

# Proposal of Comprehensive Model of Teaching Basic Nursing Skills Under Goal-Based Scenario Theory

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**Abstract.** The purpose of this study is to design and develop a comprehensive model of teaching basic nursing skills on GBS theory and Four-Stage Performance Cycle. We designed a basic nursing skill program that consists of three courses: basic, application and multi-tasking. The program will be offered as blended study, utilizing e-learning.

**Keywords.** Basic nursing skills, Goal-Based Scenario Theory, Blended study

## 1. Introduction

Japan's basic nursing curriculum emphasizes clinical practicum, and is yet to achieve a paradigm shift to replace clinical practicum with simulation education. In this study, we designed scenario-based curriculum, and evaluated the implementation. The ultimate goal of the study is to elucidate how simulation education should be implemented in the teaching of basic nursing skills. As a first step, we follow the instructional design process to analyze, design and develop a comprehensive model of teaching basic nursing skills, which we present in this article.

## 2. Methods

Our objective was to design courses tailored to the levels of nursing students. First, we analyzed information that we collected from teachers in order to help revealing learning processes that enable students to provide systematic nursing care in clinical practicum. Next, we verified students' attainment targets and attainment levels of nursing skills upon graduation in order to carefully select basic nursing skills to be covered. We then used an ID (Instructional Design) theory called GBS (Goal-based scenarios) theory as a broad framework to apply the Four-Stage Performance Cycle<sup>[1]</sup> in the actual course design.

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### 3. Results and Discussion

We reaffirm the importance of the following points in campus training for students to provide systematic nursing care in clinical practicum: 1. To perform sufficient task training; 2. To focus on standardized protocols and to give opportunities to practice them; and 3. To make plans as to what nursing practice should be given for patients under certain conditions and in certain situations.

Based on the results, we designed a basic nursing skill program to teach livelihood support. The program consists of three courses: basic, application and multi-tasking. Students read cover stories presented, and advance their learning in the three courses step-wise to fulfill their roles and duties. They take necessary actions of the following four as each course requires: 1. To acquire basic knowledge; 2. To repeat practicing skills based on standardized protocols; 3. To discuss care plans suitable for the patients; and 4. To implement. Upon completion of the courses, students reflect their learning achievements. The program is offered based on such cycle model (Fig.1). The three courses will be offered as blended study, utilizing e-learning. The program also uses LMS to deliver cover story videos, multi-tasking and time urgency simulation materials, and quiz materials to check students' basic knowledge.

Through the implementation of such comprehensive model of teaching basic nursing skills as a broad framework, we would like to evaluate the implementation and study micro designs of the teaching materials to present in future.

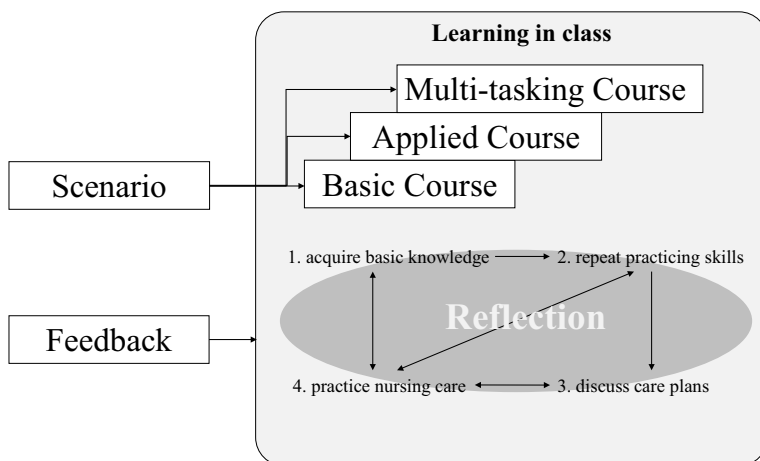


Figure.1 Course Design

### References

- [1] Alexander Romiszowski, *Fostering Skill Development Outcomes, Instructional-Design Theories and Models Volume III Building a Common Knowledge Base*, Routledge, New York, 2009.