دانشگاه علوم پزشکی تهران
دانشکده پرستاری ماما‌یی

عنوان:
ارتقاء گیفت آموزش درس بهداشت مادران و نوزادان دانشجویان کارشناسی پرستاری دانشکده پرستاری و ماما‌یی دانشگاه علوم پزشکی لرستان: مطالعه‌ای با رویکرد اقدام پژوهی مشارکتی

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مقدمه: ارتقا کیفیت آموزش، عاملی برای دستیابی به هدف آموزش پرستاری و به تبع آن ارتقا کیفیت مراقبت پرستاری است. این مطالعه با هدف ارتقا کیفیت آموزش درس بهداشت مادران و نوزادان (MNH) دانشجویان کارشناسی پرستاری انجام شد.

مواد و روش‌ها: اقدام پژوهی مشارکتی حاضر در دو چرخه، چرخه تغییر و چرخه اصلاح تغییرات از خرداد ماه 1396 تا خرداد ماه 1397 با مشارکت 36 نفر انجام شد. هر چرخه شامل مراحل شناسایی مشکلات، برنامه‌ریزی، اجرای برنامه‌ها و ارزشیابی بود. تمام مراحل به‌صورت چرخشی همراه با نظریه‌سازی و درک بیشتر از موضوعات تأثیرگذاری بر کیفیت آموزش درس بهداشت مادران و نوزادان بود.

نتایج: تفاوت میانگین نمرات دیدگاه دانشجویان درمورد وضعیت درس MNH قبل و بعد از تغییر معنی‌دار بود (p<0.05). در چرخه اول مشکلات آموزش نظری MNH با دو طبقه تاکرارآمیزی برنامه‌بری درسی و تناسب تجهیزات و امکانات آموزشی با نیازهای نظامی، بهبود شد. در چرخه دوم، ارتقاها برابر با تغییرات در تجهیزات، آموزش کیفیت و عملکردی درس بود. در چرخه دوم نیز ارتقاها برابر با تغییرات در تغییرات درسی و بهبود در تجهیزات و آموزشی درس بود.

نتیجه‌گیری: بنظر می‌رسد استفاده از مرکز مهارت‌های بالینی و آموزش به روش شبیه‌سازی با تغییرات درسی، بهبود در کیفیت آموزشی و عملکرد درسی دانشجویان را نیز ارتقا می‌دهد.
مهمترین ارتقایی دانشجویان، مربیان و پرسنل بیمارستان؛ کوچک نمودن گروه‌های آموزش بالینی؛ بکارگیری شیوه‌های نوین آموزش بالینی شامل نقشه‌هایی، پرششگاه‌های بهترین راهکارها در جهت ارتقا آموزش MNH در دانشجویان پرستاری است. علاوه بر این، بازنگری کوریکولوم آموزشی متناسب با جنسیت، مسائل فرهنگی و باورهای اعتقادی دانشجویان پیشنهاد می‌شود.

واژگان کلیدی: اقدام پژوهش، مادران، نوزادان، دانشجویان پرستاری، ارتقای کیفیت، آموزش
Title:
Improving the quality of training in Maternal and Neonatal Health course in undergraduate nursing students: A participatory action research

A thesis submitted as partial fulfillment of the requirements for Doctor of Philosophy (PhD) Degree
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Background and Purpose: Improving the quality of education is synonymous with the accomplishment of nursing education goals and helps improve the quality of nursing care. The present study was conducted to improve the quality of training in Maternal and Neonatal Health (MNH) course in nursing students.

Materials and Methods: This participatory action research was conducted in two cycles, the cycle of change, and the reform cycle, from June 2017 to June 2018, with the participation of 36 people. Each cycle consisted of the identification of the problems and strategies, planning, action and evaluation. All stages spirally were accompanied with observation and reflection.

In the identification stage a quantitative approach was used to identify the MNH status of teaching and a qualitative content analysis with semi-structured interviews and focus group discussion were held with stakeholders to identify MNH course problems and improvement strategies. Based on the results, the changes to improve the quality of MNH teaching were planned and implemented by stakeholders. In the evaluation the weaknesses and strengths of the implemented changes were then identified through group discussions with the stakeholders.

In the second cycle, to modify the weaknesses of the changes planned in the first cycle, planning was carried out and then implemented and evaluated. Quantitative data analyzed using descriptive and Fisher exact test and independent T test statistics and the qualitative data were analyzed using the Graneheim and Lundman’s qualitative content analysis approach. The validity of the qualitative data was confirmed by means of the proposed method by Guba and Lincoln.

Results: Results indicated that there was a significant difference (P<0.05) between the total quality of the theoretical course of MNH before and after changes. In the qualitative part of first cycle, the problem including: 1-Theoretical problems of MNH with two categories of inadequate planning curriculum and poor fitness equipment with learning needs were obtained. Proposed strategies for change include the use of new teaching methods (conceptual map, simulation and workshop teaching) with students' sex segregated manner and the use of continuous evaluation. 2- Clinical education problems, of MNH with three categories including unsystematic curriculum, inadequate resources and facilities and the students' lack of motivation. The measures taken for improvement included holding communication workshops, developing and internalizing the use of logbooks, reducing the number of students in clinical training groups, using modern clinical training methods (triple jump) and changing clinical evaluation methods. 3- Third category was the clinical-education gap with the categories of inappropriate and ineffective interactions between educational and clinical staff and the inconsistency between education and clinical settings. Strategies for promoting were the organization of the professional ethics and professional communication workshops, motivating the clinical staff and organizing regular and periodic meetings between educational and clinical staff.

In the second cycle, in order to strengthen the positive points and improve the weaknesses of the first cycle based on the stakeholders proposal and involvement; in theoretical education, the team learning method and the preparation of the educational handbook using concept maps as one of the course references were used. About the problems of the clinical education and the gap of theory and clinical education the logbooks were reviewed and summarized.
Also, there were periodic meetings with representatives of students and executives' managers and the issues and solutions for implementation were presented by them.

**Conclusion:** It seems that the use of the simulation teaching in Clinical Skills Laboratories with sex segregation, along with active learning methods, improves the teaching quality of the teaching of MNH education. In the field of the MNH course clinical education improving the communication skills of students, trainers and hospital staff; the reduction of clinical education groups; the application of new clinical teaching methods including concept map, triple jump, and developing and internalizing the use of logbooks were the best Practices to enhance MNH clinical education in nursing students. Additionally, a revision of the educational curriculum is proposed based on students' gender, cultural and beliefs issues.

**Keywords:** Action research, Mothers, Neonates, Nursing students, Quality, Improvement, Education