

## **CHAPTER V**

### **THE PRESENTATION**

There are three parts in my presentation: the essay, the data exercise, and the proposal. In the first part, I stated the meaning of critical thinking, the important of critical thinking to general people and to nurses, and the situation of critical thinking abilities in nursing students in Thailand.

In the second part, I presented the data exercise. Composed of the objectives, the methods, and the resulting in both quantitative and qualitative data.

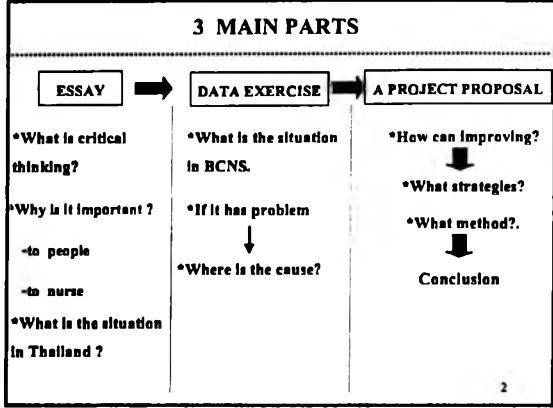
In the last part, I presented the brief of a project proposal, the curriculum development for teaching critical thinking in nursing students, composed of the objectives, the strategies and the method, the activities budget plan.

The power point program was used, each slide provide information as the above mention as shown below.

**CURRICULUM DEVELOPMENT  
FOR TEACHING CRITICAL THINKING  
TO NURSING STUDENTS AT**

**BOROMARAJONANI COLLEGE OF NURSING,  
SUPHANBURI PROVINCE, THAILAND**

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**What is critical thinking**

**is an intellectual process, a higher order of thinking skills, a reflective thinking, and disciplined.**

**.. thinking clearly and intelligently..**

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**Watson & Glaser critical thinking  
& concept.**

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**A combination of attitudes,  
knowledge and skills.**

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**Beneficial of Critical Thinking**

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**To students :** do better in school.

**To people :** \* Succeed in careers.  
                  : \* Reduce possibility of making serious mistakes.

**To social & Country**

: \*Promote democratic process.

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**Why it is important to nurse ?**

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**As individual :** - Succeed in career.  
                          - Life's problems solving.

**As a health care provider :**

Provide better care.

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**Situation in Nursing School.**

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**\* Moderate level of critical thinking skills.**

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**Why is the problems.**

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**\*Lecture**  
**\*Passive learning**

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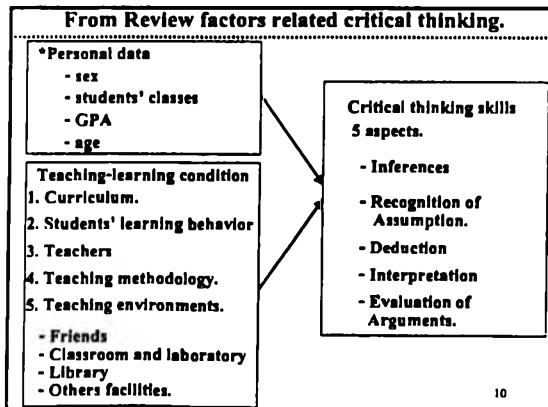
**Questions ?**

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**\*Were critical thinking skills of nursing students at BCNS the same ?**

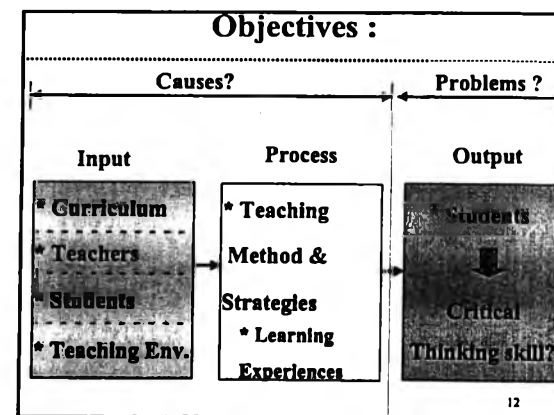
**\*Where are the problem address ?**

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**DATA EXERCISE**

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## Objectives

- \* to determine critical thinking skills in nursing students
- \* to Explore the presenting condition of teaching-learning in BCNS

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## Study Population

The 1 <sup>st</sup> year ns.	40 people
The 2 <sup>nd</sup> year ns.	49 people
The 3 <sup>rd</sup> year ns.	47 people
<b>Total population</b>	<b>136 people</b>

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## Data Collection Methods

- \* To measure critical thinking skills by using "Watson&Glaser Critical Thinking Appraisal"

S' Concept which altered by

Kanoknut Khampak (1996)

- Test Validity

- Reliability by Kuder and Richardson

$$K - R 21 = .7338$$

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## To explore teaching - learning condition by

- \* Questionnaire 68 items.
- \* Qualitative method.
  - interview teachers
  - interview students

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# Findings

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Table 4.1 Number and Percentage of students profile of sex, age, GPA, and classes.

	Year of study			Year of study
	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	
<b>Sex</b>				
Male	9(22.5%)	1(2%)	4(8.5%)	14(10.3%)
Female	31(77.5%)	48(98%)	43(91.5%)	122(89.7%)
<b>Total</b>	40(100%)	49(100%)	47(100%)	136(100%)
<b>Age</b>				
18	11(27.5%)	1(2%)	0	12(8.8%)
19	28(70%)	12(24.5%)	0	40(29.4%)
20	1(2.5%)	34(69.4%)	18(38.3%)	53(39%)
21	0	2(4.1%)	29(61.7%)	31(22.8%)
<b>Total</b>	40	49	47	136(100%)
$\bar{X}=19.76, SD=0.91$				
<b>GPA</b>				
2.00-2.50	0	0	4(12.1%)	4(3.8%)
2.51-3.00	16(42.1%)	11(33.3%)	21(63.6%)	48(46.2%)
3.01-3.50	20(52.6%)	18(54.5%)	8(24.2%)	46(42.2%)
3.51-4.00	2(5.3%)	4(12.1%)	0	6(5.8%)
<b>Total</b>	38	33	33	104(100%)

**Table 4.2 Percentage of critical thinking skills**

CLA	1 <sup>st</sup> year			2 <sup>nd</sup> year			3 <sup>rd</sup> year			Total	
	L	M	H	L	M	H	L	M	H		
* Inf	57.5	42.5	0	79.6	18.4	0	85.1	14.9	0	$\bar{X}=6.23, SD=1.9$ min=2, max=12	
* Rec	22.5	47.5	30	55.1	36.7	8.2	51.1	25.5	23.4	$\bar{X}=8.75, SD=2.83$ min=4, max=16	
* Ded	7.5	32.5	60	12.2	40.8	46.9	6.4	46.8	46.8	$\bar{X}=11.34, SD=2.59$ min=4, max=15	
* Int	12.5	70	17.5	18.4	73.5	8.2	27.7	66	6.4	$\bar{X}=9.02, SD=1.84$ min=4, max=13	
* Eva	0	7.5	92.5	4.1	14.3	81.6	14.9	12.8	76.6	$\bar{X}=13.22, SD=2.62$ min=0, max=16	
Total	2.5	97.5	0	16.3	83.7	0	14.9	83	2.1	$\bar{X}=48.57, SD=7.37$	

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**Table 4.3 Percentage of the teaching - learning conditions.**

CLA	1 <sup>st</sup> year			2 <sup>nd</sup> year			3 <sup>rd</sup> year			Total	
	L	M	H	L	M	H	L	M	H		
* Cur	0	90	10	4.1	87.8	8.2	0	83	17	$\bar{X}=25.63, SD=4.65$ min=11, max=37	
* Stu	0	77.5	22.5	0	85.7	14.3	0	66	34	$\bar{X}=47.17, SD=6.23$ min=52, max=84	
* T.M.	0	87.5	12.5	0	95.9	4.1	0	91.5	8.5	$\bar{X}=13.09, SD=1.84$ min=9, max=18	
* Tea	0	62.5	37.5	0	83.7	16.3	0	80.9	19.1	$\bar{X}=58.23, SD=7.67$ min=35, max=72	
* Env	7.5	92.5	0	12.2	85.7	0	10.6	85.1	4.3	$\bar{X}=75.39, SD=11.03$ min=41, max=103	

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## Finding : Qualitative Data

### 1. Students learning behavior.

- \*Mostly not preparing before class.
- \*Not asking questions in class.
- \*Not sharing opinion.
- \*Always feel sleepy.

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### Why student's not asking-share idea in class.

' We didn't have questions yet, so didn't know Where to ask but after read We know where We didn't understand, then we ask teachers After class.' What does it mean?

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### What does it mean ?

\* Mean: They did not think while teachers

Give them lecture?

\*Mean: They did not prepare before study?



Active learners? Are they.

Curiously?

Discovery to define problems?

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### Or may be teachers ?

\* not giving them chance to ask?  $\bar{X}=2.24, S.D. =.94$

\*Judge them answer before discussion?  $\bar{X}=2.55, S.D. =.84$

\* blame them when do activities never done?  $\bar{X}=2.55, S.D. =.84$

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**Is it can affect to score of  
critical thinking skills?**

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**2. Teaching method & strategies.**

\*Mostly lecture.

**3. Teacher : - have been trained!  
- Some subject were applied !**

**4. Environment**

\*Library room: light, ventilation, textbook.

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**Nursing teacher why lecture?**

'have to prepare students to field work.'

'Scare if use 'students center' will not

**cover all contents, have to use on field.'**

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**Asked : Experiences on Teaching  
Critical Thinking?**

'Some subject : PBL on 2<sup>nd</sup> year  
but applied only not full course'

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**Asked : Taken Training on  
Teaching critical thinking?**

'Most of Teachers have been pass  
but not much applied because  
Contents too much.'

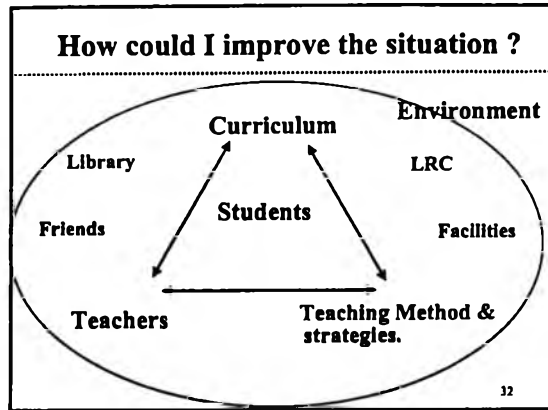
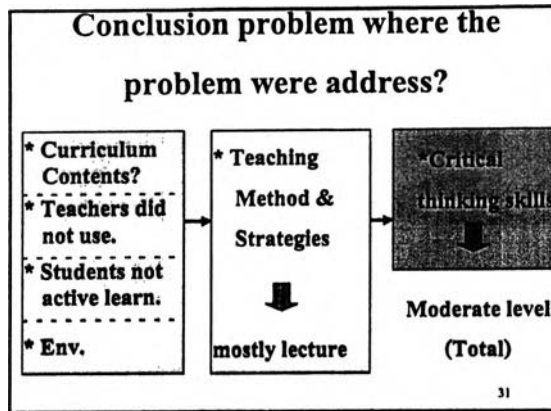
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**Conclusion**

\*Moderate Critical Thinking Skills.

\*Teaching-learning conditions in the  
moderate level.

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### A Project proposal

Curriculum Development For Teaching  
Critical thinking in Nursing students  
At Boromarajonani College of nursing  
Suphanburi.

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### Project goal

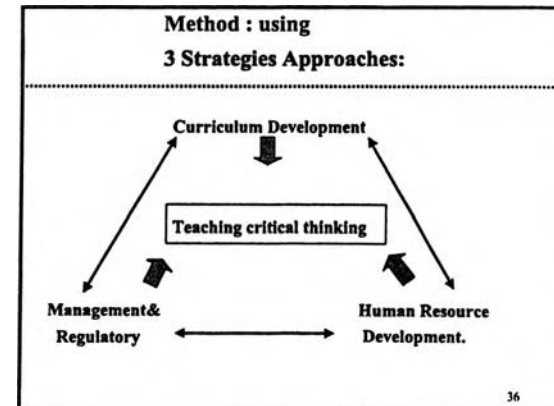
Increasing of critical thinking  
skills in nursing students.

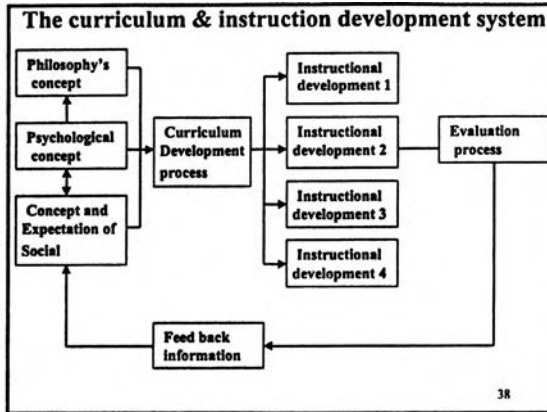
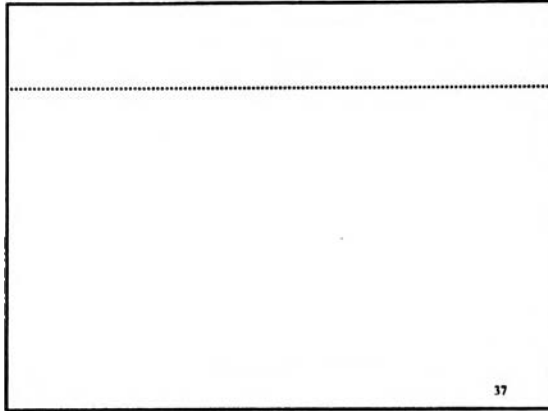
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### Target population

Students who are studying in  
At Boromarajonani College of nursing  
Suphanburi.

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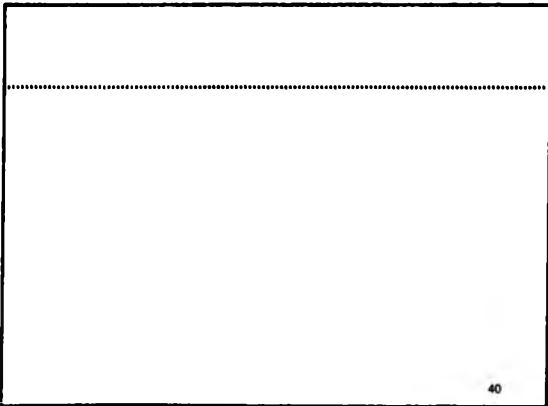


### Activities plan:

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***Months-Year***

<i>Jan-Feb 2002</i>	<i>Preparation phase</i>
<i>Mar-June 2002</i>	<i>Cross-sectional study</i>
<i>July-Sept 2002</i>	<i>Establish key characteristic of the curriculum</i>
<i>Oct-Dec 2002</i>	<i>key dimensions of the course at a subject level</i>



### Activities plan:

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***Months-Year***

<i>Jan-April 2003</i>	<i>Subject preparing</i>
<i>May2003-April 2004</i>	<i>Implementation with students (3 semesters)</i>
<i>Sept 2003</i>	<i>Evaluation 1 (with students)</i>
<i>Feb 2004</i>	<i>Evaluation 2 (with students)</i>
<i>Mar 2004</i>	<i>Evaluation 3 (with students)</i>
<i>April 2004</i>	<i>Evaluation Project (by Seminar 2 days with all teachers)</i>

### Budget

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<b>Phase I</b>	<b>: Preparation phase</b>	<b>: 36,765</b>
<b>Phase II</b>	<b>: Curriculum Development</b>	<b>: 87,250</b>
		<b>: 91,750</b>
<b>Phase III</b>	<b>: Implementation</b>	<b>: 36,765</b>
<b>Phase IV</b>	<b>: Evaluation</b>	<b>: 36,765</b>
<b>Total</b>		<b>: 304,015</b>