PERCEPTION HUMANIZED-CARED BEHAVIORS OF NURSING STUDENTS OF BOROMARAJONANI COLLEGE OF NURSING, RATCHABURI

[1]YAOWALUCK MEEBUNMAK, [2]PLERNTAPROM BUASRI, [3]JIRIYA INTANA, [4]KUNLAYA SRIMAHUNT

Abstract - The study aimed to investigate humanized care behaviors of the nursing students of Boromarajonani College of Nursing, Ratchaburi (BCNR) perceived by the nursing students, nursing instructors, preceptors, and clients. The study was a descriptive study using quantitative methods. The participants were composed of ; 1) 603 BCNR nursing students year 1, 2, 3, and 4 studying in human, health, and environment and the practicum nursing courses in academic year 2016, 2) 36 BCNR nursing instructors teaching human, health, and environment and the practicum nursing courses in health care services, 3) 215 preceptors working for the health care services in which the nursing students practiced in academic year 2016, and 4) 312 clients serviced by the nursing students at least three days in the health care services. The instruments were the humanized care questionnaires perceived by the nursing students, nursing instructors, preceptors, and clients that the researchers developed by using graduate identity frame, humanized care concept of Praboromrajchanok Institute (PBRI) The reliability of those perceived by the student, instructor, preceptors, and clients were confirmed by using Cronbach'scoefficience at 0.81, 0.83, 0.79, and 0.85, respectively. The researchers analyzed the data using descriptive statistics, frequency, percentage, mean, and standard deviation.Findings: Humanized health care behaviors perceived by the nursing students year 3 were rated at very good level ($\overline{X}$ = 4.56,SD=0.60).The nursing students year 4, 2, and 1 rated humanized care behaviors in good levels ($\overline{X}$ = 4.48,SD=0.54, $\overline{X}$ = 4.43,SD=0.58, $\overline{X}$ = 4.41,SD=0.51).Humanized health care behaviors perceived by the nursing instructors were rated at good level ($\overline{X}$ = 4.60,SD=0.44). As well as, the humanized care behaviors of nursing students year 2,1 and 4 were rated at good levels($\overline{X}$ = 4.43,SD=0.47, $\overline{X}$ = 4.37,SD=0.45, $\overline{X}$ = 4.26,SD=0.04). Humanized health care behaviors of the nursing students year 4 perceived by the preceptors were rated at good level ($\overline{X}$ = 4.27,SD=0.57). Similarly, those of nursing students year 3 and 2 were rated at good levels ($\overline{X}$ = 4.21,SD=0.60, $\overline{X}$ = 4.18,SD=0.68). Humanized health care behaviors perceived by the clients were rated at good level ($\overline{X}$ = 4.57,SD=0.58). Those of nursing students year 4, 2, and 1 were rated at good levels ($\overline{X}$ = 4.51,SD=0.45, $\overline{X}$ = 4.47,SD=0.55, $\overline{X}$ = 4.46,SD=0.53).

Key words - Humanized care, nursing, teaching

BACKGROUND

Teaching practices emphasizing the humanistic views of health care providers are currently in demand (Gracey et al., 2005).Wasi (2000) claims, "when a person has health problem, then there are no sound body, mind and social. Life needs to be holistic and balance. Therefore, the nurses should understand the needs of patients.

However, as the patients had their context and beliefs, health care providers should not critique in what patient made decision (Jungsaturnsup K., 2002; Wongkongkatep, 2007). Boromarajonani College of Nursing, Ratchaburi (BCNR), Thailandhas developed the professional nurses using the nursing curriculum based on humanized care concept of health, social sciences, and humanity. We believed that it can enhance the learners to develop themself in understand social realityand real life of any individual. So, our nursing graduates can provide the best suit care for clients. However, the research identifying outcomes of this nursing curriculum was rare. The study of investigating humanized care behaviors of the nursing students of BCNR was needed.

OBJECTIVES

The study aimed to investigate humanized care behaviors of the nursing students of Boromarajonani College of Nursing, Ratchaburi (BCNR) perceived by the nursing students, nursing instructors, preceptors, and clients.

METHODOLOGY

The study was a descriptive study using quantitative methods.

Participants

The participants were composed of ; 1) 603 BCNR nursing students year 1, 2, 3, and 4 studying in human, health, and environment and the practicum nursing courses in academic year 2016, 2) 36 BCNR nursing instructors teaching human, health, and environment and the practicum nursing courses in health care services, 3) 215 preceptors working for the health care services in which the nursing students practiced in academic year 2016, and 4) 312 clients serviced by the nursing students at least three days in the health care services.

Instruments

The instruments were the humanized care questionnaires perceived by the nursing students, nursing instructors, preceptors, and clients that the researchers developed by using graduate identity frame, humanized care concept of Praboromrajchanok Institute (PBRI) The reliability of those perceived by the student , instructor ,preceptors, and clients were confirmed by using Cronbach'scoefficience at 0.81, 0.83, 0.79, and 0.85 ,respectively.. The researchers analysed the data using descriptive statistics, frequency, percentage, mean, and standard deviation.

Data Collection

The researchers collected the data by asking the nursing students, nursing instructors, and preceptor to complete the questionnaires when the students were in the last session of the evaluations of practicing courses. The researchers asked the clients provided care by the nursing students, year 2, 3, and 4 to complete the questionnaires during working days of those students. The rest clients were asked to complete the same questionnaires after they contacted with the first year students. The research project was approved by the ethic committee of BCNR.

Data Analysis

The researchers analyzed the data, perceptions of humanized care behaviors, using statistical program with $\bar{x}$ and S.D.

FINDINGS

1. Humanized health care behaviors perceived by the nursing students year 3 were rated at very good level ($\bar{x}$ = 4.56,SD=0.60).The nursing students year 4, 2, and 1 rated humanized care behaviors in good levels ($\bar{x}$ = 4.48,SD=0.54, $\bar{x}$ = 4.43,SD=0.58, $\bar{x}$ = 4.41,SD=0.51).
2. Humanized health care behaviors perceived by the nursing instructors were rated at good level ($\bar{x}$ = 4.60,SD=0.44). As well as, the humanized care behaviors of nursing students year 2,1 and 4 were rated at good levels($\bar{x}$ = 4.43,SD=0.47, $\bar{x}$ = 4.37,SD=0.45, $\bar{x}$ = 4.26,SD=0.04).
3. Humanized health care behaviors of the nursing students year 4 perceived by the preceptors were rated at good level($\bar{x}$ = 4.27,SD=0.57). Similarly, those of nursing students year 3 and 2 were rated at good levels ($\bar{x}$ = 4.21,SD=0.60, $\bar{x}$ = 4.18,SD=0.68).
4. Humanized health care behaviors perceived by the clients were rated at good level ($\bar{x}$ = 4.57,SD=0.58). Those of nursing students year 4, 2, and 1 were rated at good levels ($\bar{x}$ = 4.51,SD=0.45, $\bar{x}$ = 4.47,SD=0.55, $\bar{x}$ = 4.46,SD=0.53).

DISCUSSIONS

Almost all groups of participants rated humanized care behaviors of the nursing students at the good level. This was congruent with the results found from the study of Intana& Meebunmak (2012) that teaching and learning based on humanized care reflected learning to not prejudge others, ways of understanding, and providing health care individually. So, the nursing student trained with humanized care tended to provide care unique.

It seemed to be the third year students that had humanized care behaviors rated at very good level when those perceived by the nursing students. This can be explained that the third year nursing students had the practicing courses about 32 weeks per years. They had more chance to play roles of nurse with humanized care and discuss with the teachers when compared to the others. Matanawin and Wongkhongkatap, 2007 claimed that to teach the students to have humanized care attitudes, the teachers should stimulate the students to see and reflect how they viewed the patients in group discussion.

RECOMMENDATIONS

The curriculum and teaching and learning administration of the college should have plan of curriculum and teaching and learning administration in all nursing courses to be integrated with understanding in human, community, social, and reality of the clients, then integrate with the professional knowledge. Therefore, the learners tended to be able to apply health care congruent with needs of people, apply and transfer knowledge to the people, so that they can take care of themselves. That the students were developed to have humanized care characteristics would influence on the people in receiving health care, quality and fit with their life context.

There should be the study focusing on humanized care competencies of the nursing students perceived by the nursing students, nursing instructors, clients, and care services every year in order to identify development and feedback the findings to process of nursing educations of the college continuingly.

ACKNOWLEDGEMENT

This study was granted by Boromarajonani College of Nursing, Ratchaburithe Ministry of Public Health, Thailand.

REFERENCES

[1] Gracey, C. F., Haidet, P., Branch, W. T., Weissmann, P., Kern, D. E., Mitchell, G. & Inui, T. (2005). Precepting humanism: strategies for fostering the human dimensions of care in ambulatory settings. Academic Medicine,80(1).

[2] Intana, J. AND Meebunmak, Y. (2012). Humanized learning concept underpinned teaching in nursing practicum course Boromarajonani College of Nursing, Ratchaburi, Thailand.

[3] Northeastern University Conference. (Proceeding).

[4] Jungsaturnsup K. (2002). Spiritual and Health in Health Dimension: New Paradigm for Creating a HealthySociety.Bangkok: Health System Research Institute.

[5] Matawin S. and Wongkhongkatap S. (2007).Integrated Teaching Model (outline) A Project Paper Set of Educational Reform. Nonthaburi:Boromarajchanok Institute.

[6] Wasi P. (2000).Health as the Human's Ideal.Office of theEducational Reform.

[7] Wongkhongkatap S.(2007). Concept Teaching integrated in Developing Teaching Curriculum Management Integrated. Nonthaburi: Boromarajchanok Institute.

★★★