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## 博士論文の要約

保健医療学研究科 博士課程後期 看護学専攻 臨床応用看護学分野（成人健康看護）	学籍番号 13DN02 氏 名 水谷 郷美 N a m e Satomi Mizutani
論文題名 看護学士課程教育における手術室看護師のための混合研究法を用いた手術室実習指導役割指針の開発	
Title of the paper Development of Guidelines for Operating Room Nurses Providing Instruction to Undergraduate Nursing Students during Practical Training in the Operating Room Using the Mixed Methods Research	
<p>1. 研究目的</p> <p>看護学士課程教育の手術室実習における手術室看護師のための実習指導役割指針を開発することを目的とした。なお本指針は、手術室実習において学生が手術室に入室し、退室する時間が4時間以上となる実習を対象とした。</p> <p>2. 研究方法</p> <p>本研究では、混合研究法における順次的探究的デザインを用い、4段階の調査を実施した。</p> <p>調査1では、実習指導役割項目原案を作成するために、周術期実習に関する研究実績のある教員と手術室看護師に半構造化面接による質的記述的分析を行った。調査2では、実習指導役割項目案を作成するため、調査1の研究参加者に対する質問紙調査により内容妥当性の検証を行った。調査3では、実習指導役割指針案を作成するため、全国の看護学士課程教育に関わる教員および手術室看護師を対象とした質問紙調査により、実習指導役割項目の信頼性・妥当性の検証を行った。調査4では、実習指導役割指針を作成するため、調査1、2の研究参加者に対する調査により内容妥当性の検証を行った。なお、倫理的配慮として、札幌医科大学倫理委員会の審査後、札幌医科大学学長の承認を得て実施した。</p> <p>3. 結果</p> <p>調査1では周術期実習に関する研究実績のある教員7名と手術室看護師4名への調査により、【手術室実習環境の準備と調整】、【学生への直接的な手術室実習指導】、【手術室実習に関わる周囲との連携】の3カテゴリ、15サブカテゴリが抽出され、総項目数73項</p>	

目の実習指導役割項目原案を作成した。

調査 2 では、調査 1 の研究参加者 10 名への調査により、実習指導役割項目原案の 71 項目において内容妥当性が確保され、72 項目の実習指導役割項目案が選定された。

調査 3 では、教員 118 名、手術室看護師 168 名への調査により、【周術期看護の継続性の理解促進に向けた支援】【看護への学習意欲の向上に向けた支援】【実習目標と事前課題に応じた指導内容の調整】【大学および学生に即した実習指導への準備】【手術チーム・実習指導者・教員との連携】【学生が行う手術看護の実践に向けた支援】【手術患者の心理的・社会的影響の理解促進に向けた支援】の 7 下位指針 34 項目が抽出され、下位指針の Cronbach の  $\alpha$  係数は、 $\alpha = .807 \sim .901$  であった。

調査 4 では、調査 1、2 の研究参加者 10 名への調査により、手術室実習指導役割指針原案の 34 項目において内容妥当性が確保された。

#### 4. 考察

本研究では、質的調査において実習指導を行う手術室看護師に期待する実習指導役割を明らかにした結果を基に、実習指導役割項目原案 73 項目を作成することができた。またその結果を基にした全国量的調査において、7 下位指針 34 項目の実習指導役割指針原案が構成され、信頼性・妥当性が統計学的に許容範囲内であることが確認された。また質的調査と量的調査後に専門家調査を行うことで、それぞれの結果から作成された指針項目の内容妥当性が確保していることが明らかになった。以上より、教育側と臨床側双方に共通性がある項目から構成され、検討された手術室実習指導役割指針が開発できたと考える。本指針を手術室実習に活用することにより、教育と臨床との乖離をなくし、学生の看護実践能力の向上につなげることが可能になると示唆される。

#### 5. 結論

看護学士課程教育の手術室看護師のための実習指導役割指針は、7 下位指針 34 項目から構成され、信頼性と妥当性が確認された。

## 1. Objective

Our purpose was to develop guidelines for operating room nurses (OR nurses) who provide instruction to undergraduate nursing students during practical training in the operating room. These guidelines apply to practical training in the operating room in which the length of time between the student entering and leaving the operating room is 4 hours or more.

## 2. Methods

In this study, an exploratory sequential design in mixed methods research was used, and four stages of research were conducted.

In Stage 1, a qualitative descriptive analysis using semi-structured interviews was conducted with teachers and OR nurses with research experience in perioperative practice in order to develop draft items in guidelines for teaching roles of OR nurses in practical training. In Stage 2, content validity was verified through a questionnaire-based survey of the participants in Stage 1 in order to develop draft items in guidelines for teaching roles of OR nurses in practical training. In Stage 3, the reliability and validity of the items in guidelines for teaching roles of OR nurses in practical training were verified through a questionnaire-based survey of teachers and OR nurses involved in undergraduate nursing education throughout Japan in order to develop draft guidelines for teaching roles of OR nurses in practical training. In Stage 4, content validity was verified through a survey of the participants in Stages 1 and 2 in order to develop guidelines for teaching roles of OR nurses in practical training. This study was approved by the Ethics Committee of Sapporo Medical University and by the President of Sapporo Medical University.

## 3. Results

In Stage 1, through a survey of seven teachers and four OR nurses with research experience in perioperative practice, three categories of “preparation and coordination of the environment for practical training in the operating room,” “direct instruction to students on practical training in the operating room,” and “cooperation with others involved in practical training in the operating room” and 15 subcategories were extracted. A total of 73 draft items in guidelines for teaching roles of OR nurses in practical training were then created.

In Stage 2, through a survey of 10 participants in Stage 1, content validity was verified for 71 of the draft items for teaching roles of OR nurses in practical training, and 72 draft items for teaching roles of OR nurses in practical training were selected.

In Stage 3, through a survey of 118 teachers and 168 OR nurses, 34 items in the

following seven subcategories were extracted: “support for promoting understanding of the continuity of perioperative nursing,” “support for improving motivation to learn nursing,” “coordination of instructional content according to practical training goals and preliminary assignments,” “preparation for practical training instruction tailored to the university and students,” “collaboration with the surgical team, practical training instructors, and teachers,” “support for the practice of surgical nursing by students,” and “support for promoting understanding of the psychological and social impacts on surgical patients.” The Cronbach's alpha for the subcategories of the guidelines ranged from .807 to .901.

In Stage 4, content validity was verified for 34 items in the draft guidelines for teaching roles of OR nurses in practical training in the operating room through the survey of 10 participants in Stages 1 and 2.

#### 4. Discussion

In this study, 73 draft items in guidelines for teaching roles of OR nurses in practical training were initially created based on the results of the qualitative study that clarified the expected role of OR nurses who provide instruction to students during practical training. In a nationwide quantitative study based on the above results, draft guidelines for teaching roles of OR nurses in practical training with 34 items in seven subcategories were constructed, and their reliability and validity were confirmed to be statistically acceptable. In addition, the qualitative and quantitative studies were followed by an expert survey, and the results of each showed that the content validity of the developed guideline items was verified. Based on the above, we believe that we were able to develop guidelines for teaching roles of OR nurses in practical training in the operating room, which consisted of items that are relevant to both the educational and clinical aspects. It is suggested that the use of these guidelines in practical training in the operating room will eliminate the gap between education and clinical practice and lead to improvement of practical nursing skills of students.

#### 5. Conclusion

The guidelines for OR nurses who provide instruction to undergraduate nursing students during practical training in the operating room consisted of 34 items in seven subcategories, and their reliability and validity were confirmed.

キーワード（5個以内）：

手術室実習 看護学士課程教育 手術室看護師 実習指導役割指針 混合研究法

Key words (5 個以内) :

operative practice, undergraduate nursing education, operating room nurses,  
guidelines for teaching roles in practical training, mixed methods research