



### CHAPTER III

#### RESEARCH QUESTION & DESIGN OVERVIEW

The national policy of the Fifth and Sixth National Development Plans highlighted "Health for All by the Year 2000". Working as a health team is the key factor in health delivery system. Nurses are one of the important manpower in health care system to achieve the goal.

Nursing education is crucial to keep nursing practice relevant to the health needs and expectations of society. Although nursing schools are aware of the new concepts, some schools are still preparing their students to the conventional nursing roles although they select some parts of Community Health Nursing Curriculum for studying (WHO, 1985).

The process of updating and reorienting the curriculum have begun with the analytical reviews of community needs, nursing function and tasks, and teaching/learning content of the educational programme. Thus, the administrators of nursing education attempt to plan curriculum according to the national policy and prepare to produce the graduates suit to the social demands.

This study intends to analyse the nursing curriculum in Thailand in term of objectives, course contents, learning experiences, and evaluation procedures. It is intended to find out whether it is serving to the demand of the society or not. It is also intended to examine whether the learning experiences setting is congruent with the planned curriculum.

#### JUSTIFICATION OF THIS STUDY

From the background, the problems of nursing in Thailand were: the quality of nursing practice was unsatisfactory; and the nurses were inadequately prepared to serve the community (ie. they had insufficient knowledge and skill for providing care in the community).

The previous studies have analysed the Community Health Nursing curricula in term of structures, credits, contents, teaching methods, plans for learning experiences in field practicum and evaluation processes. These analysis only dealt with curriculum planning aspects but did not address whether the planned curriculum were actually implemented. Some studies assessed the teaching-learning conditions in community health nursing. No study emphasized curriculum implementation. Neither there was an emphasis on the appropriate preparation the nurses to work in the community.

Thus, the study is designed to address the whether the Community Health Nursing Curricula (both curriculum planning and implementation) is relevant to the intended community health nursing tasks as defined by the Ministry of Public Health. This study also investigated the teaching-learning conditions because teaching-learning process is the key element to achieve the educational objectives. The principles of learning are motivation, learning experience implementing, and feedback (J-J Guilbert, 1987).

#### RESEARCH QUESTIONS

1. Are the existing Community Health Nursing Curricula in Thai nursing schools relevant to the community health nursing tasks assigned by the Ministry of Public Health?
2. Do the students get learning experience in community health nursing tasks according to the curriculum planning?

## OBJECTIVES

### 1. GENERAL OBJECTIVES

1. To make the recommendation for Community Health Nursing curricula improvement.

2. To compare the similarities and the differences of the Community Health Nursing Curricula in Thailand.

### 2. SPECIFIC OBJECTIVES

1. To study the relevance of the Community Health Nursing Curricula and the community health nursing tasks assigned by the MOPH.

2. To assess the learning experiences in field practicum in accordance with the intended community health nursing tasks assigned by the MOPH.

3. To assess the teaching-learning conditions in theory and field practice.

4. To compare Community Health Nursing Curricula among the nursing schools under the MOPH, the Ministry of University Affairs, and the Private institution in terms of structures, credits, teaching-learning conditions and learning experiences in field practicum.

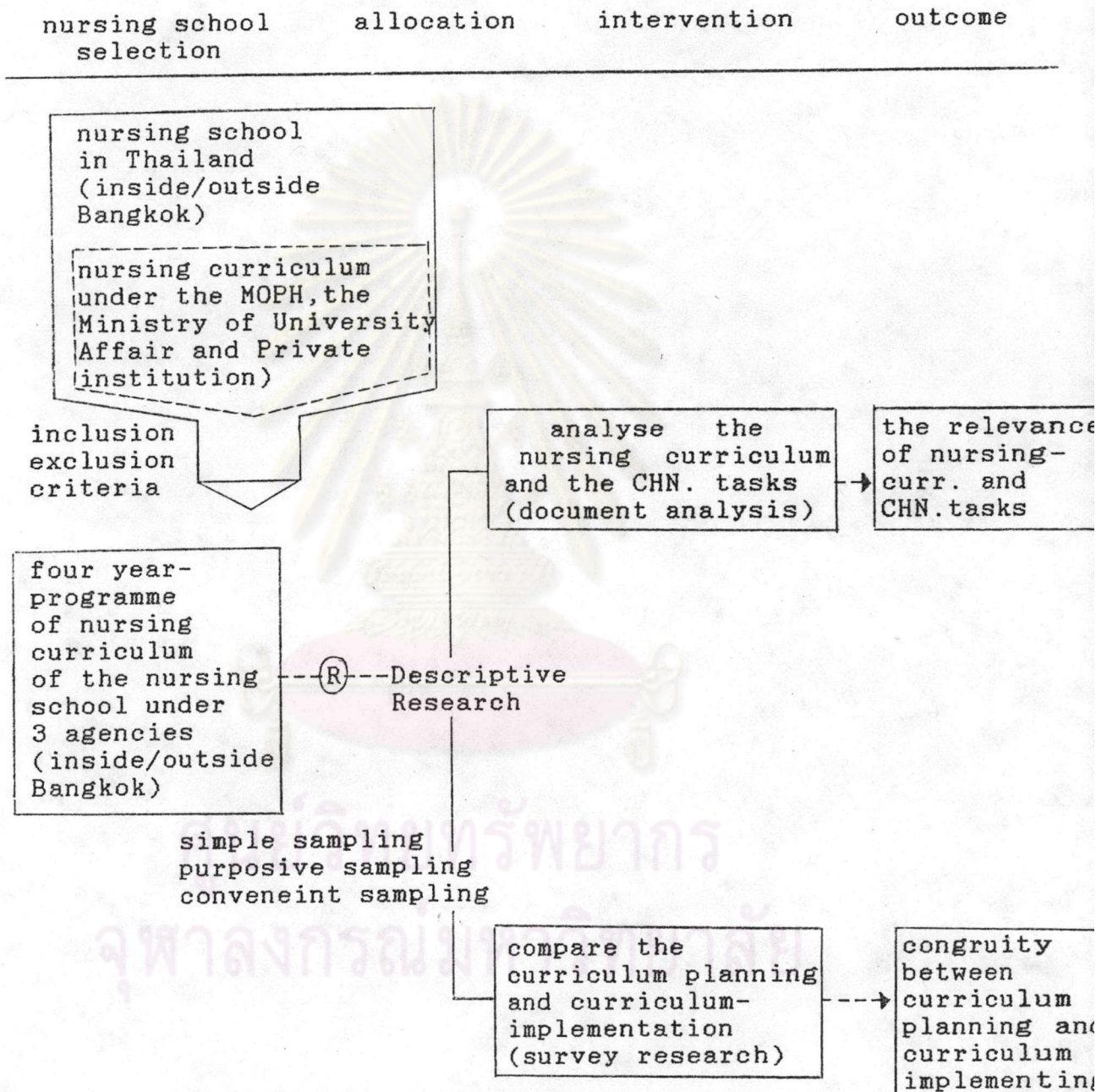
## DESIGN OVERVIEW

This study is a descriptive research to answer previously stated research questions. This study design was a combination of both document and survey research. Community Health Nursing curricula were analysed in terms of curriculum planning and curriculum implementation in relation to intended tasks of community health nurses. The intended community health nursing tasks were assigned by the Permanent Secretary of the MOPH in 1985. The MOPH has direct a responsibility towards the health of Thai people. The "health" component in the National Development Plan has significant input from them. The tasks or the performance of the community health nurses were prepared to meet the society need which were emphasized in the Six National Development Plan. In the present study, the experts were requested to review the various items of expected performance by the Ministry of Public Health and set the standard level of performance for each activity. The standard level of performance set by the experts were compared with the actual performance of the students during their rotation to the Community Health Nursing.

This study concerns with assessment of curricula at the level of Bachelor degree of Nursing of 1990. The sample population was the nursing schools under 3 agencies namely MOPH, the Ministry of University Affairs,

and Private Institution. As mentioned in chapter I, most of nursing schools in Thailand were under them. Therefore, they were appropriate the sample population. For the assessment of the actual learning experiences, the information from both students and instructors was gathered to cross check the data. Both questionnaires and interviews were used as methods for data collection to cross check the information. Data were coded to ensure confidentiality of information. The proportion of the students who had learning experiences were compared with the experts' standard by using 95% Confidence Interval (95% CI). The experts' standard was computed from the median of the experts' opinion towards the community health nursing tasks. The differences between the teaching-learning conditions and actual learning experiences of all six institutions were compared by computing One-way Anova and Two-way Anova. The information from the students and instructors regarding the teaching-learning conditions and the actual learning experiences were also compared by computing Mann-Whitney U-test. The Mann-Whitney U-test was used because of the number of the instructors was small and their information on teaching-learning conditions may not be normally distributed so that parametric statistics could not be used (Edward W. Minium, 1978). A diagram of the study design is shown in figure 7.

Figure 7: A Diagram of Study Design



## DESIGN JUSTIFICATION

Descriptive research study was designed to obtain information about existing teaching-learning conditions. Descriptive study describes and interprets what is. It is concerned with conditional or relationships that exist: belief, points of view or attitudes that are held. A descriptive study is the best method to provide information on the current status of the problem asked in this study.

Documentary analysis is one type of descriptive research. Documentary analysis is often referred to as content analysis. This study is designed to analyse the relevance between curriculum planning and community health nursing tasks. Therefore, document analysis is appropriate.

Surveys are also one type of descriptive research. A survey that covers the entire population of interest is referred to as a census. Surveys may also be conducted to measure opinions, achievements or other psychological or sociological constructs. Surveys can be used not only for describing existing conditions but also for comparing these conditions with predetermined or for evaluating the effectiveness of programme. In this study, the objective is to assess teaching-learning condition and learning experiences in field practicum by



measuring opinions and actual implementation of the curriculum. Therefore, it was suitable to use survey.

#### **METHOD**

From document research, the result was obtained about the philosophy, objectives of curriculum, structures, credits, contents, learning experiences and evaluation processes in curriculum planning. The survey research was used in order to assess the actual learning experiences in accordance with the intended community health nursing tasks assigned by the MOPH. It was also used to assess the instructors' and students' perceptions of the teaching-learning conditions.

The data obtained may be expected to be of better quality because the assessments were directed towards the students who got the learning experiences and the instructors who set the learning experiences. The study result could serve as a useful feedback to the institutions.