INTRODUCTION AND PURPOSE
When a nurse carries out a medical treatment, he/she uses a lot of body strength to transfer or move patients. Without proper skills, moving patients can be heavy labour for staff physiologically. (Kim, Dropkin, Spaeth, Smith, & Moline, 2012; Ngan, 2010). According to Chen, Mao, Zheng Yan, Wang (2014) .90 percent of nurses’ daily activities concerned transfer and repositioning. However, there are not enough studies related to this Standard Operating Procedure and related researches. The purpose of this study is to investigate the method in teaching nursing students to learn standardized transfer and repositioning nursing skills.

METHOD
Purposive sampling approach was selected as the method of the study. Students in long-term care in a nursing program in New Taipei city were recruited as the participants of the study. Adapted from the literature review, the researchers designed a scale of position change and the transition. The evaluation included three aspects: cognitive, affective, and skills. The scales of this study were given to the participants both before and after programs. The collected data were analyzed by SPSS 20.0 statistical software, descriptive statistics and pair -T test conducted data analysis. The results of the study showed students’ learning achievement.

RESULTS
- 92 fifth-grade students were recruited for the study. The average age of participants was 20 years old. These students were required to have creditation for a long-term care program.
- 87(94.6%) of participant had experience in changing patients’ position. only 8.7% of students had not been taught to learn changing position skills, 25 % of students had not learned repositioning skill.
- 75% of the students found it was easier to help patients change position and reposition. According to their course feedback, students could perform skill of postion change and repositioning .
- The results of cognitive, affection and skill had significant better scores at post-test than at pre-test.

CONCLUSIONS
The results of the study showed that ninety percent of the students had learned the skills of change position and reposition before the class, but they were not fully satisfied. The results corresponded with a results from students’ pre-test. In the rest of pretest, students gained a high score on cognition but they got low score on affectiveness. In the results of posttest, the score of cognition, affective and skill were up to 93 points. 80 percent of students recognized the important and necessity of the course. The study suggested that the learning correct skills effectively should be included in the content of the in students’ internship. Thus, students will be able to build up the good practice on how to assist patients and also reduce their injuries in future workplace.

REFERENCES

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