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2000

12

유문숙의 박사 학위논문을 인준함

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심사위원 고익진 
심사위원 김 의순 
심사위원 김용순 
심사위원 김 선 

연세대학교 대학원

2000년 12월 일

(知即行)

, 20

가

가

4

가

,
가 가

가

가

가

가

가 가

가

가

가

.....
.....
.....
.....

1	.....	1
1.	.....	1
2.	.....	3
3.	가	3
4.	.....	4
2	.....	6
1.	.....	6
2.	.....	13
3.	가	15
3	.....	19
4	.....	23
1.	.....	23
1)	.....	23
2)	.....	24
3)	.....	24
4)	.....	24

5)		25
6)		26
7)	가	28
8)	가	31
9)		33
2.		35
1)		35
2)		36
3)		36
4)		36
5)		38
6)		39
5		40
6		41
1.		41
2.		50
7		58
1.		58
2. 가		62
3.		71
8		74
1.		74
2.		77

.....	80
.....	87
.....	103

< 1>	.....	26
< 2>	.....	35
< 3>	.....	42
< 4>	.....	43
< 5>	.....	43
< 6>	.....	44
< 7>	.....	44
< 8>	.....	45
< 9>	.....	46
< 10>	.....	47
< 11>	1	50
< 12>	.....	51
< 13>	.....	52
< 14>	.....	52
< 15>	.....	53
< 16>	.....	54
< 17>	.....	55
< 18>	.....	55
< 19>	.....	56

< 1>	.....	22
< 2>	.....	34

< 1>	.....	87
< 2-1>	가 1	90
< 2-2>	가 2	92
< 2-3>	가 3	93
< 3-1>	가 가	94
< 3-2>	가 가	95
< 4-1>	가 가	96
< 4-2>	가 가	96
< 5-1>	가 가	97
< 5-2>	가 가	97
< 6>	가 가	98
< 7>	가 가	99
< 8>	가 / 가	100
< 9>	가	101

1

7가

가

가

가

가

1999 12 2000

6

4

1999 2 40

, 2000 2 36 76

가

가

가

가

SPSS

, t-test

1.

가

가

2. 가

- 1) $(t=4.92, p=.000)$ 가 가 1 $(t=24.79, p=.008)$.
- 2) 6가 $(t=4.45, p=.000)$ 가 2 가 .
- 3) $(t=3.98, p=.000)$ 가 가 3 $(t=4.50, p=.000)$.
- 4) $(t=.08, p=.394)$ 가 4 가 .

가
가
가

: , , ,

1

1.

, ,
,
(
, 1993; , 1977; Potter & Kelly, 1998).

(, , 1998; Bjork, 1997).

가
가

,

가

(Beeson & Kring, 1999) (preclinical
education)
가

가 (, 2000; , 1993; , 1999; Nolan & Nolan, 1997; Scopa, 1993).

(, 1997), 21
가
(outcome) 가
(process) (von
Glaserfeld, 1989).

(, 1997).

가
(Standardized patients ; SPs)
(Harden & Blackwell, 1988).

가 . 가
,
가 (, 1990; , 1992; Barrows
& Abrahamson, 1964).

2.

,
,
.
,
,

3. 가

가
가 1.
가 2.
가 3.
가
가

가 .

가 4.

가 .

4.

1) **(Standardized Patients methods)**

(Frejlach & Corcoran, 1971).

, , ,
, ,
12 .

2) **(learning effect)**

가 가

(Glaser, 1992).

(decision-making) , (nursing skills performance) ,
(communication skills) , (learning satisfaction)

.
, ,
(Schwartz, 1990)
, , ,
, , 6 , , ,
, , 20 가

(, 1995),
, , , , ,
5가 가 3가
가
가 , , , , , , , ,
,
(Ruesch, 1973) 가

, 가
,
가
(, 1992), 가
, , , 가
가 가
가 .

2

1.

(, 2000). , ,
, , 가
,

(De Back & Mentkowski, 1986).

, ,

가

(, 1995)

(Potter & Kelly, 1998).

(trial & error)

(Beeson & Kring, 1999).

가

,

(

, 2000; , 1996; Nolan & Nolan, 1997).

가 가 (, 1997),

(Beeson & Kring, 1999).

가

,
(, 1997; , 1997;
, 1998). Kramer(1978)
가 가

Grealish(2000)

,
Snyder, Fitzloff, Fiedler & Lambke(2000)

, ,

.

가

가 .

.

가 (Piaget, 1970).

가

가

, (Computer Assisted Instruction; CAI),

가

Grant(1993) 125

. Bauman(1981)

, (1994) 96

가

, ,

가

, (, , , , 1991),

(, , 1987)

가

가

(Cochenour, 1992; Cook & Hill, 1985).

가

가

(, 1981),

가

(Scopa, 1993).

,

가

(, 1996).

가

, (Wiley, 1993),
 ,
 가 .
 CAI
 가 . (1996)
 CAI , 84
 Halloran(1995) 75 CAI
 ,
 가 (Petersen, 1996), (Bayne & Bindler, 1997),
 (Madorin & Iwasiw, 1999) CAI
 가 ,
 CAI
 CAI
 (Gilbert & Kolacz, 1993),
 CAI 가
 (House, 1987). CAI , ,
 가
 .
 (1998) 153
 가 , 191
 3 가 가
 (Lawry, Schuldt, Kreiter, Densen & Albaness, 1999).

(1996) 68 4

가

104

(Beeson & Kring, 1999),

(Fabius, Grissom & Fuentes, 1994).

가

가

가

(Bramble, 1994; Bjork,

1999).

가

가 .

,

,

가 (von Glasrefeld, 1989).

(

, 2000).

,

,

가 .

(von Glasesfeld, 1989). ,

(learner control) ,

(multilineal

thinking). , 가 가

가 (coaching) ,

가 (context)

, (assessment).

(authenticity) (contextualization)

.

, 가

(Cognition and Technology Group at Vanderbilt University,

, 2000).

가

가 (, 1995).

(Problem Based Learning : PBL), (Standardized Patient : SP), (Story as Text) 가

가

가

Newcastle , McMaster , Harvard (, 1997; Barrows, 1984; Barrows & Abrahamson, 1964; Harden & Blackwell, 1988).

가

가

가

(, 1992; Anandam & Kelly, 1990; Bramble, 1994; Brown & Robert, 1990; Foley, Nespoli & Conde, 1997; Sloan, Donnelly & Schwartz, 1996; Stillman, Regan, Philbin & Haley, 1990a).

(story) ,

. Giarratano(1997)

, Boykin & Schoenhofer(1991)

, 가

가

2.

가

(Barrows, 1984).

Barrows(1964)

,

Frejlach

Corcoran(1971)

.

,

가

가

가

,

,

가

.

가

가

(Barrows & Abrahamson, 1964).

McMaster

200

,

(Brown & Robert, 1990).

(Foley et al., 1997).

1990

136

70% 94

(Stillman et al., 1990a).

가 가 ,

가

가 (, 1992; Kolb & Shugart, 1984).

McDonald(1987)

64

가

(Simek-Downing, Quirk & Letendre, 1986).

가 (Anandam & Kelly,

1990),

가

가

(Stillman et. al., 1990b).

AIDS

(Verginis, Diomidous & Mantas,

2000)

DRGs

(Cromwell, Priddis & Hindle, 1998).

Hoolle,

Kowolowitz & Sloan(1987), Ross, Carol, Knight & Chamberlain(1988)

'dramatic', 'vivid'

가

3. 가

가 , , 가 가 , , , 가 가 .

가 가 ,

가 가 (, 1998).

가 , 가

가 , 가 .

가 가

OSCE(Objective Structured Clinical Examination) OSCA(Objective Structured Clinical Assessment) station station

가 가 (Barrows & Abrahamson, 1964).

Kolb Shugart(1984) 가 가

가 가

Ross (1988) 가 , 가

가 가
 Sloan, Donnelly Schwartz(1996)
 , 4 가 가
 Spearman-Brown
 Formula 0.8-0.9 가
 69
 가
 (Sloan, et. al., 1996), 25
 가 (Lindey & Stritter,
 1990).
 가
 가
 . Bramble(1994) 29 Nurse Practitioner ,
 , 가
 , NP
 가 가 11
 가 ,
 .
 52 3
 가
 가 가 (Sharp,
 Pearce, Konen & Knudsonet, 1996). - 가
 가

Ross (1988)

, 가

■ , ■
■ , ■

Wales Skillen(1997)

\$100

. Hoolle (1987)

가

,

(Stillman, et. al., 1990a).

가

, ,
가 , ,

,

가

가

3

가

(von Glasersfeld, 1989)

가 가 , 가 (, 1998).

(Glaser, 1992).

(Piaget, 1970).

가
가

가
(Kohler, , 1999

). 가

가

가

,
(von Glasersfeld, 1989).

, ,
가

가 .

가

(, , 1998).

가 .

가

가

(acculturation)

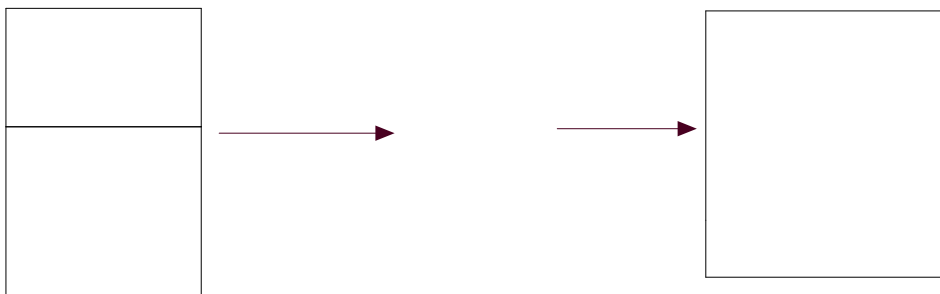
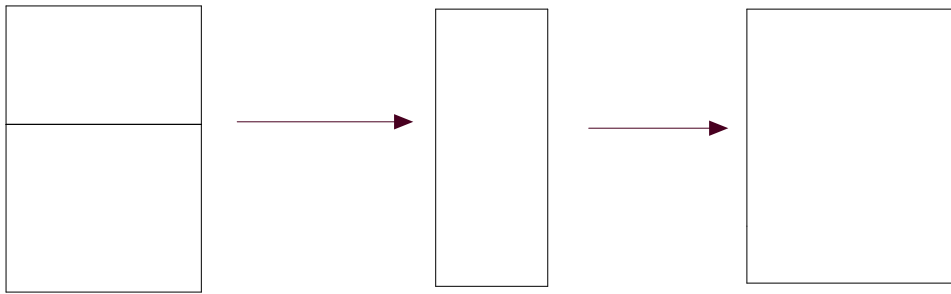
가

(, 2000).

가 , 가 가

가

< 1>



< 1 >

,
 . (2000)
 , 가 20
 2 .
 1 , 1 , 1 , 1 ,
 2 30 , 2 30 .
 3 . 6
 7 12

2)

(2000)
 2 , 2 , 2 , 2 , 4 ,
 4 , 8 24 .

3)

, , ,
 7 , 12 ,
 5 .

4)

3 4 가가 15 가
가 가
가 가
가 2

10
, ,
가 , , ,
, 가 , , ,
, 가 , , ,
, , 가
< 1>.

5)

가 11 (3 , 3 , 3 , 2)
< 1>.
, 가 11 6
20 19
95%가
' 가 ' , ' 가가 '

< 1>

1	6	20
2	6	19
3	6	19
4	6	18
5	6	20
6	6	20
7	6	17
8	6	19
9	6	20
10	6	18
11	6	19
(%)	6(100)	19(95)

6)

Bloom(1971, , 1998)

가 , ,

가

가

(1) 가

가

가 가

3가

< 2-1, 2-2, 2-3>.

6 5

30 , 1 1 20

(2) 가

가 , , ,

5가

가 .

가 7 ,

12 .

' 2 , ' 1 , ' 0

가 .

가 가

가 / / 가 ,

가

가 7

5 가 < 3-

5> 가

가 < 6-

7>.

가

1 , , 2 , ,
5 3
.

(3) 가

가 가 2
가 3
5 5 가 < 8>.
가 가 가
가 .

(4) 가

가 , , ,
5 24
가 3
가 < 9>.
Cronbach's = .94 .

7) 가

(1) 가

1999 10
.
가
가

가 2 가 3 가 3
가 2 3 4
2 가
가 3
가 Hoolle
(1987)

1 2 가
44 , 47 , 43 5.8
가
가 7 가 1
가 가 1 가 15

(2)

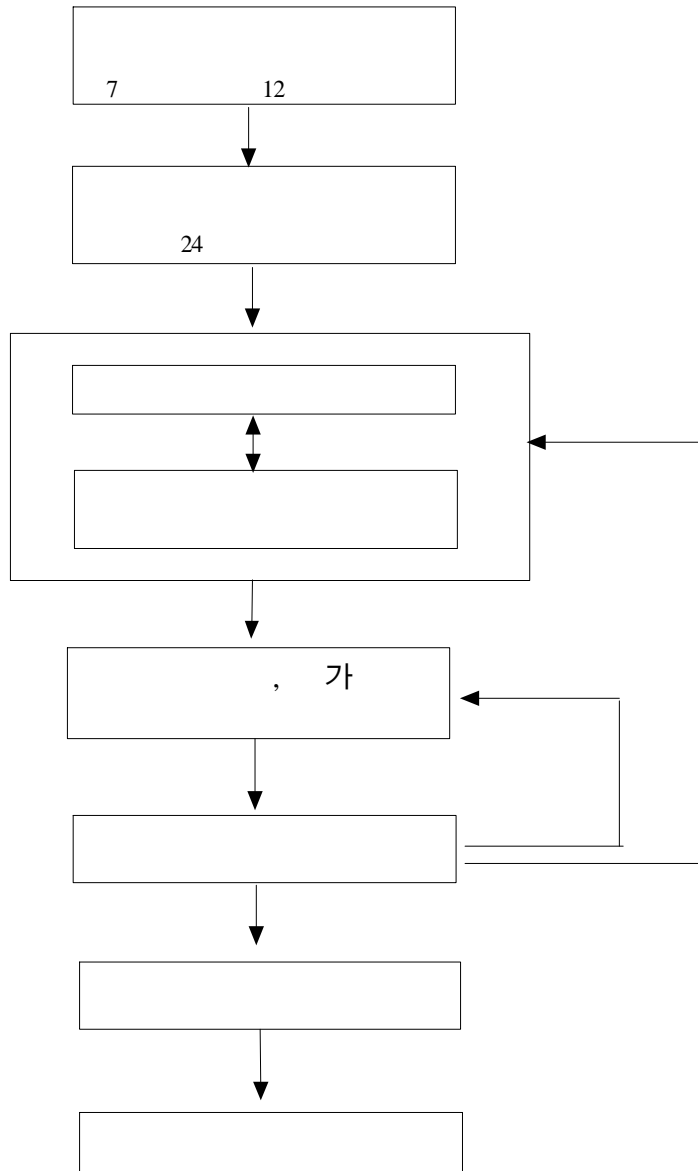
가

1999 10 11 14 , 가 ,
3 가 2 2
2 4 .

1999 10 19 , 25 11 1 3 가
6 가 가
가 가
2 3
6 .

(3) 가

가 1999 11 6 1999 11 22 4
2 8 .
1 가 가 , ,
가 가 , 2 1
가 가 , ,
가 가 가 가 . 3
3 가 가 가
가 . 가
가 2 가 가
4 가
가 가
가 가 가



< 2

2.

1)

가

2

,

(nonequivalent control group posttest design)

가

(testing effect)

가

.

< 2>.

,

,

< 2>

	X ₁	Y _{e2}
	X ₂	Y _{c2}

X₁

X₂

Y_{e2}, Y_{c2}

,

,

,

2)

1999 9 1 2000 6 22 1 4
2000
2 36 , 1999 2 40
.
36
, 40
.

3)

, , ,
.
1 가 , , .

4)

1999 11 9 12 1
1999 12 15 ,
2000 5 17 6 9
2000 6 20 .

1999 2 2000 2

(1)

2 36 18 2 2

가 , , , , ,

가 .

2 가

12

4

(2)

20 2 2 40

가 , , , , , 가

2 가

12 4

(3)

가
1 20
가 , 가 2
가
30 . 가
가 , 가 가
가 .
가가 가
가 가 .
가 1 50 가
8 20 , 7 30 .
12 1999 12 ,
12 2000 6 .
34 (85%) 35 (97%)

5)

SPSS WINDOW 9.0

- (1) t-test .
- (2) , , ,

(3) 가 1), 2), 3), 4)

t- test

(4)

Cronbach's

6)

(1) 가 (testing effect) 가

(2) 3 (history) (maturation effect)

가

(3) 가 가 3

3 5

4

가

가

(4) (diffusion of treatment)

(5)

가

가

5

1. 가
(Halo effect)
2. 가
3. , 가
4. 가 , 가
5. 가

6

가 ,
가 ,
1.

(Meril, 1992)

가 ,
가 ,
1)

가 ,
1 , 2 30 , 3

2)

7 24 가

< 3>.

< 3>

	1.
	2.
	1.
	2.
	1.
	2.
	1.
	2.
	1.
	2.
	3.
	4.
	1.
	2.
	3.
	4.
	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.

3)

, , , / , , , / , , , < 4 - 10>.

< 4>

1	
2	boric , 1/2 ,
3	가
4	boric
5	forcep 가
6	
7	

< 5>

1	
2	(, , ,)
3	가
4	side rail
5	, , ,
6	6
7	,

< 6>

1	
2	(, , , , ,)
3	
4	가 가 가
5	
6	
7	

< 7>

	()
1	
2	2 가
3	side rail 가
4	,
5	가 .
6	
7	, ,

< 8 >

1	
2	dressing set, nelaton catheter #7 #8, , Hole towel,
3	dressing set boric nelaton catheter, surgical jelly
4	가
5	(dorsal recumbent position)
6	dressig set Hole towel
7	
8	Hole towel
9	forcep
10	surgical jelly 8cm
11	forcep
12	

< 9 >

1	
2	rectal tube #14-#20, , , , poly glove, , , ,
3	40.6-43.3 rectal tube 20cc 30cc
4	
5	가
6	(Sim's position)
7	poly glove 가 8-10cm . ■ ■
8	
9	
10	15-20
11	가
12	

가 , , 3
 , , 7
 5
 5
 5 24
 가 .< 2 - 9>.

6)

가

40 2
 1 가 가
 1 , 1
 6 , 가 8 4 ,
 . 가 4 18
 가 가 , ,
 , 가 가
 가 , 2 1 가 가
 , , 가
 가 가 . 3 3 가 가
 가 가 , 가

(interater reliability)

가 가

가 가 가 가

7) 가

1

가 가,

가 가 ,
가
가 .

2.

가

1)

가

1

< 11>.

1

41 720

가

3.20,

3.20

(t=.01, p=.996).

< 11>

1

	(n=36)	(n=40)	t	p
	±	±		
1	3.20 ± .48	3.20 ± .40	.01	.996

2) 가

가 1.

가

t-test

< 12>.

20 가 (t=4.92, p=.000).

13 , 10

0

6 , 0 30

29 , 27 가 (t=24.79, p=.008).

가 1

< 12>

	(n=36)	(n=40)	t	p
	±	±		
	13.00 ± 2.89	10.00 ± 2.43	4.92	.000
	29.17 ± 1.89	27.50 ± 3.20	24.79	.008

(t=3.17, p=.002), (t=2.51, p=.015), (t=3.38, p=.001),

(t=.62, p=.538) 가 (t=3.35, p=.001) (t=1.88, p=.064) <

13>.

< 13>

	(n=36)	(n=40)	t	p
	±	±		
	2.19 ± 0.82	1.85 ± .77	1.88	.064
	1.61 ± .90	.90 ± .93	3.38	.001
	1.08 ± .50	1.02 ± .28	.62	.538
	2.56 ± 1.71	1.78 ± .77	2.51	.015
	2.58 ± .60	1.98 ± 1.00	3.17	.002
	2.97 ± .17	2.48 ± .88	3.35	.001

가

4.58, 2.88
(t=000, p=.001).< 14>.

< 14>

	(n=36)	(n=40)	t	p
	±	±		
	5.00 ± .00	5.00 ± .00	.00	.
	4.58 ± 1.40	2.88 ± 2.50	.000	.001
	4.58 ± 1.40	4.88 ± .79	1.101	.276
	5.00 ± .00	4.88 ± .79	1.000	.323
	5.00 ± .00	4.95 ± .32	1.000	.323
	5.00 ± .00	4.67 ± .19	1.000	.212

가 2.

가 .

< 15>. , ,
 2 , 1 , 3
 , 0 72
 . 65 , 59 가
 (t=4.45, p=.000).

가

2 .

< 15>

	(n=36)	(n=40)	t	p
	±	±		
	64.69 ± 5.81	58.90 ± 5.49	4.45	.000

< 16>.

, , , ,
 0 24
 22 , 20 , 23 , 20 ,
 22 , 19 , 22 , 21 ,
 21 , 18 가
 (, t=3.28, p=.002;
 , t=2.62, p=.013; , t=3.93, p=.000; , t=3.29, p=.002;

, $t=3.58$, $p=.001$).

< 16>

	(n=36)	(n=40)	t	p
	±	±		
	22.20 ± 2.17	19.93 ± 2.96	3.28	.002
	22.62 ± 1.40	20.07 ± 4.14	2.62	.013
	21.52 ± 2.80	19.08 ± 2.02	3.93	.000
	22.39 ± 1.46	20.65 ± 1.92	3.29	.002
	20.72 ± 1.07	18.47 ± 2.43	3.58	.001

가 3.

가 .

t-test

< 17>.

4

20

18 , 16

가

($t=3.98$,

$p=.000$).

6 30

27 , 23

가

($t=4.50$, $p=.000$).

가 가 3 .

< 17>

	(n=36)	(n=40)	t	p
	±	±		
	17.67 ± 1.59	15.80 ± 2.45	3.98	.000
	26.53 ± 3.18	22.68 ± 4.25	4.50	.000

가 4.

가 .

t-test < 18>. 24 120 98 , 96 가 (t=.08, p=.394).

가 가 4 .

< 18>

	(n=36)	(n=40)	t	p
	±	±		
	98.23 ± 10.56	95.79 ± 12.84	.08	.394

24 ' ,

(t=2.41, p=.019), ,

, 가

< 19>.

< 19>

	(N=35)		(N=34)		t	p
	±	±	±	±		
1.	4.54 ± .56	4.47 ± .75				
2.	4.40 ± .81	4.26 ± .83				
3.	4.34 ± .64	4.21 ± .91				
4.	4.00 ± .69	4.00 ± .74				
5.	4.06 ± .64	3.94 ± .74				
6.	4.43 ± .56	4.50 ± .56				
7.	3.89 ± .80	3.76 ± 1.07				
8.	3.66 ± .80	3.76 ± 1.02				
9.	4.40 ± .85	4.15 ± .78				
10.	4.38 ± .55	4.26 ± .71				
11. 가	4.51 ± .56	4.41 ± .66				
12. 가 가	4.26 ± .61	3.97 ± .76				
13.	3.83 ± .75	3.74 ± .86				
14. 가	4.03 ± .66	4.09 ± .71				
15.	3.80 ± .76	3.79 ± .69				
16.	3.54 ± .74	3.24 ± .96				
17.	3.49 ± .66	3.09 ± .71			2.41	.019*
18. feedback	4.03 ± .75	4.03 ± .67				
19.	4.06 ± .80	4.00 ± .89				
20. 가	4.14 ± .69	3.97 ± .72				
21. 가	4.09 ± .56	4.03 ± .72				
22. 가	4.03 ± .62	3.91 ± .75				
23.	4.06 ± .64	3.88 ± .98				
24.	4.40 ± .55	4.32 ± 1.04				

*p < .05

7

가

가

1.

가

2

가

가

가

(Dick, 1992).

()

가

(foley catheterization)

(cleansing enema)

가

3

가

2

가

가

가

가

가 , 9
가 3 2
가 , 3
가 ,
가 가
pool
가
(Reznick et. al., 1993),
가
(Stillman et. al., 1990a),
가
가
가
가
가
가
Kolb Shugart(1984)
가 가 9
McDowell(1984) 가

가

2. 가

1)

(, 1998). Benner(1984) 'from novice to expert' 가

가

가

가

가

가

가

가

Wales & Skillen(1997)

가 , , 가
Lewis(1997)
. Snyder (2000)
,
가 ,
가 Tanner(1999)
,
가
(Bruner, 1986).
가
가
가 ,
가 ,
가
가
가
가
가
가
가 ,
' , 'coccxy area 가
가

가

Mackie

Graham (1996)

Kramer(1978)

가

가 (, 1996).

가

29 Nurse Practioner Bramble(1994)

가

가

2)

가
McMaster 200
(1989) , 10가
1 4 가
1990
94
(Stillman et. al. 1990a),
가 (Anandam & Kelly,
1990; Barrows & Abrahamson, 1964; Cromwell, Priddis & Hindle, 1998; Foley et
al. 1997; Harden & Blackwell, 1988; Kolb & Shugart, 1984; Lindey & Stritter,
1990; McDonald, 1987; Simek-Downing, Quirk & Letendre, 1986; Sloan,
Donnelly & Schwartz, 1996; Stillman et. al. 1990b; Verginis, Diomidous &
Mantas, 2000; Wales & Skillen, 1997).
4 OSCE 가
(, 1998), , (1998)
4 ,

가 .

가

가

· ,

,

,

‘ ‘

(, 1999; , 1997, , 1998; , , , , 1990).

가

가

가

가

가

가

Bjork

(1999)

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3) (t=3.98,

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CASE NAME: (f/57), (Lt. Hemiplegia)

57 99 11 25

Brain C-T

BP 160/ 110mmHg, PR 76/ min,

RR 18/ min, BT 36.5

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CASE NAME: (F/62), (Rt. Hemiplegia)

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Brain C-T

BP 170/ 120mmHg, PR 82/ min,

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CASE NAME: (F 67), (Lt. Hemiplegia)

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Brain C-T

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CASE NAME: (F/58), (Rt. Hemiplegia)

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Brain C-T

BP 170/ 120mmHg, PR 82/ min,

RR 21/ min, BT 36.8

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3	dressing set boric nelaton catheter, surgical jelly			
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6				
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8	Hole towel			
9	forcep			
10	surgical jelly 8cm			
11	forcep			
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2	rectal tube #14-#20, poly glove,			
3	40.6-43.3 rectal tube 20cc 30cc .			
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6	(Sim's position)			
7	poly glove 가 8-10cm .			
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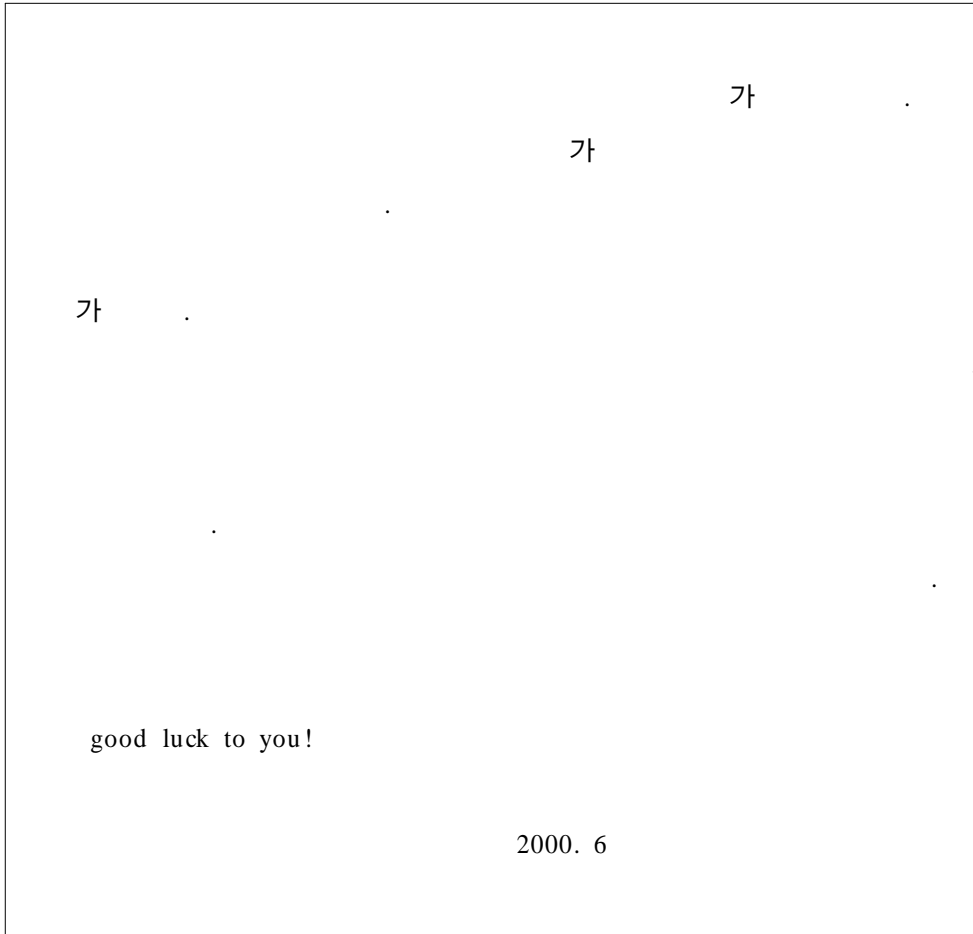
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ABSTRACT

**Development of Standardized Patient Managed
Instruction
for a Fundamentals of Nursing Course**

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Department of Nursing
The Graduate School
Yonsei University

Directed by Professor Yoo, Il Young, PhD

The main purpose of this study was to develop and evaluate a standardized patients managed instruction program for a fundamentals of nursing course.

The first phase of this study was to develop a standardized patients managed instruction program based on von Glasersfeld's constructivism instruction theory.

Six nursing skills and communication skills were selected from the course for a standardized patient managed instruction program. For the second phase, the standardized patients managed instruction was evaluated by using a quasi-experimental, nonequivalent control group post-test design with two separate classes of sophomore students attending fundamentals of nursing classes at one baccalaureate nursing school located in Korea.

Control group was taught by traditional lecture/model instruction and the experimental group was taught by standardized patient managed instruction.

Data were collected from December, 1999 to July 2000 using check lists developed by the researcher on following areas; decision making skills, nursing skills performance, communication skills, and students' satisfaction. There were 36 students in the experimental group and 40 students in the control group. Data analysis was done using SPSS WINDOW 9.0.

The results were summarized as follows;

1. Decision making skills were tested by identifying relevant data and necessary nursing skills for the case. There was statistically significant difference between the experimental group and control group in identification of data ($t=4.92$, $p=.000$), and necessary nursing skills ($t=24.79$, $p=.008$). Thus, hypothesis 1 was supported.
2. Nursing skills performance was evaluated by special mouth care, back care, change position, nelaton catherization and glycerine enema. The total score was statistically significant higher in the experimental group than the control group ($t=4.45$, $p=.000$). Thus, hypothesis 2 was supported.
3. Communication skill was evaluated by professional attitude and ability to explain to patients. There was statistically significant difference between the experimental group and the control group in professional attitude ($t=3.98$, $p=.000$) and ability to explain to patients ($t=4.50$, $p=.000$). Thus, hypothesis 3 was supported.
4. There was no significant difference between the experimental group and the control group in student satisfaction ($t=.08$, $p=.394$). Thus, hypothesis 4 was not supported.

In conclusion, this study suggests that a standardized patient managed instruction is an effective learning method for nursing students. By utilizing a standardized patient managed instruction, learning can proceed in a more relaxed environment and reduce the risks to patients because of student inexperience are avoided. It is also a valid and reliable performance test and appropriate for the formative evaluation.

It is recommended to develop more standardized patients cases for wider areas of nursing education and evaluate the program with more students using longitudinal method.

Key words: standardized patient managed instruction, decision making skills, nursing skills performance, communication skills.