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LOMA LINDA UNIVERSITY

Graduate School

A PROPOSED GUIDANCE PROGRAM
FOR THE BANGKOK SANITARIUM AND HOSPITAL
SCHOOL OF NURSING
by
Salinee Svetalekha

A Thesis in Partial Fulfillment
of the Requirements for the Degree
Master of Science in the Field of Nursing

June, 1962

I certify that I have read this thesis and that in my opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

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Salinee Svetalekha

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CHAPTER I

NEED AND PROBLEM

I. INTRODUCTION

The demands today on the nurse are great. To prepare for nursing, a student must learn to carry out complicated skills competently. She must become competent professionally and personally to meet the daily demands of many different people: patients and their relatives, doctors, administrators, dietitians, members of the health team and community. In order to adapt to these demands, students must make many personal adjustments.

From the very beginning of their student days in a school of nursing, students face numerous adjustments in their daily life. They must adjust to a new type of educational program that requires specific knowledge, attitudes and skills which are entirely new to them. They also meet the problem of adjusting to their patients and hospital and community personnel.

Many nursing students find the process of learning very involved. Learning to think, to understand, and to give an intelligent quality of nursing care to various types of patients is hard for some. There are students who fail to make a satisfactory adjustment to the situation because of the complexity of the school program which is so very different from anything in their previous experience.

The problems that young people face in these complex times are of such a nature that they seldom can be met successfully without assistance.

Their varied home backgrounds, experiences, and education affect these young people in their relationships in their own families, to people outside their families and also to new situations they must meet in their education for future professional work. The change in the conditions of living, both social and economic, make necessary many adjustments in their lives. This makes apparent the great need of organized guidance wherever young people are involved.

The school must help students with their program by providing opportunities for optimum growth and development, in order that they may become useful and happy members of their communities and their chosen profession. It is the responsibility of the school to help students bridge the gap between the protection of home and family and the adult responsibility of a successful nurse.

This study is concerned with the development of a program for guidance of students of nursing at the Bangkok Sanitarium and Hospital School of Nursing where there are especially great needs along this line because of the existing conditions which will be explained later.

II. BACKGROUND OF THE STUDY

The Country of Thailand

Thailand is the ancient country of Siam. The name of the country was changed about twenty years ago. The word "Thai" means free, so the name Thailand has the significant meaning of "Freeland." The country is located in the Southeast of Asia, with Laos and Cambodia on the east, Malaya on the south, and Burma on the west and north. The Thais are proud of their own land since the country has never been under the control of a European government. While Laos and Cambodia on the east

were colonized by the French, Burma on the west and Malaya on the south by the British, the middle land of freedom, that is, the country of Thailand, was left. Thailand, a monarchy, was changed to a constitutional monarchy in the year 1932. The present king and queen, although young in years, are greatly respected by the people.

Thailand is also unique in Asia in other ways. It is a fairly prosperous country. The country is actually underpopulated, having only 22 million people in 198,000 square miles. The country is quite self sufficient, but at the same time it is dependent upon export for its prosperity. The most important exports are an excellent grade of rice, teak woods, tin, and rubber.

Historically the Thais have had many territorial disputes with the neighboring Burmese and Khymers (Cambodians). About 1800 the Burmese completely destroyed Ayuthaya, the capital city at that time. The Thai then moved to the present site of Bangkok, which was founded by the Chakri Dynasty, the present king being the ninth ruler of this royal family. Perhaps one of the most significant of all Thai rulers was King Chulalongkorn, who abolished many feudal traditions and opened the way for modern development. He freed the slaves and supported the idea of education for the masses.

Thailand is a Buddhist country which, no doubt, plays an important role in the peace-loving, gentle, kind natures of the people. There are thousands of temples in this country with about ninety-five per cent of the Thai people being Buddhists. Religious beliefs are passed down through the family. Most Buddhist young men still spend three months of their lives in the priesthood. The religious activities are not only practiced at home but also in the government schools.

The past ten years have seen rapid advances and modernization of the chief city, Bangkok; and with this, the young women who previously were confined chiefly to home duties have stepped out into the business and professional world. Thailand has one of the lowest rates of illiteracy of any country in the world. This is due to compulsory education of all Thais. Many of the laboring and servant classes of people have not gone beyond the first four primary grades, but this is sufficient for them to be able to read the newspaper and carry on their business. For many years the standard of educational attainment has been only six mathayom (equivalent to tenth grade in the United States), but now the new standard has been set for eight mathayom (equivalent to the twelfth grade) as a goal for the average person. Beyond this is the university level, and today the national universities are unable to cope with the demand, so a large number of young people go abroad. Thus the young Thais are widening their visions of their own country as well as the whole world.

There are increasing numbers of vocational schools and these prefer to accept those who have completed eight mathayom. So the entire trend of both professional and vocational education is toward accepting only the applicant who has graduated from eight mathayom.

The profession of nursing in Thailand was introduced only about 70 years ago. During most of this time it has been looked upon with distaste by the higher classes of society. Chiefly, this was because the nurses were considered as servants with unpleasant duties to perform. However, as the nursing profession has grown and the services to humanity are becoming more appreciated, the popularity of nursing has increased until now it is considered as one of the honorable professions.

Throughout the entire country of Thailand, there are nine government schools of nursing and two private schools, both of which are supported by Christian missions. There is only one collegiate school of nursing in Thailand, which requires the completion of eight mathayom by the applicants.

The Bangkok School of Nursing

The Bangkok Sanitarium and Hospital School of Nursing is a hospital school operated by the Seventh-day Adventist denomination. The school and the hospital are located on the same campus in a central area of the city of Bangkok. Besides the modern four-story hospital building of 200 beds, the school of nursing has its own building which contains classrooms, executive offices, chapel, and a library on the first floor, with student residences on the two floors above. The B.S.N.* was opened in 1947. The aim and purpose of the school is

. . . to prepare young women and men as professional nurses, who will render the highest type of skilled nursing service in any environment. . . the school endeavors to surround young people with such influences and ideals that they will graduate with increased strength of character, and that they will be a force in holding up Christian standards wherever they may be.¹

The B.S.N. is a hospital school. The student is offered three years of general nursing, six months of public health and six months of midwifery making a total of four years. The student is required to take government examinations after graduation from the school to become a registered nurse before she starts practicing. The school is fully recognized by the Thai government.

*Bangkok Sanitarium and Hospital School of Nursing will be called B.S.N. in this writing.

¹From the Bangkok Sanitarium and Hospital School of Nursing Bulletin, pp. 3-4.

The total student body of the school is about 120. Between 35 and 40 students are admitted yearly, the average student being 18 years old at the time of admission. These students have completed at least the mathayom six or the tenth grade of high school. The school is looking forward to being able to accept only students with eighth mathayom education so there will be no difference in the educational background among students as there is at present. Applicants are required to take an entrance examination in arithmetic, general knowledge, English grammar, reading comprehension, Beta or non-verbal performance test. The applicants passing these tests satisfactorily are personally interviewed and tentative selections are made. These become final if the physical examination is passed.²

Twenty per cent of the student body are overseas students from the Philippines, Indonesia, Vietnam, Penang, and Singapore. The other eighty per cent are Thais who come from various geographical areas and economic levels of the country. Therefore, social and cultural difference is found not only among overseas groups but also among Thai students. The students live together under the direction of a dean of women in the dormitory building. Room assignments are made by the dean for the purpose of encouraging good relationships between the students.

About two to four (or five to six per cent) of the total number of students each year are young men, who live in another building under the direction of the dean of men. Most of the graduate nurses and faculty live in other buildings in the hospital compound. Some have apartments or homes outside.

²School Bulletin, loc. cit., p. 6.

Need for Study

Students of nursing who enter the Bangkok Sanitarium and Hospital come from a wide variety of backgrounds as has been mentioned. Some have come from wealthy or middle class homes where not only food and the necessities of life are unlimited but the usual household duties and personal needs are taken care of by the servants. These girls are quite helpless in doing things by themselves. Many are new Christians who do not have the understanding and background of Christian standards, nor the Christian concepts of service to others. A few have been Christians for a longer time, but most of these are in the process of learning the Christian philosophy of love. Non-Christian students have not only the usual adjustment difficulties in new surroundings of a school of nursing, but also the problems of adjusting to the new objectives and philosophy of the school. At the same time they must learn to adjust to friends, teachers, co-workers, patients, work assignments, dormitory life and school regulations. The need for guidance is obvious.

Need for a guidance program is further indicated by the fact that there have been a number of students who have dropped out of the school because of disciplinary problems, lack of interest, failure, and other reasons. This situation might have been avoided if the school had been able to give early and sustained guidance to the student and if this had continued throughout the program.

From 1950 to 1960, the record showed that 27 per cent of the students dropped out of school before graduation. Table I shows the number and percentage of students dropping out for different reasons.

It will be noted that 72 per cent of the withdrawals occurred during the first year, 20 per cent in the second year, and 8 per cent

TABLE I
STUDENTS WITHDRAWING FROM THE SCHOOL
DURING 1950-1960*

Reasons for Withdrawing	Number	Percentage
Health	8	9.41
Failure in class work	49	57.65
Lack of interest	9	10.58
Decision to go to college	3	3.52
Failure to meet school regulations	9	10.58
Matrimony	2	2.47
Other	5	5.88
Total	85	100.00

*Data taken from students' files.

in the third year. This demonstrates the need for guidance early in the program, and the probable lack of adjustment of the student to the new situations. The educational and social adjustment during the first school year is greater than after they become acquainted with the place, the people and the school activities. Woolf and Woolf state that the adaptations demanded by the students' new environment are difficult even for the well adjusted student.³

A situation arose, for example, when none of the students of the most recent graduating class were willing to stay and work for the hospital because of some dissatisfaction which had developed during their student experience. This situation might have been avoided by a good guidance program.

While the bulletin of the B.S.N. lists a guidance committee, there has been no organized guidance program. The committee has not met as a group; rather, individual faculty members have been called upon to counsel as the students' problems have arisen. The need for improving guidance activities is evident.

III. THE PROBLEM

Purpose of the Study

The purpose of this study was to develop a plan for a guidance program at the B.S.N. to help students of nursing cope with personal and professional problems.

³Maurice D. Woolf and Jeanne A. Woolf, The Student Personnel Program, (New York: McGraw-Hill Book Company, Inc., 1953), p. 263.

In this study a guidance program is considered to be "a coordinated group of services planned and carried out to assist pupils as they make essential plans, choices, interpretations and adjustments."⁴

Method of Study

Literature was reviewed for the purpose of determining guidance principles needed for establishing objectives and for developing the plan.

Data were received, through correspondence, from B.S.N. to categorize the reasons students have left the school. A selected person at the B.S.N. was asked to copy information from students' records and mail it to the writer.

Questionnaires were constructed and sent to first-year students and selected faculty members of B.S.N. for the purpose of inquiring as to the need and to secure their recommendations for the proposed program. "Selected faculty" refers to the instructors who have direct relationship with the students, either in the school or in the patients' unit.

Assumptions

It was assumed that (1) some of the students' needs for guidance could be obtained through information on students' records at the B.S.N., and (2) the variation in the number of years of education, as present among the student body, has little effect on their adjustment to nursing other than scholastically.

Limitations of the Study

This study was limited to student records at the B.S.N. from 1950

⁴Glenn E. Smith, Principles and Practices of the Guidance Program, (New York: The Macmillan Company, 1951), p. 80.

to 1960. It was felt that this eleven-year survey would give adequate information regarding student withdrawals. The study was further limited to that data which could be obtained by correspondence, since personal interviews were not feasible because of distance.

The actual technique of guidance was not included in this proposed guidance program.

IV. SUMMARY

Bangkok Sanitarium and Hospital is a Seventh-day Adventist institution situated in the city of Bangkok in the colorful country of Thailand. The school of nursing operated by the hospital has 120 students, some of whom are dissatisfied. In this study a guidance program is proposed in an attempt to help students in their personal and professional growth.

CHAPTER II

REVIEW OF LITERATURE

Much has been written on the subject of guidance in the school. As this study is concerned with guidance of the young adult who has completed high school, literature was surveyed to identify purposes and principles of guidance pertinent for this group and to locate suggestions which might be helpful in setting up a guidance program.

I. PURPOSES AND PRINCIPLES OF GUIDANCE

The Meaning of Guidance

Guidance is a dynamic process that must be active and continuous.¹ Knapp defines guidance as "learning about the individual student, helping him to understand himself, effecting changes in him and in his environment which will help him to grow and develop as much as possible."² Smith defines guidance as "the process of acquainting the individual with the various ways in which he may discover and use his natural endowments, so that he may live and make a living to the best advantage to himself and to society."³

Guidance is designed to assist a person to decide where he wants to go, what he wants to do, and how he can best accomplish his purpose;

¹Robert H. Knapp, Practical Guidance Methods, (New York: McGraw-Hill Book Company, Inc., 1953), p. 1.

²Ibid.

³Glenn E. Smith, Principles and Practices of the Guidance Program, (New York: The Macmillan Company, 1951), p. 4.

it assists him in solving problems that arise in his life.⁴ Guidance and counseling are very closely related. Some authors distinguish between these two while others do not. Strang defines counseling as a face-to-face relationship in which persons are helped to gain insight, a new orientation, a more acceptable self concept, better ways of thinking about life's problems and relationships and new techniques of living.⁵

While it is recognized that face-to-face relationships are of prime importance to the success of a guidance program, this study is particularly concerned with the larger program of which counseling is a part. Guidance is based upon the fact that human beings need help. Everyone needs assistance at some time in his life; some will need it constantly throughout their entire lives, while others need it only at rare intervals at times of great crises.⁶

Objectives of Guidance

The objectives of a guidance program are to assist the individual to make wise choices, adjustments, and interpretations in connection with critical situations in his life, and to promote the growth of the individual in self-direction.⁷

The young adult is particularly concerned with the choices, plans and adjustments he makes. He is at a stage of his development when he

⁴Arthur J. Jones, Principles of Guidance, (New York: McGraw-Hill Book Company, Inc., 1945), p. 68.

⁵Ruth Strang, Counseling Technics in College and Secondary Schools, (New York: Harper and Brothers, 1949), p. 7.

⁶Jones, op. cit., p. 3.

⁷Ibid., pp. 61, 80.

senses as never before the degree to which the decisions he makes today will affect his future.

Strang has developed a list of problems which she considers to be of major concern for the adolescent.⁸

1. Achieving emotional independence from parents and other adults, which includes work experience and economic dependence.
2. Establishing good relationships with both boys and girls which leads to interest in preparing for marriage and family life.
3. Developing an ability to choose his own vocation depending upon his abilities, interest, and economic conditions.
4. Building a philosophy of life.
5. Understanding and accepting his own capacities and limitations.
6. Having self-control, self-discipline and critical, constructive judgment.
7. Reaching forward toward maturity in all areas of living.

Since each individual must have contact with others besides his own family members, he needs to adjust himself to those with whom he comes in contact. Young people do face many problems in their growing years. They are not capable of solving life's problems successfully without aid.⁹ It is the responsibility of those who have relationships with the youth to help them find solutions to their problems. Students of nursing have the same problems as all young adults.

⁸Ruth Strang, An Introduction to Child Study, (New York: The Macmillan Company, 1951), p. 650.

⁹Jones, loc. cit.

Guidance in School of Nursing

School is the place where young men and women find themselves with new problems and situations. In the school of nursing the student is given the opportunity to learn to take care of the sick. In his service to the public, there are numerous things to which he must adjust. Many young people enter the school without realizing the service part of nursing. Some of them do not have any idea as to what they will meet during the school years. The ability to adjust in high school does not always mean it will be easy to adjust in nursing school.

Students in nursing come from different homes, cultures, social and economic backgrounds to the nursing profession. Great adjustment is obviously needed. Gordon, Densford and Williamson state that the students are strongly influenced by their own homes.¹⁰ There are different kinds of homes that the youth come from. Some may have been so protected by parents that they never learn to be independent. Some come from broken or unhappy homes where the parents do not get along with each other or the child is not accepted well by his own family. The sense of anxiety and insecurity causes him to be unable to adjust to new environments.¹¹ The community in which the student lives has also a great influence. Whether he comes from an urban or a rural community makes a difference.¹² The student's behavior and habits can be influenced by his friends and neighbors too. Also, the socioeconomic standard at home influences adjustment.

¹⁰H. Phoebe Gordon, Katharine J. Densford and E. G. Williamson, Counseling in Schools of Nursing, (New York: McGraw-Hill Book Company, Inc., 1947), p. 65.

¹¹Ruth Strang, The Role of the Teacher in Personnel Work, (New York: Bureau of Publications, Teachers College, Columbia University, 1953), p. 133.

¹²Gordon, op. cit., p. 68.

to communicate educational and vocational information to the individual or the group in order that students may have more knowledge about nursing and their own abilities as they relate to the vocation of nursing.

During his youth, a person should achieve social obligations and acquire a set of values and develop an ethical system as a guide for behavior.¹⁷ Some need to understand the meaning of moral traits such as honesty, loyalty, responsibility, while others need to learn to accept obligations not only to peers and family but also to the broader community.¹⁸ Some need guidance for both. Furthermore, they are interested in problems of ethics and religion. As the individual passes from the narrow environment of the family and neighborhood to the broader environment of the community at large, it is necessary for him to broaden and revise some of his codes of behavior.¹⁹ Many times these young people have difficulty in adjusting themselves to the new environment in the school of nursing. An active guidance program will assist the student in achieving his total personal goal and establish a philosophy for his own life. The responsibilities of students of nursing differ from other students since they are working with human beings. Dealing with life and death makes it necessary for nursing students to face the realities of life earlier than the ordinary college student. When working with humans in pain, or who are facing death or surgery or prolonged illness, the young student is constantly

¹⁷Robert J. Havighurst, Human Development and Education, (New York: Longmans, Green and Co., 1953), pp. 142-158.

¹⁸Ibid., p. 158.

¹⁹Elizabeth B. Hurlock, Adolescent Development, (New York: McGraw-Hill Book Company, Inc., 1949), p. 374.

needing to evaluate his own philosophy of life, his own reason for being. Frequently he is asked why there is suffering or pain or death. In order to give satisfactory answers, he must know what he believes before being able to help others. An error in nursing care may make a difference in life or death; an error in giving answers to philosophical questions may make a difference in sadness or happiness. The responsibility carried by a student of nursing is heavy, and many need help in carrying these responsibilities.

II. CHARACTERISTICS OF A GUIDANCE PROGRAM

Principles of Guidance

McDaniel mentions that there is no single pattern of organization which will work equally well in all school situations.²⁰ He also states some of the principles of guidance as:²¹

1. Guidance service is a part of the educational program.
2. A sound program needs the effort of the entire school staff in planning.
3. The program needs to be supported by the school administration.
4. A qualified staff member is responsible for the operation of the program. Adequate time should be provided.
5. The program is provided for all students.
6. A competent person is assigned to special guidance responsibilities.
7. The responsibility is assigned according to the ability of individual staff.

²⁰H. B. McDaniel, et. al., Readings in Guidance, (New York: Henry Holt and Company, 1959), p. 25.

²¹Ibid.

8. Provision of time, materials and personnel necessary for the maintenance of adequate student records.
9. To strengthen the program the school may call on the community for psychological, psychiatric, health, recreational, placement, and other services not supplied by the school itself.
10. In-service for the staff is planned to improve the guidance service.

Smith refers to the guidance process as that which involves a group of identifiable activities concerned with assisting individuals to become increasingly self-directive in making and carrying out essential choices, plans and adjustments. Some of the characteristics he wrote are:²²

1. The guidance program is planned for assisting the individual to make appropriate choices, plans, interpretations, and adjustments.
2. The guidance activities are involved in the achievement of the goals of education.
3. The guidance program requires the services of one or more appropriately and adequately trained guidance workers.
4. The guidance program must be actively supported by the functional preparation of teachers in guidance activities appropriate to their individual interests and aptitudes.
5. The guidance program should be based upon a knowledge of the problems and needs of pupils, as well as upon the competence and interests of staff members.

²²Smith, op. cit., pp. 82-87.

6. The guidance program should be for all students.
7. The cooperation of parents, patrons, and interested community agencies is essential to an effective guidance program.
8. Guidance programs should be essentially preventive rather than curative.
9. The guidance program is founded upon the concept of the totality of personality moving an environment which is comprehensive in nature.
10. The guidance program should be under constant planned evaluation.

Who Should Guide the Students?

Guidance workers may be teachers, librarians, nurses, attendance officers, deans, principals, or any qualified person who comes in contact with the students. They all should take part and have responsibility in the program. The plan of the program of each school must vary depending upon the qualifications of guidance workers. If it is impossible to find people qualified to guide, in-service education should be provided.

According to Stoops and Wahlquist, guidance workers need to know students' interests, aptitudes, achievement, health, and home conditions as well as his complexes and frustrations in order to give guidance that will be meaningful to the individual. Furthermore, guidance workers must observe strict professional ethics; in other words, they must keep student information confidential.²³ Kaback brought out the desirable personality traits the guidance worker should have.²⁴

²³Emery Stoops and Gunnar L. Wahlquist, Principle and Practices in Guidance, (New York: McGraw-Hill Book Company, Inc., 1958), pp. 222-225.

²⁴Kaback, op. cit., p. 17.

1. Social and emotional maturity.
2. A deep understanding of her own feelings and needs.
3. Ability to establish meaningful relationships with individuals and with groups.
4. A respect for the personal worth of others.
5. Good intelligence.
6. A sense of humor.
7. A sense of ethical values.
8. Sincerity in her relationships.

Student Government

There are many articles written about student government. Strang mentions that the teacher or sponsor should work closely with the student in order to assist him and also to be able to understand the young person's point of view.²⁵ Students should be allowed to express their opinions in selection of their representative. Gordon states that student government will bring a close relationship between students and faculty if there is a faculty representative on the student council to be a coordinator between students and faculty.²⁶

Bixler and Bixler state that working together is replacing discipline, and development of personality is replacing self-government.²⁷ It is hoped that students of nursing will learn to develop professional and civic responsibility to prepare them to be members of hospital or school staffs. Through student government is created a sense of responsibility and discipline.

Orientation Program a Part of Guidance

An orientation program should be planned for the purpose of acquainting the student with his new environment, new demands, new teachers and

²⁵Strang, op. cit., p. 221.

²⁶Gordon, op. cit., pp. 234-237.

²⁷Bixler and Bixler, op. cit., p. 226.

classmates.²⁸ The lack of information about school activities, principles, and objectives cause much of the strain of adjustment.²⁹ It is impossible for students of nursing to understand everything within one or two days. The effective program is planned in three periods, according to Bixler and Bixler. The first should be given at the time students enter the school. The second should be given at appropriate intervals as the student progresses in the school. The third orientation should be given near graduation so students can plan their professional program and their activities as professional nurses. Orientation is a part of guidance when it is planned to help students understand the new community in which they have come to live, the traditions and mores of the school, and to acquire a sense of the purpose of the whole enterprise.³⁰

The success of the program depends upon the cooperation and participation of the faculty of the school. The faculty should be consulted in advance regarding orientation plans before the program is initiated.³¹

III. SUMMARY

Guidance and counseling are very closely related. Guidance is learning about the individual student and helping him to understand and adjust according to the changes in him and in his environment. The purpose of the guidance program in the school of nursing is to assist

²⁸Wolf and Wolf, op. cit., p. 264.

²⁹Ibid., p. 262.

³⁰Bixler and Bixler, op. cit., pp. 216-217.

³¹Wolf and Wolf, op. cit., p. 265.

the students in adjusting to the situations in the school and hospital as well as in the residence hall.

Guidance is a part of the educational program. Those who come in contact with students should take responsibility and an active part in the program. Guidance is not only for the student with problems but also for all, to help them become increasingly self-directive in making choices, plans and adjustments in their profession and life.

CHAPTER III

METHOD AND ANALYSIS OF DATA

In the previous chapter a review of literature brought out the purposes of guidance for young adults in general. Discussion in this chapter will also show how faculty and students of B.S.N. were included in setting up a proposed program for that institution.

I. METHOD OF STUDY

Three methods were used to secure the information necessary to develop a plan for a guidance program for the Bangkok Sanitarium and Hospital School of Nursing.

First, a limited review of current literature was made, as found in the previous chapter.

Second, a survey was taken of students leaving the school before graduation during the eleven-year period from 1950 through 1960. These data were gathered directly from the students' files by a selected faculty member at the B.S.N. and sent to the writer.

The reasons given for students leaving the school were categorized in order to study the needs of guidance in different areas. In the Hansen Study¹ it was recommended that if the guidance has been given to the student of nursing soon enough the number of drop-outs might possibly have been decreased.

¹Martha Nelia Cathrine Hansen, "A Study of the Extent and Causes of Student Withdrawals from a Selected Program in Nursing" (unpublished Master's thesis, The College of Medical Evangelists, Loma Linda, California, 1961), p. 69.

Third, in order to obtain the recommendations and suggestions for the guidance program from selected faculty and students, two forms of questionnaires were constructed as follows: The first was designed to obtain information from the faculty of the school regarding what they considered to be adequate for the selection of students, the orientation program, the testing program, the use of class examinations, counseling, guidance activities, placement of graduates and other items. A survey of the qualifications of the faculty for giving guidance was included in the questionnaire.² A second form was designed to secure the students' attitudes toward the orientation program, arrangement of classes, work assignments, religious programs, recreational programs, rules and regulations and other items. This questionnaire also included the students' impressions, complaints, and suggestions for a planned guidance program.³

These tentative questionnaires were discussed with the thesis committee and adjustments were made before the final questionnaires were prepared. No pilot study was carried out.

The second questionnaire was sent to the group of students who entered the school May 1, 1961. This was prepared in both English and Thai. The English questionnaire was given to the students who came from other countries such as: the Philippines, Penang, Singapore and elsewhere. The Thai questionnaire was for the Thai students and the answers were to be in Thai, to be translated by the writer.

²Appendix

³Appendix

II. ANALYSIS OF DATA

Faculty Opinions and Preparation

Fifteen copies of the questionnaire were sent for the faculty. The writer purposely chose full-time instructors, directors of nursing education and nursing service, supervisors of different departments, the medical director, the chaplain and the personnel manager, for these people have close relationships with the students in various ways. Fourteen of the fifteen faculty questionnaires were returned.

Section A of the questionnaire for the faculty asked them to evaluate the present school activities and to suggest improvements if they were needed. Their opinion is shown in Table II.

Twenty-one per cent indicated that student selection was adequate with regard to G.P.A., references, religion and physical examination. Forty-two per cent marked this area inadequate, while twenty-one per cent checked uncertain and fourteen per cent did not respond.

Though sixty-four per cent felt that the orientation program was adequate, these same ones designated the needs for improvement in Section B. Twenty-eight per cent stated that they are inadequate. One respondent did not answer this question.

Fifty-seven per cent agreed that the testing program was inadequate. Only one person, or seven per cent of the respondents, thought it was adequate. Twenty-one per cent indicated they were uncertain and fourteen per cent did not answer.

Fifty-seven per cent checked as adequate the use of class examinations as a guidance tool. Seven per cent thought it was inadequate. Twenty-eight per cent stated they were uncertain and seven per cent did not answer.

TABLE II
EVALUATION OF SCHOOL ACTIVITIES BY SELECTED FACULTY

Present Activities	Adequate		Inadequate		Uncertain		Not Answered		Total Number
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
a. Selection of beginning students with regard to: G.P.A., references, religion, physical examination, etc.	3	21.4	6	42.8	3	21.4	2	14.2	14
b. Orientation to B.S.N. through the use of: tours, handbook, bulletin, social and religious activities, library instruction, study guides, etc.	9	64.0	4	28.5	0	--	1	7.1	14
c. Testing program including pre-entrance examination and interpretation of test result.	1	7.1	8	57.1	3	21.4	2	14.2	14
d. Use of class examination as a guidance tool in assisting the student.	8	57.1	1	7.1	4	28.5	1	7.1	14
e. Counseling regarding: personal, financial, educational needs and problems.	4	28.5	7	50.0	2	14.2	1	7.1	14
f. Guidance activities in: social, recreational, religious, and all school activities.	8	57.1	3	21.4	2	14.2	1	7.1	14
g. Placing graduates at B.S.N., mission fields and elsewhere, developing institutional loyalties.	2	14.2	5	35.7	6	42.8	1	7.1	14
h. Other	0	--	2	14.2	0	--	12	85.7	14

In counseling regarding personal, financial, educational needs and problems fifty per cent indicated inadequacies. Twenty-eight per cent were satisfied with the existing program. Fourteen per cent stated they were uncertain and seven per cent did not answer.

In the section of guidance activities as in social, recreational, religious and school activities, fifty-seven per cent felt they were adequate. Twenty-one per cent did not think so. Fourteen per cent checked uncertain and seven per cent did not answer.

Thirty-five per cent did not think the placement program was adequate, while another fourteen per cent thought it was. Forty-two per cent checked uncertain and seven per cent did not answer.

There was opportunity for the respondents to express ideas not listed by the writer. Two of the questionnaires were returned with suggestions. One respondent was concerned about needs of the student who comes from a broken home where he has financial difficulties, sorrow, and insecurity. He should be helped to adjust to what cannot be changed. The respondent further stated that one weakness was that teachers do not have time to seek out these students with problems. The other one suggested that guidance should be given to the senior students to aid them in making necessary adjustment themselves on graduation and uphold the standards and principles of their school when they go elsewhere.

Section B of the questionnaire was to ascertain the needs of guidance in areas mentioned in Section A. The responses are summarized as follows:

1. Student selection

- a. The pre-entrance examination needs to be revised.
- b. The selection should be based upon the entrance grade, health, character, and student personality rather than other factors.

- c. Better and more up-to-date non-verbal I.Q. tests should be used.
- d. Students should finish mathayom VIII.

2. Orientation program

- a. For overseas students the orientation should start with the customs, cultures, food, language, etc. of Thailand.
- b. One instructor is not well acquainted with the present program. It has been poorly organized and given too fast to be really useful. Students are left in a quandary.
- c. Library instruction should be included in the program. A full-time librarian is needed.

3. Guidance and counseling

- a. Program should include all students, not just poor or disobedient ones.
- b. There is nothing consistent about the present program of guidance. It needs to be organized to become effective.
- c. One full-time counselor is needed for the school.
- d. Each student should be assigned to a member of the faculty for counseling, and an active counseling and guidance committee should be established.
- e. Guidance program should include the recreation and relaxation time for student.

4. In-service program for faculty and staff members

Head nurses are instructing students on the ward while they themselves have had no opportunities for obtaining knowledge of methods to improve in the performance of their duties. In-service programs in counseling should be planned for those who have had no training.

In Section C the faculty were asked what educational background they had for guidance and whether or not they would like to take part in a guidance program if one were to be organized. In this section, the responses were classified into two parts as shown in Tables III and IV.

Three out of ten who checked "yes" indicated that they had conferences with those who have low or failing grades only. The other seven did not comment. The one who checked "no" did not give any reason. Three who did not answer were supervisors who do not do any formal teaching.

TABLE III
 NUMBER AND PER CENT OF FACULTY WHO PARTICIPATE
 OR WOULD LIKE TO PARTICIPATE IN VARIOUS GUIDANCE ACTIVITIES

Questions	YES		NO		NOT ANSWERED	
	Number	Percentage	Number	Percentage	Number	Percentage
a. Do you have individual conferences with the students in your classes?	10	71.4	1	7.1	3	21.4
b. Would you enjoy a part in the guidance program?	13	92.8	0	--	1	7.1
c. Do you like to help people work out their problems?	14	100.0	0	--	0	--
d. Have you ever been a member of a guidance committee?	3	21.4	8	57.1	3	21.4

Nearly 100 per cent said they would enjoy having a part in a guidance program, and all indicated that they like to help people work out their problems. Almost half said they had not had experience on a guidance committee.

Table IV shows that most of the faculty have had Mental Hygiene and Educational Psychology. Not quite 50 per cent had had a course in guidance and counseling. Twenty-nine per cent have had Adolescent Psychology and/or Personality Development. Only two or three of the fourteen respondents have taken courses in Developmental Psychology, Tests and Measurements and Interpersonal Relations. One faculty member has had none of the courses listed. One person has had all the units of credit in courses related to guidance and counseling stated in the questionnaire.

Other related courses listed by faculty were: Sociology, Pastoral Counseling, Group Psychology, etc.

Student Opinions

Another set of questionnaires was sent to the Class of 1965 in order to learn student opinion about the guidance program. This class was selected in order to investigate their impressions of the school and a new environment, since they have been in the school a shorter time than the other classes. In addition, no one in this class knew the writer personally, so they might have felt freer to express their own opinions. The class of 37 students were asked to answer the questions at the same time in order to eliminate any discussion of the questionnaire among themselves. Students were assured that the answers would be returned immediately without being read by anyone at the school.

TABLE IV
NUMBER AND PER CENT OF FACULTY WHO HAVE TAKEN
RELEVANT COURSES IN GUIDANCE

Courses	Number	Percentage
a. Developmental Psychology	3	21.4
b. Adolescent Psychology	4	28.5
c. Educational Psychology	9	64.2
d. Mental Hygiene	11	78.5
e. Tests and Measurements	3	21.4
f. Personality Development	4	28.5
g. Interpersonal Relations	2	14.2
h. Guidance and Counseling	6	42.8

Students' impressions in Section Ia showed that 90 per cent had had favorable first impressions of the institution. About 29 per cent particularly mentioned the friendliness of the faculty. Another 27 per cent had a good impression of the dean. A few students (four) felt homesick and worried about their grades.

Section Ib. Students were asked if their original impression had been changed after being in the school for five months. Sixty-five per cent stated that the good impression was not changed; 27 per cent had changed for worse; and 8 per cent changed for better.

Section 2a. Fifty-one per cent of the total student body felt that the orientation program was good. The remainder thought that their introduction to the place, teachers and staff was too brief. Some stated that too many rules and regulations were mentioned during the orientation program.

Section 2b. Eighty-nine per cent said they enjoyed the arrangement of classes. Ten per cent stated that grade point average was too high to accomplish. A few did not understand well because of a language barrier and because the translator did not translate every word. Others wrote that some subjects were too difficult.

Section 2c. Thirty per cent stated that clinical work was too heavy in some departments. Sixteen per cent did not think that the head nurses were friendly. Fourteen per cent enjoyed their work. A few mentioned the monotony of work.

Section 2d. Fifty-nine per cent liked the religious program planned by the school. Thirteen per cent thought there were too many activities of a religious nature. One student did not have an understanding of Christian religion at all.

Section 2e. Fifty-eight per cent stated that the school had planned enough recreation for them, while 30 per cent do not agree with this. One mentioned that teachers have little or no interest in recreation.

Section 2f. Forty-five per cent agreed with school rules and regulations while 27 per cent stated that there are too many and too strict rules, especially the rules of the dormitory.

Section 2g. Students were given the chance to write suggestions that had not been mentioned in the previous list. Twenty-seven per cent recommended that the food be improved. The others stressed rules and regulations and suggested student-faculty meetings.

Section 3a. Ninety-five per cent enjoyed their teachers. The rest felt the teaching was too rapid.

Section 3b. Thirty-eight per cent liked their head nurses. Thirty-two per cent do not like some of them. The rest stated that some head nurses do not understand students and are not friendly to them.

Section 3c. Fifty-eight per cent expressed their appreciation for the supervisors. Few do not like some of them; others mentioned that they were too strict and unfair. Fourteen per cent did not answer.

In sections 4, 5, and 6, students were asked to write the complaints and suggestions that might help them to adjust to the new situations in school. Many mentioned the same things as in other sections. The following conclusions can be drawn:

1. Students want to be understood by the dean, faculty, supervisors and head nurses.
2. Students would like to have over-night privileges on government holidays so they can be home when their parents and families are home.
3. Half of the students stated that the dormitory rules need to be studied and revised; another half stated that they agreed and were happy with these rules.

III. SUMMARY

Questionnaires were sent to 37 students and 15 faculty members to secure their opinions and suggestions regarding the existing guidance program. All but one faculty member responded. Suggestions from both groups have been summarized as follows:

1. Guidance is needed for all students.
2. A full time counselor should be available in the school.
3. The applicant selection and the orientation program both need to be revised.
4. In-service education should be provided for the staff in order to qualify them to be good counselors.
5. Student-faculty meetings would help to establish and maintain good rapport between the two groups.
6. The food service needs to be investigated.

CHAPTER IV

ORGANIZATION OF A PROPOSED GUIDANCE PROGRAM

In this chapter a proposed guidance program is presented. It is the purpose in developing this plan to strengthen the existing program. Ideas have been incorporated which have been taken from literature and suggestions made by the faculty and students of B.S.N. as revealed in their answers on the questionnaires. The aim of the program is to help students cope with individual needs and to assist them to adjust to life in the school. It is hoped that this proposed guidance program will strengthen the students and help them to achieve satisfaction and that the number of withdrawals due to lack of adjustment will be decreased.

The proposed guidance program has been considered from six aspects:

(1) Purposes and Organization, (2) Pre-Admission and Post Graduation Guidance, (3) Student Orientation and Activities, (4) Counseling Activities, (5) Recreational and Social Activities, (6) Religious Activities, and (7) In-service Education for Faculty Counselors.

I. PURPOSE AND ORGANIZATION OF A GUIDANCE PROGRAM FOR B.S.N.

Purposes

The general purposes of a proposed guidance program for B.S.N. are:

1. To assist students in their adjustment to a different cultural, economic, social and religious environment.
2. To assist students in achieving a satisfactory adjustment in relationship to parental authority and professional responsibility.
3. To assist students in establishing satisfactory boy-girl

relationships and in developing an appreciation for selecting future mates.

4. To assist students in developing a sense of responsibility and service compatible with the standards of the professional nurse.
5. To assist students in developing a philosophy which will guide them in their decisions and give purpose and meaning to life.
6. To assist students to understand and accept their own capacities and limitations.
7. To assist students in selecting a position in nursing which is in harmony with their philosophy and with their future plans for professional and personal growth.

Organization

The faculty at B.S.N. is small and it is suggested that a Guidance Committee be formed as one of three committees of the faculty: Committee on Curriculum, Committee on Guidance, and Committee on Admissions. The Committee on Guidance would concern itself with student activities--orientation, social, religious, and student counseling. Recommendations might also come from the Guidance Committee for improving admission requirements and procedures, and improving other factors that might influence the achievement of the school's objectives for student guidance.

The Guidance Committee

Membership. The membership of the Guidance Committee shall be five faculty members and one student representative (chosen by the student body). The membership shall be as follows:

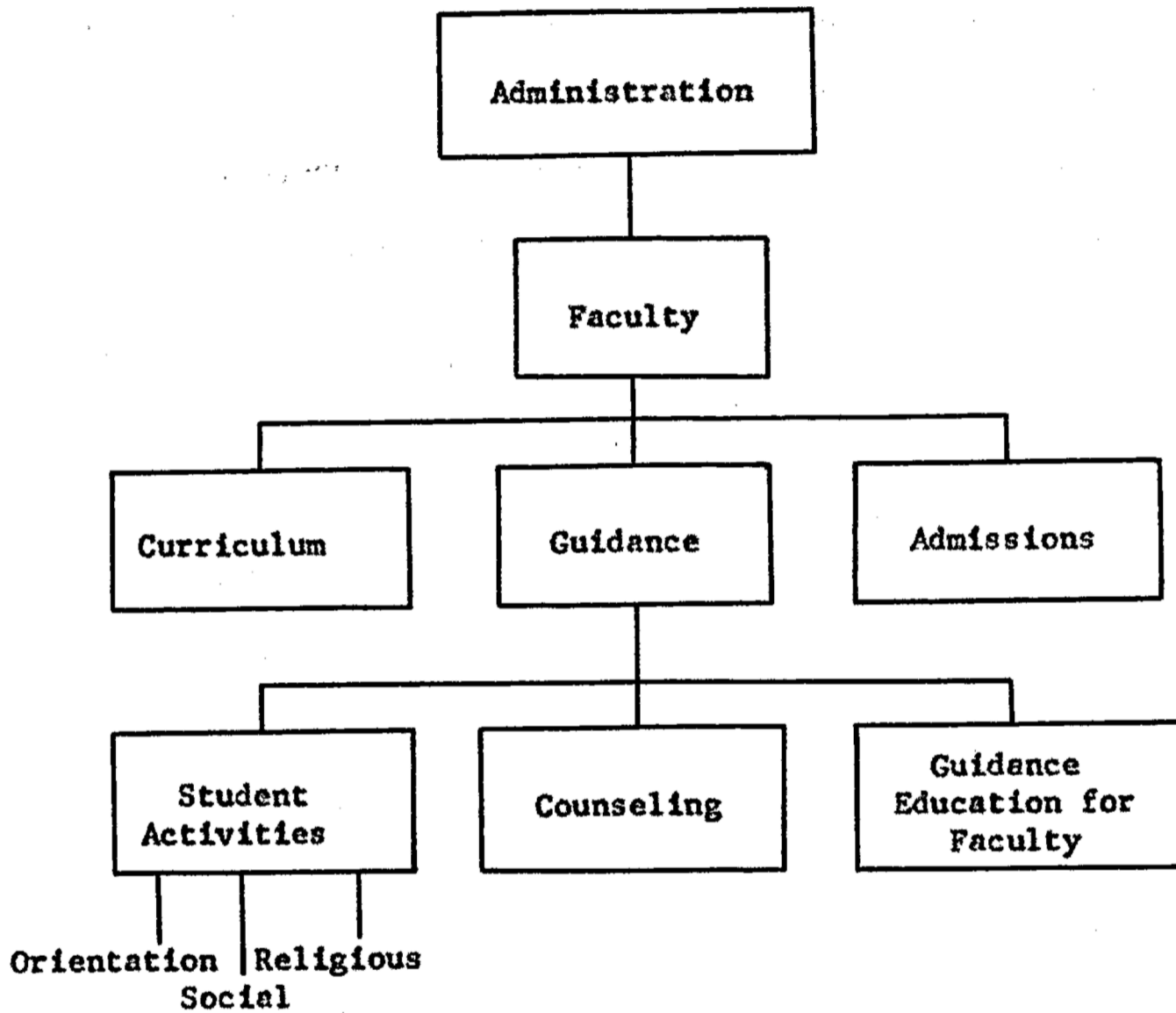


FIGURE 1

DIAGRAM OF FACULTY ORGANIZATION
FOR STUDENT GUIDANCE AND COUNSELING

1. Chairman, an instructor who has had special training in the field of guidance and counseling. The chairman should preferably be a Thai.
2. The dean of students.
3. The chaplain.
4. Two instructors who are active in helping students.
5. Student representatives, one from each class. Students shall attend all meetings except those in which a particular student's problems are discussed which might lead to embarrassment.

Activities of the Guidance Committee. Activities of the Guidance Committee of the faculty shall be:

1. To give direction to the school's guidance and counseling program from immediately pre-entrance to immediately post-graduation.
2. To plan for student orientation as described in Chapter II.
3. To plan and coordinate student recreational and social activities.
4. To plan and coordinate student religious activities.
5. To consider the needs of students with special problems.
6. To plan with administration for faculty growth in guidance and counseling.

II. PRE-ADMISSION AND POST-GRADUATION GUIDANCE

Pre-Admission

It shall not be the purpose of the Guidance Committee to accept students, but it is important in the guidance program that students be

selected who can be reasonably sure of completing the school program. The following suggestions are made to guide in the selection of applicants:

Admission Committee. There shall be an admissions committee of the faculty. The membership of this committee shall be:

1. The director of nursing education.
2. The assistant director.
3. Three full-time instructors.
4. The director or assistant director of nursing service.
5. An appointed member from the Entrance Examination Committee.
6. Chairman of the Guidance Committee.

Functions of Admissions Committee. The functions of the Admission Committee shall be:

1. To set up the criteria for the selection of applicants.
2. To appoint a sub-committee for yearly revision of entrance examinations as necessary. (Henceforth known as Entrance Examination Committee.)
3. To acquaint the faculty and the staff with the selection program so they can cooperate intelligently with the school.
4. To plan the inclusive days annually that applications for nursing will be accepted.
5. To plan the days when the entrance examinations will be given to the applicants.
6. To interview personally the applicants who pass the entrance examinations.

The Sub-Committee on Entrance Examinations. The duties of the

Entrance Examination Committee shall be:

1. To procure the services of a local psychologist to help plan and set up the testing program for entrance examinations.
2. To plan and prepare the set of tests for the school to use as a guide in selecting students from high schools. These tests should be highly reliable and practical for the applicants and should include (a) general knowledge, (b) arithmetic, (c) I.Q., (d) English grammar, and (e) reading comprehension.
3. To record the entrance examination results in the students' files.
4. To cooperate and work together with the Guidance Committee according to the needs of individual students as revealed in the entrance examinations.
5. To make recommendations to the Guidance Committee on prospective students according to the needs as revealed in the entrance examinations.

Criteria of Applicant Selection. As has been indicated earlier, the needs of Thai students and foreign students differ. For this reason, it is suggested that criteria for selection of the two groups differ.

For Thai applicants: Candidates shall be called for personal interviews provided they are qualified by the following requirements: (1) the age is not below 18 years, (2) the applicant's G.P.A.* from

*Grade Point Average.

high school is at least 1.5, (3) the applicant is recommended by the Entrance Examination Committee.

The personal interview shall cover the following items: (1) applicant's family background, (2) applicant's financial status, (3) applicant's character and personality, (4) applicant's attitude toward the religious emphasis of the school.

The physical examination shall include: (1) a general physical examination by a physician, (2) X-ray of chest, (3) laboratory examination including: serology, C.B.C., stool and urine examination, and (4) eye and dental problems should be corrected before entering school.

For overseas applicants. Candidates must complete the pre-entrance requirements for nursing in their own country so that when they return to their own country they can take state examinations and be able to practice their profession.

Applicant's high school G.P.A. should be at least 1.75 or B- for those who are unable to use entrance tests. This will reduce the risk of failure.

Where possible, cooperation should be secured with Seventh-day Adventist high schools or colleges to give entrance tests and have a faculty interview with the prospective student.

Applicants must know either English or Thai language since they are the languages used in the B.S.N.

Physical examinations should be taken in their own country and the reports sent to B.S.N. before selection is made.

Eye and teeth difficulties should be corrected before students enter school.

Post-Graduation

The Bangkok Sanitarium and Hospital needs some of the graduates of each class, but cannot use all the students who graduate from B.S.N. Because there are too many graduate nurses in Bangkok, each hospital gives preference to employing the graduates of their own school of nursing. This is not true in towns or villages outside of Bangkok city. Guidance is needed to help students find satisfactory employment. Perhaps this should be a joint responsibility of administration and the Alumni Association.

The goal is to assist students in selecting a position in nursing which is in harmony with their philosophy and their plans for professional and personal growth. This would help graduates who are Seventh-day Adventists to locate and accept employment in Seventh-day Adventist institutions and clinics throughout the East and help non-Christians find a position in a setting in which they can continue to grow in their Christian philosophy.

Hospitals, clinics, and mission boards should be encouraged to let the Director know of openings for graduate nurses so that she can put them in touch with senior students who will need placement. These openings might be listed on a special bulletin board as one means of letting students know what is available.

Seniors should be asked what their interests are regarding employment, and where possible, an attempt should be made to place them where their capabilities are most suited.

III. STUDENT ORIENTATION ACTIVITIES

The purpose of orientation is to assist the student in becoming

adjusted to the social, educational, professional and religious environment of the B.S.N.:

The program shall begin as soon as students are accepted. Acceptance letters from the school shall be sent to them with the Student Handbook enclosed, which point out the unique characteristics of the institution and its pattern of campus living. In this way the student and his family have opportunity to become acquainted with the school program.

Letters of invitation to the parents or guardians shall be sent asking them to meet with the faculty on the first day of school. This will give an opportunity for the parent to understand the philosophy and requirements of the school and also to become acquainted with the faculty.

An orientation program shall be planned to cover the first week of the new school year. This week shall be planned for and executed under the direction of the Guidance Committee. During this time students are introduced to the school organization, structure, philosophy and activities. New students have the opportunity of getting acquainted with the instructors and faculty of the school as well as their fellow students.

The following are suggestions for activities for the orientation week:

1. A school tour shall be conducted to introduce the student to the school campus. Library hours and information as to the use of the library is given. Students shall be informed regarding the B.S.N. methods of teaching and grade requirements shall be explained.
2. A tour of the students' dormitory shall be given to the new students and their parents.

3. The students shall be informed about supplies provided by the dormitory and to be supplied by themselves.
4. The students shall be advised that they may leave the dormitory once each week provided they are not on duty, if their guardian or a representative calls for them personally to escort them home.
5. The "Big Sister" plan shall be followed whereby the new students are welcomed by the older groups. By having the older students help the new ones, many obstacles may be overcome and confusion avoided.
6. A social shall be planned so that the new students may be officially introduced and feel a part of the school and institution.
7. Orientation to the community shall be given so as to assist the students in becoming acquainted with the surrounding area of the school.
8. The students shall be informed about the religious philosophy of the school. It is also important for them to know and understand that the school functions not only to provide them an education but also to teach them the love of Christ. The school does not intend to force any student to change his or her own belief, but it is part of the school's educational program that all students be required to attend Bible classes and religious activities planned by the school.
9. A meeting shall be held for Thai students and foreign students separately. The Thai students might be helped at this time to accept the foreign student by emphasizing that these chose B.S.N. as their school over a school perhaps in America or

Japan; that it isn't their fault that they know English and can possibly communicate more easily with American faculty, and that they should try to help them to feel welcome and part of the group. The foreign student might be told of some of the Thai customs, of their need to modify their habits, of their need to learn Thai as quickly as possible in order to communicate with their classmates and patients. Students should be told that they cannot be promoted until they have reached a specified level of English and/or Thai.

10. Orientation shall be given to acquaint the new students with the profession of nursing and with the clinical areas of the hospital. During the week of orientation, students are given tours in the hospital's units. The students are introduced briefly to the needs of the sick, the importance of honesty, loyalty, integrity and punctuality. At this time students have opportunity to see the real patient situations so they may have an idea about the sick before they give the actual care.

IV. COUNSELING ACTIVITIES

An effort shall be made to identify students with problems early and to create feelings of warmth and unity between faculty and students whether or not they appear to have problems. It is suggested that each faculty member sponsor eight to ten students, that she visit with the students, become identified with them, perhaps, in various out-of-class activities and encourage them to express their joys and sorrows without fear of censure.

The sponsors will be changed at the end of each year in order to prevent possible favoritism, antagonism or neglect. Sponsoring faculty members shall refer students with personal problems--health, scholarship, behavior--to the Guidance Committee. Recommendations concerning students with major problems, whether physical, mental, scholastic or spiritual, shall be referred from the Guidance Committee to the administration for action.

V. RECREATIONAL AND SOCIAL ACTIVITIES

Recreational and social activities are very important for insuring a balanced outlook for students in their late teens and early twenties. It is suggested that the Student Handbook list cultural and social activities that students can participate in in the city of Bangkok when possible, such as: constitutional fair, Red Cross fair, etc.

The number of unmarried women in the hospital family far outnumber the available male population. Women students are allowed to entertain male friends on the school campus as long as they recognize and observe school standards. Students are urged to invite their friends to join in some of the school recreational and religious activities. By this means more effective student social guidance can be given under faculty observation.

Thai custom dictates that a boarding school for girls in the country observe certain standards regarding leave-taking. At all times, young people must be either under the responsibility of the school or guardian. Under certain stipulations by the school, students may sign out by themselves for personal business in order to learn independence as well as trustworthiness.

Informal social programs should be encouraged. The annual costume party in which students attend in the dress of their home state or country shall be continued. At this affair students exchange information on customs, food, language or other facts characteristic of their own locality.

The Guidance Committee shall continue to cooperate with the hospital recreational committee and the student recreational committees in the residence halls. The hospital recreational committee now plans frequent and varied get-togethers with all the hospital personnel, faculty, staff and students in laboratory, X-ray, and nursing.

VI. RELIGIOUS ACTIVITIES

A program shall be planned to help the student to understand the basic beliefs and principles of Christianity, particularly of the Seventh-day Adventist Church. Formal Bible classes are divided into three sections. The first deals with the Bible and the story of redemption. The second is the study of the life of Christ to assist the student in gaining inspiration and purpose in loving ministry. The third is a study of the Bible foundation of the fundamental beliefs of Seventh-day Adventists. Writings of Ellen G. White are used as references for all of these classes.

The students are given opportunities to learn to sing church hymns, to pray both individually and for their patients, and to become acquainted with the Word of God. The regular morning worship is conducted from Sunday through Friday. The evening worship is from Sunday through Wednesday. Young people's meeting is held every Friday evening, giving the students opportunity to participate in the program. The plan of the meeting includes Bible stories for the young people presented in a

variety of ways, given prior to the main topic of the evening. The Sabbath school superintendent plans Sabbath school so that students of each class take charge of the service periodically.

Students are encouraged to get together in small groups and pray in their own rooms each week. It is planned to have some Seventh-day Adventist students in each group so as to assist and guide the rest of the members of the prayer band. A week of prayer is conducted two times yearly to keep up the spiritual health of the Christian members of the students and faculty groups and to encourage the non-Christian to learn more of Christianity.

Monthly Christian Fellowship meetings are held to spiritually strengthen the Christians, themselves. The non-Christians are invited to attend the meetings. All students are encouraged to submit questions pertaining to religious beliefs or problems. Off the campus outings are planned periodically. All students cannot go each time, but at least once during the year each student will have the privilege to enjoy the excursion and the opportunity for making mission contacts.

Inspirational literature, both in Thai and English, is made available for the students at all times. They are encouraged to read it, especially during Friday evening and the Sabbath hours.

The chaplain and the dean of students are available for religious counseling. Serious problems are referred to the Guidance Committee for further guidance as necessary.

VII. FACULTY GROWTH IN GUIDANCE AND COUNSELING

As was shown in the questionnaire, the faculty at B.S.N. have had very limited preparation in guidance and counseling and indicated this

as an area of need. It is suggested that this lack be remedied by both formal courses and planned in-service education.

It may be that selected faculty could take a series of courses either at Philippine Union College or Bangkok University and serve as resource persons on the faculty.

It is strongly recommended that an instructor from Philippine Union College be asked to spend eight to twelve weeks during a summer term on the B.S.N. campus and offer perhaps two courses for faculty growth: one in interpersonal relationships and one in guidance and counseling.

The Guidance Committee shall prepare a series of activities which will help the faculty in their understanding of guidance. Suggested activities include:

1. A workshop conducted by a psychologist from Bangkok University.
2. A display of books on guidance and counseling.
3. A weekly "sheet" sent to all faculty which reviews pertinent articles and books on guidance and counseling and gives guide lines for improving guidance and counseling at B.S.N.
4. A series of films on guidance and counseling.

VIII. SUMMARY

The proposed guidance program was planned around the following seven areas:

1. The purposes of the program and the description of its organization.
2. The guidance planned for the students from the time of entering the school until after graduation.

3. The orientation activities planned to help students to feel at home and to become acquainted with the school activities.
4. The counseling activities planned to provide faculty sponsors for students.
5. The recreational and social activities planned to promote a balanced educational program.
6. The religious activities planned to assist the student in developing mature Christian standards of their own.
7. The education planned for the faculty to help in preparing them for guidance activities.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

In summary the need of guidance in Bangkok Sanitarium and Hospital School of Nursing is evident from the number of withdrawals and the school situation. There are Thai students from different parts of the country and students from overseas in the school. They can be categorized into three groups: first, the Thai Buddhists who do not have the basic understanding of Christianity and very few of whom have had previous experience in dormitory living; second, the recent converts to Christianity who are not yet firmly rooted and grounded; and third, the foreign students who are not acquainted with the Thai customs, language, foods and find themselves suffering from home-sickness. These demonstrate a real need for a reorganization of the guidance program.

It was the purpose of this study to develop a guidance program for the B.S.N. Increases in student dissatisfaction showed the need for an active guidance program. This need was further emphasized by the different backgrounds, customs, nationalities, languages, and religions among students. The review of literature revealed that some of the students who were unable to get along in the school due to the above mentioned differences might be saved to the profession with an adequate guidance program.

It is the obligation of the school to assist these young people to achieve their professional objectives and to become well adjusted adult citizens of their own countries and communities.

The faculty responded to the questionnaire and indicated that a guidance program is needed for all students. Their willingness to take part in the program if it were organized was strongly indicated. Student answers to the questionnaire revealed a lack of understanding of the school's principles and religious beliefs. The majority of students were fairly well satisfied with school activities, religious programs and the dormitory rules. A few of the students stated they were being forced to attend religious activities. Other changes were suggested.

Through the faculty and students' recommendations along with findings from literature, a proposed guidance program was developed. It was intended that (1) the program for the student could be administered properly and adequately, (2) the program would establish better understanding between the faculty and the students and, (3) the program would in the future decrease the number of withdrawals.

II. RECOMMENDATIONS

For the Faculty of the B.S.N.

The recommendations for the faculty of B.S.N. as a result of this study are:

1. That the plan for a guidance program presented in this study be adopted by the B.S.N.
2. That this proposed program be continually reviewed and revised as necessary.
3. That new tests for entrance examinations be made and reviewed at least every two years.

4. That overseas applicants as well as Thai applicants be required to take the entrance examination.
5. That all accepted Thai students be mathayom VIII graduates.
6. That the following be reviewed and possibly revised:
 - a. Dormitory rules and regulations
 - b. Disciplinary procedures
7. It was not the purpose of this study to include a study of the foods served students, but because food seemed to be a major problem mentioned by many of the students who answered the questionnaire, it is recommended that this service be given serious consideration by the faculty. It is recommended that students work with faculty and the dietitian in meal planning and that a definite attempt be made to make the food service pleasant, perhaps occasionally including different dishes from the lands represented by students.

For Further Study

It is recommended that the following studies be made:

1. That a similar study be conducted after the guidance program has been in operation for two years to find evidence of its effectiveness and areas needing revision.
2. That a study be made of activities of alumni and the degree to which they feel the B.S.N. prepared them or could have better prepared them for their work.

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APPENDIX

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Kate Lindsay Hall
Loma Linda University
Loma Linda, California

Dear Fellow Faculty Member:

As you know, I am working on a proposed guidance program for our Bangkok Sanitarium and Hospital School of Nursing for my master's thesis. I need your help in getting some information as a basis for developing this program.

I think we all recognize that we should do more in helping our students to develop into mature Christian nurses. The big question is, what more can we do? A statement of your evaluation of our existing program and your ideas for improving it where necessary would be most helpful. I also need to know what qualifications we as a faculty have for participating in various aspects of the guidance program.

Enclosed are some questions which I would very much like to have you answer and return to the Nursing Office as soon as possible so that they can be mailed to me by air.

Sincerely yours,

Salinee Svetalekha

SS:jk
Enclosures

FACULTY QUESTIONNAIRE

A. DIRECTIONS: Please check your evaluation of the various aspects of the guidance program at B.S.N. and also specify the areas which need improvement.

	PRESENT PROGRAM IS			AREAS WHICH NEED IMPROVEMENT
	Adequate	Inadequate	Uncertain	
a. Selection of beginning students with regard to: G.P.A., references, religion, physical examination, etc.	—	—	—	_____
b. Orientation to B.S.N. through the use of: tours, handbook, bulletin, social & religious activities, library instruction, study guides, etc.	—	—	—	_____
c. Testing program including pre-entrance examination and interpretation of test results.	—	—	—	_____
d. Use of class examination as a guidance tool in assisting the student.	—	—	—	_____
e. Counseling regarding: personal, financial, educational, needs and problems.	—	—	—	_____
f. Guidance activities in: social, recreational, religious, and all school activities.	—	—	—	_____
g. Placing graduates at B.S.H., mission fields and elsewhere, developing institutional loyalties.	—	—	—	_____
h. Other	—	—	—	_____

B. Please give suggestions for improving the various aspects of the guidance program as indicated below:

a. Student selection:

b. Orientation:

c. Testing:

d. Class examinations:

e. Counseling:

f. Guidance:

g. Placement:

h. Other:

C. Please check your qualifications for guidance and counseling:

- | | <u>YES</u> | <u>NO</u> |
|--|------------|-----------|
| 1. Where do you stand under these personal criteria? | | |
| a. Do you have individual conferences with the students in your classes? | --- | --- |
| b. Would you enjoy a part in the guidance program? | --- | --- |
| c. Do you like to help people work out their problems? | --- | --- |
| d. Have you ever been a member of a Guidance Committee? | --- | --- |
| 2. Which of these courses or their equivalent have you had? | | |
| a. Developmental Psychology | --- | |
| b. Adolescent Psychology | --- | |
| c. Educational Psychology | --- | |
| d. Mental Hygiene | --- | |
| e. Tests and Measurements | --- | |
| f. Personality Development | --- | |
| g. Interpersonal Relations | --- | |
| h. Guidance and Counseling | --- | |

3. Name any other relevant courses that you have taken.

- a.
- b.
- c.

Signature _____

Thank you very much for your help.
--Salinee

Kate Lindsay Hall
Loma Linda University
Loma Linda, California

Dear Student:

For one of the requirements in my graduate studies, I am making a plan for a guidance program for our school of nursing. I need your help in getting some information as a basis of developing this program.

With this letter I am enclosing a short questionnaire for you to answer. Your frank opinions and ideas will be very valuable to the program that I am planning on.

In order to keep this information strictly confidential, you need not sign your name.

Thank you in advance for giving this questionnaire your thoughtful consideration.

Sincerely yours,

Salinee Svetalekha

SS:jk
Enclosure

STUDENT QUESTIONNAIRE

1. a. What impressed you most during the first few days of the school year?
b. Has your impression changed since then?
2. Please express your feelings toward the following:
 - a. Orientation program.
 - b. Arrangement of classes.
 - c. Work assignments.
 - d. Religious program.
 - e. Recreational program.
 - f. Rules and regulations.
 - g. Others.
3. What do you think of
 - a. Your teachers?
 - b. Your head nurses?
 - c. Your supervisors?
4. What are your complaints?
5. What do you think the school should plan or offer for you in order to help you adjust to your new situation?
6. What other suggestions do you have?

LOMA LINDA UNIVERSITY

Graduate School

A PROPOSED GUIDANCE PROGRAM
FOR THE BANGKOK SANITARIUM AND HOSPITAL

SCHOOL OF NURSING

by

Salinee Svetalekha

An Abstract of a Thesis
In Partial Fulfillment of the Requirements
for the Degree Master of Science
in the Field of Nursing

June, 1962

ABSTRACT

One of the great needs of young people is guidance. It is not easy for the student who enters a school of nursing to make the necessary adjustments within the profession and environment without problems. Students at the Bangkok Sanitarium and Hospital School of Nursing in Thailand are no exception, and a large number withdraw from the program before graduation. Students at this institution represent many different nationalities, cultures, customs, and religions, and much guidance is needed.

It was the purpose of this study to prepare a plan for a guidance program for the Bangkok Sanitarium and Hospital School of Nursing. A review of literature revealed that some of the students who were unable to get along in the school due to the above mentioned differences might be saved to the profession with an adequate guidance program.

The faculty responded to a questionnaire and indicated that a guidance program is needed for all students. Their willingness to take part in the program if it were organized was strongly indicated. Student answers to a questionnaire revealed a lack of understanding of the school's principles and religious beliefs. The majority of students were satisfied in the main with school activities, religious programs and the dormitory rules. Some changes were suggested.

From the faculty and students' recommendations, along with findings from literature, a proposed guidance program was developed. The program was prepared around seven areas: (1) purpose and organization of a guidance program for the B.S.N., (2) guidance pre-admission and post graduation, (3) student orientation activities, (4) counseling activities,

(5) recreational and social activities, (6) religious activities, and (7) faculty growth in guidance and counseling.

It was intended that the program for the students could be administered properly and adequately, that the program would establish better understanding between the faculty and the students and would decrease the number of withdrawals in the future.