



# Using context-inquiry teaching model to enhance advanced clinical medical writing

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## Abstract

The practice of clinical ladder enhances professional capacity in nursing. With senior nursing staff's guidance and through mutual learning, professional values of nursing and specialized medical writing ability could be enhanced. Such influence on motivating nursing staff to actively participate in advanced clinical ladder has been a vital issue.

## Aims

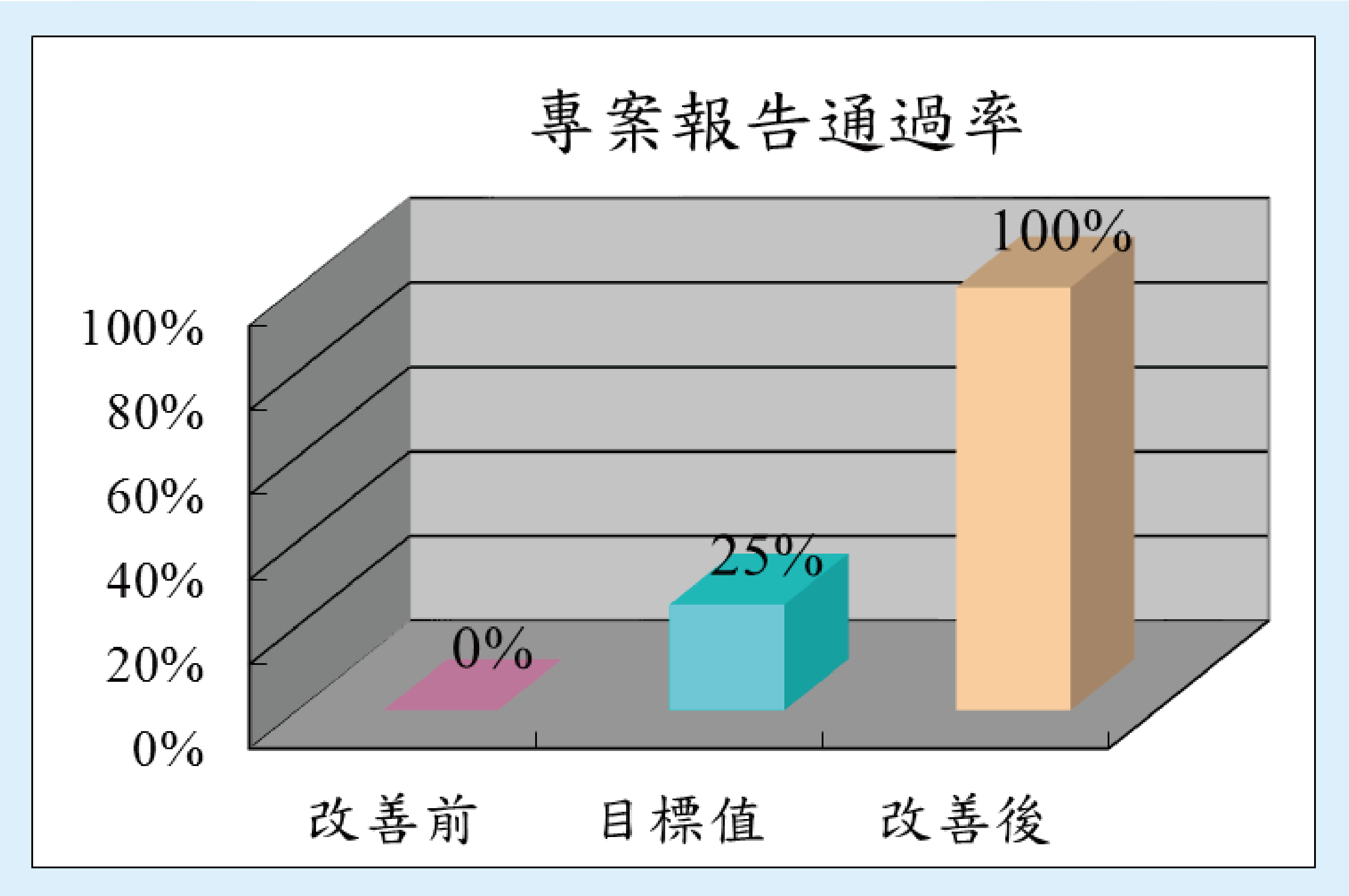
To probe into barricades affecting advanced specialized medical writing among the nursing staff. With breakthrough in related problems and diverse teaching strategies, inquiry-based learning model was employed to enable nursing staff to actively participate in advanced clinical ladder and to overcome the challenges of specialized medical writing, thus enhancing nursing achievement and confidence.

## Methods

The project stages occurred successively	
First Stage:the planning stage	to found the project team which performed the interview, literature review, and cause and effect chart for the low pass rate reasons (failing to start; having the weak motivation in writing, and the inadequate confidence, perseverance, and teachers).
Second Stage:implementation stage	to acquire the analyzed resolutions (by the decision matrix and the importance- and effect- incited feasibility) which were to: <ul style="list-style-type: none"><li>• plant the project workshop by the learning which han the.</li><li>• learners centered.</li><li>• curiosity ignited.</li><li>• learning self motivated.</li><li>• groups discuss and communicate and seek solutions.</li><li>• atmospheres conducted.</li><li>• to launch the project counselor team.</li><li>• to contrive the project writing class and periodically share the progressive writing content.</li><li>• to agree on changing the nursing staff active care into:being positive, encouraging, listening, and caring; boosting the success feeling; increasing the learning desire.</li></ul>
Third Stage:evaluation stage	After improvement, the effect of the project was assessed by basing on the Taiwan Nurse Association 2015 October review-passed projects.

## Results

The results revealed that the bimonthly presence in 2015 was 69.2%, satisfaction of teacher-pupil counseling was 100%, and that 5 specialized medical reports were completed by May 2015 (100%). A total of 3 project reports were deemed qualified in the October 2015 Announcement by the Taiwan Nurses Association. The passing rate improved by 60%, indicating the positive effects of inquiry-based teaching model.



## Conclusions

The nurse clinical ladder is vital to enhancing professional nursing capacity, thus highlighting the top priority of cultivating and establishing a quality instructor database of specialized medical counselling. The inquiry-based diverse learning model effectively strengthened the analytical and handling capacity concerning clinical problems, and enhanced nursing staff's confidence and superiority. Thus, a parallel promotion is highly recommended.

