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가 (Funk, Tornquist and
Champagne, 1995). Stevens(1999)

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NLN(National League for

* 1999

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- Nursing Council for Research in Nursing Education) Review of Research in Nursing Education 1986
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 review), (knowledge synthesis), 10 , 4)
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 science) (Stevens, 1999). 가 .

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(Park, 1997), (Jang, Kim ,
 & Kim, 1999; Ha, Han & Choi, 1998), ,
 (Han, 2000; Kim & Oh, .
 2000), (Park, 1993) , 6 , 2 ,
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 (Shin, 1996)가 , 3 , 8 .

(Lee, Sung, Jung ,
 & Kim, 1998), (Min, 1995; Chun 7 487
 & Mun, 1995), (Shin, 1996) 가 .

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 (Kim, 1995),
 (Son, Kim, Jun & Han, 1998) .
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 (Korean Academy of Nursing, 1992),
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 Oermann(1996) 1965 1995

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 , Journal of Nursing Education,
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Adams(1999) ‘Nursing education
for critical thinking - An integrative review’

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MEDLINE, Cumulative Index for
Nursing and Allied Health Literature(CINAHL),
Proquest Educational Resources Information
Center(ERIC)

1. ,
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7 , 29 36
<Table 1>. 1997 10 가
, 2000 1998 9
가 17 가
가 5 (71.4%)
가 2 (28.6%) , 1
가 16 (55.2%)
가 가 7 (24.1%),
가 6 (20.7%) .

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<Table 1> Number of study by research design

	Experimental design		Nonexperimental design						Qualitative design		Sum		Total sum
			survey		evaluative		methodological						
	in	out	in	out	in	out	in	out	in	out	in	out	
1996		1	1	1							1	2	3
1997		2		4					1	3	1	9	10
1998			1	5		1	1			1	2	7	9
1999		2	1	1						1	1	4	5
2000		2	1	2				2	1	1	2	7	9
Sum	0	7	4	13	0	1	1	2	2	6	7	29	
Total sum (%)	7(19.44)		17(47.22)		1(2.78)		3(8.33)		8(22.22)		36(100.00)		

in : in korea, out : out of korea

<Table 2> Distribution of subjects (N = 33)

(except methodological design)

	Teacher		Teacher, student		Teacher, student, nurse		Student		Sum (%)	
	in	out	in	out	in	out	in	out	in	out
nonexperimental design		3		2		1	4	8	4	14
experimental design				1				6	0	7
qualitative design		1				1	2	4	2	6
sum	0	4	0	3	0	2	6	18	6	27
total sum (%)	4 (12.12)		3 (9.09)		2 (6.06)		24 (72.73)		33 (100.00)	

in : in korea, out : out of korea

24 (72.73%) 가 , 4 , () <Table 3> 가 23
3 , , 가 2 . 4> .
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7 가 , 4 ,
3. 3 , 1 .
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() <Table 3> . 5.
22 (46.81%) 가 ,
10 , , 가 5 1)

5 가 , 2 , 9 가 , 5 ,
1 . 가 3 ,
- 1 <Table 5>.
4. 4

<Table 3> Data collection method (N = 33)

(multiple count)(except methodological design)

	Structured questionnaire		Open questionnaire		Observation method		Interview method		Journal		Sum	
	in	out	in	out	in	out	in	out	in	out	in	out
	5	17	0	5	1	4	2	8	1	4	9	38
Sum (%)	22 (46.81)		5 (10.64)		5 (10.64)		10 (21.27)		5 (10.64)		47 (100.00)	

in : in korea, out : out of korea

<Table 4> Clinical practice field (N = 36)

(multiple count)

	Field identified										Field unidentified		Total sum (%)	
	M-S		M-C		Community		Psychiatry		Special ward		Sum		in	out
	in	out	in	out	in	out	in	out	in	out	in	out		
	0	7	0	1	0	4	0	3	0	1	0	16	7	16
Sum	7		1		4		3		1		16 (39.03)		23 (60.97)	

M-S: medical-surgical ward, M-C : maternity-child ward.

in : in korea, out : out of korea

<Table 5> Research concept of nonexperimental design

(N = 21)

Research concept		In	Out	Sum
Student's perceptions of clinical education	stress	1	2	3
	clinical experiences	0	2	2
	teacher effectiveness	1	1	2
	nursing perspectives & satisfaction	1	0	1
	application of nursing process	1	0	1
	sum	4	5	9
Teacher's perceptions of clinical education	stress	0	1	1
	teaching practices and skill	0	2	2
	sum	0	3	3
Clinical teaching method	preceptorships	0	1	1
	coaching project	0	1	1
	informational technology	0	1	1
	peer leadership	0	1	1
	concept map	0	1	1
	sum	0	5	5
Development of an instrument for measuring clinical practice of students		1	2	3
Teacher-student interaction in conference		0	1	1
total sum				21

in : in korea, out : out of korea

4 , 가 7 .

1 가 (clinical practicum in family nursing),

가 3 가 , (CAI and collaboration model),

2 , (innovative cultural sensitivity intervention),

1 . (computer-assisted instruction, CAI), (videotaped and faculty-present demonstration),

가 1 preceptorship, (structured format for health pattern assessment),

coaching project, informational technology, peer leadership, concept map 1 (structured communication exercise) 1

2)

<Table 6> Research concept of experimental design

(N = 7)

Independent variable	Dependent variable	No
Clinical practicum in family nursing	self efficacy	1
CAI and collaboration model	knowledge, critical thinking	1
Innovative cultural sensitivity	cultural competency skill	1
Computer-assisted instruction(CAI)	self efficacy	1
Videotaped and faculty-present return demonstration	return demonstration, satisfaction	1
Structured format for health pattern assessment	knowledge, critical thinking	1
Structured communication exercise	anxiety	1

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<Table 6>.

3)
<Table 7>
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1 , 2
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<Table 7> Research theme of qualitative design (N=8)

Research theme	In	Out	Sum
Clinical experience of students	2	2	4
Experience on clinical teaching method*	0	2	2
Critical thinking of students during clinical course	0	1	1
Clinical education experience of teacher	0	1	1
Total sum			8

* preceptor model, peer mentoring.
in : in korea, out : out of korea

16
가
가
6 (18.2%)

Oermann(1996)
28.7%
Oermann
(1996)
(teaching practice and skill),
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(Hong, 1998).
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(Kim, 1995).
가 (Lee, 1997),
가
(Oermann, 1996) (DeYoung. 1990; Stokes, 1998)
(written assignment;
(questioning),
(guided discovery technique),
(observation assignment),
(process recording),
(paired model;
(
가),
(adjunct faculty)
(coaching),
(peer leadership), (concept map) ,
6 (18.2%)

ERIC MEDLINE, CINAHL, Proquest

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가 5
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2. 가 24 가 ,
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Journal
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- Abstract -

An Analysis of Research on Clinical Nursing Education*

Kwon, In-Soo**

Purpose: This literature review was designed to identify a trend of study in clinical nursing education, to propose the idea for

further study on an improvement of teaching students in the clinical setting.

Method: The researches reviewed were 36 (seven in Korea and twenty nine out of Korea) on clinical nursing education in baccalaureate program from 1996 to 2000 from Journal of Korean Academy of Nursing, Journal of Korean Education of Nursing, Journal of Nursing Education, and Nurse Educator.

Result: The prevailing research design was the nonexperimental(N=21). Subjects were predominantly nursing students(N=24). Structured questionnaire(N=22) was used most often for data collection. Among clinical setting studied, specific area was none in Korea. Research variables in nonexperimental studies were 4 types of student, teacher and teaching method. Independent variables in experimental studies were 7 types of clinical teaching methods, and dependent variables were six types of competence and knowledge of student. Research theme of qualitative research was most in clinical experience of student.

Conclusion: In Korean, there were the lack of researches in specific clinical area, clinical teacher and teaching method. Accordingly, future studies need to be focused on various clinical areas, clinical teacher, and teaching method to improve the clinical nursing education in Korea.

Key words : Clinical nursing education

* This research was supported by Gyeongsang National University in 1999.

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