Effects of Elderly Simulated Experience Course on Knowledge, Attitude, and Willingness of Care in Clinical Teachers

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Purpose: 1. To understand the current situation of nursing teachers' aging knowledge, attitudes and willingness to care for the elderly. 2. To explore the differences in the knowledge, attitudes and willingness to care for the elderly before and after the intervention of the Elderly Simulated Experience Program.

Methods: In this study, the pre-experimental study was carried out. The experimental group was involved in the intervention program of the Elderly Simulated Experience Course. To facilitate the sampling of a district from Taoyuan City Hospital Nursing Department of clinical nursing teachers. The "Aging Knowledge of the Elderly", "Assessment of the Elderly Personality", "Care for the Elderly", before and after the course of the course, and the sixth week after the intervention. Simulate Experience Course Satisfaction "and" Reflection History ". During the case: from September 1, 2017 to November 30, 2017, there were 42 experimental groups and 54 control groups. The data will be analyzed using descriptive statistics and Repeated Measures ANOVA in-group differential analysis inferential statistical analysis.

Results:
1. Participate in the research project of the experimental group and the control group of nursing clinical teachers basic information, the overall homogeneity, in addition to attend the curriculum of the elderly are different, control and conduct statistical analysis. 2. In the between part, after the intervention of the "Elderly Simulated Experience Course", there was a statistically significant difference in knowledge scores, $F (1,87) = 72.48$, $p < .001$, post-test analysis of the second post-test score greater than The first post-test ($p < .001$, $p < .001$). There was also a statistically significant difference in taking care of children ($p < .001$). Post-hoc analysis determined that the second post-test score was greater than the first post-test ($p = .048$, $p = .047$). In addition, the attitude of the experimental group to the elderly, empathy post-test scores were higher than the control group, but did not reach statistical differences. 3. In the within part, only the knowledge score was statistically significant difference ($F (2,174) = 3.416$, $p = .035$), post-test
analysis of the second post-test score was greater than the previous test, \( p < .001 \) The first post-test scores greater than the former test(\( p < .001 \)), the second post-test score greater than the previous test(\( p = .001 \)).

**Conclusion:** The intervention program of the "Elderly Simulated Experience Curriculum" can significantly enhance the aging clinician's knowledge of aging and the willingness to take care of the elderly with a delaying effect. However, the "attitude to the elderly" and the "empathy" part are slowly increasing, Less than statistical differences. By enabling nursing clinic teachers to feel the effects of aging on the elderly and further migrating this experience to clinically care for the elderly in order to enhance the quality of care, However, changes in attitude and behavior are not always easy. It is suggested that future studies require longer follow-up time and more intermediaries to maintain and enhance effectiveness so as to prevent leakage; and to provide diversified training programs for elders such as APP interaction, VR Simulated, combined with community service to accompany elderly people living on the 1st and other courses.

**Title:**
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**Keywords:**
clinical care teacher, elderly, aging and simulated experience

**References:**

**Abstract Summary:**
Participate in the research project of the experimental group and the control group of nursing clinical teachers basic information, the overall homogeneity, in addition to attend the curriculum of the elderly are different, control and conduct statistica analysis. In the between part, after the intervention, there was a statistically significant.

**Content Outline:**
**Background:** Taiwan's elderly population and the average life expectancy of rapid growth, the elderly population over 65 years old accounted for 13% of the total population, 65 years old to greater than 85 years of disability rate between 7.63% to 49.86% (Council, 2010; Ministry of Health and Welfare, 2010), the problem of the elderly must be taken seriously. However, the literature points out that the problem of discrimination in the elderly exists in health care and long-term care, and deeply affects
the feelings and rights of the elderly. Especially the young generation of self-consciousness, has been lack of respect for old age attitude. The young people's views on the elderly and work in the elderly to take care of the work is closely related to foreign research pointed out that the attitude of the elderly tend to negative. (Shue, McNeley, & Arnold, 2005; Varkey, Chutka, & Lesnick, 2006), through the experience of the elderly or the aging of the education program, can enhance the aging of knowledge and attitudes and services for the elderly. In the nursing practice, clinical nursing teachers play an important task of education nurses, nursing students, assistants, caregivers, and people, but also a model of high-quality care for the elderly, but few clinical nursing teachers at home and abroad to simulate the elderly Experience of the study.

Objective: 1. To understand the current situation of nursing teachers' aging knowledge, attitudes and willingness to care for the elderly. 2. To explore the differences in the knowledge, attitudes and willingness to care for the elderly before and after the intervention of the Elderly Simulated Experience Program.

Methods: In this study, the pre-experimental study was carried out. The experimental group was involved in the intervention program of the Elderly Simulated Experience Course. To facilitate the sampling of a district from Taoyuan City Hospital Nursing Department of clinical nursing teachers. The "Aging Knowledge of the Elderly", "Assessment of the Elderly Personality", "Care for the Elderly", before and after the course of the course, and the sixth week after the intervention. Simulate Experience Course Satisfaction "and" Reflection History "). During the case: from September 1, 2017 to November 30, 2017, there were 42 experimental groups and 54 control groups. The data will be analyzed using descriptive statistics and Repeated Measures ANOVA in-group differential analysis inferential statistical analysis.

Result:
1. Participate in the research project of the experimental group and the control group of nursing clinical teachers basic information, the overall homogeneity, in addition to attend the curriculum of the elderly are different, control and conduct statistical analysis. 2. In the between part, after the intervention of the "Elderly Simulated Experience Course", there was a statistically significant difference in knowledge scores, F (1,87) = 72.48, p <.001, post-test analysis of the second post-test score greater than The first post-test (p <.001, p <.001). There was also a statistically significant difference in taking care of children(p <.001). Post-hoc analysis determined that the second post-test score was greater than the first post-test (p = .048, p = .047). In addition, the attitude of the experimental group to the elderly, empathy post-test scores were higher than the control group, but did not reach statistical differences. 3. In the within part, only the knowledge score was statistically significant difference (F (2,174) = 3.416, p = .035), post-test analysis of the second post-test score was greater than the previous test, p <.001) The first post-test scores greater than the former test(p <.001), the second post-test score greater than the previous test(p = .001).

Conclusion: The intervention program of the "Elderly Simulated Experience Curriculum" can significantly enhance the aging clinician's knowledge of aging and the willingness to take care of the elderly with a delaying effect. However, the "attitude to the elderly" and the "empathy" part are slowly increasing, Less than statistical differences. By enabling nursing clinic teachers to feel the effects of aging on the elderly
and further migrating this experience to clinically care for the elderly in order to enhance the quality of care. However, changes in attitude and behavior are not always easy. It is suggested that future studies require longer follow-up time and more intermediaries to maintain and enhance effectiveness so as to prevent leakage; and to provide diversified training programs for elders such as APP interaction, VR Simulated, combined with community service to accompany elderly people living on the 1st and other courses.

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