

日本保健科学学会誌

December 2016

Vol. 19 No. 3



日本保健科学学会誌

The Journal of Japan Academy of Health Sciences



Vol. 19 No. 3

December 2016

日保学誌

J Jpn Health Sci

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Abstract : The purpose of this study was to develop evaluation standards for measuring the educational effectiveness that incorporates a drama workshop(WS)into the Methodology of Adult Nursing as part of learning in preparation for acute-phase adult nursing practicums. An in-depth discussion was conducted among the researchers regarding what they expect in terms of educational effectiveness from training that incorporates such workshops. The discussions were analyzed from qualitative and inductive perspectives to reveal the educational effects of the workshop(36 items). The roles at the workshops and whether or not the participant actually played a part as an actor on the day of the workshop were included, which enabled us to create a questionnaire with a total of 38 items. A two-year study was conducted on 157 third-year students in the nursing department, after which exploratory factor analysis and confirmatory factor analysis were performed. The exploratory factor analysis identified five subcategories of evaluation standards of workshop effectiveness, consisting of 29 items: 1. constructing a situation simulating a realistic medical setting; 2. understanding of acute situations/conditions; 3. Authentically acted-out depiction of medical scenario; 4. Proactive approach to challenges; and 5. Convincing rendition of cooperation between nurses and other staff. A reasonable fit was also obtained through confirmatory factor analysis. These standards satisfied construct validity, and internal consistency. We believe these standards to have potential for utilization as an index of the effectiveness of programs and as a method of identifying student learning challenges.

Key words : methodology of adult nursing, drama workshops, educational effectiveness, scale development

(2016 年 1 月 25 日 原稿受付)