

# 「新世代高教藍圖與發展方案」 專業聚焦—護理

鍾聿琳教授

# 計畫目標及目的

- 在護理專業創新實作的願景下，創新護理教育預達成的目標如下：  
活化學校營運模式、增加校務基金收益  
提供教育實驗場域、強化實作能力  
提高教育品質  
回應國家社會對高等教育機構之期許
- 本案主要目的，即是針對台灣護理專業特性之大學，提出護理教育創新思惟或模式以供參考，以期有助解決護理人才培育之問題，提升國內護理教育品質，進而有機會發光國際。



產學共生創新護理教育模式

**TNH Model+ Joint Venture**



## The Teaching Nursing Home Model (The TNH Model)

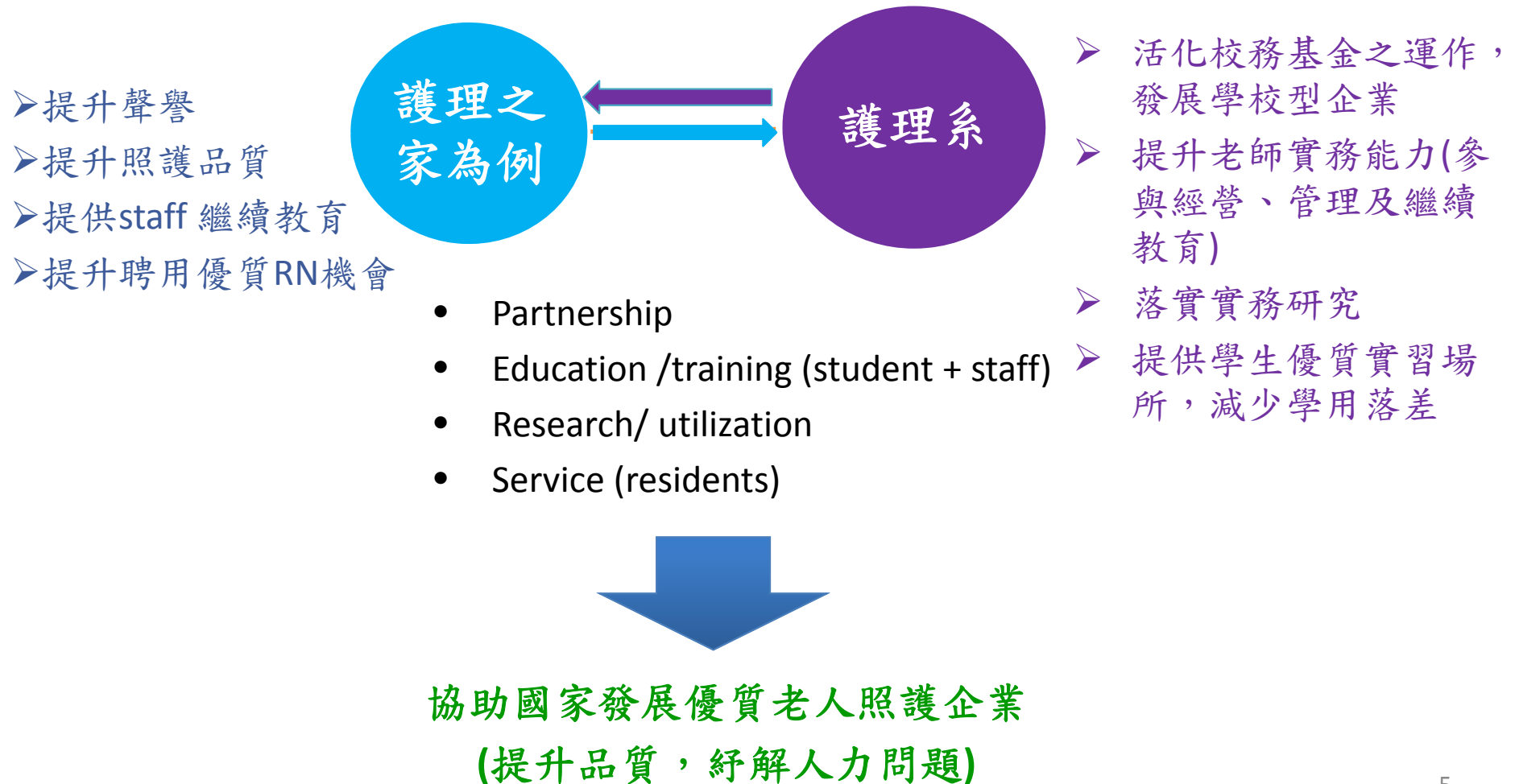
## Joint Venture

- Drivers:
  - 訓練進入老人照護領域的專業人才
  - 提升老人照護品質
- - As teaching hospital, research, teaching and patient care mutually supportive and synergistic
  - They are certain core features of the TNH model –vary with local conditions and funding resources
  - Not all aged care resource become teaching nursing home
  - Lack of funding

(1)產與學有更緊密的  
關係

(2)學校投資自己懂得的  
專業

# 產學共生之護理教育創新模式



# 國際中幾類TNH Model

(一)早期由National Institute on Aging (NIA)及  
Robert Wood Johnson Foundation二個基金會  
提供資金



(二)The TNH in Norway – The Network approach piloted 5

TNH over 1999-2003由政府支持每區有一個 TNH，扮演領頭羊的角色，同時協助其他老人照護機構提升照護品質

- Canada及Australia之TRACS model (teaching and research aged care service)也類似

(三) The TNH in Netherlands- physician focused approach

多贏面向	Benefits
學校護理系	學校可提供及規畫高品質的臨床教育(學生實習)(跨領域的訓練) 老師協助老師了解實務問題，導引研究方向，再融入結果以豐富課程，提升品質
老人照顧機構	參與研究，提升照護品質，提升名譽
學生	接受優質臨床學習，提升對老人照護正向感受，吸引更多人員投入職場
住民(老人)	有更好的照護品質
學校	活化校務基金運作
社會、國家	提供優質老人照護





# **University of Pennsylvania Revision of Curriculum**

**BSN Plan of Study**  
**Class of 2016 and beyond**

**FIRST YEAR**

FALL		C.U.
NURS 061	Biologically Based Chemistry	0.5
NURS 062	Cellular Biology	0.5
NURS 063	Microbiology	0.5
NURS 101	The Nature of Nursing Practice	0.5
	English Writing Requirement	1.0
	Language Requirement (or free elective if level IV proficiency met)	1.0
		<b>Total: 4.0</b>

SPRING		C.U.
NURS 065	Fundamentals of Nutrition	1.0
NURS 102	Situating the Practice of Nursing	0.5
NURS 163	Integrated Anatomy, Physiology, and Physical Assessment I	2.0
	Sector Requirement	1.0
	Language Requirement (or free elective)	1.0
		<b>Total: 5.5</b>


**SECOND YEAR**

FALL		C.U.
NURS 103	Psychological and Social Diversity in Health and Wellness Sector	1.0
NURS 164	Integrated Anatomy, Physiology, and Physical Assessment II	2.0
	Sector Requirement	1.0
	Language Requirement (or free elective if level IV proficiency met)	1.0
		<b>Total: 5.0</b>

SPRING		C.U.
NURS 165	Integrated Pathophysiology, Pharmacology, and Therapeutics	2.0
NURS 215	Nursing of Women and Infants	1.5
	Sector Requirement	1.0
	Language Requirement (or free elective)	1.0
		<b>Total: 5.5</b>

**PLEASE NOTE:**

All plans of study are subject to curricular change. Students must consult with an academic advisor prior to making revisions to the plan of study to ensure that the necessary curricular requirements are being met and to prevent delays in academic progression.

- 
- Enrich/ update science courses connecting to nursing
  - Nursing courses(how science/ human relevant to nursing practice)

- Biology based chemistry
- Integrated anatomy, physiology and physical assessment
- Psychological and social diversity in health and wellness sector
- Integrated pathophysiology , Pharmacology and therapeutics
- The First Year- the nature of nursing practice
  - situating the practice of nursing



# **Oregon Health and Science University(OHSU)School of Nursing**

## **Innovative Clinical Education Model in Nursing**



## **Oregon Health and Science University(OHSU) School of Nursing**

### **The Oregon Clinical Education Model**

## **Purpose: to promote clinical learning**

Students need experience that focus on :

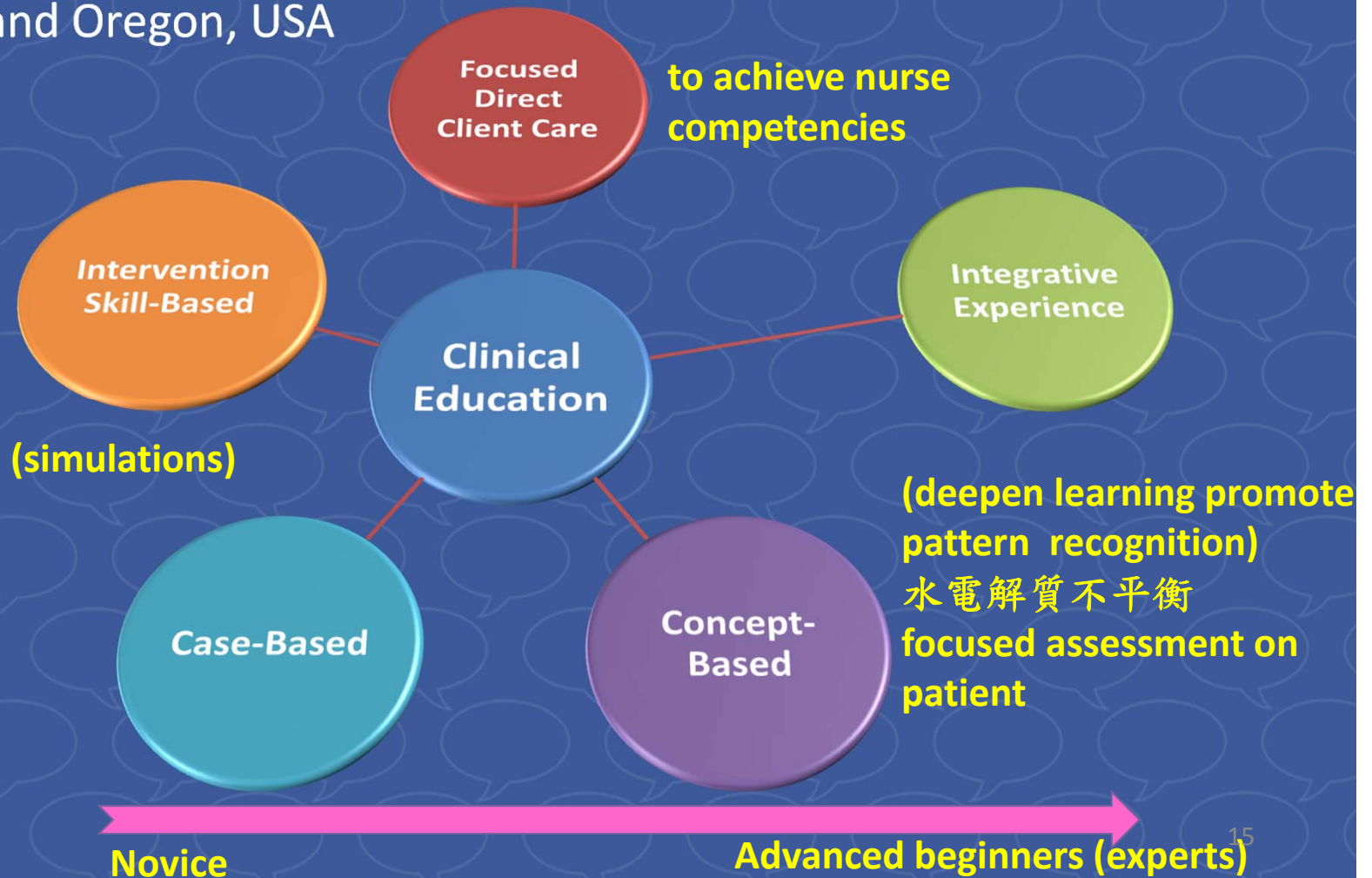
- Integration of theory with practice
- Deep learning and understanding of clinical decision-making and incorporation of contextual factors associated with patient care

Move students(Novice) from task orientation → development of thinking about nursing care and clinical judgement  
(advance beginners experts)

	<b>Tradition Model of Clinical Education</b>	<b>Innovative Model of Clinical Education</b>
Learning	Random access opportunity	Intentional design of clinical learning activities
Student	Total patient care focus on tasks of nursing care	In depth learning: <ol style="list-style-type: none"> <li>1. case-based</li> <li>2. Concept-based</li> <li>3. Intervention skill-based</li> <li>4. Focused direct client care</li> <li>5. Integrative experience</li> </ol> Deep understanding of complex of nursing
Teacher	Supervising student skill performance to ensure patient safety	Spent time for teaching for understanding

# The Oregon Clinical Education Model

- Oregon Health and Science University (OHSU) school of nursing, Portland Oregon, USA

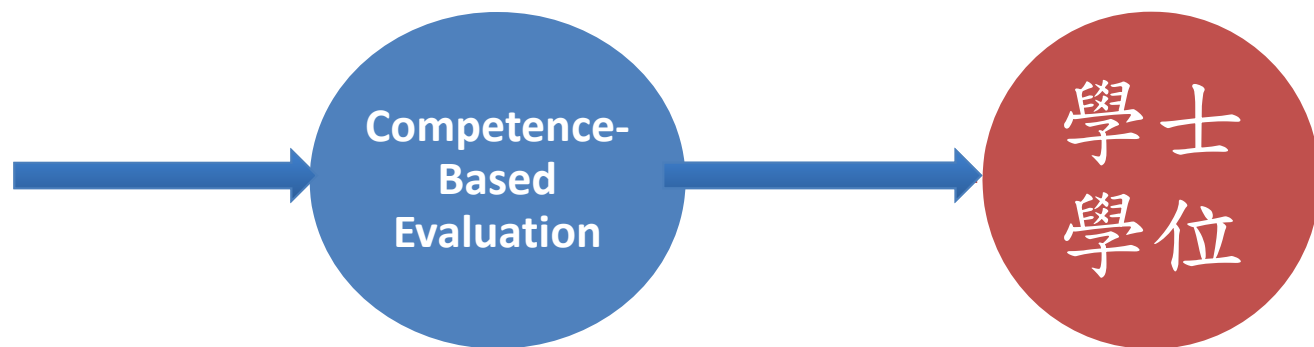




## 護理二技實驗型教育模式



同等資歷或護理五專畢業生



Excelsior college  
Regent college

Middle State Accredited  
State Board Accredited  
NLN Accredited

謝謝聆聽  
敬請指教

