

Thesis Title The Community-Diagnosis-Competency of
Nurse-Midwife Students (Technical Level) Toward
Competency-Based Learning on Pre-Practicum Period

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ABSTRACT

The purpose of this study was to examine differences of community-diagnosis-competency and satisfaction level on the preparation of pre-practicum period among the second year Rhachaburi nurse-midwife students (technical level) who were trained through the competency-based learning and traditional method. Sixty nurse-midwife students (technical level) second year of third semester in 1991 academic year were randomly selected as the sample, and assigned equally into the experimental and the control groups. The experimental group

received the competency-based learning, while the control group received the traditional method. Research instruments were developed by researcher, experimental instruments were the community-diagnosis self study and self evaluation form, the assessing community health questionnaires. Instruments for collecting data were satisfaction questionnaires and performance appraisal forms which were used by the instructor. Data was analyzed by using the SPSS^x program computer, the statistics used is Mann Whitney U-test. The result were found that mean rank of the community-diagnosis-competency of the experimental group was higher than that of the control group with statistical significance at $P = 0.0003$ and mean rank of the satisfaction for pre-practicum period on community-diagnosis in the experimental group was higher than the control group with statistical significance at $P = 0.0002$

Recommendation : with some improvement of the training text in the part on problem specify stage, this competency-based learning techniques can be used for the classes of nurse-midwife students of later years, and also can be applied in such subjects that require special practical skills as home visits, students school health inspection programs, pregnancy checking programs. It is also suggested that this techniques and learning process to be tried in colleges where the same curriculum are implemented.