

題號： 137

國立臺灣大學 112 學年度碩士班招生考試試題

科目： 臨床研究護理學

節次： 6

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※ 注意：請於試卷內之「非選擇題作答區」標明題號依序作答。

本次題目共四題，提醒務必謹慎評估時間分配，妥當安排時間作答。

第一題、請閱讀下列文獻摘要後，回答 10 小題(每題五分，單選) (50%)

【參考資料來源: Article citation: Kim, E. H. (2022). Development and Effects of Pre-clinical Research Nurse Programs of Nursing Students. *Journal of Health Informatics and Statistics*, 47(4), 322-330.】

Clinical research nurses play an important role in clinical trials. The purpose of this study was to identify the effect of pre-clinical research nurse program on biomedical ethics awareness, critical thinking disposition and teamwork in nursing students.

This study was a non-equivalent control group pretest-posttest quasi-experimental design: the participants included 55 nursing students (28 in the experimental and 27 in the control group). Biomedical ethics awareness, critical thinking disposition and teamwork between the experimental and control groups were measured before and after the program participation. Data were collected from November 1 to 19, 2021 by taking a self-reported survey and analyzed by using Chi-square test, Fisher's exact test, Independent t-test, and Paired t-test with SPSS 25.0 program.

The experimental group showed higher biomedical ethics awareness ( $t=2.15$ ,  $p=0.036$ ) relative to those of the control group after the program participation. However, there were no statistical differences in critical thinking disposition ( $t=1.29$ ,  $p=0.204$ ) and teamwork ( $t=1.97$ ,  $p=0.054$ ) between the two groups.

According to these results, pre-clinical research nurse program developed in this study could be used to increase biomedical ethics awareness of nursing students. In addition, there is a need to develop modified programs with various teaching methods to increase the level of critical thinking disposition and teamwork as well as biomedical ethics awareness in nursing students who may become clinical research nurses in the future.

1. 本研究之研究目的為：
  - A. 探討研究護理師(clinical research nurse)之角色
  - B. 辨識護理系學生對研究護理師角色之了解
  - C. 了解臨床前研究護理師課程 (pre-clinical research nurse program) 對護理系學生相關認知之影響
  - D. 比較不同之研究護理師課程之效果
2. 本研究使用下列哪種研究設計？
  - A. 描述性研究設計
  - B. 相關性研究設計
  - C. 類實驗性設計
  - D. 實驗性前後測設計
3. 本研究之虛無假設( $H_0$ )為：
  - A. 研究護理師之角色不重要
  - B. 護理系學生對研究護理師角色有足夠的了解
  - C. 研究護理師課程對護理系學生之相關認知有影響
  - D. 研究護理師課程對護理系學生之相關認知沒有影響
4. 本研究之自變項(independent variable)為：
  - A. 參加研究護理師課程與否
  - B. 醫學倫理(biomedical ethics awareness)的分數差異
  - C. 批判思考(critical thinking disposition)的分數差異
  - D. 團隊合作(teamwork)的分數差異

見背面

5. 下列何項「最」有可能為本研究之干擾因素(confounding variables)?

- A. 學習動機
- B. 人格特質
- C. 年紀
- D. 社經地位

6. 研究結果中提及 p value，請問 p value < 0.05 代表的是：

- A. 具臨床顯著意義
- B. 推翻虛無假設
- C. 研究具足夠檢定力(power)
- D. 研究具有參考價值

7. 關於此研究之結果，何者為正確：

- A. 是否接受臨床前研究護理師課程，對團隊合作概念無統計上之顯著影響
- B. 護理系學生對研究護理師相關醫學論理有顯著之了解
- C. 本研究所發展之臨床前護理師課程包含多種教學方式
- D. 證明研究護理師之角色有其重要性

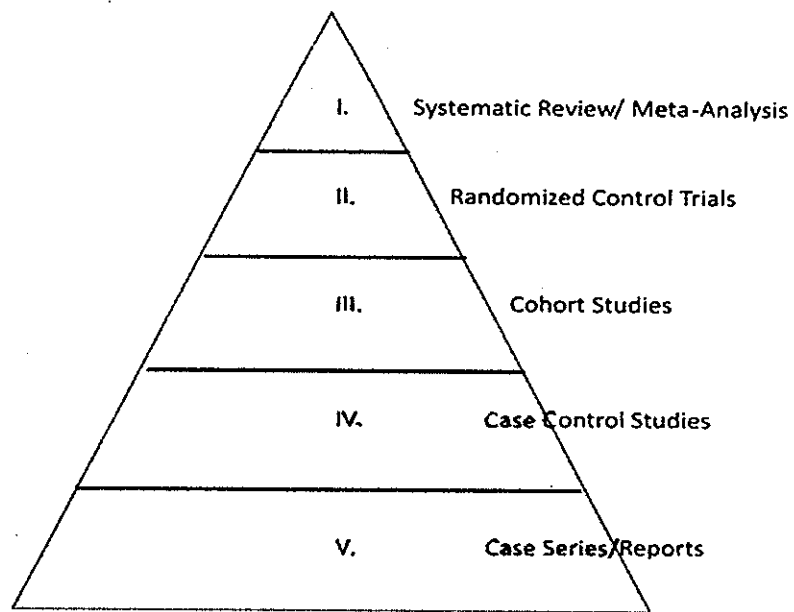
8. 下列何項措施在減少研究偏差(bias)方面，效果最明確：

- A. 增加測量時間點
- B. 增加評估指標，如護理能力
- C. 收越多受試者越好
- D. 分組時進行隨機分派

9. 根據右圖之證據金字塔(level of evidence)，

本摘要所述之研究，最符合哪一級？

- A. II
- B. III
- C. V
- D. I



Adapted from: Murad, M. H., Asi, N., Alsawas, M., & Alahdab, F. (2016). New evidence pyramid. *BMJ Evidence-Based Medicine*, 21(4), 125-127.

10. 有關醫學研究倫理(biomedical ethics)，下列何者為正確？

- A. 前驅性研究(pilot study)屬於可行性測試，通常為小規模進行，可申請人體研究倫理委員會之免除審查
- B. 質性研究雖沒有進行介入措施，仍需研究參與者簽署同意書
- C. 若研究人員有利益衝突，則不可進行相關研究
- D. 若個案數稀少，可先行收案，但務必請個案補填寫同意書

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第二題、請根據下面之文章摘要內容，以中文回答二子題：(15%)

【文章出處：Lönn, et al. (2022). *Transitioning to the clinical research nurse role—A qualitative descriptive study*. *J of Adv. Nursing*, 78(11), 3817-3829.】

The aim of the study was to explore Swedish registered nurses' experiences transitioning into the clinical research nurse role. The study had a qualitative design. Data were collected via semi-structured interviews. Inductive qualitative content analysis was employed. Ten participants (i.e., clinical research nurses) were interviewed in the spring of 2017. A semi-structured interview guide was used to address the transition into the clinical research nurse role, experience working in a new role, experience of ethical dilemmas and experience of organizational and professional issues related to the role. The interviews were analysed inductively using qualitative content analysis. The registered nurses described experiencing reality shock when they became clinical research nurses; that is, it was a challenging and transforming experience. The main theme, a challenging transition, was developed from the four subthemes highlighting that it defied their previous nursing role. They experienced an unclear professional identity, extended professional mandate, increased professional status and growing ethical consciousness in their new role. The results highlight that registered nurses who became clinical research nurses had needs that were both distinct from and overlapped with those of their former professional role as registered nurses. To avoid reality shocks, the development of clear competence pathways for nurses to become clinical research nurses, including introduction, mentorship and continued support, is necessary. Making their professional title more homogeneous, nationally and internationally, would facilitate role identification and comparisons in research.

2-1. 請依據上文摘要內容，以中文描述其研究設計、研究方法及研究對象。(8%)

2-2. 請依據上文摘要內容，以中文描述主要的研究結果，以及作者所提出之建議及實務應用。(7%)

第三題、請根據下面之文章摘要內容，以中文回答二子題：(15%)

【文章出處：Showalter, et al., (2022). *Moral distress in clinical research nurses*. *Nursing Ethics*, 29(7-8), 1697-1708.】

The aim of this study was to examine moral distress in clinical research nurses and the relationship between moral distress scores and demographic characteristics of clinical research nurses. This was a descriptive quantitative study to measure moral distress in clinical research nurses using the Measure of Moral Distress - Healthcare Professionals (MMD-HP) administered electronically. Demographic data were also collected. Registered nurses working in the clinical research nurse role ( $N = 322$ ) were recruited through use of social media, emails, digital flyers, and snowball recruitment. Analysis revealed a mean overall moral distress score of 79.58 ( $SD = 64.27$ ) and median of 67, with a range of 0-354. Moral distress scores were negatively correlated with clinical research nurse age ( $r = -0.156, p < 0.05$ ). The findings demonstrate that clinical research nurses do experience moral distress and revealed a wide range of scores. Further research is necessary to determine potential patient impact due to moral distress and to develop processes to minimize moral distress in the clinical research setting.

3-1. 請依據上文摘要內容，以中文描述其研究設計、研究方法及研究對象。(8%)

3-2. 請依據上文摘要內容，以中文描述主要的研究結果，以及作者所提出之建議。(7%)

第四題、請敘述我國臨床研究護理師專業發展現況、重要挑戰及可能之因應策略 (20%)

試題隨卷繳回