Conclusion

According to Erikson's psychosocial developmental theory, on intimacy vs. isolation stage, people has developmental tasks. Satisfaction in romantic relationships can be a basic factor of achievement developmental tasks of early adult stage people, especially college students. It may help them have greater satisfaction in romantic relationships to teaching college students to develop more careful personalities.

Premenstrual Syndrome among Middle School Girls: A Descriptive Study

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Ewha Womans University

Purpose

The purpose of this research was to identify frequency and clinical characteristics of premenstrual syndrome (PMS), and the relationship between PMS and depression in middle school girls.

Methods

Participants were 241 students recruited from 3 women's middle schools in Seoul, Korea. Questionnaires were composed of clinical characteristics of menstruation, the Premenstrual Symptom Screening Tool, and the Center for Epidemiologic Studies Depression Scale. Data were statistically analyzed with chi-square, *t*-tests, ANOVAs, and the Scheffe test.

Results

The proportion of no/mild PMS was 83.4%, moderate to severe PMS was 12.9%, and premenstrual dysphoric disorder was 3.7%. In the clinical characteristics of PMS, the proportion was higher in the severe menstruation-pain group ($\chi^2 = 11.956, p = .008$) and depression group ($\chi^2 = 50.85, p = .000$). The mean depression score was 11.61 ± 9.09 . Menstrual pain ($F = 4.59, p = .004$) and PMS ($F = 68.81, p = .000$) were found to be significant in depression.

Conclusion

Results showed that 16.6% of middle school girls suffered from PMS. Clinical characteristics of menstruation pain and depression related to PMS, along with a relationship between depression and PMS. Accordingly, nurses should apply interventions to mitigate menstruation pain and depression in middle school girls who are undergoing PMS.

Effects of Simulation-Based Education on Nursing Students' Clinical Performance Ability and Clinical Decision-Making in Nursing

Soo Jung Shin, Seo Hee Lim, Soo Ji Choi
Young Eun Jang, Gye Ryeong Moon

Sungshin Women's University

Purpose

Recently, it has become a trend to practice simulation-based education on nursing students in Korea ever since it was proven effective in the U.S. Therefore, this study is aimed to examine the effects of simulation-based education on nursing students' clinical performance ability and clinical decisionmaking in nursing.

Methods

A descriptive research was conducted with 208 nursing students of Grade 3 and 4. 125 nursing students of Grade 3 and 4 from S University were a group with experiences of simulation-based education (Group A) and 83 students of Grade 3 and 4 from G University were a group without any experience of simulation-based education (Group B). Group A has experienced 24 hours to 54 hours of case-based simulation practicum with simulation dolls at a simulation center. The research was conducted from November 13th, 2014 to November 17th, 2014. The data was collected by questionnaires and was analyzed with SPSS statistics 19.0, using t-test and Correlation Analysis. <Clinical Performance Ability Scale> and <Clinical Decision Making in Nursing Scale> were used in order to evaluate effects of the simulation-based education.

<Clinical Performance Ability> is based on Schwirian (1978)'s Six-Dimension Scale, developed by Lee (1991) and modified and used by Choi (1992). This study modified it to 5 Likert scale like Choi (2005). Reliability of the scale which was developed by Lee (1991) and modified by Choi (1992) was Cronbach's $\alpha = .95$ and reliability was Cronbach's $\alpha = .90$ in Choi (2005)'s study. In this study, reliability was Cronbach's $\alpha = .948$.

<Clinical Decision Making in Nursing> is based on a scale that was originally based on Jenkins (1985)'s <The Clinical Decision Making in Nursing Scale>, but translated and modified by Baek (2004). Reliability of the scale was Cronbach's $\alpha = .83$ when first

developed by Jenkins (1985) and was Cronbach's $\alpha = .77$ in Baek(2004)'s study. In this study it was Cronbach's $\alpha = .848$.

Results

The results using t-test demonstrated that the effects of simulation-based education on nursing students' clinical performance ability ($t = -.95$, $p = .345$) and clinical decision making ($t = 1.38$, $p = .170$) were not significant. However, Group A scored higher than Group B in <Inquiry of Alternative and Choice> section, one of the subsections of <Clinical Decision Making in Nursing> and this result revealed significance ($t = 2.87$, $p = .004$). Group A's mean score was 3.29 and Group B's mean was 3.14. Furthermore, in Correlation Analysis result, it was indicated that <Clinical Performance Ability> and <Inquiry of Alternative and Choice> have effects on each other ($r^2 = .242$, $p < .001$).

Conclusion

The findings of this study suggest that nursing students who experienced simulation-based education scored higher in clinical decision-making. Moreover, the subsections of the clinical decision-making and clinical performance ability have effects on each other. On the contrary, clinical performance ability of both groups showed no difference in this study. Further research with larger samples and preliminary survey is required to define the effects of simulation-based education.

A New Deal in Education for Global Nursing

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Purpose

As interactions between nations and people are increasing, the need for global health professionals is on the rise. Korea has not ignored this trend and its medical industry is taking steps to meet that need. One such step is the plan to open Song-do International Hospital in Incheon. Due to the increase in foreign patients to Korea, Korean nursing students want to be internationally competent nurses. However, the lack of adequate nursing programs in Korea has handicapped their ability to become internationally competitive nurses. In 2009, one university in Korea started a program for global nursing. The purpose of this research paper is to analyze the details of the global nursing program and determine its effectiveness. In addition, if the program is successful in producing globalized nurses, then further steps are needed to encourage other nursing institutes (in Korea) to adopt a global nursing education program.

Methods

The research was conducted on 74 nursing students. Among them thirty-eight students were freshmen who have not been exposed to the global nursing track and the rest were seniors who have experienced the global track.

For data collection, a questionnaire, developed by researchers, was used to determine perceptions of the global nursing track.

Results

The students who take the Global Nursing track spend about four hours a week studying English. More than half of the freshmen have 400-600 TOEIC scores. On the other hand, about 90% of seniors have scores of 600-800 and four students among them have get over 900. Although the TOEIC scores are relatively high, students in the first year responded that it is tough to study nursing in English but those who are in the fourth year (70%) said it is beneficial. In particular, all of the seniors agreed that the program will be helpful

in order to work in a hospital. However, 29% of freshmen replied that it will not be beneficial. When it comes to the N-CLEX, 75% of the graduating class is willing to take the test but 47% of the underclassmen have yet to come to any solid decision. Last but not least, regardless of year, 28% of the students have a comprehensive ability to understand a third language in Chinese, Japanese or Russian.

Conclusion

In the case of freshmen who are just beginning the Global Nursing track; they expressed concern about using books in English. In contrast, seniors who have already gone through the same curriculum answered that using books written in English helps them further develop English skills. It has also given them a lot of advantages when they worked in the hospital as student nurses.

According to our data, we found that students in their fourth year have a strong willingness to take the N-CLEX. This willingness means that their motivation is higher than that of the freshman.

Influence of Adaptation to College and Ego-Resilience on Psychosocial Wellbeing in University Students

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Kyungpook National University

Purpose

This study aimed to identify influence of adaptation to college and ego-resilience on psychosocial wellbeing of university students.

Methods

The questionnaires consisted of the Psychosocial Wellbeing Index Short Form (PWI-SF), the Student Adaptation to College Questionnaire, and Ego-Resilience Scale (ESR) were completed by 194 university students of four universities in Deagu, Korea. Data were analyzed using t-test, ANOVA, Pearson correlation coefficients, and hierarchical multiple regression.

Results

Eighty seven of the participants were classified as high risk group in psychosocial wellbeing. The emotional adjustment and optimistic attitude were identified as factors influencing psychosocial wellbeing of university students. The model explained 71% of the variables.

Conclusion

The results of this study suggested that strategies to improve emotional adjustment to college life and optimistic attitude should be adapted in order to ensure psychosocial wellbeing of university students.

A Study on Nurses' Image Perceived by Nursing and General University Students

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Purpose

Image about the nurses give an impact directly or indirectly to the nurses of growth as a professional. Therefore, in this study, to confirm and to compare that Images of Korea nursing university students and general university students are perceived nurse. It tries to used as the basis for developing programs for improving the image about the nurse.

Methods

This study targeted 159 nursing university students in 'D University' in Korea, 169 general university students in 'D University' in Korea, total 328. Research Tool is a structured questionnaire. 7 questions of a general trait, nurses image measurement tool 27 questions (5-point scale), total composed of 34 questions. Data collection period was from September 3, 2014 to September 15th. The data collected in accordance with the research purposes were analyzed by using the SPSS / WIN 18.0 descriptive statistics, t-test, one-way ANOVA, Chi-square test, Cronbach α coefficient.

Results

Image for nurses in the case of nursing university students, professional image (4.09 ± 0.57), traditional image (3.89 ± 0.58), social image (3.60 ± 0.59), personal image (3.59 ± 0.70) appeared higher in the order. Image for nurses in the case of general university students, professional image (3.60 ± 0.47), traditional image (3.41 ± 0.70), social image (3.40 ± 0.51), personal image (3.16 ± 0.51) appeared higher in the order. The professional image of nursing university students and general university students both groups nurses highest, and nursing university students is a personal image, general university students is a social image is lowest. Nursing university students score higher in the image of nurses statistically significant compared to general university students (whole image $t = -8.480$, $p < .001$, professional image $t = -8.528$, $p < .001$, traditional image $t = -7.967$,

$p < .001$, social image $t = -7.194$, $p < .001$, personal image $t = -2.317$, $p < .001$). In other words, the nursing university students than general university students appeared to perceive a more positive image of the nurse.

Conclusion

Nursing university students perceive difference between general university students and nursing university students' endeavoring need for reducing difference. In addition, we need a strategy for improving the perception of general university students' social nurse image. And there is a need to explore ways to improve personal, social nurse image of nursing university students.

A Study regarding Information Literacy and Self-Leadership among Female Nursing Undergraduate Students

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Purpose

This study identified the degree of information literacy and self-leadership among nursing undergraduate students, and factors in the curriculum related to improved information literacy.

Methods

Participants were 209 nursing undergraduates selected by convenience sampling at a Korean university. Instruments were the Manz self-leadership tool modified by Cho and the information-literacy tool developed by Lee. Data were analyzed by *t*-test, ANOVA, and hierarchical multiple regression analysis with SPSS 22.0 Windows software.

Results

Age ($F = 11.132, p < .001$), grade ($F = 4.351, p = .005$), experience in clinical nursing-practice training ($t = 3.338, p = .001$), experience in informatics education ($t = 2.958, p = .003$), satisfaction with the major subject ($F = 7.327, p = .001$) were statistically significant differences in information literacy. Religion ($t = 2.850, p = .005$), grade-point average ($F = 4.871, p = .003$), and satisfaction with the major subject ($F = 7.717, p = .001$) showed statistically significant differences in self-leadership. Hierarchical-regression analysis revealed that better self-leadership was associated with higher information literacy; age, time using a computer, grade, religion, grade-point average, satisfaction with the major subject, and experience in informatics education were not significantly associated with information literacy (Adjusted $R^2 = 0.374, F = 5.101, p < .001$).

Conclusion

Curriculum should include information-literacy education reflecting the relationship between self-leadership and information literacy.

Clinical-Practice Stress, Academic Self-Efficacy, and Career Identity

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Purpose

This study investigated clinical-practice stress, academic self-efficacy, and career identity among undergraduate students in a nursing practicum.

Methods

Using a descriptive correlational design survey, 267 undergraduate students attending 5 colleges in Seoul participated. Data were gathered from August 2014 to October 2014 and analyzed using IBM SPSS 22.0 with descriptive statistics, t-tests, an ANOVA with Scheffe test, and Pearson's correlation coefficient.

Results

Situational characteristics of clinical-practice stress (CPP) differed significantly in task difficulty, self-confidence, and efficacy for self-confidence in academic self-efficacy (ASE; $r = .179, p = .003$; $r = .166, p = .006$). A statistically significant positive relationship emerged between personal characteristics of CPP and self-confidence of ASE ($r = .239, p < .01$). External regulators of CPP differed significantly in self-confidence and task difficulties ($r = .175, p = .003$; $r = .132, p = .028$). Self-confidence and efficacy for self-confidence of ASE significantly correlated with career identity and with all subcategories of the CSS scale ($r = -0.208, p < 0.01$; $r = -.369, p < 0.01$; $r = -.153, p < .011$).

Conclusion

This study showed positive statistical relationships among clinical-practice stress, academic self-efficacy, and career identity, providing preliminary evidence to guide education in nursing curricula.

Identity and Intimacy Crisis of College Students: Differences based on Smartphone Addiction

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Baekseok University

Purpose

The aim of this study was to investigate the effect of the degree of smartphone addiction on student nurses' intimacy and ego identity.

Methods

Participants in the survey for this study were 232 nursing science students in Baek Seok University. The instruments used in the survey were Korea Internet & Security Agency studies smartphone addiction for adult, self-identity, intimacy, center for epidemiologic studies depression scale, suicidal ideation.

Results

The survey showed that 6 out of 232 students (2.6%) were high-risk group, while 66 out of 232 (28.4%) latent-risk group, and the rest (69.0%) normal group. The prior purposes of smartphone of high-risk group were in the use of 'message' and 'internet' (2 out of 6 high-risk group for each purpose of use), while the prior purposes of smartphone of latent-risk group were in the use of 'message' (36 out of 66 latent-risk group) and the normal group in the use of 'message'. The proprioception ($F = 4.134$, $p = 0.017$), the object-oriented evaluation ($F = 10.519$, $p = 0.000$) and the individual initiative ($F = 4.970$, $p = 0.008$) were identified as significant predictors of descended ego identity after highly addicted to smartphone.

Conclusion

These results suggest that student nurses, especially those in high and latent risk group, should make effort to reduce the amount of time they spend on smartphone in order to strengthen their ego identity, which will affect them in performing nursing skill firmly by themselves. Because the prior use of smartphone was interacting action with other people through messenger, the intimacy of students was quite high against acticipation.

Study on Health Promotion Behavior of Nursing Students and College Students

Su Jin Hwang
Gimcheon University

Purpose

The aim of the study was to use the basic data of the health promotion program, finding characteristics and difference of health promotion behavior of nursing students and college students.

Methods

The sample consisted of 340 university students who met the criteria in accordance with late adolescence 19 to 22 years old. The participants were recruited from nursing and other majors of G university in Gyeongsangbuk-do. Tools of health promotion behavior were modified and complemented for the study based on the Ministry of Health and Welfare guidelines, smoking 1 question, drinking 3 questions, Nutrition 10 questions, Exercise 4 questions, stress 38 questions, total 56 questions were used.

Data were collected from October 21th to November, 8th, 2013. Descriptive statistics, and t-test were used to analyze data using Spss for windows 22.0.

Results

There was a significant different exercise lifestyle and daily stress in a health promotion behavior between nursing students and college students ($t = 2.087$, $p = .038$).

Conclusion

Nursing students compared with College students showed a lot of intensive physical activity, level of stress was high.

Based on the results of research, to understand the barriers of health promotion behavior of nursing students, there is need for the development of executable intervention program in the university.

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