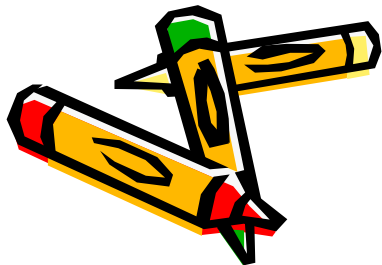
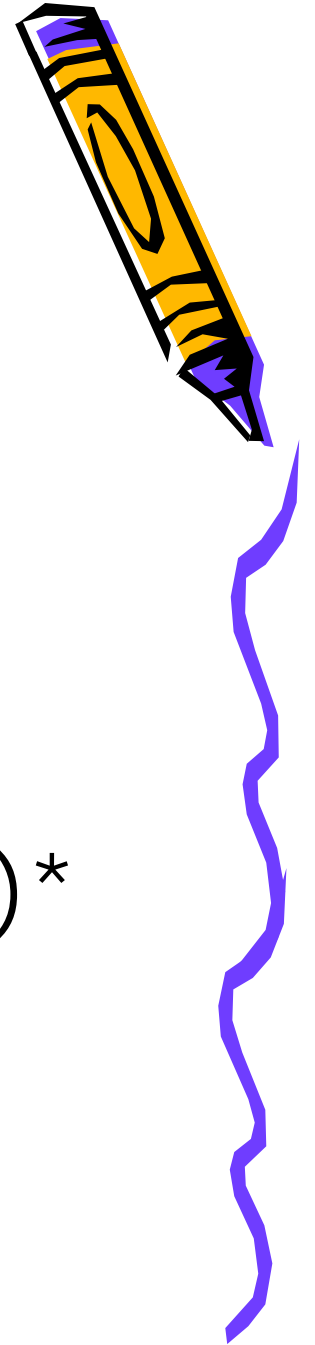


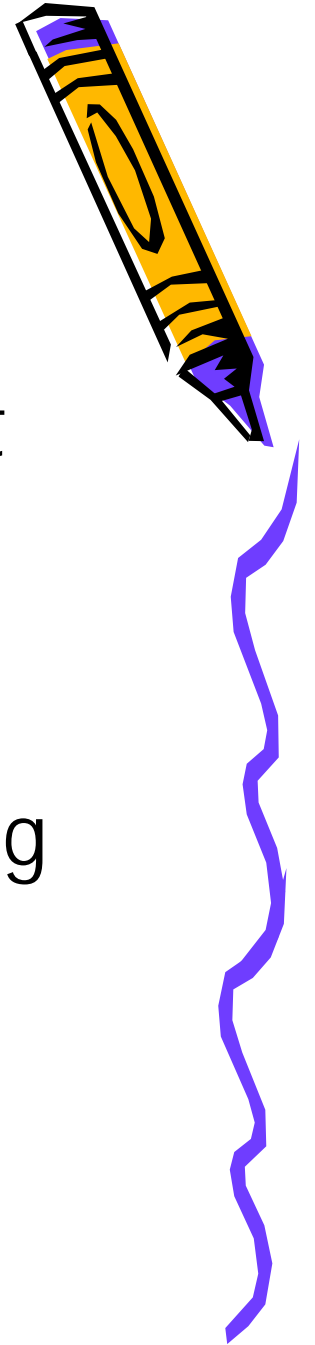
**Effects of coaching and  
reflective learning on  
competency and satisfaction  
towards  
the teaching and learning  
process of nursing students**



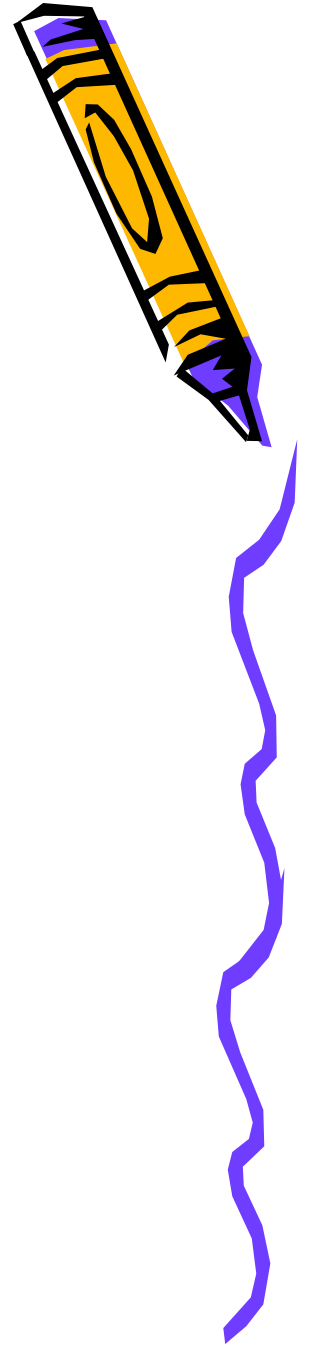
- Tipapan Sangkapong M.Ed  
(Educational Administration)\*
- Wanpen Pichitpornchai Ph.D.  
(Nursing)\*
- Pranee Tupairoh M.S. (Nursing)\*



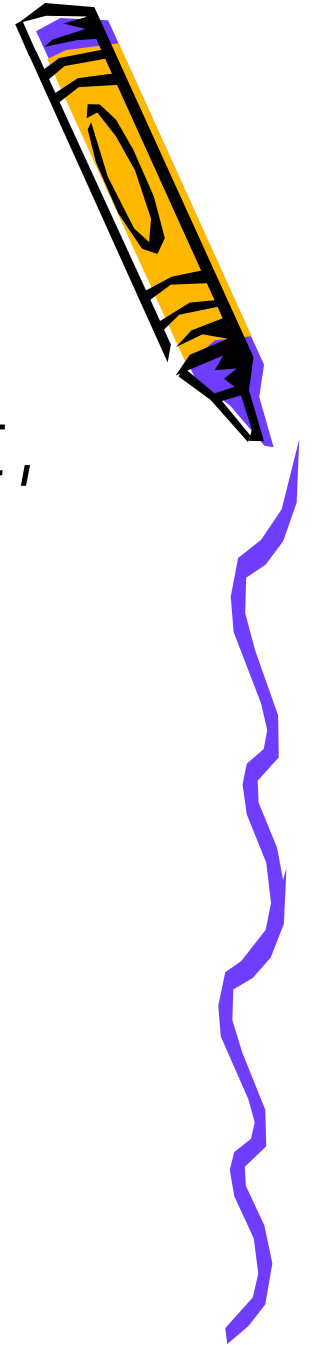
- Ruttanaporn Kongkar M.N.S. (Adult Nursing) ,
- Jongkonwan Musikthong M.S. (Physiology)\*
- Talearngsri Sornsong M.Ed (Nursing Administration)\*
- Somong Wungsri M.S. (Nursing) \*



- Suleeporn Thanomkarng B.N.\*\*
- Tassanee Olarnrutmanee B.N.\*\*
- Benjawan kcharoon B.N.\*
- Jariya Srivirodn B.N.\*\*

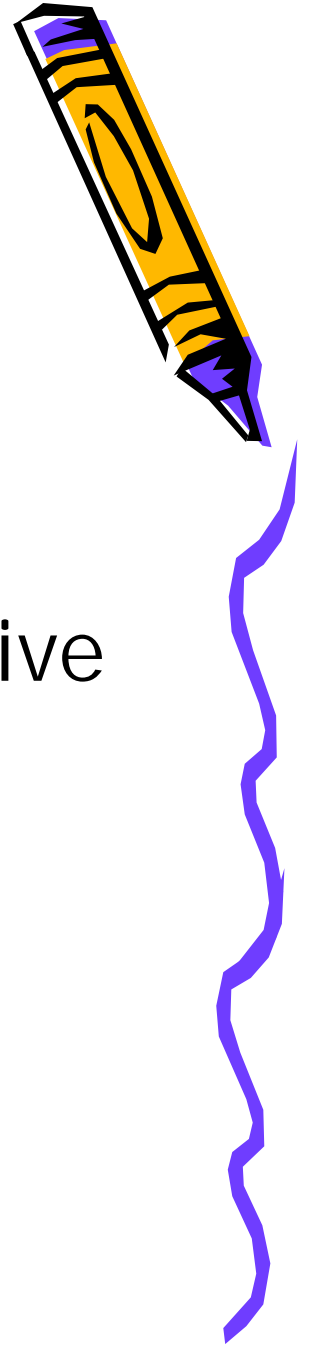


- \* Medical Nursing Department,  
Faculty of Nursing, Mahidol  
University. Bangkok 10700,  
Thailand
- \*\* Department of Medical  
Nursing, Siriraj Hospital.  
Bangkok 10700, Thailand



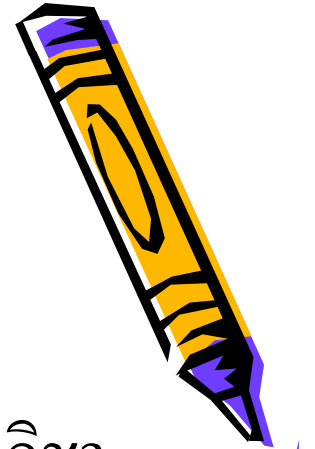
# Abstract

- The aim of Quasi - experimental research was to examine the effects of coaching and reflective learning on competency and satisfaction of nursing students studying clinical nursing management practicum .



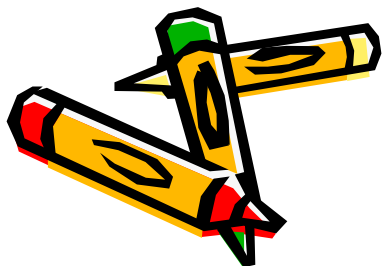
## วัตถุประสงค์ของการวิจัย

- 1. เพิ่มความสามารถของนักศึกษาในการเข้าสู่บทบาทวิชาชีพพยาบาลได้
- 2. เพิ่มความสามารถของนักศึกษาในการตัดสินใจ การติดต่อสื่อสาร ได้อย่างมีประสิทธิภาพ
- 3. มีความพึงพอใจในการปฏิบัติการพยาบาลร่วมกับทีมสุขภาพ



## ประโยชน์ที่คาดว่าจะได้รับการวิจัย

- นักศึกษามีแรงจูงใจในการปฏิบัติงาน สามารถปฏิบัติงานได้อย่างอิสระ มีความรับผิดชอบ และสามารถทำงานร่วมกับผู้อื่นได้ นักศึกษามีความสามารถในการปรับตัวเพื่อเข้าสู่บทบาทวิชาชีพ พยาบาล ผู้ป่วยได้รับการดูแลอย่างมีคุณภาพ



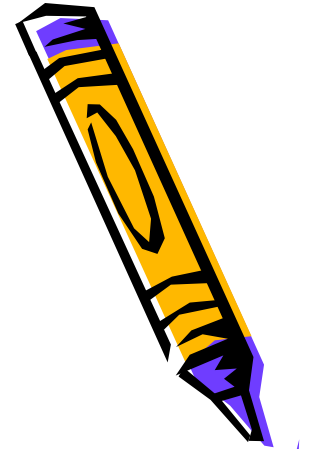
# Sampling and Data Collection

- The sample was purposively selected and consisted of 16 fourth-year nursing students in a major teaching hospital under the Ministry of University Affairs . Data was collected using a set of research instrument developed by the researchers



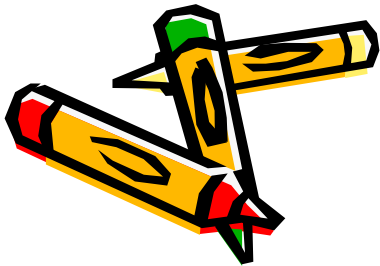
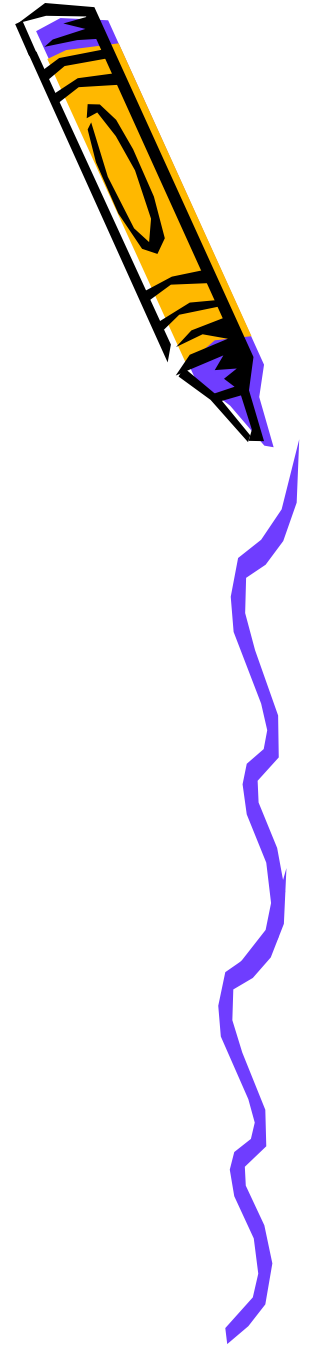
# The instruments included 3 parts :

- 1) competency assessment questionnaire
- 2) satisfaction questionnaire and
- 3) clinical log .



# Data Analysis

- Data was analyzed by using means, standard deviation, and independent t-test



# Findings

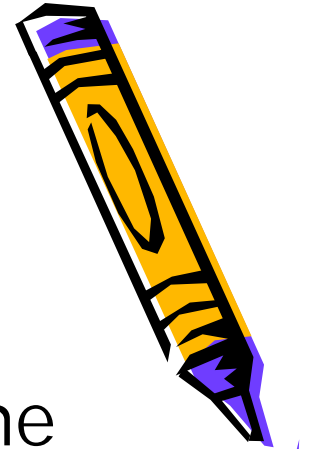
- The findings revealed that the students who participated in the coaching and reflective learning activities had a high level of clinical competency and a high level of satisfaction with the teaching and learning process



- Meanwhile , the students who participated in usual teaching and learning activities had a moderate level of clinical competency and a moderate level of satisfaction



- When comparing the two groups , the means scores of clinical competency of the students who participated in the coaching and reflective learning activities were significantly higher than those in the usual teaching and learning activities (  $P = 0.05$  ) , whereas the mean scores of satisfaction of both groups were not statistically different ( $p = 0.05$



# Conclusion

- Based on these findings , nurse educators as well as clinical nurses might consider coaching and reflective learning activities as a strategy for fostering effective teaching and learning processes as well as improving competency of the nursing students .

