**Relationship between Japanese Nursing Faculty Activities for Prevention Nursing Student's Medical Accident and Their Attributes**

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**Background**

Progress in medical technology / Changes of medical service regime

The percentage of seriously ill patients increased in Japanese Hospitals

**Nursing Clinical Practice**

Nursing Students

Cause Medical accidents or incidents

Nursing Faculty

Prevent medical accidents by students to keep patients safe

Many studies being performed to analyze the causes of nursing students' incidents and accidents.

Nursing faculty's teaching activity for the prevention of medical accidents by nursing students during the nursing clinical practicum is not clarified.

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**Purpose**

To clarify the relationship between the quality of nursing faculty activities for the prevention of nursing student's medical accidents and their personal attributes in Japan.

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**Conceptual Framework**

- 15 attributes as a teacher
- 3 attributes as a person
- Quality of faculty's teaching activity for the prevention of medical accidents
- 5 attributes as a nurse

What are the attributes of the faculty enhancing high-quality teaching activities?

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**Methods**

**Instrument**

- The Teaching Activities of Nursing Faculty for Prevention Medical Accidents by Nursing Students in Clinical settings – Selected version- (TAPMA-S)
- Nursing Faculty Attributes Questionnaire (NFAQ)
- Self Evaluation Scale of Oriented Problem Solving Behavior in Nursing Practice (OPSN)

**Data Correction procedure**

After obtaining the ethical approval from the Sapporo City Universities’ Organization of the Ethics Committee.

- The percentage of seriously ill patients increased in Japanese Hospitals.
- The Teaching Activities of Nursing Faculty for Prevention Medical Accidents by Nursing Students in Clinical settings
- Nursing Faculty Attributes Questionnaire (NFAQ)
- Self Evaluation Scale of Oriented Problem Solving Behavior in Nursing Practice (OPSN)

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**Results**

883 (43.4%) nursing faculty returned the instruments by mail.

786 of them were valid and analyzed.

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**Demographics of the nursing faculty**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Female: 732 (94.0%)</th>
<th>Male: 41 (5.0%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>25-35: Mean 43.2, SD=8.3</td>
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<tr>
<td></td>
<td>36-45: Mean 43.2, SD=8.3</td>
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</tbody>
</table>

- Nursing programs: BS: 189 (24.0%), MD: 461 (4.1%)
- Other: 36 (3.3%)
- Diploma: 461 (4.6%)
- License: 461 (4.6%)
- Other: 36 (3.3%)

- Teaching experience: 1.40 (Mean 9.8, SD=7.5)
- Subject area: Community Nursing, neonatal, obstetric nursing, psychiatric nursing

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**Attributes related to the score of TAPMA-S**

- **Stepwise Multiple Regression of the TAPMA-S**
  - Score distribution of the TAPMA-S
  - The score ranged from 0 to 108 points, with a mean score was 29.5 (SD=30.85).

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**Implications**

The following are important to improve the quality of faculty's teaching activity for the prevention of medical accidents by students during the nursing clinical practicum:

First, faculty should find the meaning of instruction in nursing clinical practicum, and maintain/improve their ability of teaching and practice in cooperation with nursing colleague. Second, the quality of the Faculty's ability to prevent medical accidents by students will be high quality, if they make their preparations before the nursing clinical practicums. Then, the quality of the Faculty's ability to keep efficient cooperation with students, patients and the people involved in clinical nursing practicum during the clinical nursing practicum including getting those abilities.

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