

: ,

\* . \*\* . \*\*\* . \*

1.

(Beeson & Kring, 1999)

(authenticity) (contextualization)

가

(reality shock)

(Shin, 1993).

가 가

Kramer (1978)

가

2. 가

\*  
\*\*  
\*\*\*

2001 9 25                      2002 3 18                      2002 6 4

4) (clinical nursing competency)

가 (Yoo, 1995),

- 1) 가 가 (clinical judgement), (nursing skills performance), (communication skills)
- 2) 가 .

- 3) 가 .
- 4) 가 .

1.

3.

- 1) (standardized patients methods: SP )

2

2.

(Frejlich & Corcoran, 1971).

6가

1999 9 1 2001 6 25  
1 4

12

1999 2 40 , 2000 2 36 , 2001 2 38

- 2) (story as text methods) 가

3.

(Giarratano, 1997).

가

6가

12

가

가

- 3) (traditional lecture/model methods)

50

6

가

6가

45 3

가

12

2 , ,

1 , ,

0 ,

12

가

5 5  
 가  
 가  
 5 24 3  
 Cronbach  
 .94

3)  
 가  
 가

4.

1999 11 9 12 1  
 12  
 1999 12 15  
 2000 5 17 6 9  
 , 2000 6 20 , 2001  
 5 28 6 18  
 , 2001 6 29

4)  
 가  
 가  
 가 가 , 가

2  
 1999 2 , 2000 , 2001  
 1 가 2000 가

12  
 5.

SPSS WIN 9.0

1)  
 가  
 가

1)  
 2) 가 1), 2), 3), 4) one way ANOVA Sheffe  
 3) Cronbach

2)  
 가

6.  
 1

1. (F = 10.14, p = .000), SP  
 가  
 1 <Table 1> <Table 2> 가 1  
 1 41 720  
 가  
 3.20, 3.20, 가 2.  
 3.30 가  
 (F = .48, p = .620).

2. 가 3 , 0  
 가 1. SP 65 , 60 ,  
 가 59  
 (F = 10.33, p = .000).  
 one way SP  
 ANOVA , 50 SP 42 , SP  
 , 39 , 38 ,

<Table 1> Homogeneity test among three groups

	SP method* M ± SD	story method M ± SD	traditional method M ± SD	F	p
GPA of freshman year	3.20 ± .48	3.30 ± .56	3.20 ± .40	.48	.620

\* standardized patients method

<Table 2> Comparison of clinical judgement among three groups

	SP method M ± SD	story method M ± SD	traditional method M ± SD	F	p	Sheffe	
clinical judgement	42.17 ± 3.65	38.64 ± 5.54	37.50 ± 4.56	10.14	.000	SP method	traditional method
						SP method	story method

<Table 3> Comparison of nursing skill performance among three groups

	SP method M ± SD	story method M ± SD	traditional method M ± SD	F	p	Sheffe	
total	64.69 ± 5.81	60.29 ± 5.95	58.90 ± 5.49	10.33	.000	SP method	story method
						SP method	traditional method
special mouth care	22.20 ± 2.17	21.25 ± 2.57	19.93 ± 2.96	5.56	.006	SP method	traditional method
back care	22.62 ± 1.40	20.67 ± 3.04	20.07 ± 4.14	6.15	.004	SP method	story method
change position	21.52 ± 2.80	19.66 ± 2.13	19.08 ± 2.02	7.78	.001	SP method	traditional method
nelaton catheterization	22.39 ± 1.46	19.70 ± 2.23	20.65 ± 1.92	9.65	.000	SP method	story method
glycerin enema	20.72 ± 1.07	19.93 ± 2.96	18.47 ± 2.43	4.15	.000	SP method	story method
						SP method	traditional method

<Table 4> Comparison of communication skills among three groups

	SP method M ± SD	story method M ± SD	traditional method M ± SD	F	p	Sheffe
communication skills	44.19 ± 4.20	40.58 ± 2.52	38.48 ± 6.16	14.97	.000	SPmethod story method SPmethod traditional method

<Table 5> Comparison of learning satisfaction among three groups

	SP method M ± SD	story method M ± SD	traditional method M ± SD	F	p
learning satisfaction	98.23 ± 10.56	93.91 ± 16.60	95.79 ± 12.84	.88	.414

SP  
가 2 .

<Table 3> .  
가 3 .  
가 .

<Table 4> .  
10 50 , 가  
SP 44 , 41 (F = 1.14, p = .000), SP  
, 38  
(F = 14.97, p = .000).  
SP  
가 3 .  
가 4 .  
가 . Wales Skillen (1997)  
SP 가 , Snyder (2000)

<Table 5> .  
가 4 .  
 , Bruner (1986)가  
 , 가  
 ,  
 ,  
 가 (F = 10.33, p = .000),  
가 SP  
(F = 5.56, p = .006., F = 7.78  
p = .001), SP

(F=6.15, p=.004., F= 9.65, p=.000),  
SP

(F=4.15, p=.000).

가  
(Simek-Downing et al.,

1986).

(Brown & Robert, 1990), Love  
(1989) , 10가

1 4 가  
1990  
94

(F= .88, p= .414).

(Stillman et al., 1990).

32 (28%) 가

가가  
가

16 (14%)

. Ross (1988)

Kang(1996)

가 가

(Bujack, McMillan, Dwyer &  
Hazelt on, 1991).

가 (F= 14.97, p=.000),

SP

200  
Brown Robert (1990)

가  
가

가

48

(Foley et al., 1997). 59

(Sloan et al., 1996) 1.

1) , , .

2) 가 가 가가

3) 가 가 가

50 42 ,  
39 , 38 ,  
가 (F = 10.14,  
p = .000),

72 65 ,  
60 , 59 ,  
가 (F =  
10.33, p = .000),

50 44 ,  
41 , 38  
(F = 14.97,  
p = .000),

(F = .88, p = .414).

가

2.

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- Abstract -

### Comparison of Student's Clinical Competency in Different Instructional Methods for Fundamentals of Nursing Practicum

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Park, Yon-Ok \*\*\*. Son, Youn-Jung \*

**Purpose:** The main purpose of this study was to compare the clinical competency in different instructional methods for fundamentals of nursing practicum, standardized patients methods story as text method ,and traditional lecture/model method.

**Method:** The study was designed as a quasi-experimental, nonequivalent control group

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post-test design with three separate classes of sophomore students attending fundamentals of nursing classes at one baccalaureate nursing school located in metropolitan Seoul area.

Control group was taught by traditional lecture/ model method and two experimental groups were taught by standardized patients method and story as text method. Data were collected from September, 1999 to June 2001. There were 36 students in the standardized patient method group, 38 students in story as text group, and 40 students in the control group. Data analysis was done using SPSS WINDOW 9.0.

Result: The results showed that the standardized patients method and story as text method groups were significantly better in clinical judgement and communication skills

than the traditional lecture/model method group. The standardized patients method group was significantly better in clinical nursing skills performance than two other groups. However, there was no significant difference among the three groups in student satisfaction.

Conclusion: The standardized patients method is an effective in teaching clinical competency for student nurses. It is necessary to explore more efficient way to develop standardized patients cases for wider areas of nursing education. Also, it is recommended to develop more research projects with many nursing programs.

Key words : Instructional methods, Fundamentals of nursing practicum, Clinical competency