某醫學大學醫學系學生之死亡建構

A Study on Death Constructs of Medical Students

中文摘要

本研究旨在運用個人建構心理學（Personal Construct Psychology：PCP；Kelly，1955）之概念及研究方法，來探討國內醫學系學生認知死亡的重要建構。個人建構心理學認為「建構」是一種個別化的概念向度，是個體用來知覺這個世界的重要認知架構。針對特殊議題如死亡，也會在個人或是特定社群中存有一些特定、盛行的建構。

本研究以某私立醫學大學醫學系一至六年級學生，共 36 名為對象，運用個人建構心理學理論，結構性訪談方式，及 Neimeyer 等人所使用的建構分類法，找出醫學系學生認知死亡的重要建構。根據研究發現：

1.研究推論出十六個死亡建構，其中「自由選擇程度」是醫學系學生在思考到死亡時最普遍的建構，也就是意味著醫學系學生在面對死亡時，希望能擁有較多的控制權。

2.而其他的重要建構還包括醫學系學生對死亡來臨時的預期，個人認為與死亡之間的距離，當時的情緒狀態，甚至是死亡的價值等，以上都為醫學系學生的死亡核心建構。

3.除了 Neimeyer 等人所使用的建構，本研究還增加一項「醫學」建構，是部分學生在注意事物時的關鍵點，但並未成為核心的建構。

研究結果除了提供醫學系學生死亡建構之外，也希望進一步能釐清醫學系學生對於死亡的認知，及其感受到的威脅情形。並且幫助即將成為醫師的醫學系學生瞭解個人想法，對生命有更深一層的思考，以期未來在醫療照護上達到人性化的關懷。

英文摘要

The purpose of the research was to explore the death constructs of medical students, based on the concepts and methods of Personal Construct Psychology (PCP).

The construct is a measure of an individual’s salient and important concepts of what the world is. With issues like death, there are also some special and special constructs within certain people or groups.

Thirty-six medical students were recruited from a medical university in northern Taiwan. The research methods adopt structured interviews, and the content analyses of death constructs devised by R. A. Neimeyer, Fontana, and Gold. The major findings were:

1.“Choice” is the main death construct of medical students. This means that medical students who want to have more control over death.

2.There are also some core death constructs like “Temporal Expectation”, “Personal Involvement”, “Emotional State”, and “Evaluation” which medical students identify with.
3.A new death construct “Medicine” has been found within the results. Although this discovery is relevant it should not been as the core death construct.
We provide the death constructs for medical students and wish to clarify their thoughts about death. . It is hoped that based on the findings of this research, medical students could have a deep understanding of life and death. It is also hoped that there will be more of a humanistic approach within the medical educational and care system.