

# The study of nursing students' learning initiative in the course reform of aged caring

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**Abstract.** Purpose: Analyzing the influence of nursing students' learning initiative in the course reform of aged caring. Discuss the way of the aged care reform. Method: To reform the course of aged care in our school level 2013 88 nursing undergraduate. The specific content: learning aged care theory, learning Japanese care technology basic knowledge, adding Japanese and Taiwan's nursing concepts to the traditional aged care teaching, performing sitcoms about old people's disease and nursing way, reporting the plan of aged care by PowerPoint, organizing student volunteers to visit the nursing home and so on. The specific content lasted four months. Adopting the learning initiative (ALS) scale developed by Zang Yuli and others after course reform. Measure the students' learning initiative before and after the teaching. Result: Nursing student's self-study ability was in the middle and lower level before the course reform(59.26±7.38); After the course reform, nursing student gain higher score than before learning on the three aspects contain "Learning motivation", "Learning goals" and "Solid study". The difference has statistically significant.(P<0.05).Conclusion: Through the aged care course reform, nursing students strengthen the study enthusiasm and initiative; enhance nursing student's self-study ability. It is conducive to improve the learning interest of aged care course for nursing students.

## 1 Introduction

According to the sixth national population census show that the aged 60 and above aged 60 are about 13.26% of the total population in our country. Among the aged 65 and above aged 65 are about 8.87% which is 1.19% higher than the national population census in 2000. According to the United Nations' predict that the 65 year old population proportion in china will reach 17.4% in 2030. Our country's old people population will rise to 27.8% of the total population in 2050[1]. And it will become an aging society. An aging society in our country requires us to develop aged care education fast. But the aged care education started early and development is slow. What's more, the tradition aged care education is dull. So it is hard to improve the nursing students' enthusiasm[2]. Many a nursing student is hold informal learning mentality. They do not realize the importance of learning the aged care course in heart. Students participate in the practice of learning enthusiasm is not high. So that the teaching effect of aged care is poor and student lack the enthusiasm and initiative to learn aged care course. And they

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lack of committed to the cause of aged care initiatives and the spirit of dedication[3]. The purpose of this study is to analyze the influence of the aged care course for nursing students. Nursing students improve autonomy and motivation by the geriatric nursing course reform. Discuss a more practical way to reform the aged care course. Let nursing students realize the current situation of aged care now in China. Nursing students learn the basic skills in the aged care by the study. Offer the theoretical basis for social to develop the people who have Clinical nursing ability and aged care ability.

## 2 Research content

### 2.1 Research object

Choose our school nursing a total of 88 nursing undergraduate class two of grade 2013 as the research object.

### 2.2 Research methods

#### 2.2.1 Course reform content and method

The aged care course is a required course which was arranged on the second year of the first semester. The tradition education's teaching content: aged care course has 36 class hours, theory class has 24 class hours, and experiment class has 12class hours. Adopt self-study and active learning state (ALS) to measure nursing students. Reform the aged care course for the nursing undergraduates. The course content after course reform: the aged care course hours add to 54 class hours, Adopt the PBL educate way, Take the student as the center, and develop the students' comprehensive ability and self-study spirit. Teacher used 12 class hours to teach theory, used 8 hours to report case, and students (5-6students as a group) used 10 class hours to research the information and make the nursing plan and make PowerPoint, report the nursing plan by group used 8 class hours, comprehensive and designing of nursing and Japanese nursing skills training presentation used 18 hours. Teacher concluded and evaluated the key and the nursing skills which students must learn after students' scene skills training demonstration. Organize students to visit a nursing home twice, develop the ability about talking with old people, knowledge to guide them to prevent fall down, teach them exercise about hand and brain and so on. Compared with tradition educate methods, the new methods can highlight the educate theory of soul is the classroom, students are main body, teacher is the key. Adopt Active learning state (ALS) to measure nursing students after finishing the reform of the course (Table 1).

**Table 1.** Comparison of teaching contents and methods after the traditional teaching and curriculum reform in the aged nursing.

Traditional teaching content	Class hours	Curriculum Reform of teaching content	Class hours
Teachers Lecture	24	Teachers Lecture	12
		Case Report	8
		Student access to information	10
		PPT Reporting care programs	8
Experiment Course	12	Melodrama presentation skills training and long-term care	16
Total	36		54

#### 2.2.2 Research Tool

This study used the basic situation questionnaire, nursing students' autonomous learning ability scale and active learning state (ALS) scale to study the questionnaire survey .Nursing students' self-learning

ability scale is compiled by the Taiwan scholar Cheng [4] (2010) Su-Fen, which is the self-rating scale, including four dimensions of learning motivation, planning and implementation, self-management, interpersonal communication, a total of 20 entries. All entries using Likert5 score, followed by 5-1 points, the scale of all entries are positive points, the higher the score of each dimension indicates that the stronger the autonomous learning ability, the scale a Cronbach's coefficient of 0.916. Active learning state(ALS)scale is writing by our country scholar Zang yuli [5] et al, this scale is a measurement tool aimed at the study of medical students and their related majors, a total of learning driving force, learning objectives, in-depth study, control learning, learning five dimensions, A total of 21 entries ,The total score is between 21 and 105 points, The scale's coefficient of Cronbach's  $\alpha$  is 0.89. Two scales can be used in this study.

### 2.2.3 Arrangement and Analysis

Before and after learning to study the object of the questionnaire, the teachings of teachers in a unified guide language. The subjects completed the questionnaire, and returned the questionnaire on the spot. In this study, two questionnaires were issued before and after the study, a total of 264 questionnaires were recovered, the complete and effective questionnaires were 264, the recovery rate was 100%. Analyze the recovery of effective questionnaires into SPSS18.0 statistical software.

### 2.2.4 Statistical methods

Using SPSS18.0 to analyze the effective data, statistical description of the composition ratio, mean and standard deviation, the total score of the learning before and after the comparison of the paired t test, the test level of  $\alpha = 0.05$ .

## 3 Results

### 3.1 Basic situation investigation

In this study, a total of 88 undergraduate nursing students, to complete the study before and after the questionnaire, valid as a research object, a total of 88 people, of which 7 boys, accounting for 7.95%, girls 81 people, accounting for 92.05%; Age from 21 to 18 years of age; the number of people in the city is up to 79 people, accounting for 89.77%.

The results of this study showed that before the curriculum reform, the nursing students scored on the "learning motivation" ( $18.43 \pm 2.12$ ), score on "planning and implementation" ( $15.74 \pm 1.85$ ), Score in "self-management" ( $13.51 \pm 1.69$ ), in the "interpersonal communication" score ( $11.58 \pm 1.39$ ), Total score of autonomous learning ability of nursing undergraduates ( $59.26 \pm 7.38$ ), In this study, the median value of the theory is compared with the score of 60. The mean value of the theory is in the middle and low level. (Table 2)

**Table 2.** The total score of nursing students' autonomous learning ability and the scores of each dimension (n=88).

The project	The highest score	The lowest score	Learning before
The learning motivation	30	6	$18.43 \pm 2.12$
The planning and Implementation	30	6	$15.74 \pm 1.85$
Self- Management	20	4	$13.51 \pm 1.69$
The interpersonal communication	20	4	$11.58 \pm 1.39$
The total score	100	20	$59.26 \pm 7.38$

### 3.2 After the reform of the course, the students' learning initiative is higher than that of the former

The results of this study showed that the scores of learning "driving force" on the learning of nursing

students ( $19.52\pm 2.64$ ) were higher than the scores before the study ( $17.21\pm 2.37$ ), the difference was statistically significant ( $T=1.578$ ,  $P<0.05$ ); In "learning goal", the scores of nursing students ( $15.13\pm 2.09$ ) were higher than the scores before the study ( $14.63\pm 2.19$ ), and the difference was statistically significant ( $T=2.293$ ,  $P<0.05$ ); "Solid learning" in nursing students scores ( $15.69\pm 2.33$ ) higher than that of the former scoring ( $15.08\pm 2.67$ ), the difference was statistically significant ( $P < 0.05$ )  $T=2.138$ ; in active learning total score on the learning score ( $76.58\pm 8.49$ ) higher learning before scoring ( $70.62\pm 8.02$ ), the difference has statistical significance ( $T=2.376$ ,  $P < 0.05$ ). There was no significant difference in the score of "deep learning" and "control learning" (Table 3).

**Table 3.** Comparison of learning initiative before and after nursing students (n=88)

Project	Before learning	After learning	T	P
The driving force of learning	17.21±2.37	19.52±2.64	2.461	<0.05
The goal of learning	14.63±2.19	15.13±2.09	2.293	<0.05
Depth study	11.98±2.07	12.68±2.19	1.047	>0.05
Control study	14.23±2.32	14.42±2.54	2.094	>0.05
Solid learning	15.08±2.67	15.69±2.33	2.138	<0.05
Total	70.62±8.02	76.58±8.49	2.376	<0.05

## 4 Discussion

With the deeply developing of nursing education revolution, the importance of self-studying and the effect of student's self-consciousness become more outstanding day by day. However, the surveys at present which about nursing student's self-studying say that their consciousness is comparability weak and their ability of self-studying is just so-so[6]. The most importance about gerontological nursing is to promote the studying positive and the ability of self-studying, if we want to promote the studying efficiency of students. Some specialist made a revolution about the practice teaching of gerontological nursing. They adjusted the tutor, the nursing students, the scheme of teaching and the contents. And it has promoted the student's positive of studying gerontological nursing. Zhou Xiaoli's investigate have said that the theory of gerontological nursing and the geriatric skill practice, and role-play and watching the movies about elderly people and visiting the gerocomium can promote the teaching effect of nursing undergraduates[7]. But the characteristic and the personality of gerontological nursing is not distinct. Both the examine theory and the ability of practice are equally importance. The teaching revolution has added the total studying time and added Japan's intervention nursing technique primary knowledge studying and the welfare concept. Taiwan's nursing notion in the contents of theory course as well. As for the practice course, the contents include the reporting of case and nursing, which by PowerPoint. The demonstration of scene play and the intervention nursing skill practice are also essential in the practice course. The theory and practice are equal in the final exam, each own the 50%. These make a benign combination of theory and practice become reality. The nursing students take part in the study with different point of views and identities. And these promote their positive and self-consciousness for and enhance the interests of learning gerontological nursing. The investigator's point of innovation is the fusion of gerontological nursing and Japan's care skill. And it aim for paying more attention to protect and nurse elderly people's health, common disease sand frequently-occurring diseases. Borrow from Japan's care knowledge of soundmen, with the same time fusing our school's welfare concept into the contents of teaching revolution. Teach it to students by theories and practice. The "care" word can be traced back to the Japan's Old Age Welfare Law in the 1963[8]. It mean that caring about elderly people's daily life which is fundamental and helping elderly who cannot live by oneself. Some academicians have said that it is essential for our society to build up the system of caring elderly people which appropriate with national reality and dealing the complex questions about caring elderly over a long period of time. And these made by studying and quoting Japan's care skill and concept. Adding the nurse concept of the elderly people department of Taiwan Chang Geng Technology and Science into the teaching revolution contents for nurturing expert professionals who will be able to care and manage elderly's health, the spirit of team work, innovative thought and the essence of humanitarian qualities[9]. Gerontological nursing updates

student's view to aged supporting and nursing work. For example, not only do students learn to take care about elderly's mental and physiological life and daily life, but also learn to be care about elderly and relatives around themselves. And they choose to learn the gerontological nursing is for they are interested with it, but not just for the lever of salary and the position of employment. Therefore, merge Japan's care skill and concept of Taiwan's care concept into the integral procedure of teaching. These present in the practice and application of caring skill. And building up the favorable professional fundament when they working for Nursing Homes, hospital and communities after they graduation.

To furtherly promote the course revolutionary system of undergraduate's gerontological nursing. Our school will reference a leading-edge patent from foreign, which for nurturing the nursing elites. We will insist our school's instruction thought which containing the welfare notion to institute a fostering project of nursing science which presenting the characteristic of welfare according to the actual circumstance of elderly nursing expert's requirement in China, and associate with The Nurse Test and Gerontological Nursing Qualification Test[10]. In the project, we'll set up the course group of gerontological nursing which containing 10 relative courses. The course groups include the nursing of commute and the gerontological nursing, and others are lastly added. Apart from this, establishing overall practice items and adding the proportion of practice course, and adding gerontological nursing and care skill as a compulsory major course. We'll add the practice of working at Nursing Homes into student's practice and probation, at the same time students join in the health association's activity in the regional area. Its goal is to foster expert professionals who can meet the requirement of nowadays epoch and they feature with geriatric nursing.

## 5 Conclusion

Japan's care skill as well as Taiwan's nursing, the welfare concept are innovatively introduced into the traditional gerontological nursing in the course revolution. And at the practice has been proved that the innovative revolution which is enterprising not only promote student's enthusiasm and initiative, but enhance their ability of self-studying. It contributes to promote student's interest for studying gerontological nursing. Students also master the fundamental skill of aged supporting and nursing work. This course revolution has made it.

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