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Abstract
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This study applies quality function deployment（QFD）techniques to evaluate the quality of service of clinical nursing education in Taiwan from the perspective of nursing students. Survey data from 567 nursing students at two Taiwanese colleges were subjected to QFD analysis in order to identify the quality characteristics most highly valued by students, the elements of clinical educational service they consider most important, and relationships/discrepancies between student quality requirements and service elements.
In the process of customer requirement elements deployment, this study classifies into six dimensions of forty elements of customer requirements, in which the six dimensions include reliability, communication, empathy, competence, understanding/ knowing, and responsiveness. In the process of clinical teaching service elements deployment, this study classifies into five dimensions of fifteen elements of clinical teaching service elements, in which the five dimensions include problem-based learning, situated learning, cooperative learning, structural learning, and coordinate cooperative program.
Results show that the most important of students value elements in clinical teaching is the “practice can integrate nursing competence of student” and the most important dimension in the voice of customer (VOC) is “competence”. Five grade VOC index is distinguished from this study for further analysis. The first VOC index includes the three dimensions: reliability, competence, and responsiveness. The questionnaire recipients think that (1) “teaching hospital” and ”competence and respect of staff” are the most important elements in the dimension of reliability, and (2) ”practice and lectures is combined”, ”competence of preceptor”, “preceptor demonstrate nursing techniques accurately”, ”preceptor monitor student to carry out nursing techniques accurately” and “proper teaching of preceptor” are the most important ones in the dimension of competence, and (3) ” Practice can integrate nursing competence of student” is the most important one in the dimension of responsiveness.
The most element of clinical teaching is “nursing active” and “bedside teaching”. The most important dimension of voice of engineer (VOE) is “situated learning”. Tree grade VOE index is also distinguished from this study for further analysis. The first VOE index includes two dimensions: “ problem-based learning” and “situated learning”. The questionnaire recipients think that (1) “case conference”, ”case study” and ”designed care plan” are the most important elements in the dimension

of problem-based learning, and (2) ”nursing active” and ”bedside teaching” are the most important ones in the dimension of situated learning.
The results and conclusions of this study will provide the important references to the nursing school and the clinical instruction teachers in designing methods the clinical teaching curriculum and evaluating the performance of teaching methods. Furthermore, QFD studies are recommended to evaluate the quality of clinical nursing education from the perspective of hospital and nurses who help to train students in clinical settings.
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