



# The Knowledge and Expectation about the Content of Pediatric Nursing Course in a Two-Year Nursing College Program and Related Factors in Taiwan

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## Introduction

The two-year nursing college program was developed in Taiwan, which helps the students graduated from a five-year junior nursing college to get a bachelor degree in nursing in two years. To avoid repeating learning content, and to learn useful nursing knowledge for clinical pediatric nursing practice, the course design of pediatric nursing is very important. However, there is little evidence-based research about this course design in previous study.

## Purpose

The purposes of this study were: 1) to examine the students' knowledge and expectation about the content of pediatric nursing course in a two-year nursing college program in Taiwan; and 2) to explore the factors which influence the students' knowledge and expectation about the content of pediatric nursing course.

## Sample

A nonprobability sample of 102 two- year nursing college students was recruited from a technology university located in southern Taiwan. Recruitment criteria included: (1) first-year students in two-year nursing program and (2) willing to participate in this study.

## Setting

The volunteer participants were recruited at Chung Hwa University of Medical Technology (CUMT). The technology university in Taiwan provides a five-year program similar to that of a junior college for junior high school graduates and a two-year program to help students to pursue a bachelor degree.

## Instrumentation

- (1) A demographic questionnaire
- (2) The Questionnaire of the Knowledge and Expectation about the Content of Pediatric Nursing Course

## Research Design

A cross-sectional correlative design was used to meet the objectives of this study. A non-probability convenience sample of students who were first-year students in a two-year nursing program in a technology university in Taiwan were recruited. All participants completed the consent forms before the study. The participants completed the questionnaires in their classrooms in free studying time.

## Data Analysis

SPSS Version 21.0 for Windows was used for analysis of the data. Descriptive statistics was used to describe the characteristics of the sample and the knowledge and expectation about the content of pediatric nursing course. ANOVA and Pearson's correlations were used to analyze the factors which influence the students' knowledge and expectation about the content of pediatric nursing course .

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## Results

A total of 102 volunteer student participants were enrolled. The findings showed that student participants got higher scores in the knowledge about body system (mean score = 3.26) than the knowledge about nursing process (mean score = 2.76), and the knowledge about nursing concepts (mean score = 1.81). Moreover, student participants showed higher expectation to learn the knowledge about nursing process (mean score = 3.86) than the knowledge about nursing concepts (mean score = 3.11), and the knowledge about body system (mean score = 2.32). The years after graduation from five-year junior college were negatively and significantly related to the score of knowledge about body system, nursing process, and nursing concepts. The years of students' working experience were positively and significantly related to the score of expectation to learn the knowledge about nursing process.

## Discussion and Conclusion

This study adds to the body of nursing science regarding continuous nursing education in Taiwan. The results showed the students' knowledge level and expectation about the content of pediatric nursing course. The findings can be used in the future to make a better design of pediatric nursing course in a two-year nursing college program to meet students' expectation and to enhance the knowledge of pediatric nursing for clinical practice. The evidence- based research method for course design can be utilized in other countries to develop appropriate course content for a new course.