

論 文

社会人入学した看護学生の入学体験 に関する記述的研究

— 臨床経験1年目における面接調査より —

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The Descriptive Study of Nursing Education for Students who Returned the School after Working with Another Job

—Based on a Semi-Structured Interview with Two First Year Nurses —

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Abstract

The purpose of this study was to clarify and understand frankly the meaning of experiences for students who changed their life direction from an unrelated job to a nursing field, and to consider appropriate educational approach for these students. The subjects were two nurses who had been working for 10 months after graduated from nursing school. The semi-structured interview was used to obtain information such as their needs, experiences, feelings, and so forth. The results revealed the following three things;

1. Two major components in being a nursing students: a goal which they made use of themselves and an experience which was affected by an age, a life experience and a personality. These two components consisted of four and six elements, respectively.
2. Their active attitudes toward learning was related to their own life goals and the contents that they learned deeply had relation with an experience; an age, a life experience and a personality.
3. The experience of working strongly contributed to their motivation of becoming a nurse and to support them during school years. These results indicated the importance of their working experiences and making use of their experiences in nursing practice.

Key Words

社会人入学した看護学生 (The nursing student who returned the school after working with another job)

体験の意味 (The meaning of experience as nursing student)

看護学教育のあり方 (What the nursing education ought to be)

要 旨

本研究の目的は、社会人入学した看護学生の体験の意味をあるがままにとらえ明確化すること、その資質を生かし伸ばすための看護教育はどうあるべきか考えることである。社会人入学生として学び、臨床経験1年目のAとBを対象に半構成的面接を行った。面接内容の記述、分析により、以下のことが明らかになった。

1. 社会人入学した2名の看護学生の体験に関する本質的な意味の単位は、《自己を生かしていくという目標》と《年齢・人生経験・性格に影響された体験》であり、それぞれ4要素、6要素で構成された。
2. 学びの姿勢が意欲的であった要因は、自己を生かしていくという目標にあり、学びの内容を深めていけた要因は、年齢・人生経験・性格に影響された体験にあったと考えられた。
3. 人生経験を生かせるという側面が、社会人入学生のよりどころになっていると考えられた。その部分を看護につなげて深めていくことの教育的効果が示唆された。