

Makarapan Jutarosaga. *The Development of an Integrated Instruction Model for Moral Reasoning Development for Students in the Certificate Program in Public Health (Community Health) at Sirindhorn College of Public Health, Khon Kaen.*

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Abstract

The purposes of this research were to (1) develop an integrated instruction model for moral reasoning development for students in the Certificate Program in Public Health (Community Health) at Sirindhorn College of Public Health, Khon Kaen, and (2) to study the efficiency of the instruction model with focuses on learning achievement, practical skills, and comparison of moral reasoning in the development of each individual and the group, both before and after the instruction. This developmental research study was divided into 3 stages.

Stage 1: Statement of the Problem and a Conceptual Framework -- Contexts related to the integrated instruction model for moral reasoning development, concepts and components concerning the development of the integrated instruction model were scrutinized through group discussions of the instructors of Nursing Care and Professional Ethics from two Colleges of Nursing and two Sirindhorn Colleges of Public Health under the Praboromrajchanok Institute, the Ministry of Public Health. The two Colleges of Nursing, out of the 35 through out the country, were Boromarajachonani College of Nursing, Khon Kaen and Boromarajachonani College of Nursing, Udonthani, and the two Colleges of Public Health out of the seven Sirindhorn Colleges of Public Health were Sirindhorn College of Public Health, Khon Kaen, and Sirindhorn College of Public Health, Pitsanulok. Moreover, a survey of opinions of the Sirindhorn College of Public Health directors and the instructors of Practical Basic Medical Care in all colleges was conducted. The survey questions were about the application of the integrated instruction model for moral reasoning development for the benefit of instruction efficiency in each college.

Stage 2: The Development of the Integrated Instruction Model -- It was developed by synthesizing the principles, concepts, and the background information from related

documents and research studies. The quality enhancement of the integrated instruction model was examined by three experts. The model comprised seven steps: 1) Presentation of Advance Organizer, 2) Presentation of Task or Material, 3) Clarification of Concepts and Moral Reasoning, 4) Strengthening Cognitive Structure, 5) Demonstrating, 6) Practising, and 7) Evaluating. The researcher conducted an action research on the development of this integrated instruction model with 60 first year students taking Practical Basic Medical Care in the Certificate Program in Public Health (Community Health) in Sirindhorn College of Public Health in Khon Kaen, during the second semester of the academic year 2000. The topics for the twelve-hour trial instruction were "Intramuscular Injections" and "Nasogastric Tube Insertions." Consequently, the integrated instruction model for moral reasoning development was then developed.

Stage 3: The Study of the Efficiency of the Integrated Instruction Model -- a Pre-Experimental Research: One Group Pretest-Posttest Design was conducted with a sample group of 61 first year students enrolled in Practical Basic Medical Care during the second semester of the academic year 2001 at Sirindhorn College of Public Health in Khon Kaen. The integrated instruction model developed by the researcher was implemented on 12 topics for the period of 12 weeks.

The efficiency testing of the integrated instruction model for moral reasoning development revealed the following results:

1. The theoretical teaching found the mean score of students' learning achievement at 68.01. When it was compared to the standard passing criterion of 60 percent, it was found that 90.16 percent of them passed the test.

2. Practical teaching showed that all students could pass all the specified criteria. That is to say they could practically pass the tests of all the 12 topics.

3. The comparison of all students' mean scores of the moral reasoning before and after the application of the integrated instruction model showed that there was no statistical significance of the difference at the significant level of .05. However, upon the consideration on a particular group of 28 students with their average score lower than the average score on the moral reasoning before the application of the integrated instruction model, it was found that after the experiment the students in this group achieved a higher mean score on the moral reasoning with a statistically significant difference at the .01 level. Additionally, the observations and records revealed that each individual student improved the use of moral reasoning.