

项目详细内容Project Details:

项目名称	以“解决问题促进健康”为模式，培养本科护生科研能力		主题	本科护生科研能力培训
Project Title	Training the ability of scientific research of the undergraduate student nurses by the model of “Problem solving for better health”		Theme	Training the ability of scientific research of the undergraduate student nurses
项目负责人	金爽	项目成员 Project Team	金爽Shuang Jin 李红Hong Li 林娟Juan Lin 张晓霞Xiaoxia Zhang	
Project Lead	Shuang Jin			
经费 Funding	RMB			
项目起止日期 Project Period	起始：2003年6月15日	完成：2009年10月30日 End		
问题描述 Problem Description 请描述问题起因及存在多久、问题形塑过程中的关键人员及人数。 请以中英文填写。	<p>护理科研实习是高等护理教育区别于中等护理教育的关键所在，是衡量高等护理教学水平的关键环节。科研能力作为衡量高级专业人才的一个重要指标越来越受到重视。护理专业由于开展高等教育时间较短，硕士、博士的数量少，因而社会对本科学生护理科研能力的期望值较高。由于临床实践教学目前仍是学生在各科轮转的模式，与护理科研渐进性、连贯性和系统性的特点不相符合，各科带教老师、护士长不能独立完成科研带教工作。在高等护理教育中，科研是学生在临床实习中的重要内容，也是最为困难的环节。我院于1998年开始带教本科实习护生，至2003年6月共带教138名学生，带教过程中教师、学生都感觉困难，带教效果参差不齐，学生感觉收效甚微。</p> <p>因PSBH的基本方法和过程与护理科研的实践过程一致。我们采用PSBH的思维渐进的方法逐步引导学生循序渐进地进入科研的过程，符合科研实践渐进性、连贯性和系统性的过程要求。根据科研的特点，结合临床教学的具体情况，制定出适合临床的具有可操作性和可行性的科研教学计划，计划共分4个阶段，分别为查阅文献阶段、选题阶段、收集资料阶段和论文写作阶段，每阶段均制定时间限度和目标要求。由教学培训中心专人负责落实。</p> <p>Nursing research practice is the key point to distinguish higher nursing education from the secondary nursing education. It is also a key link to</p>			

	<p>measure the level of higher nursing teaching. As an important indicator to measure the senior professional talents, Scientific research ability attract more and more attentions. Since the development of nursing specialty in higher education started just for short time, the number of master and doctor degrees was less, the social expectations of nursing scientific research ability of undergraduate students displayed high. Departments' rotation is the present mode of the clinical teaching, which does not accord with the characteristics of progressive, coherence and system of nursing scientific research. The head nurses and the clinical teachers cannot independently accomplish the work of the scientific research and teaching. Scientific research is an important but most difficult part of clinical practice in higher nursing education.</p> <p>We started teaching for undergraduate nursing students from 1998, till June 2003, the total teaching 138students, teachers and students in the teaching process were very difficult, uneven teaching effects, students with little success.</p> <p>Because of the basic method and process of PSBH is in accordance with the nursing scientific research process. We adopted the method of PSBH to guide student nurses the process of scientific research step by step, which conformed to the characteristics of progressive, coherence and system of nursing scientific research. Based on the characteristics of scientific research, combining with clinical teaching, we developed a suitable and feasibility clinical scientific research teaching plan, the plan was divided into four stages: literature review stage, topic selection stage, collecting data stage and writing stage. We set time limits and goals for each stages and that were supervised by teaching training center.</p>
<p>解决方法 Solution 请描述可行的解决方法和形塑过程。 请以中英文填写。</p>	<p>采用“解决问题 促进健康”的方法，即选择健康问题的思维、拟定解决问题的方案、制定行动方案、明确评价指标和方法, 按照讲解-范例介绍- 讨论的程序进行，较好地引导学生进入护理科研的领域。在学生进入临床实习时，首先对学生护理科研的知识水平进行初步评估，向学生详细讲解科研计划，有针对性地进行解决问题的阶段性培训。在完成第一阶段的理论培训后，学生在计划的带领下，在导师的引导下逐步实践和体验科研的每一个步骤，在时间和信息资源上保证学生科研实践的需要，加强导师和学生双方的监督管理。此项成果的</p>

	<p>实施能够抓住科研教学计划中开题讨论、学生科研时间、获得信息支持、科研不同阶段的引导和监督等的关键环节。</p> <p>Guiding the student nurses to nursing research field by the method of problem solving for better health, the process was choosing good questions, finding out the solutions, making action plans, determining clear evaluation indexes and methods, which went by the procedure of explanation—paradigm introduction—discussion. When the student nurses just started their clinical practice, we firstly assessed their knowledge of nursing research, explained the research plans in detail, targeted in periodic training of solving problems. After the first stage theoretical training, the student nurses experienced the nursing research step by step under the guidance of their supervisor according to the plans, their time and information resources of research were guaranteed. Supervision and management of the supervisor and students both sides were strengthen. The implementation could seize the key link in the teaching and scientific research, such as plan proposal, research time, information support, guidance and supervision in different stages of research etc.</p>
<p>成效 / 影响力 Outcome / Impact 请提供方案实施前的基线数据和实施后的成果指标。 <u>请以中英文填写。</u></p>	<p>1.从 2003 年 6 月~2012 年 10 月共进行 10 期培训，共有 741 名学生接受 PSBH 模式的临床科研教学，顺利完成了毕业论文，其中 14 篇获得学校优秀论文，提高了学生发现问题和科研研究的能力，为学生毕业后获得并保持个人工作所需要的知识和能力打下扎实的基础。</p> <p>2.该培训项目目前已成为我院临床教学中科研培训的常规和特色项目。</p> <p>3.发表文章 4 篇：</p> <p>4.形成的科研课题《护理科研临床带教的实践与管理效果》获得2010年福建省科技进步三等奖，2009年省护理学会护理科技进步三等奖。</p> <p>1. We held 10 PSBH training from June 2003 to October 2012, a total of 741 students were trained for scientific research, all of them successfully completed graduation thesis, 14 of which received the School Outstanding Papers. The training improved the ability of discovering problems and scientific research, which established solid foundation for obtaining and maintaining the knowledge and abilities to meet personal work after their graduation.</p> <p>2. The project has become a routine and characteristic of scientific research</p>

	<p>training of clinical teaching in Fujian Provincial Hospital.</p> <p>3. Four papers were published.</p> <p>4. The formation of scientific research subject “Effect of Practice and Management on Clinical Teaching of Nursing Scientific Research” won the third prize of Scientific and Technological Progress of 2010 year in Fujian province and the Provincial Nursing Institute of Science and Technology Progress of 2009 year.</p>
<p>执行力 Excellence in Execution 请提供评价标准(如时间、预算、人力、干预族群的满意度), 及计划初始估计与成果的比较。例: 规划运行4个月, 800人民币。实际为4个月, 花费680人民币。 请以中英文填写。</p>	<p>我院是省各学院护理专业临床教学基地, 每年均有福建医科大学、福建中医药大学、莆田学院的本科学生来我院实习。该培训项目已成为我院临床教学中科研培训的常规和特色项目。</p> <p>我院护理专科为国家级临床重点专科, 有专项资金保障专科建设及专业人员培训。</p> <p>Our hospital is a nursing clinical teaching base of nursing colleges in Fujian province. Every year, we accept the undergraduate students for clinical practice from Fujian medical university, Fujian University of Traditional Chinese Medicine, Putian College. The project has become a routine and characteristic of scientific research training of clinical teaching in our hospital.</p> <p>Nursing specialty construction in our hospital is a national clinical key subject construction project. we obtained the special funds to guarantee the specialty construct and personnel training.</p>
<p>发展性 Sustainability 请描述如何持续项目成果, 及在其他区域的可复制性。例: 若需在五个社区复制此方案, 需要的策略合作伙伴为乙方及丙方, 估计需要五千人民币, 可能从以下三个单位获取, 及资金取得的时间表。 请以中英文填写。</p>	<ol style="list-style-type: none"> 1. 自 2003 年起举办护理骨干“解决问题、促进健康”培训班 3 期, 协助武夷山市立医院举办 1 期, 学员 38 名; 2. 举办国家级护理科研理论与实践培训班 3 期, 省级班 3 期; 在省级各专业培训班授课 3 次, 学员 480 名; 3. 《护理本科生临床教学基地的建设》一文参加莆田学院教学工作会议, 大会交流; 4. 参加福建医科大学临床教师培训班授课, 学员 60 名; 5. 在福建省中医药大学附属第二人民医院专题讲座3场, 厦门市一医院专题讲座2场, 厦门中山医院专题讲座2场, 空军174医院专题讲座1场, 学员近千人次。 <p>1. We held the training of problem solving for better health for 3 times for nursing backbone since 2003, and assisted Wuyi mountain Municipal</p>

	<p>Hospital to hold the training for 1 time, 38 students.</p> <p>2. Holding national and provincial nursing research theory and practice training class for 3 times of each, 480 students.</p> <p>3. The paper of construction of clinical teaching base of undergraduate nursing students was communicated in teaching and work conference in Putian University.</p> <p>4. Giving lecture in clinical teachers training class in Fujian Medical University,60 students.</p> <p>5. Holding 3 seminars in the Second People's Hospital Affiliated to Fujian College of Traditional Chinese Medicine, 2 in the First Affiliated Hospital of Ximen University, 2 in Zhongshan Hospital Xiamen University, 1 in Chinese people's liberation Army 174 Hospital, total near thousands of students.</p>
<p>创新力 Innovation 请描述方案执行中遇到的挑战、应对过程及方式。 请提供任何项目执行的相关照片、影片。如前后的比较、干预对象、宣教范本等。 请以中英文填写。</p>	<p>1.选择 PSBH 的方法对学生进行科研训练, 是因为 PSBH 对解决问题方法和过程与护理科研的实践过程一致。从发现问题—确定问题—拟定解决问题的方案—明确评价指标—实施计划、收集资料—整理成文, PSBH 的思维渐进的方法逐步引导学生循序渐进地进入科研的过程, 而不会一下子就被科研的神秘高深所吓倒。</p> <p>2.PSBH 培训班采用讲课—实例介绍—讨论的形式, 讲解概况、哲理、思维和使命后, 立即引入临床实例, 并且是他们所熟知的老师所作的项目, 使他们更容易理解科研的要求, 觉得科研离他们很近。</p> <p>3.培训中大部分时间都采用讨论的形式。学生在进入完全新鲜的临床环境几个月内, 会产生许多朦胧的想法, 如按照科研的要求阐述, 学生将无法描述清晰, 而容易放弃。科研带教中最为困难的就是选题, 如果学生不能说出他们的想法, 老师将无法引导他们找出合适的选题。PSBH 从描述问题开始, 使学生易于陈述, 在讨论过程中, 学生和老师可以在思维的碰撞中产生新想法, 可以使粗浅的想法逐渐完善。</p> <p>4.PSBH 强调从小处着手, 从力所能及的地方着手, 老师的实例使学生一目了然, 在清晰地陈述出问题的基础上, 老师逐步引导学生限定范围, 找准研究点, 形成科研选题。</p> <p>5.PSBH 中拟定解决问题的方案和步骤, 明确评价指标, 制定出完整的解决问题的计划, 即是科研设计、开题报告的部分, 因此学生对 PSBH</p>

培训班课程安排、实例介绍的效果肯定达到 82.75%；认为 PSBH 对选题、科研设计有较好启发的占 75.86%。

6. 学生实施科研的实践将面临资金等困难，PSBH 鼓励参加者积极地想办法利用现有的资源，去解决问题。

1. Choosing PSBH as the method to train the students on scientific research for the method and process of PSBH accord with the practical process of nursing research. Following the process of discovering problems- identifying problems-developing solutions to the problem-determining clear evaluation indexes-implementing plans and collecting information-writing papers, we guided the student nurses to step into the scientific research avoiding being frightened by the mystery and advance of scientific research.
2. PSBH followed the process of giving lectures - introducing examples - discussing, after explaining the overview , philosophy , thought and mission, immediately introduced them clinical projects which were launched by their clinical teachers ,that would made them understand the scientific research better.
3. Most of the time of the training took the form of discussion. Students would produce a lot of hazy ideas when entering clinical environment within few months, the students would not described their idea clearly according to the requirement of scientific research, they might give up easily. The most difficult part of scientific research is choosing topic, if the students couldn't demonstrate their ideas, it would be difficult for the teachers to guide them choosing topics. PSBH starts from describing problems which helps students state their thinking easier, the students and teachers could produce new ideas during the discussion, which could perfect their rough ideas gradually.
4. PSBH emphasized starting from small and availability, their teachers' examples could make them clear at a glance. On the basis of clearly stating problems, the teachers guide the student to limit range, seize the research point and form the scientific research topic.
5. The solutions and steps, evaluation indexes, and plans to solve problems which produced from PSBH training were parts of scientific research and thesis proposal, the satisfaction rate toward the effect of the PSBH training reach 82.75%, especially for the training curriculum and examples introductions, 75.86 % of the participants thought PSBH illuminated the

topic choosing and scientific research design.

6. Students would face financial difficulties during scientific research, PSBH encouraged participants to use the available researches actively to solve the problems.

