

*The Effects of Teaching Integration Approach on Nursing Students' Public Mind*

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Abstract

**Aims:** The purposes of this descriptive study were to 1) examine the effects of the teaching integration approach on public mind of nursing students (NS) and 2) evaluate NS's public mind behaviors after teaching integration approach was employed. **Methods:** A total of 106 junior NS who enrolled for Health Promotion and Protection course at Boromarajonani College of Nursing, Nakhonratchasima, 2010 academic year participated in this study. Data were collected between December 2010 and January 2011. Public mind were evaluated by using questionnaires developed by researchers ( $\alpha = 0.91$ ) measuring the NS's opinion on 5 dimensions including; 1) dimensional aspect of service skill development, 2) dimensional aspect of self development, 3) dimensional aspect of human being, 4) dimensional aspect of service, and 5) dimensional aspect of learning. Data then were analyzed using descriptive statistics. **Results:** Predominantly, participants were female (89.62%) aged 20 years old (67.92 %). All of them completed a 3-day period of the study. The results of study revealed that the NS's mean scores of all dimensional aspects were at good level; 1) dimensional aspect of service skill development ( $\bar{X} = 4.24$ , S.D. = 0.42), 2) dimensional aspect self development ( $\bar{X} = 4.48$ , S.D. = 0.40), 3) dimensional aspect of human being ( $\bar{X} = 4.33$ , S.D. = 0.46), 4) dimensional aspect of service ( $\bar{X} = 4.37$ , S.D. = 0.49), and 5) dimensional aspect of learning ( $\bar{X} = 4.40$ , S.D. = 0.51); respectively. **Recommendations:** Based on the results, the teaching integration approach in promoting NS's public mind should be carried on to enhance those desirable characteristics.

**Key words:** Teaching Integration Approach, Nursing students, Public mind

## **Background and Significant**

According to the Act of the National Education B.E. 2542, Section 7, it is clearly indicated that the aims and process of learning must focus on cultivating the students' public mind (Ministry of Education, B.E. 2546). Therefore, the desirable feature of the curriculum for Basic Education B.E. 2544 is to provide students with mental public nature and its beauty and benefits to society (Ministry of Education, B.E. 2546). Later on, the Basic Education Core Curriculum BE 2552 requires that the public mind is one of eight characteristic schools must have an action plan to develop this important characteristic for students. It is of concern that human who live in the society of materialism will ignore a good public mind. Therefore, many educational institutions realize that social and moral development can raise the public mind. Public mind should be recognized as a good foundation of education in future (Dolprasit, B.E. 2543)

Public mind is defined as the individual's consciousness on society characterized by volunteering to serve the public such as donating time, money and/or using the intellectuality to help people in society expecting nothing in return (Sriboriboon, B.E. 2550). Public consciousness is one of public mind's characteristics which nowadays, people are interested in. The public mind is the strategy in developing people to take responsibility to social although the technology is continuing to grow (Waroonpitikul, B.E. 2542). In order to ensure that students have public mind, it is set as one of key performance indexes of the internal and external educational quality assurance (Wattanasiri & Sunjorn, B.E. 2543)

Nowadays, in Nursing Schools, teaching and learning focuses on the integration approach between learning objectives and social responsibility. It is believed that nursing students (NS) will value the public mind once they can apply their knowledge to serve the public. Moreover, by doing public service, NS's mind, behaviors, and life skills improved in a good way. Making good deeds changes students to be healthy adults who understand human beings. It is expected that by using the integration approach with NS. They will care clients with heart and practice by using critical thinking and become good nurses in future.

## **Objectives**

This study aimed to:

1. Examine the effects of the teaching integration approach on promoting public mind of nursing students
2. Evaluate nursing students' public mind behaviors after the completion of the project.

## **Methods**

### **Design:**

This study was conducted by using a descriptive study design.

### **Population:**

A total of 106 junior NS who enrolled for Health Promotion and Protection course at Boromarajonani College of Nursing, Nakhonratchasima, 2010 academic year participated this study. Data were collected between December 2010 and January 2011. All of participants enrolled for Health Promotion and Health Protection on 2<sup>nd</sup> semester of 2010 academic year.

### **Research Instrument:**

Questionnaires used in this study were developed by researchers. They composed of 3 parts including:

Part I: Part one was a Demographic Data Form

Part II: Part two was the questionnaire about the students' opinion on the teaching integration approach which was divided into 2 components.

Component one composed opinions on the teaching integration of 44 items and opinions on public mind behaviors of 15 items.

Component two composed of 5 open ended questions asking the participants to reflect their thoughts regarding 1) academic knowledge, 2) health-related communication skill, 3) impression, 4) implications for practice, and 5) barriers and solutions.

Prior to data collection, research instruments were tested for validity and reliability. Content validity was determined for its accuracy by 3 experts. Thereafter, it was tested with 30 NS who had similar characteristics to the study population. Questionnaires then were analyzed to determine the reliability using Alpha Chronbach's Coefficient. The reliability was 0.91.

### **Data Collection:**

Data were collected between December 2010 and January 2011. Public mind were evaluated by using questionnaires measuring the NS's opinion on 5 dimensional aspects; 1) dimensional aspect of service skill development, 2) dimensional aspect self development, 3) dimensional aspect of human being, 4) dimensional aspect of service, and 5) dimensional aspect of learning.

### **Data Analysis:**

Quantitative data were analyzed using descriptive statistics. Qualitative data were analyzed using content analysis.

## Results

Predominantly, participants were female (89.62%) aged 20 years old (67.92 %). All of them completed a 3-day period of the study. The results of study revealed that the NS's mean scores of all dimensions were at good level.

Aspect of service skill development: The overall mean score of NS's opinion on aspect of service skill development was  $4.24 \pm 0.42$ . Considering by item, the highest score was the encourage students to learn from the community ( $\bar{X} = 4.40$ , S.D. = 0.67) and the lowest score was the readiness to provide service ( $\bar{X} = 4.04$ , S.D. = 0.62).

Aspect of self development: The overall mean score of NS's opinion on aspect of self development was  $4.48 \pm 0.40$ . Considering by item, the highest score was being friendly ( $\bar{X} = 4.74$ , S.D. = 0.54) and the lowest score was creativity ( $\bar{X} = 4.30$ , S.D. = 0.62).

Aspect of human being: The overall mean score of NS's opinion on aspect of human being was  $4.33 \pm 0.46$ . Considering by item, the highest score was respect others ( $\bar{X} = 4.50$ , S.D. = 0.73) and the lowest score was recognize others' capability ( $\bar{X} = 4.32$ , S.D. = 0.60).

Aspect of service: The overall mean score of NS's opinion on aspect of service was  $4.37 \pm 0.49$ . Considering by item, the highest score was providing care willingly ( $\bar{X} = 4.44$ , S.D. = 0.68) and the lowest score was providing care with holistic approach ( $\bar{X} = 4.25$ , S.D. = 0.60).

Aspect of learning: The overall mean score of NS's opinion on aspect of learning was  $4.40 \pm 0.51$ . Considering by item, the highest score was concerning others' benefits ( $\bar{X} = 4.48$ , S.D. = 0.57) and the lowest score was knowing the multi-dimensional problem solving ( $\bar{X} = 4.33$ , S.D. = 0.59) (See Table 1).

**Table 1:** Mean and Standard Deviation of NS' opinions on the teaching integration Approach characterized by item, dimension, and overall (N = 106)

<b>Dimensions</b>	$\bar{X}$	S.D.	<b>Level</b>
<b>Aspect of service skill development</b>	<b>4.24</b>	<b>0.42</b>	<b>Good</b>
1. The confidence in the knowledge and professional skills	4.14	0.56	Good
2. Regain knowledge and professional skills from practicing in real situations	4.34	0.58	Good
3. Learn to live with others in society	4.29	0.71	Good
4. Decision making and problem solving ability	4.30	0.65	Good
5. The ability to adjust attitude and image of nursing students	4.22	0.63	Good
6. The readiness to provide services	4.04	0.62	Good
7. Critical thinking	4.09	0.63	Good
8. Health-related communication skill	4.40	0.56	Good
9. Using rational to solve problems	4.08	0.57	Good
10. Using group process to learn and share experiences	4.26	0.72	Good
11. Facilitate the used of Nursing Process	4.13	0.63	Good
12. Encourage students to learn from the community	4.40	0.67	Good
13. Encourage community to take part	4.31	0.68	Good
14. Satisfaction in attending this activity	4.30	0.59	Good
<b>Aspect of self development</b>	<b>4.48</b>	<b>0.40</b>	<b>Good</b>
15. Being on time	4.38	0.58	Good
16. Being honest	4.42	0.59	Good
17. Being friendly	4.74	0.54	Excellent
18. Being polite	4.68	0.51	Excellent
19. Being kindness	4.61	0.51	Excellent
20. Being response to others	4.62	0.54	Excellent
21. Cognitive skill	4.32	0.63	Good
22. Having appropriate manners	4.50	0.60	Good
23. Creativity	4.30	0.62	Good
24. Professional development	4.45	0.57	Good
25. Professional ethics	4.42	0.60	Good
26. Respect patients' rights	4.44	0.59	Good
27. Maintain good attitude for others	4.42	0.57	Good
28. Practicing health promotion	4.50	0.58	Good
29. Team work	4.42	0.53	Good
<b>Aspect of human being</b>	<b>4.33</b>	<b>0.46</b>	<b>Good</b>
30. Health is affected by several factors such as environment, social, economic	4.35	0.57	Good
31. Recognize others' capability	4.32	0.60	Good
32. Recognize value and dignity of others	4.43	0.70	Good
33. Recognize individual's ability and the authority in making decisions	4.36	0.59	Good
34. Respect others	4.50	0.73	Good

**Table 1:** Mean and Standard Deviation of NS' opinions on the teaching integration approach characterized by item, dimension, and overall (N = 106) Con't

<b>Dimensions</b>	$\bar{X}$	S.D.	<b>Level</b>
<b>Aspect of service</b>	<b>4.37</b>	<b>0.49</b>	<b>Good</b>
35. Improve health care behaviors focus on client centered	4.34	0.58	Good
36. Providing care with holistic approach	4.25	0.60	Good
37. Caring	4.40	0.59	Good
38. Empathy	4.40	0.67	Good
<b>Aspect of learning</b>	<b>4.40</b>	<b>0.51</b>	<b>Good</b>
39. Providing care willingly	4.44	0.68	Good
40. Understanding own self and others	4.40	0.61	Good
41. Being patience	4.40	0.63	Good
42. Knowing the multi-dimensional problem solving	4.33	0.59	Good
43. Concerning others' benefits	4.48	0.57	Good
44. Having flexibility	4.41	0.59	Good

In addition, the overall mean score of public mind behaviors was at fair level ( $\bar{X} = 3.98$ , S.D. = 0.34). Considering by item, the highest score was being happy working as a group ( $\bar{X} = 4.75$ , S.D. = 0.44) and the lowest score was the regulations of the college allowing students to attend scheduled public events. ( $\bar{X} = 3.50$ , S.D. = 0.91) (See Table 2).

**Table 2:** Mean and Standard Deviation of NS' opinions on public mind behaviors characterized by item, dimension, and overall (N = 106)

<b>Public mind behaviors</b>	$\bar{X}$	S.D.	<b>Level</b>
<b>Overall</b>	<b>3.98</b>	<b>0.34</b>	<b>Fair</b>
1. I always giving an advice when seeing undesirable behaviors of others in using college's facilities	3.49	0.76	Fair
2. I solve the problem and do something useful for society	3.76	0.64	Fair
3. I know that I am capable in a particular matter and focus on helping others successfully	3.82	0.64	Fair
4. I think I am capable of doing things that benefits others	3.97	0.56	Fair
5. I am willing to help doing student activities	4.29	0.57	Good
6. I want to take part in doing public services that benefit others	4.32	0.54	Good
7. I am happy to work as a group	4.75	0.44	Good
8. I like to share my ideas and learn from others	3.82	0.77	Fair
9. I am willing to donate money or things to friends and those who are in need	4.33	0.70	Good
10. I am willing to share items with friends and younger generations of poverty	4.19	0.71	Good
11. I notified the appropriate authorities when witness public property were destroyed	3.72	0.90	Fair
12. It is students' responsibility in maintaining college's properties	4.37	0.97	Good
13. Personal business should be done prior to helping others	3.59	0.97	Fair
14. College regulations require students to participate in activities	3.50	0.91	Fair
15. Any activities that are being done as a group should be unpaid	4.35	0.94	Good

## **Reflective thinking**

Reflective thinking was done by using open ended questionnaires. It composed of 5 open ended questions asking the participants to reflect their thoughts regarding 1) academic knowledge, 2) health-related communication skill, 3) impression, 4) implications for practice, and 5) barriers and solutions. Data were analyzed using content descriptive analysis. The findings illustrated as follows.

Academic knowledge: The participants reflected that they had learned the theory of health promotion and protection by doing variety activities such as small group learning, exhibition. Those activities helped them comprehensively conceptualized the concept of health promotion and protection in all ages, ranging from childhood to elderly. Importantly, they indicated that they had learned the way of encouraging people to stay healthy.

Health-related communication skill: The participants explained that they received direct experience regarding communication skill specifically on health-related issues by sharing and learning the health-related topics with people who attended the exhibition. They described that they dramatically gained their confident in establishing relationship between themselves and the individual. They mentioned that it was easier than before to communicate with people and their expressions were well understood.

Impression: Many impressions were described by the participants namely teamwork, unity, appreciation. They appreciated all of instructors who participated in the exhibition. They were thankful for the encouragements, support, and good advice to help them solve the problems. They were proud of themselves for a great successful.

Implications for practice: As the course had ended, participants explained that they will use the experience learned from this course in their daily life. Most participants reflected that teamwork was a key to success. Good communication was also mentioned as a good start of every process.

Barriers and solutions: Most participants reflected that barriers were related to group process. At the beginning of the 3-day project, everybody was confusing with their roles and their responsibilities. They did not know how to prioritize their tasks. Once the instructors gave them some hints, group process went well, eventually. They reflected that they were very happy working as a group because they got to know each other better than just sitting in class.



## **Discussion and Recommendations**

Findings from this study showed that health-related communication skill and the encouragement to learn from the community were ranked highest ( $\bar{X} = 4.40 \pm 0.56$ , and  $4.40 \pm 0.67$ ); respectively. It can be explained that participants had not been trained in community practice. By engaging the project, they were assigned to practice communication skill to simply convey the knowledge regarding folk wisdom to people attending the Red Cross fund raising exhibition. This assignment aimed to encourage students to use communication skill in real life situation. And they had done a very good job. For example, although questions from audiences were not the topics they were accounting for, they could find the resources from other disciplinary. Therefore, the development of professional started to grow.

In respect of self development, the top 4 highest mean scores were being friendly, being polite, being responsible, and being kindness ( $\bar{X} = 4.74 \pm 0.54$ ;  $4.68 \pm 0.51$ ;  $4.62 \pm 0.54$ ;  $4.61 \pm 0.51$ ), respectively. Establishing the relationship with audiences took time. However, once they became familiar, the activities went smoothly. The findings showed that students not only learned how to communicate, they also developed their human skills. They learned to respect people, accepted individual's value, and responded appropriately. This activity helped their spiritual grows strongly.

Findings from this study illustrated that students' public mind behaviors were good ( $\bar{X} = 3.89$ , S.D. = 0.34). However, of all, the public mind behaviors were the lowest. It can be explained that people with only 20 years of age have fewer experiences than those with older age. It may take times and a lot of activities to build up the desirable characteristics. Working together through good activities for society strengthen students' public mind behaviors (Worrakullatane, B.E. 2551). Data from open ended questionnaires reflected students' behaviors. Many impressions were described by the participants namely teamwork, unity, appreciation. They appreciated all of instructors who participated in the exhibition. They were thankful for the encouragements, support, and good advice to help them solve the problems. They were proud of themselves for a great successful.

## **Recommendations**

Based on the results, the integration project in promoting NS's public mind should be carried on to improve those desirable characteristics.

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