

## ABSTRACT

The main purpose of this research is to understand the death attitude and the need of life and death education of nursing college students in Taiwan. By exploring the factors that influence the students' death attitude and their needs in life and death educations, suggestions for the syllabus, content and application of life and death education in nursing college will be given based on the results of the research.

The research gathered 1160 samples of 12 nursing college students throughout the island. 3 classes of each grade with 20 students each were being chosen according to their seat numbers to answer an questionnaire regarding the students' death attitude, needs of life and death education, needs in life and death education, personal background, experience in contact with death and the difference of their feelings towards death before and after filling in the questionnaire. The data were being analyzed statistically with percentile rank, mean, t-test, one-way ANOVA, Scheffe's posterior comparison, etc. The results are summarized as follows.

Generally speaking, neutral acceptance ranks the highest among nursing college students' attitudes toward death, while the death avoidance has the lowest tendency. Depending on the grade, homeland, personal thought of committing suicide, physical and psychological status, type of family, history of attending funerals, the training related to thanatology, understand of death through mass media, or books and articles concerning death, contact with people who tend to or really did commit suicide, personal thought of committing suicide and their personal act to commit suicide, the way of discussion about topic related to death at home, their attitudes towards death differ significantly.

Analyzing the answers of their feeling towards death were being analyzed and eight groups of attitudes are founds negative attitude, doubt & difficult to understand, unfamiliar and far away, indifference and sarcastic, neutral attitude, belief of reencarnation concern and curiosity and positive attitude.

The nursing college students highly accept life and death education,

affirming the importance of life and death education. Depending on the grade, homeland, participation of religious activities, personal thought of committing suicide, physical and psychological status, marital statuses of parents', ordinal position, the training related to thanatology, contact with people who tend to or really did commit suicide, personal thought of committing suicide and their personal act to commit suicide, the experience of caring and dying patients, the way of discussion about topic related to death at home, their attitudes towards death differ significantly.

The nursing college students have a rather high demand for the contents of thanatology, of which ten kinds of curricula are listed in order of need: dying problem, self-prepare and self-propitiation, suicide problem, ethic problem, lost sorrow problem, death attitude of different age, the application of life and death education, funeral problem, the intrinsic nature of death, death attitudes of various sciences and religions.

According to the study, there suggestions of precaution of nursing college students' promotion of life and death education and advocacy of teacher training and further study in the field of life and death education, in nursing are offered.