

A MODEL FOR HUMANISTIC NURSING LEARNING OUTCOME DEVELOPMENT FOR THAI NURSING STUDENTS¹

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Abstract

Respect of human is clearly stated in professional nursing code of conduct. This reflects the need for developing humanistic learning among nursing students as soon as they enter the nursing education system. The Office of the Higher Education Commission (OHEC) mandates this learning outcome in its Thailand Qualification Framework (TQF). Boromarajonani College of Nursing Nakhon Lampang (BCNLP) recognizes this in its vision statement. This article presents a model to develop humanistic learning outcomes among undergraduate nursing students throughout its curriculum at BCNLP. The authors reviewed related literature, conducted focus group discussions with teaching staff and students, organized workshops, drafted a framework for humanistic learning development, developed guidelines for implementing this framework and evaluation plan. The model consists of two frameworks: 1) a general supporting framework based on the work of Aloni (2011) and 2) a specific humanistic learning framework. The supporting framework deals with a system approach to support humanistic learning development. It addresses seven aspects of the systems: student personality development, social climate, empowering dialogues, family and community involvement, general education foundations, learning to live and living to learn, and aesthetic and hospitable environments. The specific framework deals with the developmental approach to humanistic learning. It addresses learning outcomes specific to nursing students in different years of learning. For first year nursing students, the focus is on developing awareness and respect toward oneself and the others. Building on previous learning, we add knowledge skills about human integrity into learning in the second year. The third and fourth year students will add holistic humanistic nursing and humanistic leadership to their learning respectively. The two frameworks are being implemented at BCNLP and evaluation is pending.

Keywords: Humanistic learning, nursing students, systems approach, development, Thailand

¹ Financial support for this research is provided by Boromarajonani College of Nursing Nakhon Lampang, Thailand

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Introduction

Nursing directs its vision and practices to individuals, families, communities and society. The nursing practice is based on and operated through relationships between human beings. To provide care for the whole person, nurses must be highly knowledgeable and responsible, trustworthy and ethical (Roykunchareon, 2007). This is to ensure safe, effective, ethical care for individuals and the society as a whole (Nursing Council, 2017). This is especially true for patient care in a diverse and multicultural society. Within this multicultural context, individualized care is at utmost importance for nurses and nursing practice. The individualized service of the patient is a process that allows the nurse to appreciate the value of work and life. A study by Thara (2008) revealed three meanings of nursing practice, namely, holistic care value, responsiveness of nursing care, and rewards of nursing care. The study found that the perception of the value of nursing care was not only focused on the physical but also on the person as a whole. When best appropriate nursing care is achieved, it will lead to the humanistic development of human beings involved in the care including both the patients, family and the nurses themselves. Sirisoparuk & Wanunjanan (2014) explored the experiences of professional nurses who care for patients with the humanistic framework. The researcher found that nurses working within this humanistic framework learned to appreciate their work, their life and found joy in their work. In addition, nurses learned that respect for the value of humanity is an important basis for the response to the suffering of the patient. This is especially true when patients are in the hospital facing the mystery of the place full of high technologies and physical and emotional pains. Nurses therefore should embrace not only the disease in their practice, but also illnesses and suffering of the patients. Nurses should seek to understand the suffering of patients and families in order to find ways to relieve those sufferings. Respect for the dignity and potential of the patient is the starting point for nurses to learn from the life of human—being wellness or suffering. Through this process of learning, human emancipation can be attained (Wasee, 2006). Nurses cannot just feel the mercy, but must express their mercy in actions that will help the patients and their families understand their illnesses and take necessary actions to manage those sufferings. In order to do that effectively, nurses must learn to put aside their preconceptions or biases. Putting aside one's own preconceptions allow nurses to truly access life of the patients as it is lived and understood by the patients (Intana et al., 2014). This further ensures responsiveness and uniqueness of the care provided to unique individuals.

Literature Review

1. Humanistic nursing: International perspective

Respect for human values is the code of professional conduct for nurses stated by the United States Nursing Association as defined in the first section of the Code of Professional Ethics and the Code of Professional Ethics for Nursing (The American Nurses Associations, 2017). This code of conduct is elaborated below:

1.1 Nurses should provide nursing services with respect to dignity and the unique difference between people. There are no restrictions on the status of social, economic, ad hoc, or health problems of patients.

1.2 Nurses respect the privacy of patients by keeping confidential information about their patients.

1.3 Nurses should provide protection to patients in the case where health, safety and health services are provided which may be caused by ignorance, morality, or illegal conduct by any person.

1.4 Nurses are responsible for making decisions and providing nursing care to individual patients.

1.5 The nurse must maintain the competency in nursing practice.

1.6 Nurses should make careful decisions, use performance data and other features. Mainly in consultation, accept responsibility, including assigning nursing practice activities to others.

1.7 Nurses should be involved in and support professional development activities.

1.8 Nurses should be involved in and support professional development and promotion of nursing practice standards.

1.9 Nurses should be involved in determining and maintaining the status of work that will lead to high quality nursing practice.

1.10 Nurses should be involved in the protection of society from misrepresentation and maintain unity in the profession.

1.11 Nurses should cooperate and be networked with health and other members of the society. To promote community response and response to health and social needs.

The nursing profession places great emphasis on the ethics of respect for human values. This is in line with the study of Salazar (2015) about the meaning of human heart care. The study points to the importance of nursing practice that demonstrates respect for human values with patients who are not only physically fit, but also who have improved their well-being.

2) Humanistic nursing movement in Thailand

Similar to other countries, the nursing profession in Thailand places great emphasis on respecting the values of humanity. The Thailand Nursing Association's code of professional conduct (1985) mandates the nurse's duties and responsibilities to themselves, clients, and the society as follows:

2.1 Nurse must recognize the value and dignity of humanity in their practice.

2.2 Nurses should treat the people with equality of human rights regardless of race, religion and social status.

2.3 Nurses should refrain from practices that prejudice the use of authority for personal interests.

2.4 Nurses maintain confidentiality of the patients under their care except with the consent of the person or in compliance with the law.

2.5 Nurses should perform their duties with their fullest knowledge and ability in diagnosing and correcting the health problems for the individual, family and community.

2.6 Nursing should protect against the dangers that will affect the health of the people.

Nurses who respect human values must begin as nursing students with respect for human values. The development of nursing students to respect human values is in line with the policy of the Office of the Higher Education Commission (OHEC). The OHEC highlights eight aspects of moral development for higher education students which integrate humanistic development as below (Ministry of Education, 2009).

1) Knowledge and understanding of the principles of religion, ethics and professional ethics, human rights, child rights, consumer rights, patient rights, as well as the rights of nursing professionals who are important to nursing practice.

2) Have the ability to distinguish right, good and evil.

3) Respect the values and dignity of humanity.

4) Responsible for their actions.

5) Disciplined and honest.

6) Follow professional ethics and have the ability to deal with ethical issues in living and working in the nursing profession.

7) Be a good role model for others in both their existence and their work.

8) Encourage patients/service users to know and understand their rights to protect their rights from being violated.

If the students are encouraged and developed morally and ethically, they will be ready to provide humanely sensitive care to the patients. According to the study of Janthawee & Thongmee (2016), good nursing spirit has made nursing students aware of the spiritual needs of the patients and they can provide spiritual enlightenment to patients facing chronic illnesses. According to Nardi & Rooda (2011), in their paper entitled, "Spirituality-based nursing practice

by nursing students: an exploratory study", nursing students were trained in spiritual care as determined by the curriculum. Living and caring for patients using spirituality as a base by recognizing that every person's life has value and spiritual care is the basis of nursing. The duty of a nurse is to help the patient get a spiritual response from the beginning to the end of his life. Patients will not only be treated but will also be healed because students involve their spiritual knowledge as the basis for patient care.

Creating nursing graduates requires the creation of qualified graduates of the spiritual caregiver to lead the human heart service in meeting the health service system suited to the realities of life and meet the needs of the service recipients. Therefore, the teaching and learning must be instilled into students who have respect for human values. This article presents the development of nursing graduate competencies in respect to human values. This is an important feature of nursing, leading to serving the people with a human heart and the goal and the mission of the Institute of Nursing under the Ministry of Public Health.

3) Praboromarajchanok Institute approaches to humanistic nursing development

Boromarajonani College of Nursing Nakhon Lampang is under the jurisdiction of Praboromarajchanok Institute for Health Workforce Development (PIHWD). PIHWD operates 39 colleges of nursing, public health, medical technology, and Thai traditional medicine across Thailand. The graduates' identities Praboromarajchanok Institute for health workforce development as a health service with humanize care. Humanize care means being friendly, loving, compassionate, and caring. The service is based on the problems and needs of the service recipients from listening to the opinions during the actual service. (Praboromarajchanok Institute, 2015)

Praboromarajchanok Institute has determined the direction of educational development in accordance with the National Education (2002) and the development direction of the health system, focusing on the development of the new public health philosophy, is to focus on the people as the center and to serve the human heart. Praboromarajchanok Institute has developed integrated nursing curriculum and community focus. The goal is to produce knowledgeable and professional personnel with critical thinking skill and perseverance on the basis of human and social understanding. Then apply this knowledge to practice both the treatment and health promotion Disease prevention. The role of the people in health care is based on the real potential.

Praboromarajchanok Institute has defined the graduates as with the "human heart health services" or SAP, which consists of S = Service mind, which is to provide friendly service. A = Analytical Thinking which is an idea based on the availability of diverse information. P = Participation / Patient Right is a health service that takes into account the differences of the individual. This is the ability to influence the health behavior of patients through support and encouragement of patients to Self-reliant on health. The institute has direct institutions. There are research studies on the development of moral ethics in nursing students and instructional

management that promotes the service of the human heart, one of these is the study of Boonsin, Ratchawat & Preungdej (2013) on the ethical attitudes of nursing students in nursing colleges under the jurisdiction of the Praboromarajchanok Institute. The Ministry of Public Health education of Kosolchuenvijit (2013) about caring focuses on the humanistic care while the education of Jantaveemuang & Thongmeekhwan (2017) topic is, nursing students and spiritual health and the study of Inthawat, Bundasak, & Jangasem (2017) on the Humanized Care paradigm: the chapter of Gilanadhamma Camp.

These studies were all developed by nursing students under the royal court. Ethics along with the nursing knowledge corresponds to the focus of each institution and lead the nurses to use the knowledge to provide services. Respect for human values is like a connection between the minds of nurses who sees the suffering in the mind of the patient.

4) A vision to humanistic nursing education at BCNLP

BCNLP states clearly in its vision that "We aim to produce nurse graduates who are competent and respect human values leading to the development of happy ageing society." The vision is for higher education institutions to produce quality nurses and respect human values in order to develop a happy elderly society. The management of teaching and learning in accordance with the vision of the college is to conduct the teaching and learning so that the students are capable of nursing patients with respect for human values according to the identity of the institute. The evaluation of student development results are from the evaluation of the graduate student. The mean score of the behavioral service behaviors with the human heart as perceived by each department was very high ($\bar{x} = 4.08$, S.D. = 0.82) but did not meet the criteria set by the college. The average score is 4.51. It requires many factors in order to achieve the performance indicators of graduates according to their vision and identity. The results of the learning management showed that the systematic management was not clear and there is lack of development management based on the performance of each year students of each class. It is necessary to have the teaching and the supplementary activities to integrate with the students to achieve the vision and identity of the undergraduate school of Boromarajonani College, Nakhon Lampang and Praboromarajchanok Institute.

Nursing students are those who will be professional nurses in the future. Cultivating Humanistic nursing begins with the nursing students. Teachers play an important role in enhancing the Humanistic nursing to the students by incorporating concepts in both theoretical and practical subjects as well as extracurricular activities. The development of competency in Humanistic nursing has focused on the development of thinking processes in order to understand the reality of human life, both in terms of living conditions and the environment. According to the identity of Phraborommarajchanok Institute, Ministry of Public Health, the development of nursing graduate competencies in Humanistic nursing is another way to develop nursing students into nursing care patients with a truly human heart,

Methods

The authors reviewed related literature, conducted focus group discussions with teaching staff and students then organized workshop and drafted a framework for humanistic learning development. After that, the authors developed guidelines for implementing this framework and evaluation plan.

Results and discussion

A. Systems approach: A general supporting framework

The supporting framework deals with a system approach to support humanistic learning development. Based on the work of Aloni (2011), it addresses seven aspects of the systems as follows:

1. Student personality development – It is the development of good self-image, ethical, emotional development that promotes confidence. Students are encouraged to take part in the community's social activities, such as attending religious activities.



Figure 1 :On Songkran Festival we expressed our respect to our elders by pouring scented water onto the teacher' hands.



Figure 2 .Candle parade is a traditional Buddhist on the Rains-Retreat.



Figure 3:Traditional dating destiny. Lanna people believed that the ritual will help agencies renew their own relatives and longevity.

2. Social climate- It is the preparation of learning before entering higher education. Students are ready to study and practice the profession after completing the undergraduate curriculum. During this process, there is a system of student care with counselors, caregivers, and a system of senior generation that help senior caregivers. With this, students feel secured at the same time they learn to respect each other including the younger generations.



Figure 4. Preparatory activities for 1st year nursing students



Figure 5. Student counseling system is available for approximately 12-15 students.



Figure 6. A system of senior generation on students where the lower years will have the same adviser with the higher years.

of intellect. Students use the process of self-discovery, adaptation, and growth. They also have independent thoughts and become sensitive to other person's feelings. Students acquire a greater understanding of humanity.



figure 7-9 : Conversations between counselors and students in different situations, providing feedback on lifelong learning.

4. Family and community involvement- It is the involvement of parents in strengthening the mind to develop respect for human values, such as the annual parent-teacher meeting. Parental involvement in student day activities such as capping and pinning ceremony, graduation and community involvement around the college to promote access to and learning of social cultures such as community activities.



Figure 10. Annual Parent Meeting Conducted to inform about the issues of students' living, student achievement problems in learning, etc.



Figure 11. 2nd year students received their caps in the capping ceremony, which the parents congratulated them.



Figure 12. Graduation ceremony, which the parents congratulated them.

5. General education foundations- It is a study in general education that helps in promoting cognitive skills, reasoning and creativity, such as civilization and local wisdom, Religion and Philosophy, systematic thinking process development and Learning by activities.



Figure 13: Dance practice of first year students in the course "Civilization and Local Wisdom."



Figure 14: 2nd year students working with the elderly people in the Elderly Health Promotion Center .



Figure 15: 4th year students presented the facade of herbs in the subjects "Learning by activities."

6. Learning to live and living to learn- It is a complementary curriculum that promotes learning, respect for human values, through voluntary activities in the community supported by a school's club. The club's activities consist of 5 disciplines: 1) Academic and Information Technology Club 2) The club preserves arts culture and local wisdom 3) Moral Ethics Club 4) Sports and personality development Club and 5) volunteer club.



Figure 16: Spiritual volunteer pooling around the college.



Figure 17: Moral Ethics Club, Sports Club which preserves culture; and local wisdom club which organizes religious activities on holy days.



Figure 18: The annual sporting event organized by the Sports and personality development Club.

7. Aesthetic and hospitable environments – This includes the beauty and hospitality of the environment in the college, affecting the safety of the students. The beauty of the interior architecture of the College, the environmental aesthetics surrounding the college, lies on the enhancing of student learning, interactions between peers and teachers.



figure 19-21 : Teachers and students create an environment within the college.

B. Developmental approach to humanistic learning development

A) Awareness & Respect- This enters into self-understanding, understands of the society, self-respect, and respect for others. Awareness & respect are the traits that first year students need to adopt upon entering college. Developing awareness and respect gives understanding of their own family, friends, neighbors, self-awareness, and respect for oneself.

B) Human Integrity- This is defined as adherence to moral principles and the quality of being unimpaired. The term “integrity” originates from the Latin adjective “integer” meaning whole and complete. The concept of human integrity can be perceived as a person’s wholeness of character and the inner wisdom of wholeness (totality) of character stems from virtues such as honesty and truthfulness and consistency of actions. In a very simple term, it means to be true to self (Adams, 2012). Human Integrity is a qualification required for second-year students, as they first experience duty in the hospital and contact with patients with both chronic illness and acute illness. The patients are suffering from illness and experiencing feelings associated with the illness that is why it is very important for the nursing students to apply understanding and develop relationship between the patient and him.

C) Holistic Humanistic Nursing- this refers to a holistic nursing practice that covers the four dimensions of physical, mental, social and spiritual, as well as the environment in which they are exposed. The focus is to keep all parts separate from each other, taking into account all relevant parties. Both caregivers and nurse use nursing science and arts (Dossey, 2000). As greater emphasis is placed on clinical nursing knowledge and skills, 3rd year nursing students tend to neglect holistic aspect of patient care.

D) Humanistic Nursing Leadership- This refers to the leadership of the nursing community. The holistic society encompasses the physical, mental, social, and spiritual components, as well as the balance of the environment, through the use of nursing science and art. Holistic Humanistic Leadership is the performance that determines the fourth year students because the fourth year students are in the last year of education before graduating and becoming a professional nurse that goes into a systematic work culture. Developing competencies for students must learn how to manage and develop leadership, access to nursing administrators, and a good example to them. The development of Holistic Humanistic

Leadership emphasizes student health leadership. Fourth year students gather knowledge and skills that have been developed during their previous years such as, first year (Awareness & Respect); Human Integrity and Holistic Humanistic Nursing; (3rd year) to create a project that promotes respect for human values. The development of nursing graduate competencies in respect to human values will be conducted every year as shown in Figure 1.

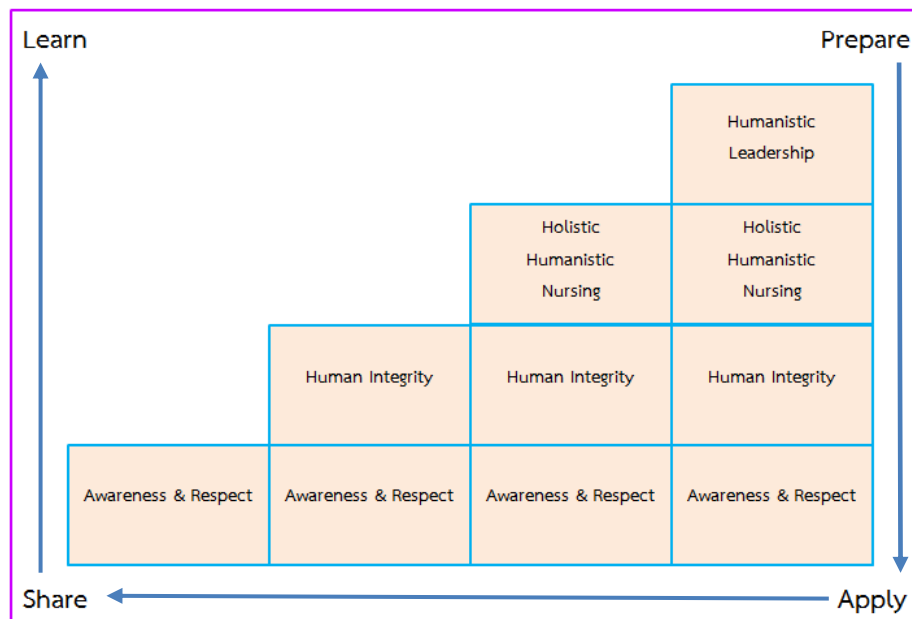


Figure 1: A specific humanistic learning framework

Conclusion

Humanistic care is a loving, caring, respectful service provided to individuals, families, and the community with correct understanding of those involved in the care and the contexts that the care takes place. The purpose of humanistic care is to meet unique needs of our unique clients through different forms of services at different stages of health and illnesses. In order for nurses to do this effectively and humanely, nurses must be prepared and educated since their entry to nursing career, that is, as soon as they are enrolled as nursing students. Humanistic nursing development requires a systematic planning of structures and processes to support learning and developmental needs of nursing students. The two frameworks for humanistic nursing development being implemented at BCNLP are considered comprehensive and holistic. They are comprehensive in that they address different aspects of a system found to have promoted foundations and ongoing development of humanistic learning and behaviours among students. They are holistic in that they take into account the physical, psychological, social, and spiritual domains of persons into development activities. The outcomes of this integrated framework for humanistic nursing development will include student outcomes and client outcomes. Student outcomes will include, but not limited to, changes in students' understanding about themselves, wellbeing, and humanistic learning as well as overall learning experiences as

nursing students. Client outcomes include clients' experiences with nursing care provided by students and changes in their understanding about themselves and their health and illnesses. These outcomes are pending on future evaluation.

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