

支架式模式在护理临床操作教学中的应用

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摘要:目的 探讨支架式教学模式对实习护生护理临床操作实践的影响。方法 通过样本计算,以2013年进入上海中医药大学附属市中医医院实习的护理本科生30名为对照组,以2014年实习的护理本科生30名为观察组。对照组采用常规带教方法进行临床带教,观察组采用支架式教学进行临床操作实践带教,在实习结束前对两组护生的操作技能成绩、理论成绩、软技能水平和教学满意度进行比较。结果 实习结束后,观察组理论考核成绩及操作考核平均成绩高于对照组;观察组软技能水平中,人际关系、自我管理、认知技能和组织管理高于对照组。结论 支架式教学能较好地提高实习护生的操作技能,提高临床思维能力,有利于培养护生职业素养、人际沟通、自我管理及分析和解决问题能力。

关键词: 支架式教学模式; 护生; 护理临床操作实践

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Application of Scaffolding Instruction in clinical nursing practice (Shanghai Municipal Hospital of Traditional Chinese Medicine, Shanghai University of Traditional Chinese Medicine, Shanghai 200071, China)

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Abstract: Objective To explore the effect of Scaffolding Instruction on clinical nursing practice. **Methods** Thirty undergraduate nursing students in Shanghai Municipal Hospital of Traditional Chinese Medicine, Shanghai University of Traditional Chinese Medicine practiced during 2013 were enrolled in the control group, and another 30 undergraduate nursing students practiced during 2014 were enrolled in the observation group. The control group adopted routine teaching method, and the observation group adopted Scaffolding Instruction method. The performance of operation skills, theoretical achievements, level of soft skills and satisfaction of teaching were compared between the two groups. **Results** The observation group had higher performance of operation skills theoretical achievements than the control group ($P < 0.05$). The level of soft skills such as interpersonal relationship, self-management, cognitive skills, and organization and management was also higher in the observation group. **Conclusion** Scaffolding Instruction can improve the operation skills and clinical thinking ability of undergraduate nursing students, which is helpful in cultivation of their professional quality, interpersonal communication, self-management, and ability of analyzing and solving problems.

Key Words: Scaffolding Instruction; Nursing student; Clinical nursing practice

护理学是一门以实践为基础的综合应用学科,临床实践是护理教育的重要组成部分,是培养合格的临床护士的关键,能为护生提供在临床中运用专业知

识、技能、发展专业能力和培养专业态度的机会^[1]。支架式教学是建构主义教学模式下已经开发出的比较成熟的教学方法之一,可以理解为护生的知识是“建筑”,教师的教学是搭“脚手架”,在“脚手架”的辅助与支撑作用下不停地把护生的智力从一个水平提升到另一个更高水平,体现了建构主义教与学的理念,强调了教的支持、引导、协助的作用。近年来,其效果得到越来越多的验证^[2-6]。本研究旨在探讨支架式教学对临

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