



Baccalaureate nursing student' s perception of concept-based instruction in Chinese context: A descriptive qualitative study

Yuxuan Zhu, MSN

Wuhan University School of Health Science



Background

The call for nursing education reformation

- The transformation of the medical model
- The reform of the medical system
- The changing and complex public care needs
- Competency requirements for nursing graduates

Clinical reasoning/clinical judgement

Critical thinking skill

Life-long learning skill

(IOM,2011; Giddens et al., 2014)



Background

- It is the first nursing education reformation project using concept-based instruction in mainland China.
- In 2003, under the leadership of dean Marcia Petrini, instructors and nursing faculty started the curriculum reform.
- The new course was based on common concepts from all clinical areas and cases designed for concepts can facilitate students' learning process.

(Marcia Petrini & Li Sijian, 2006)



Objective

- The study was conducted to investigate the experiences of baccalaureate nursing students who receive concept-based instruction in a Chinese nursing school.



Methods

Study design

Descriptive qualitative study

Data collection

- Students who have completely accepted conceptual teaching were recruited through the purpose sampling method.
- 8 students participated in focus group interview.
- Semi-structured interview outline is developed.



Methods

Data analysis

- Each interview was tape recorded and transcribed verbatim individually by two people.
- The conventional content analysis was utilized to deeply acknowledge the students' true feeling.
- The field notes and the researchers' reflections and memos were also involved in the analysis.

(Hsieh, Shannon, 2005)



Result

- 8 students have achieved theoretical saturation because of high group homogeneity
- Two categories and seven themes emerged through analysis.



Result

- **The evaluation of CBI**
 - Appropriate selected concepts.
 - Inadequate exemplars.
 - Invalid group activities.
 - Gap between lecture and clinical practice.



Result

- **Achievements and challenges**
 - Promoting active learning.
 - Cultivate holistic nursing.
 - Enhance higher order thinking.
 - Learning stress.



Conclusion

- The study reveals that students have more positive than negative experiences of concept-based instruction.
- Through the use of student-centered teaching strategies, CBI encourages students to develop active learning ability and critical thinking.
- Students are not well-adapted to concept-based learning, faculty need early and timely guidance to change students' learning beliefs.
- Corresponding adjustments should be performed at the level of school, teacher and student in the implementation process in the future.



Implications

- The future research can further construct the evaluation system of concepted-based curriculum.
- Further research is needed to investigate faculty's experience of curriculum revision and how faculty developing and implementing a concepted-based curriculum in Chinese context.
- Nursing colleges can reform baccalaureate nursing education by referring to the advantages and disadvantages of concept teaching.



Reference

1. Institute of Medicine (US). Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing. The future of nursing: Leading change, advancing health[M]. Washington, DC: National Academies Press, 2011.
2. Marcia Petrini, Li Sijian. Curriculum reform and practice in nursing planning and implementation [M]. Wuhan: Wuhan University Press, 2006: 4-9.
3. Giddens J F, Caputi L, Rodgers B L. Mastering Concept-Based Teaching: A Guide for Nurse Educators[M]. St. Louis, MO: Elsevier Health Sciences, 2014:79-104.
4. Hsieh H F, Shannon S E. Three approaches to qualitative content analysis[J]. Qualitative health research, 2005, 15(9): 1277-1288.

THANKS

