



AN IDEAL EDUCATIONAL MODEL FOR NURSE EDUCATION

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Abstract <p>Purpose of this research is to create an ideal educational model for Bachelor Degree Program in Nursing. The formation of ideal model is based on identifying characteristics of Chinese and Finnish Nursing Degree Program. Then, comparison of characteristics, students' opinions, advantages and disadvantages of these two models will be base for the ideal model. Finally, based on the theory, these two structures will be given an evaluation.</p> <p>The aim of the project was to identify the differences between the Finnish and Chinese nursing education of Bachelor degree programme and to analyze the student nurse's point of view of the applied educational framework.</p> <p>A partly qualitative and partly quantitative research was performed at the beginning of the project to get and analyze the basic database from students. With the theoretical background of the Finnish and Chinese nursing education, students' demands were regarded as the foundation of the model. Since creating an ideal model of the Bachelor Degree Programme, the general idea of the applied nursing education was presented thoroughly and abstractly.</p>		
Keywords China, Degree Programme in Nursing, Education, Finland, Model, Student		
Miscellaneous The bachelor's thesis is available in the library of Jyväskylä University of Applied Sciences, School of Health and Social Studies		

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Abstract Tämän tutkimuksen tarkoituksena on luoda opetuksellinen malli hoitotyön koulutusohjelmaan. Ideaalimallin perustaminen pohjautuu kiinalaisen ja suomalaisen hoitotyön koulutusohjelmien ominaisuuksien tunnistamiseen. Ominaisuuksien vertaileminen, opiskelijoiden mielipiteiden, näiden kahden koulutusohjelman edut ja haitat tulevat olemaan perusta ideaalimallille. Lopuksi nämä kaksi rakennetta arvioidaan tämän teorian pohjalta. Projektin tavoitteena oli tunnistaa erot suomalaisen ja kiinalaisen sairaanhoitotyön koulutusohjelman välillä ja analysoida käytettyä oppimiskehystä sairaanhoidon opiskelijoiden näkökulmasta. Osittain kvalitatiivinen, osin kvantitatiivinen tutkimus tehtiin projektin alussa jotta saatiin kerättyä ja analysoitua tietopohjaa opiskelijoilta. Suomalaisen ja kiinalaisen hoitotyön opetuksen teoriapohjan avulla tehtiin ideaalimallin pohjatyö perustuen opiskelijoiden vaatimuksiin.		
Keywords China, Degree Programme in Nursing, Education, Finland, Model, Student		
Miscellaneous Opinnäytetyö on saatavissa Jyväskylän Ammattikorkeakoulun Sosiaali- ja terveysalan kirjastosta.		

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1. INTRODUCTION

Comparing with thirty years ago, nowadays, our daily life is surrounded by different kinds of pressure from individuals, work, families and society. More and more physical and psychological illnesses are disturbing people's health (Yao & Zhou 2005, 3). Because of this fact, nurse who has close relationship with the client is facing to great challenge to offer better and more appropriate nursing care to the client. As the recruit of nursing care, student nurse also has a bigger challenge to get familiar with clinical work after graduation as soon as possible. The high quality education is needed to achieve this and previous academic study in the school is pivotal absolutely.

As a student nurse on the point of graduation, researcher realized the distance between theoretical study and clinical work in practical training. As the foundation of future clinical work, theoretical study and skill-training in the school are regarded as the preparation to deal with future work well. Through practical training, researcher found that not all the courses were worthy of the time they took. This opinion got agreement and support from international group student nurses in Finland and student nurses in China. Until nowadays, there are very few researches about nursing education from students' viewpoint. For example, Wray and McCall did a research about the student's perceptions of the costs associated with placements (Wray & McCall 2007, 975-981) which analyzed students' graduate practice from economic viewpoint. Coneição and Taylor analyzed theoretical study in nursing education (Coneição & Taylor 2007, 268-275). Furthermore, Muirhead did a research about the E-learning in the nursing education at school (Muirhead, 2007, 178-184). All of them, they didn't study nursing education as a whole and they did researches from professor's viewpoint. Because of mentioned status, researcher thought that it might worth to do a research from students' viewpoints to design an ideal model of nursing degree program. This research

could be a supplementary part for existing researches.

Purpose of this research is to create an ideal educational model for Bachelor Degree Program in Nursing. The aim of the work is identifying characteristics of Chinese and Finnish Nursing Degree Program, comparing characteristics, students' opinions, advantages and disadvantages of these two models and giving an evaluation based on theory finally.

2 THEORETICAL BACKGROUND OF THE NURSING EDUCATION

2.1 Bachelor Degree Programme in Nursing in China

Since economic reform in 1978 in China, Chinese government resumed higher nursing education level after more than 30 years interruption. However, because of a long-term stagnation, with forces of biomedical model and traditional educational concepts, Chinese nurse education didn't have a systemic curriculum and an appropriate training mode. Modern Chinese nurse educational mode has been build up during last 20 years. With many kinds of efforts, the mode got closer and closer to international standard. At the same time, the traditional educational idea and Chinese national situation greatly affect in interrupting the development of nurse education. (Shen, He & Liang 2000. 4-8)

Beijing Union Medical College (PUMC) School of Nursing is a typical case of nurse education and Chinese nurse education will be introduced based on it. PUMC was founded in 1920 in Beijing which had first program of higher nursing education in the university. Until today, it has trained a large number of senior nursing professionals. Currently, its nurse specialist education system includes PhD Degree Program, Master Degree Program, Bachelor Degree

program in nursing and clinical nurse education. (Introduction of Peking Union Medical College 2005)

With the approvals of Chinese Ministry of Health and Chinese Ministry of Education, and foreign capital fund's support, a complete reform has been performed in nurse education program about curriculum and teaching content. Furthermore, a new educational model with international characteristics of nursing education was established. Nursing degree program consists of basic studies, professional studies, elective studies and practical training. The whole program takes four years. Because the credit system hasn't really been used in the school, it's difficult to shorten the graduation period in China and nowadays, most of schools still ask students to finish all courses in planned years. All new high school graduates can apply for entering nurse education program and they study basic medical and nursing care professional courses at school. In China, professional study includes all courses related with the specialty and optional study includes all other courses. Then they complete clinical practical training and training in skill lab. In the end, students are conferred Bachelor of Science degree after the completion of dissertation. (Introduction of Nursing Programme, 2005)

Aim of Nursing Program is that students can be familiar with the modern scientific theories and have excellent skills to be high-level nursing professionals. It intends to raise students' interest, good self-learning ability, independent analysis ability, problem-solving skills, team-work spirit and research ability in future work. (Introduction of Nursing Programme, 2005)

Main Courses of the program include Human Biology I, II, III, Pharmacology, Basic Nursing, Health Assessment, Nursing I, II, III, IV, V, VI, Growth and Development, Communication and Psychology, Human Development and Philosophy, Community Care, Nursing Education, Nursing Management, Nursing Scientific Research. (Introduction of Nursing Programme, 2005)

Furthermore, biological-psycho-social medical model has changed. General knowledge of basic courses was reduced and social science courses were increased. Theoretical instruction hours were reduced. Group discussion, role playing and students' early and frequent contact with clinical work increased greatly. Training in nursing through disease prevention-oriented spirit and community nursing practice were increased also. (Introduction of Nursing Programme, 2005)

2.2 Bachelor Degree Program in Health Care in Finland

In Finland, School of Health and Social Studies in university of Applied Sciences is the organization which manages Degree Programme in Health Care. Finnish and foreign students can apply for entry universities of Applied Sciences after general or vocational upper secondary education. A Finnish matriculation certificate is required, i.e. upper secondary school leaving certificate, basic vocational qualification, or equivalent international or foreign qualification. The degree awarded is a Bachelor Degree in Health Care. The health care education program can offer alternative directions to nursing. It covers education of nurses, public health nurses and midwives. (Mikkola, Perälä & Hovi 1996, 47) In this chapter, the status of Bachelor Degree Programme in Health Care in Finland will be introduced based on current situation of Jyväskylä University of Applied Science (JAMK) School of Health and Social Studies.

The Bachelor Degree Program for nurses is 210 ECTS (ECTS means European Credit Transfer System, 1 ECTS= 27 hours) and lasts 3½ years generally. In this program, students have 70 ECTS guided practical training in the fields of hospitals and health care centers. Guided practical training occupies 33.3 % of three years study period according to the nurse-directives.

In order to graduate, students have to take 30 ECTS optional professional studies. In JAMK School of Health and Social Studies, for example, they have Adult Nursing, Gerontological Nursing, Critical Care Nursing, Pediatric Nursing, Mental Health and Addiction Nursing, Perioperative Nursing and Nursing in International Fields. In the end, the student who has enough credits and finishes all necessary courses needs to do a Bachelor Thesis to graduate and to take the maturity test. (See Appendix 4)

Aim of Nursing Program is to develop expertise in nursing. Students should have the knowledge, skills, experience, and personal commitment to the values of nursing. (Degree Programme in Nursing: the study guide, 2007)

Main Courses of the program include Anatomy and Physiology, Maternity and Pediatric Nursing, Nursing in Common Illnesses, Clinical Nursing Skills, Nursing in Different Health Care Settings, Adult Nursing, Gerontological Nursing, Critical Care Nursing, Pediatric Nursing, Basic Medical Studies, Family and Community as a Client, Well-being, Social and Health Services and Psychology. (Appendix 4)

The curriculum is determined by the development program of social and health policy, the program Health for All in the 21st Century (Health for All in 21st Century, 1999), and by the EU directives on content and extent of degrees. The curriculum is based on research data on skills training of nursing, on the health needs of the population, and on the development of internationalization. The professional knowledge of nursing is based on the concept of man, health, environment, and nursing practice, produced by nursing science and other interacting disciplines. Tasks of a nursing expert (a nurse, a public health nurse, a midwife) is to care for patients or clients, to support their coping, to counsel and teach, as well as to manage and develop nursing. A nursing expert works

in partnership with individuals, families, and communities going through particular stages in their lives, as well as with experts of other fields. The care emphasizes the supporting of clients' resources and the encouragement of decision-making on their own treatment and health. The ethical focus is on the respect for man and life as well as on the promotion of human dignity and justice. (Degree Programme in Nursing 2007)

Learning is based on the students' personal experiences and aims, on their motivation, and on how meaningful they find the contents being studied. This is also connected with the responsibility for one's own learning, in which the teacher is an enabler and supporter of learning, not a provider of information. Learning is based on collaborative learning. The education promotes the development of nursing expertise with the help of systematic career guidance and individual learning paths. (Degree Programme in Nursing: the study guide, 2007)

3 PURPOSE AND AIMS OF THE STUDY

Purpose of this research is to create an ideal educational model for Bachelor Degree Program in Nursing. The aim of the work is identifying characteristics of Chinese and Finnish Nursing Degree Program, comparing characteristics, students' opinions, advantages and disadvantages of these two models and giving an evaluation based on theory finally.

Research Questions are:

1. What are the different characteristics of these two systems?
2. How students experience their study?
3. Do students have any wishes during their study?
4. What are advantages and disadvantages of these two systems?

4 IMPLEMENTATION OF THE STUDY

4.1 Methods and Data Collection

A partly qualitative and partly quantitative research was chosen to be used for this research. The qualitative part is found to be helpful in what other people and their lives are about without preconceiving the categories into which information will fit (Wilson 1985, 397). Qualitative method also allows the evaluator to study selected issues in depth and detail (Patton 1990, 13). The qualitative techniques are useful, for example, exploration and description, discovery and explanation, and extension of theory (Wilson 1985, 399). Study needs and feeling of students is personal experience so that qualitative approach was chosen since this study aims at finding an ideal model for nurse education. Quantitative research generates numerical data or data that can be converted into numbers. It's a systematic scientific investigation of properties and phenomena and their relationship. It's used as a way to research different aspects of education. (Quantitative Research 2007) It's used to measure how many people feel, think or act in a particular way. These surveys tend to include large samples. Structured questionnaires are usually used incorporating mainly closed questions - questions with set responses. (Yang, 1999)

Furthermore, an interview was chosen to be used for this research. Interview was performed as an open-ended questionnaire administered to subjects by the interviewer. The respondents of the interview were allowed probing of subject's responses and decreased the possibility of vague answers. It was useful in qualitative studies to elicit meaningful data. (Fain 2003, 159) The interviews were carried on 27th May 2007 in China and 23rd September 2007 in Finland. One Chinese 3rd year student nurse and one Finnish 3rd year student nurse were interviewed in their flats and each of them lasted about 40mins. A

five pages note (in China) and a seven pages note (in Finland) were recorded during the interviews. Before the interview, these two students had already finished the questionnaire (Appendix 1&2) which was given to them before and gave it back with all other students' answers. The purpose of interview was finding more essential idea to supply the questionnaire. Students were asked to describe their feeling and idea freely as much as they could. The content of interview included respondents' original sentences and main idea from respondents.

The target group of this research was students in Degree Programme in Nursing in Finland and in China. JAMK School of Health and Social Studies and PUMC School of Nursing were chosen as the representatives of Finland and China in this study. In JAMK School of Health and Social Studies, information letter and questionnaire in English (Appendix 2) were delivered to students (n= 30, data from JAMK student affairs office 2007) in Degree Program in Nursing (International group) by email. In PUMC School of Nursing, information letters and questionnaires (Appendix 1) were sent to students (n=40, data from PUMC student affairs office 2007) in Degree Program in Nursing. The respondents were given one month to response and return the questionnaires. The response rate of the questionnaire was 40% in Finland and 100% in China. Big difference between the rate in China and in Finland is because that the questionnaire was done in China systematically and the questionnaire was done by email when Finnish school was in summer holiday.

The data was collected by semi-structured questionnaire consisting of open-ended and closed-ended questions. Questionnaire was chosen to be used for data collection because of the fairly big sample size and the great geographical distance of the group. The semi-structure questionnaire was useful to find both demographic and descriptive data. Themes of the questionnaire were: background information, content of the courses, proportion of the theoretical study and practical training, students' needs in their required

study, optional study.

This research was conducted in JAMK School of Health and Social Studies in Finland and in PUMC School of Nursing in China. JAMK School of Health and Social Studies provides a Bachelor of Health Care Degree with qualifying students for the professions of physiotherapist, rehabilitation counselor, midwife, nurse, public health nurse, occupational therapist, and social worker. The Degree Program in Nursing which is an international programme in English. (Introduction of School of JAMK School of Health and Social Studies 2007) PUMC School of Nursing is the first School of Nursing in China. It is trailbreaker of nursing education in China. In last 80 years, it had thousands of graduates in this filed. Current School of Nursing was found in 1995 approved by Ministry of the Health and Ministry of the Education of the People's Republic of China. (Introduction of Nursing Programme, 2005)

The research agreement for JAMK School of Health and Social Studies was obtained from Director of JAMK School of Health and Social Studies (Appendix 5). A verbal permission to do research in PUMC School of Nursing was obtained from the Program Director Office.

4.2 Method of Data Analyses

In the research, a partly qualitative and partly quantitative method of content analysis was used to analyze the data and identify factors that influence nursing education in Degree Program. Qualitative research is an approach to structuring knowledge that uses methods of inquiry that emphasize verbal descriptions and the meaning of the experience for the individual. Qualitative research methods emphasize understanding of phenomena from the individual's perspective. (Morse & Field 1995, 16-19) Quantitative research generates numerical data or data that can be converted into numbers. It's a systematic scientific investigation of properties and phenomena and their

relationship. It's used as a way to research different aspects of education. (Quantitative Research 2007) Data analysis is a process, which can be used when analyzing documents systemically and objectively. It is the process of identifying, coding, and categorizing the primary patterns in the data. This means analyzing the content of the data. (Patton 1990, 381)

Content analysis can be either inductive or deductive. Inductive approach involves collecting observations that lead to conclusions or hypotheses. It begins with specific observation and moves to general statements. In this research, a deductive approach was used because the structure of analysis was operational on the basis of previous knowledge. The deductive approach generates theory by beginning with known facts moving from the general to the specific. It is an approach used to test predictions and validate existing relationships. (Fain 2003, 65)

The first step of data analysis was to collect the data from the questionnaires. The author read the questionnaires and collected the demographic data by counting the percentages of the rates of theoretical study, practical training and courses' content. Open-ended questions were recorded and describing words were collected. Similar describing words in every open-ended question were written down under the same question on a blank questionnaire. The words mentioned more than twice were marked as highlight. The interviews were recorded as written data. The original answers of two students interviewed were recorded faithfully as possible as the author could. Students' opinions were set out one by one and similar opinions were marked as highlight. The questionnaire's Chinese version was translated by the author; therefore some in corrections occurred.

The second step was to develop the set of categories which these words and opinions would be gathered under. This is called the abstraction phase. (Wilson 1985, 408-409) The similar describing words and opinions were put

under same themes basing on the questions appearing in the research.

4.3 Ethical Consideration

The data was collected through questionnaire and interview from the students. The anonymity of the students was ensured by asking them not to sign their names on the questionnaire and during interview, and to return the questionnaire in a sealed envelop. Those who returned their questionnaires by email to researcher had the security promise from the researcher to protect their private information. Also the information gathered by the questionnaire was remained confidential because only the researcher has handled the questionnaires. Participating in this study was based on volunteering. The respondents in the interviews have the same promises as the others.

5 RESULTS

5.1 Statistic of the Questionnaire

5.1.1 Background of Respondents

All of Chinese respondents were third year students for Bachelor Degree in Nursing. In Finland, there were 14 first year students, 9 second year students and 7 third year students from JAMK School of Health and Social Studies.

TABLE 1. Background of respondents

Background	1st	2nd	3rd	4th
China	0	0	100%	0
Finland	47%	30%	23%	0

5.1.2 Current Proportion of Theoretical Study and Skill Training

100% Finnish students thought current proportion between the theoretical study and skill training was 1:1. 18% Chinese students thought the proportion was 1:4. 37% Chinese students thought the proportion was 1:1. Rest 45% Chinese students thought the proportion was 3:2.

TABLE 2. Current proportion

Proportion	1:1	1:4	3:2
China	37%	18%	45%
Finland	100%	0	0

5.1.3 Ideal Proportion of Theoretical Study and Skill Training

100% Finnish students thought the ideal proportion between theoretical study and skill training was 1:1. 55% Chinese students thought the proportion was 1:1. 28% Chinese students thought that the proportion was 2:3. 17% Chinese students thought the proportion was 4:1.

TABLE 3. Ideal Proportion

Ideal Proportion	1:1	2:3	4:1
China	55%	28%	17%
Finland	100%	0	0

5.1.4 More Important Courses in the Study

First three most important courses in Finnish group's answer were: Anatomy and Physiology, Basic Nursing Science and Pharmacology. First three most important courses in Chinese group's answer were: Anatomy and Physiology, Basic Nursing Science and Pharmacology. In this question, two groups had same choices

5.1.5 Basic Course in the Study

This question is about which course students thought that they just needed basic knowledge. First three choices in Finnish group were Epidemiology, Psychology and Nutrition. In Chinese group the result was Microbiology, Nutrition and Psychology.

5.1.6 Other Interested Courses

International Nursing Care and Nursing Development are main courses which students were interested. 8 Chinese students wanted to have Physical course which can train them gainly.

5.1.7 Ideal Structure of the Study

All Chinese and Finnish students thought that it was good if they had both school study and practical training in every semester. In interviews, student explained that having both school study and practical training in every semester could help them to remember the knowledge from the courses.

5.1.8 Current Proportion between School Study and Practical Training

100% Finnish students thought that current proportion between school study and practical training was 1:1. 70% Chinese students thought the proportion was 3:2. 30% students thought the proportion was 4:1.

TABLE 4. Current proportion between school study and practical training

Current Proportion	1:1	3:2	4:1
China	0	70%	30%
Finland	100%	0	0

5.1.9 Ideal Proportion between School Study and Practical Training

100% Finnish students thought that ideal proportion between school study and practical training was 1:1. 90% Chinese students thought the proportion was 1:1. 10% students thought the proportion was 4:1.

TABLE 5. Ideal proportion between school study and practical training

Ideal Proportion	1:1	4:1
China	90%	10%
Finland	100%	0

5.1.10 Course after Practical Training

All of students thought that it was necessary to arrange some course after the practical training to answer students' questions from their work. In the interview, students explained that post courses of the practical training could let them ask questions purposefully.

5.1.11 Optional Study

All of Finnish students thought that optional study was very important for them. Chinese students didn't have this question because they didn't have any optional study.

5.2 Characteristics between Two Systems

5.2.1 Educational Emphases

According to the study, culture and tradition are the basic reasons which lead to differences between Chinese and Finnish nurse education purpose, so that bring different educational emphases in these two countries schools. The Chinese traditional educational idea gives much more time on skill training. This character is obvious in Chinese school. In the questionnaire, on the one hand, 18% Chinese students thought the proportion was 1:4. 37% Chinese students thought the proportion was 1:1. Rest 45% Chinese students thought the proportion was 3:2. From this, almost half Chinese thought that theoretical study play a more important role in the school. On the other hand, 100% Finnish students thought current proportion between the theoretical study and skill training was 1:1 which means theoretical study and practical training have the equal positions.

In China, because of big population, developing economy and traditional culture, human-being can not be taken care so well and education is focus on theoretical part and training of different kinds of skills, such as calculation in the mathematics, formula in the physics, elements in the chemistry, medical study in the nursing and so on. High level skills training in the primary education makes students feel easier with the scientific study in the university and the polytechnic. Skill training is continued and takes a big part of study in the universities. The director of the Nursing Program emphasis much on skill training which makes the ethical part only takes a low proportion. (He, 2005, 27-29)

At the same time, in Finland, human-being has top-priority and importance issue in nursing education. Human rights and individual's benefit are emphasized well in study process, for example, when a student nurse is

making a nursing care plan, the patient's opinion, rights and feeling should be considered in the plan. It is an important characteristic that clients' feeling and opinions are considered much more in student nurse's mind and her future work. In Finland, nursing study starts from the health promotion. The nursing ethics is included in almost every semester. (Appendix 4) Human rights, individual, patient's needs, patient's decision and patient's attendance are considered in nurse's daily work and student nurse's study content. Besides the nursing care of the rehabilitation of the patient, patient's personal characteristic is also an important foundation when the nursing care plan is made. All these conditions make the Finnish nursing education pay more attention to human-being than skill training.

5.2.2 Course Structure

As mentioned above, because of culture and national traditions, China and Finland have different education emphases in nursing education. These emphases made China and Finland build different course structures. Generally, the structure is founded according to the previous consentient aims or goals. All steps, measures, contents and amount of courses should be related with the consentient aims or goals. In the end, the aims or goals are performed and evaluated.

In Chinese nursing school, generally, all the basic nursing care studies are included in one or two main courses whose name is Basic Nursing Care. (Appendix 3) According to the academic year, there are three or four stages of the course. The main themes of this course are: nursing care skills, basic nursing care knowledge, surgical and medical nursing care (including instruments instruction, peri-operative care), adult nursing, pediatric nursing, critical care and so on. Psychology, Nutrition, Biology and Medical study are put in different semesters. There is no optional study in the program and the practical training will be done in the last year.

In Finnish nursing school, the courses are performed in different themes such as Health Promotion, Adult care, Mental Health, Preoperative Care and so on. Every semester has one theme and all main courses are related with this. Other courses such as Nutrition, Psychology and Medical study are put in different semesters as same as China. At the end of the study, there is an optional study in the last year and students can chose different courses in which they are interested and start their advanced study in certain area. Practical training is done in every semester and it's also related with different themes of each semester. (Appendix 4)

5.3 Student's Study and Studying Experience from Their Viewpoints

The purpose of this research is to find an ideal educational model in nursing from the students' point of view. According to this, analysis of students' opinion is important. The questionnaire includes questions of current condition of both theory and practice courses and students' needs. From students' viewpoint, practical training should have the same status as theoretical study. According to the questionnaire, 100% Finnish students thought that current proportion between school study and practical training was 1:1. 70% Chinese students thought the proportion was 3:2. 30% students thought the proportion was 4:1.

In Finland, students thought that they had a balance between the theoretical study and practical training (the students gave the 50% vs. 50% to these two parts). About the curriculum, Finnish and Chinese students got the consensus which they wanted to put more time in studying the clinical knowledge or the knowledge which would be useful and helpful the clinical work. First three most important courses in Finnish group's answer were: Anatomy and Physiology, Basic Nursing Science and Pharmacology. First three most important courses in Chinese group's answer were: Anatomy and Physiology, Basic Nursing Science and Pharmacology. In this question, two groups had same choices.

Other mentioned courses in Chinese and Finnish Nursing Programme are:

Psychology, Basic of health promotion, Health education, Pediatric Nursing, Maternity Nursing, Nursing in Common Illnesses, Nursing in different health care settings. One Chinese student explained these courses in this way:” When I did my practical training in the ward, I found that all theoretical study including skill training is useful but not enough in the clinical work. Anatomy and Health Education help me to understand doctor’s diagnosis. When I am making a nursing care plan, I need nutrition and health promotion knowledge to help me have an overall consideration to satisfy as many aspects as I can...” Furthermore, first three choices about basic knowledge in the school in Finnish group were Epidemiology, Psychology and Nutrition and in Chinese group the result was Microbiology, Nutrition and Psychology.

100% students thought that half semester school study and half semester practical training was the appropriate way for them. Furthermore, almost 100% students thought that it was very helpful if there were some courses after the practical training to renew knowledge and answer questions from their training. The students felt that during their practical training, there were many differences between their academic study and clinical work. Some conditions, they even did not meet before and they could not answer their questions during training either. No matter in China or in Finland, the end of the practical training means the end of the course, so students did not have good chance to meet their teachers and ask questions. In practical training, they also need to make their understanding deeper and wider in some areas. Instruments and medicine are two highlighted aspects of students’ studying needs. According to the interview, Finnish student thought that the medical study was not systemic and complete enough. It was a little bit difficult to combine their knowledge with practical work. Chinese student thought that their medical study was too deep and it was useless for their work. It’s worth to consider that some students mentioned the need of physical training. How to use their body and physical strength effectually and how to protect them are interesting for the students.

5.4 Advantages and Disadvantages of these Two Structures

What can be identified as advantages and disadvantages of an educational system? The researcher thinks that those issues which effect the outcome's quantity and quality of an education program can be identified as the mentioned concepts. Those issues which enhance the quantity and quality are the advantages of the system and those issues which decrease the quantity and quality are the shortcomings of the system. In Chinese and Finnish system, both of them have their own advantages and disadvantages.

In Chinese system, theoretical study is given enough time, even too much. Study of human-being which includes psychology, health promotion and nursing ethics is lacking. Practical training is another problem of students. Most nursing schools arrange practical training in the end of study in the last year, which means students have a long term to get familiar with hospital. But they do not have chance to use their knowledge from the academic level. From the previous questionnaire, most students want to arrange the theoretical study and practical training as half and half in one semester. They think that it's good for them to make a deeper understand of every area in nursing.

In JAMK, most of students satisfy with the proportion of theoretical study and practical training. They need more systemic and clinical theoretical study in anatomy and medicine. There is an opinion that anatomy and medicine study is necessary and important, but they are not close to work which means that student can not apply knowledge well in their work. This idea also consists in Chinese students' answer.

6 DISCUSSION

This research is close with students' viewpoints, but it is very regrettable that the study didn't get so many data from Finnish group and it reduced the reality and reliability. Even though, this study is still useful for the future research and the development of the nursing education. It analyzed the students feeling and needs and put students in the first consideration. In future research, it is necessary to study more about the course's content and the effect of the international cooperation in nursing education.

In this research, it is difficult to make an omnipotent curriculum system for every condition. It is only a general idea about the ideal model for nurse education from student's point of view. All opinions and results are from students' feeling and wish in their study and work. As the embracer of teaching, students give the direct feedback about outcome, but their ideas are difficult to make effect in the educational work. Combining both teachers and students is the basic idea of this research. All knowledge and skills of students will be applied in the clinical work. Therefore, making education mode get closer and closer to clinical work is very important and necessary.

Furthermore, this research could be a supplement for existing researches. It's necessary to lead to better efficiency of future work and it could also help to save educational sources. What is needed in student nurse's future working life? How to make an appropriate time table for all courses? If answers could be found for above questions and their deeper relationship could be considered carefully, the academic study could be very helpful and practical for student's future work. On the one hand, if the student nurse can get enough useful knowledge and skills from school, they will be more efficient in their future work. They can get used to real work environment as soon as possible. From hospitals' point of view, if the student nurse can join the team as soon as

possible, it also saves their resources.

This research is worth considering because of its data's validity and reliability. Validity is the accuracy with which an instrument or test measures what it is supposed to measure. (Fain 2003, 131) Considering with the level and area of questionnaire, respondents understood the questionnaire well and they were familiar with the background of the questionnaire. There wasn't any unfamiliar information and questions. The more reliable a test or instrument, the more a research can rely on the scores obtained to be essentially the same scores that would be obtained if the test were readministered. (Fain 2003, 128) The questionnaire was translated in English and in Chinese. Except language mistakes, the content of these two translations were same. In fact, courses mentioned in the questionnaire had different name in two countries, but they were compared by same content of the course. In future study, the structure of the questionnaire need to be discussed more and in the process of data collection, question 4 and 10 (Appendix 1&2) were possible to make some misunderstanding to respondents.

7 CONCLUSION

Going through Chinese current nurse education, although high level nursing education has made great development in the past 10 years, many schools in curriculum, teaching methods and other specific innovation has done useful attempts, they have not yet formed independent, comprehensive care models and personnel training curriculum. Chinese nurse education needs innovations to reform from its foundation. Compared with Finnish students, Chinese students are lack of interaction ability in human-being and they need latest international information of nursing field. For example, in China, Psychology is a basic course, but it is more like medical profession and students need the explanation from the nurse's point of view. On the contraries, Finnish students

need more systemic theoretical study in medicine and anatomy.

The main finding of this research is the description of an ideal educational model in Nursing in Degree program level from students' viewpoints. This finding is a new idea about the model of Degree Programme in Nursing and was helpful to find a new ideal nurse educational model in Degree Programme.

Nowadays, with effects of aging population, social opinion, economy and human needs, nursing is facing an unprecedented opportunity for development. Traditional nursing education is facing severe challenges: how to train a large number of high quality nursing groups which are qualified as modern health care professionals? In general, the main task is to explore international nursing education and nursing practice model for cultivating personnel curriculum system and relate teaching content to national condition. The main features are, according to the expectation of nurse in the 21st century, making biological, psychological and social medical model changes, considering more vocational characteristics of nurses, strengthening professional training, enhancing quality of training and optimizing limited educational resources. Nurse education reform is a complex project which needs the National Nurse Educational authority participation and international collaboration. Education is an interacting project which is affected by educator and student. But educator's opinion always plays the first role in decision actually. If the students' suggestions and feelings can be considered carefully, with the country's concern and efforts of educators, Nursing Degree Program will have a better result to meet the requirements of the 21st century.

7.1 Objective of the Ideal Model

With overall consideration, the model aims to explore the 21st century higher nursing education curriculum and personnel training mode which include the following four aspects:

The model tends to be a biological, psychological, social medical one based upon the human-being-oriented **curriculum**. It avoids to consider the human biological attributes (only paying attention to the disease) merely and neglect of sociology attributes (pay no attention to psycho-social change).

Teaching Content gives outstanding characteristics of the nursing profession and ensures the nursing care's central position. Nurse education is and content of teaching is not the compression of clinical medical profession.

Teaching Methods and Teaching Arrangements means that, in this model, teacher-centered mode does not work well and student-centered plays a more and more important role, which means student's ability and quality are highlighted. Theoretical and practical training have a closer combination.

7.2 Ideal Model's Educational Thinking and Concepts

Any successful case has a right direction and guide. The modern educational concept is the guide to the ideal model and it is performed well in the progress. These ideas and concepts must be understood and accepted by all the people involved in the model, not just leaders give their orders. Students are regarded as an important part to supply suggestions to optimize the educational system.

7.2.1 Fully Understanding of the Educational Progress in General

The ideal model highlights holistic characteristics of nursing education and enhances the importance of overall understanding of the characteristics. Every course is considered from both their respective point and the overall point.

As people know, system is a whole which is composed of many parts and with these parts' interdependence, interaction and mutual constraints, it completes

certain holistic function. Educational activities make up a complete system which is used to train people to work with a long life cycle and its effect is lag. Therefore, it requests that educational activities must have very clear purpose and should be well-planned, organized and systematic. Guiding principle of education, curriculum model, training objectives, teaching plans, teaching materials, teaching methods, teaching establishments, the evaluation methods, teachers' values and the quality and the students' characteristics all affect the final outcome of the education. And with each component's interaction and interdependence, they can achieve overall function.

Although education is an overall activity, education is implemented through every teacher's individual activities. Therefore, only when all teachers get consensus in all aspects affecting the education, they can make a good educational result in each course. That local modification divorced from the overall requirements does not help, but may be harmful.

7.2.2 Impartation of Knowledge and the Quality of the Training

Why the overmuch knowledge is given in the course? And why the teacher does not agree to reduce study hour? Through the analysis, teachers' worry about if students really acquire knowledge they teach and how much students can absorb. The fact is: the surge of knowledge of modern society and the information content make training "proficient in all" and "encyclopedic knowledge" talent become rather pointless and impossible. Therefore tradition of imparting knowledge-based mode of education has been developed to ability training and improved overall quality. How much knowledge is imparted is not relevant with quantity of teaching. Modern information society, teachers are concerned not so much about how much students learn, but more about if students have learned how to study; if they have the ability to learn and the momentum of learning. (He, 2005, 27-29)

7.2.3 The role of Teachers and Students in the Principal Position

In traditional education, the teachers are imparting knowledge as the absolute authority. Students are only educated and trained in the subject. Modern education advocates quality education, promotes human subjectivity and pays attention to the potential of students and the full development. It should promote students responsible for their own learning. Therefore, the responsibility of teachers is to help students get rid of their dependence on teachers and learn how to learn, learn to assume responsibility, as an independent, responsible, creative and sustainable development of the individual. Teachers must believe the potential of students, allow students to face the unfamiliar scene, inspire students to learn on their own and develop the abilities of the students. (Shen et al. 2000. 4-8)

7.2.4 Training with the Goal of Academic Integrity

Nowadays, the rapid growth and update of knowledge make various disciplines of knowledge be greatly expanded. All subjects of cross-knowledge integrative trend are increasing obviously. Nursing as an independent discipline also changed its original definition of only belonged to natural sciences or biomedical field, and became an integrated discipline including natural science, social science and humanities knowledge. Limited in school, retain the original integrity of subject is obviously impossible. Carrying out a new curriculum design, is not completely abandoned the original set of subjects or simply increase and reduction of the courses. According to the educational theory, the goal is to train personnel with described specific specifications, as well as to determine the basis of the curriculum. Only by strengthening training objectives, dilute original limits of science, the original curriculum, which is not suitable for the content of organic combination of the different disciplines, can be deleted to create a new curriculum system with professional needs of new subjects.

7.3 Fundamental Principles of Courses

7.3.1 Overall Principles

First, the establishment of the curriculum system is according to the consideration of each aspect related with the education overall. It focuses on all staff (leading, teachers, managers and students) as a whole; all courses as a whole; all teaching activities (teaching methods, teaching arrangement, teaching evaluation, classroom and practice, etc.) as a whole. (He, 2005, 27-29)

Second, the principle of comprehensive education changes from "teacher-centered" to "student-centered". Students are regarded as an independent individual. It considers students' intelligence and non-intelligence factors, physical and mental development. It pays more attention to the quality of training and changes. (He, 2005, 27-29)

Third, the overall principle is a modern concept of educational requirements and nursing care education's requirements. As in China, care and education must reflect the care pattern's change from the "disease-focused" to "human health centered," and this is a highlight of the whole idea. (He, 2005, 27-29)

7.3.2 Integrated Principles

Integrated principles of overall objectives and functions cover all parts' mutual cooperation and coordination. Various parts are not a simple combined but should be interdependence and restraint, so that to reach an overall function which all parts can not achieve by simple combination. Integrated principle can fundamentally avoid too much emphasis on integrity of a particular subject and increase the humanities and social care.

7.3.3 Optimization Principle

Optimization is based on modern educational concept, modern nursing care concept and educational objectives, which optimizes teaching content and resources to get greatest outcome. For example, it can be arranged according to clinical specialties, life cycle, order of the disease organizations and so on. But no matter how it is combined, it should benefit both students and development in the 21st century; should make the existing resources achieve maximum results at the same time.

7.4 New Curriculum

According to the above principles, the new curriculum system is in accordance with the training objectives proposed by knowledge, capacity and quality requirements and has a comprehensive curriculum-based nursing curriculum. Its basic components include public and human-being study courses, basic professional course and optional courses - three parts. Among various parts of the concrete structure, educators can choose a progressive curriculum model and creates a "basic human needs and functional model."

Progressive curriculum model makes the system of public courses and the humanities curriculum, professional basic course (basic medical and nursing courses) and specialty care as a wedge-like structure. Some of the courses are set to start in the first year. As students' learning process goes further, public foundation course, humanities courses and professional courses will be reduced. Meanwhile, nursing courses amount gradually increases. Progressive mode brings students a primary impression in nursing care in the first semester. According to the comprehensive curriculum's character, courses of different disciplines are combined in an integrated curriculum to reduce the study subjects. Comparing with the common international life-cycle model,

progressive model avoids the repetition of content and keeps to be consistent with the principle of optimization.

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APPENDICES

Appendix 1 Questionnaire in China (In Chinese)

芬兰和中国护理教育体系之比较 (问卷部分)

尊敬的同学：

感谢你参加此次问卷调查活动。为了将中国与芬兰护理教育体制做一个比较详尽的比较，以发现问题并完善护理教育体制，希望你抽出时间完成下列问题。谢谢！

1. 请问你是几年级在校生？

4 年级 3 年级 2 年级 1 年级

2. 在学校安排课程中，你认为理论教学和实际操作所占百分比为：

理论_____ 操作_____

3. 在课程安排中，你理想的理论教学和实际操作所占百分比为：

理论_____ 操作_____

4. 以下课程中，你认为什么课程应该属于重点教学部分 (可多选)？

生物化学 人体生物 护理学基础 心理学 体育 营养学
 健康评估 人与社会 生长发育 药物治疗学 生殖
 营养/排泄 氧合 认知/感知 活动/休息

5. 以下课程中，你认为什么课程仅需要基本知识的学习就可以了 (可多选)？

生物化学 人体生物 护理学基础 心理学 体育 营养学
 健康评估 人与社会 生长发育 药物治疗学 生殖
 营养/排泄 氧合 认知/感知 活动/休息

6. 除以上课程之外，你还希望能选修什么课程，或者你还对什么教学内容感兴趣？

7. 你理想的学习模式是什么样的？

- 先进行所有理论学习，再进行所有医院实习
- 每学年上半年进行理论学习，下半年进行医院实习
- 每学期上半学期进行理论学习，下半学期进行医院实习
- 其他模式 _____

8. 以每学期为单位，现在你所在学制中，学校学习和医院实习所占比例为：

学校_____ 医院_____

9. 以每学期为单位，你认为学校学习和医院实习所占理想比例应为：

学校_____ 医院_____

10. 你认为学校的理论学习和医院的实习之间的关系应该是：

11. 你是否认为，在医院实习之后，还应设置一些课程以解答学生在实际操作中所出现的问题？

- 是 否

12. 你认为，在整个学制的最后阶段，是否应设置个人深入学习部分（即以个人未来事业发展构想而选择相关的学习领域，深入学习，如：希望成为外科护士的同学可以选择相关的更深入的外科护理课程）

- 是 否

感谢你的参与！

2007/05

Appendix 2 Questionnaire in Finland (In English)

Nursing educational framework's difference between Finland and China

(Questionnaire Part)

1. Which grade are you?

- First year Second year Third year Fourth year

2. In your program, what is the current proportion between the theory part and the skill education?

Theory part _____ Skill education _____

3. Do you think, what is the ideal proportion between theory part and skill education?

Theory part _____ Skill education _____

4. In the following courses, which course(s) do you think that it (they) should be given much time to learn in whole program? (Multinomial choice)

- Professional Development and Learning Nursing Ethics
- Quality Management in Nursing Basics of Nursing Science
- Nursing Interventions Anatomy and Physiology First Aid
- Microbiology Basics of Health Promotion Psychology
- Nutrition and Health Promotion Health education in nursing
- Epidemiology Pediatric Nursing Maternity Nursing
- Nursing in Common Illnesses Nursing in different health care settings

5. In the following courses, which course(s) do you think that it (they) can be learnt in basic level?

- Professional Development and Learning Nursing Ethics
- Quality Management in Nursing Basics of Nursing Science
- Nursing Interventions Anatomy and Physiology First Aid
- Microbiology Basics of Health Promotion Psychology
- Nutrition and Health Promotion Health education in nursing
- Epidemiology Pediatric Nursing Maternity Nursing
- Nursing in Common Illnesses Nursing in different health care settings

6. Except the mentioned courses, which else course do you want to learnt? (Please write the name on line)

7. Do you think, what is the ideal model between the school study and practical training?

- All the school study first, and then all the practical training
- Half year school study, half year practical training
- Half semester school study, half semester practical training
- Others:

8. What is the current proportion between the school study and practical training in your program? (In every semester)

School study:

Practical training:

9. What is the ideal proportion between the school study and practical training? (In every semester)

School study:

Practical training:

10. What is the relationship between the school study and practical training?

11. Is it necessary to have some courses after the practical training to renew the knowledge and answer the questions from the training?

Yes

No

12. Do you think the optional study is useful for your future work?

5(very useful) 4 3 2 1(very useless)

Thank you for your time and cooperation!

06/2007

Appendix 3 Study Guide in nursing programme in August 2005 in China

Four Years Nursing Programme (2005, Beijing, China)

SORTS	课程名称 Course name	学分 Crs	学时 Hrs	STUDY HOURS			
				THEO RY	PRACTI CAL TRAINI NG I	PRACTI CAL TRAINI NG II	FINAL DESIGN
人文社 会科学 课程 Literate Humani ties course s	思想道德修养 The Shape of Morale and Character	1.7	30	30			
	毛泽东思想概论 An Introduction to Mao Ze Dong Thought	1.3	24	24			
	马克思主义哲学原理 The Fundamental Theory of Marxist Philosophy	2.0	36	36			
	法律 Foundation of Law	1.6	28	28			
	马克思主义政治经济学原理 Marxist Political Economics	1.8	32	32			
	邓小平理论概论 Introduction of Deng Xiaoping theory	2.5	45	36	9		
	人与社会 Human Science and Society	1.0	18	18			

	卫生经济学 Health Economics	1.3	24	24			
	医学伦理学 Medical Ethics	1.1	20	20			
公共基础课程 Basic Public Course s	体育 Physical Education	4.7	72	18	54		
	英语 English	19.2	348	348			
	医用高等数学 Medical Mathematics	2.0	36	36			
	医用物理学 Medical Physics	2.5	45	33	12		
	医用化学 Medical Chemistry	2.0	36	30	6		
	信息技术系列教程 Serial Courses in Information Technology	6.0	108	60	48		
	医学文献检索与利用 Medical literature Review and utilization	1.1	20	12	8		
	普通心理学 Psychology	2.0	36	30	6		
	医学统计学 Medical Statistics	2.0	36	24	12		
护理专业基础课程 Basic Nursing	人体解剖学 Human Anatomy	3.3	60	45	15		
	组织学 Histology	1.0	18	12	6		
	生理学 Physiology	4.0	72	60	12		
	生物化学 Biochemistry	3.0	54	45	9		
	病理学 Pathology	2.0	36	24	12		

	病理生理学 Pathophysiology	2.0	36	36			
	药理学 Pharmacology	3.0	54	42	12		
	病原微生物学和医院感染学 Microbiology and Infection	3.3	60	42	18		
	免疫与遗传学 Immunology and Genetics	2.0	36	30	6		
	营养学 Nutrition	2.0	36	30	6		
	预防医学 Preventive Medicine	2.0	36	28	8		
护理专 业课程 Professi onal Course s	护理教育学 Nursing Education	2.0	36	28	8		
	中医护理学 Traditional Chinese Medicine and Nursing Care	2.0	36	28	8		
	护理 1 (生长和发育) Nursing1:Growth and Development	4.3	60	40	20	1 周	
	护理 2 (健康评估) Nursing2:Health Assessment	5.5	126	54	18	1.5 周	
	护理 3 (护理学导论) Nursing3:Introduction of Nursing Science	1.5	27	18	9		
	护理 4 (护理学基础)Nursing4: Basic Nursing	9.7	230	50	72	3 周	
	临床护理学 Nursing Care for Clients with Various Health Needs I	10.0	180	144	36		

临床护理学实习 Nursing Care for Clients with Various Health Needs I - Clinical Practice	12.0	432			12 周	
临床护理学 Nursing Care for Clients with Various Health Needs II	10.0	180	144	36		
临床护理学实习 Nursing Care for Clients with Various Health Needs II - Clinical Practice	12.0	432			12 周	
老人护理学 Elderly Nursing	1.0	18	16	2		
社区护理 Community Health Nursing	4.0	108	36		2 周	
危重病护理学 Emergency and Critical Care Nursing	2.0	36	36			
精神护理 Mental health Nursing	4.0	108	36		2 周	
护理管理 Nursing Administration and Management	2.0	54	18		1 周	
护理专业发展 Nursing Professional Development	2.0	36	30	6		
护理科研 Nursing Researtch-1	2.0	36	30	6		

护理科研实践 Nursing Research Practice-2	3.0	90	18			2周
综合临床及重症护理实习 Integrated Clinical and Critical Care Clinical Practice	7.0	252			7周	
选修 Alternative Courses	20.0	240	240			
合计 Total	199.4	4209	2199	480.0	41.5周	2周

Appendix 4 Study Guide in nursing programme in August 2005 in Finland



JYVÄSKYLÄ POLYTECHNIC
JYVÄSKYLÄN AMMATTIKORKEAKOULU

DEGREE PROGRAMME IN NURSING

1(3)

School of Health and Social Care

August 2005

DEGREE PROGRAMME IN NURSING, 210 Cr

STUDY STRUCTURE

Nursing

AS Autumn Semester
SS Spring Semester

SuS Summer Semester
P=Compulsory, W=Optional, V=Elective

Code	Module Title/Course Title	Comp	Cr	Year1			Year2			Year3			Year4			
				AS	SS	SuS	AS	SS	SuS	AS	SS	SuS	AS	SS	SuS	
	BASIC STUDIES	P	45													
	INTERDISCIPLINARY STUDIES OF THE UNIVERSITY OF APPLIED SCIENCES	P	24													
ZWPA0100	Career and Professional Development	P	3	3												
ZWPT0100	Computing	P	3	3												
ZWPCV100	Communication Skills	P	3				3									
ZWPCR100	Swedish (Finnish students)	P	3		3											
ZWPCO100	Finnish (Foreign students)	P	3		3											
ZWPCE100	English	P	3	3												
ZWPR0100	Academic Research	P	3							3						
ZWPA0200	International Skills	P	3					3								
	COMPULSORY BASIC STUDIES, SOCIAL AND HEALTH CARE	P	15													
SWZZ0300	Basics of Anatomy and Physiology	P	3	3												
SWZZ0500	Well-being, Social and Health services	P	3		3											
SWZZ0550	Psychology	P	3					3								
SWZZ0200	Entrepreneurship and Producing services	P	3											3		
SWZZ0250	Leadership and Quality management I	P	3								3					
	OPTIONAL BASIC STUDIES, SOCIAL AND HEALTH CARE	W	6													
SWZZ0400	First Aid and Crisis Management	P	3		3											
SWZZ0510	Sociology and Socialpsychology	W	3													
	PROFESSIONAL STUDIES	P	62													
	CAREER PLANNING AND DEVELOPING EXPERTISE	P	9													
SNZA0100	Professional Growth	P	3	1			1			1						
SNZA0200	Nursing Ethics	P	3					3								
SNZA0300	Basics of Nursing Science	P	3		3											
	BASICS OF NURSING	P	8													
SNZP0100	Nursing Interventions	P	8	8												
	PROMOTION OF HEALTH AND WELL-BEING	P	10													
SWZ30200	Basics of Health Promotion	P	4		4											
SNZT0200	Health Education in Nursing	P	3		3											
SNZT0300	Nutrition, Physical Education and Health Promotion	P	3		3											



Code	Module Title/Course Title	Comp	Cr	Year1			Year2			Year3			Year4			
				AS	SS	SuS	AS	SS	SuS	AS	SS	SuS	AS	SS	SuS	
SNZY1Z	FAMILY AND COMMUNITY NURSING	P	9													
SNZY0100	Family and Community as a Client	P	3					3								
SNZY0200	Maternity and Pediatric Nursing	P	6					6								
SNZS1Z	NURSING IN COMMON HEALTH PROBLEMS	P	14													
SNZS0100	Nursing in Common Illnesses	P	6				6									
SNZS0200	Clinical Nursing Skills	P	5				5									
SNZS0300	Basic Medical Studies	P	3				3									
SNZM1Z	NURSING IN DIFFERENT HEALTH CARE SETTINGS	P	12													
SNZM0100	The Aging Client and Community Care	P	3							3						
SNZM0200	Nursing in Different Health Care settings	P	3							3						
SNZM0300	Mental Health and Crisis Management	P	3							3						
SNZM0400	Advanced Medical Studies	P	3							3						
	OPTIONAL PROFESSIONAL STUDIES	W	30													
SNHA2Z	ADULT NURSING	V	30													
SNHZ0100	Advanced Nursing Studies	V	3								3					
SNHA0100	Adult Nursing	V	6								6					
SNHAW100	Practical Training, Adult Nursing 1	V	6								6					
SNHAW200	Practical Training, Adult Nursing 2	V	6											6		
SNHAW300	Practical Training, Adult Nursing 3	V	6											6		
	Optional studies	V	3												3	
SNHG2Z	GERONTOLOGICAL NURSING	V	30													
SNHZ0100	Advanced Nursing Studies	V	3								3					
SNHG0100	Gerontological Nursing	V	6								6					
SNHGW100	Practical Training, Gerontological Nursing 1	V	6								6					
SNHGW200	Practical Training, Gerontological Nursing 2	V	6											6		
SNHGW300	Practical Training, Gerontological Nursing 3	V	6											6		
	Optional studies	V	3												3	
SNHK2Z	CRITICAL CARE NURSING	V	30													
SNHZ0100	Advanced Nursing Studies	V	3								3					
SNHK0100	Critical Care Nursing	V	6								6					
SNHKW100	Practical Training, Critical Care Nursing 1	V	9								9					
SNHKW200	Practical Training, Critical Care Nursing 2	V	9											9		
	Optional studies	V	3												3	
SNHL2Z	PEDIATRIC NURSING	V	30													
SNHZ0100	Advanced Nursing Studies	V	3								3					
SNHL0100	Pediatric Nursing	V	6								6					
SNHLW100	Practical Training, Pediatric Nursing 1	V	6								6					
SNHLW200	Practical Training, Pediatric Nursing 2	V	6											6		
SNHLW300	Practical Training, Pediatric Nursing 3	V	6											6		
	Optional studies	V	3												3	



Code	Module Title/Course Title	Comp	Cr	Year1			Year2			Year3			Year4			
				AS	SS	SuS	AS	SS	SuS	AS	SS	SuS	AS	SS	SuS	
SNHM2Z	MENTAL HEALTH AND ADDICTION NURSING	V	30													
SNHZ0100	Advanced Nursing Studies	V	3							3						
SNHM0100	Mental Health and Addiction Nursing	V	6							6						
SNHWMW100	Practical Training, Mental Health and Addiction Nursing 1	V	8							8						
SNHMMW200	Practical Training, Mental Health and Addiction Nursing 2	V	10											10		
	Optional studies	V	3											3		
SNHP2Z	PERIOPERATIVE NURSING	V	30													
SNHZ0100	Advanced Nursing Studies	V	3							3						
SNHP0100	Perioperative Nursing	V	6							6						
SNHPW100	Practical Training, Perioperative Nursing 1	V	6							6						
SNHPW200	Practical Training, Perioperative Nursing 2	V	6											6		
SNHPW300	Practical Training, Perioperative Nursing 3	V	6											6		
	Optional studies	V	3											3		
SNHI0Z	NURSING IN INTERNATIONAL FIELDS, IN ENGLISH	V	30													
SNHZ0100	Advanced Nursing Studies	V	3							3						
SNHI0100	Nursing in International Fields	V	6							6						
SNHIW100	Practical Training 1	V	6							6						
SNHIW200	Practical Training 2	V	6											6		
SNHIW300	Practical Training 3	V	6											6		
	Optional studies	V	3											3		
VAPAAZ	ELECTIVE STUDIES	V	15													
	Elective studies	V					3			3	3		3			
SNW10Z	PRACTICAL TRAINING	P	52													
SNZPW100	Practical Training, Basics of Nursing	P	11	11												
SNZTW200	Practical Training, Promotion of Health and Well-being	P	6		6											
SNZYW300	Practical Training, Pediatric Nursing	P	5					5								
SNZYW400	Practical Training, Family and Community Nursing	P	6					6								
SNZSW500	Practical Training 1, Medical Nursing	P	6				6									
SNZSW600	Practical Training 2, Surgical Nursing	P	6				6									
SNZMW700	Practical Training, Nursing in Different Health Care Settings	P	6							6						
SNZMW800	Practical Training, Mental Health and Addiction Nursing	P	6							6						
	BACHELOR'S THESIS	P	15													
SNZZZ100	Bachelor's Thesis	P	15							6			9			
SNZZZ300	Maturity Test	P	0										0			
	Semester		Sum	32	28	0	33	29		31	27	0	30	0	0	
	Year		Sum	60			60			60			30			
	Degree		Sum	210												

Appendix 5 Agreement of Bachelor Thesis



JYVÄSKYLÄN AMMATTIKORKEAKOULU
JYVÄSKYLÄ UNIVERSITY OF APPLIED SCIENCES

TUTKIMUSLUPAHAKEMUS 1 (4)

Hakijan tiedot	Nimi Rui Hou	Henkilötunnus 09-05-1982	
	Katuosoite Loukkukorventie 6A 24	Postinumero 40640	Postitoimipaikka Jyväskylä
	Puhelin 0404173889	Sähköpostiosoite C6531@jamk.fi	
	Tutkimuslaitos, oppilaitos tai muu yhteisö Jyväskylä University of Applied Science	Hakijan tehtävä/virka-asema student	
Tutkimuksen ohjaaja	Nimi Irmeli Katainen	Oppiarvo ja ammatti Senior Lecturer	
	Toimipaikka ja osoite Jyväskylä University of Applied Science		
	Puhelin 0400976768	Sähköpostiosoite irmeli.katainen@jamk.fi	
Tutkimuksen toimeksiantaja	Toimeksiantaja No		
	Yhteystiedot		
Päiväys ja allekirjoitus	Paikka ja päivämäärä Jyväskylä 06/11/2007	Allekirjoitus <i>Hou Rui</i>	
Esittelijä täyttää	<input checked="" type="checkbox"/> Puollan tutkimusluvan myöntämistä		<input type="checkbox"/> En puolla tutkimusluvan myöntämistä
	Perustelut		
Päiväys ja esittelijän allekirjoitus	Paikka ja päivämäärä <i>Jam</i> 6/11/2007	Allekirjoitus <i>Irmeli Katainen</i>	
Päätätjä täyttää	Tutkimusluvan myöntäminen <input type="checkbox"/> Tutkimuslupa myönnetään <input type="checkbox"/> Tutkimuslupaa ei myönnetä		
	Myöntämisen ehdot <input type="checkbox"/> Hakijan tulee toimittaa valmis raportti tutkimuksen valmistuttua ja esitellä tutkimuksen tulokset suullisesti <input type="checkbox"/> Muut ehdot		
	Perustelut myöntämättä jättämiselle		
Päätäjän nimi			
Päiväys ja päätäjän allekirjoitus	Paikka ja päivämäärä Jyväskylä 7/11/2007	Allekirjoitus <i>J. Katainen</i>	
Tiedottaminen päätöksestä	<input checked="" type="checkbox"/> esittelijälle <input checked="" type="checkbox"/> tutkimusluvan hakijalle <input type="checkbox"/> tietohallintopäällikölle <input type="checkbox"/> henkilöstöpäällikölle <input type="checkbox"/> opintotoimistonpäällikölle		



TIIVISTELMÄ TUTKIMUSSUUNNITELMASTA

Tutkimuksen tekijä/ -t	Rui Hou
Tutkimuksen nimi	An Ideal Educational Model---A Study of Nursing Educational Framework in Finland and in China
Tutkimuksen tausta	<p>Comparing with thirty years ago, nowadays, our daily life is surrounded by different kinds of pressures from individuals, works, families and the society. More and more physical and psychological illnesses are disturbing people's health. Because of this fact, a nurse who has a close relationship with the client is facing to a bigger challenge to offer a better and more appropriate nursing care. As the recruit in nursing care, the student nurse also has a bigger challenge about how to be familiar with the clinical work as soon as after his/her graduation. To achieve this goal, the previous study in the school is pivotal absolutely.</p> <p>As a student nurse on the point of graduation, I realized the difference between the academic study and the clinical work in the practical training. As the foundations of the future work, theoretical study and skill-training are regarded as the preparation to deal with the future work well. Through the practical training, I found that not all the courses were worth the time they took. This opinion got the agreement and the support from my international classmates in Finland and my friends who are studying in nursing in China. Until nowadays, there are very few researches about the nursing education from the students' viewpoint. In previous limited researches, for example, Wray Natalie and McCall Louise did a work about the student's perceptions of the costs associated with placements (Wray, McCall 2007, 975-981) which analyzed the student's graduate practice from economical viewpoint. Coneição Simone and Taylor Linda D did a work in analyzing the theoretical study in nursing education (Coneição, Taylor 2007, 268-275). Furthermore, Robert John did a search about the E-learning in the nursing education at school (Muirhead, 2007, 178-184). According to this condition, this research can be a supplementary part for the previous research. Because of mentioned conditions, I thought that it might be worth to do a research from the students' viewpoints to design an ideal model for nursing degree programme. It's necessary for a better efficiency of the future work and it also help to save the educational sources economically. Which kind of knowledge is needed in the student nurse's future working life? How to make an appropriate time table for all courses? If mentioned questions can be found answers and can be considered their deeper relationship carefully, the academic study should be very helpful and applied for student's future work. On the one hand, if the student nurse can get enough useful knowledge and skills in the school, they will have a higher efficiency in their work. They can be seasoned with the work as soon as possible. The useful knowledge also can protect themselves in different health care settings. On the other hand, if the student nurse can join the team as soon as, it also economizes sources in the hospital.</p>



Tutkimuksen tavoitteet ja tutkimusongelmat	<p>Through the thesis, I try to identify the difference between the Finnish and Chinese nursing educational framework to create an ideal educational model in Nursing Programme. This idea comes from my own studying and working experiences, furthermore, the conversation between my classmates and I also gave the important inspirations. By analysing the different characteristics between the Finnish and Chinese nursing educational framework, I try to find a better system from the point of nursing student's view. As the final purpose, I hope, this thesis can make a little effort for a better studying output of the future nursing students.</p> <ul style="list-style-type: none">✚ What is the current nursing educational framework (system) in Finland and in China?✚ What are the different characteristics between these two systems?✚ How do the students experience their own study life?✚ Do they have any difficulties during their study?✚ What are the advantages and the shortcomings of these two systems?✚ Is there a mixed way which can make a better effect for student's study?								
Tutkimuksen aikataulu	<table><tr><td>From April to June, 2007</td><td>Preparation of the theoretic work; Chinese and Finnish groups' data collection; Chinese experienced nurse's interview;</td></tr><tr><td>From July to August, 2007</td><td>Data analysis; Starting the written work;</td></tr><tr><td>September, 2007</td><td>Finnish experienced nurse's interview; Data complementarities;</td></tr><tr><td>From October to November, 2007</td><td>Final version will be ready.</td></tr></table>	From April to June, 2007	Preparation of the theoretic work; Chinese and Finnish groups' data collection; Chinese experienced nurse's interview;	From July to August, 2007	Data analysis; Starting the written work;	September, 2007	Finnish experienced nurse's interview; Data complementarities;	From October to November, 2007	Final version will be ready.
From April to June, 2007	Preparation of the theoretic work; Chinese and Finnish groups' data collection; Chinese experienced nurse's interview;								
From July to August, 2007	Data analysis; Starting the written work;								
September, 2007	Finnish experienced nurse's interview; Data complementarities;								
From October to November, 2007	Final version will be ready.								
Jyväskylän ammattikorkeakoulun rooli tutkimuksessa (vastuut, velvollisuudet ja hyöty)	<p>I need the Jyväskylä University of Applied Science to send the questionnaire to SNP4, SNP5 and SNP6. It is a cooperation with the Beijing Union Medical College.</p>								
Tutkimuksen rahoitus, rahoittajat ja budjetti	<p>No financial help</p>								
Päiväys ja allekirjoitus	<table><tr><td>Paikka ja päivämäärä Jyväskylä <u>06/11/2007</u></td><td>Allekirjoitus <i>Hou Rui</i></td></tr></table>	Paikka ja päivämäärä Jyväskylä <u>06/11/2007</u>	Allekirjoitus <i>Hou Rui</i>						
Paikka ja päivämäärä Jyväskylä <u>06/11/2007</u>	Allekirjoitus <i>Hou Rui</i>								



TIIVISTELMÄ TUTKIMUSSUUNNITELMASTA

Liitteenä hyväksytyt tutkimussuunnitelma

Tutkimuskohde ja sen rajaus	
Jyväskylän ammattikorkeakoulun opiskelijat (luvan antaneet)	Jyväskylän ammattikorkeakoulun henkilökunta
<input checked="" type="checkbox"/> nuoret <input type="checkbox"/> aikuiset <input type="checkbox"/> ylempi amk <input type="checkbox"/> erikoistumisopinnot <input type="checkbox"/> avoin amk <input type="checkbox"/> opettajakorkeakoulu	<input type="checkbox"/> opettajat <input type="checkbox"/> muu henkilökunta
<input checked="" type="checkbox"/> läsnä olevat <input type="checkbox"/> poissaolevat	<input type="checkbox"/> toistaiseksi voimassa oleva työsuhde <input type="checkbox"/> määräaikainen työsuhde
<input type="checkbox"/> koko ammattikorkeakoulu <input checked="" type="checkbox"/> tietty/tietyt yksiköt/koulutusohjelmat, mitkä SNP4, SNP5, SNP6	<input type="checkbox"/> koko ammattikorkeakoulu <input type="checkbox"/> tietty/tietyt yksiköt/koulutusohjelmat, mitkä
<input checked="" type="checkbox"/> opintojen aloitusvuosi 2004, 2005, 2006	<input type="checkbox"/> muu rajaus
<input type="checkbox"/> muu rajaus (esim. tietty opintopistemäärä)	<input type="checkbox"/> kaikki ehdot täyttävät henkilöt <input type="checkbox"/> satunnaisotos _____ henkilöä
<input checked="" type="checkbox"/> kaikki ehdot täyttävät henkilöt <input type="checkbox"/> satunnaisotos _____ henkilöä	
Tietojen toimitusmuoto: <input checked="" type="checkbox"/> sähköpostina <input type="checkbox"/> postilla	Tietojen toimitusmuoto: <input type="checkbox"/> sähköpostina <input type="checkbox"/> postilla
Listalle tulostettavat tiedot: <input type="checkbox"/> sukunimi ja etunimi <input type="checkbox"/> koulutusohjelma/koulutus <input type="checkbox"/> osoitetiedot <input type="checkbox"/> sähköpostiosoite <input type="checkbox"/> puhelinnumero <input type="checkbox"/> muuta, mitä? _____	Luovutetaan vain henkilökunnan sähköpostitiedot.
Tiedot pyydetään toimittamaan 31/08/2007 mennessä. (Varaudu noin 2 viikon toimitusaikaan.)	Tiedot pyydetään toimittamaan ___/___/___ mennessä. (Varaudu noin 2 viikon toimitusaikaan.)
<input checked="" type="checkbox"/> Sitoudun käyttämään saamiini tietoja vain tässä hakemuksessa ja sen liitteissä ilmoitettuun tarkoitukseen enkä luovuta tai myy tietoja edelleen. <input checked="" type="checkbox"/> Sitoudun myös hävittämään aineiston tulosten julkaisemisen jälkeen.	
Päiväys ja allekirjoitus	
Paikka ja päivämäärä 04/11/2007	Allekirjoitus Hou Rui