

The Effectiveness of Humanoid Diagram Teaching Strategy on Retention Rate of Novice Nurses in Taiwan

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Abstract : Aim: The aim of this study is to explore the effect of the Humanoid Diagram Teaching (HDT) strategy on novice nurses' care ability and retention rate. Methods: This study was a quasi-experimental study using two groups concurrently with repeat measurements sample consisted of 24 novice nurses (12 in each experimental and control group) in a medical center in southern Taiwan. Both groups all received regular training program (nursing standard techniques and practices, concept map, mini-CEX, CbD, and clinical education and training), and experimental group added the HDT program. The HDT strategy includes the contents of patients' body humanoid drawing and discussion for 30 minutes each time, three times a week, and continually for four weeks. The effectiveness of HDT was evaluated by mini-CEX, CbD and clinical assessment and retention rate at the 3rd month and 6th month. Results: The novice nurses' care ability were examined, only CbD score in the control group was improved in the 3rd month and with statistical difference, $p = .003$. The mini-CEX and CbD in the experimental group were significantly improved in both the first and third month with statistical differences $p = .00$. Although mini-CEX and CbD in the experimental group were higher than the control group, but there was no significant difference $p > .05$. Retention rate of the experimental group in the third month and sixth month was significantly higher than the control group, and there was a statistically significant difference $p < .05$. Conclusions: The study reveals that HDT strategy can help novice nurses learning, enhancing their knowledge and technical capability, analytical skills in case-based caring, and retention. The HDT strategy can be served as an effective strategy for novice training for better nurse retention rate.

Keywords : humanoid diagram teaching strategy, novice nurses retention, teaching strategy of nurse retention, visual learning mode

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