Original

Study of effective learning method of home nursing image that nursing students have

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Abstract

Regarding the positioning of home nursing care in basic nursing education, "home nursing care" was added to basic nursing education in response to an "Interim report of the investigative commission for improvement of curriculums, etc, regarding the training of nursing staff" in 1996. Then, with an indication that it is important to promote home-visit nursing that supports home-care patients and to secure nursing staff responsive to the advancement of medical care, home nursing care was positioned in an "integrated field" along with the suggestion of a "Report of the investigative commission for improvement of nursing basic education" in 2007. Nursing education is diverse and covers an integrated field. An "Investigation on the integrated field and home nursing care education" of Tanigaki et al. of 2008 indicated that the integrated field was created for the provision of nursing care similar to bedside nursing care, and each university exploited its characteristics in creating subjects nurturing the ability to practice nursing care, so that there is a wide variety of subjects. Home nursing care aims to provide education in anticipation of the cultivation of human resources capable of assuming a role in nursing care in regional societies in the future. In relation to the subject lineup in the integrated field and public health nursing, a clear image is required to learn home nursing care. Pointing out that nursing students are unlikely to have images of home nursing care, Yoshikawa et al. compared students before and after home nursing care practice to assess their changes. Hishitani also pointed out that, Strong capacity to imagine regarding an image and the capacity to imagine a weak capacity low unifying power. On the basis of the study results of Yoshikawa et al. we clarified the images that nursing students have to understand the subject so as to obtain suggestions beneficial for developing a teaching method and improving teaching materials. We investigated the images of home nursing care of 95 participants who were nursing students at the same university. As a result of analysis, six categories were obtained as their images of home nursing care. These categories were : [home nursing care subjects], [places and measures for home nursing care], [roles and tasks in home nursing care], [relationships with family members and related persons], [qualities required for home nursing care], and [characteristics of home nursing care]. As for the home nursing care subjects, heath stages and daily life conditions were extracted and the students had images of concerning the terminal phase, cancers, a bedridden state, persons with a low ADL, etc. Concerning the roles and tasks in home nursing care, the students imagined various roles and tasks such as treatment/medical care, daily life aid, assistance for families, etc. Furthermore as for the attitudes and abilities required for home nursing care, a wide variety of abilities and required attitudes were extracted, such as cooperation with many different types of procession communication, judgment, knowledge, the patient coming first, respecting their will, etc. As for the characteristics of home nursing care, the students had images of daily life advantages, the care burden, and dilemmas of nurses. Regarding developing and improving learning in order to expand and develop the images of home nursing care that the nursing students had, the following four items were suggested: 1. Emphasizing characteristics of subjects by ages, diseases, disorders, and home care conditions, 2. Associating the understanding of social resources for home-care patients to live at ease with team medical care and cooperation, 3. Intervening so that students can identity roles of home nursing care in both medical care and daily life, and 4. Necessity of associating characteristics of home nursing care with accidents in the home and with risk management.

Key words : image, nursing student, home nursing care, home nursing care subject

I. Introduction

An image is perceived as an extremely subjective individual experience only by the person who created it. Therefore, images are accumulated within one's own experiences and meanings are attached to the images in life experiences (1). Furthermore, experiences and knowledge are accumulated and modified according to qualities to be used to create new images on the basis of formerly accumulated images. In a study of image changes, Yoshikawa reported that after practice, students' internal experiences were increased both qualitatively and quantitatively to promote images of the roles of nurses (4). However, the study also reported that nursing students were unlikely to have images of home nursing care subjects and nursing care activities. The positioning of home nursing care was considered to be one of the factors causing the students' difficulty in developing images of home nursing care. Home nursing care is encompassed by community nursing (8). Therefore, difficulty in imagining nursing care subjects and community nursing activities was considered to be one of the factors. Also, home nursing care is closely related to medical-care system reform and the legal system. Nursing care subjects are rapidly increasing due to the nursing-care insurance system established in 1997. In 1996 at around the same time as the establishment of the nursing-care insurance system, "home nursing care" became positioned in basic nursing education in reaction to the "Interim report of the investigative commission for the improvement of curriculums, etc, regarding the training of nursing staff." Furthermore, home nursing care was positioned in the "integrated field" in 2007. Thus, this short history and the variation related to systems and policies were considered to affect images of home nursing care. There are few publications that describe students' images of home nursing care. The aim of this study was to clarify students' images so as to obtain suggestions beneficial for developing and improving learning.

II. Term Definition

Operational term definition: Images in the present study were limited to those of sophomores at the same four-year nursing university, and the images refer to the students' individual subjective internal experiences on in home nursing care.

III. Method

1. Subjects

The subjects were 95 students who provided consent out of 100 sophomores before the lecture of "Introduction to Home Nursing Care" at the same four-year nursing university to which the researchers belonged. The students had finished basic subjects in their freshman year to acquire basic ideas necessary for the development of nursing practice abilities. On the other hand, they had not taken basic or specialized subjects. Therefore, for many subject students, concrete nursing practice was represented in their images.

2. Study Duration

The study duration was one week starting from April 16, 2013. This was before the first lecture on the Introduction to Home Nursing Care, which allowed us to extract the subjects' images prior to academic training.

3. Data Collection/Analysis Method

For data collection, we provided explanations orally and in writing on our study to the subjects before ifs commencement. In addition to a written request, we asked the students to write down free descriptions of their images on hearing the phrase "home nursing care" on a B5-sized form. We qualitatively analyzed their responses in the free description. We extracted each block of words expressing an image, with respect to each clause, so as to handle them as codes. The codes were classified into subcategories in terms of semantic similarity and relevance. They were given category names on the basis of similarity. Then, we obtained comments from a supervisor experienced in qualitative analysis to ensure reliability and adequacy.

4. Ethical Consideration

The present study was approved by the ethical committee of the university to which we belonged. We explained to the study subjects orally and in writing that whether or not they cooperated in our study would not affect how they were treated, and also explained the main purpose of this study and the presentation of at academic conferences, thereby gaining their consent. The survey form was anonymous to ensure anonymity.

Data handling was also carefully conducted so that subjects could not be identified. Under the title of "Request for your research cooperation," the following items regarding the study method

and ethical consideration were presented in writing to the 95 subjects with their consent.

1. The main purpose of the survey is presented to you in writing and your response is regarded as your consent.
2. Obtained data will be used only for the purpose of this study.
3. Our research representative will stores, the responses in a lockable area.
4. The results will be presented at academic conferences and in papers. The results Will be coded so that individuals cannot be identified.
5. Your cooperation in the survey is based on your own free will and will not result in any disadvantage regardless of consent/non-consent.

We will provide contact information on researchers on request and promise to provide explanations whenever you have questions.

IV. Results

1. Collection Rate

Data were collected from 95 subjects with their consent out of 100 students (collection rate: 95%).

2. Students' Images of Home Nursing Care

As a result of coding all free descriptions, 68 codes, 26 subcategories, and 6 categories were extracted (TABLE 1). The 6 extracted categories were: [home nursing care subjects], [places and measures for home nursing care], [roles and tasks in home nursing care], [relationships with family members and related persons], [qualities required for home nursing care], and [characteristics of home nursing care].

(1) On Home Nursing Care Subjects

Images extracted as the students' images of home nursing care subjects were health stages and conditions, patients with difficulty in visiting hospitals, patients wishing for a home remedy, and others such as the chronic phase, cancers, a bedridden state, and loss of ADL. Elderly persons and children were included in the nursing care subjects.

(2) On the Roles and Tasks in Home Nursing Care

Images of the roles and tasks in home nursing care were these direct aids: "daily life aid," "treatment/medical care," "management of medical equipment," "assistance for families,"

"deathwatch," "rehabilitation," and "pain control." The [roles and tasks in home nursing care] also had relevance to [attitudes and abilities required for home nursing care], [home nursing care subjects], and [characteristics of home nursing care], and were the core of the images as well as the category [home nursing care subjects].

(3) On the Relationships with Family Members and Related Persons

Medical staff, such as "nurses" and "doctors," and "care staff" were extracted as the images of related persons in home nursing care. The students had deep and stable images of relationships between these related persons and families, and thought that communication and cooperation with families were important to Forge relationships.

At the same time, they had images of the necessity of families' cooperation in the formation of relationships. Thus, they had images of relationship- building from both viewpoints of families and related persons.

(4) Characteristics of Home Nursing Care

As the [characteristics of home nursing care], the students had various images, such as "purposes of home nursing care," "methods for aid," "advantages of home remedy," "current situations of home nursing care," "emergency response systems," "ill-equipped," "no medical staff near patients," "families' care burden," and "dilemmas of nurses." Their images included negative ones. This revealed that the students had a wide variety of images.

V. Discussion

This investigation revealed that the nursing students had both positive and negative images of home nursing care. The following items are listed to use the six extracted images of home nursing care for developing and improving learning.

1. Emphasizing Characteristics of Subjects by Ages, Diseases, Disorders, and Home Care Conditions.

The home nursing care subjects ranged in age from infants to the elderly. The visiting care system targets those who continuously need medical treatment for life assistance, depending on the diseases, injuries, and care conditions.

The results suggested that emphasizing the existing images with the characteristics of the subjects: "discharged patients who finished acute-phase treatment," "chronic phase patients,"

"elderly persons who require nursing care," "terminal phase patients," "infants," etc, expanded and developed the students' images of the home nursing care subjects.

2. Associating Understanding of Social Resources for Home-care Patients to Live at Ease with Team Medical Care and Cooperation.

The related persons in home nursing care had relevance to the categories: [attitudes and abilities required for home nursing care], [good relationships with family members], and [places for home nursing care]. In home nursing care, medical staff and care staff are familiar job categories. Overviewing the related persons in home nursing care from viewpoints of social resources and team medical care, many professionals and service representatives called "other professionals" are employed in respective organizations and work in remote places. Facilitates cooperation with home-care patients and families team medical care. Therefore, it is a necessary part of teaching to associate related persons in home nursing care with "team medical care" and "cooperation."

3. Intervening so that Students Can Identity Roles of Home Nursing Care in Both Medical Care and Daily Life.

Although in general there are various roles and functions in home nursing care and there is no unified view, "deathwatch" and "discharge support" are currently expanding as new roles. For the roles of home nursing care, it is important to identity the necessity of nursing care from the two viewpoints of medical care and daily life to organize problems. It is important to expand images so that students can understand "management," "emergency response," "instruction/advice," etc, and imagine a new method for providing nursing care.

4. Necessity of Associating Characteristics of Home Nursing Care with Accidents and Risk Management.

The [characteristics of home nursing care] have relevance to the categories [roles and tasks in home nursing care], [home nursing care subjects], [measures for providing home nursing care], and [accident/risk management in home nursing care], and encompass all six categories. In order to expand images of the characteristics of home nursing care, it is required to not merely increase knowledge, but also to emphasize differences from home nursing care and develop a teaching

method. Images such as "near misses can be hidden" and "complaints and responsibility lie with individuals" were categorized into [accident/risk management in home nursing care]. Near misses and complaints stand for the [characteristics of home nursing care] in terms of accident/risk management, and are limited in [places for home nursing care]. Home nursing care covers a wide range of nursing care provisions and they are basically provided by one nurse. Considering the environments in home nursing care, it is necessary to think about risks in homes and develop the ways of thinking to associate the risks with factors of accidents, infection prevention, etc.

Although this survey revealed that the students had six images of home nursing care, we must add that reliability and adequacy are limited due to the individuality of the subjects.

VI. Conclusion

The present study revealed images of home nursing care that sophomore nursing students at the same four-year nursing university had before the lecture of "Introduction to Home Nursing Care." As a result, six images were extracted. The following four items were listed to use the six images in developing and improving learning. 1. Emphasizing characteristics of subjects by ages, diseases, disorders, and home care conditions. 2. Associating an understanding of social resources for home-care patients to live at ease with team medical care and cooperation. 3. Intervening so that students can identity roles of home nursing care in both medical care and daily life. 4. Necessity of associating the characteristics of home nursing care with accidents and risk management. An image is what was imagined and a subjective concept.

It has been pointed out that not only nursing students but also other students have a tendency to be less sociable. However, they have rich internal images in society, with overwhelming information-overload. The present study suggested that it is also necessary to examine leaning regarding internal experiences in the future.

Table 1   Contents of images home nursing students have   n=95

Category	Sub-category	Code
1. Subject of home care	Subject of various health stages	Often bedridden people/Patients with chronisc disease I think the end of life is heal not a subject ADL are reduced/Patients with cancer People who have the disease/Person with treatment
	Ambulatory difficulties and solitary	Visitation is difficult/People who cannot be admitted Single life/Senior citizens
	Subject with children	Child
	Subject who wishes for home care	People who wish for home care
2. Ba means the provision of home care	Home	Home / House
	Visit	Visit
3. The roles and duties in home nursing	I support treatment and medical	Provision of treatment and medicalcare/Management of oral status
	Assistance in everday life	Management of daily life/care
	Support for the family	Assistance of family/counselor
	Management of medical equipment	Management of medical equipment
	End-of-life care	End-of-life care
	Rehabilitation	Rehabilitation
	Relief of pain	Relief of pain
4. Relationships with stakeholders with	Related occupations	Nurses and visiting nurses/doctors/medical staff/welfare workers
	Relationship with the family	I maintain a rich deep relationship/I live comfortably I can nurture family and intimate relationships
	Means of relationship making	Important relationship with the family Important communication with the family Need the cooperation of the family
5. Attitude and abilities required for home	Ability to be required	Are nurses required to be to be a bridge between Teams Necessary communication with the medical treatment personnel and the family We will know the life and relationships of the family Required emergency response Requires judgment Wide range of experience is necessary Know it is necessary
	And sought attitude	You have to consider the patient first/Necessany to follow the needs/Respect of intention is required Important support for life/Trusting relationship is necessary
6. Characteristics of home nursing	Benefits of home care	Spend timc in a tamiliar house/Settle down There is no tension or anxiety/I spend time with the family It can closely contact the patient
	Care burden of family	Families bear the burden/There are old nurses Need the cooperation of the family/Marked increase in the burden on the family
	Assistance method	Care and concurrency/Individually can respond
	System of emergency	It is not possible to correspond to the time of emergency Anxiety duc to changes in the physical condition
	Accidents and risk management	I hide a near miss/Applied to the individual claims and responsibilities
	Dilemma of nurses	Visiting nurses continue to work even back at home Nurses Painful
	Is not well equipped	Not well equipped
	Must not have medical staff	Must not have medical staff

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