



## CHAPTER VIII

### RESULT

Data were divided into several parts as follows:

1. Philosophy and educational goals of Nursing curricula.
2. Nursing curriculum structures.
3. Objectives of Community Health Nursing subjects.
4. Course contents.
5. Learning experiences.
6. Evaluation.

The results of items 3-5 were analysed according to the tasks of a community health nurse assigned by the Permanent Secretary, the Ministry of Public Health [MOPH] as follows:

1. Maternal and child care
2. Immunization
3. Family Planning
4. School Health
5. Nutrition
6. Mental Health
7. Primary Health Care
8. Health Education
9. Training

## 10. Supervision

### PHILOSOPHY

The philosophy of Nursing Educational curricula of 6 institutions were similar to one another. They believed that the goal of professional nursing education was to produce nurses for giving health care services to individuals, families, and communities in the areas of health promotion, disease prevention, nursing care, and rehabilitation.

According to Christian Nursing College and Payap University, the philosophy was based on the belief in Jesus Christ's teaching which emphasized helping others who suffered mentally and physically regardless of colors, religions, and nationalities.

The Ramathibodi Nursing School's philosophy tended to emphasize the goal of nursing services in the areas of assisting individuals, families, and communities for better health. They believed that balance between the body and mind for better living in society was the basic need of mankind. While the philosophy of the Bangkok Nursing College and Chonburi Nursing College pointed out that the goal of nursing was to assist individuals, families, and communities throughout the life cycle in developing self-reliance towards the

attainment of a level of health and a quality of life that will enable people to participate effectively in the community in which they live.

The principles of nursing curricula of all 6 institutions seemed to be relevant to the National Health Policy which emphasized health for all by the year 2000. The objectives of all 6 institutions tended to develop the learners for better learning in general education and professional education together with the ability to utilize the knowledge of nursing science for nursing care. Good attitudes and code of conduct for nursing profession are the merit of good nurses that every nursing institution requires. The philosophy of nursing education curricula under the Ministry of University Affairs and Private Institution appeared to stimulate the learners to be more responsible for themselves, their profession, and society. In addition, all 6 institutions instructed their students for the development of a creative thinking, leadership skills and the responsibility for continuing personal and professional growth.

#### EDUCATIONAL GOALS

The educational goals of nursing curricula of 6 institutions were similar. After the successful completion of the programme, the graduates should be able

to function in nursing care, nursing management, and have good academic knowledge. The graduates should be able to:

- provide nursing care to meet health needs of individual, family and community in the area of prevention of illness, promotion of health, and rehabilitation to health of the ill.

- collect, appraise and assess a problem situation, make decisions on the required nursing intervention. Utilize the nursing process and apply relevant scientific principles, theories in providing nursing care correctly and appropriately.

- respect the value and potential of all individual, family and community and demonstrate this at all times.

- respond to their duties/tasks. Support the moral, ethical values of the Thai society and the nursing profession.

- develop creative thinking, critical thinking, and independent judgement.

- respond to continued personal and professional growth.

- apply effective interpersonal relationships and principles of good communication in working with community members and health workers from other sectors. Integrity and beginning leadership skills in the performance of functions and tasks in the practice of

nursing.

- apply research findings in the continuous improvement of nursing and in the provision of quality health care services.

The goals of nursing curricula of 6 institutions were slightly different from each other. The educational goal of the Bangkok Nursing College, Chonburi Nursing College, Burapa University and Payap University was to give the learners the ability to apply the principles of teaching and management for supervising and guiding other health workers. Bangkok Nursing College, Chonburi Nursing College and Ramathibodi Nursing School still wanted their students to support the principles of Constitutional Monarchy of the Thai people and demonstrate a sense of social and civic responsibility. Furthermore, Ramathibodi Nursing School wanted its learners to support and maintain the Thai tradition and culture.

In conclusion, the goals of all 6 institutions were similar to one another, although some differences in details existed.

### **NURSING CURRICULUM STRUCTURE**

Community Health Nursing subject is one part of nursing curriculum. The analytical results of the structure of the curricula are shown in the table 7:

TABLE 7: The characteristics of nursing curricula structure can be divided follow the names, course, and the number of credit of curricula

Institute	Agency	name of curriculum	Number of credits									
			General Education Courses						Professional Foundation Courses	Professional Nursing Courses	Electives Courses	Total number of credits for all courses
			Social	S. Humanity	Language	Science	Core C.	Total credits				
1. Bangkok Nursing College	MOPH	Diploma program in Nursing Science	10 (6.80%)	10 (6.80%)	8 (5.44%)	8 (5.44%)	-	36 (24.49%)	28 (19.05%)	77 (52.38%)	6 (4.08%)	147 (100%)
2. Chonburi Nursing College	MOPH	Diploma program in Nursing Science	10 (6.08%)	10 (6.08%)	8 (5.44%)	8 (5.44%)	-	36 (24.49%)	28 (19.05%)	77 (52.38%)	6 (4.08%)	147 (100%)
3. Ramathibodi Nursing School	Ministry of University Affairs	Program of Bachelor of Nursing Science	6 (4.05%)	6 (4.05%)	8 (5.41%)	20 (13.51%)	-	40 (27.03%)	29 (19.59%)	73 (49.32%)	6 (4.05%)	148 (100%)
4. Burapa University	Ministry of University Affairs	Bachelor program of Nursing Science	6 (4.23%)	6 (4.23%)	10 (7.04%)	12 (8.45%)	2* (1.41%)	36 (25.35%)	28 (19.72%)	72 (50.70%)	6 (4.23%)	142 (100%)
5. Christian Nursing College	Private	Program of Bachelor of Nursing Science	8 (5.44%)	6 (4.08%)	11 (7.48%)	14 (9.52%)	-	39 (26.53%)	24 (16.33%)	78 (53.06%)	6 (4.08%)	147 (100%)
6. Payap University	Private	Program of Bachelor of Science (Nursing and Midwifery)	6 (4.16%)	6 (4.16%)	18 (12.49%)	6 (4.16%)	3*** (2.08%)	36 (27.08%)	24 (16.66%)	75 (52.80%)	6 (4.16%)	144 (100%)

Remark: \* = Physical Education

\*\* = Mechanism of College study

From table NO. 7, the results could be summarized as follows:

#### 1. Name of curriculum

There are 2 characteristics of naming the curriculum

1.1 "Bachelor of Science" is an academic name for only Payap University (under Private Agency).

1.2 "Bachelor of Nursing Science" and "Diploma of Nursing Science" are professional name. Ramathibodi Nursing School, Burapa University, and Christian Nursing College called "Bachelor of Nursing Science" while Bangkok Nursing College and Chonburi Nursing College called "Diploma of Nursing Science".

Although the name of curriculum of each institution may be different from one another, but the structure of each curricula was similar: ie there were general education courses, professional foundation courses, and professional nursing courses:

- The credit hour of Program of "Bachelor of Science": general education courses, professional foundation courses, and professional nursing courses were: 27.08%, 16.66%, and 52.80% respectively.

- The credit hour of "Diploma program in Nursing Science" or "Bachelor of nursing Science": general education courses, professional foundation courses, and

professional nursing courses ranked between 24.49%-27.03%, 16.33%-19.72%, and 49.32%-53.06% respectively.

## 2. Curriculum structure

Structural analysis of all 6 curricula were compared with the standard of nursing science curriculum in professional level in which was assigned by the Ministry of University Affairs (MOUA) in 1982 according to the following items:

2.1 According to the standard criteria of the Ministry of University Affairs, the total number of credits required for all courses were 130-150. The total number of credit hours of all 6 nursing institutions fully met the requirement (between 142-148 credits).

2.2 According to the Ministry of University Affairs, the standard of curriculum stated that the total credits of General Education must not be less than 30 credits. In addition, the total number of credits of Social Science, Humanity, Language, Science and Mathematics must not be less than 6 credits for each course. The result were:

2.2.1. The total credits of General Education courses of the six institutions ranged between 36-40 credits. The curriculum of Ramathibodi Nursing School has 40 credits (27.03%); Burapa University 39 credits (26.53%); Bangkok Nursing College, Chonburi



Nursing College, Christian Nursing College and Payap University had 36 credits (24.49%-27.08%). This showed that each curriculum had a similar total numbers of credits meeting the standard criteria of nursing curriculum assigned by the Ministry of University Affairs.

2.2.2. The curriculum under MOPH (Bangkok Nursing College and Chonburi Nursing College) had the highest number of credits (10 credits) in Social Science category. Christian Nursing College had 8 credits. Ramathibodi Nursing School, Burapa University and Payap University had 6 credits. These coincided with the requirement stated in the announcement of the Ministry of University Affairs.

2.2.3. The curriculum under MOPH (Bangkok Nursing College and Chonburi Nursing College) had the highest number of credits (10 credits) in Humanity. The 4 institutions (Ramathibodi Nursing School, Burapa University, Christian Nursing College, and Payap University) had 6 credits. All were within the standard criteria.

2.2.4. Payap University had the highest number of 18 credits in Language. Christian Nursing College had 11 credits; Burapa University 10; Bangkok and Chonburi Nursing College, and Ramathibodi Nursing School had 8 credits. All were within the standard criteria.

2.2.5. The curriculum of Ramathibodi Nursing School had the highest number credits (20 credits) in Mathematic and Science. Christian Nursing College had 14 credits. The curriculum of Burapa University contained 12 credits. Bangkok Nursing College and Chonburi Nursing College had 8 credits. Payap University had 6 credits (only Mathematic).

The total credits of Mathematic and Science category of every institution should not be less than 6 credits as mentioned in the Ministry of University Affair announcement. Some of differences could be explained by different ways of inclusion Science subjects in various courses. For example, Payap University had the lowest number of credits allocated in the Science and Mathematic courses, but many credits in Natural Science courses were included in the Professional Foundation Courses for nursing.

2.2.6. Some institutions had compulsory courses in their curriculum in addition to the core courses required by the Ministry of University Affairs. For example, Physical Education was compulsory in 2 institutions. There were 2 credits of Physical Education in Burapa University and 1 credit in Payap University. Futhermore, Payap University allocated 2 credits for the Mechanic of College Study.

2.3 The total credits of Professional Foundation courses required by the Ministry of University Affairs

must be no less than 24. Five institutions mentioned the credits of Professional Foundation in their curriculum brochures as follows: Ramathibodi Nursing School 29 credits; Bangkok Nursing College, Chonburi Nursing College, and Burapa University had 28 credits each; the Christian Nursing College had 24. Payap University included some courses in Professional Nursing together with Professional Foundation Courses.

If the credits in the General Education course were added to Professional Foundation course, the total credits for each institution were less likely to be different. Ramathibodi Nursing School had the highest number of total credits (69 credits or 46.62%). Burapa University had 64 credits (45.07%). Bangkok Nursing School and Chonburi Nursing College had 64 credits (43.54%) for each institution. Christian Nursing College had 63 credits (42.86%). Finally, Payap University had 60 credits (41.67%).

2.4 According to the standard criteria of curriculum, the total number of credits in Professional Nursing courses must not be less than 70 credits: the total number of credits in theory must not be less than 40 credits and 20 credits for practical field. The study showed that the total number of credits of General Education courses ranged between 72-78 credits for all 6 institutions:

Christian Nursing College had the highest total 78 credits. Bangkok Nursing College and Chonburi Nursing College each had 77 credits. Payap University had 75 credits. Ramathibodi Nursing School and Burapa University had 73 and 72 credits respectively.

2.5 The total credit numbers of Elective courses were same for all 6 institutions: ie each had 6 credits that meets the Standard Criteria of the curriculum structure assigned by the Ministry of University Affairs.

#### CREDITS NUMBER OF COMMUNITY HEALTH NURSING

The credits number of 6 Community Health Nursing curricula ranged between 6-9 credits as shown in table 8:

ศูนย์วิทยุทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

TABLE 8: Characteristics of Community Health Nursing course, classified by the year, the subject, and the number of credits

Institute	year	subject	theory	practice	total credits
1. Bangkok NC.	1	Community Health Nursing I	1	-	1
	2	Community Health Nursing II	2	1	3
	2	Community Health Nursing III	-	1	1
	3	Community Health Nursing IV	1	2	3
					8
2. Chonburi NC.	1	Community Health Nursing I	1	-	1
	1,2	Community Health Nursing II	2	1	3
	2	Community Health Nursing III	-	1	1
	4	Community Health Nursing IV	1	2	3
					8
3. Ramathibodi NS.	2	Community Health Nursing I	1	1	2
	4	Community Health Nursing II	4	-	4
	4	Community Health Nursing-practice	-	3	3
					9
4. Burapa U.	2	Nursing II	1	3	4
	2	Primary Health Care	1	1	2
					6
5. Christian NC.	3	Community Health Nursing I	3	-	3
	4	Community Health Nursing II	2	-	2
	4	Community Health Nursing-practice	-	4	4
					9
6. Payap U.	3	Community Health Nursing I	2	-	2
	3	Community Health Nursing-practice VII	-	2	2
	4	Community Health Nursing II	3	-	3
	4	Community Health Nursing-practice VIII	-	2	2
					9
Remark	NC. = Nursing College NS. = Nursing School U. = University				

**ANALYSIS THE RELEVANCE BETWEEN COMMUNITY HEALTH NURSING CURRICULA (CURRICULUM PLANNING) AND THE EXPECTED PERFORMANCE OF COMMUNITY HEALTH NURSES.**

The analysis attempted to compare the Community Health Nursing Curricula with each the 10 tasks of community health nurses assigned by the Ministry of Public Health. In the analysis of the curriculum, consideration was made with respect to the educational objectives, contents, and learning experiences.

**Task # 1. Maternal and Child Health**

**1.1. Educational Objectives:**

Every nursing institution emphasized the knowledge regarding nursing service to individual, family, and community. The goal of Christian Nursing College was to stress the importance of a good relationship between the learners and the individual or family as a means of helping to provide nursing services more effectively. The last 3 institutions; Bangkok Nursing College, Chonburi Nursing College, and Christian Nursing College emphasized their learners to collect all data and assessed health needs of maternal and child. In addition, students had to be capable of nursing care plan, nursing care, and nursing care evaluation.

### 1.2. Contents

The contents of maternal and child health care were mentioned only in 3 institutions: Bangkok Nursing College, Chonburi Nursing College, and Ramathibodi Nursing School. The objectives of Community Health Nursing of Ramathibodi Nursing School was unclear with respect to the subjects related to the mother and child health, although the contents specified topics that might be relevant to mother and child health. The content specified in the Ramathibodi curriculum was: "The role of community health nurse in maternal and child care". In contrast, the objectives of Community Health Nursing of Christian Nursing College mentioned about the need to serve the family and about maternal and child care, but did not mention the subject matters in content.

The 4 institutions mentioned "home visiting" in the contents of their courses, they are: Bangkok Nursing College, Chonburi Nursing College, Christian Nursing College, and Payap University.

### 1.3. Learning experience

Every institution arranged for the students to have experiences in home visiting in general without definite specification of mother and child health care. The tasks during home visit included identification and solving of health problem of individual and family as well as advice for proper services. However, there

were only 2 institutions (Bangkok and Chonburi Nursing College) which emphasized that their students have more experiences in maternal and child care.

In "Home visiting experience", 4 institutions (except Bangkok Nursing College and Christian Nursing College) arranged for their students to practise in rural communities. Ramathibodi Nursing School and Payap University assigned their students to practice in "well baby clinic" in the hospitals. Furthermore, Ramathibodi Nursing School allocated the students to practise in "Antenatal clinic" and "Postpartum clinic" and visiting the "Day care centers" in Bangkok area and in rural area.

## Task # 2. Immunization

### 2.1. Educational objective

The objectives of immunization were mentioned in 2 institutions: Christian Nursing College and Payap University. Both schools emphasize the learners to learn how to identify the kinds of immunization and be able to immunize appropriately according to the types of the clients. Moreover, Payap University also stressed the goal of immunization service.

### 2.2. Contents

The contents of immunization were mentioned in 2 institutions: Christian Nursing College and Payap University. This contents were relevant to the



educational objectives. Both institutes assigned their students to study the technics and the types of immunization. Furthermore, Payap University also assigned the students to study the policy and the goal of immunization service according to the Sixth five year Development Plan.

### 2.3. Learning experience

Every institutes assigned the students to practise immunization in school health programs. Payap University assigned their students to give immunization services at Public Health Department in the hospitals and Pulmonary Tuberculosis center.

## Task # 3. Family Planning

### 3.1. Educational objective

Only Payap University and Christian Nursing College stressed family planning in Community Health Nursing subjects. There were some differences in the details between these 2 institutions: Payap University had more details of proper birth control technique while Christian Nursing College preferred to emphasise the principle and method of giving family planning services to their student.

### 3.2. Contents

Payap University was the only institution that taught family planning in Community Health Nursing.

The content included the policy and the target of family planning of the Sixth National Health Development Plan.

### 3.3. Learning experience

Only 2 institutions: Ramathibodi Nursing School and Payap University had arranged for their students to have more experiences in family planning at Family Planning Department in the hospital.

## Task # 4. School Health

### 4.1. Educational objective

School health topics appeared clearly in Burapa University, Christian Nursing College, and Payap University. The objectives of the role and the responsibility of nurses in school health were also clearly defined. On the other hand, the objectives of Bangkok Nursing College and Chonburi Nursing College were to train their students to be a part of research team and trying to solve the public health problem in community including school health.

### 4.2. Contents

The role and the responsibility of nurses in school health was mentioned in the contents of the curriculum of all institutes. The contents included the prevention of disease, promotion of health, health assessment, health education, and sanitation in schools. Burapa University and Payap University also added the

nutrition in school while Bangkok Nursing College and Chonburi Nursing College have assigned their students to study about the policy and the goal of school health according to the Sixth Development Plan. Their content also included first aids room preparation, and public health volunteer in school.

#### 4.3. Learning experience

Every institutes taught their students about school health service in their responsible areas. The clinical practice consisted of several activities such as: physical assessment, primary medical care, health education, and sanitation in school. Bangkok Nursing College and Chonburi Nursing College also added the other activities namely teaching the leaders of students about health care.

### Task # 5. Nutrition

#### 5.1. Educational objective

Payap University was the only one institute that emphasised nutrition and assigned their students to study the policy and the status of nutrition in Thailand.

#### 5.2. Contents

Only Payap University mentioned the content of nutrition indicating the nurses' role in nutrition based on the Sixth National Development Plan. The plan

included problem identification, determination of the causes of problems, and finding ways to solve the nutrition problems.

### 5.3. Learning experience

No institute directly mentioned about the activity of nutrition in Community Health Nursing.

### Task # 6. Mental Health

No institute had the educational objective and the content of mental health in Community Health Nursing. Every institute did not directly arrange for their students to exposed to activities in mental health.

### Task # 7. Primary Health Care (PHC)

Most of the elements of the PHC included many activities similar to those of Community Health Nursing tasks already mentioned: maternal and child care, immunization, family planning, nutrition and mental health. However, other elements of PHC that community health nurses should be acquainted included: water supply and sanitation, communicable disease control, Primary Medical care, essential drugs, and dental health. Therefore, the current analysis dealt with the remaining five activities of PHC (communicable disease control, water supply and sanitation, primary medical care, essential drugs, and dental health).

### 7.1. Educational objective

Every institute mentioned the knowledge of PHC in their educational objectives with the exception of Ramathibodi Nursing School which did not mention on this subject directly but specified some specific goals supporting the work of PHC.

All institutions emphasized the policy and the goal of the Sixth National Development Plan, public health problems, and health problems in Thailand.

The primary objective of every institution was to educate and to prepare their students to be able to solve the health problem in the community effectively.

The second educational objective mentioned in 5 institutions (except Ramathibodi Nursing School) was the role, the duty, and the responsibility of a community health nurse.

The third objective stated in 4 institutions was environmental sanitation (Bangkok Nursing College and Chonburi Nursing College did not clearly mention this in educational objective) and epidemiology (Chonburi Nursing College and Ramathibodi Nursing School do not mention epidemiology in educational objective).

Dental health was mentioned in 2 institutions; Burapa University and Christian Nursing

College. First aids and the Primary Medical Care were mentioned by Ramathibodi Nursing School only. Finally, the use of essential drug was not mentioned by any institution in Community Health Nursing.

### 7.2. Contents

Every institute prepared the content of community health nursing curriculum as follows:

- The goal and the policy of National Development Plan.

- The principle of National Development Plan.

- Health problems in Thailand and their impact on the society.

- Primary Health Care

- Community diagnosis, planning and evaluation.

- Environmental sanitation.

- : the meaning and the importance of environment sanitation.

- : disposal of sewage.

- : insect and disease-carrier control.

- : food sanitation.

Five institutions assigned their students to study as part of the Community Health Nursing courses a course entitled "the role of nurses in Primary Health Care" (Chonburi Nursing College did not mention).

Epidemiology was in the curricula of 4 institutions; Bangkok Nursing College, Burapa University,

Christian Nursing College, and Payap University. All 4 institutions designed the content as follows: the meaning, the importance and the role of nurse in epidemiology, principle of epidemiology, and disease surveillance and investigation of outbreak. Burapa University and Payap University emphasised the role of nurses in prevention of disease and control of communicable diseases more than other schools.

Dental health was included in Community Health Nursing by Burapa University and Christian Nursing College. The content of public dentistry included the meaning and the importance of public dentistry, oral disease, early detection of oral health problem, promotion of public dentistry and prevention of oral health problems.

First aids or Primary Medical Care appeared in the subject of community health nursing only in Ramathibodi Nursing School curriculum. The content covered the sign and symptom of the sick or the injured persons and first aid care.

**REMARK:** Burapa University classified the PHC into one of Community Health Nursing subjects.

: In every institution, Primary Medical Care is an independent subject which was not combined with Community Health Nursing.

### 7.3. Learning experience

Every institution arranged for the students to have appropriate learning experience by providing the field study or home visit program. The students learned how to collect the data, to identify the problems and needs of individual and family. Furthermore, they developed nursing plans to solve the problems, provide and evaluate the nursing care.

The location of the learning experiences in field practicum of each institution are shown in table 9.

TABLE 9: A location of field experience

Institution	urban area	rural area
1. Bangkok NC.	/	-
2. Chonburi NC.	/	/
3. Ramathibodi NS.	/	/
4. Burapa U.	-	/
5. Christian NC.	/	-
6. Payap U.	/	/

Remark: inside municipality = urban area  
: outside municipality = rural area

All 6 institutions took their students to observe PHC activities in various field trips. Chonburi Nursing College, Ramathibodi Nursing School, Burapa University, and Christian Nursing College organized study tours for the environmental sanitation while Payap University arranged the study tour at water supply department which was a part of sanitation.



Chonburi Nursing College, Burapa University, and Christian Nursing College allowed their students to practise in various Communicable Disease Control Center such as the Pulmonary Tuberculosis center and the Veneral Disease center.

Burapa University was the only institution that organized field trips for dental health. While other institutions include practical dental health fields only in school health.

Five institutions (except Burapa University) managed to provide an experience in Primary Medical Care and use of drugs. They arranged for their students to practise at public health center in Bangkok and community hospitals (Ramathibodi Nursing School, Christian Nursing College), public health center in Chonburi (Chonburi Nursing College), health center (Bangkok Nursing College, Chonburi Nursing College, and Payap University).

## TASK # 8. Health education

### 8.1. Educational objective

Every institution strongly emphasized health education. The objective of every institution was: to give proper health education to individual, family, and community according to their felt need. Especially Christian Nursing College and Payap University, allowed

their students to select and to produce the teaching media appropriate for the health education.

### 8.2. Contents

Health education was one part of Community Health Nursing Curriculum. Five institutions (except Ramathibodi Nursing School) designed the contents as follows: the meaning and the objective of health education, health education technique, teaching plans and evaluation. Burapa University, Christian Nursing College, and Payap University emphasised health educational media. More importantly, Christian Nursing College and Payap University stressed the motivation techniques while providing health education.

### 8.3. Learning experience

Regarding health education, Ramathibodi Nursing School and Payap University emphasized the production of instructional media and arranging exhibitions in schools. Moreover Payap University encouraged the students to use communicational media such as radio speakers.

All 6 institutions provided their students with the opportunity to practise in different fields as shown in table 10.

TABLE 10: Field area for Health Education practice

institute	practicum in health education		
	in school	in hospital	in community
1. Bangkok NC.	/	/	/
2. Chonburi NC.	/	/	/
3. Ramathibodi NS.	/	/	/
4. Burapa U.	/	-	/
5. Christian NC.	/	-	/
6. Payap U.	/	/	/

Remark NC. = Nursing College  
 NS. = Nursing School  
 U. = University

### **TASK # 9. Training**

The educational objective, content, and learning experience of Training was not mentioned in Community Health Nursing curriculum.

### **TASK # 10. Supervision**

#### **10.1. Educational objective**

All institutions mentioned the communication and team cooperation in the curriculum. One of the objective was common to 5 institutions (except Burapa University), ie the students should understand the relationship of the other government organizations.

#### **10.2. Contents**

The content about the organizational structure of the Ministry of Public Health was congruent

with the educational objectives in 5 institutions (except Burapa University). The 3 institutions: Bangkok Nursing College, Chonburi Nursing College and Christian Nursing College, also focused on the content of cooperation.

Only two institutions (Bangkok Nursing College and Chonburi Nursing College) mentioned supervision in the content of Community Health Nursing.

### 10.3. Learning experience

All institutions managed their students to practise in health service with other types of health personnel. The goal was to train the students to learn how to cooperate with other personnel in the health team.

Bangkok Nursing College, Chonburi Nursing College, and Ramathibodi Nursing School arranged for their students to observe and study supervision activities. Chonburi Nursing College managed to provide information about the public health and supervision and required that the students supervise the voluntary personnel, and observe the supervisory activities of other organizations.

The educational objectives, content and learning experiences of all six nursing curricula planning in accordance with Community Health Nursing tasks as defined by the Ministry of Public Health were summarized in table 11:

TABLE 11: The relevance of nursing curricula planning in accordance with the community health nursing tasks.

ACTIVITY INSTITUTION	MCH		IMUNIZAT		FAMILY F.		SCHOOL H.		NUTRITION		MENTAL H.		PHC.		HEALTH ED.		SUPERVISE		TRAINING			
	OBJ	C	LE	OB	OBJ	C	LE	OB	OBJ	C	LE	OB	OBJ	C	LE	OB	OBJ	C	LE	OBJ	C	LE
1. BANGKOK NC.	/	/,OB	/	-	P	/,F	-	OB	/,OB	/	/	/	/	/	/	/	/	/	/	-	-	-
2. CHONBURI NC.	/	/,OB	/	-	P	/,F	-	OB	/,OB	/	/	/	/	/	/	/	/	/	/	-	-	-
3. RAMA NS.	-	/	/	-	P	/,F	-	OB	/,OB	/	/	/	/	/	/	/	/	/	/	-	-	-
4. BURAPA U.	-	OB	/,OB	-	P	P	-	OB	/,OB	/	/	/	/	/	/	/	/	/	/	-	-	-
5. CHRISTIAN NC.	/	OB	/	/	/	/,P	/	OB	/,OB	/	/	/	/	/	/	/	/	/	/	-	-	-
6. PAYAP U.	-	OB	/,OB	/	/	/,P	/	/,OB	/	/	/	/	/	/	/	/	/	/	/	-	-	-

REMARK: \* = not emphasis on Maternal and Child case.

OB = Obstetric and Gynecology subject.

P = Pediatric subject.

PF = Professional Foundation subject.

From this study, all 6 institutions allocated their students to get learning experiences in accordance with CHN tasks (except Training). They managed their students to get some learning experiences in other Department (other subject) like Obstetric nursing, Gynecological nursing, Pediatric nursing, and Psychiatric nursing too.

### EVALUATION METHOD

All 6 institutions divided their evaluation into two parts: theory and clinical performance. The evaluation methods are paper-pencil test, and report for the theory and a checklist, rating scale, case study and report for practice part as shown in table 12. Ramathibodi Nursing School also used seminar to assess the students. Only Payap University evaluated the media produced by students for Health Education.

TABLE 12 : The methods of evaluation in Community Health Nursing in each institution.

INSTITUTION	THEORY			PRACTICE			MISCELL- ANEOUS.
	PAPER & PENCIL	REPORT	SEMINAR	CLINICAL PERFORMANCE (INDIVIDUAL)	CASE STUDY (GROUP)	REPORT	
1. Bangkok NC.	/	/	-	/	/	/	-
2. Chonburi NC.	/	/	-	/	/	/	-
3. Rama NS.	/	/	/	/	/	/	-
4. Burapa U.	/	/	-	/	/	/	-
5. Christian NC.	/	/	-	/	/	/	-
6. Payap U.	/	/	-	/	/	/	media

**ANALYSIS THE RELEVANCE BETWEEN THE ACTUAL LEARNING EXPERIENCES AND THE EXPECTED PERFORMANCE OF COMMUNITY HEALTH NURSES.**

For the survey, the study divided into 2 categories: teaching-learning condition and the actual learning experiences relating to the community health nurses' tasks.

**Category I;** The result of data analysis on the opinions of the students towards teaching-learning condition in all 6 institutions was presented based on 10 principles of learning items.

**Theory:**

- Motivation.
- Teacher Center.
- Active Students Participation.
- Formative Evaluation.
- Summative Evaluation.
- Feedback by Student.

**Field practicum:**

- Motivation.
- Active Students Participation.
- Feedback by Instructor.
- Feedback by Student.

**Category II:** Data analysis of the students' actual learning experiences relating to community health nurses' tasks were compared with the experts' standard (opinions) presented based on 9 tasks assigned by the MOPH.

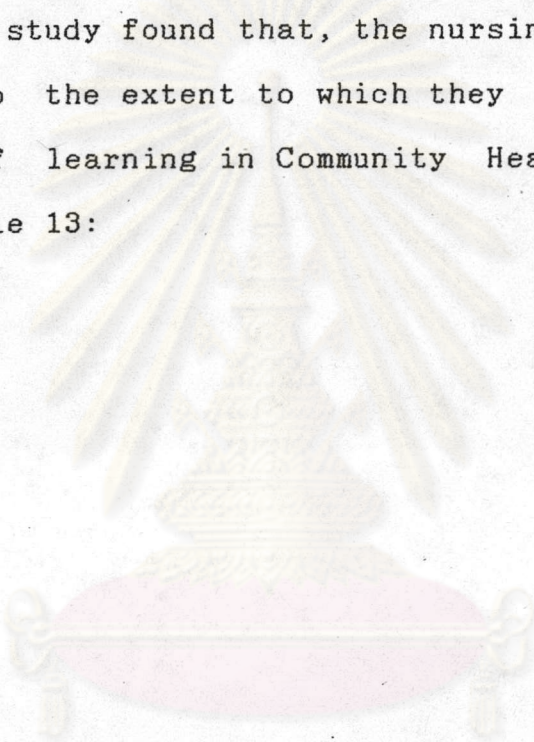
- Maternal and Child Health.
- Immunization.
- Family Planning.
- School Health.
- Nutrition.
- Mental Health.
- PHC.
- Health Education.
- Supervision and Training.

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**CATEGORY I****A COMPARISON BETWEEN TEACHING-LEARNING CONDITION IN 6 INSTITUTIONS****1. Comparison of Students' opinions of teaching-learning conditions in six institutions:**

This study found that, the nursing school varied according to the extent to which they implemented the principle of learning in Community Health Nursing as shown in table 13:



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TABLE 13 : A comparison between teaching-learning conditions in 6 institutions

ITEM	BANGKOK CHON RAMA BURAPA CHRIS- PAYAP P-VALUE						REMARK	AGENCY	LOCAT- ION	TWO-WAY INTERACT
	1	2	3	4	5	6				
	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$				
<u>THEORY</u>										
-MOTIVATION	2.83	3.14	2.89	3.60	3.44	3.27	.000*	.000*	.000*	.000*
-TEACHER C.	3.06	2.56	3.00	2.34	2.96	3.18	.000*	.004*	.001*	.001*
-ACTIVE STUDENT PARTICIPATION	1.76	2.28	2.13	2.72	2.21	1.88	.000*	.000*	.000*	.000*
-FORMATIVE E.	2.54	1.90	1.46	3.30	0.818	2.63	.000*	.000*	.000*	.000*
-SUMMATIVE E.	3.34	3.27	3.54	3.71	3.56	3.86	.000*	.000*	.094	.083
-FEEDBACK BY S.	1.77	2.57	2.46	3.65	3.38	1.79	.000*	.000*	.082	.000*
<u>FIELD PRACTICUM</u>										
-MOTIVATION	3.10	3.11	2.86	3.61	3.46	3.45	.000*	.003*	.003*	.000*
-ACTIVE STUDENT PARTICIPATION.	2.93	3.12	2.93	3.41	3.35	3.12	.000*	.023*	.030*	.000*
-FEEDBACK BY I.	2.95	2.60	2.96	3.47	3.22	3.26	.000*	.000*	.663	.000*
-FEEDBACK BY S.	2.18	2.84	2.62	3.52	3.35	2.17	.000*	.000*	.084	.000*

Remark: \* = p < .05

Teaching-learning condition of all 6 institutions were significantly different. The agencies played an important role in explaining for the differences in teaching-learning conditions. The locations of institutes also showed differences in four items out of six in theory part (Motivation, Teacher Center, Active Student Participation and Formative Evaluation) and two items in practice part (Motivation and Active Student Participation). Moreover, if the agencies interacted with the locations, a higher effect in differences in teaching-learning conditions were shown.

Regarding to the setting for learning experience, all 6 institutions did well especially in Motivation and Summative Evaluation in theory part. Two out of six (Active Student Participation and Formative Evaluation) needed to be improved in 5 institutions except Burapa University. The item, Feedback by Student, also needed to be improved in 4 institutions except Burapa University and Christian Nursing College.

All 6 institutions did not need to improve for practicum part except Feedback by Instructor and Feedback by Student. The item, Feedback by Instructor needed to be improved in Chonburi Nursing College. Feedback by Student needed to be improved in Bangkok Nursing College, Ramathibodi Nursing School, and Payap University.

2. Comparision between the students' and the instructors' opinions about teaching-learning conditions in each institutions:

The instructors' opinions and students' opinions towards teaching-learning conditions were significantly different in each school as shown in table 14:

TABLE 14 : P-value resulting from statistical test between the students' opinions and instructors' opinions towards teaching-learning conditions in various nursing school.

P-value between students & instructors' opinions towards T-L conditions						
PART	Bangkok	Chonburi	Rama	Burapa	Christian	Payap
<b>THEORY</b>						
- Motivation.	.573	.268	.006*	.125	.395	.058
- Teacher Center.	.668	.343	.217	.235	.053	.207
- Active Student Participation	.006*	.012*	.018*	.300	.653	.500
- Formative E.	.055	.268	.418	.653	.653	.971
- Summative E.	.181	1.000	.102	.900	.627	.796
- Feedback by S.	.010*	.555	.003*	.318	.053	.112
<b>PRACTICE</b>						
- Motivation.	.058	.691	.001*	.395	.053	.019*
- Active student participation.	.350	.555	.113	.957	.069	.796
- Feedback by I.	.049*	.119	.049*	.552	.031*	.019*
- Feedback by S.	.007*	.268	.180	.125	.063	.155

Remark: \* =  $p < .05$

Most of the instructors and students' opinions in Bangkok Nursing College, Ramathibodi Nursing School, Christian Nursing College and Payap University towards teaching-learning conditions were significantly different in following items: Feedback by Instructor in Practice part. They were also significantly different in Active Student Participation item in theory part.

The details of differences of the opinions of students and instructors towards teaching-learning conditions of each institution were shown in table 15-20.

TABLE 15 : A comparison of the teaching - learning condition between students and instructors' opinions in Bangkok Nursing College.

ITEM	STUDENT mean rank	INSTRUCTOR mean rank	P-VALUE
<b>THEORY</b>			
- Motivation.	38.58	43.92	0.573
- Teacher center.	39.30	35.50	0.668
- Active student- participation.	36.95	63.25	0.006*
- Formative evaluation.	37.63	55.25	0.055
- Summative evaluation.	38.06	50.17	0.181
- Feedback by student.	37.80	53.25	0.010*
<b>PRACTICE</b>			
- Motivation.	37.61	55.50	0.056
- Active student- participation.	38.31	47.17	0.350
- Feedback by instructor.	37.55	56.17	0.049*
- Feedback by student.	37.03	62.33	0.007*

The instructors' opinions and students' opinions were significantly different in two out of six items in theoretical part (Active Student Participation and Feedback by Student) and were significantly different in two out of four items in practicum (Feedback by instructor and Feedback by student).

The opinions of the instructor towards teaching-learning conditions were higher than the students' opinions (except Teacher Center item).

TABLE 16 : A comparison of the teaching - learning condition between students and instructors' opinions in Chonburi Nursing College.

ITEM	STUDENT mean rank	INSTRUCTOR mean rank	P-VALUE
<b>THEORY</b>			
- Motivation.	25.41	35.50	0.268
- Teacher center.	26.51	17.83	0.343
- Active student-participation.	27.23	6.33	0.012*
- Formative evaluation.	25.41	35.50	0.268
- Summative evaluation.	26.00	26.00	1.000
- Feedback by student.	25.67	31.33	0.555
<b>PRACTICE</b>			
- Motivation.	25.78	29.50	0.691
- Active student-participation.	26.33	20.67	0.555
- Feedback by instructor.	25.17	39.33	0.119
- Feedback by student.	26.59	16.50	0.268

Only Active Student Participation in theory part was statistically significant when compared the instructors' and students' opinion towards teaching-learning condition. The instructors' opinions towards teaching-learning condition were higher than students' opinion. Except for two items in theoretical (Teacher Center and Active Student Participation) and two items in practicum (Active Student Participation and Feedback by Student).

TABLE 17 : A comparison of the teaching-learning condition between students and instructors' opinions in Ramathibodi Nursing School.

ITEM	STUDENT mean rank	INSTRUCTOR mean rank	P-VALUE
<b>THEORY</b>			
- Motivation.	24.79	41.50	0.006*
- Teacher center.	28.03	20.21	0.217
- Active student-participation.	25.07	39.71	0.018*
- Formative evaluation.	27.70	22.43	0.416
- Summative evaluation.	28.36	18.07	0.102
- Feedback by student.	24.61	42.61	0.003*
<b>PRACTICE</b>			
- Motivation.	24.29	44.93	0.001*
- Active student-participation.	25.67	35.71	0.113
- Feedback by instructor.	25.37	37.71	0.049*
- Feedback by student.	25.87	34.43	0.180

There were significant differences between students and instructors' opinions towards Motivation, Active Student Participation, Feedback by Student items in theory part and Motivation, Feedback by Instructor items in practice part. The instructors' opinions towards most items of teaching-learning condition were higher than students' opinions (except Teacher center, Formative evaluation, and Summative evaluation).

TABLE 18 : A comparison of the teaching-learning condition between students and instructors' opinions in Burapa University.

ITEM	STUDENT mean rank	INSTRUCTOR mean rank	P-VALUE
<b>THEORY</b>			
- Motivation.	23.55	35.00	0.125
- Teacher center.	25.24	16.38	0.235
- Active student- participation.	25.15	17.38	0.300
- Formative evaluation.	24.80	21.25	0.653
- Summative evaluation.	24.59	23.50	0.900
- Feedback by student.	23.86	31.50	0.318
<b>PRACTICE</b>			
- Motivation.	23.95	30.50	0.395
- Active student- participation.	24.53	24.13	0.957
- Feedback by instructor.	24.13	28.63	0.552
- Feedback by student.	23.55	35.00	0.125

There was no significantly difference between students and instructors' opinions towards teaching-learning condition in Burapa University. The instructors' opinions were higher than students' opinions only in Motivation and Feedback by student in theory part and Motivation, Feedback by instructor, and Feedback by student in practice part.



TABLE 19 : A comparison of the teaching-learning condition between students and instructors' opinions in Christian Nursing College.

ITEM	STUDENT mean rank	INSTRUCTOR mean rank	P-VALUE
<b>THEORY</b>			
- Motivation.	23.95	30.50	0.395
- Teacher center.	25.68	11.50	0.053
- Active student-participation.	24.22	27.63	0.653
- Formative evaluation.	24.20	27.75	0.653
- Summative evaluation.	24.82	21.00	0.627
- Feedback by student.	23.32	37.50	0.053
<b>PRACTICE</b>			
- Motivation.	23.32	37.50	0.053
- Active student-participation.	23.40	36.63	0.069
- Feedback by instructor.	23.20	38.75	0.031*
- Feedback by student.	23.36	37.00	0.063

The students' opinions and instructors' opinions were not statistically significant for most items of theory and practice parts in teaching-learning conditions. Only Feedback by Instructor item in practice was significant different.

The students' opinions about the teaching-learning conditions were higher than instructors' opinions in Teacher center and Summative evaluation items.

TABLE 20 : A comparison of the teaching-learning condition between students and instructors' opinions in Payap University.

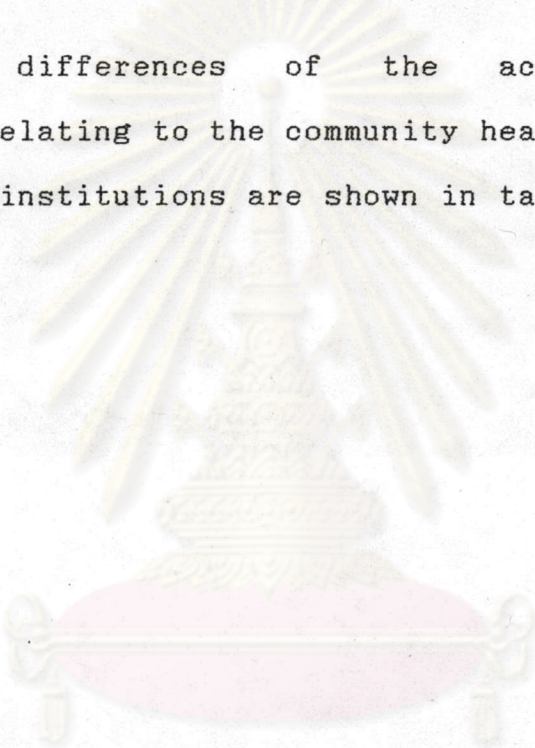
ITEM	STUDENT mean rank	INSTRUCTOR mean rank	P-VALUE
<b>THEORY</b>			
- Motivation.	25.51	42.67	0.058
- Teacher center.	27.18	15.33	0.207
- Active student- participation.	26.13	32.50	0.500
- Formative evaluation.	26.47	27.00	0.971
- Summative evaluation.	26.35	29.00	0.796
- Feedback by student.	25.66	40.17	0.112
<b>PRACTICE</b>			
- Motivation.	25.34	45.50	0.019*
- Active student- participation.	26.35	29.00	0.796
- Feedback by instructor.	25.34	45.50	0.019*
- Feedback by student.	25.74	38.83	0.155

All items of theory part and most items of practice part of two groups were similar and there was no statistically significantly difference between the two groups, except for two items which were Motivation and Feedback by instructor. These two items were statistically significant when compared the students' opinions towards teaching-learning condition with the instructors' opinions. The instructors' opinions towards teaching-learning condition were higher than students' opinions (except Teacher center item).

A COMPARISON THE ACTUAL LEARNING EXPERIENCES IN  
ACCORDANCE WITH THE EXPECTED PERFORMANCE BETWEEN 6  
INSTITUTIONS.

1. Comparison of actual learning experiences  
of students between the six institutions:

The differences of the actual learning experiences relating to the community health nurses' tasks of 6 nursing institutions are shown in table 21:



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TABLE 21: A comparison of actual learning experiences in field practicum in accordance with 6 institutions

INSTITUTION ACTIVITY	1	2	3	4	5	6	P-VALUE	REMARK	AGENCY	LOCAT- ION	TWO-WAY INTERACT
	BANGKOK	CHON BURI	RAMA	BURAPA	CHRIST- TIAN	PAYAP					
	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$					
1.MATERNAL & CHILD (14 ITEMS)	13.39	14.00	13.91	8.93	13.98	6.65	.000*	6*4,6*3,6*5,6*1,6*2 4*3,4*5,4*1,4*2.	.000*	.000*	.000*
2.IMMUNIZATION (5 ITEMS)	5.00	4.92	4.70	2.16	4.96	4.61	.000*	4*6,4*3,4*2,4*5,4*1, 6*2,6*5,6*1,3*1.	.000*	.000*	.000*
3.FAMILY PLANNING (6 ITEMS)	5.94	5.79	5.72	2.68	5.98	5.69	.000*	4*6,4*3,4*2,4*1,4*5.	.000*	.000*	.000*
4.SCHOOL HEALTH (12 ITEMS)	11.83	11.52	10.54	11.11	11.43	8.04	.000*	3*5,3*2,6*3,6*4,6*1, 6*5,6*2.	.000*	.000*	.000*
5.NUTRITION (7 ITEMS)	6.82	6.79	6.17	6.98	7.00	6.57	6.57	3*1,3*2,3*4,3*5 6*1,6*4,6*5.	.000*	.000*	.160
6.MENTAL HEALTH (4 ITEMS)	3.23	3.31	2.02	2.18	2.52	1.02	.000*	6*3,6*4,6*5,6*1,6*2, 3*1,3*2,4*1,4*2,5*1, 5*2.	.000*	.012*	.000*
7.PHC (11 ITEMS)	10.59	11.00	10.78	10.89	11.00	10.86	.000*	1*6,1*4,1*5,1*2.	.235	.052	.004*
8.HEALTH EDUCATION (4 ITEMS)	3.90	4.00	3.96	3.93	3.98	3.94	.309	NO TWO GRS. DIFFERENCE.	.998	.717	.047*
9.SUPERVISION & TRAINING (3 ITEMS)	2.51	2.90	2.44	2.39	2.21	2.08	.000*	6*1,6*2,5*2,4*2,3*2, 1*2.	.000*	.516	.066

Remark: \* =  $p < .05$

Only actual Health Education activity was not significantly different in 6 institutions. The agencies played an important role in explaining the differences in 7 out of 9 activities (except PHC and Health Education). The locations also played the important role in explaining the differences in 5 out of 9 activities (except Nutrition, PHC, Health Education and Supervision and training). Moreover, if the interaction between agency and location was taken into account, the differences in all learning experiences appeared to be higher in field practicum in accordance with community health nurses' tasks except Supervision and Training activities.

2. Comparison of the students' actual learning experiences and the experts' opinions regarding the optimal of activity for a given Task assigned by the MOPH for community health nurses:

The students' actual learning experiences in field practicum relating to community health nursing tasks compared with the experts' standard are shown in table 22-30.

TABLE 22 : Maternal and Child Health

ACTIVITY	BANGKOK	CHONBURI	RAMA	BURAPA	CHRISTIAN	PAYAP
1.Motivate & stimulate pregnancy woman to know the importance of ANC service.	/	/	/	+	/	+
2.Take history of prenatal woman.	/	/	/	+	/	+
3.Perform physical-examination.	/	/	/	+	/	+
4.Obstetrical-examination.	/	/	/	+	/	+
5.Give advices to prenatal woman.	/	/	/	+	/	+
6.Home visiting and history taking maternal and child.	/	/	/	+	/	+
7.Perform physical examination the postnatal woman.	/	/	/*	++	/	+
8.Perform physical examination the baby.	/	/	/	++	/	+
9.Infant development assessment	/	/	/	+	/	+
10.Diagnosis maternal and child health problem.	/	/	/	+	/	+
11.Nursing care plan according to their problem.	/	/	/	+	/	+
12.Advice to postnatal woman.	/	/	/	+	/	+
13.Advice to take care the baby.	/	/	/	+	/	+
14.Visiting Pre-school children.	/	/	/*	+	/*	X
<b>Remark:</b>	/ = excellent		+ = excellent			
	/* = satisfy			(in other department)		
	x = unsatisfy		+* = satisfy	(in other department)		

The students in 6 institutions received learning experiences mostly in Maternal and Child Health equivalent to or higher than experts' standard. Only the activity on visiting pre-school children in Payap University did not meet experts' standard.

For Burapa University and Payap University, the instructors managed their students to practise Maternal and Child Health activity in Obstetric and Gynecology Department. This activity was equivalent to or higher than the experts' standard.

TABLE 23 : Immunization

ACTIVITY	BANGKOK	CHONBURI	RAMA	BURAPA	CHRISTIAN	PAYAP
1.Motivate&stimulate the parents to realize the importance of bringing child to receive immunization vaccine - continuously.	/	/	/	+	/	/*
2.Give the vaccine injection to newborn, infant, and pre-school children.	/	/	/	+	/	/
3.Give immunization to school aged children.	/	/*	X	+*	/	/*
4.Give immunization to pregnancy woman.	/	/	/	+	/	/*
5.Give advices of how to be have after receiving immunization to the clients.	/	/	/	+	/	/

The students of all 6 institutions recieved the learning experiences in Immunization equivalent to or higher than the experts' standard. Only, the immunization service to school children in Ramathibodi Nursing School did not meet the experts' standard. The instructors in Burapa University managed to provide learning experiences about Immunization in Pediatric Department.

TABLE 24 : Family Planning

ACTIVITY	BANGKOK	CHONBURI	RAMA	BURAPA	CHRISTIAN	PAYAP
1. Advice about family planning to the mature woman appropriate to their condition.	/	/	/	+	/	/
2. Family planning services to the clients by						
: birth control pills.	/	/	/	+	/	/
: birth control injection.	/	/	/	+	/	/
: loop.	/	/	/	+	/	/
3. Advice the clients about how to be have after receiving birth control service.	/	/	/	+	+	+
4. Family planning education to the people.	/	/	/	+	/	/

The students of all 6 institutions recieved learning experiences in Family Planning equivalent to or higher than the experts' standard. The students at Payap University got learning experiences about Family Planning in Obstetric and Gynecology Department.

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TABLE 25 : School Health

ACTIVITY	BANGKOK	CHONBURI	RAMA	BURAPA	CHRISTIAN	PAYAP
1.Students' health assessment.	/	/	/	/	/	X
2.Give primary medical care.	/	/	/	/	/	/*
3.Environment sanitation assessment.	/	/	/	/	/	X
4.Give health education in						
: health promotion.	/	/	/	/	/	/*
: health prevention.	/	/	/	/	/	/
: curative & nursing.	/	/	/	/	/	/
5.Observe & suggest about environment sanitation.	/	/	/	/	/	X
6.Observe & suggest about food sanitation.	/	/	/*	/	/	X
7.Nursing room preparation.	/	/	/	/	/	X
8.Give advices to students' leader.	/*	/*	X	X	/*	X
9.Followup-students.	/*	/	/*	/*	/	X
10.transfer the students who have health problem.	/	/	/*	/	/	/*

The actual learning experiences of the students in Bangkok Nursing College, Chonburi Nursing College, and Christian Nursing College were equivalent to or higher than experts' standard. The students in Ramathibodi Nursing School and Burapa University also did most activities of School Health that were equivalent to or higher than experts' standard (except advice to the students' leader).

Seven out of 12 items in School Health activities in Payap University were lower than the experts' opinions. The health assessment, environment sanitation assessment, observation and suggestion about environment sanitation, observation and suggestion about food

sanitation, Nursing room preparation, and advice to the students' leader needed improvement.

TABLE 26 : Nutrition

ACTIVITY	BANGKOK	CHONBURI	RAMA	BURAPA	CHRISTIAN	PAYAP
1.Weight the children for serching the malnutritious condition.	/	/	/	/	/	/
2.evaluate the nutritious condition of the children.	/	/	/	/	/	/
3.Stimulate&motivate mother for giving their breast feeding.	/	/	/	/	/	/*
4.suggest about supplement food.	/	/*	/	/*	/	/*
5.Food supplement demon- stration.	/	/	X	/	/	/
6.suggest the people to select nutritious food and easily find in community.	/	/	/*	/	/	/
7.introduce food that are appropriate individually to the sick people.	/	/	/	/	/	/

The students of all 6 institutions recieved all learning experiences in Nutrition equivalent to or higher than experts' standard. One activity: demonstration on food supplement in Ramathibodi Nursing School was lower than the experts' standard.

TABLE 27 : Mental Health

ACTIVITY	BANGKOK	CHONBURI	RAMA	BURAPA	CHRISTIAN	PAYAP
1. Select the people who have mental health - problem.	+	+	+	+	+	+
2. Give primary medical care.	+	+	+	+	+	+
3. Give advice to solve health problem.	+	+	+	+	+	+
4. Give mental health education in school/hospital/ community.	+	+	+	+	+	+

The students of all 6 institutions recieved learning experiennces in Mental Health higher than the experts' standard. All 6 institutions have managed their students to practise Mental Health activity in Psychiatric Department.

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TABLE 28 : Primary Health Care (PHC)

ACTIVITY	BANGKOK	CHONBURI	RAMA	BURAPA	CHRISTIAN	PAYAP
1. Make the village's map.	/*	/	/*	/*	/	/
2. Survey the general data of the village.	/	/	/	/*	/	/
3. Set priority of the - problem.	/	/	/	/	/	/
4. Planning for solving the problem in the community.	/*	/	/	/	/	/
5. Implementing the plan.	X	/	/	/	/	/
6. Evaluation.	X	/	/	/	/	/
7. Suggest to drink safe water.	X	/	X	/	/	/
8. Give advice of environment sanitation.	X	/	/*	/	/	/
9. Give the knowledge of how to control and prevent local disease.	/*	/	/*	/	/	/
10. Give the training of - physical assessment, and basic medical care.	/	/	/*	/*	/	/*
11. Give advices of how to take care of themselves in case of being sick.	/	/	/	/	/	/

The students at Chonburi Nursing College, Burapa University, Christian Nursing College, and Payap University received learning experiences equivalent to or higher than experts' standard. In the Bangkok Nursing College, 4 items out of 11 were lower than experts' standard. They were: implementing the plan, evaluation, suggesting drinking safe water and advice of environmental sanitation. One item, suggesting drinking safe water (Ramathibodi Nursing School) was also lower than the experts' standard. The activity in these items needed improvement.

TABLE 29 : Health Education

ACTIVITY	BANGKOK	CHONBURI	RAMA	BURAPA	CHRISTIAN	PAYAP
1. Plan the health education relating to health - problem.	/*	/	/	/	/	/
2. Give health education appropriate to the problems and needs of people during home visiting/in hospital/in community.	/	/	/	/	/	/
3. Prepare exhibition appropriate to community's health problem.	/	/	/	/	/	/
4. Publicize health education according to health problem by using radio broadcast.	/	/	/	/	/	/

The students of all 6 institutions received all learning experiences in Health Education equivalent to or higher than experts' standard.

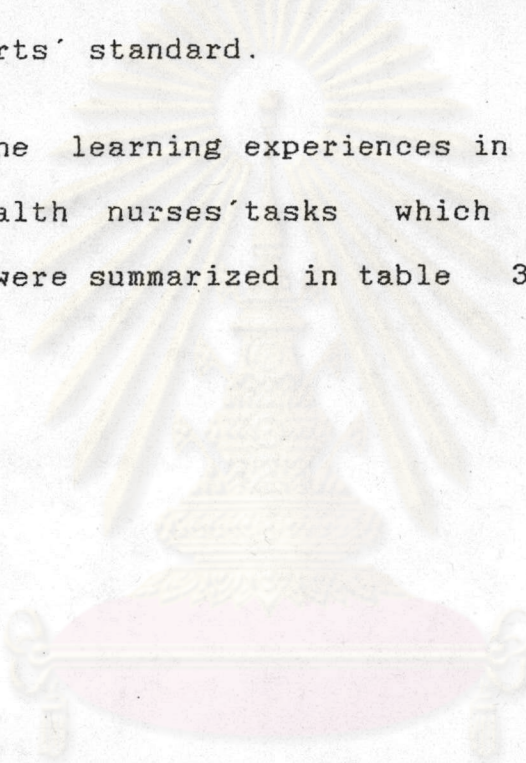
TABLE 30 : Supervision and Training

ACTIVITY	BANGKOK	CHONBURI	RAMA	BURAPA	CHRISTIAN	PAYAP
1. Give advice to VHV, CHW.	/*	/	X	/*	X	/*
2. Supervise the health personnel.	X	/*	X	X	X	X
3. Cooperate with the public health team.	/*	/	/	/*	X	/*

Only the students in Chonburi Nursing College received learning experiences in Supervision and Training equivalent to or higher than experts' opinions. The students in Bangkok Nursing College, Burapa University, and Payap University received learning experiences in

supervision of the public health staff lower than the experts' standard. The activities like supervision of public health staff and cooperation with public health staff in Ramathibodi Nursing School were lower than the experts' standard. For Christian Nursing College, the activities like supervision and training were lower than the experts' standard.

The learning experiences in accordance with community health nurses' tasks which needed to be improvement were summarized in table 31.



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TABLE 31: The activities which need improvement

ACTIVITY	BANGKOK	CHONBURI	RAMA	BURAPA	CHRISTIAN	PAYAP
1.VISITING PRE-SCHOOL CHILDREN.	-	-	-	-	-	X
2.IMMUNIZATION SERVICE TO SCHOOL CHILDREN.	-	-	X	-	-	-
3.STUDENT' S HEALTH ASSESSMENT.	-	-	-	-	-	-
4.ENVIRONMENT SANITATION-ASSESSMENT.	-	-	-	-	-	X
5.OBSERVE & SUGGEST ABOUT ENVIRONMENT SANITATION.	-	-	-	-	-	X
6.OBSERVE & SUGGEST ABOUT FOOD SANITATION.	-	-	-	-	-	X
7.NURSING ROOM PREPARATION.	-	-	-	-	-	X
8.ADVISE THE STUDENTS' LEADER.	-	-	X	X	-	X
9.FOLLOWUP-STUDENT.	-	-	-	-	-	X
10.FOOD SUPPLEMENT DEMONSTRATION.	-	-	X	-	-	-
11.IMPLEMENTING THE PLAN.	X	-	-	-	-	-
12.EVALUATION.	X	-	-	-	-	-
13.SUGGEST TO DRINK SAFE WATER.	X	-	X	-	-	-
14.ADVISE OF ENVIRONMENT SANITATION.	X	-	-	-	-	-
15.ADVISE THE VHV, CHW.	-	-	X	-	X	-
16.SUPERVISE THE HEALTH PERSONNEL.	X	-	X	X	X	X
17.COOPERATE WITH THE PUBLIC HEALTH TEAM.	-	-	-	-	X	-

Remark : X = the activity which need improvement.

3. Comparison between the students' and the instructors' perceptions of actual learning activities:

From this study, it was found that only the perceptions of students and instructors in Nutrition activity in Ramathibodi Nursing School and Immunization activity in Burapa University were significantly different. As it is shown in table 32-37.

TABLE 32:A comparison of the students' and instructors' perceptions of actual learning experiences in accordance with CHN tasks in Bangkok Nursing College.

STATUS ACTIVITY	STUDENT mean rank	INSTRUCTOR mean rank	P-VALUE
1. Maternal & Child H.	38.96	39.50	0.771
2. Immunization.	39.00	39.00	1.000
3. Family Planning.	38.83	41.00	0.553
4. School Health.	38.51	44.83	0.452
5. Nutrition.	38.54	44.50	0.301
6. Mental Health.	39.17	37.00	0.786
7. PHC.	38.45	45.50	0.256
8. Health Education.	38.75	42.00	0.462
9. Supervision & Training.	38.15	49.00	0.138

Remark: \* =  $p < .05$



TABLE 33: A comparison of the students' and instructors' perceptions of actual learning experiences in accordance with CHN tasks in Chonburi Nursing College.

STATUS ACTIVITY	STUDENT mean rank	INSTRUCTOR mean rank	P-VALUE
1. Maternal & Child H.	26.00	26.00	1.000
2. Immunization.	25.88	28.00	0.836
3. Family Planning.	26.19	23.00	0.748
4. School Health.	26.16	23.50	0.777
5. Nutrition.	25.72	30.50	0.068
6. Mental Health.	26.66	15.50	0.219
7. PHC.	26.00	26.00	1.000
8. Health Education.	26.00	26.00	1.000
9. Supervision & Training.	26.34	20.50	0.529

TABLE 34: A comparison of the students' and instructors' perceptions of actual learning experiences in accordance with CHN tasks in Ramathibodi School.

STATUS ACTIVITY	STUDENT mean rank	INSTRUCTOR mean rank	P-VALUE
1. Maternal & Child H.	26.85	28.00	0.867
2. Immunization.	26.01	33.50	0.238
3. Family Planning.	26.01	33.50	0.238
4. School Health.	25.66	35.79	0.107
5. Nutrition.	25.17	39.00	0.026*
6. Mental Health.	26.77	28.50	0.787
7. PHC.	26.47	30.50	0.528
8. Health Education.	26.85	28.00	0.867
9. Supervision & Training.	27.13	26.14	0.888

TABLE 35: A comparison of the students' and instructors' perceptions of actual learning experiences in accordance with CHN tasks in Burapa University.

ACTIVITY	STATUS	STUDENT mean rank	INSTRUCTOR mean rank	P-VALUE
1. Maternal & Child H.		23.34	37.25	0.058
2. Immunization.		23.10	39.88	0.017*
3. Family Planning.		24.73	22.00	0.733
4. School Health.		24.36	26.00	0.843
5. Nutrition.		24.95	19.50	0.482
6. Mental Health.		25.53	13.13	0.090
7. PHC.		24.32	26.50	0.787
8. Health Education.		24.36	26.00	0.843
9. Supervision & Training.		24.09	29.00	0.528

TABLE 36: A comparison of the students' and instructors' perceptions of actual learning experiences in accordance with CHN tasks in Christian Nursing College.

ACTIVITY	STATUS	STUDENT mean rank	INSTRUCTOR mean rank	P-VALUE
1. Maternal & Child H.		24.45	25.00	0.957
2. Immunization.		24.45	25.00	0.957
3. Family Planning.		24.45	25.00	0.957
4. School Health.		24.64	23.00	0.843
5. Nutrition.		24.50	24.50	1.000
6. Mental Health.		25.67	16.00	0.221
7. PHC.		24.50	24.50	1.000
8. Health Education.		24.45	25.00	0.957
9. Supervision & Training.		23.68	33.50	0.193

TABLE 37: A comparison of the students' and instructors' perceptions of actual learning experiences in accordance with CHN tasks in Payap University.

STATUS ACTIVITY	STUDENT mean rank	INSTRUCTOR mean rank	P-VALUE
1. Maternal & Child.	26.20	31.33	0.602
2. Immunization.	27.45	11.00	0.071
3. Family Planning.	26.69	23.33	0.739
4. School Health.	25.64	40.50	0.103
5. Nutrition.	26.10	33.00	0.475
6. Mental Health.	26.59	25.00	0.883
7. PHC.	26.29	30.00	0.711
8. Health Education.	26.91	19.83	0.452
9. Supervision & Training.	26.84	21.00	0.550

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