

原住民護生在最後一哩的學習歷程

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摘要

本研究目的在探討原住民護生在最後一哩的學習歷程，以北部某技術學院護理科五專原住民護生完成最後一哩「臨床護理選習課程」共 48 人為研究對象，以參與觀察、半結構式問卷、深度訪談與焦點團體訪談進行資料蒐集，並透過長期投入、三角檢證、同儕審視、參與者檢核、反例個案分析、厚實敘寫等方式，做為提高研究信實度的方式，最後歸納其於最後一哩之學習歷程為：一、護生與原住民身分的原罪與束縛；二、護生與新手護士間角色轉換；三、在挑戰與支持間尋找情緒的出口；四、在最後一哩中探索生涯。將可做為原住民教育及護理教育之重要參酌。

關鍵詞：護生、原住民、最後一哩、紮根理論

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The Last-Mile Learning of Aboriginal Nursing Students

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Abstract

This study explored the last-mile learning process of aboriginal nursing students. The participants were 48 aboriginal students from the Department of Nursing, who had finished their clinical practicums. Data were collected by observation, semi-structured questionnaire survey, in-depth interviews, and focus group interviews. The strategy of data analysis was based on grounded theory. To enhance the trustworthiness of this study, trust relationship was established with the participants, and different research methodologies including triangulation, peer review, member check, negative cases analysis, and thick description were used.

Our results revealed that the subjects' last-mile learning process included: (1) seeking freedom from constraints as an aboriginal nursing student, (2) switching roles from a nursing student to a novice nurse, (3) searching for emotional outlets in face of challenges, and (4) career exploration. Findings of this study not only shed light on aboriginal students' learning process during clinical practicums, but also serve as useful references for both aboriginal education and nursing education.

Keywords: aboriginals, nursing students, last mile, grounded theory



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